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*Education Department,  
Perth, 19th February, 1898.*

THE following Regulations, approved in Executive Council on the 16th February, 1898, are published for general information, by order of the Honourable the Minister of Education.

O. P. STABLES,  
Secretary for Education.

### THE ELEMENTARY EDUCATION ACTS.

#### REGULATIONS.

In pursuance of the powers vested in him by "The Elementary Education Act, 1871, Amendment Act, 1893," His Excellency the Governor has been pleased to make the following Regulations:—

#### PRELIMINARY.

These Regulations shall be deemed to have come into force on the 1st day of February, 1898, with the exception that the new scale of salaries, as stated in Regulations 64 and 68, will not be applied until January 1st, 1899. All previous Regulations shall be deemed to be repealed from the date on which these Regulations come into force, provided that the old Regulations 93 and 96 remain in force until January 1st, 1899.

In these Regulations, unless the context requires a different construction:—

- "Minister" means the Minister of Education.
- "Department" means the Education Department.
- "District Board" means a District Board of Education.
- "Secretary" means the Secretary for Education.
- "Inspector-General" and "Inspector" mean respectively the Inspector-General of Schools and an Inspector of Schools under the Elementary Education Acts.
- "State School" means a School established and maintained as such under the said Acts.
- "Efficient School" means a School recognised by the Minister as giving efficient instruction for the purposes of the compulsory clauses of the Act.
- The masculine includes the feminine.
- All official communications from Teachers, District Boards, and others must be addressed "The Education Department, Perth," and should not have any name or official title of any person in the Department.

## GOVERNMENT SCHOOLS.

1. Government Schools under the Department are of six classes:—

- (a.) State Schools.
- (b.) Half-time Schools.
- (c.) Provisional Schools.
- (d.) House-to-House Schools, or Schools in sparsely-peopled Districts.
- (e.) Special Schools.
- (f.) Evening Schools.

2. Application for the establishment of the several classes of Schools must be made on the Forms prescribed, which may be obtained at the Office of the Education Department.

## a. STATE SCHOOLS.

3. A State School may be established in any locality where an average attendance of twenty children between the ages of 4 and 16 years can be guaranteed.

4. Should the average daily attendance at any State School, during a period of twelve months, fall below twenty, such School shall be made Provisional or Half-time, unless it can be shown that temporary causes have prevented the attendance from reaching the required standard.

## b. HALF-TIME SCHOOLS.

5. Wherever at least twenty-six children, between the ages of four and sixteen years, are residing within an estimated radius of 10 miles from a central point, and can be collected in groups affording an aggregate average attendance of twenty children, an Itinerant Teacher may be appointed, who shall visit not more than two such places.

6. Aid will not be granted towards the maintenance of Half-time Schools unless suitable buildings are provided by the applicants.

7. Each schoolroom shall have at least 10 square feet per scholar of floor space, a boarded floor, a fireplace, an out-office, and be properly lighted and ventilated. Some good drinking water must be available.

8. The Teachers of Half-time Schools must make the same Returns and keep the same Registers as those of State Schools.

9. Half-time Schools shall be classified in the same manner as State Schools, and the Teachers shall be paid the same rates of salary. Where necessary, an annual allowance of £10 for forage may be paid in addition to the salary.

10. Teachers of Half-time Schools shall, as regards instruction, conduct their schools in all respects as State Schools.

11. Teachers of Half-time Schools must divide their time equally between the two schools—in the first week two days at one school, three days at the other—the next week *vice versa*. If other arrangements be found more suitable they may be adopted under the authority of the Inspector General.

## c. PROVISIONAL SCHOOLS.

12. A Provisional School may be established where an average attendance of twenty children between the ages of four and sixteen years cannot be guaranteed, but where there are at least twenty children of such age within a radius of three miles from the proposed School. As a rule, a Provisional School will not be maintained where the average attendance for a period of six months falls below twelve.

13. The grant-in-aid to Provisional Schools shall be at the rate of Five pounds per head on the average daily attendance, and the Minister may, at his discretion, grant an annual sum not exceeding Twelve pounds, as lodging allowance (but see Regulation 64).

14. Provisional Schools shall be conducted in every respect as State Schools.

15. Teachers of Provisional Schools need not necessarily be Classified Teachers, but will only be appointed after their competency for the office has been ascertained by an Inspector.

16. When a Provisional School has maintained an average daily attendance of twenty or more for at least twelve months, it may be raised to the status of a State School. The Teacher, on taking the necessary Certificate, will then be paid in accordance with the scale for Teachers of State Schools.

17. The Department will not defray the cost of building or renting premises for the use of Provisional Schools, except as prescribed in Regulation No. 18. The promoters will have to satisfy the Minister that such buildings as they provide are suitable and properly supplied with school furniture. All necessary books and apparatus will then be provided at the cost of the Department.

*Note.*—Every building must have a boarded floor, a fireplace, two windows, one out-office, three desks 7½ ft. long, three forms 7½ ft. long, one box or book-press with lock and key, one table 3 ft. by 2 ft., and one chair. There must be 10 square feet of floor space per scholar. Good drinking water must be available. A plan should be sent to the Department showing size of building, the position of the windows, etc.

18. Under special circumstances, the Minister may assist the promoters to erect a suitable building by a Grant not exceeding one-half the total cost. In no case will more than £40 be granted. When such Grant is allowed, the site (not less than one acre) must be vested in the Minister.

## d. HOUSE-TO-HOUSE SCHOOLS, OR SCHOOLS IN SPARSELY-PEOPLED DISTRICTS.

19. In sparsely-peopled districts the settlers may apply for a grant for the teaching of the children between the ages of four and sixteen years. The settlers must satisfy the Minister that:—

- (a.) Proper rooms and furniture have been provided. (*See note to Regulation 17.*)
- (b.) A competent Teacher has been secured.
- (c.) No State, Half-time, or Provisional School is within four miles of the homes of any of these children.
- (d.) They are willing to supplement the Grant from the Department by such amount as will provide the Teacher with a salary of at least £60 per annum.

20. The mode in which the Teacher's time shall be apportioned between the several families visited will be determined by the Department.

21. The Grant to Teachers engaged in such Schools shall be at the rate of £4 per annum for each pupil in average daily attendance. In addition to such grant they may be allowed, where necessary, a sum of £10 per annum as forage allowance.

22. Necessary books and apparatus will be supplied.

23. As a condition to the payment of the Grant, the Teacher must:—

- (a.) Keep a record of pupils' attendance in a satisfactory manner.
- (b.) Furnish punctually and accurately such returns as may be required by the Department.
- (c.) Insist on the carrying out of a system of Home Lessons.
- (d.) Furnish a report to the Inspector General at the end of each month upon the work done during that period.

24. The subjects of Instruction in House-to-House Schools may be limited to Reading, Writing, Spelling, Arithmetic, and History or Geography.

*e. SPECIAL SCHOOLS.*

25. In a district, the distance of which from Perth prevents regular visits by an Inspector, the Minister may establish and maintain Special Schools.

26. These Special Schools will be classed as State Schools, but the teachers may be paid at a higher rate than the scale fixed by the Regulations for State Schools.

27. The Teachers of Special Schools must be classified Teachers.

28. Special Schools shall be conducted in all respects in accordance with the Regulations for State Schools, provided always that the Minister shall have power to amend or alter at his discretion the Regulations dealing with the hours of instruction in these Schools.

*f. EVENING SCHOOLS.*

29. The Minister may establish and maintain an Evening School in any district from which a petition for its establishment has been received, signed by parents, guardians, or other residents of the locality, on behalf of not fewer than 10 persons who desire to attend such Evening School.

30. Persons below the age of fourteen years are not eligible as Pupils at an Evening School.

31. Teachers of Evening Schools, who may also be Teachers of Day Schools, will be appointed by the Minister.

32. An Evening School will, as a rule, be conducted in a Government Schoolroom, and the ordinary School furniture and apparatus may be used. Fuel and light will be provided by the Department, but the pupils must pay for any extra books that may be necessary.

33. The Pupils of an Evening School shall meet, as a rule, three times weekly, and every such meeting shall be of not less than two hours duration.

34. The course of instruction must be secular only, and shall comprise such subjects as the Minister may decide.

35. Every pupil shall pay a fee to the Teacher weekly, in advance. Such fees shall be sent to the Department by the Teacher at the end of each month. The amount of fee in each School shall be determined by the Minister, who may, at his discretion, make special charges for extra subjects.

36. The Teacher of an Evening School shall keep a register of attendances, and shall make quarterly and annual returns on the same forms as in State Schools.

37. Evening Schools shall be subject to the same control and inspection as State Schools, but owing to difficulties in securing frequent inspection, District Boards, and the Correspondents appointed by the Department, are invited to make Evening Schools their special care.

38. The salaries of Teachers of Evening Schools shall be as follows:—

The principal Teacher shall receive £3 per annum for each pupil in average attendance up to twenty, and an additional 10s. for each pupil beyond that number.

When the number of pupils is over thirty, a second Teacher must be employed, and he shall be paid at the rate of £2 for each pupil above twenty in average attendance, until the number reaches forty-five in average attendance, when a third Teacher may be given.

Further Teachers must be appointed for every twenty-five in average attendance beyond this number, and shall be paid at the rate of £2 for each pupil.

APPOINTMENT, PROMOTION, AND CLASSIFICATION OF TEACHERS.

39. As a general rule, no persons will be appointed as Teachers unless they have satisfactorily passed an examination. In some cases persons, who have not undergone examination, may be appointed provisionally, but such appointments will not be confirmed until the required examination has been passed. The Minister may grant a "License to Teach" to persons desirous of becoming Teachers. Such persons must satisfy an Inspector that they are able to teach a class properly, and to keep it in order, attention, and activity. They must also pass an examination in the Elementary Subjects of School Instruction. They will only be employed as Teachers in Provisional, House-to-house, and Evening Schools.

40. The following persons may be employed as Teachers in Government Schools (without examination), provided that they satisfy the Department as to their knowledge of Practical School management:—

(1.) University graduates who have had experience as Teachers.

(2.) Persons holding certificates from a recognised Training Institution in the United Kingdom or elsewhere in the British Dominions.

41. On their first admission into the service of the Department all Teachers will be appointed provisionally, and will not necessarily be classified until an official report on their skill in practical School Management has been received.

42. Married women will not, as a rule, be accepted as Teachers. Female Teachers intending to marry must notify the Minister of such intention, and will only be allowed to retain their position by his special consent.

43. Teachers employed under the Education Department are Civil servants of the Crown. They are prohibited from writing to the newspapers, and are required to refrain from all actions in public affairs calculated to give offence to any section of the community, or to impair their own usefulness as Teachers.

44. Teachers will be appointed, promoted, and removed on a due consideration of their claims and merits. They are, therefore, prohibited from seeking the interest of influential persons to obtain promotion, removal, or other advantages. A list of teachers eligible for promotion will be kept in the Department. Their classification, seniority, preparation of pupils for scholarships, and the state of their school premises and gardens will be taken into consideration, as well as the tone of the School and the results of examinations.

45. Except in the case of applicants for removal, reasonable allowances on account of personal expenses in travelling will be granted to Teachers in proceeding to new appointments. As a rule, the cost of carriage of furniture and household effects must be borne by Teachers themselves.

46. The attainments of Teachers, and Candidates for employment as Teachers, will be tested by written and oral examinations, and their skill in teaching determined by their ability to manage a School or Class; and, according to their attainments and skill, they will be classified in the following grades:—

The First or highest Class will have three grades:—

A 1, A 2, and A 3.

The Second Class will have two grades:—B 1, B 2.

The Third Class will have two grades:—C 1, C 2.

47. The Classification of Teachers will be based upon:—

(1.) The class of Certificate obtained from the Education Department of Western Australia, and the length and value of past services, as testified by the Annual Reports of the Inspectors;

(2.) Skill in practical School management;

- (3.) Attainments as certified by examinations passed in the United Kingdom or elsewhere in the British Dominions.

48. The Classification of any Teacher in the Service shall be liable to reduction or cancellation for inefficiency, neglect of duty, or misconduct, and the Minister shall be the sole judge of such inefficiency, neglect, or misconduct.

49. An examination of Teachers shall be held annually. Teachers who desire to be examined, with a view to promotion, must notify the Department, in writing, of their wish at least one month before the date of examination, which date will be notified in the *Government Gazette*. The subjects in which Teachers will be examined for classification will be found in Appendix I.

50. In the event of any Teacher having to travel to attend the Annual Examination for classification, travelling expenses by road, rail, or steamer will be refunded if the Teacher is successful in passing the examination.

51. The Teachers' Examinations will be conducted by a Board of Examiners appointed by the Minister.

52. The Minister may refuse to allow Teachers to sit for the A Certificate if the Inspector's reports on their practical skill are unsatisfactory. He may also refuse to allow a Teacher in Class C<sub>1</sub> to sit for the B examination till he has been in that class for two years, or a teacher in Class B<sub>1</sub> to sit for the A examination till he has been so classified for three years.

53. Teachers can be promoted from one class to another by examination only, but in each class a Teacher may, without examination, be advanced to a higher grade in the same class for good service. Good service implies that in the last three years during which the Teacher has held his classification, his school has increased in efficiency, that the Inspector's reports throughout that time have been satisfactory, and that his general conduct has merited the Minister's approval.

54. A Teacher on appointment to any School must notify the Minister of the date of his arrival and of his commencing duty, and is required to give not less than one month's notice of his intended resignation, which shall take effect on the last day of the month indicated. Before receiving the salary for the last month, he must hand over to a person duly authorised, all School property belonging to the Minister, and make out, in duplicate, an inventory of the same; one copy to be forwarded to the Minister, the other to be left in the School Portfolio, both copies to be certified by the person authorised to receive the School property.

55. Leave of absence on full pay for Teachers in the Service will only be granted at the discretion of the Minister under very exceptionable circumstances, and not for private business. Sick leave shall in no case exceed two months on full pay, such leave to be granted at the discretion of the Minister; in very exceptional cases this may be extended by an additional two months on half-pay, after which time all emoluments will cease. Sick leave will not be granted except on a certificate given by a properly qualified medical man, and in case of continued illness, exceeding one month in duration, a fresh medical certificate with an application for further leave must be submitted every fortnight after the expiration of the first month. In granting sick leave the Minister will be guided largely by the length of service of the Teacher applying. Leave of absence without pay may be granted at the discretion of the Minister, but all leave of absence is subject to the exigencies of the service permitting it.

56. Teachers may be fined at the discretion of the Minister for misconduct or for breaches of the regulations; their pay will be stopped if they are absent without leave from School for the period of such absence. Schools may not be closed without leave, and a fine may be inflicted for such closing. Repeated breaches of regulations render the Teacher liable to loss of classification or dismissal. Fraudulent entries in any Register or Return will lead to summary dismissal.

#### CLASSIFICATION OF SCHOOLS.

57. Schools will be classified as follows:—

Class I.	Average Attendance of 500 and upwards.
Class II.	350 to 500.
Class III.	200 to 350.
Class IV.	100 to 200.
Class V.	50 to 100.
Class VI.	20 to 50.

Provisional Schools, below 20.

58. When any State School fails to maintain the average attendance specified in Regulation 57, the Minister may remove such School to a lower Class. A School will only be transferred to a higher or lower class upon the average attendance for a period of not less than six months.

59. Head Teachers may be required to possess Certificates as follows:—

Class I.	...	...	A 1
Class II.	...	...	A 2
Class III.	...	...	A 3
Class IV.	...	...	B 1
Class V.	...	...	B 2
Class VI.	...	...	C 1

60. A Teacher may be removed from the School in which he is employed to another of a lower class should he fail through any default on his part, to maintain the requisite number of pupils in average attendance, or to satisfy the conditions of the standard of proficiency, and the Minister shall be the sole judge of any such default.

61. All Schools in existence at the date of the introduction of these Regulations will be classified within three months from such date, and thereafter at the close of each School year.

62. Whenever a School is raised from one class to the one above it, the Head Teacher is liable to removal or to transference to a School of the class he has previously held, if he should (in the opinion of the Minister) make way for another Teacher with qualifications more suitable for a School of the higher class.

63. When Schools are first established they will be placed in such classes as may be decided by the Minister.

#### SCALE OF SALARIES.

64. The annual salaries of Classified Head Teachers shall be according to the following scale:—

For a Teacher in charge of a School of:—

	MALE.	FEMALE.
Class I.	£350 to £400 ...	£280 to £320
Class II.	£300 to £350 ...	£240 to £280
Class III.	£250 to £300 ...	£200 to £240
Class IV.	£220 to £250 ...	£175 to £200
Class V.	£180 to £220 ...	£145 to £175
Class VI.	£120 to £180 ...	£100 to £145

#### Provisional.

	MALE.	FEMALE.
A. Schools over 15	£90 to £120 ...	£80 to £100
B. Schools below 15	at the rate of £5 per head.	

