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EDUCATION ACT 1890.

REGULATION RESCINDED, REGULATION MADE.

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REGULATION I.

COURSE OF FREE INSTRUCTION.

*Education Act 1890.*

## REGULATION RESCINDED, REGULATION MADE.

At the Executive Council Chamber, Melbourne, the twenty-ninth day of April, 1913.

PRESENT :

His Excellency the Governor of Victoria.

Mr. Murray  
Mr. Graham

Mr. Thomson.

WHEREAS by section 23 of the *Education Act 1890* (54 Vict. No. 1086) it is enacted that the Governor in Council may from time to time make and rescind regulations for all or any of the purposes therein mentioned, and generally for carrying the said Act into effect; Now therefore His Excellency the Governor of the State of Victoria, by and with the advice of the Executive Council thereof, doth hereby rescind Regulation I—Course of Free Instruction—of the Regulations made under *Education Act 1890*, and doth make the following regulation in lieu thereof, that is to say :—

## REGULATION I.

## THE COURSE OF FREE INSTRUCTION.

1. The secular instruction to be given in elementary schools under the Education Acts shall be that shown in the following Course of Free Instruction :—

*Part I.—General Course of Study.*

## JUNIOR DEPARTMENT.

## Preparatory Course.

NOTE.—The object of this course is to provide, for pupils who enter school before the age of six, a series of exercises which are to be carried out in the play-spirit, but which are designed to prepare them for the study of the more definite and formal treatment of the course of instruction.

## A.

## ENGLISH—

*Language.*—This should commence with informal talks upon interesting objects, such as favorite toys and pets. At a later stage, when the pupils have entered into the spirit of the finger-plays and games, they should be led to talk about them. Further opportunities for encouraging the pupils to express their thoughts freely will occur in connexion with nature-study, drawing, picture lessons, gifts, occupations, stories, action stories, excursions.

*Phonics.*—Informal lessons on play sounds and on slow pronunciation to train pupils in hearing and in the right use of the organs of speech. Special attention should be given to those sounds which certain pupils have difficulty in producing rightly.

*Poetry.*—Nursery rhymes and simple poems. Words of songs.

*Writing.*—Informal lessons based upon things in which the child is naturally interested, such as the swing, the lolly-stick. Making the elements of the letters in wool. Tracing these elements in sand, and drawing them.

## NUMBER—

To be gaining an acquaintance with number through games, finger-plays, gifts, occupations, stories, drawing, and the sand tray.

NOTE.—Only those schools that are suitably staffed and equipped will be expected to undertake the work prescribed above in English and in number.

## B.

## ENGLISH—

*Language.*—A more formal treatment of the work of the previous stage, including lessons on the simple idioms of speech. Descriptions of objects and of actions. Simple comparisons.

*Reading.*—(a) Words taught by means of objects, drawings, pictures, and actions.

(b) Simple idioms, e.g., "I see," "It is."

(c) Simple sentences, combining (a) and (b) with the prepositions "in" and "on" and a few common adjectives, e.g., "big," "little."

About thirty words, exclusive of the idioms, should be taught; and the choice of these words should be such as to enable reading to be correlated with nature work and other lessons.

*Phonics.*—An extension of the work of the previous stage, including the association of the various play sounds with the corresponding symbols.

*Poetry.*—Simple poems. Words of songs.

*Writing.*—(a) Formal—To write the elements; to combine a few simple elements into the simpler letters.

(b) Informal—To write, from the blackboard, with chalk or crayon, the words of the reading lessons.

#### NUMBER—

To be gaining further ideas of number by means of counters and objects. To count to 10. To limit definitely any number of objects up to 10. To make number pictures. To be learning to write figures up to 10. The analysis of numbers up to 5.

#### MANUAL TRAINING—

*Drawing.*—(a) To draw on a blackboard, with chalk, circular and elliptical shapes in mass, representing balls, eggs, fruits, and the like; and straight lines, representing posts, gates, and other suitable objects. Developing control of the simpler arm and wrist movements.

(b) Simple illustrations based on the nature-study and language work, and calling forth the pupil's power of graphic expression.

NOTE.—The time spent by pupils doing the work under sections A and B of the Preparatory Course will be found to vary according to their age when they come to school. They should be advanced to the First Grade as soon as they are fit for it.

*Occupations.*—One lesson a day on modelling with clay or plasticine, cardboard sewing, paper-work, stick-laying, or other approved occupation.

NOTES.—1. Schools that are equipped with the kindergarten gifts should devote some of the time for occupations to exercises with these.

2. Pupils of Grade A should take part in the above-mentioned occupations.

#### PHYSICAL TRAINING—

Directed play.

NOTE.—The directed play should largely consist of singing games, with instrumental accompaniment where practicable.

#### First Grade. FIRST HALF-YEAR.

#### ENGLISH—

*Language.*—Extension of previous work. Enlargement of the pupils' vocabulary by the freer use of idioms and a greater variety of expression.

*Reading.*—(a) Simple stories in script, based on nature work and other lessons.

(b) Simple sentences in script with a phonic basis as in *The Primer*.

(c) Simple sentences in print. The first printed sentences should be read from wall-sheets, or from the blackboard, rather than from books.

*Phonics.*—To receive lessons on the short vowel sounds and on simple combinations of these with consonants. Word-building. At this stage, the names of the letters should be learned in association with the sound and the symbol.

*Poetry.*—Simple poems correlated with nature work and other lessons.

*Writing.*—(a) Formal—To write the small letters; to be learning to write the simpler capital letters. The letters should be taught in groups based upon a common element, e. g., i, t, u, l.

(b) Informal—To write, from the blackboard, the words and sentences of reading and word-building lessons.

#### SECOND HALF-YEAR.

*Language.*—Extension of the previous work. To be learning to speak connectedly on a simple topic, e. g., an object, a picture, a game or an experience. More difficult idioms of speech. Oral reproduction of the thought in reading lessons, stories, and poems. Use of the full stop and the capital letter.

*Reading.*—(a) To read simple narratives in script and print, correlated with nature work and other lessons.

(b) To read *The Federal Primer* and *The Primer*.

*Phonics and Spelling.*—To receive lessons on the double consonants and the easier diphthongs. Word-building. To receive lessons as in *The Primer* on the long sound of *a*. To receive lessons on such irregular words as are contained in *The Primer* or approved equivalent.

The aim in all phonic exercises should be—(a) to train pupils in habits of correct articulation and distinct enunciation; and (b) to show them how to place and to use the organs of speech.

*Poetry.*—Simple narrative and nature poems.

*Writing.*—(a) Formal—To write, on paper, with pen or lead pencil, the small and capital letters from dictation either of name or of sound; to transcribe words and short sentences.

(b) Informal—To write the words and sentences of reading and word-building lessons.

NOTES.—1. The work in English in the First Grade is set out in half-yearly courses. In practice, it will be found that some pupils may cover these courses in less time, and that others, usually younger pupils, will require the full period. In all cases, the teacher should promote the pupils as soon as it is evident that they can begin with profit the work of the next higher division. It is especially desirable that the progress of older pupils through the Preparatory Course and the First Grade should not be delayed. As a rule, pupils should pass into the Second Grade at the age of seven years.

2. Much of the work of the Preparatory Course and of the First Grade should center round an informal treatment of the plant and animal life and the simple natural phenomena of the environment.

#### ARITHMETIC—

To count, read, and write numbers up to 20. To know the place value of digits up to 20. To count to 20 by tens, fives, and twos. To know the analysis of numbers up to 12. To be able to write the number facts learned.

To use the foot-rule in the measurement, in inches, of suitable objects, such as a slate, a book, a mill-board, the total number of inches not to exceed 12. Division into halves, taught by actual division of lines, figures, objects, and by paper-folding. To draw lines of given length in inches, the number of inches not to exceed 12.

To recognize and name the shilling, sixpence, threepence, penny, and halfpenny. Relative values of these coins.

Mental exercises in the four simple operations within the number limits learned by the pupils, based upon counters, common objects, and measurements. These should lead to mental exercises in abstract numbers.

#### MANUAL TRAINING—

(a) *Drawing*.—1. To draw, with a free arm and with white or colored chalks, on a blackboard, and, with a free hand and colored crayons, on plain white or tinted paper, examples containing straight or simple curved lines, or both in combination. The examples should be derived from natural or common objects interesting to children, and should be represented in mass and in line.

2. To draw from memory any of the above examples.

(b) *Occupations*.—Three half-hour lessons weekly on modelling with clay or plasticine, canvas sewing, and one of the following:—paper folding and cutting, mat weaving, or any other approved form of constructive work.

#### Second Grade.

#### ENGLISH—

*Language*.—Simple narratives both oral and written. To receive further lessons on correct forms of speech. To receive lessons in punctuation—the full stop, and the note of interrogation.

*Reading*.—(a) To read narratives in script and in print.

(b) To read *The First Book* and one or more supplementary readers.

(c) To read at sight.

*Phonics and Spelling*.—To receive lessons as in *The First Book* on the long vowel sounds and the diphthongs. To learn the spelling of irregular words and of words which children frequently use in their composition. Simple dictation tests.

The spelling in this division includes all the words of *The Primer* and of *The First Book* to page 44, and the words printed in black type in the remaining portions of *The First Book*. The spelling of words should be learned in association with their use in sentences.

*Poetry*.—To learn at least 150 lines of simple narrative and nature poems, and to have an intelligent knowledge of the poems learned.

*Writing*.—(a) Formal—To write in *The Australian Copy-book No. 1*; or, on paper, with pen or pencil, the small and capital letters; to transcribe words and sentences.

(b) Informal—Exercises in transcription, dictation, and composition.

#### ARITHMETIC—

To count, read, and write numbers up to 100. To decompose the numbers into ones and tens. To count by twos, fives, and tens up to 100, and by threes, fours, and sixes to 48. The analysis of numbers up to 20. To add any number less than 10 to any number greater than 10, the total not to exceed 100. Serial counting by addition of tens, e.g., 9 and 5 are 14; 19 and 5 are 24; 29 and 5 are 34; and so on.

Measurement with the foot-rule and yard-measure of objects about the room. Use of the quart and pint in measuring liquids, and of the pound and ounce in weighing. Halves of quantities found by measurement and by weighing. To draw lines of given length in feet, inches, and half-inches.

