

## B.—CLASS GROUP.

*Grammar.*

As regards grammar it was resolved that the following be the requirements :—

1. Standard III. To point out the parts of speech in a simple sentence—a sentence containing a single statement—and know the functions of each word also to know the subject and predicate of a sentence.

2. Standard IV To point out all the parts of speech, and the adjective and adverb phrases in an easy sentence, to know the function of the words, and to point out the clauses in the sentence and the joining words.

3. Standard V Parsing of nouns, pronouns, and adjectives, and of the tense, number, and person of verbs, also to know the connection and function of the clauses and their usual positions in a sentence, as well as the position of the phrases.

4. Standard VI. Complete parsing and analysis of sentences of ordinary difficulty, and knowledge of the order of words, clauses, and phrases.

*Geography*

As regards geography, it was resolved :—

1. That the most conspicuous geographical features of the Continents be transferred to the classes in which the capitals and great ports of the several continents are treated, and that the articles of commerce, the production of which is to be traced, should be restricted to those that are used on a considerable scale in our own country

2. That the mathematical knowledge now required in Standard V form constantly a part of the programme of that standard, whatever be the alternation in other portions of the subject adopted by the teacher, and similarly with the physical geography in Standard VI.

3. That the work of Standard VI. be modified by giving greater prominence to the surface features of the country, and by substituting 100,000 for 200,000 as the limit of population of towns other than seaports in the British isles.

4. That a few of the more important inland towns of Europe and of the United States be added to the capitals and greater ports now required to be taught.

5. That the Government be recommended to prepare (a) A map of New Zealand to illustrate the geography required under the standard regulations, (b) Large wall-maps of the North and of the South Islands, (c) Pictures to illustrate the native flora and fauna suitable for use in the public schools.

*Science.*

As regards science and object lessons it was resolved :—

1. That it is desirable some knowledge of ambulance work, and the methods employed in the restoration of the apparently drowned, should be given as part of the instruction in science and object lessons.

2. That while the teaching of science should, as far as possible, be experimental and illustrative, it would be an advantage to have a suitable set of simple text-books in the hands of pupils.

A long discussion followed on the question of defining more clearly and exactly the course of instruction to be pursued in science. (See minutes.)

## C GROUP.

As to other subjects, it was resolved :—

1. That the use of the term "Additional subjects" be given up, and some other substituted which would properly include any matters worthy of special mention in an examination summary—whether optional subjects or not—for example, comprehension of reading-lessons, and order and discipline as observed in the course of examination.

2. That a knowledge of the matter of reading lessons be no longer included among the "Additional subjects."

3. That in Standard IV, V., and VI. the lessons in history shall be designed to give the children some clear knowledge of the formation of the kingdom, and of the growth of the empire and of colonial settlements, of Parliamentary government, of the rights and duties of citizens in relation to each other and in relation to the State, of social and industrial improvements, and generally of such simple matters of New Zealand social economy as may be most easily assimilated by young minds. (See minutes.)

4. That the Government be invited to have a text-book drawn up in history and social economy for the use of New Zealand schools, following the lines sketched out in Resolution 3, and containing only such portions of English history as are necessary to explain or give the history of the matter included.

5. That the value of the work in "Additional subjects" be assessed in general terms, as "Fair," "Good," "Improved," &c., instead of in numbers.

## D.

The following resolutions bearing upon the valuation of the school-work were also agreed to :—

1. That instead of the present percentage of passes, a percentage of passes be estimated in Standards III. to VI. for statistical purposes by dividing the total passes in subjects gained by the pupils examined by the total of passes attainable in those standards, and multiplying the result by 100.

2. That children who fail to pass a standard, and who have made less than 250 attendances in the school year, be deemed to be "excepted."