1894.

NEW ZEALAND.

EDUCATION:
CONFERENCE OF SCHOOL INSPECTORS

(MINUTES OF).

Presented to both Houses of the General Assembly by Command of His Excellency.

THURSDAY, 1ST FEBRUARY, 1894.

THE Conference met at the Education Board's Room, in Wellington, at 10 a.m.

Present: Messrs. Anderson, Airey, Bindon, Braik, Dickinson, Fleming, Goodwin, Gow, Goyen, Harkness, Hendry, Hill, Hodgson, Lee, Morton, Murray, Petrie, Ritchie, Smith, Spencer, Taylor, Wood, Rev. W. J. Habens (Chairman).

The Chairman addressed the Conference, and intimated what subjects were likely to be brought up for discussion, as follows:—

GENTLEMEN,—

My first duty is to thank you on behalf of the Minister of Education for responding to his invitation, and to express the hope that the efficiency of the system of public instruction in the administration of which we are engaged will receive an important impetus as the result of the deliberations of this Conference.

The main purpose of our meeting is defined in the circular* of the 8th March, 1893, which you have in your hands. That purpose is to secure "greater uniformity in regard to the valuation of the work of the schools, and to the interpretation of the various details of the standard regulations."

You have been invited to specify beforehand the subjects you desire to discuss, and the suggestions† you have severally made have been communicated to you all, and are now before you in a printed form. Mr. Petrie (paragraph 1), Mr. Braik (par. 1), and Mr. Hill (par. 2*c* and 2*f*) have submitted proposals that have a direct bearing on the main question of uniformity of inspection.

It is for the Conference to determine what other subjects it will take into consideration. The circular of the 8th March contains references to other subjects, and it was not unnatural that some of you should desire to avail yourselves of this opportunity of meeting to express an opinion upon them. Prominent among these other subjects is the question whether the Inspectors ought to be officers of the Department of Education, as the framers of the Education Act originally proposed, or officers of the Education Boards, as they are now. Dr. Anderson (par. 1), Mr. Wood (par. 1), and Mr. Hill (par. 3*a*) propose this subject for discussion. No Inspector proposes to deal with the question of "periodical or occasional exchange" as apart from the transference of the control from the Boards to the department. Nor is there in the proposals you have submitted any indication of a desire for an amplification of the code of instructions to Inspectors.

The proposal to bring the Inspectors into direct relation with the department is, in my judgment, a proposal to amend the Education Act; but you need not consider that as a reason for avoiding its discussion. The Minister has instructed me to inform you that he wishes you to exercise the fullest liberty in your choice of topics.

Coming now to subjects which are not alluded to in the circular, but which you have proposed for discussion, I observe that you are likely to devote much consideration to the regulations for the inspection of schools and to the syllabus included in these regulations. I suppose that before dealing with proposals for changes in the detail of the syllabus you will deem it advisable to consider the radical changes contemplated by Dr. Anderson (par. 2) and Mr. Petrie (pars. 2, 3, 4), who desire to do away with standard passes, except with respect to the standard pass required by section 90 of the Education Act, and (so far as Dr. Anderson's proposal goes) except with respect to Standard VI. Another radical change is suggested by Mr. Murray's question (par. 10), "Would the twofold classification system in reading and arithmetic be an advantage?"

There are several proposals with respect to the distinction between subjects in which the individual pupil should be examined and subjects in which class examination should suffice. Mr. Dickinson (par. 2) proposes that in large schools all subjects be treated as "class"-subjects, and individual pass be not required. Mr. Taylor (pars. 1, 2) submits a proposal with respect to the division of subjects as between "pass" and "class." Mr. Petrie (pars. 3, 6), and, apparently, Dr. Anderson (par. 3) contemplate the continuance of the distinction between "pass" and "class" after the abolition of standard passes. Mr. Morton and Mr. Wood (par. 2*a*) raise the question whether drawing shall be a "pass"-subject or a "class"-subject, and Mr. Wood (par. 2*a*) proposes to make geography a "class"-subject.

* See Appendix A, I. † See Appendix A, II.

There are proposals for two new standards—a standard below the present First Standard (Mr. Murray—par. 1) and a standard above the present Sixth Standard (Mr. Lee—par. 1).

