

Outline of Napoleonic War, and British acquisitions in connection therewith; lives of Wellington and Nelson, occupation of Cape Colony, and subsequent extensions of dominion in South Africa.

Extension of the Empire in the reign of Victoria, forms of government in colonies and dependencies, question of Imperial federation, the navy and national defence.

*How the Country is Governed.*

How the New Zealand Parliament is made up—rights and duties of electors—vote by ballot, comparison with composition of Imperial Parliament—how Acts of Parliament are made, history of English Parliament, Simon de Montfort, John Hampden, history of franchise and mode of election, outline of system of local government, Municipal Councils, County Councils, Road Boards, Boards of Education, Charitable Aid Boards, Boards of Health.

*How the Laws are carried out.*

Courts of Justice, distinction of civil and criminal business, form of trial, duties of Judge and jury, history and importance of Judges' tenure of office—history and value of jury, Government departments—the police and their duties (Sir Robert Peel), the Post Office (Rowland Hill and Professor Fawcett)

*Rights and Duties of the Citizen.*

What is meant by a free country, what we are not free to do, right of personal liberty and history of slavery (Wilberforce and Clarkson), safeguards of liberty—Magna Charta and Habeas Corpus Act—liberty of the Press, history of newspapers, and art of printing; freedom of thought (Sir Thomas More, &c.), the abuse of liberty—libel and slander forbidden, duties of the citizen to respect his neighbour's rights, to learn what the law is, and to obey it—to support his family, to defend his country—to educate his children, to exercise his vote honestly.

*Taxation.*

How taxes are applied, distinction of direct and indirect taxes, local rates, income-tax, dog-tax, Customs duties, distinction between duties levied for revenue purposes and to encourage industries—how we pay indirect taxes, distinction of necessities and luxuries, Free-trade and Protection—practice in Australasian Colonies and in Britain in this connection, history of the Corn Laws—Richard Cobden, John Bright, Sir Robert Peel, the Irish famine, other ways of protecting industry, bonuses on special productions, patent rights and copyright, reference to history of monopolies (Elizabeth and James I.).

*Industrial Improvements of the Past Century*

Steamships, railways, tramways, electro-motors, telephone and telegraph, use of machinery in spinning and weaving—comparison with former times in means of communication and means of production (the Stephensons, Watt, &c.).

*Different Ways of acquiring an Interest in Land in New Zealand.*

Cash purchase, perpetual lease, deferred payment, ancient dignity of farmers' occupation; how to choose and learn a trade, how the business-man makes his living, use of banks, cheques, bills, current accounts, bank-notes, deposits, loans and securities, mortgages, trades-unions, their value and the limits of their usefulness—strikes—benefit societies, co-operative companies, insurance; value of thrift and peaceful ways of benefiting condition.

NOTE.—Books recommended for use in Standard III. "Longman's Ship Historical Reader No. 2," "Simple Stories from English History," beginning with Voyage of Columbus, p. 116.

## APPENDIX D

### REPORT OF THE CONFERENCE.

SIR,—

Club Hotel, Wellington, 9th February, 1894.

The Conference of Inspectors of Schools, convened by your direction, was held in the Board-room of the Wellington Education District on six days, beginning on Thursday, the 1st day of February, 1894, and ending on Wednesday, the 7th. All the Inspectors of the several education districts were present almost throughout the session, except Mr Robinson, of Greymouth, who was prevented from attending by sickness. The Inspector-General of Schools presided, and made an opening address to the Conference, in which he summarised the suggestions previously made by the Inspectors in answer to a circular on the subject issued by him. This summary of suggestions was practically made the agenda-paper for the greater part of the proceedings.

The control of the inspectorate, or the question as to whether the Inspectors should become officers of the Education Department or whether they should remain officers of the several Education Boards, thus became the first important question for discussion. Nearly every member of the Conference spoke on the question, and it was finally resolved that they remain officers of the Education Boards.

The next great question which came up for discussion was the present standard-pass system examination of schools, and the attitude of the Conference is expressed in the resolutions which follow in this report. We would point out that, while the members of Conference are aware that grave disadvantages attend the existing system of testing the work of our schools mainly by means of standard passes, we highly appreciate the service the system has already done in the cause of