These salaries will rise by annual increments of £10, but these increases may be stopped at the discretion of the Minister if the Inspector's report is unfavourable, or should there have been any serious complaint against the Teacher during the year.

(a.) A deduction of £5 will be made from the above rates if the Teacher does not possess a Certificate for Drill Instruction. A similar deduction will also be made from Female Teachers who are not qualified to teach sewing.

(b.) In a Mixed School, where sewing is taught by the Teacher's wife, an additional £12 per annum will be paid.

(c.) Quarters will, when possible, be provided. In other cases an allowance may be granted of £25 per annum for Schools in Classes I. to IV., and of £15 per annum in other Schools. This will not as a rule apply to Provisional Schools.

(d.) An additional £30 per annum may be granted to Teachers of Schools on Goldfields where the cost of living is very high.

65. No unclassified Teacher in charge of a School shall receive a higher salary than (Males) £90; (Females) £80.

66. If a Teacher be appointed to a School of higher class than that to which he or she is entitled by Regulation 59, the salary to be paid to that Teacher shall be determined by the Minister.

67. When there is a vacancy in the Head-Teachership of a School for a period exceeding two months, the Assistant in charge will receive, during the time he has been acting, half the salary of the Head Teacher and half his own, subject to a favourable report of his conduct of the School by an Inspector, and at the discretion of the Minister.

68. The annual salaries of Assistants shall be:—

	Male.	Female.
Assistants holding A certificates	£160 to £200	£130 to £160
" " B "	£130 to £160	£100 to £130
" " C "	£100 to £130	£80 to £100
Unclassified Assistants ...	£70 to £100	£50 to £80

These salaries will rise by annual increments of £10 if the Inspector's report is satisfactory, and there has been no serious complaint or other matter against the Teacher during the year.

(a.) In large Schools where the Minister may deem desirable a first Assistant may be appointed, and such Assistant shall receive £15 per annum in addition to the salary as laid down above.

(b.) An additional £30 or £40 per annum may be granted to all Teachers in the Goldfields Schools where the cost of living is very high.

BONUS FOR SUCCESSFUL TEACHING.

69. Head and Assistant Teachers will be entitled to receive the following Annual Bonuses for successful teaching, according as their Schools are classed as "Excellent," or "Good." This classification will take into account the Inspector's surprise visit as well as the Annual Examination.

These will be paid after the Annual Examination, but will not be awarded to teachers who have been less than nine months in the School:—

	Head Teachers.		Assistants.	
	Excellent.	Good.	Excellent.	Good.
Teachers holding Class A certificate ...	£15	£10	£9	£6
Teachers holding Class B certificate ...	10	7	7	5
Teachers holding Class C certificate ...	7	5	5	3
Unclassified Teachers ...	4	3	3	1

70. Every appointment shall be considered as a rule as temporary and provisional for one year; it may then be confirmed by the Minister, and no claim to increase of salary will be considered till the Teacher has been on the regular staff for a complete year.

71. No persons may teach in any School with or without pay unless they have been appointed to that School or have received special permission from the Minister.

72. Monitors may be appointed to assist in looking over and marking slates, copy books, etc. They should, as a rule, not be employed in the direct work of teaching. If

under 16 they must only be employed half-time, and must study in the School during the remainder of the school hours. They must have obtained a Certificate of the Sixth Standard, or must pass an equivalent examination. If over 16 the appointment must be considered only temporary, and after 18 they must apply for re-appointment as Assistants. Monitors will receive as salary the following sums per annum:—

When half-time Teachers only, £20 males; £16 females.

When over 16, £40 to £50 males; £30 to £40 females.

By increment of £10 if satisfactory year's report.

73. Monitors may be required to sit for examination when they reach the age of 16, as well as on entering the Service.

74. Head Teachers are required to assist their Monitors in their work for examination. They must teach them their half days in School like the other scholars, and should also give them help out of School as required.

TEACHERS OF SEWING.

75. Teachers of Sewing shall be paid as follows:—	
In Schools of Class V. ...	£20
In Schools of Class VI. ...	£12

76. The same person may be appointed to the combined positions of Sewing Mistress and Monitor in the same School.

Sewing Mistresses will not be required where there is a Female Teacher competent to teach sewing, and their appointment will lapse on the appointment of such Teacher.

SCHOOL STAFF.

77. The staff of Teachers, in addition to the Head Teachers employed in all the State Schools shall, at the discretion of the Minister, and as far as practicable, be as follows:—In schools of Class VI., where the average attendance is above 30—one Monitor; in Schools of Class V., where the average attendance is between 50 and 75—One Assistant; if the numbers are between 75 and 100—an Assistant and a Monitor; in schools of higher classes it will be reckoned that beyond 25 assigned to the Head Teacher, every 50 children in average attendance will require one Assistant. Monitors may be employed in addition at the discretion of the Minister. Monitors over 16 will count for 25 children.

TRAINING COLLEGE FOR TEACHERS.

78. An Annual Examination will be held for Candidates anxious to enter the Training College about to be erected at Claremont. Candidates may enter from 15½ years to 17½ years of age, and the course of Training will, as a rule, be for three years. Scholarships will be provided to defray the cost of training of those highest in the examination list, and Half Scholarships to those next in the list. The numbers available of Full and Half Scholarships will be stated before each examination. The Scholarships will defray the whole or half cost of board, lodging, and tuition. Should winners of Scholarships be residing with parents or friends, they may become day-boarders, and in addition to free tuition, may receive a money Scholarship towards their maintenance of £40 or £20 per annum.

Both sexes will be accommodated.

The Minister may, in special cases, allow other persons than those who have won the Scholarships to attend the Training College as boarders or day boarders at their own expense.

79. Examinations will be held at the end of each year of training, and if the progress or conduct of the students be not judged satisfactory by the Minister, he may discontinue their Scholarships, and require them to leave the Training College.

80. Candidates will be expected to pledge themselves to remain the full time in the College, if so required, and to teach for three years in the Schools of the Department after training is completed.

81. When the Training School for Teachers shall have been established, those who in the final examination at the end of their training shall have gained over seventy-five per cent. of the possible marks, shall be entitled to a B2 certificate, and those obtaining more than sixty per cent., to a C1 certificate.

82. The Department cannot guarantee that all those who have passed through the course of Training in the College shall receive an immediate appointment, but they will be given preference over other applicants not so trained. Unclassified Teachers who cannot pass the C examination must pass an entrance examination before appointment.

#### GENERAL INSTRUCTIONS.

83. Teachers cannot be allowed to take any office which may interfere with the discharge of their duties, and must in all cases obtain the sanction of the Minister before accepting an appointment.

84. Teachers of all grades must make themselves acquainted with the Regulations and Instructions to Teachers, copies of which will be supplied to each member of the School Staff on application.

85. All directions from Inspectors, and all Departmental Orders are to be strictly observed by Teachers. Should a Teacher at any time feel aggrieved, he may appeal to the Minister for redress, but pending such appeal no Teacher will be justified in disobeying orders.

86. No sectarian or denominational publication of any kind whatsoever shall be used in School by the Teachers, nor shall any sectarian or denominational doctrine be inculcated by them.

87. All absences of Teachers are to be entered in the School Journal. The Head Teacher must inform the Minister and the District Board if a Teacher is absent for more than one day, or if a Teacher is often away from duty, or habitually unpunctual. If any Teacher is obliged, through sickness, to be away from his duties for more than two days, he must, wherever possible, forward at once to the Minister, a certificate signed by a duly qualified medical man, stating the nature of such sickness, etc.

88. Circulars and pictures from tradesmen, or other advertisements must not be distributed or hung in the Schools unless all the names of the advertisers are obliterated. The only exceptions allowed will be for specimens of the processes of various manufactures which might be useful for object lessons. The leave of the Minister must be obtained.

#### GENERAL MANAGEMENT OF SCHOOLS.

89. In all Government Schools the daily routine shall be that specified below; but the Minister may give permission in special cases for variations to be made.

Secular Instruction from 9 a.m. to 12 noon. The Roll shall be called and marked at 9 a.m., and again called and finally closed at 9.50 a.m. There shall be a recess of 10 minutes for the elder children and of 20 minutes for infants, between 10.30 and 11.15. The School shall be dismissed at 12 noon and re-assemble at 1.30 p.m., when the roll will be called and marked. The roll shall be finally closed at 1.45. Secular instruction from 1.30 to 3.45 p.m., when the School will be dismissed. Fifteen minutes recess may be given for the infants between 2.30 and 3 p.m.

All Teachers are required to be present at least fifteen minutes before School time, in order to prepare the materials for their work, and to secure good behaviour among the Scholars.

90. Attendance must be marked in the registers by a stroke, thus “/”



Children present at 9 a.m. and 1.30 p.m. shall be marked in red ink; those who attend before the roll is finally closed shall be marked in black ink. Absentees must be indicated by placing “a” in the space, or by “s” if they are known to be sick. Children coming after the roll is closed must be reckoned as absent.

If a child leaves before the two hours of secular instruction are finished its mark for presence should be cancelled by another stroke across it, thus X, and deducted from the total.

91. No erasures must be made in any School Register. If it is necessary to make a correction, a line must be ruled through the incorrect figures, and the correct ones placed by their side, or in the margin. The Head Teacher is responsible for the safety, neatness, and accuracy of all School Registers and Records, but he may appoint Assistants and Pupil Teachers to keep the Registers of their respective class or classes.

92. The District Board, in consultation with the Head Teacher, shall fix the time during which Special Instruction, provided for by Section 18 of “Elementary Education Act, 1871, Amendment Act, 1893,” shall be given; subject, however, to the approval of the Minister.

93. Teachers are required to do all in their power to secure the good behaviour of their pupils, both in the School and playground, and when proceeding to or returning from School. Habits of cleanliness should be enforced, and pupils should be taught to be honest, truthful, considerate of the property and feelings of others, obedient to their teachers, their parents, and the laws of their country.

94. The discipline enforced in Schools must be mild and firm. All degrading and injurious punishments must be avoided. The “boxing” of children’s ears is strictly forbidden, as is also the corporal punishment of girls of twelve years old and over.

95. Corporal punishment may, as a last resort, be inflicted by the Head Teacher only, or by an Assistant under the direction and on the responsibility of the Head Teacher. The Teacher must at once enter the particulars in the Punishment Book. Corporal Punishment may be employed for offences against morality, for gross impertinence, or for wilful and persistent disobedience. It must not, as a rule, be inflicted in public. It must not be inflicted for failure or inability to learn, for trivial breaches of School Discipline, or for neglect to prepare Home Lessons.

96. When a child is admitted to any School it shall be the duty of the Head Teacher to enter his name and all necessary information in the Admission Register at once. All Admission Forms are to be kept and shown to the Inspector on his visit to the School. The Religious Denomination to which the parents of the child belong will be sufficiently indicated by writing the letters in the column for “Parent’s or Guardian’s name,” as under:—C.E., Church of England; R.C., Roman Catholic; W., Wesleyan; C., Congregational; P., Presbyterian; S., Salvation Army; O.D., other denominations; N.O., no religious persuasion. When a child is re-admitted to a School, the name should be entered again; but the old admission number of the child should be used. The particulars as to withdrawal must be entered in ink immediately it is known that the child has been withdrawn. No child’s name should be removed from the Registers, unless satisfactory reason has been shown for the child’s permanent withdrawal from the School. The Compulsory Officer must be notified of all names removed. Teachers must revise the addresses of the parents frequently, so that the Admission Register may contain accurate information for the Compulsory Officer.

97. No child shall be expelled from any school without the express sanction of the Minister, but any Head Teacher may suspend a child until the Minister’s decision can be known. Such suspension, and the grounds for it, must be at once reported to the Minister, and to the District Board.



98. The attendance of any child suffering from any contagious, offensive, or infectious disease, or who is habitually of uncleanly habits, may be temporarily suspended by the Teacher. Such suspension must be immediately reported to the Minister, and to the District Board.

99. Every Head Teacher will be required to make proper provision for the supervision of the children when at play, both in the recess during school hours and in the recess for dinner. The arrangements made must appear on the time-table, and all Teachers must take a part in this duty.

100. In the absence of the Principal Teacher, the Senior Assistant is empowered to enforce obedience.

101. The undermentioned Registers and Forms shall be kept in every class of School under the supervision of the Minister, according to the directions supplied to every Teacher:—

- (1.) Admission Register.
- (2.) Register of Attendances, or Roll Book.
- (3.) Summary of Attendances.
- (4.) Time Table.
- (5.) Punishment Book.
- (6.) School Journal.
- (7.) Teachers' Time Book.
- (8.) Portfolio of Official Documents.
- (9.) Inspectors' Register, and any other Register or Form ordered by the Department.

102. Quarterly and Annual Returns shall be furnished from every School. Returns must be neatly made out in duplicate, one copy to be preserved in the School Portfolio and the other to be forwarded to the Department. The Annual Returns must be forwarded with the December Quarterly Returns.

103. Negligence in compiling or sending Returns in, keeping School Registers, or in replying to correspondence, shall render a Teacher liable to a fine, and, if repeated, to a loss of Classification. Any Teacher guilty of fraudulently making false entries in any Register or Return will be dismissed. The amount of the fine mentioned in this Clause shall be determined by the Minister.

104. In mixed Schools the names of boys and girls should be separated in the Attendance Register (*e.g.*, boys' names to begin at No. 1 and girls' at No. 21). All the columns must be fully posted up and dates placed in the necessary places. The names and full particulars as to age, etc., of every child must be entered in ink at the time of admission. If the child cannot supply the necessary information, application must be made to the parents or guardian on the prescribed form, copies of which will be supplied.

105. At the close of each quarter the Registers must be made up, and care must be taken that the total attendances of each child balance the weekly totals. The totals in the Register of Attendances must be transferred into the Quarterly Summary, in ink, at the close of each week. The Quarterly and Annual Summaries of Attendances must be posted up at the same time as the Quarterly and Annual Returns. These Returns must be made up to the last Friday in the School quarter, and be posted to the Department within four days from that day. If exceptional circumstances should cause the attendance on any day to fall below one half of the number in average attendance during the previous quarter, permission may be given by the Chief Inspector to omit that day in calculating the average attendance for that week, provided that the circumstances are at once reported to him.

106. Registers should be checked and signed, at least four times a year, by a member of the District Board—their Delegate or Correspondent.

- (a.) Registers may be destroyed after six years. Summaries and Inspectors' Registers should be retained.
- (b.) Registers should be sent to the Department to be checked at the end of each School year.

107. Teachers are required to keep the School Records neatly and accurately. They must also post up the under-mentioned documents in a conspicuous place in the school-room, viz.:—

The Regulations.

The Programme of Instruction.

Time Tables (General and Pupil Teachers').

List of Members of the Local District Board.

Return of Free Stock.

Authorised Price-list of Books for Sale.

Notice to Visitors.

Conscience Clause.

108. All official communications are to be addressed "Education Department." No name is to be placed on the envelope, but correspondence of a purely local character should be forwarded through the District Board.

109. When it is necessary to treat of more than one subject at a time, a separate letter must be devoted to each subject, but separate envelopes should not be used. The strictest economy must be exercised in the use of franked envelopes. In all correspondence Teachers must use single sheets of foolscap. These must be written on one side only, and a margin of at least one and a half inches should be left blank.

110. Correspondence from Assistants and monitors must be forwarded through the Head Teachers, who must initial the letter, and may express their opinion on the subject referred to. Head Teachers are not at liberty to refuse to forward letters from their subordinates.

111. Communications must not be forwarded by telegram except under special circumstances. Telegrams cannot be sent "on service" by Teachers, but if the matter is sufficiently urgent, the expense will be refunded by the Department.

112. All Returns should contain only the entries proper to them. They should not contain information requiring to be considered apart from the Returns, nor any request or inquiry needing a reply.

113. When for any reason a child leaves one School to attend another, it shall be the duty of the Head Teacher of the first-named School to supply the Head Teacher of the latter School with a Transfer Note. If the note is not brought by the child when applying for admission at the latter School, the Head Teacher must apply to the Teacher of the first-named School, who must forward it at once. On the day of the Annual Examination, the Head Teacher must produce a Transfer Note for each child admitted during the year, unless such child has not attended any School receiving State aid within the Colony.

114. The Roll Book must be made up every week, and the results must be posted at once in the Summary.

115. The Inspectors' Register, which contains the results of the Annual Examination of the School, should be faithfully preserved. The Teacher must not add to, alter, or remove any part of it, nor must he allow any other person to do so.

116. All School Records, Registers, and Documents shall be considered the property of the Minister, and the principal Teacher shall not allow the same to be removed from the School.