To recognize and name the bronze coins and the silver coins with the exception of the half-crown. Their relative values. The number of days in a week.

*Mental Arithmetic*.—Mental exercises in concrete quantities in the four simple rules, based upon the above-mentioned work, and leading to exercises in abstract numbers. The aim should be to give pupils facility in dealing mentally with numbers within the range of their work.

*Written Arithmetic*.—Written work should be introduced as an extension of mental exercises, and as a means of performing additions beyond the capacity of pupils to solve mentally. The sum of the addends need not exceed 50.

#### NATURE KNOWLEDGE—

(a) *Nature-study*.—To receive lessons on the animal and plant life of the district, whether native or introduced, and on simple natural phenomena familiar to the children.

(b) *Hygiene*.—Simple talks with pupils upon cleanliness, ventilation, food, the body, exercise and rest, growth, correlated, as far as possible, with stories, picture lessons, and finger-plays.

#### STORIES—

To be told, for the purpose of illustrating and deepening interest in the general class work, mythological, fairy, and nature stories.

Among the stories told should be included stories of the aboriginal inhabitants of Australia, their customs, habits, homes, myths, and the like.

#### MANUAL TRAINING—

(a) *Drawing*.—1. To draw, on a blackboard and on plain paper, examples containing straight or simple curved lines, or both in combination. The examples should be derived from natural or common objects interesting to children.

2. To draw, with the aid of a ruler, simple exercises representing common objects similar to those drawn in the free exercises.

3. To draw from memory the exercises in the previous sections.

4. To draw with the brush, in mass only and in one color, simple patterns composed of brush strokes, and simple leaf or fruit forms.

(b) *Occupations*.—One of the following:—

Modelling in clay or plasticine, paper folding and cutting, mat weaving, or any other approved form of constructive work.

(c) *Needlework*.—Thimble drill, needle-holding drill, and needlework-holding drill. Hem-folding on paper and calico. Tacking. Hemming—not more than eight stitches to an inch. Hemming a

strip of soft calico, or a handkerchief, towel, duster, or the like, with colored cotton—black not to be used. No. 6 needles to be used.

NOTES.—1. Boys as well as girls, in the First and the Second Grades only, may take the course in needlework.

2. In all the grades above the First, needlework lessons are to be given, as far as possible, with the aid of the blackboard and the demonstration frame.

#### Preparatory Course, First Grade, and Second Grade.

#### SINGING—

Breathing and voice-training exercises. The sense of time and rhythm to be cultivated by means of songs learned by ear. To be learning the scale and the common chord from the modulator, using the tonic sol-fa syllables. Hand-signs. Imitating simple ear exercises.

To sing suitable class songs related as closely as possible to the subject-matter of other lessons.

#### First and Second Grades.

#### PHYSICAL TRAINING—

Physical exercises. Breathing exercises. Marching. Games.

NOTE.—Where practicable, pupils should march, and should play some of their games, to the accompaniment of music.

#### MIDDLE DEPARTMENT.

##### Third Grade.

NOTE.—As a general rule, pupils should reach this grade when they are not older than eight years.

#### ENGLISH—

(a) *Phonics and Voice Exercises.*—Daily practice in correct breathing and in the proper use of tongue, lips, and teeth in speaking. The exercises should aim at the removal of common defects of speech, and at securing purity of vowel sounds and distinctness of consonantal sounds.

(b) *Poetry.*—To learn, and to repeat with satisfactory enunciation and expression, at least 150 lines of suitable poetry from *The School Paper* or approved equivalent, and to have an intelligent knowledge of the poems learned.

(c) *Reading.*—To read, with reasonable fluency and expression, and with understanding of the subject-matter, *The School Paper* and one or more supplementary readers. Practice in silent reading for limited periods, and questions thereon.

(d) *Writing.*—To write, in a bold and legible small hand, with correct spelling and punctuation, the subject-matter of the reading lessons.

To write in *The Australian Copy-book No. 2*; or, when approved, to write in plain books from copies on the blackboard. In this and the higher grades, the teacher should continue to give regular lessons on the elements of the letters, and on slope, junctions, height, and turnings.

Exercises should be given to secure an increasing freedom of arm movement.

(e) *Spelling.*—To spell, in easy dictation exercises, the words of selected lessons in *The School Paper*.

To spell words of regular formation connected with word-building lessons. The pupils should learn the spelling of words in association with their meaning and their use in sentences.

(f) *Composition.*—To be learning to express thought easily, correctly, and naturally, orally and in writing. Oral reproduction of the thought in the reading lessons, narrative poems, picture lessons, and in stories told to pupils. This work should lead to written composition upon simple topics familiar to pupils. Exercises in combining simple sentences with common link-words. Use of the full stop, the comma, the note of interrogation, and the capital letter. Changes in words when used to speak of one thing or more than one thing, or when used to denote possession.

#### ARITHMETIC—

Revision and extension of the work of previous grades.

To read and write numbers up to 9,999. To know the local and the intrinsic value of digits, singly and in pairs.

Addition and subtraction. Construction by pupils of tables to 12 times 12. Simple factors within the limits of the tables learned. Multiplication and division. To find by measurement, or by objects, or by paper-folding,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , to  $\frac{1}{2}$  of given numbers or quantities.

Practical exercises in the measurement of length with the foot-rule and the yard-measure, e.g., the length of the desk, the room, the fence.

Measuring liquids with the gallon, quart, and pint measures. Use of the pound and ounce in weighing. Halves and quarters of quantities found by measurement and by weighing.

To recognize and name the coins in use; their relative values. Dozen and score. Minute, hour, day, week.

To express easy sums of money in terms of the next lower denomination. Simple exercises in finding values within the limits of the tables learned.

To use the symbols +, -, ×, ÷ in representing processes in concrete examples.

*Mental Arithmetic.*—Mental exercises in concrete quantities based upon the above-mentioned work, leading to operations with abstract numbers.

*Written Arithmetic.*—Written work to be introduced as an extension of mental and oral exercises, both questions and answers to be limited to numbers less than 10,000, with multipliers and divisors not exceeding 12.

#### NATURE KNOWLEDGE—

(a) *Geography.*—Observation work—Circulation and flow of water; obvious atmospheric phenomena; order of the seasons; the four chief points of the compass; ideas of distance and direction.

To be learning to make plans of the schoolroom and of the schoolground.

Recognition of pictures or plans of simple geographical forms.

Main features of the topography of the locality.

Chief occupations of the people in the district.  
Means of communication with the nearest town-  
ship, town, city, railway station  
Australia and its divisions. Continents and  
oceans. Continents from which we receive articles  
of common domestic use, such as kerosene, rice, tea.  
Continents from which animals in zoological gardens  
and the circus come.  
(b) *Nature-study*.—As for the Second Grade, but  
the work to be of a more advanced character.  
(c) *Hygiene*.—As for the Fourth Grade.

## STORIES—

The following stories of men and women who per-  
formed notable deeds are to be told:—

How Leonidas kept the Pass. How Horatius  
kept the Bridge. The Story of Regulus, the Roman  
General. King Arthur and his Knights. Gre-  
gory and the English Slaves. Alfred the Great.  
William Tell, a Swiss Hero. The Maid of Orleans.  
Round the Cape with Vasco da Gama. Columbus's  
Great Discovery. Round the World with Magellan's  
Ship. Into Arctic Seas with Henry Hudson. The  
Story of Pocahontas. Washington, the Father  
of the American Nation. England's Greatest Ad-  
miral, Nelson. The Story of Captain Cook. The  
Good Nurse, Florence Nightingale. With Living-  
stone in Africa. The Story of Burke and Wills.  
The Story of General Gordon.

Other approved stories may be substituted for  
those above-named.

NOTE.—In telling these stories, the teacher should keep  
in mind their ethical value, and should emphasize the  
qualities of truth-telling, steadfastness, obedience, mercy,  
etc., illustrated in them.

## MANUAL TRAINING—

(a) *Drawing*.—1. To draw, on a blackboard and  
on plain paper, examples containing straight or  
simple curved lines, or both in combination. The  
examples should be derived from natural or common  
objects interesting to children. The work should  
be of a more advanced character and of better  
execution than the work in the Second Grade.

2. To draw accurately, with the aid of the ruler  
and set square (45 degrees), objects and patterns  
composed of squares, oblongs; and triangles, with  
their subdivisions. No line shorter than half an inch  
should be employed.

3. To draw from memory any of the exercises in  
the previous sections.

4. To draw with the brush simple leaf forms and  
simple patterns derived from these forms.

(b) *Occupations*.—Exercises in modelling in clay  
or plasticine, or weaving in some material other than  
paper, e.g., raffia. Or (for girls),

(c) *Needlework*.—Hemming—The pupil to begin  
the hem, to show a join, and finish off unaided.

Top-sewing. No. 6 or No. 7 needles to be used.  
Knitting.

A pocket-apron or similar article to be made, and  
a small kettle-holder to be knitted, showing chain  
edge.

## Fourth Grade.

## ENGLISH—

(a) *Phonics and Voice Exercises*.—Daily practice  
in correct breathing and in the proper use of the  
tongue, lips, and teeth in speaking. The exercises  
given should aim at the removal of common defects  
of speech, and at securing purity of vowel sounds  
and distinctness of consonantal sounds. Revision  
and extension of previous work.

(b) *Poetry*.—To learn, and to repeat with satis-  
factory enunciation and expression, at least 150 lines  
of good poetry from *The School Paper* or approved  
equivalent, and to have an intelligent knowledge of  
the poems learned.

(c) *Reading*.—To read, with reasonable fluency  
and expression, and with understanding of the sub-  
ject-matter, *The School Paper* and one or more  
supplementary readers. Practice for limited periods  
in silent reading associated with definite written tasks.

(d) *Writing*.—To write, in a bold and legible  
small-hand, the subject-matter of the class work; to  
write in *The Australian Copy-book No. 3*; or, when  
approved, to write in plain books from copies on  
the blackboard. Regular class lessons in the ele-  
ments of letters, and exercises to secure freedom of  
arm movement.

NOTE.—In this and higher grades, pupils should be able  
to criticize their own writing, and to indicate faults in the  
formation of the elements of letters, and in their slope, etc.

(e) *Spelling*.—To spell, in easy dictation exer-  
cises, the words of selected lessons in *The School  
Paper*.