Among the proposals for changes in the matter of the syllabus, the most sweeping is that of Dr. Anderson (par 3)—"Modifications in the syllabus as regards matter or graduation." Mr. Braik (par. 8) proposes that the requirements be largely curtailed. Mr. Dickinson (par. 1) and Mr. Hill (par. 1 *a* and *b*) propose to reduce the number of subjects for small schools, and Mr. Braik (par. 3) to accept weaker passes in schools with an unaided teacher. Mr. Petrie (par. 9) and Mr. Taylor (par. 3) propose to reduce the number of "additional" subjects of examination. Mr. Morton and Mr. Petrie (par. 11) propose a modification of the drawing syllabus. Mr. Petrie (pars. 8, 12, 13, 14) also proposes a lightening of the arithmetic, and changes in grammar and geography, and would make history a subject for reading only and not for examination. Mr. Murray (pars. 2, 3, 4, 5, 6, 7, 9) suggests some details for consideration. Mr. Braik (par. 9) suggests ambulance-work and swimming as subjects for boys, and cooking and sanitation for girls; and Mr. Hill (par. 1 *e*,*f*) proposes for boys instruction in the use of tools, and for girls instruction in cookery and in the use of the sewing-machine. Mr. Hill (par. 5*c*) proposes that in country schools a knowledge of noxious weeds and insect-pests take the place of what is now called elementary science. Dr. Anderson (par. 8) raises the question, "How far technical instruction can or should be given in primary schools." Mr. Braik (par. 6) desires that a certain number of object-lessons be given in the fields.

With respect to the teaching of history, recommendations are made by Dr. Anderson (par. 6), Mr. Wood (par. 2 *b* and *c*), Mr. Petrie (par. 8), and Mr. Taylor (par. 4).

Dr. Anderson (par. 9) and Mr. Hill (par. 1*c*) raise the question of making a distinction between the work prescribed for boys and that prescribed for girls.

As to the conduct of the school examinations, Mr. Lee (par. 2) proposes to leave the classification of Standards I., II., III., and V. in the hands of head teachers; Dr. Anderson (par. 5) raises a question with respect to unseen tests for reading; and Mr. Murray (par. 8) proposes that, in drawing and writing, the work to be tested be always done in the presence of the Inspector.

Mr. Lee (par. 3) proposes that failure be not recorded in the case of any pupil who has made less than 250 attendances in the school year. He also proposes (par. 4) that the quantity now officially known as the "percentage of passes" be in future ignored.

The question of presenting a pupil for a standard in which he has already passed is submitted for discussion by Dr. Anderson (par. 2*f*) and Mr. Hill (3*c*).

Mr. Hill (par. 2 *a*–*e*) has some questions of a general character on the conduct of examinations, and (par. 5 *a*, *b*) on school organization.

With respect to books and school material, several questions are submitted for consideration. Dr. Anderson (par. 4) proposes the questions—(*a*) How far uniformity of school-books is desirable and possible; (*b*) which of the existing series of Readers are best. Dr. Anderson (pars. 5, 6*c*) also advocates a wider course of reading in the schools, and in this he is supported by Mr. Wood (par. 2*b*) and by Mr. Petrie (pars. 7, 8). Mr. Petrie (par. 15) and Mr. Taylor (par. 5) advocate the use of text-books in elementary science. Mr. Hill (par. 1*d*) asks, Is it advisable to have a set of text-books specially prepared for the standards? Dr. Anderson (par. 6*e*) asks for a text-book of history and social economy specially adapted to the course of study he proposes for New Zealand schools. Mr. Braik (par. 4) suggests that each Inspector prepare a text-book treating of the geography of his district in the widest sense, and that a like text-book of the geography of the colony on broader lines be compiled.

Mr. Lee (par. 7) and Mr. Hill (par. 5*d*) recommend that maps, diagrams, and pictures be prepared illustrative of New Zealand as a whole, and of its several parts, and of its fauna and flora, its industries, &c.

Mr. Braik (par. 7) proposes that the Government supply funds for apparatus for the thorough development of the senses in infant classes.