117. The Rules regulating the exchange of children between Infants' Schools and Boys' and Girls' Schools are as follows:—

- (a.) No Scholar below the age of seven years should be admitted into a Boys' or Girls' School where an Infants' School is maintained.
- (b.) On the first day of the month succeeding the Annual Examination, all children of seven years of age must be drafted from the Infants' School into the Boys' and Girls' School. They may also be so promoted at the end of the first six months of the School Year by permission of the Department.

- (c.) Teachers of Boys' and Girls' Departments are requested to discourage the transfer of children from the Infants' Department except at the times indicated in Clause b.
- (d.) Children above the age of seven who are not sufficiently advanced to be classified in the Senior Schools may be admitted to the Infants' School by special permission of the Department.

#### SCHOOL JOURNAL.

118. An entry must be made in the School Journal at least once a week. Only the Inspectors and the Head Teacher may make entries, but members of District Boards should be requested to write their names in it when they visit the School.

119. In the absence of the Head Teacher the Senior Assistant is empowered to make entries in the School Journal.

120. The following are proper subjects of remark, but any occurrence affecting the attendance or efficiency of the School shall be noted :—

- (a.) Visits of Members of District Boards and others.
- (b.) Causes of low attendances.
- (c.) Absence of Teachers.
- (d.) Insurbordination of Junior Teachers.
- (e.) Results of Test Examinations.
- (f.) Reasons for departures from the Time Table.

#### TEACHERS' TIME BOOK.

121. The Teachers' Time Book must contain the names of every member of the School Staff.

122. The entries must be made at the time of arrival or departure, each Teacher making his own entry. The School Time is to be regulated by the School Clock, for the correctness of which the Head Teacher is responsible.

123. Teachers who leave the School Premises during the midday recess must enter both the times of departure and arrival.

124. The entries for each week must be separated by a red ink line.

#### PORTFOLIO.

125. The Portfolio should contain all letters and circulars received from, and a copy of all letters and returns made to, the Department.

126. Stationery, Blank Forms, and the like, are not to be kept in the Portfolio.

127. A classified Index to the Contents of the Portfolio must be kept.

128. No document may be taken away or destroyed without the consent of an Inspector.

#### FREE STOCK.

129. School Books, Apparatus, &c., will be supplied to Schools as may be deemed necessary; these will include Reading Books, Slates, Pens, Ink, Chalk, Slate Pencils for the Scholar's use, and Maps, Diagrams, Pictures, Blackboards, Easels, and any other articles necessary for the School.

130. The Head Teacher must make a return on the prescribed forms, in June and December, of the amount and condition of the Free Stock in use in the School. Such Return is to be forwarded in the same envelope with the Quarterly Returns.

131. Requisitions for Free Stock should be forwarded at the end of a month only.

132. All requisitions, unless very urgent or specially ordered by an Inspector, should be sent through District Boards, or correspondents.

133. Such books only as are supplied or sanctioned by the Minister shall be used in any School.

#### BOOKS, ETC., FOR SALE.

134. Pupils will be required to pay for all books and materials not mentioned in Regulation 129. The authorised price list of books and materials is to be exhibited in each School, and no Teacher is to charge more than is fixed therein.

135. Teachers, on application, will be supplied by the Department with books, &c., for sale. Such books will be forwarded free of cost to the Teacher, who will be charged 10 per cent. less than the price to be paid by the scholars, provided that the account is paid to the Department within one month.

136. Requisitions for books, etc., for sale can only be made monthly. The Account, less 10 per cent., will be forwarded with the books, and must be paid within one month of receipt. If payment is not so made, the 10 per cent. discount will not be allowed.

#### SCHOOL HOLIDAYS.

137. The vacations sanctioned by the Minister are :— Five weeks at Christmas, one week at Easter, and one week from the last Monday in August. The holidays allowed, other than these, are—Australian Anniversary, January 26th; Good Friday; the Queen's Birthday, May 24th; Anniversary of the Colony, June 1st; Proclamation Day, October 21st; and Prince of Wales' Birthday, November 9th. When these dates fall on a Saturday or Sunday the holiday may be kept on the Monday following.

138. The Minister may change the dates fixed for any vacation, if it shall appear that the alteration will be for the convenience of the people in any neighbourhood.

139. No School is to be closed upon any School-day, without the written direction of the Minister or other person duly authorised by him, except as provided by Regulation 206, provided that an Inspector may grant a holiday not exceeding one day, after the termination of the annual examination.

#### SCHOOL PREMISES.

140. The Head Teacher will arrange for the regular cleaning of the Schoolrooms, will see that the closets and all external premises are kept clean, and that the fences and gates are uninjured by the Pupils. He will report promptly to the District Board any damage done to the School Buildings or Furniture, as also any necessity for emptying the Closets. If the water for the use of the Pupils should become bad, the District Board should be informed thereof, and care is to be taken to prevent any persons, other than the Pupils or Teachers, from obtaining water from the School tanks or wells.

141. An allowance for Cleaning the Schoolrooms, etc., will be made to the Head Teachers of Government Schools, as under :—

	Per Annum.	Per Quarter.
(a.) Provisional Schools ... ..	£3	15s.
(b.) State Schools with an average of 21 to 40 ... ..	£4	20s.
(c.) State Schools with an average of 41 to 75 ... ..	£6	30s.
(d.) State Schools with an average of 76 to 100 ... ..	£8	40s.

In consideration of this allowance, the Head Teacher will be required :—

- (a.) To have the premises, including outbuildings, swept and dusted daily, and washed with sufficient frequency to keep them thoroughly clean.
- (b.) To find soap for lavatory, and provide for the washing of the towels.

In Schools of over 100 average attendance special arrangements will be made; but the person appointed to clean, and the rate of payment must be previously approved by the Minister, and all claims in connection therewith must be sent in to the Department monthly.

The average attendance for the twelve months ending December 31st, will fix the allowance for the succeeding year.



142. Head Teachers will be held responsible for the closing of their Schools without proper authority.

143. The Head Teacher is responsible for the safe custody of the School Buildings and Furniture, and should any Government School be used for other than School purposes as defined in these Regulations, he shall at once report the fact to the Minister, and the District Board.

#### SCHOOL INSTRUCTION.

144. The Programme of Secular Instruction shall be as specified in Schedules I. to V., and as defined in the Amendment Act, 1893, Clause 20, such "secular instruction shall be held to include general religious teaching as distinguished from dogmatic or polemical theology."

145. When any parent or guardian objects to a pupil receiving the general religious instruction prescribed in the Programme, notification to this effect shall be made to the Teacher in writing.

146. No pupil is to be required to receive Special Religious Instruction (Amendment Act, 1893, Clause 18), if the parent or guardian of such pupil objects to such religious instruction being given.

147. A return must be sent to the Department at the end of each year showing the attendance of the special Religious Teachers, the hours of Instruction, together with the number of children in attendance, and of those withdrawn under the Act because of objections on the part of their parents.

148. The Teacher must ascertain from the parents or guardians of the pupils attending his School the religious denomination to which they belong. (See Regulation 96).

149. The Teacher, in every School under the superintendence of the Minister, shall see that the religious books used in the classes for special religious instructions are confined to the time and place of such instruction, and not left in the way of children whose parents may object to them.

150. Visitors shall have access to every School maintained or aided by the Minister during the hours of secular instruction—not to take part in the business nor to interrupt it, but simply to observe how it is conducted.

#### TIME TABLES.

151. Teachers must prepare a Time Table, which must be signed by an Inspector, for the general work of the School. Each subordinate Teacher must also possess a copy of the Time Table of the class or classes for which he is responsible. Both the General and the Class Time Tables must be hung on the School walls.

152. The Time Table must, as far as possible, be strictly adhered to. Any departure from it must be entered at once in the School Journal. If possible, the Forms supplied by the Department must be used.

153. Preparation of Materials for teaching, and of Needlework Exercises, Compilation of Returns, Making-up of Registers, and the like, must not be done during the hours mentioned in the Time Table.

#### GENERAL INSTRUCTIONS.

154. Moral Lessons should be given in all Schools. Special attention should also be given to the question of Temperance and Health, and the Upper Classes should receive instruction in the ordinary duties of a citizen. The Department will not supply any Text-books for Moral Lessons, but Teachers are expected to keep a record of the Lessons given, and to give at least one lesson a week to each Class.

155. The Inspector may examine Scholars in the work of any lower standard than that in which they are presented for examination.

156. Girls will take the same course in Arithmetic as boys, but their work in that subject will be judged more leniently than that of the boys, and, as a rule, the sums set will be easier.

157. In all subjects intelligent answers, even though somewhat incorrect, will be counted as of more value than mere verbal accuracy.

158. Singing by ear shall be taught in all Schools. At least five new songs shall be taught each year. If singing by note, whether by the Old Notation or the Tonic Sol-fa Method, be taught successfully, the fact will be considered in awarding the bonus for successful teaching.

159. No home lessons are to be given to children attending Infants' Classes. The giving of home lessons to the Standard children is left to the discretion of the Teacher, but home lessons should not take more than half-an-hour to complete in Standards I. to III. inclusive, nor more than an hour in Standards IV. to VII.

160. The Head Teacher of any School should divide the work of each class, as prescribed in the programme, into monthly parts. He should hold at least one examination per month on the work thus allotted. Both the division of the work and the results of the Monthly Test Examinations should be preserved and shown to the Inspector.

#### ANNUAL EXAMINATION.

161. The Annual Examination will, as nearly as possible, be held in the same month each year, so as to give twelve complete months for preparation.

162. All papers and necessary schedules will be forwarded to the Teacher on the first day of the month immediately preceding that in which the examination is to be held. Teachers must return any information required to the Chief Inspector within seven days from the receipt of these papers.

163. The Examination Schedules, and the Inspectors' Register and other Forms, must be fully and properly made up previous to the date of examination. If they are not ready by the arrival of the Inspector he may refuse to conduct the examination.

164. The following information must also be supplied to the Inspector on foolscap paper before the examination commences:—

- (a.) Names of Songs taught during the year.
- (b.) Lists of Object Lessons given to each Standard.
- (c.) Names of Memory Maps taught in the 5th, 6th, and 7th Standards.
- (d.) Subjects of Recitation in each Standard.

*Note.*—Material for Needlework Exercises in accordance with Schedule III.

165. The attention of Teachers who intend to present children for examination in the subjects specified in Schedule V. is directed to Note 1 in that Schedule. Unless this is complied with, no children can be examined under Schedule V.

#### DIRECTIONS AS TO FILLING UP SCHEDULES AND INSPECTORS' REGISTERS.

166. 1. Commence with the lowest class and Standard.
2. There must be no intermixture of Standards or classes.

167. Children, as a rule, will be expected to advance at least one Standard per year. The following children may be presented in the same Standard at two consecutive examinations. The names of such children must be initialled by an Inspector:—

- (a.) Children who fail to make two good passes in Reading, Writing, and Arithmetic.
- (b.) Children who, through sickness or physical or mental weakness, are unable to keep pace with the class to which they belong.

Teachers will be required to present to the Inspector a list of children, who, in their opinion, should come under Clause B. If the Inspector considers the reasons given are sufficient, he shall initial the names of such children on the Examination Schedule.

168. All children whose names have been three months or more upon the School Roll at the close of the month preceding the Annual Examination must be presented for examination.

169. The Inspector may exempt children from examination, even though their names have been on the School Rolls for three months or more, if it shall appear that there are satisfactory reasons for such a course.

170. In all the Standards two marks will be allowed for a "Good" pass, and one mark for a "Bare" pass in the following subjects:—

Reading, Writing, Arithmetic, Geography, English, and Needlework (Girls).

171. The following subjects will be treated as Class or Collective Subjects, and in them no individual examination will be made. The results of the examination in these subjects will be indicated by the terms Excellent, Good, &c.:—

History, Scripture, Singing, Object Lessons, Drill, Agriculture, Manual Work, Drawing,

172. In recommending the Bonus for successful teaching, an Inspector will take into account:—

- (a.) The fitness of the classification, according to the age and capability of the scholar.
- (b.) The behaviour of the children while under examination, and the general tone pervading the School.
- (c.) The neatness and cleanliness of the schoolroom and all appliances, also of the play-ground and out-buildings.
- (d.) The neatness and accuracy of the School Registers.
- (e.) The intelligence of the Methods of Instruction.
- (f.) The preparation and observance of the Timetable.
- (g.) The results of the Visit of Inspection.

173. Any Teacher who may have reason to complain of the manner in which an examination has been conducted by an Inspector, must report the circumstances to the Minister within forty-eight hours of the conclusion thereof.

#### DUTIES OF INSPECTORS OF SCHOOLS.

174. Inspectors of Schools shall, subject to the approval of the Minister, do all that is necessary for the enforcement of these Regulations.

175. The duties of an Inspector are to visit, inspect, and examine all Government Schools, and to forward, within six days of the inspection or examination, a report of each School to the Department.

176. A summary of each of these Reports will be forwarded by the Department to the Secretary of the District Board.

177. A detailed report of each Examination, and, if necessary, of each Inspection, shall be forwarded by the Department to the Teacher.

178. The Inspectors are authorised to determine all questions of School management, and to take the teaching of a class, or of a School, into their own hands, for a time, to show the Teachers how defective methods may be improved. They are to examine into the condition of Schools, and to inquire into all matters which it may be expedient to report to the Minister.

179. Teachers will remember that Inspectors are their superior officers, and as such will treat them with respect and courtesy; and Inspectors, in their intercourse with Teachers, will be guided by a feeling of respect for their office and sympathy with their labours. Errors are to be pointed out as kindly as possible, and not in the hearing of the pupils.

180. Every School is to be visited at least twice in each year—once for inspection, and once for examination—unless distance or some unavoidable cause shall make two visits impracticable.

181. No notice will be given of the date of the Inspection, and at the Inspection the management of the School will be left in the hands of the principal Teacher, subject to the provisions of Regulation 178.

182. The Inspector will give to the Teacher at least seven (7) days' notice of the date of the Annual Examination, and the same to the Secretary of the District Board. At the Examination the work will be arranged as directed by the Inspector.

183. When a School is visited for inspection or examination the Inspector will enter the time of his arrival and departure in the School Journal.

184. The Inspectors shall, at the end of each year, forward to the Minister, through the Inspector General, a report on the efficiency of the Schools examined by them; and the Inspector General shall forward to the Minister a general report on all Schools receiving State aid.

185. The Governor may from time to time appoint any person temporarily to perform the duties of an Inspector of Schools at such remuneration as he may deem fit, and the person so appointed shall have all the powers of an Inspector under these Regulations.

#### BURSARIES.

186. Bursaries of the value of Ten Pounds each will be annually offered to the boys attending the Government Schools of the Colony, subject to the conditions set forth in Schedule V.

187. Bursaries of the value of Ten Pounds each will be annually offered to the girls attending the Government Schools of the Colony, subject to the conditions set forth in Schedule V.

#### DUTIES OF DISTRICT BOARDS.

188. The Minister reserves to himself the ultimate control and management of Schools; but he will avail himself of the assistance of District Boards in this and other matters.

189. Every District Board, at its first meeting, shall elect from the members a Chairman, a Secretary, and any other honorary officers which the Board may deem expedient. The duty of the Secretary will be to correspond with the Minister on behalf of the Board; provided that, where circumstances render it necessary, the Minister may appoint a paid Secretary, who may, in no case, be a member of the District Board.

190. A meeting of the District Board shall be held at least once in three (3) months, and the Minister shall be advised of the time and place fixed for the regular meetings. Three members shall form a quorum.

191. Members of a Board who are absent from two-thirds of the meetings or have failed to pay three visits to a School within the District during a whole year cease to be members.

192. A District Board may, by resolution passed at a duly constituted meeting thereof, appoint any member or members to perform the duty prescribed by the 16th Clause of "The Elementary Education Act, 1871," of visiting any of the Schools under the supervision of the Board; and it shall be the duty of the member or members so appointed to report the results to the Board, who will, if necessary, report to the Minister. In the case of an isolated School, distant from the residence of any member of the Board, the Board may appoint one or more persons, not being members, to act on their behalf, subject always to the approval of the Minister.

193. Each School should have a Member of the Board or other delegate specially attached to it.

194. When an application has been received for the establishment of a School, it shall be referred to the District Board for their consideration and report; and when a new School is to be built, the District Board shall, when required, select a site for the approval of the Minister.

195. The duty of Members of District Boards is to foster the Schools under their care by every means in their power; to see that the rules laid down for the guidance of Teachers are adhered to; to smooth down the difficulties of Teachers by constant encouragement and sympathy; to have at heart the mental, moral, and physical welfare of the scholars, and to see that they are brought up in habits of punctuality, of good manners and language, of cleanliness and neatness; and also that the Teachers impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act. They will generally supervise the Schools, but it is no part of their duties to interfere with the curriculum of instruction, or with the Teacher's authority in the School, as long as he carries out the Regulations. It is desirable that a Member of the District Board should meet the Inspector at the Annual Examination and discuss with him and the Teacher any matters that may have arisen during the year in connection with the School.