To spell words of regular formation connected  
with word-building lessons. The pupils should  
learn the spelling of words in association with their  
meaning and their use in sentences.

Correct spelling in all written work should be in-  
sisted upon.

(f) *Composition and Grammar*.—Oral composi-  
tion giving in full, or in part, the thought contained  
in the lessons read, and in poems learned. Oral de-  
scriptions of holiday and other trips.

Extension of the work in combining two or more  
simple sentences with suitable link-words.

Punctuation. Use of capitals.

The naming and telling parts of a sentence.  
Division of the simple sentence into subject and  
predicate. Adding subject to predicate and predi-  
cate to subject to form simple sentences. Name  
words and telling words. Functions of noun,  
personal pronoun, adjective, and verb.

Constructing simple sentences with qualifying  
words.

Written composition based upon the school lessons,  
and upon topics familiar and interesting to pupils.  
In these lessons, they should apply the ideas gained  
in the constructive work set out above.

## ARITHMETIC—

Revision and extension of the work of previous  
grades.

Numeration and notation of numbers up to  
10,000,000. Recognition of local and intrinsic values  
of digits singly and in pairs.

The four simple rules.

Money tables. Exercises in the four compound rules restricted to money. Reduction of money.

Measures of length—inch, foot, yard, chain. Ideas of a mile. Measures of weight—ounce, pound, quarter, cwt., and of capacity—gallon, quart, pint.

Estimating quantities, and checking estimates by measuring and weighing.

Applications of such fractions as  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$  to simple quantities.

Practical exercises in the measurement of length. e.g., length of room, perimeter of room or school-ground, width of road.

Application of mental rules—the dozen and the score.

Symbols of operations as in the Third Grade. The sign of equality.

*Mental Arithmetic.*—Concrete oral and mental exercises based upon practical work and upon facts within range of pupils' experiences, limited as above. Easy one-step reduction in weights and measures, and simple domestic transactions, should come within the scope of the oral arithmetic.

*Written Arithmetic.*—Written work as an extension of oral work and led up to by such exercises. The four operations, multipliers and divisors not to exceed 999. Multiplication and division of money, multipliers and divisors not to exceed 12. Reduction of pounds, shillings, pence, and halfpence. Simple practical applications involving not more than two easy operations.

NOTES.—1. Teachers should guard against giving undue prominence to written problems. In the Fourth and lower grades, the instruction in arithmetic should aim at imparting to pupils a thorough knowledge of the tables, and the power to compute quickly and correctly.

2. Applied problems set as examination tests in this grade will be restricted to the four simple rules, and no quantity in either question or answer will exceed 1,000.

#### NATURE KNOWLEDGE—

(a) *Geography.*—Observation work—The action of running water, and the influence of the rate of flow upon the nature of the work done; the eight chief points of the compass; observing and recording obvious meteorological facts and seasonal changes.

Plans of locality drawn to simple scale. Definitions.

Main facts in the structure of Australia, including Tasmania. Chief river basins. Structure of Victoria—highlands and lowlands, chief rivers. Staple products of Victoria and locality of production. Exchange of products between different parts of Victoria, and the need for railways. The five trunk railways of Victoria. Holiday and other trips made by pupils to different parts of the State.

Main Victorian towns connected with the production and exchange of goods.

Victorian coastal trade, and chief features on the coast.

Mapping—Australia and Victoria. Mapping from memory.

(b) *Nature-study.*—As for the Second Grade, but the method of treatment should provide for a more progressive and exact study of plant and animal life.

NOTE.—In addition to one lesson each week, there should be a daily talk of about five minutes upon natural facts observed, and upon specimens brought to school.

(c) *Hygiene.*—A simple treatment of the following topics:—

Pure air; why windows should be kept open: deep breathing and its value.

Care of the skin and finger nails; evils of dirt; the school lavatory; proper cleaning of slates (where used).

Care of the teeth; when and how to cleanse them, excessive eating of lollies.

Care of the eyes; right postures at reading and writing; sight test for pupils who show defects.

Pure drinking water; care of drinking utensils; the school arrangements for this.

Food; hurtful foods and drinks; unripe and spoiled fruits; dangers of rapid eating or over-eating; proper care of the pupils' lunches.

Clothing; dangers of wet clothing and wet feet; summer and winter clothing.

Need for exercise; healthful exercises; the school games; dangers of excess; need for rest; right times for sleep.

NOTE.—One lesson of 30 minutes fortnightly, or one lesson of 15 minutes weekly, is to be given; but teachers should encourage pupils to apply, in their daily habits, the truths taught in these set lessons, especially in relation to cleanliness of skin and teeth.

#### HISTORY—

The following stories of notable deeds in British and Australian history are to be told:—

The Story of Boadicea. Hereward the Wake. The Story of Wallace and Bruce. Queen Philippa and the Siege of Calais. A Brave Sea-dog, Sir Francis Drake. The Story of the *Revenge*. The Story of Clive. The Story of Wilberforce. Outram and Havelock.

The Spaniards in Search of Australia. Tasman in Unknown Seas. Dampier's Visits to Australia, and the People he found there. Cook's First Voyage. Bass and Flinders in the *Tom Thumb*, and round Tasmania. With Flinders in the *Investigator*. Over the Blue Mountains with Blaxland, Wentworth, and Lawson. With Sturt down the Murray. A Black Hero. Jacky-Jacky, and his Master. Across the Continent with Burke and Wills. Across the Continent with McDouall Stuart.

#### MANUAL TRAINING—

(a) *Drawing.*—1. To draw with a free arm on a blackboard, and with a free hand on paper, exercises derived from natural forms and common objects of more subtle shape than the examples for the Third Grade, and including forms of reflex curvature and radial arrangement.

2. To draw accurately, with the ruler, set square, and compasses, simple decorative patterns composed of squares, oblongs, triangles, circles, and arcs repeated and combined. Where possible, the patterns may be emphasized by flat tints of water color.

3. To draw from memory any of the exercises in the previous sections.

4. To draw with the brush simple leaf forms and decorative forms illustrating radial growth, and simple patterns derived from these forms.

(b) *Occupations*.—Exercises in modelling in clay or plasticine, or weaving in some material other than paper, e.g., raffia. Or (for girls),

(c) *Needlework*.—To run and fell seams; to sew and fell seams. To cut out by paper-folding and make a small useful article.

Darning—not to be crossed—used as a decorative stitch in various colored threads on suitable material such as huckaback or the like.

Knitting on four needles, plain and purl, three stitches in "the rib." A small specimen, e.g., a child's cuff, to be made. No. 10 needles to be used.

#### Third and Fourth Grades.

#### SINGING—

1. *Breathing and Voice-training Exercises*.—Suitable breathing and voice-training exercises should be practised regularly with the view of cultivating good quality of tone and clear enunciation of words.

2. *Note Exercises*.—To sol-fa, from the modulator and the hand-signs, exercises including easy leaps to any of the notes of the diatonic scale.

3. *Time Exercises*.—To sing on one tone to the syllable *lah*, or to the time-names, exercises in two-pulse, three-pulse, or four-pulse measure containing one, two, or more whole-pulse notes, half-pulse notes, and whole-pulse rests on the non-accented pulses of the measure.

4. *Ear Exercises*.—To give the sol-fa names of phrases containing only the notes *d m s* in any order.

5. *Songs*.—Suitable school songs in unison, for two equal voices, and rounds. At least five songs should be prepared.

#### PHYSICAL TRAINING—

Physical exercises. Breathing exercises. Marching. Organized games. Swimming. Class drill.

### UPPER DEPARTMENT.

#### Fifth Grade.

#### ENGLISH—

(a) *Phonics and Voice Exercises*.—Daily exercises having as their object the cultivation of the habit of clear and correct speech.

(b) *Poetry*.—To learn, and to repeat with satisfactory enunciation and expression, at least 150 lines of good poetry from *The School Paper* or approved equivalent. The aims in teaching poetry should be to put pupils into possession of the thought, and to lead them to enter into the spirit, of the poems.

(c) *Reading*.—To read, with fluency and expression, and with understanding of the subject-matter, *The School Paper* and one or more supplementary readers. Practice for limited periods in silent reading associated with definite written tasks.

(d) *Writing*.—To write, in a bold and legible small-hand, the subject-matter of the class work. To write in *The Australian Copy-book No. 4*, or, when approved, to write in plain books from copies on the blackboard.

(e) *Spelling*.—To spell, in easy dictation exercises, the words of selected lessons from *The School Paper*.

Lessons in word-building. The spelling of words should be learned in association with their meaning and their use in sentences.

Correct spelling in all written work should be insisted upon.

(f) *Composition and Grammar*.—Oral reproduction in connected statements of the thought, in full or in part, in the reading lesson and in poems learned, and of the subject-matter of lessons.

Oral and written summaries, expressed in brief statements, of the thought in successive paragraphs of the reading lessons.

Further use of such link-words as "who," "which," "that"—in combining two or more statements. The arrangement of the pupils' thoughts in orderly sequence to form connected oral statements leading to written composition upon topics familiar to them.

Punctuation. Exercises in letter-writing—private letters and simple business letters.

Functions of all the words in easy sentences, and their classification into parts of speech. Using modifying words and phrases in the construction of simple sentences.

Inflections of noun, pronoun, and adjective.

Exercises in turning two or more simple sentences into one simple sentence with adjuncts (restricted to adjuncts of place, time, manner, and cause); and, growing out of this, phrase parsing (prepositional phrases only). \*Exercises in constructing an easy complex sentence from given simple sentences; and, growing out of this, clause parsing.

Analysis of easy simple sentences into subject, verb, complement, object, extension.

\*Correction of such errors of the spoken and the written language as fall within the scope of the grammar taught in this grade.

NOTES.—1. The examples dealt with in formal grammar should be easy, straightforward sentences, and the aim should be to lead pupils to recognize the use of words, and of phrases, and to employ them correctly.

\*2. In Grade V. and higher grades, the prescriptions marked by an asterisk will be tested by oral examination.

#### ARITHMETIC—

Revision and extension of the work of previous grades.

Tables of length, area, weight, capacity, and time, as in the prescribed table-book. The knowledge of these tables should be based, as far as possible, upon practical work. The four operations with these, and reduction.