The remaining suggestions and questions have a less direct bearing on the course of instruction and the mode of inspection. They relate to—

Teachers' certificates (Mr. Lee—par. 5; Dr. Anderson—par. 2*j*; Mr. Petrie—par. 16).
Pupil-teachers' examination (Mr. Lee—par. 6; Mr. Braik—par. 2; Mr. Hill—par. 5*f*).
Evening schools (Mr. Hill—par. 5*e*).
Scholarships and high schools (Mr. Hill—par. 4).
Cultivation of pedagogical science (Mr. Braik—par. 5).
The relations sustained by Inspectors to the Secretaries of the Education Boards and to the department (Mr. Hill—par. 3*b*).
Adoption of a decimal system of weights and measures (Dr. Anderson—par. 7).

As to the conduct of the business of the Conference, it will probably be found convenient to discuss some subjects in committee of the whole. I recommend, therefore, that you elect a chairman of committees. If you decide, as you probably will, to sit with open doors while you are in conference, you can arrange that the proceedings of a committee of the whole shall be private. I think you will find it advantageous to appoint a committee to consider and report upon the order in which the several subjects or groups of subjects to be discussed shall be taken, and this business committee might nominate separate committees to prepare the separate items of business. As chairman of the Conference, I can, if it is necessary, keep the minutes; but I think it will be more satisfactory if you elect a secretary to keep the minutes and to report the resolutions of the Conference to the Minister. I do not propose to vote except in any case in which a casting-vote may be required to prevent a deadlock. It is to be understood that any member of the Conference may call for a division on any question

I wish to maintain an attitude of impartiality with respect to all debates that may arise here; but I may be allowed, before any discussion arises, to make a few remarks on some of the more

important subjects that are likely to come under consideration. And, first, with respect to what is now commonly called technical education, I am of opinion that the most important service the primary school can render is to give instruction—as far as possible in the form of object-lessons—in that primary knowledge of the laws of nature which in our schools goes under the name of "elementary science," and to ground all pupils in elementary drawing, and especially in elementary geometrical drawing. I believe that the educative influence of practical geometry is of a very high order, and that its practical uses will have an ever-increasing value. It is strange that any serious critic of our syllabus should feel himself at liberty to suggest that it prescribes the study of demonstrations after the manner of Euclid. And, as to the ridicule that has been so freely cast upon the use of the words "isosceles" and "equilateral," these words are no harder to remember than hippopotamus and rhinoceros, or Higginbotham and Alexander. There is nothing that children remember with greater ease than names when they are associated with objects that can be easily recognised.

I have the strongest possible sympathy with the proposal for a considerable increase in the number of reading-books. Modern school-readers are very small books, printed in large type, with much space devoted to illustrations, words selected for spelling, and so on. The allowance of one such book for a year's reading is absurdly small and inadequate. The ordinary treatment of the reading-lesson is too laborious and slow to afford much practice in reading, or to allow the pupil to experience any of the satisfaction that cultivated people find in reading for information or for recreation. New or difficult words are selected for definition or for spelling; the drift and scope of the passage are explained; the reading of a sentence is criticized, or it is corrected by the teacher's own reading, which has afterwards to be imitated; the passage is so short that when a few pupils have read a few sentences each the end is reached, and the others have to go over the ground a second or a third time after it has ceased to have any interest for them except as a reading exercise; and so on. I have no fault to find with this method if it is not exclusively employed, but I hold that taken by itself it neither affords sufficient practice nor tends to create or foster a love of reading. One or two lessons a week of this strict kind may be necessary for a time at a certain stage of progress, and an occasional lesson of the same type is useful even in advanced stages if the passage read is highly rhetorical and worthy of minute study as a piece of literary work. But for the other reading-lessons of the week I hold that it would be better to supply constantly fresh, interesting matter, to be read continuously with few interruptions by way of correction, and to be read as much for the pleasure of reading as for practice in reading. Four or five books instead of one would be required in the course of a year. One book might be of the customary type of our ordinary school-readers, and this might be used for the strict and orthodox reading-lesson. The others might be exchanged about once in three months, being passed on from school to school. Biography, descriptive geography, historical tales and records of brilliant episodes, natural history, fairy tales, New Zealand history, and for very young classes simple stories of cats and dogs or of children might be read quarter by quarter in rotation. The books, on my plan, would belong to the Education Board, which would arrange for the periodical exchange of parcels. The first cost in these days of cheap books would not be great. The books would last very much longer than those which belong to the pupils, and which are worn out not so much by use as by being rammed into pockets or satchels, or thrown under hedges during play-time, or saturated with rain and scorched by the sun. The demand for uniformity is based almost entirely on the question of cost, and would soon die out under the influence of an interesting and instructive variety cheaply secured. And our children would, as a rule, learn to read.