196. District Boards should receive the Annual Requisitions and ordinary School Correspondence for transmission from the Teachers to the Department or *vice versa*. Urgent matters will, however, be sent direct and not through the Board. The Boards are specially requested to deal promptly with any such correspondence.

197. The District Boards are specially charged with the duty of seeing that the School Buildings are kept in proper repair.

198. Urgent repairs, calling for immediate action, may be carried out by the District Board without previously submitting tenders for the same, but the Minister's permission to proceed must be first obtained by telegram or letter.

199. From time to time the District Board may send in a report to the Minister, showing the repairs, alterations, or additions required at each School, with an estimate of the cost.

200. No Member of a District Board may be directly or indirectly interested in any work submitted by the Board for the approval of the Minister.

201. District Boards are empowered to investigate any complaints that may be made to them as to the conduct of Teachers and their relations to the parents. They are, however, expected to protect the Teachers from frivolous and vexatious complaints. They must report to the Minister the result of their investigations.

202. Should any Teacher be found by the Board to have infringed the Regulations, the circumstances are to be immediately reported to the Minister.

203. A District Board may suspend a Teacher for the following reasons:—

Intemperance, immoral conduct, gross neglect of duty, or continued absence from duty without leave.

Such suspension of a Teacher shall be at once reported to the Minister, who shall then direct an inquiry to be held.

204. District Boards are expected to use every endeavour to induce parents to send their children regularly to school before proceeding against the parents under the Compulsory By-laws.

205. After the framing of Compulsory By-laws, the Governor may appoint a Compulsory Officer to carry out the provisions of the same. This officer shall act under the directions of the District Board, but he must forward to the Minister a monthly diary of his work.

206. The Chairman of the District Board is empowered to grant not more than two days' holiday in each year. These holidays are not to be granted for the personal convenience of Teachers, and the permission must be given in writing on the prescribed form. They should, as a rule, be given for the most important local *fête* or show in the year, when the majority of the children would be likely to be absent. District Boards should use their influence to see that Sunday School picnics or minor *fêtes* are held in the holidays or on Saturdays.

207. In recommending the time for special religious instruction, the District Board should take care that the daily routine of the school, as laid down in the Regulations, is not unduly interfered with.

208. Applications for the periodical use of the School Buildings, out of School hours, for other than School purposes, should be made, in the first instance, to the District Board, and by them remitted, with their remarks, to the Minister for his consideration.

209. For the information of the public, notice of all applications for the periodical use of School Buildings shall be published in the *Government Gazette*, and a copy of such notice shall be affixed to the doors of the School. The Minister will not decide upon the applications till four (4) weeks after the publication of the notice.

210. Applicants must make satisfactory arrangements for lighting and cleaning the room or rooms, and for putting the School furniture in proper order without expense or trouble to the Teacher.

211. The charge for the periodical use of a building on Sundays only will be Ten Shillings (10s.) per calendar quarter or part of quarter, payable in advance, and Two Shillings (2s.) per meeting on other days. In default of payment in advance permission to use the building will be withdrawn.

212. Permission for the occasional use of a School Building out of School hours may be granted by the Minister.

*Note.*—The Regulations for the periodical and occasional use of school premises, and the charges for the same, do not refer to schools in Perth, Fremantle, or any other town where other suitable public buildings are to be found.

213. The charge for the occasional use of a School Building shall be Five Shillings (5s.) paid in advance. The same provision as to the cleaning, etc., of the schoolrooms mentioned in Regulation 210 shall also be complied with. The payments due under Regulations 211 and 213 must be paid to the Teacher before the key is handed over, who must immediately remit the same to the Minister. The Teacher will be held responsible in case of failure in payment.

214. District Boards shall also perform the following duties:—

- (a.) See that the school buildings and premises are protected from damage and trespass.
- (b.) Take precautions for excluding from the school, during the ordinary business, all books not sanctioned by the Minister.
- (c.) Inspect without notice, at least once a quarter, the School Registers and Records. They should check and initial or sign them.
- (d.) See that the school is open on all the usual school-days, and that the Teacher is present at his work.
- (e.) Forward to the Minister a Half-yearly Return (June 30th and December 31st), showing the time and places, when and where the meetings of the District Board have been held, and the number of attendances made by each member of the Board.

## ELECTION OF DISTRICT BOARDS OF EDUCATION.

*Time and manner of making up Roll.*

215. The person appointed by the Minister to make up and revise the Electoral Roll for a District (hereinafter called the Reviser) shall, on or before the 31st day of August in every year in which the election of the Board of such District takes place, cause an alphabetical list to be prepared of all persons qualified to have their names inserted in such Roll, and shall against the name of each person state the qualification of such person to have his name placed upon such Roll.

*Alphabetical List to be exhibited in public place.*

216. Every such List having been so prepared shall be signed by the Reviser thereof, and a copy thereof shall, as soon as practicable, be affixed on the outer door of one or more of the Government Schools or in some other public place in the District.

*Form of List.*

217. Every such List shall be in the form or to the effect in the First Schedule hereto, and shall contain a notice at the foot, of the day, time, and place of holding the Revision Court hereinafter mentioned.

*Persons omitted from such List may claim to have their names inserted.*

218. Any person whose name has been omitted from any such List may, on or before the 30th day of September in the year in which the Election of the Board takes place, apply by a registered letter sent through the post addressed to the Reviser for the District, in the form and to the effect contained in the Second Schedule hereto, to have his name inserted therein, and in such letter shall give particulars of his qualification to vote.

*Person upon List may object to others upon List.*

219. Any person whose name appears on any such list may, on or before such last-mentioned day, object to any other person as not being entitled to be included in such list by sending through the post in a registered letter addressed to such person a notice signed by him of his intention to object and of the grounds of such objection, and by sending a copy of such notice in the same way to the Reviser for the District.

*Lists to be published of persons claiming and persons objecting.*

220. The Reviser for the District shall cause a list to be made showing the names and addresses of the several persons claiming as aforesaid to have their names inserted on the District Electoral Roll and the particulars of such claims, and also of the persons whose names have been duly objected to as aforesaid, and shall cause such list, with an appropriate heading to the same showing the contents thereof, to be affixed to the outer door of one or more of the Government Schools, or in some other public place in the district, on or before the 15th day of October in the year in which the election of the Board takes place.

*Reviser to hold an open Court for Revision of Roll.*

221. The Reviser for every District shall hold an open Court within the district for the purpose of revising the Electoral Roll thereof, and may from time to time adjourn such Court, and such Court shall be held on such day or days between the first and the 15th days of November (both inclusive) in every year in which the election of the Board takes place as the Reviser appoints.

*Hearing of claims and objections and correction of Lists.*

222. The Reviser shall insert in the Electoral Roll under revision the name of every person who has claimed as aforesaid and is proved to his satisfaction to be entitled to be inserted on the Electoral Roll, and shall retain on the said roll the names of all persons to whom no objection has been sustained, and shall also retain on the said roll the name of every person who has been objected to by any person unless the person so objecting appears in his own person or by an agent authorised in writing in support of such objection and proves the sending of the requisite notices.

*Persons against whom objection is sustained or deceased to be struck off Roll.*

223. When the name of any person inserted in any District Electoral Roll has been duly objected to, and the person objecting appears as aforesaid in support of such objection, the Reviser shall require proof of so much of the qualification of the person so objected to as is embraced in the grounds of objection so to be stated as aforesaid, and no more; and in case such qualification of such person is not proved to the satisfaction of the Reviser he shall expunge the name of such person from the said roll, and the Reviser shall also expunge therefrom the name of any person who is proved to be dead, and shall correct any mistake or supply any omission which may appear to him to have been made in the said roll, in respect of the name or qualification of any person who is included therein.

*Certificate of revision.*

224. The Reviser shall in open court write his initials against the names struck out or inserted as aforesaid, and against any part of the roll in which any mistake has been corrected or omission supplied, and shall sign his name to every page of the roll so settled, and shall then cause to be written at the foot or end of the roll a certificate that the same has been revised and is correct, with the date thereof.

*Roll to be made out and delivered to the Returning Officer.*

225. The roll so signed and certified shall be forthwith delivered to the Returning Officer for the Board District, who shall forthwith cause the names thereon to be copied or printed in alphabetical order, and numbered consecutively, according to the form and to the effect contained in the Third Schedule hereto, and shall, on or before the first day of December following, satisfy himself that such roll so printed or copied is correct, and shall affix his signature thereto.

*Roll so signed to be the Electoral Roll of the District.**Election of Board.*

226. The roll so signed as aforesaid by the Returning Officer shall be the Electoral Roll for the district for three years from the said first day of December, and shall be retained by such Returning Officer, and continue in force, and shall not be added to or otherwise altered until a new roll has been made for the district under the provisions of these Regulations. The election of a Board for all educational districts shall be held at such place or places within each district as the Returning Officer at such election appoints, and he shall give at least fourteen days' notice of the day and place of the election and of the last day for the nomination of candidates by advertising the same in some public newspaper circulating in the neighbourhood, or by affixing such notice to the outer door of one or more of the Government Schools, or of some other public place or places in the District.

*Candidates for Election to give seven days' notice.*

227. Any person who shall be desirous of being a candidate for election as member of a Board shall, by himself or his agent, give notice of such his desire to the Returning Officer of the District at least seven days before the day of such election, and the said Returning Officer shall give notice of the intention of such person to become such candidate by affixing a notice to that effect on the door of the chamber or other accustomed place of meeting of the District Board, and by keeping the same there affixed until the day of such election. A person giving notice of candidature may withdraw such notice at any time before the hour of 11 o'clock on the day of election by notice to the Returning Officer.

*Proceedings at Election.*

(1.) On the day of election the Returning Officer shall preside at a meeting to be holden at eleven o'clock in the forenoon, at the place appointed for the election, and shall declare the purpose for which such meeting is held.

- (2.) If it appears at such meeting that there are not more than five candidates for election as members of the District Board of Education, the Returning Officer shall declare such candidates duly elected.
- (3.) If it appears that there are more than five candidates for election as members of such Board, an election of such members shall forthwith take place by ballot.

Manner of taking the Ballot.

- (4.) The ballot at such election shall be taken by the Returning Officer or his deputy or deputies, at such place or places as the Returning Officer may appoint, and shall close at six o'clock in the afternoon of the same day.
- (5.) The Returning Officer shall cause sufficient ballot papers for the election to be printed or written, or partly written or partly printed, in the form or to the effect of the form in Fourth Schedule hereto.
- (6.) Every elector whose name appears on the Electoral Roll for the District, who shall be desirous of voting, shall present himself to the Returning Officer or one of his deputies at a polling place for the District, and shall state his name and address; and the Returning Officer or his deputy, having made a mark against the name of such elector in the Electoral Roll, to signify that a ballot paper has been given to him, shall give such paper to the elector, and the elector having received the paper shall retire to a compartment screened from observation, but within the said polling place, and there alone without interruption indicate the name of the candidate or candidates for whom he votes by drawing a line through the name of each candidate for whom he does not vote, and shall then fold the paper and deliver it to the Returning Officer or his deputy, who shall, without opening the same, deposit it in the ballot box provided for the purpose, which shall be kept locked during the election, and no voting paper shall be taken from the said box until the close of the polling.

Voters may be asked certain questions.

228. No inquiry shall be permitted at any election as to the right of any person to vote, except as follows: that is to say, the Returning Officer or his deputy may if he thinks fit, or shall if required by any two persons entitled to vote at the election, put to any person tendering a voting paper at the time of such tender and not afterwards, the following questions and no other:—

- (a.) Are you the person whose name appears as \_\_\_\_\_ in the Electoral Roll now in force for this district as being qualified by reason of \_\_\_\_\_
- (b.) Have you already voted at the present election for this district?

What votes may be rejected.

229. No person so required to answer the said questions shall be qualified or permitted to vote until he shall have answered such question or questions in such manner as shall show that he is entitled to have the voting paper tendered by him accepted by the Returning Officer or his deputy.

Voting papers not to be rejected for want of form.

230. No voting paper shall be rejected for mere want of form, provided that such paper does not purport to vote for more than five candidates, and that the names of such candidates are intelligibly expressed and in a manner to be commonly understood.

Deputy Returning Officer to deliver voting papers to Returning Officer.

231. Each Deputy Returning Officer shall immediately on the close of ballot deliver the ballot box containing the voting papers received by him, or shall cause the same to be delivered to the Returning Officer.

Names of candidates elected to be declared by Returning Officer.

232. The Returning Officer shall, as soon as practicable, ascertain the result of the ballot so taken from the voting papers taken at the several voting places, and shall forthwith, after ascertaining the results of the poll, declare the names of the persons who have been duly elected at such election; and in the event of the number of votes being found to be equal for any two or more candidates, such returning officer may by his casting vote or votes decide which of the said candidates shall be elected.

233. No Returning Officer or his deputy shall allow any person to see or inspect the face of any ballot paper.

Names of successful candidates to be certified.

234. After the declaration of the poll, the Returning Officer shall forthwith transmit the names of the persons duly elected to the Minister, to be notified in the *Government Gazette*.

235. The Head Teacher of any Government School shall affix to the outer door of his school any notice sent him for that purpose by the Reviser or Returning Officer of the District within which his School is situated, and shall keep the same there affixed for the time prescribed by these Regulations or as such Reviser or Returning Officer may direct, and shall also furnish the Reviser with such information respecting the parents or guardians of any child attending the school of such teacher and the householders in the district, as such Reviser may require, and generally all Head Teachers of Government Schools must, to the best of their ability, assist Revising and Returning Officers in the performance of their duties.

FIRST SCHEDULE.

ALPHABETICAL LIST of Voters for the District Board of Education, made for the year 189 .

Surname of person supposed to be entitled to vote.	Christian name of same person.	Qualification.

An open Court for the Revision of the Electoral Roll for the Educational District of \_\_\_\_\_, will be held at \_\_\_\_\_, on \_\_\_\_\_, the \_\_\_\_\_ day of November next, at \_\_\_\_\_ o'clock in the \_\_\_\_\_.

A.B.,  
Reviser.

SECOND SCHEDULE.

To the Reviser of the Electoral Roll  
of the \_\_\_\_\_ Educational District.

Sir,—I hereby claim to have my name inserted on the Electoral Roll for the Educational District of \_\_\_\_\_, in accordance with my qualification as stated hereunder.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, A.D. 189 .  
(Signed) A.B. [name in full.]

Surname of Claimant.	Christian Name of Claimant.	Qualification.

THIRD SCHEDULE.

ELECTORAL LIST for the District Board of Education of  
for the three years beginning 1st Dec., 189 , and ending  
30th Nov., 189 .

No.	Voter's Surname.	Voter's Christian Name.	Qualification.

(Signed) A.B.,  
Returning Officer.

FOURTH SCHEDULE.

Ballot Paper.

ELECTION of District Board of Education.

Draw a Line through the Name of each Candidate for whom you do not Vote.

Surname and Christian Names or Initials.
Brown, John Thompson
Gray, Samuel T.
Robinson, Edward Drew
Jones, J. J.
Smith, William J.
Thompson, Thomas W.
Johnson, J.

SUBJECTS OF INSTRUCTION.

Schedule I.

SCRIPTURE.

STANDARDS I AND II.—Lessons from incidents in the lives of the following Biblical characters, *e.g.*, First year: Noah, Isaac, Joseph, Moses, Samuel, David; Second year: the three Hebrew children, Daniel, Hezekiah, King Josiah, Elijah, Elisha, Jonah.

STANDARD III. AND IV.—Irish National Book. First Year: Old Testament, No. 1; Second Year: New Testament, No. 1.

STANDARDS V. AND VI.—Irish National Book. First Year: Old Testament, No. 2; Second year: New Testament, No. 2.

STANDARD VII.—In small schools (*e.g.*, below 100 average attendance) this Standard may take Scripture with Standards V. and VI. In larger schools they must study the whole series of Irish National Books.

Moral lessons must also be given, *e.g.*, in temperate use of foods, drink, in truthfulness, honesty, cleanliness, perseverance, reverence, modesty, etc.

ARITHMETIC.

GENERAL PRINCIPLES.

1. In the earlier stages all numbers are to be learned and all processes explained by the actual observation and handling of suitable objects; and in all stages every process is to be thoroughly understood by the pupil. Simple apparatus and diagrams—coins weights and measures—must be provided.

2. Mental exercises are in all cases to precede written, and concrete quantities are to precede abstract.

3. The processes used in written arithmetic are not always suitable for mental calculation, and therefore should not be followed in working sums in the head. Speaking generally, mental calculation works from the higher constituent part to the lower, while in written work we begin with the last part thought about (the units).

4. Problems and applied questions should have reference to daily life and experience.

Teachers will find the course treated fully in the various parts of the "Adelaide Teachers' Manual of Arithmetic."