Fractional parts, denominator not to exceed 12. Decimal notation limited to hundredths. Practical exercises in showing, on strips of paper, on squares, and by other means, simple fractional parts, both vulgar and decimal. The unitary method. Measuring rectangular surfaces, *e.g.*, the floor, the desk, the table, to find areas and perimeters.

The rules for the dozen and gross, and for the score. Aliquot parts of £1.

Bills of parcels. Receipting accounts.

Use of symbols of operations as in previous grades.

*Mental Arithmetic.*—Mental and oral exercises applying the above-mentioned work to transactions within the range of the pupils' experiences.

The oral arithmetic should illustrate processes, and should lead to the written work. Short methods in common use are to be taught.

Oral statement of processes involved in written arithmetic.

*Written Arithmetic.*—Written arithmetic based upon the above-mentioned course of work, and as an extension of mental and oral exercises. Operations should be restricted to magnitudes in common use. Applications (involving not more than two operations) to simple problems, and to household and shop transactions familiar to children.

Simple practice involving not more than two aliquot parts.

Practice in long tots to ensure speed and accuracy in calculations.

#### NATURE KNOWLEDGE—

(a) *Geography.*—Observation work—A further study of running water; the three stages of its work and their dependence upon slope; to note areas of deposit in the locality; to be learning to take readings from the barometer, thermometer, and rain-gauge, and to record these graphically; to note at intervals the decrease or increase in the length of the shadow of a post at a given time of the day; to lay down a north and south line by the shortest shadow.

Broad outlines of the geography of Australia—the great mountain masses, plateaus, great plains, chief rivers and lakes, and chief islands.

Broad facts of the climate of the different parts of Australia. Chief products of the States of Australia. Exchange of goods. Means of communication treated in a broad way—railways; coastal trade; coastal features; the chief seaports in connexion with interstate trade.

The chief centers of population and what led to settlement in each.

Outlines of the geography of New Zealand.

Mapping—The Australian States; New Zealand. Mapping from memory.

(b) *Nature-study.*—A more connected study of the plant and animal life of the locality. Lessons upon inanimate nature. Making diagrams, drawings, and sketches in connexion with such lessons. Keeping nature calendars.

NOTES.—1. In addition to one lesson each week, there should be a daily talk of about five minutes upon natural facts observed, and upon specimens brought to school.

2. In schools where agriculture or horticulture is taught, the lessons in nature-study should be given a direct bearing upon the operations in the garden and in the field.

3. In schools where agriculture or horticulture is taught, the work in the experimental plots and the flower-garden should be done in the time allotted to occupations (see Manual Training). In addition, one of these occupations should be taken to provide for a manual occupation on days when the weather or time of year is unsuitable for gardening operations.

(c) *Hygiene.*—As for the Sixth Grade.

#### HISTORY—

A treatment of the following topics, all of which should be dealt with during the school year:—Julius Cæsar and the Roman Occupation of Britain. How Augustine brought Christianity to England. Alfred and the Saxons. William I. and the Normans. Henry II. and à Becket. The Crusades. John and Magna Carta. The First Prince of Wales. The First Parliament of Edward I. Bruce and Bannockburn. Edward the Black Prince. Caxton and the Introduction of Printing.

Sturt's Discovery of the Darling. Hume and Hovell's Journey. Mitchell's March through Australia Felix. Exploration of Gippsland—McMillan and Strzelecki. Eyre's Journey round the Great Australian Bight. Sturt's Attempt to reach the Center of Australia. Leichhardt in the North-East. With John and Alexander Forrest across Western Australia.

Each lesson in history should be given its appropriate geographical background.

A time-line or other form of graphic representation should be used in teaching history.

#### MANUAL TRAINING—

(a) *Drawing.*—1. To draw with a free arm on a blackboard, and with a free hand on paper, exercises derived from natural forms and from common objects embodying the curves studied in previous classes, including interrupted forms and spiral curves, such as are found in shell forms.

2. To draw from models, objects, and simple leaf forms in one plane only.

3. To draw to scale simple objects from measurement. To draw simple geometric patterns. The work is to include the geometric constructions necessary to the comprehension of the patterns.

4. To draw from memory any of the exercises in the previous sections.

5. To draw with the brush simple natural forms, chiefly plant forms, in mass and in line, and including interrupted forms. To draw simple patterns derived from these forms.

(b) *Occupations.*—Exercises in one of the following:—Modelling in clay or plasticine, cardboard modelling, repoussé work, stencilling, leatherwork, wirework, Venetian ironwork, chip-carving, raffia work. Or (for girls),

(c) *Needlework.*—Hemming over the ends of seams. Stitching. Sewing on of tapes.

Knitting.—Cuffs or kneecaps, showing joinings in different colored wools. No. 10 needles to be used.

Darning on stocking-web or on thin places in flannel. To cut out by paper-folding and make a small useful garment showing all stitches learnt.

#### Sixth Grade.

#### ENGLISH—

(a) *Phonics*.—Daily exercises having as their object the cultivation of the habit of clear and correct speech.

(b) *Poetry*.—To learn, and to be able to repeat with satisfactory enunciation and expression, at least 150 lines of good poetry or prose from *The School Paper* or approved equivalent. The aims in teaching poetry in this grade should be to put pupils into possession of the thought, and to lead them to enter into the spirit, of the poems.

(c) *Reading*.—To read, with fluency, expression, and understanding, *The School Paper* and one or more supplementary readers. Systematized silent reading associated with definite written tasks.

(d) *Writing*.—To write, in a bold and legible small-hand, the subject-matter of the class work. Formal writing, limited to two lessons a week, of copies in *The Australian Copy-book No. 5*, or, when approved, in plain books from copies on the black-board.

At this stage, pupils should be trained to write at a fair rate of speed, and with reasonable accuracy of form.

(e) *Spelling*.—To spell, in easy dictation exercises, the words of selected lessons from *The School Paper*. To spell words connected with an extension of the lessons in word-building.

Correct spelling in all written work should be insisted upon.

(f) *Composition and Grammar*.—Oral reproduction of the thought in the reading lesson and in poems learned, and of the subject-matter of lessons.

Oral statements on topics of common interest.

Summarizing, in brief statements, the thought in successive paragraphs of the reading lesson, and in the stanzas of a poem.

Practice in writing compactly arranged sentences.

Letter writing—easy private letters and business letters.

Narrations and descriptions. Arrangement into paragraphs. Punctuation.

Inflections—The verb: active and passive voices; present, past, and future tenses; indicative and imperative moods; a simple treatment of the participle and the infinitive.

Analysis of easy complex sentences into clauses, stating the grammatical function and relation of each. To know the functions and relations of words and of phrases in these sentences. Correction of such errors of the spoken and the written language as fall within the scope of the grammar taught in this grade.

\*An elementary treatment of the compound sentence.

NOTES.—1. The classification of nouns into proper, common, and abstract, and of verbs into weak and strong, may be omitted.

2. Formal exercises in parsing and analysis will occupy a subordinate place. The lessons in voice, in mood, and in tense should be applied to the subject-matter of the reading lesson to give pupils an understanding of the form into which the thought has been cast. In syntax, all that is required is that the pupil shall be able, through a consideration of the function of the word, or of the phrase, or of the clause, to pass to a statement of its classification and syntactical relation. In Grade VI. and higher grades, the examination tests in full parsing will be oral tests.

3. In the Sixth Grade and in higher grades, exercises in analysis will be restricted to easy, straightforward sentences containing, in the Sixth Grade, not more than two, and, in the Seventh and Eighth Grades, not more than three subordinate clauses. Pupils in these grades will, however, be expected to show an increasing power of dealing with the grammatical structure of difficult passages occurring in their reading matter; but such examples will not be set as tests of their knowledge of formal grammar.

#### ARITHMETIC—

Revision and extension of the work of previous grades.

The four rules and reduction in the prescribed weights and measures.

Factors and multiples. Easy exercises in H.C.F. and L.C.M.

The four rules in vulgar fractions and terminating decimals. Practical exercises in operations in the four rules, using only fractions such as halves, thirds, fourths, sixths, eighths, and tenths.

Converting vulgar fractions into decimals, and *vice versa*.

Application of simple vulgar fractions and decimals to familiar concrete examples.

Exercises in percentages. Percentages applied to trade discounts, commission, and interest. Averages. Ratio, simple proportion. Exercises in common business transactions. Compound practice.

Measurement of length and area (rectangles only), e.g., the schoolground, the schoolroom, garden plots. Measurement of rectangular objects to find cubical contents. Cubic measure.

Symbols and their use—the bracket, the various signs expressing division.

*Mental Arithmetic*.—Mental and oral exercises based upon the above-mentioned work to illustrate processes, to give facility in calculations, and to lead to written work. Use of short methods of working. Oral statement of processes involved in the solution of problems.

*Written Arithmetic*.—Written exercises based upon the above-mentioned work and as an extension of mental arithmetic. They are to be given, as far as possible, a practical application, and to be restricted to such magnitudes as commonly occur.

Setting out in fractional form the working of problems. Practice in mechanical operations, such as long tots and cross calculations, to ensure speed and accuracy in written arithmetic.

NOTE.—Cross addition of compound quantities will not be required in any grade below Grade VI., and, in all grades, compound long and cross tots will be restricted to money denominations.

\* See note 2 under English of Grade V.

## NATURE KNOWLEDGE—

(a) *Geography*.—Observation work.—The work of rivers in effecting changes on the earth's surface; the formation of deltas; alluvial flats and flood plains, to take readings from the barometer, thermometer, and rain-gauge, and to record them graphically; to lay down a north and south line by equal shadows; to note changes in meridian altitude, in the time and position of sunrise and sunset, in the length of day and night, and the variations of temperature.

A broad treatment of the structure of the continents, and the physical features of the main areas of the British Empire.

The localities of production in the British Empire of food stuffs, materials for clothing, and minerals.

The chief towns and seaports in Great Britain and Ireland associated with leading industries and products.

Ocean traffic between Australia and the British Isles by the Suez Canal, and by the Cape of Good Hope.

Mapping—Australia and its States, New Zealand, the British Isles. Mapping from memory.

(b) *Nature-study*.—A more connected study of the plant and animal life of the locality. Lessons upon inanimate nature. The treatment to be fuller and of a more progressive character than in the Fifth Grade. Making diagrams, drawings, and sketches in connexion with such lessons. Keeping nature calendars.