To turn to another subject.—I have long thought that if the central department had full control of the inspectorate it would be wise to leave the mechanical work of standard examinations in large schools in the hands of the headmasters, and to have each of these schools inspected by two Inspectors—a local Inspector, associated with an Inspector from another district. The Inspectors would still examine for standards in the smaller schools, but in a large school the two Inspectors would examine the classes, and ascertain whether the weaker pupils in each class were fairly up to the work on which they were engaged. A report based upon an investigation of this kind would, if it represented the judgment of only one Inspector, be more open to challenge than a report based upon individual examination; but the deliberate opinion of two Inspectors, and one of these a stranger, would be likely to command assent and confidence. Besides this, the close co-operation of two Inspectors belonging to different districts would tend to the formation of a common standard of examination. It is possible that in some modified form the plan I have thus sketched might be brought into operation by means of a mutual understanding among the Education Boards.

I must not trespass further on your attention. I have aimed at brevity, but I hope you have not found my meaning obscure. I place at your disposal my analysis of your written suggestions.

Resolved, on the motion of Dr. Anderson, seconded by Mr. Petrie, That the Conference go into committee of the whole to consider whether the public should be admitted, and to bring up a recommendation as to the order of business.

Resolved, on the motion of Mr. Bindon, seconded by Mr. Petrie, That Mr. Lee be appointed Chairman of Committees.

The Conference then went into committee of the whole.

The Conference resumed, and the following resolutions were reported from committee:—

1. That the public be not admitted to the meetings of the Conference.
2. That the resolutions of the Conference be communicated to the Press.
3. That the Minister of Education be invited to attend.
4. That the hours of meeting be determined from time to time by adjournment.
5. That Mr. Hill be appointed Secretary to the Conference.

6. That the first question to be considered be the control of the inspectorate.

7. That, for the rest, the order in which the subjects are stated in the Chairman's speech be substantially followed.

Resolved, on the motion of Dr. Anderson, seconded by Mr. Bindon, That the report as a whole be adopted.

The Minister of Education here entered the chamber, and the Chairman invited him to attend the sittings of the Conference.

The Minister thanked the Conference, and expressed his intention of attending as a spectator as often as he could do so.

The Chairman read a letter from Mr. Riley, Director of the Wellington Technical School, offering to conduct members through the School of Art.

Dr. Anderson moved, That the interests of education in the colony require that the inspection and examination of the primary schools be undertaken by officers of the Education Department, and that if necessary the Education Act be amended in this direction.

Mr. Bindon seconded the motion.

Mr. Goyen moved as an amendment, That, in order to secure something like uniformity, School Inspectors should meet in Conference once every three years.

The Chairman ruled the amendment out of order.

The motion was then put, and the Chairman declared it not carried. Ayes, 9; noes, 12.

Mr. Hill proposed, and Mr. Fleming seconded, That a committee, consisting of Dr. Anderson, Messrs. Goodwin, Lee, Braik, Petrie, and the mover, be appointed to bring up recommendations on the question of uniformity of examination; the report to be the first order of the day for to-morrow.

The Chairman declared the motion carried.

Mr. Wood moved, and Mr. Petrie seconded, That the Conference go into committee of the whole to consider the question of radical changes in the mode of inspection.

The motion was carried, and the Conference went into committee accordingly.

The Chairman of Committee reported progress, and asked leave to sit again. Leave granted.

The Chairman read a letter from the Assistant-Librarian of the General Assembly Library inviting the members to use the library.

The Conference then adjourned till 9.45 a.m. on Friday, on the motion of Mr. Hill, seconded by Mr. Petrie.

Notice of Motion.

