

3. Arithmetic, Standard I.: Should subtraction of numbers of not more than three columns, and the money-tables to five shillings, be required in Standard I.?

4. Arithmetic, Standard VI.: Should stocks, partnership, and exchange be not required in Standard VI.?

5. Composition, Standard III.: Can the methods of teaching composition in Standard III. be improved?

6. Word-derivation: Should word-derivation be required in the pass-work of Standards IV. and V.?

7. Word-definition: Should word-definition be required in the pass-work of Standards II. to VI.?

8. Drawing and Writing: All examination-tests in drawing and writing should be done under the Inspector's supervision.

9. Geometry—Standards I., II., and III.: That the technical words of geometry in Standards I., II., and III. shall be required.

10. Classification of Scholars: Would the twofold classification system in reading and arithmetic be an advantage to teachers and scholars?

*Mr. Hill:*

HAWKE'S BAY.

1. The Syllabus,—

(a.) Is the present syllabus suitable for all schools?

(b.) Should it be curtailed for country schools where the Inspector finds exceptional difficulties existing?

(c.) Should a modified syllabus be adopted for girls?

(d.) Is it advisable to have a set of text-books specially prepared for the standards, and issued by the Central Department?

(e.) Should instruction in cookery and in the use of sewing-machines be made compulsory for girls in large schools where assistants are employed?

(f.) Should a workshop be attached to all large schools, and should it be made compulsory for all the senior pupils (boys) to receive instruction in the use of tools?

2. Examination,—

(a.) What are the most effective ways to examine (1) a large school, (2) a small country school?

(b.) Ought schools with an attendance of over one hundred and fifty pupils to be examined by one Inspector?

(c.) What standard of attainments represented by a percentage of possible marks in each of the pass-subjects should be demanded to satisfy the requirements for a pass?

(d.) Is it advisable to utilise the services of the headmaster in a large school during examination?

(e.) When should oral tests and when written tests be demanded in an examination?

(f.) Could a Wellington school be examined three times as a test—(1) By the Wellington Inspectors, (2) by two Inspectors from the South Island, and (3) by two Inspectors from the North Island, the examining Inspectors not being present at the examination by the others, nor be made aware of the tests given or of the passes made until the whole was completed?

3. Inspectors,—

(a.) Should Inspectors be under the Central Government or under Education Boards?

(b.) What are the rights and duties of Inspectors in relation to Secretaries of Education Boards and to the Education Department?

(c.) Ought Inspectors so have the power to order the re-presentation of a pupil in the standard already passed should it be deemed advantageous to the pupil to do so, and if recommended by a principal teacher six months before the annual examination?

4. Scholarships,—

(a.) How ought scholarships to be awarded?

(b.) Should they be granted on a single examination for the colony, or to pupils in each education district; or should they be granted to pupils on a unit-basis of so many pupils in a district, similar to electoral districts?

(c.) Ought district high schools to be maintained and extended as a part of the public scheme of education?

(d.) Ought high schools to be under governing authorities other than Education Boards, and should they be directly responsible to the Central Department?

(e.) Should high schools be organized as a part of the public scheme of education, and should pupils who have passed the Sixth Standard be entitled to attend them free of charge?

5. General,—

(a.) What constitutes good school-organization?

(b.) Ought a headmaster to have no class responsibility?

(c.) Instead of science, so-called, for country schools, would it not be better to instruct children in such schools as to noxious weeds and insect-pests, and give them special training on the modes of eradicating such?

(d.) Is it not desirable that the Government issue maps, topographical and colonial, and also botanical and zoological diagrams, to illustrate the vegetable and animal life of New Zealand?

(e.) Might not something be done to foster evening-schools in the larger towns?

(f.) For efficiency and economy it is desirable to establish a compulsory pupil-teachers' scheme of instruction and examination by the Department of Education, the scheme to include finishing, scholarships for mental and technical preparation as masters and mistresses.