

12. That the arithmetic of the higher classes be reduced by omitting compound practice, compound interest, present worth, discount, and stocks, and by limiting the treatment of decimal fractions to the simplest cases.

13. That the grammar course be modified so as to give greater prominence to the linking of clauses into sentences, and to the classification and order of clauses and phrases.

14. That the geography course be modified so as to make the subject more capable of educative treatment.

15. That the science course or courses be so laid out as to make it possible to put suitable text-books of the subject into the hands of the pupils.

16. That arrangements be made for revising the classification of teachers on some such basis as the following. If for three years in succession a local Inspector assigns to a teacher lower marks for efficiency than he has before received, the Inspector-General of Schools, or another Inspector acting as his deputy, shall see the teacher's work, and decide whether his marks are to be lowered or left unchanged, when, if the marks are lowered by the Inspector-General or his deputy, the teacher's classification shall also be lowered.

*Mr Taylor*

1. The pass-subjects should be reading, spelling, writing, arithmetic, and composition.

2. The class-subjects should be drawing, grammar, geography, and object-lessons and science.

3. The number of additional subjects for particular examination should be fewer

4. The history for Standard III. should be done away with, and the subject treated as reading matter in the three higher standards.

5. Science text-books should be put into the hands of the pupils, so that the teaching of science might be made more definite and effective.

*Mr Braik*

SOUTHLAND.

1. That standard-tests for the whole colony be made up by the Inspectors. The Inspectors of each district to prepare a certain number, the whole being passed through the hands of a revision committee before being printed.

2. That examination-papers for pupil-teachers should be drawn up on similar lines.

3. That, as regards strength of standard-tests, a substantial concession should be made to country schools in which teacher is unaided.

4. That each Inspector should write an account of his district, embracing its topography, industries, products, and natural history, local bodies, and civic administration, which could be used as a supplementary text-book in the district, and that there should be compiled, on broader lines, for the whole colony a like text-book for the upper classes.

5. That it is expedient to encourage (by some means) the study of the higher problems connected with the teaching profession, as expounded in historical evolution and the scientific basis of method, and in the lives of eminent educational reformers, and of modern educationists.

6. That a certain number of the object-lessons should be given in the fields, the teacher taking his pupils there for that purpose.

7. That the Government should supply funds for the equipment of every school in the colony with a set of apparatus for the thorough development of the senses in infant classes and departments.

8. That, with a view to the encouragement of true education, the syllabus requirements be largely curtailed.

9. That really effective instruction be given with a view to coping with the emergencies of life—*e.g.*, ambulance-work and swimming for the boys, cooking and sanitation for the girls.

## APPENDIX B

(SCHEDULES TO MR. LEE'S NOTICE OF MOTION, p. 7.)

### SCIENCE PROGRAMME.

EVERY school under the Board will give instruction in at least one of the following subjects. The same subject or subjects may be taken year after year, or a change may be made from year to year:—

#### CHEMISTRY APPLIED TO AGRICULTURE.

##### *Syllabus.*

Roscoe's Chemistry—Science Primer. Macmillan and Co. 1s. The following paragraphs 1–19, 33–36, and 42–51 (inclusive), and

Dr Cameron's Edition of Johnston's Agricultural Chemistry. Blackwood. 1s. The following sections I.–IV., VIII. and IX.

In schools with less than a hundred children in average attendance the following parts of the above syllabus may be omitted. Roscoe—Paragraphs 4, 5, 14, 35, 36, 49. Johnston—Section VIII., Q. 110–113.

##### *Matter included in Full Syllabus.*

A burning candle—composition of air and water—acids and alkalies—the common inorganic and organic parts of plants and soils—the making and properties of hydrogen, oxygen, chlorine, nitro-