

(d.) Spelling: Word-building. Transcription from the script of the words taught in the word-building lessons, and of other easy words commonly used by the children, occurring in the reading and composition lessons.

(e.) Recitation of simple rhymes.

(2.) Arithmetic: The numbers from 1 to 20 in Class P, and the numbers from 1 to 100 in Class S1, taught by concrete examples; grouping and composition of these numbers; application of the numbers to very easy examples, including in S1 shillings and pence, yards, feet, and inches.

(3.) Drawing and Handwork: Suitable occupations accompanied and supplemented by drawing on wall boards, slates, or paper (the drawing as far as possible to be from actual objects). In schools with more than one teacher the occupations must include a definite course of handwork, but girls of Class S1 who take needlework will be held to satisfy this requirement.

The drawing for the First Standard should include drawing, with and without ruler and set squares, of straight lines, angles, rectilinear figures, and actual objects; elementary geometrical notions; very simple practical exercises, involving careful setting out and measurement; very elementary decorative arrangements and memory drawing (see clause).

(4.) Nature-study: In schools with more than one teacher, the scheme of work in this division must include a definite set of lessons in nature-study; in smaller schools the "observation talks" may suffice for this requirement.

(5.) Moral Instruction: The requirements under this head will be held to be satisfied if suitable stories and fables are treated as the matter of conversation in the English lessons.

(6.) Singing: Easy songs in correct time and tune, and at proper pitch.

(7.) Physical Instruction: Suitable exercises.

S2.

(1.) English:—

(a.) Reading: Two books containing more difficult matter than is required for Standard I, but still well within the comprehension of ordinary school-children of the age of nine. (For one of the reading-books a suitable edition of a School Journal approved by the Minister of Education may be substituted.)

(b.) Composition: Oral composition as for Standard I, but in general somewhat more advanced in character. Written composition of simple sentences upon subjects dealt with in oral composition. Use of the full stop and note of interrogation.

(c.) Writing: Formation of the capital letters. Easy words at dictation. Transcription from print or from script.

(d.) Spelling: Word-building continued. Spelling of other words in common use contained in one of the reading-books.

(e.) Recitation: Not less than 120 lines of suitable standard poetry to be committed to memory in the course of the year and intelligently rendered.

(2.) Arithmetic: The numbers up to 1,000 treated as before. The four simple rules, multipliers and divisors being confined to the numbers 1 to 12 and 20; also very easy money sums (excluding farthings), multipliers and divisors not to exceed 12; and sums of money in the questions and answers not to exceed £20.

(3.) Drawing and Handwork: As for S1, but in general somewhat more advanced in character. In schools with more than one teacher, the occupations must include a definite course of handwork, but girls of class S2 who take needlework will be held to satisfy this requirement.

In addition to the practice specified for S1 the drawing of this standard is to include simple curves and very simple combinations of curves and straight lines (see clause).

(4.) Nature-study: Treated in the same way as in S1; but in S2 this work should include elementary geographical notions from actual observation, and the drawing of simple plans of the class-room or school, and of the playground (see clause).

(5.) Moral Instruction:	} As for S1, but somewhat more advanced in large schools where
(6.) Singing:	
(7.) Physical Instruction:	

Classes S1 and S2 are taught separately.

S3.

(1.) English:—

(a.) Reading: Two books, suited to the comprehension of average children of nine or ten years of age; to be read fluently and intelligently, with knowledge of the meaning of the words and with due regard to the distinction of paragraphs as well as of sentences. (For one of the reading-books a suitable edition of a School Journal, approved by the Minister of Education, may be substituted.)

(b.) Composition: Oral and written composition suited to this stage; the pupils should be able to tell orally a very simple story and to write several consecutive sentences on subjects that have been dealt with in oral composition exercises, using easy connectives.

Analysis into subject and predicate of very easy simple sentences containing direct statements; synthesis of sentences to correspond, supplying subjects where predicates are given, or *vice versa*, and so forming complete sentences. The joining-together of simple sentences to form easy compound or complex sentences by the use of easy connectives. (The terms "simple sentence," "compound sentence," "complex sentence" need not be known.)

(c.) Writing: Continued instruction in the formation of letters and junctions, and of figures. Transcription of easy prose or poetry, including the use of the full stop, the comma, the notes of interrogation and exclamation, and the use of inverted commas.

(d.) Spelling: Word-building continued. Spelling of all common words contained in one of the reading-books; dictation of easy sentences. Common homonyms, as their, there; air, e'er, ere, heir; to, too, two, &c.