(c) *Formal Language.*—The study of grammar extended only so far as it applies to language generally. Analysis of sentences into clauses and phrases. Synthesis to correspondence. Study of normal order of words and of inversion. Principle of suspense. The unity of the paragraph. Study and imitation of good models. Figures of speech : simile, metaphor, personification, alliteration. Rules of syntax. Further study of metre and rhyme.

LITERATURE.—The reading and appreciation of at least two English classics, one prose and one verse. In addition, a book of selected literary extracts may be studied. Characteristics of good prose and poetry to be further studied, with recitation of selected passages. General reading of good books to be encouraged. Oral reading should be expected to show a higher stage of elocutionary skill.

FOREIGN LANGUAGE (OPTIONAL).

LATIN (alternative with French).—Reading of easy continuous passages of prose—*e.g.*, Cæsar's Invasion of Britain. Elementary exercises in Latin grammar.

FRENCH (alternative with Latin).—Elementary exercises taught by the direct method. Simple conversational French. Attention to be given to correct pronunciation. Reading of easy continuous passages. Pupils at the end of the first year should have a knowledge of the formation of plural forms of nouns and the feminine forms of nouns and adjectives, the pronouns, the indicative and imperative of the four conjugations, and some of the irregular verbs.

ARITHMETIC.

INTRODUCTION.

The principal aims of the teacher of this subject should be—
 (1) To secure mechanical accuracy in every class.
 (2) To make the teaching practical, so that school arithmetic may be related as closely as possible to the arithmetic required in everyday life.
 (3) To provide an introduction to elementary mathematics.

Throughout the course the teacher should frequently diagnose the difficulties of individual pupils and adopt special methods to enable the pupil to overcome them. The mere tedious repetition of tables is a most unintelligent way of securing mechanical accuracy. Repetition is necessary, but it should be intelligent repetition that will lead the child to concentrate upon those special difficulties he has in memorizing the fundamental facts of arithmetic.

Practical work should form an essential part of the teaching, and should include the handling of coins and the use of familiar measuring-apparatus —*e.g.*, the foot rule, kitchen balance, pint and quart measures — and the teacher should devise problems arising out of the practical exercises. The mere use of the measures without the application to practical problems is not of very much service. The child must be led to feel that arithmetic is a real thing—that it belongs to everyday life. No doubt some of the instruction will anticipate life situations that do not come within the experience of the schoolboy, but it is not thought desirable or reasonable to restrict the operations to such as are confined to the school and home life of the pupil. In many instances, although he has no direct association with such financial matters as " payment of taxes " and the " profit and loss " transactions of a storekeeper, yet such matters are frequently common talk in the home, and it is desirable that the pupil should in some measure anticipate the experiences of later life.

The syllabus is set down in considerable detail. There is much repetition from class to class, a repetition which is intentional in order that pupils shall become acquainted by easy stages with important principles in arithmetic, and proficient in their application.

It is not considered that in any class more than four hours per week should be devoted to the subject. In order to keep within this limit the head teacher may with the approval of the Inspector distribute the work differently or omit certain portions. At the same time, pupils who show marked ability in the subject may undertake part of the work set down for the next higher class.

At the discretion of the head teacher, girls of Standards V and VI who take needlework may be exempted from elementary mathematics.