INFANTS.

The numbers from 1 to 12.—To understand and make calculations with these. To write figures from 0 to 9. Counting forwards and backwards by intervals of 1, 2 and 3 up to 12. Addition, Subtraction, Multiplication, and Division to be taught, but no number higher than 1. to be employed in the questions or required in the answers. Easy problems on common objects or on the Tables specified.

Tables.—Money—12d. = 1s. 2 sixpences = 1s. 4 three-pences = 1s. 2 ha'pennies = 1d. 4 farthings = 1d.

Time—7 days = 1 week, and to learn the names of the days in order.

Length—12 inches = 1 foot. 3 feet = 1 yard. Children in this class may learn to count forwards to 100.

STANDARD I.

The numbers 1 to 100.—The division of the hundred into tens as well as the composition of every number up to 100. Thus 45 should be analysed into 4 tens and 5 ones. Objects, Diagrams, or number pictures to be used at first. Written arithmetic begins in Standard I.

The 4 simple operations, no number higher than 100 to be employed in the questions or required in the answers. Constant practice in the various combinations under 20. Exact 10's should be added, subtracted, etc., orally. Subtraction explained by the use of the notation box. Counting forwards and backwards by intervals of 2, 3, 4, 5 and 10.

Multiplication and Division Tables to 72. The meaning of  $\frac{1}{2}$  +  $\frac{1}{4}$  and  $\frac{1}{2}$  by concrete examples. Oral addition of money under 1/-. Shillings up to 40 to be expressed as pounds and shillings, and pence up to 40 as shilling and pence.

Easy problems in following tables to be taught concretely where possible :—

Tables.—Money—20s. = £1. 10s. =  $\frac{1}{2}$ . 5s. =  $\frac{1}{4}$ . Pence table to 40d.

Time—24 hours = 1 day. 12 months (with names) = 1 year.

Length—22 yards = 1 chain. 66ft. = 1 chain. 6ft. = 1 fathom.

STANDARD II.

The numbers from 1 to 1,000.—Clearly understood, including analysis and synthesis.

Concrete representation of 1,000 may be given by the use of a diagram or by Sonnenschein's apparatus.

Oral practice in four operations on simple numbers, either in abstract or in easy problems (exact tens and hundreds to be considered simple numbers).

Special attention to mental addition and subtraction of numbers of not more than 2 digits.

Multiplication of 2 by 1 digit.

Oral practice in money questions of not more than 2 denominations.

The slate work of Standard I. to be taken orally.

Ordinary rules to be taught for slate working up to 1,000. Multipliers and divisors not to exceed 12. Slate addition of money of 3 lines and subtraction in easy sums—not exceeding £10 in questions and answers.

Notion of fractions by concrete examples; numerators to be confined to unity and denominators not to be higher than 12.

Easy problems in the tables below :—

Tables.—Multiplication and division to 12 times 12.

Pence table to 100— $2/6 = \frac{1}{5} \times £1$ .  $2/ = \frac{1}{10} \times £1$ .

Time—60 seconds=one minute. 60 minutes=one hour. 365 or 366 days=one year. (To learn the meaning of 1:50, etc., on the clock).

Weight—16 oz.=1 lb. 28lbs.=1 qr. 4qrs.=1 cwt. 20 cwt. =1 ton.

Capacity—2 pints=1 qt. 4 qts.=1 gal.

Length— $5\frac{1}{2}$  yds.=1 rd. 4 rds.=1 chain. 100 links=1 chain. 80 chains=1 mile.



## STANDARD III.

*The numbers from 1 to 100,000.*—Mental working of the sums of Standard II. or easier sums of the slate arithmetic.

Mental calculations of prices of dozens, scores, and grosses of articles.

Prices involving easier aliquot parts of a sovereign and shilling, to be calculated mentally, (e.g., 120 books at 2/6. 36 pencils at 3d.)

Simple and compound rules (money), divisors and multipliers, not exceeding 99.

No number higher than 99,999 (and in money £99) to be employed in the question or required in the answer. Reduction will be taught.

Fractions—denominators to 12, numerators not confined to unity—by concrete examples. Three-fifths should be obtained by first getting one-fifth and then taking three times the result.

Elementary lessons in finding areas, first those which can be actually ruled out on the slate in square inches, then those in which it is possible to show the area dealt with in the schoolroom itself.

The children must learn practically the meaning of sq. in., sq. ft., sq. yd.

*Tables.*—Length—40 poles=1 furlong. 8 furlongs=1 mile. 1,760 yds.=1 mile.

Surface—144 sq. inches=1 sq. ft. 9 sq. ft.=1 sq. yd.

Weight—14 lbs.=1 stone. 112 lbs.=1 cwt. 200 lbs.=1 bag of flour.

Paper—24 sheets=1 quire. 20 quires=1 ream.

## STANDARD IV.

*Numbers to Millions.*—Mental arithmetic on the same lines as explained for Class III., such additions being made as will suit the written arithmetic below.

Ordinary sums in the simple and compound rules and reduction. Household accounts and ordinary invoices. Small bills of parcels.

Cubic contents of rectangular solids. The sums must deal with the objects the children see around them. Diagrams should be drawn on the blackboards and on the slates.

Fractions—denominators to 24. Meanings of  $\frac{1}{5}$ ,  $\frac{2}{5}$  and  $\frac{7}{5}$  and corresponding value in vulgar fractions. G.C.M. and L.C.M.

First ideas of percentages. Only exact hundreds will be dealt with and the percentages used will be 10, 20, 25, 50, and 75. In addition the ordinary percentages used in trade discount ( $2\frac{1}{2}$  and 5) will be learned and will be shown to correspond with 6d. and 1/- in the £.

*Tables.*—Surface—10 sq. chs.=1 acre. 4,840 sq. yds.=1 acre. 640 acres=1 sq. mile.

Solidity—1,728 cub. in.=1 cubic ft. 27 cub. ft.=1 cub. yard.

Weight—2,240 lbs.=1 ton, but 2,000 lbs.=1 ton of flour or chaff; 1 cub. ft. of water weighs 1,000 ozs. or  $62\frac{1}{2}$  lbs.; a gallon of water weighs 10 lbs.

Capacity—2 gallons=1 peck; 8 gallons=1 bushel; about  $6\frac{1}{4}$  gallons of water=1 cub. ft. or 100 gallons=16 cub. ft.

## STANDARD V.

Mental arithmetic as before.

The ordinary operations for adding subtracting, multiplying, and dividing easy fractions.

The meaning of such decimals as are used in common life should be taught.

Simple practice.

Questions on subjects occurring in actual life to be worked by first principles. (Unitary method.)

Mensuration of areas of ordinary life as (1) rectangles, (2) 4 sided figures with 2 sides parallel, (3) triangles with given height.

To measure tanks rectangular or cylindrical with given diameter and depth (the area of a circle to be taken as  $3\frac{1}{7}$ th the square of the radius and the circumference  $3\frac{1}{7}$ th times the diameter). These facts must be demonstrated experimentally as far as possible.

All sums in mensuration should be illustrated by diagrams to scale.

Simple percentages and ordinary trade discounts.

Simple interest, the rates may be confined to  $2\frac{1}{2}$ , 3, 4,  $4\frac{1}{4}$ , 5, 6, 7, 8, and 10 per cent., and the period to years, half years and quarters.

*Tables.*—All the ordinary Tables.

## STANDARD VI.

Mental arithmetic as before.

Vulgar fractions and decimals (excluding recurring decimals)

Solution of problems.

Interest more fully studied, including compound.

In connection with decimals the process of decimalising money at sight should be taught, and also contracted multiplication. These processes should be applied to the calculation of prices and other applied questions.

The mensuration of common life to be fully studied.

Square root to be begun.

## STANDARD VII.

Mental as before.

Vulgar fractions and decimals (including recurring decimals).

Present worth and discount.

Profit and loss.

Investment of savings. Easy stocks and shares.

Averages and percentages.

Ratio and proportion.

Mensuration of areas and volumes.

Approximate calculations.

## WRITING.

## GENERAL PRINCIPLES.

This will be prepared by the drawing in the Infant classes, the straight lined letters made there and the curves gradually learned being utilised for various letters in turn.

Teachers who are not themselves able to write first-rate copies on the board with speed and accuracy are advised to write on paper or card large specimens of each letter as perfectly as possible. These can be hung on the wall as models or combined on the board to make words. The blackboard, however, must always be used in a writing lesson to point out the methods of forming and joining letters, or the errors made by the children.

The upright style of writing is recommended, but any graded set of copy books may be used, as long as they have been approved by the Department. If the teachers prefer to set their own copies, books need not be used, but the children may write in blank books, all of which will be retained for the Inspector, like the copy books. Great care must be taken to ensure that the children copy good models; too often they are allowed to write a word so many times that they only copy their own writing, and deteriorate instead of improving as they go on. In a copy book it is often well to let a child begin at the bottom and work upwards.

In transcription the greatest care should be taken to see that capitals and stops are copied, as well as that the spelling is quite correct. Dictation lessons should be prepared beforehand. The teacher should always endeavour to prevent the child from spelling the word wrongly. Children will be required to keep an exercise book for dictation and transcription only, which is to be shown to the Inspector at the annual examination. These books may be corrected out of school. If the errors are such as the child at his stage of knowledge might have avoided, the teacher should simply underline them and call on the pupils to correct them, but where they arise from insufficiency of knowledge the teacher should correct them and discuss them with the child. Alterations will be taken into account by the Inspector; erasures will not be allowed. Teachers must guard against these on the slates as well as on paper.

## INFANTS.

Infants will not be required to write until their last year in the Infant School, and then only the small letters in simple words will be required.

## STANDARD I.

To write on slate simple words with capital letters from dictation, and to transcribe on paper and slate from print.

## STANDARD II.

Copy books or other exercises in penmanship.

To write on slate, from dictation, words taken from the reading books in use in the Standard, and which the children have previously spelled.

## STANDARD III.

Penmanship and transcription.

To write on slate, from dictation, a paragraph not exceeding eight lines in length.

## STANDARD IV.

Penmanship and transcription.

To write on paper, from dictation, a paragraph not exceeding eight lines in length.

## STANDARD V.

Penmanship.

To write, from dictation, a paragraph not exceeding eight lines.

## STANDARD VI.

Penmanship.

To write, from dictation, a paragraph not exceeding ten lines.

## STANDARD VII.

Penmanship.

To write, from dictation, a paragraph not exceeding twelve lines.

## READING.

## GENERAL PRINCIPLES.

Teachers are at liberty to choose their own methods, but the Primers are based on the Adelaide system, which is phonic. The Alphabet need not be taught. As soon as the children are able to read single words they must be trained to attach a distinct idea to them. Similarly, in a sentence they must grasp the sense distinctly. Punctuation must be taught early. Lessons on word-building should be given throughout. The children must be made to understand what they read, and to read in such a way as to show that the meaning has been grasped. The teacher should frequently read as a pattern, and simultaneous reading should be used to give fluency and expression. Monotonous and sing-song reading must be strenuously repressed. Local accent to be steadily combatted. Special care taken to pronounce final consonants distinctly, as well as the aspirate. Teachers must bear in mind that their object is to teach children to read—not to read a particular book. The Inspectors may ask the children to read from unseen books, as well as those prepared.

## INFANTS.

- I. Sounds and forms of simple letters and words.
- II. First Primer (Victorian).
- III. Second Primer (Victorian).

## STANDARD I.

Two Readers approved by the Department.

## STANDARD II.

Two Readers.

## STANDARD III.

Two Readers, of which one may be Stories of English History.

## STANDARD IV.

School Paper (Victorian III).

## STANDARD V.

Second Paper (Victorian IV).

## STANDARD VI.

Australasian Reader V.

## STANDARD VII.

Reader to be approved, or a continuous story, biography, or book of travel to be taken, approved by the Department.

In Standards V., VI., and VII. Gardiner's History Readers, and for boys, Agricultural Text Books will be used in addition. Standard IV. will read Nelson's Queens and Kings, or some other stories of English History.

## SPELLING.

Spelling is taught by causing the children to look carefully at the words as they read, so that the eye becomes accustomed to the proper appearance; by transcription; by dictation; by word-building; and by learning words of exceptional difficulty by heart. After the reading lesson words may be spelt orally or written on the slate. During the lesson difficult words should be picked out and written on the board. The words should, when necessary, be divided into syllables and sounds. In writing on the board words pronounced the same but spelt differently and with different meanings, the teacher must be careful to write each in a sentence. To write down "were" and "where," or "pane" and "pain," without their meanings, teaches nothing to the children as to the occasions on which to use each.

In word-building in the upper classes valuable practice in English is given if the root of various words is shown from the first, with prefix, etc. From "like" can be drawn "likely," "likeness," "childlike," "dislike," etc.

In the Infant Schools word-building will be used for forming simple words out of the ordinary sounds associated with the letters. It should be noted that it is irregularity of structure, not the number of syllables, which makes a word difficult. From the earliest stages children should be taught to read long words of simple character by breaking them up into syllables.

The Inspectors will not require every word in the reading books to be spelled correctly, but any regular words must be known and all irregular words learned in a lower standard, or similar words so learned. Words in common use are to be selected.

## DRAWING.

Drawing will be taught in accordance with the Syllabus published by the Department of the Science and Art, South Kensington, known as number III. Alternative Illustrated Syllabus of instruction in Drawing in Elementary Schools.

General principles are given in the syllabus.

The slate slots in the desks will be found useful for holding millboard or the other material used.

The full syllabus will not come into use till 1901, but teachers are expected to work some of the drawing of each standard, or to take the earliest standards throughout the school.

## ENGLISH.

## GENERAL PRINCIPLES.

The object of instruction in English is to enable children to speak and write clearly, distinctly, and correctly, and to enlarge their vocabulary. Too much stress is generally laid on an acquaintance with a number of technical terms, which have little influence on the speech of the learner. Conversation lessons will enlarge the vocabulary, as well as teach the children to express themselves. The teacher will make the pupils find out the names of objects in school, home, or workshop; of animals, domestic and wild; of plants; of geographical names, etc. He will discuss the form and use of objects, their colour, the habits of animals, etc.

Great care must be taken to exclude triviality in selecting pieces for recitation. It is easy to mistake childish for childlike things. In the higher classes pieces should be chosen from standard writers, and should be national and popular in their tone. As far as possible, complete poems must be learned, but scenes from plays which are fairly complete may be taken if the plot is explained. Dialogue is recommended, as it is both interesting and leads to good dramatic expression without theatrical forcing.

Analysis of sentences must not consist in taking up the words one by one and parsing them, but should be rather dealt with synthetically, i.e., the simple sentence, noun and verb should first be taken. Example—"The boy sings." Then the predicate may be completed: "The boy sings a song." Next some extension: "The boy sings a song in the school room." Then would follow adjectives: "The best boy sings a beautiful song in the large school room." Then the personal pronoun and another sentence: "The boy sings, etc.; he is practising for a concert, etc."

INFANTS should learn by heart the words of one or two little songs, and a few lines of some simple recitation. They can begin to answer in sentences. Little conversation lessons should be given to encourage them to express themselves readily.

STANDARD I.—Children must answer questions in complete sentences. They must be able to analyse them into subject and predicate. This must be observed throughout the Standards, and in all lessons except arithmetic. Conversation lessons should be continued. The children should narrate incidents in their home life, at first with the help of prompting and questions from the teacher, but they should gradually learn to express their own sensations and observations in simple, correct, and complete phrases well pronounced and accented. Children must learn to recite with intelligence 20 lines of poetry, and explain its meaning. Teachers will be expected to take three pieces of 20 lines during the year, but the last learnt only will be taken at the annual examination. If possible a selection should be made from outside the Reading Book. The children should be told the meaning of a noun and pronoun, and learn to point them out.

STANDARD II.—Children must continue to practice the expression of personal narratives and a correct elocution of these will be taught. Analysis as in Standard I. They will be taught adjectives as well as nouns, and will learn the formation of the plural. They must be able to add suitable qualifying adjectives to given nouns. They should learn to recite, as above, 30 lines of poetry.

STANDARD III.—Children must learn to reproduce orally the substance of a short story, and reproduce in their own words the sense of a sentence or piece they have read. Analyses of sentences into subject, verbs and object. They will be taught verbs with the three principal tenses (present, past, and future). They will analyse and form sentences containing given nouns, adjectives, and verbs. 40 lines of poetry to be recited, or 30 lines of prose.

STANDARD IV.—Children should write sentences to contain nouns, or pronouns, adjectives, verbs, and adverbs, and be able to analyse a simple sentence. They will continue to practice oral reproduction of short stories or pieces they have read, and will describe any suitable object. Not less than 40 lines of poetry to be recited and 10 lines of prose (passages from Scripture may be selected, but Teachers must exercise great discretion, especially should there be Jewish children in the school).

