

and the lower of two simultaneous sounds. *Fe* and *Ta* in sol-fa. Letter-names of notes on staff; the sharp, flat, and natural. Signs for treble and bass clefs. More advanced time and rhythm. Six-pulse, quarter-pulse, broken rhythms, dotted notes, and corresponding time names and rests. Sight-singing exercises to cover all the above. Building of simple tunes to be encouraged.

SENIOR DIVISIONS (STANDARDS V AND VI, OR FORMS I AND II).

Some classical songs. More difficult two-part songs and a few trios. Development of vocal flexibility, tone-colour, and expression. More advanced ear-tests. Recognition of other intervals. Building key-signatures in staff. The *lah* mode, or minor scale. Chromatics. Time-signatures. The more common Italian terms and signs. Melody-making to be further encouraged.

HYGIENE AND FIRST AID.

INTRODUCTION.

Training in hygiene is of value only in so far as the principles taught become embodied in the daily life of the children. Therefore, health teaching must be practical. The school environment should illustrate, as far as possible, the requirements for health. Children should be encouraged to assist in beautifying their surroundings and in maintaining a high standard of order and cleanliness. There should be systematic supervision of out-buildings, wash-basins, &c. The schoolroom should be a model of tidiness and attractiveness. Ventilation should be carefully attended to, and care taken to see that pupils observe good posture. Nothing can excuse neglect by the teacher of the proper ventilation of the classrooms; as much of the teaching as possible should be carried on in the open air. With regard to posture it is the teacher's first duty to see that as far as possible children sit at desks or tables suited to their size. A high standard of personal cleanliness should be encouraged in pupils. Those suffering from verminous conditions or common skin-diseases should be recommended for immediate treatment, and excluded where necessary, in accordance with the provisions of the Education Act. School lunches should be organized and eaten under supervision, the opportunity thus afforded being utilized to impart information as to the requirements of a satisfactory lunch. In all classes "safety first" rules for crossing streets, &c., should be taught. In accordance with the age of pupils, emphasis should be laid upon the value of swimming and life-saving, and advice given how to deal with common emergencies—*e.g.*, a room full of coal-gas or benzine-fumes; danger from contact with electric wires; what to do if a child chokes or if his clothes catch fire.

As a basis for giving health lessons, teachers will find valuable the five Health letters for use in Health Week, distributed to schools by the School Hygiene Division, Department of Health, also the following Health leaflets:—

- H. 528—School Lunch.
- H. 530—Care of Children's Teeth.
- H. 531—The Hair and Scalp of the School-child.
- H. 532—Common Skin-diseases in School-children.
- H. 536—Suggestions to Parents.
- H. 537—Defective Eyesight in Children.
- H. 556—Defects of the Nose and Throat.
- H. 633—Discharging Ears.
- H. 634—Cleaning and Sanitation of Schools.

Copies of these may be obtained on application to the Director of School Hygiene, Health Department, Wellington.

It is the duty of every teacher to co-operate to the fullest extent with the officers of the Health Department who periodically visit the school to examine the pupils or who require the children's attendance at school dental clinics.

PREPARATORY CLASSES.

No set lesson need be given, but various devices can be used to interest children in the observance of health rules—for instance, a daily inspection as to cleanliness, inquiry as to health habits, use of the handkerchief, breathing through the nose, sleeping with the window open, washing hands before meals, cleaning teeth, &c. Health rules may be illustrated by simple stories, and may be impressed upon the minds of pupils by the manufacture of health posters during the handwork or drawing lessons.