NOTES.—1. In addition to one lesson each week, there should be a daily talk of about five minutes upon natural facts observed, and upon specimens brought to school.

2. In schools where agriculture or horticulture is taught, the lessons in nature-study should be given a direct bearing upon the operations in the garden and in the field.

3. In schools where agriculture or horticulture is taught, the work in the experimental plots and the flower-garden should be done in the time allotted to occupations (see Manual Training). In addition, one of these occupations should be taken to provide for a manual occupation on days when the weather, or time of year, is unsuitable for gardening operations.

(c) *Hygiene*.—

NOTE.—The topics under A and B are to be taken in alternate years.

## A.

Air: the breathing organs and how to use them; ventilation; ventilation of sleeping rooms; the school ventilation; dangers of impure air; how to avoid draughts.

Water: pure drinking water; water supply of houses; how to preserve water from contamination; how to render impure water safe for drinking; water as a cleanser; sewage works.

Food: kinds of food and their value; modes of cookery: how to use and keep food; danger of infection from flies; how to lessen the danger from them; the digestive system; number and times of meals; need for thorough mastication; healthful beverages; use of tea, coffee, cocoa; moderation in eating and drinking as a basis of good health.

Temperance: alcoholic beverages and their action on the body; moral evils of intemperance; what intemperance costs.

Infectious diseases: their cause; their prevention.

Treatment of snakebite and of the apparently drowned.

## B.

Cleanliness: the pores in the skin; bathing; sudden changes and colds; care and cleaning of teeth, hair, and finger nails.

Clothing: the purposes of clothing; materials for clothing and their qualities (warmth, color, porosity); dangers of tight-fitting garments; other common faults in clothing.

Exercise, rest, and recreation: physical exercises and games; military training; gymnastics. Dangers of excess; rest; sleep; amusements and relaxation.

Dwellings: suitable sites; ventilation and lighting; interior and furnishing; sweeping and dusting; drainage and other sanitary conditions.

Smoking: nicotine as a poison; use of tobacco to destroy insects on plants; physical and mental effects upon boys of smoking cigarettes; the waste caused by the tobacco habit.

Accidents and emergencies: accidents of school life; what to do till the doctor comes.

NOTE.—One lesson of 30 minutes fortnightly, or one lesson of 15 minutes weekly, is to be given; but teachers should encourage pupils to apply, in their daily habits, the truths taught in these set lessons, especially in relation to cleanliness of skin and teeth.

## HISTORY AND CIVICS—

A treatment of the following topics, all of which should be dealt with during the school year:—

Elizabeth and the Armada. The Pilgrim Fathers. Cromwell and the Civil War. William Prince of Orange and the Revolution. Clive in India. Wolfe and the Capture of Quebec. Washington and the Revolt of the American Colonies. Nelson and Trafalgar. Wellington and Waterloo. The Indian Mutiny. Queen Victoria, and the Rise of the People to Power.

The Founding of New South Wales. Early Settlements in Tasmania, Western Australia, South Australia, and New Zealand. Victoria—the Exploration of its Coast; the Founding of Portland and Melbourne; the Pastoral Era; the Discovery of Gold and its Results; Agricultural and Industrial Progress.

*Local History*.—A chronicle of the settlement and growth of the town or district around the school should be compiled. Local history may, with advantage, be included in the work of each year.

Each lesson in history should be given its appropriate geographical background.

A time-line or other form of graphic representation should be used in teaching the history.

## MANUAL TRAINING—

(a) *Drawing*.—1. As for the Fifth Grade, but the work should be of a more advanced character and of better quality in execution.

2. To draw from models, objects, and simple plant forms in easy positions.

3. To draw to scale simple objects from measurement. To draw simple geometric patterns. The work should include the geometric constructions necessary for its comprehension. The work should be of a more advanced character than in the Fifth Grade.

4. To draw from memory any of the exercises in the previous sections.

5. To draw with the brush simple natural forms, chiefly plant forms, in mass and line. To draw simple patterns derived from these forms. The work should be of a more advanced character than in Grade V., and of a better quality in execution.

(b) *Occupations*.—Exercises in one of the following:—Woodwork, modelling in clay or plasticine, cardboard modelling, repoussé work, stencilling, leatherwork, wirework, Venetian ironwork, chip-carving. Or (for girls),

(c) *Needlework*.—Herring-bone, flannel bindings, pleating, strengthening tapes. Chain stitch as a decorative stitch.

Button holes; sewing on of unpierced linen buttons and pearl buttons.

Cutting out by paper-folding.

Knitting—to make small separate specimens of intakes, heels and toes. No. 12 needles to be used. Darning holes in socks or stockings.

A flannel garment, showing all stitches used in such material, to be cut out, fixed, and made by the pupil unaided.

## Fifth and Sixth Grades.

## SINGING—

*Theory*.—1. The staff and ledger lines—one above and one below the staff; the treble clef.

2. Letter names of notes, and their positions on the lines and spaces

3. "Shape" names and time values of notes from the semibreve to the semiquaver, and of the corresponding rests.

4. The scale of C major and its construction.

5. Time signatures  $\frac{2}{4}$ ,  $\frac{3}{4}$ , and their accents.

*Practice*.—1. Breathing and voice-production exercises on the descending scale, using the syllables "coo," "loo," "aw."

2. Easy leaps in C major. Simple phrases and melodies for time only, and for time and tune combined.

3. Time exercises in C major—whole beats, half-beats, and dotted notes.

4. The use of the tuning-fork in finding the starting-note of songs.

5. Ear exercises in tune on all the sight-reading exercises. Not more than from 4 to 6 consecutive notes to be given in each test.

6. Suitable school songs in unison and in two parts. At least five songs should be prepared.

## PHYSICAL TRAINING—

Physical exercises. Breathing exercises. Running exercises in organized games. Class drill. Marching drill. Swimming.

## SUPPLEMENTARY COURSE.

## Seventh Grade.

## ENGLISH—

(a) *Phonics and Voice Exercises*.—Daily exercises having as their object the cultivation of the habit of clear and correct speech.

(b) *Literature*.—The study of selections in prose and verse in *The School Paper*. Supplementary reading of one or more books of standard English literature. To learn, and to be able to repeat with satisfactory enunciation and expression, at least 200 lines of good poetry and prose. The aims in teaching poetry should be to put pupils into possession of the thought, and to lead them to enter into the spirit, of the poems. Systematized silent reading associated with definite written tasks.

(c) *Writing*.—To write, in a bold and legible small-hand, the subject-matter of the class work. Speed exercises to be given with sufficient frequency to ensure a satisfactory degree of rapidity in writing, combined with reasonable accuracy of form.

(d) *Spelling*.—To spell the words of selected lessons from the prescribed texts, and words connected with the lessons in word-building and derivation. The intelligent use of the dictionary.

Correct spelling should be insisted upon in all written work.

(e) *Composition and Grammar*.—Oral reproduction in connected form of the thought in the reading lesson and in poems learned; oral statements upon topics and events familiar to, or studied by, pupils.

Summarizing, in brief statements, the thought in successive paragraphs of the reading lesson, and in the stanzas of a poem.

Practice in writing compactly arranged sentences. \*The loose and the periodic sentence.

Direct and indirect narration; quotation marks.

Letter writing—private letters and business letters.

Narrations and descriptions. Arrangement into paragraphs. Punctuation. The making of notes in connexion with subjects of silent study, and the working up of these notes into continuous composition.

The conjugation of the verb (as in Grade VI.), together with a treatment of the perfect, the pluperfect, and the future-perfect tenses and their use. The participial and the infinitival phrase. The leading principles of syntax and their application.

Analysis of easy complex and compound sentences into clauses, stating the grammatical function and relation of each. To know the functions and relations of words and phrases in these sentences.

Study of the meaning and use of words derived from a common root, and of the necessary prefixes and affixes.

\* See note a under English of Grade V.

## ELEMENTARY MATHEMATICS—

NOTE.—Alternative courses—(1) Arithmetic; (2) algebra and geometry, together with the topics of the arithmetic course not enclosed within brackets, thus—[ ].

(a) *Arithmetic*.—Revision and extension of the work of previous grades. Easy straightforward exercises in carpeting and papering, based upon practical work.

Business transactions of more extended range. To keep accounts of receipts and expenditure, and to draw up a simple balance-sheet, as for a school entertainment or a cricket club. Examples of business transactions drawn from the commercial columns of newspapers.

Factors and prime numbers, and their application to finding H.C.F., L.C.M., and square root.

Exercises in vulgar and decimal fractions. Decimal notation to be further studied. The common forms of pure recurring decimals. To express a vulgar fraction as a decimal, and *vice versa*. To express one quantity as the decimal of another. Decimalization of money at sight. Decimal coinage—dollar and cent.

Percentages and their application to easy examples, such as school statistics, interest, profit and loss, commission, trade discount.

[Finding experimentally the relation between the rectangle and the triangle, between the sides of a right-angled triangle, between the square and the circle, between the diameter and the circumference of a circle. Study of rectangular solids and of the cylinder. Expressing these relations as rules for arithmetical operations. Simple problems upon the above-mentioned work, some of which should be based upon the measurement of these forms by the pupils.]

NOTE.—Pupils taking the second of the alternative courses should carry out, as a part of their course in geometry, the experimental work indicated in this section.

Time, rate per cent., and principal, in simple interest calculations. [Examples in compound interest limited to interest and amount.] In interest calculations, the principal should be expressed as an integral number.

*Mental Arithmetic*.—Oral and mental exercises based upon the work set out above, to illustrate processes, to give facility in calculations, and to lead to written work. Use of short methods of working. Oral statement of processes involved in the solution of problems.

*Written Arithmetic*.—Written work based upon the above-mentioned processes, and as an extension of mental and oral exercises.

Problems to be given as far as possible a practical application, and to be restricted to such magnitudes as commonly occur.

Setting out, in fractional form, the working of problems.

Practice in such mechanical operations as long tots and cross calculations, to give speed and accuracy in written arithmetic.

NOTE.—The use of literal symbols, leading to generalized arithmetic, is recommended.

(b) *Algebra*.—The subject should be dealt with in an elementary manner. The examples given should be of such a kind that the pupil will be able to proceed from the four simple rules to the solution of easy problems.

