

with arms folded *in front* round the table. At the word *one* boxes are opened; *two*, children take hold of the bead that is fastened and lift the string, when the beads slip off into the box. Teacher tells a tale—"I found a nest with two white eggs in it." Children put two white beads on. Teacher—"I bought three rosy apples." Children string three red beads, and count two and three are five. Teacher—"I eat one apple." Children take one bead off, one from five leaves four, &c. The beads should be all strung before they are put away, to prevent falling about when the box is next opened. This is a most interesting and useful lesson to teach addition, subtraction, and division to the youngest children.

MISS EVANS, a certificated kindergarden teacher, has kindly supplied the following hints:—

Mat-plaiting.—The prepared square of paper represents the warp-threads of a piece of cloth and the aim is to weave in other strips of paper so as to produce, as desired, checker, twill, diaper, and other fancy patterns. When the pattern-square is finished, the ends of the weft paper are slightly gummed down and the square may be used as a mat or a book-cover.

In the holding of the "needle," the slipping in of the paper, and the working of the needle over and under the warp-thread, *drill* should be separately given before the actual weaving begins. This occupation exercises the faculties of *number*, ordinal numbers, odd and even, combination, the addition, subtraction, multiplication, and division of the same, *colour*, contrast and harmony, nicety of hand, placing the strips exactly in parallel lines, *accuracy of eye* in observing the structure of the pattern.

Stick-building.—Each child is supplied with a stick. This is examined, and its properties are discovered and described. Then the children should be taught to place it parallel with the desk, then perpendicular to it. Horizontal lines are afterwards made, and where an angle is formed the kind is noted. This exercise is repeated with two sticks. Three sticks enable the young geometrician to enclose a space, here is discovered the fact that we cannot form a figure (properly so called) with less than three lines. The construction of figures should grow steadily with four sticks, then with five, six, &c. At first sticks of equal lengths are used. When the figure is successfully laid it may be secured by means of the metal joints. Later on outlines of ships, houses, churches, &c., may be produced by laying pieces of stick of suitable length in proper position. The forms of the capital letters are most easily learned by this means. Number may also be exercised, especially with regard to fractions. Plan-making may be begun, four sticks representing the walls of the room, and shorter lengths the desks, tables, &c.

Colour-teaching.—Take one primary colour and let the children name various things in the room of the same colour, flowers in the garden, &c. A second lesson will take up another primary colour (and let there be a selection from a variety of coloured wools), while a third calls for the combination of these two primary colours. For this you will find the gelatinous films and water colours very useful. Variety may be given to the exercise by allowing the children to arrange the coloured cubes in various patterns to form symmetrical designs. It is not advisable to introduce the various shades of a colour until the children are well acquainted with the primary and secondary colours. In threading beads colour also is taught.

Modelling.—The children must first learn the nature and properties of the materials with which they deal, and be able to express the same in correct language. The objects should be evolved naturally the one from the other, *e.g.*, the ball with the least possible change is transformed into an orange, this in turn may become an apple. In each case the likeness is emphasised and only one main difference introduced. Hence all variations must be gradual. There must be a definite line of working. The children should be led to suggest the new formation. The exercise must be directed to foster the creative faculty and not develop into mere imitation. The teacher will, of course, prevent needless smearing as a matter of training to proper habits. A wet towel should be passed round, and then a dry one when the lesson is over.

APPENDIX C

(SCHEDULE TO DR. ANDERSON'S MOTION p. 9.)

ROUGH SKETCH OF PROGRAMME IN HISTORY AND SOCIAL ECONOMY SUGGESTED FOR STANDARDS IV., V., AND VI. OF NEW ZEALAND SCHOOLS IN LIEU OF HISTORY

Formation of the United Kingdom.

BRIEF outline of the Roman occupation, the English settlement and the Norman invasion, conquest of Ireland and Wales, attempt to gain Scotland, union of crowns, parliamentary union with Scotland and Ireland, the national flag.

Growth of the Empire.

Formation of East India Company, life of Clive the incidents of the Black Hole of Calcutta and Battle of Plassy, Warren Hastings, Indian Mutiny; direct government by the Crown, the Queen Empress of India.

Maritime enterprise of the Tudor Period, and first attempts at colonisation, tyranny and religious persecution under the Stuarts, consequent emigration and formation of American colonies, events leading to loss of colonies and formation of United States, life of Washington, American aspect of the Seven Years' War and conquest of Canada Peace of Paris, 1763.

Discoveries of Australia and New Zealand, life of Captain Cook, successive formation of Australian Colonies, Treaty of Waitangi and successive settlements in New Zealand.