**STANDARD V.**—Children should learn how to write a letter. They can continue to express themselves orally, giving an account of something they have seen, heard, or read of at home. They must be able to analyse more difficult simple sentences. Not less than 40 lines of poetry and 12 of prose to be recited.

**STANDARD VI.**—Children must reproduce in writing the substance of a short story or piece they have read. The teacher may read the piece through twice, and should call attention to the main ideas and their sequence. At first these should be written on the blackboard. These compositions should be corrected in class, and might sometimes be re-written, but the books with the original mistakes should be preserved and shown to the Inspector. Analyses of easy complex sentences. The meaning and use of common Latin prefixes and affixes. Lessons on the roots of words. Teachers may use the "Derby Complete Grammar Summary" or other suitable book. Fifty lines of poetry and 12 of prose to be recited.

**STANDARD VII.**—Written composition on an easy theme. Analyses of complex sentences, and parsing of nouns, verbs, adjectives, and adverbs. Prefixes, affixes, and roots. Sixty lines of poetry and 20 of prose to be recited.

*Note.*—MacMillan's New Series of Recitation Books are recommended, but teachers may choose any other pieces. The notes given are, of course, only of the more difficult words. The children must not learn these by heart, but must be prepared to explain in their own language the meaning of the words and passages annotated as well as those not mentioned.

## GEOGRAPHY.

### GENERAL PRINCIPLES.

No text books for the facts of Geography should be used by the children; the teacher will orally fill in the knowledge they obtain from topographical observation and study of the globe and map. Books of travel, etc., may be read to impart general interest. Leave unlearned, if possible unmentioned, whatever in the way of names, and especially of figures, cannot be remembered permanently. In heights, sizes, etc., it will be sufficient to give the last or even the last two figures in round numbers, and they should always be compared with others known to the children, as figures have not an absolute but only a relative value.

The instruction will begin with the school and immediate neighbourhood, and with elementary knowledge of physical features, and will be gradually extended so as to give a general knowledge of the world.

Geography from the first must include some knowledge of climate and productions, as well as mere topography, but physical geography must precede historical and mathematical.

Teachers are advised to provide themselves, if possible, with a collection of pictures of places and people, but the latter should show national characteristics, and the former, as far as possible, peculiar physical or other features. The main streets of the various capitals have a general similarity which is not instructive as to their differences. Pictures of agricultural, mining, and manufacturing processes would also be valuable.

**INFANTS.**—First notions of a map to be given from a plan of the school room, to be drawn on the blackboard to scale by the teacher from measurements actually taken by the children themselves. The board should at first be laid on the floor so that the lines may correspond. The children must be taught to point out on the plan the positions of desks, windows, chairs, etc., or to move a chair to different parts of the room as indicated on the plan.

**STANDARD I.**—Plan of room, and, if possible, school, to be measured and drawn to scale by the children on their slates. Marked rulers will be required. The cardinal points of the compass are to be learned by observation of the sun, and noted both on the plan and in relation to neighbouring prominent buildings or other objects.

**STANDARD II.**—School and playground to be measured and drawn by children. The neighbouring streets and fields to be drawn on blackboard by teacher from observations and rough measurements by children. The children should also make a sketch plan on their slates from observation. The cardinal points to be always borne in mind. A knowledge of the neighbourhood within ten miles of the school must be acquired. Teachers are advised to make maps from those supplied by the Lands Department, but to omit block boundaries, and insert farms or houses, roads or tracks of importance, etc. The children must know whither the roads lead, what creeks, etc., are crossed within the ten miles' radius, the principal buildings, the character of the country, and occupations of the people.

Simple geographical terms will be learnt by observation, *e.g.*, in various districts, road, railway, plain, hill, valley, creek, well, forest, meadow, lake, river (with right bank and left bank), sea, coast, bay, cape, island. A few shovelfuls of sand and some water will give fairly clear ideas of such terms as cannot be learned by observation. Definitions should not be learned till the children have clear ideas of the meaning of the thing defined. The children's own descriptions, if fairly accurate and intelligent, should be preferred to a book definition.

Elementary ideas of the sun and earth to be given. It will be sufficient to describe the earth as a globe travelling round a larger one, and to give some idea of the relative sizes.

**STANDARD III.**—More accurate knowledge of the physical features and products of the district and of West Australia. Physical maps of West Australia to be drawn on slate by the children from memory. Scale to be carefully explained. Length and breadth, &c., to be illustrated by comparison with distances known to the children, *e.g.*, the road to school, the height of a spire. The most important capes, rivers, mountains, &c., to be named. Elementary ideas of the physical globe to be given, and the position of West Australia indicated. The names of oceans and continents to be taught, and the chief climatic zones indicated. Meridians and parallels to be explained. These will be used in map-drawing, but as straight lines. A fuller explanation of geographical terms to be given. Day and night should be explained. A stick in playground, stuck upright, should be used to explain time, etc.

*Note.*—In map-drawing, to represent a mountain system, curves bulging outwards are recommended. The steeper (*a*) or gentler (*b*) bend of these curves, together with different thicknesses of line, to indicate the comparative height or steepness of the ascent. This can later be developed into more accurate contours.



**STANDARD IV.**—General Geography of West Australia, including towns, railways, chief products, and industries. Early exploration to be touched upon. The principal trade routes are to be indicated, and the countries named from which the chief imports are derived. Physical maps of Australia and New Zealand to be drawn on paper by the children from memory. Chief mountains, capes, rivers, and islands to be known by the children. Meridians and parallels to be more fully explained.

The moon to be described, and the children made to observe the appearance of new and full moon, noting the number of days from one full moon to the next.

**STANDARD V.**—Physical features of Europe and more particularly of the British Isles. Lessons on climate to be deduced from these and compared with Australia. These will include some references to vegetation, and to the characteristics of the inhabitants.

The general geography of Australasia, with memory maps of the colonies, including principal towns and railways. Products and trade routes to be taught.

**STANDARD VI.**—General geography of the British Isles and other European countries. Important names only to be learned, and memory maps drawn. Trade and products especially to be noticed. Some account to be given of the various races.

The movement of the earth and the causes of the seasons to be explained, with special comparison of the English and Australian seasons.

**STANDARD VII.**—General geography of the World. Memory maps of the continents. Important names only to be learned. Commercial centres and main areas of various kinds of production to be especially studied. The British Empire to be more particularly dealt with. The solar system, the moon, tides, ocean currents, trade winds, circulation of water on the earth by evaporation, dew, rainfall, glaciers, rivers, seas, changes of coast line produced by the action of water, hot springs, earthquakes, and volcanoes.

Physiography to be taken on general lines.

In small schools modifications of the above Standards are permitted. Schemes should be submitted to the Department. The general outlines of the above Scheme to be observed, but, *e.g.*, Standards I. and II. might be grouped as Topography; Standards III. and IV. deal with the physical globe and more particularly Australia; Standards V., VI., and VII. dealing with general geography, allow of considerable allocation in the order of lessons. A school might thus be divided into three classes, each taking two years or more.

## HISTORY.

A general outline of English History must be acquired, and the biographies of great men should be specially studied. The early Australian explorers might be taken.

The lower classes might have short stories from English History taught in the conversation lessons.

Standard III. may take Nelson's Stories of England as a Reading Book, but should at any rate learn the matter contained in it.

Standard IV. will take Nelson's Kings and Queens of England. General knowledge of the book will be required.

Standards V., VI., and VII. will read Gardiner's Student's History in three parts. They will be expected to know some of the leading facts and dates thoroughly.

## KINDERGARTEN—VARIED OCCUPATIONS.

## MANUAL WORK (with Drawing).

Young children exhibit a love of movement and an eager desire of questioning. These must be trained, not repressed. Kindergarten training aims at the harmonious development of the child's nature, and its games, stories, and occupations stimulate the mind, while strengthening sense, perception, and bodily activity.

In the Infant classes, drawing, paper folding, sticklaying, building, etc., will teach the children accuracy of eye and usefulness of finger. These might be developed and extended in the upper classes. Where possible, the use of tools on wood should be taught to boys in the Fifth Standard and upwards. Other useful occupations for training hand and eye would be clay modelling in connection with the drawing and cardboard cutting and modelling.

Caning chairs, brush-making, basket-making, and netting are all easily taught to children, and are useful occupations. They utilise the fingers and stimulate the creative faculty, though they have not the same educative value as the clay work or carpentry classes.

The production of merely pretty objects should be avoided. Wood-carving may be taken, but it is not recommended, design being better taught by drawing and the use of tools in the elementary carpentry.

Wherever possible, the teachers should give some manual work to the boys, to correspond with one at least of the needlework lessons of the girls.

## OBJECT LESSONS.

The intention of an object lesson is to make the children observe some object, form their own ideas, and express them. They must be used in the infant classes and lower standards to enable the children to understand some of the qualities underlying the things which they see most commonly, but of which they form no real conception. In the higher standards they should become lessons in elementary science, but still retain the experimental character, so that the child himself is trained to observe phenomena and reason from his own observation. They must not be mere information lessons about objects, though these are very valuable, and should also be given. Teachers must submit to the Inspectors a list both of object lessons and information lessons given during the year. The actual object must always be used in the lesson if possible, but a good picture may sometimes take its place. A thorough examination of a few objects trains the children's observations better than a superficial treatment of many. The child must compare and contrast the object with others. Teachers should as far as possible illustrate details by drawing on the blackboard. The children might make simple drawings of the form they observe when possible on their slates or paper. Clay modelling would be still more valuable. To train the observation of the child his attention should be directed to the different parts of the object in an orderly manner, and their relation to the whole explained to him. The object should then be again treated as a whole. After the children have been trained to observe, they must learn to express clearly the result of their observations.

A list of suitable lessons might destroy the teacher's initiative; but any of the following would be good. Teachers must choose their own subjects:—

## LESSONS SPECIALLY ADAPTED FOR TOWN SCHOOLS.

The School Door—Its materials, shape, construction.

Glass—Uses, manufacture, &c.

Drinking Water—How obtained, simple properties of water shown.

River—Boats, barges, &c.

Bricks—Size to be measured by children, shape to be drawn, manufacture, arrangement in 14in. or 9in. wall may be shown with wooden bricks.

Wood—For building, for lining, for burning; any local wood, *e.g.*, jarrah, sandalwood.

Corrugated Iron—Its uses, how made.

Kerosene—How obtained, properties, uses, dangers.

Gas—Pipes, works, &c.

Road-making and Paving—Common stones used.

Railways—The line, rolling stock, the railway men.

Horse—Hide, teeth, hoofs, tail, mane.

Cat (compare with dog)—Eyes, rough dry tongue, pads and claws, teeth, method of holding prey, drinking, fur, whiskers, tail.

Mouse (compare with rat)—Teeth, paws, tail, whiskers, eyes, ears.

Plant—*e.g.*, grown in school.

Shops—Their contents, *e.g.*, oranges, bananas, tea, sugar, currants, &c., &c.

The Baker—Flour, paste, bread, biscuits.

The Newspaper.

The Milkman.

The Postman—Addressing and posting letters, the stamp.

The Policeman.

The Omnibus.

Foods—Tea, coffee, potatoes, meat, etc.

The Garden and its contents.

Ventilation.

Sunrise, Noon, and Sunset—Note the different objects over which the sun rises or sets each month, varying height above horizon at noon, length of shadow.

Cork—Uses, qualities; illustrated by experiment.

## COUNTRY SCHOOLS.

The Land—Bush and plough land, soil, level or sloping; difference between sand and mud; hills, rivers.

The Sky—Clouds of three kinds ("heaps," "beds," and "feathers").

Wind (Note and keep record of the direction of wind for several days)—Warm and cold, rainy and dry winds.

Rain—Drops on dust form little balls, heavy rain tearing up roads.

Thunder and lightning.

The Moon—Note the changes; draw the shape from week to week.

Snakes—Shape, covering, how they move, jaws, fangs.

Trees—Evergreen or deciduous (leaves might be pressed and their shapes drawn round by children); the gum, jam, fruit trees, &c.

Poison Plants.

Birds—Wild parrots, turkeys, wagtails, crows, swallows, &c.; feathers, wings, beak, feet, motions, nests, eggs, food; fowls, ducks, &c.

Animals—Kangaroos, iguanas, horses, sheep, dogs.

Flowers—Those obtained locally in different seasons.

The Cow—Compared with sheep and goat, food, teeth, chewing, tail, hoof, horns, the dairy, butter and cheese making.

Parasites—As mistletoe.

The Farm—Plough, drill, reaping machines, grass, corn, root crops, vines, oranges, shooting seeds and flying seeds.

Bees and Beekeeping.

Butterfly—Colours, beauty, history.

Farmers' Pests—Insects, beetles, cockroaches, ants—their legs, wings, segments, mouth, breathing apparatus, &c.

Frogs.

Experiments should be made, *e.g.*, to illustrate plant growth, grow an onion in a bottle of water and note appearance of root and stem (a model in clay might be made at various stages of the growth), contrast with carrot; make simple experiments to show the effect of light on (1) leaves and (2) roots; celery—blanching; simple manuring of plants; how plants help or hinder each other's growth.

Simple experiments in displacement of water, its pressure and that of air, squirt pump system.

Comparison and contrast should be made, teeth and their uses in man, cat, cow, horse, snake; hair, fur, and wool in the dog, the opossum, and the sheep; the beaks of ducks, fowls, pelicans, magpies; the porous nature of sponge, chalk, blotting paper; things that melt—butter, tallow, sealing wax, lead, iron; things that stretch—a football, an elastic band.

In the higher classes the experiments will of course be more difficult, *e.g.*, the combination of oxygen and hydrogen, filtration and distillation of water, its density compared with mercury. Crystals can be formed by hanging a thread in water in which powdered alum has been dissolved. Notions of the thermometer may be given. Measurements by eye, and by rule; weight—by hand and in scales, should be carefully taught. Machines may be explained—the bicycle, the sewing machine, the threshing machine.

Teachers would find some simple book of experiments very useful, *e.g.*, "J. A. Bower's Simple Experiments for Science-Teaching," published by the S.P.C.K.

## DRILL.

### GENERAL PRINCIPLES.

Drill requires absolute accuracy and great smartness to be instructive. The lessons should be frequent and short. Any lessons of a quarter of an hour or over should be taken in the playground, care being taken to shelter the children from the sun. It is very useful to devote a few minutes between other lessons to extension exercises in the desks.

STANDARD I.—Squad Drill—Part I. of Manual, Sections 2 to 7 inclusive, and Sections 12, 13, 14, 17, and 45. Physical Drill without Arms, Section 8 of Part I.

STANDARD II.—Same as Standard I.

STANDARD III.—Part I. of Manual, Sections 2 to 7, 12 to 22 inclusive, and 45, Section 8 of Part I., and Part II. to Exercise 5, Part III. to Section 6. Physical Drill to end of 3rd Practice, or Pole Drill, Part IV. to end of 7th Practice.

STANDARD IV.—Same as Standard III.

STANDARD V.—Part I. of Manual, Sections 2 to 7, 12 to 33, 35 to 45 inclusive, Section 8 of Part I., and Part II. to end, Part III. to end. Physical Drill to end of 4th Practice, or Pole Drill to end of Part IV.

STANDARD VI.—Same as Standard V.

STANDARD VII.—Same as previous Standard.

## MUSIC.

1. For purposes of examination in large schools the Standards will be grouped as under:—

Division 1.—Infants.

Division 2.—Standards II. and III.

Division 3.—Standards III. and IV.

Division 4.—Standards V. and upwards.

In small schools (under 100 average attendance) the following grouping will be taken:—

Division 1.—Infants and Standard I.

Division 2.—Standards II. and III.

Division 3.—Standards IV. and upwards.

2. The music tests will not be applied to individual children.

3. If the Inspector should notice that one or two voices are unduly leading the singing, he may silence such voices for the time.

4. Teachers will be allowed to start, but not to join in the singing, except when adding a bass or independent part to a song test.

### STAFF NOTATION.

#### Division 1.

1. To sing, as pointed out by the Examiner, the notes of the key-chord of C (Doh, Mi, Sol, Doh) in any easy order, using the Sol-fa syllables.

2. To sing an easy School song or Action song (three songs to be prepared).

#### Division 2.

1. To sing, as pointed out by the Examiner, using the Sol-fa syllables, the ascending and descending notes of the scale of C, the notes of the key-chord of C in any order, and also small groups of consecutive notes of the scale of C, as written on the blackboard by the Examiner.

2. Time test. To sing on one sound, to the syllable la or doh, an exercise in 2-4 or 4-4 time, which shall include minims and crochets.