Positive and negative quantities. Simple brackets. Simple addition. Simple subtraction. Simple multiplication. The rule of signs. Squares of simple expressions, such as  $(x + y)$ ,  $(x - y)$ . Simple division. Simple equations, and numerous exercises in easy problems.

(c) *Geometry*.—The constructions contained in the following list, with easy extensions of them, the treatment in this grade to be wholly practical and experimental.

1. Exercises introducing definitions of terms used, and involving the use of ruler, set square, protractor, and compasses, in the measurement and construction of straight lines, angles, triangles, parallels, and quadrilaterals.
2. Bisection of angles and straight lines.
3. Construction of perpendiculars to straight lines.
4. Construction of an angle equal to a given angle.
5. Construction of parallels to a given straight line.

Angles at a point—If a straight line stands on another straight line, the sum of the two angles so formed is equal to two right angles; and the converse.

If two straight lines intersect, the vertically opposite angles are equal.

NOTE.—The mathematics of the Seventh and Eighth Grades is set out in alternative courses. The first includes arithmetic only. The second includes arithmetic and elementary algebra and geometry. Teachers are advised to select the second course, subject to the approval of their district inspector. When the second course is taken, the sections under arithmetic enclosed within brackets should be omitted. When the first course is taken, the examples in arithmetic will be of greater difficulty than those which will be given to pupils taking the second course. It will be found that the pupil's knowledge of algebra will be of much assistance in his work in arithmetic, and instruction in these two subjects should be closely correlated. Geometry will also be found an aid to arithmetic.

## NATURE KNOWLEDGE—

(a) *Geography*.—Observation work.—Changes in the meridian altitude and their effects; occurrence of dew, frost, and rain, and their effect upon vegetation; noting and charting meteorological changes, and connecting these with the weather conditions of Victoria; river action; river capture; formation of billabongs and meanders.

Form and motions of the earth. Day and night. The seasons. Latitude, longitude, and zones.

The atmosphere and its phenomena. Chief conditions governing climate.

The geography of the countries of the British Empire, other than Australia and New Zealand, and the geography in outline of the chief countries in Europe having trade relations with Australia. Their physical and climatic conditions, and the effect of these upon the production of goods, raw and

manufactured. The exchange of goods between the different countries of the British Empire, and between Australia and the chief countries in Europe.

Chief towns and seaports of the British Empire and of the chief countries in Europe connected with the production and exchange of goods.

Ocean traffic between the chief countries of the Empire, and the chief ports of call *en route*.

Places within the British Empire possessing marked historic or other interest.

Forms of government within the British Empire.

Mapping—The chief countries of the British Empire. Use of map scales. Intelligent reading of a map. Mapping from memory.

(b) *Elementary Experimental Science*.—An approved course of lessons in elementary experimental science. Or an approved course of lessons in electricity and magnetism. Or an approved course of lessons dealing with the principles involved in the processes of *local industries*. Or (in schools where agriculture or horticulture is taught) lessons dealing with the fundamental principles of agriculture. Or a more advanced treatment of nature-study as set out for the Fifth and Sixth Grades.

NOTES.—1. Details of approved courses will be found in the "Notes on the Course of Study."

2. In schools where agriculture or horticulture is taught, the work in the experimental plots and the flower-garden should be done in the time allotted to occupations (see Manual Training). In addition, one of these occupations should be taken to provide for a manual occupation on days when the weather, or time of year, is unsuitable for gardening operations.

(c) *Hygiene*.—As for the Eighth Grade.

#### HISTORY AND CIVICS—

A treatment of the following topics, all of which should be dealt with during the school year:—Saxon Institutions. Feudal Institutions. The Influence of the Clergy, the King, and the Nobles. Magna Carta. Reforms in the Reigns of Henry III. and the three Edwards. The Hundred Years' War. The Decay of the Baronage, and the Rise of Absolute Monarchy. The England of Henry VIII. The Reformation. The Growth of England's Sea Power, and how the Empire of the Sea passed from Spain to England. The Expansion of England in the Seventeenth Century.

*Civics*.—Government, different kinds of government. Local Government. The Government of the State, with special reference to the Constitution of Victoria and its development. The States and the Commonwealth. Commonwealth and Empire. How the Will of the People becomes Law. How the Laws are carried out. The Duties of a Citizen. The Franchise.

*Local History*.—A chronicle of the settlement and growth of the town or district around the school should be compiled.

Every history lesson should be given its appropriate geographical background.

A time-line or other form of graphic representation should be used in teaching the history.

#### MANUAL TRAINING—

(a) *Drawing*.—1. To draw from geometric models and common objects of simple form, singly and in groups of not more than two objects, in any position.

2. To draw from plant forms and other natural forms, *e.g.*, fruit, shells, and the like, with the pencil and the brush.

3. Plans and elevations of the cube, the square prism, and objects of similar form, in easy positions. From measurements, to draw to scale simple objects of rectangular structure.

4. To draw from memory, on paper, or on a blackboard, any of the above-mentioned exercises.

(b) *Occupations*.—Exercises in one of the following:—Woodwork, modelling in clay or plasticine, cardboard modelling, repoussé work, stencilling, leatherwork, wirework, Venetian ironwork, chip-carving. Or (for girls),

(c) *Needlework*.—Gathering, stroking, setting in stitch, making tucks, the gusset, feather-stitching.

Patching—the flannel patch, calico patch, and print patch.

To cut out and make a suitable garment, showing gathering, tucking, simple feather-stitching.

Knitting—a shapely useful pair of socks to be made. No. 12 or 13 needles to be used.

Where practicable, machining.

#### Eighth Grade.

#### ENGLISH—

(a) *Phonics and Voice Exercises*.—Daily exercises having as their object the cultivation of the habit of clear and correct speech.

(b) *Literature*.—The study of selections in prose and verse in *The School Paper*. Supplementary reading of one or more books of standard English literature. To learn, and to be able to repeat with satisfactory enunciation and expression, at least 200 lines of good poetry and prose. The aims in teaching poetry should be to put pupils in possession of the thought, and to lead them to enter into the spirit, of the poems. Systematized silent reading associated with definite written tasks.

\* Treated incidentally with the above-mentioned topics—The chief figures of speech (simile, metaphor, personification, transferred epithet); the leading principles of the diction of prose and of poetry; the elements of metre.

NOTE.—Only such a treatment is needed as will lead to the appreciation of the literature studied.

(c) *Writing*.—To write, in a bold and legible small-hand, the subject-matter of the class work. Speed exercises should be given with sufficient frequency to ensure a satisfactory degree of rapidity in writing, combined with reasonable accuracy in form.

NOTE.—Writing that is legible and, on the whole, well formed will, if rapidly executed, be regarded as satisfactory.

\* See note 2 under English of Grade V.

(d) *Spelling*.—To spell the words of selected lessons from the prescribed texts, and words connected with lessons in word-building and derivation. The intelligent use of the dictionary.

Correct spelling in all written work should be insisted upon.

(e) *Composition and Grammar*.—Oral reproduction of the thought in reading lessons and in poems; oral statements upon current events.

Practice in writing compactly arranged statements. Clause and phrase placement. The use of infinitives and participles. \*The loose and the periodic sentence.

Direct and indirect narration.

Making notes in connexion with silent studies, and working these notes up into continuous composition.

Paragraphing.

Letter writing—private and business letters.

Simple essays, narrations, and descriptions.

Conjugation of the verb.

\*A simple treatment of the subjunctive mood.

Study of selected paragraphs in the reading lesson, dealing with voice, mood, and tense, also with the phrase and clause placement used by the writer in the expression of his thought.

Analysis of easy sentences into clauses, stating the grammatical function and relation of each; cumulative, adversative, illative, and alternative co-ordination. To know the functions and relations of the words and phrases in these sentences.

Study of the meaning and use of words derived from a common root, and of the necessary prefixes and affixes. (Suggestive lists of roots for treatment are given in the detailed notes on the course of study.)

NOTE.—The work in formal grammar should occupy a subordinate place in the teaching of English literature.

#### ELEMENTARY MATHEMATICS—

NOTE.—Alternative courses—(1) Arithmetic; (2) algebra and geometry, together with the topics of the arithmetic course not included within brackets, thus [     ].

(a) *Arithmetic*.—Revision and extension of the work of previous grades.

Business transactions. (For boys only).—Income tax; municipal taxes; [customs duties; fire insurance; insolvent estates]. (For girls only).—Household accounts with weekly or monthly balance, marketing and shopping problems in relation to income.

Vulgar and decimal fractions; proportional parts; compounding of ratios.

The decimal notation, decimal coinage, dollar and cent, franc and centime.

An elementary treatment of the metric system learned practically. Terms will be restricted to the meter, gram, and liter, and the multiples and sub-multiples of these in common use.

[Finding experimentally the relations between concentric circles, between the rectangle and the oblique parallelogram, between triangles and irregular rectilinear figures.

Study of the relations between rectangular solids and the cylinder. Expressing these relations as rules for arithmetical operations. Prismoidal forms, such as a heap of road metal, a farmer's tank. Problems on the above-mentioned work, some of which should be based upon the measurement of these forms by the pupils.]

NOTE.—Pupils taking the second of the alternative courses should carry out, as a part of their course in geometry, the experimental work indicated in the two foregoing sections.

*Mental Arithmetic*.—Oral and mental exercises based upon the work set out above, to illustrate processes, to give facility in calculations, and to lead to written work.

Use of short methods in working. Oral statement of processes involved in the solution of problems.

*Written Arithmetic*.—Written arithmetic as an extension of mental and oral exercises, and based upon the above-mentioned processes and those of the Seventh Grade. Problems to have, as far as possible, a practical application, and to be restricted to such magnitudes as commonly occur. Approximations. Setting out, in fractional form, the working of problems.

Practice in such mechanical operations as long tots and cross calculations, to ensure speed and accuracy in written arithmetic.

Easy application of graphs.

NOTE.—The use of literal symbols, leading to generalized arithmetic, is recommended.

(b) *Algebra*.—Brackets. Simultaneous equations. Simple examples of long multiplication and division. Easy cases of resolution into factors. H.C.F., L.C.M. Square root. Addition and subtraction of fractions. More difficult examples in simple equations. Easy problems.

(c) *Geometry*.—The following theorems, with easy deductions from them, and arithmetical illustrations. Any proof will be accepted which forms part of a systematic treatment of the subject. The use of intelligible abbreviations should be encouraged, the figures should be drawn accurately, and the reasoning set out neatly and concisely.

