

the lower classes and fitted to promote the development of their faculties.

21. Any order of instruction in singing other than that prescribed in the standards will be recognised as of equivalent value if the result be good singing, sufficient theoretical knowledge, and careful training of the lower classes, as well as the higher.

22. All the girls in any public school in which there is a mistress or assistant mistress shall learn needlework, and, if the Inspector is satisfied that the instruction in this subject is thoroughly systematic and efficient, he may judge all other work done by the girls more leniently than that done by the boys in such a degree as would be implied in reducing by 10 per cent. the minimum marks required for any examination pass. To secure full approval, the needlework of the several classes must be according to the following programme:—

S1. Threading needles and hemming. (Illustration of work: Strips of calico or a plain pocket-handkerchief.)

S2. The foregoing, and felling, and fixing a hem. (Illustration: A child's pinafore.)

S3. The foregoing and stitching, sewing on strings, and fixing all work up to this stage. (A pillow-case, or woman's plain shift, without bands or gathers.)

S4. The foregoing, and button-holing, sewing on but-

tons, stroking, setting in gathers, plain darning and fixing. (A plain day- or night-shirt.)

S5. The foregoing, and whipping, a tuck run, sewing on frill, and gathering. (A night-dress with frills.)

S6. Cutting out any plain garment and fixing it for a junior class; darning stockings (fine and coarse) in worsted or cotton; grafting; darning fine linen or calico; patching the same; darning and patching fine diaper.

If Knitting is learnt it shall be in the following order: A strip of plain knitting; knitted muffatees, ribbed; a plain-knitted child's sock; a long-ribbed stocking.

23. In case of any misunderstanding arising as to the meaning of any part of these regulations, the Minister of Education may declare what is to be taken as the meaning, and his interpretation shall be binding upon all persons to whom it is communicated, and shall, if declared by publication in the *New Zealand Gazette*, have equal force with these regulations.

24. Standard IV. as defined in these regulations shall be the standard of education prescribed under "The Education Act, 1877," section 90, subsection 4.

25. These regulations shall come into force on the 1st day of January, 1886, and shall supersede all former regulations relating to the inspection and examination of schools.

CIRCULAR.

The SECRETARY for EDUCATION to MANAGERS of SECONDARY SCHOOLS.

SIR,—

Education Department, Wellington, 19th January, 1885.

I have the honour, by direction of the Minister of Education, to invite your attention to the great importance of including in the programme of the secondary schools as much instruction as possible in subjects that have a direct bearing upon the technical arts of modern life. Endowments and other public aid have been bestowed on grammar and high schools to enable them to supply to all classes, and not to the professional classes only, a course of study preparatory to the more direct and immediate training for special careers. The secondary schools should therefore be prepared to supplement the primary schools, and to carry on pupils trained in them to higher studies. The State also expects the managers of the secondary schools to bear in mind that the professions are likely to become overcrowded unless something is done to create a bias towards industries, and that our manufacturing industries will not be followed by our brighter and more intelligent youths if they are merely drilled in the ordinary subjects of a grammar school education.

In other countries increasing attention is now being paid to geometrical and mechanical drawing and the handling of tools, as useful subjects of school instruction. The schools of this colony might do good service by taking up these subjects as well as physics and chemistry.

Good work might also be done by holding for a few months in each year evening classes, in which apprentices and others might have an opportunity of getting sound instruction in drawing and other subjects connected with their businesses or trades. In some towns voluntary effort has to a certain extent supplied what is wanted in the way of evening classes, but the schools could in some instances afford scientific instruction more thoroughly. It should be remembered that some schools hold their endowments under trusts requiring them to keep up evening classes.

If the secondary schools have become in any respect unpopular in any parts of the colony, it may be because the people have not seen direct practical results flow from them. Were attention paid to technical education as well as to ordinary studies in secondary schools, the objections now urged against the endowing of high and grammar schools would probably not be heard. The Minister hopes you will be able, as far as the revenue of your school permits, to give this subject your early attention and support.

The Chairman, Board of Governors ———.

I have, &c.,

JOHN HISLOP.

By Authority: GEORGE DIDSBURY, Government Printer, Wellington.—1885.