3. To sing in unison a school song (five songs to be prepared).

#### Division 3.

1. To sing, as in Division 2, a series of notes in the key of C, introducing F sharp and B flat.

2. Time test. To sing on one sound an exercise in 4-4 or 3-4 time, containing semibreves, minims, crochets, quavers.

3. Ear test. To imitate (not name) a simple phrase of not more than four notes, using the syllable la after hearing the Examiner sing it twice to the syllable la (or play).

4. Song test. To sing in unison a School song (five songs to be prepared).

#### Division 4.

1. To sing, as in previous Divisions, any simple Diatonic passage in the key of G (one sharp) and F (one flat), D (two sharps) B flat (two flats).

2. Time test. To sing, on one sound, a series of notes and rests in 2-2, 4-4, 3-2, 3-4 times, which may include dotted minims.

3. Ear test. To repeat and name any three consecutive notes of the scale of C, after hearing the Examiner sing it to the syllable la (or play). The test should commence on some note of the key-chord.

4. Song test. To sing, in two or more parts, a School song. (Five songs to be prepared).

### TONIC SOL-FA METHOD AND NOTATION.

#### Division 1.

1. To sing from the modulator, the tones of a doh chord, in any easy order, using the Sol-fa syllables.

2. To sing an easy School song or Action song (three songs to be prepared).

#### Division 2.

1. To Sol-fa from the modulator in any key—the key-tone and chord being given; the tones of the doh-chord in any order, and the other tones of the scale in stepwise succession.

2. Time test. To sing on one tone to the syllable la or doh an exercise including one-pulse and two-pulse tones, in two-pulse or 4-pulse measure.

3. To sing in unison a School song (five songs to be prepared).

#### Division 3.

1. To Sol-fa from the modulator, in any key, simple passages in the major diatonic scale, including fa and ta in stepwise progression; also to Sol-fa at sight a written or printed exercise, including the notes of the doh chord in any order, and any other notes of the major diatonic scale in stepwise progression.

2. Time test. To sing on one sound an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes, and whole pulse rests on the non-accented pulses of the measure.

3. Ear test. To imitate (not name) a simple phrase of not more than four notes, using the syllable la, after hearing the Examiner sing it twice to the syllable la (or play).

4. To sing in unison a School song (five songs to be prepared).

#### Division 4.

1. To Sol-fa any simple diatonic passage in the major key.

2. Time test. To sing on one tone, a series of notes in two-pulse, three-pulse, or four-pulse measure, including pulse and a half notes.

3. To imitate to la, and afterwards name, any three consecutive tones of the scale, after hearing the Examiner sing it to the syllable la (or play). The test should commence on some tone of the doh chord.

4. To sing a school song in two or more parts (five songs to be prepared).

## Schedule II.

STANDARD I.—Needlework (Girls)—Hemming, Seaming, and Felling. Any garment or other useful article showing these stitches.

STANDARD II.—Needlework (Girls)—Same as Standard I., and gathering.

STANDARD III.—Needlework (Girls)—Stitching, Pleating, Sewing on strings, herringbone stitch. Any suitable garment.

STANDARD IV.—Needlework (Girls)—Same as Standard III., with the addition of Buttonholes.

STANDARD V.—Needlework (Girls)—The work of the former Standards and Sewing on Buttons, Patching in calico, print, and flannel. Any suitable garment.

STANDARD VI.—Darning Stocking-web material (thin places and holes).

STANDARD VII.—Cutting out and fixing work.

## Schedule III.

(Needlework Examination Schedule.)

	Exercises.	Material required.
Infants Class III.	To hem a piece of calico 3 inches long in two colours of cotton (one side only.)	A piece of calico 3 inches long.
Standard I.	To fix and work a sew and fell seam of 3 inches.	Two pieces of calico 3 inches by 2½ inches.
Standard II.	a. To fix and work a sew and fell seam of 3 inches. b. To gather and stroke a piece of calico 5 inches by 2½ inches.	a. Two pieces of calico 3 inches by 2½ inches. b. One piece of calico 5 inches by 2½ inches.
Standard III. and Standard IV.	a. To make a band and fix it for gathers, and work not less than 2 inches, and sew on a string. b. To fix and work a sew and fell seam of 3 inches, turn down and fix for hemming the four sides of the material. c. To work 3 inches of herring-boning. d. To gather and stroke down 5 inches, and fix it into a band of 2½ inches and set it in 1½ inches. (Standard IV. only.) e. To work a button-hole (Standard IV. only.)	a. One piece of calico 3 inches square, and a piece of tape 2 inches long. b. Two pieces of calico 3 inches by 2½ inches. c. One piece of flannel 3 inches by 2½ inches. d. A piece of calico 5 inches by 2½ inches, and a piece 3 inches square. e. A piece of calico 3 inches by 2½ inches.
Standard V. and Upwards.	a. To gather and stroke down 5 inches and fix it into a band of 2½ inches and set in 1½ inches. b. To put in a flannel, a print, or a calico patch 2 inches square. c. To double down as for a band, and on this cut and work a button-hole, and sew on a button (not pierced). d. To darn an irregular space about one inch square, on stocking material. (Standards VI. and VII. only.) e. Cut out and tack together one of the following:— 1. A child's pinafore. 2. A child's frock body. 3. A chemise for a girl eight years old. (Standard VII. only.)	a. A piece of calico 5 inches by 2½ inches, and a piece 3 inches square. b. A piece of flannel, of print, and of calico each 4 inches square, and another piece of same 2 inches square. c. A piece of calico 5 inches square, and a linen button (not pierced). d. A piece of stocking-web 3 inches square. e. Two sheets of tissue paper.

Notes.—1. Each girl who has been four months or more on the School Register must show a finished garment suitable for her standard. Such garment must have been worked since the date of the last Annual Examination.

2. Garments must be presented for examination in the same condition as when completed by the scholars.

3. Suitable needles, cotton, thimbles, and scissors should be in readiness for distribution, together with the other material mentioned in the Table of Exercises.

4. Coloured cottons must be used in all Standards at the Annual Examinations.

5. Each girl whose name is on the Examination Schedule will be required to work one or more of the exercises specified in Schedule III. at the Annual Examination without the slightest aid or advice from the teacher, either in fixing, sewing, or cutting out. In Infants' Classes the hem required from Class 3 may be previously fixed by the teacher.

## Schedule IV.

## EX-SEVENTH STANDARD.

1. Children who have successfully passed the Seventh Standard, and remain at school, must continue and extend the work they have done in that class in:—

Arithmetic.

English, especially composition.

Drawing.

Agriculture.

English History, with Sutherland's History of Australia.

Geography.—Historical Geography will be more fully taught—special knowledge of the United States and India. Physiography should be taken on general lines.

And at least two specific subjects in addition.

## Schedule V.

## SPECIFIC SUBJECTS.

1. Notice of intention to teach these subjects must be given to the Department at the beginning of each school year; otherwise no examination will be held. Such notice must state the subjects chosen, and the probable number of candidates.

2. Children in Standard VI. may take one specific subject, and those in Standard VII. not more than two. The leave of the Department must be given before they are taken.

3. No scholars can be examined for two successive years in the same stage of the same subject, except by permission of an Inspector.

As a rule no scholar after being examined in one subject may be presented in another until he has passed both stages of the first.

## FIRST STAGE.

*Algebra*.—Notation, Addition, Subtraction, Multiplication, Division.

*Euclid*.—Euclid Book I. to Prop. 26 inclusive.

*Mensuration*.—Triangles and parallelograms.

*Latin*.—Grammar to the end of regular verbs, with simple exercises in translation.

*Mechanics*.—Matter in three states; solids, liquids and gases. The mechanical properties peculiar to each state. Matter is porous, compressible, elastic. Measurement as practised by the mechanic. Measures of length, time, velocity, and sound.

*French*.—Grammar to end of regular verbs. Some knowledge of common conversational phrases and sentences.

*Animal Physiology*.—The build of the human body. Names and positions of the internal organs. The properties of muscle.

*Botany*.—Characters of the root, stem, leaves, and parts of the flower, illustrated by specimens of common flowering plants.

*Chemistry*.—Elementary and compound matter. Illustrations of combination decomposition in such bodies as hydrochloric acid, water, oxide of mercury and rust of iron.

*Domestic Economy (Girls)*.—Food: its composition, nutritive value and preparation. Clothing and washing.

*Shorthand*.—Pitman's system:—To write from slow dictation (at the rate of not more than 30 words a minute) a passage from a First or Second Reader; and also some separate words and phrases, the shorthand notes to be subsequently transcribed or read.



## SECOND STAGE.

*Algebra*.—The same, with G.C.M., L.C.M., and very simple equations, involving one unknown equation.

*Euclid*.—Euclid Book I.

*Mensuration*.—The same and the circle.

*Latin*.—Irregular verbs and first rules of Syntax. Translation of simple sentences of English (three or four words) into Latin. Knowledge of Delectus or other first Latin reading-book.

*Mechanics*.—Matter in motion. The weight of a body, its inertia and momentum. Measure of force and work.

*French*.—Grammar to end of irregular verbs, and translation into English of easy narrative sentences. Few pages of a French conversation or reading-book approved by an Inspector.

*Animal Physiology*.—The organs and functions of alimentation, circulation, and respiration. The use and abuse of foods and drinks.

*Botany*.—Structure of wood, bark and pith, cells and vessels. Food of plants, and manner in which a plant grows. Functions of the root, leaves, and different parts of the flower.

*Chemistry*.—Preparation and properties of the common gases, such as hydrogen, oxygen, nitrogen, and chlorine. The chemical character and constituents of pure air and pure water, and the nature of the impurities sometimes found in both. Effects of plants and animals on air.

*Domestic Economy (Girls)*.—Food: its functions. The dwelling: warming, cleaning, and ventilation. Rules for health: the management of a sick-room.

*Shorthand*.—As above, but dictation to be at the rate of at least 40 words a minute, from a Third or Fourth Reader. Some examples of phrases will also be required.

## Schedule VI.

## ELEMENTARY SCHOOL BURSARIES.

1. Bursaries of the value of Ten Pounds each, tenable for one year only, will be annually offered to boys and girls attending the Government and Assisted Schools of the Colony.

2. Candidates for these Bursaries must—

(a.) Be under fifteen years of age on the 31st July of the year in which the examination for the Bursary is held.

(b.) Have attended one or more of the Government Schools continuously for at least two years immediately preceding the above-named July 31st, and have made not less than three hundred half-day attendances (unless prevented by illness) in such schools, during their last School year, ending on the above-named July 31st.

(c.) Have passed satisfactorily in all the subjects prescribed for the Sixth Standard in the "Programme of Secular Instruction."

(d.) Procure a Certificate of Industry and Good Conduct from the Head Teacher of the last School attended.

3. The Bursaries are awarded upon a Competitive Examination.

4. No Candidate is eligible for a Bursary who fails to obtain  $\frac{2}{3}$  (two-thirds) of the *maximum* number of marks.

5. An examination of Candidates will be held annually in Perth in the month of September, and should it be found expedient for the convenience of Candidates residing in the distant parts of the Colony, the Minister may arrange for examinations being also held in "local centres."

6. Application for admission to the Bursary examination must be made to the Secretary for Education, on or before 15th August of each year.

7. One moiety of the Bursaries will be paid to the successful Candidates on the last day of June in the year succeeding the date of examination; and the other moiety on the last day of December of the same year, if the following conditions have been fulfilled:—

(a.) That the successful Candidate shall have attended a Government or an Assisted School regularly (making at least three hundred half-day attendances).

(b.) That such Scholar shall pass successfully the Examination for the Seventh Standard at the Annual Examination of the School, and obtain at least 66 per cent. of the possible marks in two (2) of the subjects specified in Schedule IV.

(c.) That such Scholar produce Certificates of Good Conduct from the Teacher of the said school.

*Note*.—The parents of the successful candidates shall have the right to choose the Government Schools in which their children shall be educated during the twelve months of holding the Bursary.

8. A sum of One Pound per head will be paid to the Head Teacher of any State School at which any successful candidates have been taught.

## SUBJECTS OF EXAMINATION.

Reading, Spelling, Penmanship, English (including Analysis, Parsing, and Theory of Grammar), Composition and Paraphrasing, Prefixes, Affixes, and Common Derivatives; Arithmetic—Simple and Compound Rules, Reduction, Simple and Compound Proportion, Practice, Fractions (Vulgar and Decimal), and Interest; History—Gardiner's; Geography—Definition of Geographical Terms, Australasia particularly, Europe and India generally, and Map Drawing.

## MARKS FOR EACH SUBJECT.

Reading, 100; Spelling, 100; Penmanship, 100; English, 300; Arithmetic, 300; History, 100; Geography, 200. Total, 1,200 Marks.

## Appendix I.

## SUBJECTS OF EXAMINATION FOR TEACHERS' CERTIFICATES.

*NOTE*.—The following subjects will be considered as "failing" subjects throughout the Examinations for Teachers' Certificates:—Reading, Writing, Spelling, Arithmetic, English, Geography, and School Management; in each of which subjects sixty per cent. of the possible marks must be gained.

## FOR A "C" CERTIFICATE.

Possible Marks.		
100	Reading.....	Prose and Poetry, with a knowledge of the meanings of words in the passage read.
	Writing.....	Specimens of penmanship in text, half-text, and small hand.
100	Spelling.....	Dictation of a passage of at least 20 lines from any Standard Author.
200	Arithmetic.....	Simple and Compound Rules, Reduction, Simple and Compound Proportion, Practice and Simple Interest, Vulgar and Decimal Fractions.
100	English.....	Accidence, Parsing and Analysis of Sentences, Prefixes and Affixes, Composition and Paraphrasing, Derivation of Common Words.
100	Geography.....	Australasia and Europe particularly the Principal Physical Features of the World, Memory Maps.
100	History.....	Outlines of English History.
200	School Management.....	To give a Lesson before an Inspector of Schools, and to answer questions in Organisation, Discipline, and Instruction in Schools. The Registers used in W. A. Schools.
100	Needlework (Females).....	The whole Course for the Standards as prescribed in Schedule II.
50	Drill.....	The whole Course, as per Manual.
50	Music.....	Ability to teach a simple School Song by ear and by note; knowledge of either staff notation or Tonic Sol-fa, as in Nelson's Music for Pupil Teachers.
100	Drawing.....	Freehand and Blackboard Drawing.

## FOR A "B" CERTIFICATE.

100	Reading.....	Any standard author in Prose and Poetry.
100	Writing.....	Specimens of Copy-lines.
100	Spelling.....	Any Exercise.
200	Arithmetic.....	Simple and Compound Proportion, Vulgar and Decimal Fractions, Practice, Interest, Profit and Loss, Discount, Square and Cube Root, Percentages, Stocks, Mensuration of Surfaces.
200	English.....	Parsing, Analysis of Sentences, Accidence of all the Parts of Speech, Paraphrasing and Composition, Affixes, Prefixes, Derivatives.
100	Geography.....	Australasia, Europe, Asia, Africa, and America generally. The British Empire particularly. Physical Geography.
100	History.....	Outlines of English History to present time. Australian History (Sutherland).

- 100 *Drawing*.....Advanced Exercises in Freehand, and Geometry. Blackboard Drawing.
- 100 *Needlework (females)*.....The Course as prescribed for the Four Classes of Pupil Teachers.
- 100 *English Literature*....."Primer of English Literature" by Stopford Brooke, Goldsmith's "Deserted Village," and Thackeray's "Esmond."
- 200 *School Management*.....Fitch's Lectures on Teaching; to take charge of a School in the presence of an Inspector; the Education Acts and Regulations; the Registers used in W.A. Schools.
- 100 *Domestic Economy (Females)*.....Domestic Economy for Teachers 4/6. (T. Nelson & Son.)
- 100 *Music*.....Knowledge of both Staff Notation and Tonic Sol Fa, as in Nelson's Music for Pupil Teachers.
- 100 *Drill*.....To know Drill as per Manual, and to drill a Class.
- 200 *Euclid, Algebra, and Mensuration (Males)*.....Euclid, Books I., II., and III., with deductions from Books I. and II., Algebra to Quadratic Equations, including Surds, and Mensuration of Surfaces and Solids.

## ADDITIONAL SUBJECTS.

(Only one may be taken.)

- 150 *Latin*.....Grammar and Composition, e.g. from Abbot's in Latina or Arnold's Latin Prose (Bradley) to Ex 40, and Cæsar "De Bello Gallico," Books I. to IV.
- 150 *French*.....Grammar, Composition, and Translation from Victor Hugo's "Hernani."
- 150 *Science*.....Any one of the following :—  
 (a.) *Animal Physiology*—Elementary Lessons Physiology—Huxley.  
 (b.) *Inorganic Chemistry*—Inorganic Chemistry for beginners, by Roscoe-Lunt.  
 (c.) *Physiography*—Elementary Physiography—Thornton.  
 (d.) *Physics*—Lessons in Elementary Physics—Balfour Stewart.  
 (e.) *Geology*—Geikie's Class Book of Geology.  
 (f.) *Agriculture*—Fream's Elements of Agriculture, Parts I. and II.