Parallel straight lines—When a straight line cuts two other straight lines, if—

- (1) a pair of alternate angles are equal, or
- (2) a pair of corresponding angles are equal, or
- (3) a pair of interior angles on the same side of the cutting line are together equal to two right angles,

then the two straight lines are parallel; and the converse.

Straight lines which are parallel to the same straight line are parallel to one another.

Triangles and rectilinear figures—The sum of the angles of a triangle is equal to two right angles.

If the sides of a convex polygon are produced in order, the sum of the angles so formed is equal to four right angles.

If two triangles have two sides of the one equal to two sides of the other, each to each, and also the angles contained by those sides equal, the triangles are congruent.

\* See note 2 under English of Grade V.

If two triangles have two angles of the one equal to two angles of the other, each to each, and also one side of the one equal to the corresponding side of the other, the triangles are congruent.

If two sides of a triangle are equal, the angles opposite to these sides are equal; and the converse.

If two triangles have the three sides of the one equal to the three sides of the other, each to each, the triangles are congruent.

If two right-angled triangles have their hypotenuses equal, and one side of the one equal to one side of the other, the triangles are congruent.

If two sides of a triangle are unequal, the greater side has the greater angle opposite to it; and the converse.

Of all the straight lines that can be drawn to a given straight line from a given point outside it, the perpendicular is the shortest.

The opposite sides and angles of a parallelogram are equal, each diagonal bisects the parallelogram, and the diagonals bisect one another.

If there are three or more parallel straight lines, and the intercepts made by them on any straight line that cuts them are equal, then the corresponding intercepts on any other straight line that cuts them are also equal.

The area of a parallelogram is measured by the product of the base and the altitude.

The area of a triangle is measured by half the product of the base and the altitude.

Triangles on the same base, or on equal bases, and between the same parallels are equivalent; and the converse.

NOTES.—1. In all cases of congruence, practical proofs, as by superposition, folding, etc., will be accepted, and, in rules for areas, proofs by measurement will be sufficient.

2. When the second course under Elementary Mathematics is taken, the sections in arithmetic enclosed within brackets should be omitted.

#### NATURE KNOWLEDGE—

(a) *Geography*.—Observation work—To note the main rock formations of the locality and to infer their probable origin.

Longitude and zone time.

Phases of the moon; an elementary treatment of the tides.

Wind movements. Cyclone and anti-cyclone. A study of the weather charts issued by the Commonwealth Meteorologist.

A simple treatment of the influence of ocean currents on the climate of a country.

The climatic conditions and productions in the countries of Europe, in the United States, in Argentina, Japan, and China, of food stuffs, of raw materials for clothing, of manufactured goods, and of the chief timbers and minerals. Manufacturing centers. Exchange of these products between these countries and Great Britain and Australia. Shipping ports, and ports of call. Forms of government in the above-mentioned countries.

Australian dependencies and interests in the Pacific. Transcontinental railways.

Easy graphs representing (a) comparative areas of Australia and the chief countries of the British Empire, and (b) their production of wool and wheat.

Mapping—The chief European countries, the United States, Argentina, Japan, and China. Use of map scales. Intelligent reading of a map. Mapping from memory.

(b) *Elementary Experimental Science*.—An approved course of lessons in elementary experimental science. Or an approved course of lessons in electricity and magnetism. Or an approved course of lessons dealing with the principles involved in the processes of *local industries*. Or (in schools where agriculture or horticulture is taught) lessons dealing with the fundamental principles of agriculture. Or a more advanced treatment of the course in nature-study as set out for the Seventh Grade.

NOTES.—1. Details of approved courses will be found in the "Notes on the Course of Study."

2. In schools where agriculture or horticulture is taught, the work in the experimental plots and the flower-garden should be done in the time allotted to occupations (see Manual Training). In addition, one of these occupations should be taken to provide for a manual occupation on days when the weather or time of year is unsuitable for gardening operations.

(c) *Hygiene*.—A more detailed treatment of the work as set out for the Fifth and Sixth Grades.

NOTE.—In Grades VII. and VIII., one lesson of 30, or two lessons of 15, minutes, weekly, are to be given; but teachers should encourage pupils to apply, in their daily habits, the truths taught in these set lessons.

#### HISTORY AND CIVICS—

A treatment of the following topics, all of which should be dealt with during the school year:—Parliament and the Stuarts; The Growth of Tyranny, and the Fight against it. Hampden, Milton, and Bunyan. Puritan Rule in England; the Commonwealth. The Restoration. The Revolution, and the Union of England and Scotland. The Hanoverian Succession, and the Stuart Rebellions. The Seven Years' War, and the Expansion of the Empire. Eighteenth Century Life. How the Laborer lived in the Eighteenth Century. Independence of the American Colonies. Wars with Revolutionary France. The Abolition of Slavery. Industrial Development in the Nineteenth Century. The Reign of Edward VII.

*Civics*.—A further treatment of the Duties of a Citizen. Public Health. Public Education. Public Order. Communications. Defence. Taxation. Liberty and Law. Equality. Our Debt to Society. Our Duty to Society.

*Local History*.—A chronicle of the settlement and growth of the town or district around the school should be compiled.

Every lesson in history should be given its appropriate geographical background.

A time-line or other form of graphic representation should be used in teaching the history.



## MANUAL TRAINING—

(a) *Drawing*.—1. To draw from models and objects, as for the Seventh Grade, but of a more advanced character.

2. Drawing from nature—As for the previous grade, but of a more advanced character, together with exercises in the application of the forms drawn to simple decorative design to fill such shapes as squares, oblongs, circles, etc., and for borders, panels, and the like. Too much stress is not to be laid upon the application of these designs to specific processes. The main object is to cultivate the decorative sense and the taste of the pupil.

3. Plans and elevations of the simpler regular solids in easy positions. To draw simple objects to scale from actual measurement. To make dimensioned freehand sketches in plan and elevation from actual objects. Lettering and dimensioning drawings.

4. To draw from memory, on paper or on a blackboard, any of the above-mentioned exercises.

(b) *Occupations*.—Exercises in one of the following:—Woodwork, modelling in clay or plasticine, cardboard modelling, repoussé work, stencilling, leatherwork, wirework, Venetian ironwork, chip-carving. (Or (for girls),

(c) *Needlework*.—Various forms of feather-stitching, the counter-hem seam, blouse seam. Mantua-maker's seam.

Drafting to measures and cutting out blouse and skirt patterns, or (as an alternative where facilities for a proper treatment do not exist), a pinafore or similar garment.

Darning—the hedge-tear on flannel or cashmere, the cross-cut darn on linen.

Knitting, in fancy stitch, a pair of bootees or a jacket. No. 12 or 13 needles to be used.

To make a simple cotton blouse and skirt or other suitable garment to fit the worker.

Where practicable, machining.

## Seventh and Eighth Grades.

## SINGING—

*Theory*.—1. The two ledger lines above and the two below the staff.

2. The construction of major scales to E major and A flat.

3. Time signatures  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , and  $\frac{6}{8}$ , their beats and accents.

*Practice*.—1. Breathing and voice-production exercises on the descending scale, using the syllables "coo," "loo," "aw," and "ah."

2. Leaps on all the intervals of the diatonic scale.

3. Time and tune exercises in  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , and  $\frac{6}{8}$  time, with half beats, quarter beats, and dotted notes.

4. Two-bar phrases and short melodies in all the above-mentioned keys and times.

5. Ear exercises in tune and time on all the sight-reading exercises. Not more than from 6 to 8 consecutive notes to be given in each test.

6. The use of the tuning-fork and hand-signs in finding any desired note.

7. Marks of expression occurring in the songs taught.

8. Suitable school songs in unison and in two parts. At least five songs should be prepared.

## PHYSICAL TRAINING—

Physical exercises. Marching drill. Instruction in at least one of the following subjects:—Miniature rifle shooting. Swimming. Running exercises in organized games. First aid.

## REGULATION I. (continued).

## PART I A.—COURSE OF STUDY FOR RURAL SCHOOLS.\*

(NOTE.—The "General Course" referred to below is that set out in Part I.)

**Junior Department (Preparatory Course).**

Where practicable, as in the General Course.

## ENGLISH—

**Junior Department (First and Second Grades).***First Grade.*—As for the First Grade of the General Course.*Second Grade.*—As for the Second Grade of the General Course.

NOTE.—The two grades may be combined for poetry and oral composition, and also for much of their work in phonics, word-building, and formal writing.

**Middle Department (Third and Fourth Grades).***(a) Phonics and Voice Exercises.*—Daily practice in correct breathing, and in the proper use of tongue, lips, and teeth in speaking. The exercises given should aim at the removal of common defects of speech, and at securing purity of vowel sounds and distinctness of consonantal sounds.*(b) Poetry.*—To learn, and to repeat with intelligence and expression, at least 150 lines of suitable standard poetry from *The School Paper* or approved equivalent, and to have an intelligent knowledge of the poems learned.*(c) Reading.*—To read, with reasonable fluency and expression, and with understanding of the subject-matter, *The School Paper* and one or more supplementary readers. Practice in silent reading for limited periods, and questions thereon.*(d) Writing.*—To write, in a bold and legible small-hand, the subject-matter of the class work; to write in the *Australian Copy-book No. 3*, or, when approved, to write in plain books from copies on the blackboard. Regular class lessons on the elements of the letters, and on slope, junctions, heights, and turnings. Exercises should be given to secure freedom of arm movement.

NOTE.—In these and higher grades, the pupils should be able to criticize their own writing, and indicate faults in the formation of the elements of letters and in their slope.

*(e) Spelling.*—To spell, in easy dictation exercises, the words of selected lessons in *The School Paper*. To spell words of regular formation connected with word-building lessons.

The children should learn the spelling of words in association with their meaning and use in sentences.

Correct spelling in all written work should be insisted upon.

*(f) Composition and Grammar.*—To be learning to express thought easily, correctly, and naturally, both orally and in writing. Oral reproduction of the thought in the reading lessons, narrative poems, picture lessons. Oral descriptions of holiday and other trips.

Written composition upon simple topics familiar to children. Exercises in combining simple sentences with common link-words.

Punctuation. The full stop, comma, and note of interrogation. Use of capital letters.

