

language, even by little children who do not understand what they say, will become a serious evil, unless it can be stamped out. This arises from a deep-rooted social evil. In town and country, children cannot pass along the streets without hearing barbarous and disgusting language spoken aloud, without regard to their presence. I am pleased to notice that learning to swim is being encouraged by swimming matches for boys in the City of Wellington.

THE GOVERNMENT STANDARDS.—Your Board has already recognized the difficulty teachers will be under in taking up the programme of work included in the standards for the colony; and Regulation 7, clause vii., on page 5 of your Board's new regulations, will in part meet the difficulty. But teachers are anxious to know—(1) What values will attach to the several subjects; (2) what will constitute a pass; (3) how far other subjects mentioned in clause 9, par. viii., of the Order in Council will enter into the standard pass; and (4) whether it is necessary that the drawing and needlework programme should be attempted at once, or worked up to year by year. I think it is important that these questions should be answered, and, with the permission of the Board, I will suggest,—(1) That the subjects be marked, in the three higher standards at least; and that about the same relative values be attached to the subjects as in the Board's standards lately in use. (2.) That 60 per cent. of possible marks constitute a pass, except in cases of girls proficient in needlework, when, according to State Regulations, 10 per cent. less marks will suffice. (3.) That, "Other Subjects," &c., being treated as one subject by the regulations of the Board, only moderate marks, for a year or two, be attached to each subdivision; and that these marks be so appropriated that failures in science, drill, singing, and needlework will not occasion such a loss of marks as will make it a very hard matter for a scholar to pass, who is well up in all the ordinary subjects. (4.) That teachers be recommended to take up at first only so much of the drawing and needlework programme as they can do justice to, and that it shall not be imperative on any teacher to attempt to teach any extra subject in his school which he does not feel qualified to undertake satisfactorily.

A REVIEW.—When standards were first introduced into this province five years ago, the programme was intentionally made exceedingly simple, and they were cast at intervals of two years' work, so as not to interfere more than was thought necessary with the individual character of each teacher's work. Moreover, the first examination was confined to two standards. Six months afterwards an examination was made in three standards, but very few children were candidates for the third. A year later the Fourth Standard was introduced. Afterwards the standard programme was enlarged, and last year they were increased to six in number, with a much wider programme. The change from four to six standards was made in view of the impending changes to be effected by the Education Act; but for small schools, and in some respects for large schools, the four standards had many advantages over the six. Next examination the standards prescribed by Order in Council last September will be used. There is this point of difference between the Government standards and those lately in use by your Board: In the Government standards, singing, drawing, needlework, drill, and elementary science are included, and therefore are made compulsory; whilst in the Board's standards these subjects were all, except drawing, excluded; but a bonus was offered to schools in which thorough systematic instruction was given in any two of the extra subjects. The Board considered that it could not compel the teaching of subjects which required special training, if not special faculty, on the part of the teacher. But now that the State insists on teachers coming up for examination in singing, drawing, needlework, elementary science, and drill, and on instruction being given by teachers in all schools in all these subjects, it is imperative on the part of the State that teachers shall have means of obtaining instruction in these subjects before they can be examined in them; and that they shall be trained in the art of class-teaching before they can be expected to teach them. As things are, the teachers of this district are set to plough without a coulter, and afterwards to sow without a drill, what little seed they have picked up by chance. This mode of culture should hardly obtain in the present day.

In this review I cast no reflections on the teachers, whose sympathies are with me, and who as a body have worked hand in hand to raise the standard of education. Those who are new to the work and have not had the benefit of any special training for it are looking forward to any opportunities which your Board may afford them of attending a training institution, and seeing the work of model schools. In our educational progress the Rubicon is now crossed; and, as we are to extend our borders by teaching sewing, singing, elementary science, drill, and drawing, it is necessary that our system be complete. Hence the profession of a teacher must be attended with special qualifications, and of these special qualifications the most essential are the training and experience required to make a disciplinarian, an organizer, and a class teacher not only of a few subjects, but as far as possible of all subjects prescribed by the State.

I feel specially interested in the establishment of a system of normal training and of model schools, because I was years ago the master of the upper division of a very large practising school attached to one of the principal training colleges at Home; and my duties at that time mainly consisted in giving instruction to relays of students in methods of teaching, and I well remember how few young men, even those who had been five years pupil-teachers in provincial towns in Britain, were acquainted with the best methods of instruction, or thoroughly skilful in handling a subject before a class. If that were the case in England, how much greater need is there in New Zealand of candidates for the office of teacher or of pupil-teachers being instructed in the art of teaching, and in school management! It would be idle for me thus to urge upon your Board the importance of the question except at a time when I feel sure the work can be successfully undertaken. A large normal school, with an experienced staff of professors, is not required. Only a few students might come forward at first, and only a portion of our teachers could be liberated at one time from their work. The institution may start very humbly with a lecture-room, a students' room, a room used for a teachers' library and school appliances, and a small spare room for private reading. A normal master can be found who could at once be available for the work, either devoting his time entirely to the duties, or for a time carrying on the work in connection with his present duties. He need be the only full salaried officer for a year or two. The normal master would take classes in the art of teaching, in