## FOR AN "A" CERTIFICATE.

- 100 *Reading*.....Any standard author in Prose and Poetry.
- 100 { *Writing*.....Specimens of Copy Setting and Letter Writing.  
*Spelling*.....Any exercise.
- 200 *Arithmetic*.....The whole Theory and Practice of Arithmetic. Mensuration.
- 200 *English*.....The same as for a "B" Certificate, with increased skill.
- 100 *Geography*.....The World. Physical Geography.
- 100 *Music*.....Singing-class book by O. J. Stimpson, and Nelson's Music for Pupil Teachers.
- 100 *Physiography*.....Huxley's Physiography, and Lockyer's Astronomy.
- 200 *School Management*.....Gladman's "School Work," and Quick's "Essays on Educational Reformers." To take charge of a School in the presence of an Inspector.
- 100 *Drawing*.....Advanced Exercises in Freehand and Model. Blackboard Drawing.
- 100 *History*.....Green's History of the English People; Australian History.
- 100 *English Literature*.....Morley's English Literature; Shakespeare's "Hamlet"; Bacon's Essays 1, 2, 4, 5, 9, 11, and 14 to 19. Milton's "Lycidas."

- 200 *Euclid, Algebra, and Trigonometry (Males)*.....Euclid.—Books I. to VI., with deductions from Books I. to III., inclusive. Todhunter's Smaller Algebra, and Trigonometry.

- 200 { *Sanitation and*.....Healthy Life and Healthy Dwellings.  
*Needlework (Females only)*.....E. Rosevear's Textbook of Needlework, &c.

## ADDITIONAL SUBJECTS.

(Two only may be taken.)

- 200 (1.) *Latin*.....Livy, Book XXII.; Virgil's Georgics, Book IV.; Horace's Odes, Book I.; Grammar and Composition.
- 200 (2.) *French*.....Grammar, Composition, and Translation, Molière's *Médecin malgré lui*, and De Balzac's *Eugénie Grandet*.
- 200 (3.) *Science*.....Any two of the following :—  
 (a.) *Animal Physiology*—Huxley.  
 (b.) *Inorganic Chemistry*—Ira D. Remsen.  
 (c.) *Physics*—Balfour Stewart.  
 (d.) *Geology*—Geikie.  
 (e.) *Agriculture*—Fream (including Part III.)

## Appendix II.

## PUPIL TEACHERS AND MONITORS.

## INSTRUCTIONS.

1. Candidates are to be of sound and healthy constitution. Before engagement as Pupil Teachers, each Candidate must produce a certificate of physical fitness for the duties of Teacher signed by a duly qualified medical man.

2. At the close of each year, the Head Teacher shall forward to the Chief Inspector :—

- (a.) A statement showing the number of times each Pupil Teacher or Monitor has been absent during the year, and the causes of such absences.  
 (b.) A certificate of punctuality, obedience, and attention to duties for each Pupil Teacher or Monitor.

## 3. Text Books recommended :—

Mason's Grammar.  
 W. Hughes' Class Book of Geography.  
 Gladman's School Method.  
 Gardiner's History of England.  
 Australian History—Sutherland.  
 Jones' Manual of Needlework.  
 Todhunter's Algebra, Euclid, and Mensuration.  
 Geikie's Physical Geography.

## SUBJECTS OF STUDY.

## CANDIDATES FOR MONITORSHIP OR PUPIL TEACHERSHIP.

- 60 *Reading*.....Any Advanced Reader.
- 40 *Writing*.....Text, Half-text, and Small Hand.
- 40 *Spelling*.....Dictation Exercise and Spelling in the various Papers of Answers.
- 100 *Arithmetic*.....Notation and Numeration, all Arithmetical Tables, Weights and Measures, Simple and Compound Rules, Vulgar Fractions, Simple Proportion and Practice.
- 100 *English*.....To Parse and Analyse correctly any ordinary Passage, Prefixes, Affixes, and Common Roots, Composition.
- 80 *Geography*.....Definition of Geographical Terms. The Geography of Australia.
- 100 *Teaching*.....To teach a Junior Class to the satisfaction of an Inspector.
- 80 *Needlework (Females)*.....Hemming, Seaming, Felling, Stitching, and Sewing on Strings, Herringbone Stitch on Canvas or Flannel, Knitting (four needles), plain and purled—Muffatees.

## FOURTH CLASS PUPIL TEACHERS.

- 40 *Reading*.....Improved articulation and expression.
- 40 *Writing*.....Specimens of copy setting, including figures.
- 40 *Spelling*.....More difficult passage of Dictation.

80	<i>Arithmetic</i> .....	Simple and Compound Proportion, Vulgar and Decimal Fractions, Practice.
80	<i>English</i> .....	Accidence of Noun, Verb, Adjective, Pronoun, and Adverb. Parsing, Analysis, Derivatives, and Composition. To repeat 50 lines of Poetry from a standard author, with a knowledge of the meanings and allusions.
80	<i>Geography</i> .....	Australasia, Outlines of Europe, Memory Maps.
80	<i>History</i> .....	Outlines of English History to 1066, Australian History to 1808.
60	<i>Drawing</i> .....	Freehand Drawing.
40	<i>Euclid (Males)</i> .....	Book I., Propositions I. to XXVI., inclusive.
40	<i>Algebra (Males)</i> .....	Blackie's Elementary Algebra, Part I.
100	<i>School Management</i> .....	To give a reading Lesson, and to examine the class on the passage read. To answer questions on how to secure Order, Attention, and Discipline. Notes of Lesson.
80	<i>Needlework (Females)</i> .....	Gathering, setting in, button-holes, sewing on buttons. Darning, plain, as for thin places, in stocking-web material. Knitting (four needles) a sock. Herring-boning a patch, at least 3 inches square, on coarse flannel.
40	<i>Drill</i> .....	Drill Manual. Squad :—Part I. to end of Section 8. Physical :—Part II. to end of Exercise 2. Free :—Part II. to end of Exercise 2. Poles :—Part III. to end of Section 2. Desk Drill.
40	<i>Music</i> .....	The first year's course in Nelson's Music for Pupil Teachers.

### THIRD CLASS—PUPIL TEACHERS AND MONITORS REACHING THE AGE OF 16.

40	<i>Reading</i> .....	Any Standard Prose Author.
40	<i>Writing</i> .....	Specimens of Penmanship.
40	<i>Spelling</i> .....	More difficult passage of Dictation.
80	<i>Arithmetic</i> .....	Vulgar and Decimal Fractions, Simple and Compound Interest, Profit and Loss.
80	<i>English</i> .....	Accidence of all the Parts of Speech, Parsing, Analysis, Paraphrasing, Derivatives. To repeat 80 consecutive lines of Poetry, with a knowledge of the meaning and allusions.
80	<i>Geography</i> .....	The United Kingdom and Asia, Memory Maps.
80	<i>History</i> .....	Outlines of English History to 1485, Australian History to 1851.
60	<i>Drawing</i> .....	To draw 6 simple Objects on the Blackboard.
40	<i>Euclid (Males)</i> .....	Book I.
40	<i>Algebra (Males)</i> .....	Todhunter's Algebra for Beginners, to page 83.
100	<i>School Management</i> .....	To give a Lesson on the Rudiments of Grammar and the Principles of Arithmetic—first four Rules. To answer questions on the subject of School Rewards and Punishments. Notes of Lessons.
80	<i>Needlework (Females)</i> .....	The running of a Tuck. Knitting, (four needles) a sock or stocking, ribbed or plain. Darning of a hole in Stocking—web material. Patching in Calico and Flannel.
40	<i>Music</i> .....	Second year's course in Nelson's Music for Pupil Teachers.
40	<i>Drill</i> .....	Drill Manual. Part I. to end of Section 22. Part II. to end of Exercise 5. Part III. to end of Exercise 5. Part IV. to end of Section 6.

### SECOND CLASS.

40	<i>Reading</i> .....	Any Standard Poet.
40	<i>Writing</i> .....	Specimens of Penmanship.
40	<i>Spelling</i> .....	To correct a passage incorrectly spelt.
80	<i>Arithmetic</i> .....	Interest, Discount, Square Root, Percentages.
80	<i>English</i> .....	More advanced exercises in Parsing, Analysis, and Composition, Accidence, Derivatives. To repeat 100 lines of Prose from any standard author, with a knowledge of the meanings and allusions.
80	<i>Geography</i> .....	The British Empire and Africa, Memory Maps.
80	<i>History</i> .....	Outlines of English History from 1485 to 1820. Australian History to 1859.
60	<i>Drawing</i> .....	Freehand—more difficult exercises.
40	<i>Euclid (Males)</i> .....	Book II., with easy deductions from Book I. up to Prop. 32.
40	<i>Algebra (Males)</i> .....	Todhunter's Algebra for Beginners, to page 134.
100	<i>School Management</i> .....	To give lessons to a higher class in Grammar and Geography, and a lesson explanatory of some arithmetical process. Notes of Lessons.
80	<i>Needlework (Females)</i> .....	Whip stitch, setting a frill. Darning, plain on coarse linen. Patching, in print. Knitting—a long stocking with heel thickened.
40	<i>Drill</i> .....	Drill Manual. Part I. to end of Section 33. Part II. to end of Exercise 7. Part III. to the end. Part IV. to the end of Section 10.

### FIRST CLASS.

40	<i>Music</i> .....	Nelson's Third year course.
40	<i>Reading</i> .....	Any Standard Author in Prose and Poetry.
40	<i>Writing</i> .....	Specimens of Penmanship.
40	<i>Spelling</i> .....	Any Exercise.
80	<i>Arithmetic</i> .....	The work of previous years, and Cube Root and Stocks. Mensuration of Surfaces.
80	<i>English</i> .....	Recapitulation of all preceding Exercises. To repeat 150 lines of Poetry, with a knowledge of the meanings of words and allusions.
80	<i>Geography</i> .....	America. Physical Geography.
80	<i>History</i> .....	Outlines of English History to present time. Australian History to present time.
60	<i>Drawing</i> .....	Model Drawing—Cube, Square, and Hexagonal Prisms, and Cylinder, with combinations of the same.
40	<i>Euclid (Males)</i> .....	Books I. and II., with simple deductions from Book I.
40	<i>Algebra (Males)</i> .....	Todhunter's Algebra for Beginners, to Page 194.
100	<i>School Management</i> .....	The Previous Work, and Organisation, Registration, and Classification of Schools.
80	<i>Needlework (Females)</i> .....	Work of Previous Years. Darning—a Hole filled in with Stocking-web stitch on stocking material not less than 1½ inches square. Knitting—a pair of knitted socks for a baby. Cutting out Child's Chemise, Drawers, and Petticoat.
40	<i>Drill</i> .....	The whole of the Drill Manual.
40	<i>Music</i> .....	Nelson's Fourth year course.

### REGULATIONS OF FEES.

236. The Fees payable for each pupil under seven years of age shall be twopence per week; for each pupil over seven years of age and under fourteen years, threepence per week; and for each pupil fourteen years old or over, sixpence per week; but the Fees payable for one family shall not exceed one shilling weekly. All Fees shall be payable weekly, in advance.

237. The Teacher shall demand and receive such Fees, and shall record the receipt thereof, at the time, in the Roll Book of the School.

238. All sums received by Teachers as School Fees must be remitted monthly to the Education Department, together with a statement on the prescribed form.

239. The conditions subject to which the Minister may allow a child to be instructed without payment of any Fee for such instructions, are :—

- (a.) If in the opinion of the Minister or the District Board the parents of the child are in poor circumstances.
- (b.) If the child has to travel more than one mile to a Government School.
- (c.) If a child has made at any Government School or Schools four hundred or more half-day attendances during the previous twelve months.
- (d.) If for any other reason the District Board or the Head Teacher is of opinion that a child should receive free instruction, provided the Minister thinks the reason sufficient.

240. Application to be relieved from payment of School Fees shall be made upon the prescribed form, which may be obtained from Teachers of Schools.

241. The Monthly Statement of Fees must be addressed to the Accountant, and must be accompanied by the amount of Fees received. If possible, all moneys should be forwarded by Money or Postal Orders; and all Money Orders must be made payable to the Secretary for Education. Teachers will be allowed to deduct the cost of the Postal or Money Orders from the Fees.

242. Teachers may, if they choose, take upon themselves the responsibility for the collection of the arrears of Fees. In such case, the amount forwarded must be the total Fees due, less 10 per cent. allowed for collection. Teachers, on taking charge of a School, must inform the Department whether they decide to adopt this course or not.

243. In the case of Teachers who object to be thus responsible, all the Fees collected, and a statement of the arrears, must be forwarded on the official Form, as per Rule 241. Such Teachers are expected to use their best endeavours to obtain payment of the arrears of Fees.

244. The Monthly Return of Fees must be made up to the last Friday in each calendar month, and should be posted on the last Saturday in the month.

245. If the Monthly Return of Fees and the amount thereof does not reach the Education Department, Perth, by the 14th day of the month, the rebate of 10 per cent. will not be allowed. In the case of "Special Schools" this rule may be relaxed.

246. Negligence in sending in the Return of Fees and the amount thereof shall render a Teacher liable to a fine, and if repeated, to a loss of classification.

#### COMPULSION.

247. The standard of education required by the Fifth Section of "The Elementary Education Act, 1871, Amendment Act, 1894," exempting any child from the obligation to attend school, shall be the course prescribed in these Regulations for the Sixth Standard—Reading, Writing, Spelling, and Arithmetic.

248. If a parent or guardian of any child of compulsory age under "The Elementary Education Act, 1871, Amendment Act, 1894," Section 5, Sub-section 1, pleads that the "child is under efficient instruction at home or elsewhere," such child may be examined by an Inspector, who shall, if the Compulsory Standard be satisfactorily passed, grant a Certificate of Exemption; and a Certificate from an Inspector—(a) that a child is under efficient instruction at home or elsewhere; (b) that a child has passed successfully the Compulsory Standard, shall be deemed a reasonable excuse for non-attendance at School.

A continuous attendance of two full hours' secular instruction is reckoned as half a day's attendance.

Children must attend School between the ages of six and fourteen. Teachers are expected to inform the Compulsory Officer or local authority of any children within their area who are not attending School. This area comprises all children over nine years of age, within a distance of three miles by the nearest road. This distance is reduced to one and a half miles for those less than nine years old.

Sickness or other unavoidable causes may be taken as a reasonable excuse for absence, if the parent has given the Teacher written notice within seven days. In the case of the absence of a child for four half-days in a week, not so excused nor exempt from School, the Teacher must on the eighth day notify the fact to the Compulsory Officer of the district or other local authority charged with carrying out the compulsory clauses of the Act.

Teachers should keep written excuses in a file for reference if necessary. Teachers must also furnish lists of all children who leave their Schools, and the names of all those admitted, with the name of the School previously attended if in the colony.

#### PUPIL TEACHERS.

249. Pupil Teachers may be employed to serve for not less than four years in Schools where the average attendance is at least forty, provided that the Head Teacher holds a classification not lower than Class B 2.

250. Candidates for the office of Pupil Teacher must be not less than fourteen, nor more than eighteen years old, must be free from any bodily infirmity likely to impair their usefulness, and must be of good moral character. They must also pass an examination in the subjects specified in Appendix II.

251. The remuneration of a Pupil Teacher shall consist of (a) instruction to be given by the Head Teacher for at least five hours per week, of which not more than two hours shall be on the same day, and (b) an annual salary. A Time Table, showing the time at which the lessons are proposed to be given, and the subjects for each day's study, must be submitted by the Head Master to the Chief Inspector for his approval.

252. Salaries shall be paid to Pupil Teachers at the following rates :—

	Males.	Females.
First Class	... £56 per year	... £44 per year.
Second Class	... £44 per year	... £34 per year.
Third Class	... £32 per year	... £25 per year.
Fourth Class	... £20 per year	... £16 per year.

253. A Pupil Teacher will not be promoted to a higher class unless he obtains at least 60 per cent. of the possible marks at the Annual Examination. When less than 60 per cent. of the possible marks are obtained, a Pupil Teacher will remain in the same class for another year, and will receive the salary prescribed for that class. Should a Pupil Teacher fail twice in the Examination in the same Class, or neglect his studies, or show incompetency in his position as a Teacher, his services may be dispensed with, at the discretion of the Minister.

On the successful completion of apprenticeship, a Pupil Teacher will receive the "C 1" Teacher's Certificate.

254. The Head Teacher will devote at least one hour daily to the Instruction of Pupil Teachers, and will see that all the prescribed subjects are duly studied by them. Suitable routines are to be prepared, and a record is to be kept, showing (a) the time of commencing the daily lesson and the time at which it was concluded; (b) the exercise and home lesson appointed for the day.