Changes in words when used to speak of one thing or more than one thing, and when used to denote possession.

The naming and the telling parts of the sentence. Subject and predicate. Adding subject to predicate or predicate to subject to form simple sentences. Name words and telling words. Functions of noun, personal pronoun, adjective, and verb.

In their written composition, pupils should be taught to apply the constructive work set out above.

NOTE.—See note under English in the General Course

**Upper Department (Fifth and Sixth Grades).***(a) Phonics and Voice Exercises.*—Daily exercises having as their object the cultivation of the habit of clear and correct speech.*(b) Poetry.*—To learn, and to repeat with intelligence and expression, at least 150 lines of suitable standard poetry from *The School Paper* or approved equivalent. The aims in teaching poetry, in this and higher grades, should be to put pupils into possession of the thought, and to lead them to enter into the spirit of the poems.*(c) Reading.*—To read, with fluency and expression, and with understanding of the subject-matter, *The School Paper* and one or more supplementary readers. Practice in silent reading associated with definite written tasks.*(d) Writing.*—To write, in a bold and legible small hand, the subject-matter of the class work; to write in the *Australian Copy-book No. 5*, or, when approved, to write in plain books from copies on the blackboard.

At this stage, pupils should be trained to write at a fair rate of speed, combined with reasonable accuracy of form.

\* A rural school is one the allotment of which does not exceed 150 pupils.

(e) *Spelling*.—To spell, in easy dictation exercises, the words of selected lessons from *The School Paper*. Lessons in word-building.

The spelling of words should be learned in association with their meaning and use in sentences.

Correct spelling in all written work should be insisted upon.

(f) *Composition and Grammar*.—Oral reproduction, in connected statements, of the thought, in full or in part, in the reading lesson and in poems learned, and of the subject-matter of lessons.

Oral and written summaries, expressed in brief statements, of the thought in successive paragraphs of the reading lessons.

Exercises in combining sentences with such link-words as "who," "which," "that."

Practice in writing compactly arranged sentences.

Letter writing; simple narrations and descriptions; arrangement into paragraphs.

Punctuation.

Functions of all the words in easy sentences, and their classification into parts of speech. Using modifying words and phrases in the construction of simple sentences.

The inflexions of the parts of speech, as set out for Grades V. and VI. in the General Course.

Analysis of simple sentences into subject, predicate, object, and extension; and of easy complex sentences into clauses, stating the grammatical function and connexion of each. The functions and relations of words and phrases in these sentences.

\*Correction of such errors in the spoken and written language as fall within the scope of the grammar taught in these grades.

NOTE.—See notes 1, 2, and 3 under English in the General Course.

#### Supplementary Course (Seventh and Eighth Grades).

(a) *Phonics and Voice Exercises*.—Daily exercises having as their object the cultivation of the habit of clear and correct speech.

(b) *Literature*.—The study of selections in prose and verse in *The School Paper*. Supplementary reading of one or more books of standard English literature. To learn, and to be able to repeat with satisfactory enunciation and expression, at least 200 lines of good poetry and prose. Systematized silent reading associated with definite written tasks.

\*Treated incidentally with the above-mentioned topics—The chief figures of speech (simile, metaphor, personification, transferred epithet); the leading principles of the diction of prose and poetry; the elements of metre.

NOTE.—Only such a treatment is needed as will lead to the appreciation of the literature studied.

(c) *Writing*.—To write, in a bold and legible small-hand, the subject-matter of the class work. Speed exercises to be given with sufficient frequency to ensure a satisfactory degree of rapidity in writing, with reasonable accuracy of form.

NOTE.—Writing which is legible and, on the whole, well formed will, if rapidly executed, be regarded as satisfactory.

(d) *Spelling*.—To spell the words of selected lessons from the prescribed texts, and words connected with the lessons in word-building and derivation. The intelligent use of the dictionary.

Correct spelling in all oral work should be insisted upon.

(e) *Composition and Grammar*.—Oral statements in connected form of the thought in the reading lessons and in poems learned, and upon topics and events familiar to, or studied by, pupils.

Summarizing in brief statements the thought in successive paragraphs in the reading lesson, and in the stanzas of a poem.

Practice in writing compactly arranged sentences. The use of infinitives and participles.

\*The loose and the periodic sentence.

Making notes upon subjects of silent study, and working these up into continuous composition.

Direct and indirect narration.

Quotation marks.

Punctuation. Arrangement into paragraphs.

Letter writing—private and business letters.

Conjugation of the verb. \*A simple treatment of the subjunctive mood.

Study of selected paragraphs in the reading lesson, dealing with voice, mood, tense, and with the phrase and clause placement used by the writer in the expression of his thought.

Analysis of sentences into clauses, stating the grammatical function and connexion of each; cumulative, adversative, alternative, and illative co-ordination. To know the functions and relations of words and phrases in these sentences.

Study of the meaning and use of words derived from a common root, and of the necessary prefixes and affixes.

NOTE.—See notes under English in the General Course.

NUMBER, ARITHMETIC, AND ELEMENTARY MATHEMATICS—

For all grades as in the General Course.

NATURE KNOWLEDGE—

#### Junior Department.

As in the General Course.

#### Middle Department (Third and Fourth Grades).

(a) *Geography*.—Observation work—Circulation and flow of water; the work of running water, and the influence of its rate of flow upon the nature of the work done; observing and recording obvious meteorological facts and seasonal changes; the eight chief points of the compass.

To be learning to make plans, drawn to a simple scale, of the schoolroom, the schoolground, and the locality.

Recognition of pictures or plans of simple geographical forms.

Chief occupations of the people in the district. Means of communication with the nearest township, town, city, railway station.

Australia (including Tasmania) and its divisions. Main facts in its structure. Chief river basins. Structure of Victoria. Staple products of Victoria and locality of production. The five trunk railways of Victoria. Exchange of products between different parts of the State.

\* See note 2 under English of Grade V.

and the need for railways. Holiday and other trips made by pupils to different parts of the State. Main Victorian towns connected with the production and exchange of foods.

Victorian coastal trade, and the chief features on the coast.

The continents and oceans. Continents from which we receive articles of common domestic use, such as kerosene, rice, tea.

Continents from which animals in zoological gardens and the circus come.

Mapping.—Australia and Victoria. Mapping from memory.

(b) *Nature-study*.—As for the Third and Fourth Grades in the General Course.

(c) *Hygiene*.—As for the Third and Fourth Grades in the General Course.

#### Upper Department (Fifth and Sixth Grades).

(a) *Geography*.—Observation Work—Running water, the three stages of its work depending upon slope; areas of deposit in the locality, formation of deltas, alluvial flats, and flood plains; to take readings from the barometer, the thermometer, and the rain-gauge, and to record them graphically; to note at intervals the decrease or increase in length of the shadow of a post at a given time of the day; to lay down a north and south line by the shortest shadow, and by equal shadows; to note changes in the meridian altitude, in the time and position of sunrise and of sunset, in the length of day and night, and in the distribution of heat.

The geography of Australia and New Zealand. Broad facts of the climate of different parts of Australia. Chief products of the different States. Exchange of foods. Means of communication—railways, coastal trade, coastal features, and chief seaports in connexion with interstate trade. Chief centers of population in Australia, and what led to settlement in each.

A broad treatment of the structure of the continents, and of the physical features of the main areas of the British Empire. The localities of production in the British Empire of food stuffs, materials for clothing, and minerals. Chief towns and seaports in the British Isles associated with leading industries and products.

Ocean traffic between Australia and England by the Suez Canal, and by the Cape of Good Hope.

Mapping—Australia and its States, New Zealand, the British Isles. Mapping from memory.

(b) *Nature-study*.—As in the General Course.

(c) *Hygiene*.—As in the General Course.

#### Supplementary Course (Seventh and Eighth Grades).

(a) *Geography*—

The topics of Grade VII. and those of Grade VIII. are to be taken by the combined grades in alternate years.

(b) *Elementary Science*.—As in the General Course, but the Seventh and Eighth Grades should be combined to take, in alternate years, courses I. and II., as set out in the "Notes on the Course of Study."

(c) *Hygiene*.—Pupils in the Fifth and higher grades may be combined for lessons in hygiene.

#### STORIES, HISTORY, HISTORY AND CIVICS—

##### Middle Department (Third and Fourth Grades).

The topics of Grades III. and IV. are to be taken in alternate years.

##### Upper Department (Fifth and Sixth Grades).

The topics of the Fifth Grade and those of the Sixth Grade are to be taken in alternate years.

##### Supplementary Course (Seventh and Eighth Grades).

The topics of the Seventh Grade and those of the Eighth Grade are to be taken in alternate years.

NOTE.—In one-teacher schools, Grades V., VI., VII., and VIII. may be combined to take the courses in history of those grades in successive years.

#### MANUAL TRAINING—

##### Junior Department (First and Second Grades).

(a) *Drawing*.—

Each grade to take the work as set out in the General Course.

##### Middle Department (Third and Fourth Grades).

Each grade to take the work as set out in the General Course; or, in schools where pupils have been given, in their Second Year, the necessary additional training in the use of ruler and set square, the two divisions may be combined for the course of the Fourth Grade.

##### Upper Department (Fifth and Sixth Grades).

The two grades to be combined for the course of the Fifth Grade.

##### Supplementary Course (Seventh and Eighth Grades).

The two grades to be combined for the course of the Sixth Grade.

NOTE.—In connexion with the courses in manual training, it is a matter of very great importance that, when the same course is taken in two successive years, the exercises should be varied as much as possible, in order that there may be no mere mechanical repetition of the same forms. The necessary variety may be introduced in many ways, e.g., freehand examples may be applied to the construction of original patterns and tinted with water color; in model drawing, the same model may be represented in many different positions; the geometrical principles dealt with in the prescribed course may be applied in the construction of new decorative schemes; and, in connexion with drawing to scale, a wide choice of subjects is possible.

(b) *Occupations*.—As in the General Course.

(c) *Needlework*.—As in the General Course.

#### SINGING—

No higher work than that prescribed for the Sixth Grade need be taken.

#### PHYSICAL TRAINING—

As in the General Course.

And the Honorable Sir Alexander James Peacock, His Majesty's Minister of Public Instruction for the State of Victoria, shall give the necessary directions herein accordingly.

F. W. MABBOTT,  
Clerk of the Executive Council.