Mr. Wood to move, (1) The abolition of the pass-system in Standards I., II., and III.: the form of the examination and the report to be similar to that at present required for the preparatory classes. (2.) The retention of the class- and pass-systems in Standards IV., V., and VI., with some modification in the direction of reducing the number of subjects in the pass group by the exclusion of geography and drawing. (3.) The assessing of the value of the work in additional subjects by means of general terms—fair, good, improved, &c.—instead of in numbers.

FRIDAY, 2ND FEBRUARY, 1894.

The Conference met at 9.45 a.m.

The same members were present as at yesterday's sitting.

Resolved, on the motion of Mr. Smith, seconded by Mr. Lee, That the thanks of the Conference be sent to the Chairman of the General Assembly Library Committee for his courtesy in inviting the members to make use of the library.

Mr. Lee brought up a report from the sub-committee appointed to make recommendations on the question of uniformity of examination.

Mr. Petrie moved the adoption of the report. Mr. Lee seconded the motion.

Mr. Dickinson moved, That the Conference go into committee to consider the report. Mr. Spence seconded the motion; and the Conference went into committee.

At 12.45 the Chairman of the Committee reported progress, and asked leave to sit again. Leave granted.

The Conference then adjourned till 2.30 p.m.

Conference resumed.

Resolved, on the motion of Mr. Hill, seconded by Mr. Bindon, That the thanks of the Conference be given to Mr. Riley for his invitation to the members to visit the school under his control.

The Conference then went into committee to further consider the recommendations of the sub-committee appointed to report on the question of uniformity of examination.

The committee reported:—

1. That the best way of promoting uniformity of examination throughout the colony, under existing circumstances, seems to be for the Minister to issue to Inspectors a code of instructions defining as clearly as possible the standard of proficiency to be required for a pass in each subject of every standard class.

2. That the arithmetical tests to be used in each of the standard classes above Standard I. should be issued by the Minister to all Inspectors in the colony. At least fifty separate sets of tests for each class above Standard I. should be provided for each year.

3. That, for defining the standard of proficiency necessary for a pass in reading, writing, drawing, and composition, the committee have no suggestion to offer.

4. That with respect to spelling they recommend that for Standards I. and II. the pass be two-thirds of the words set—the words to be taken from one of the standard class reading-books chosen by the teacher.

5. In Standard III. about five lines and five words to be written to dictation from the class reading-book—not more than three errors to be allowed.

6. In Standard IV. about eight lines dictated from the class reading-book—not more than three errors to be passed.

7. In Standard V. and VI. about eight lines dictated from the class reading-books—two errors to be passed; but at the discretion of the Inspector an unseen passage may be substituted in Standard VI. for a passage of equal length from the reading-book, and in such case not more than three errors to be allowed.

8. In arithmetic, five questions to be given to each standard class—boys to pass on having three right, and girls two and a half. In questions that are not purely mechanical half-marks should be allowed for correctness of method.

9. In Standards III. to VI. mental arithmetic may be given on the following basis, either as one of the questions, or as a substitute for one that may he omitted, at the option of the pupil: Three mental arithmetic questions *to be set*—two correct answers to carry full marks, and one correct answer half-marks.

Further, the committee recommend that the Minister should supply Inspectors with a few samples of the kind of questions to be set in examining the arithmetic of Standard I.

On the motion of Mr. Lee, seconded by Mr. Petrie, the report of the committee was adopted.

The Conference then went into committee to consider and discuss the question of changes in the mode of inspection.

At 4.50 p.m. the committee reported progress, and asked leave to sit again. Leave granted.

It was decided, on the motion of Mr. Petrie, seconded by Mr. Hill, That the Conference meet at 9.45 to-morrow.

Resolved, on the motion of Mr. Petrie, seconded by Mr. Hill, That to-morrow's sitting should conclude not later than 1 p.m.

The Conference then adjourned till 9.45 a.m. on Saturday.

Notices of Motion.

Mr. Bindon to move, That the class-subjects be divided into optional and compulsory. Optional—singing, science, and history; compulsory—grammar, object-lessons, and geography.

Mr. Fleming to move, That clause 16 of the regulations pertaining to teachers' certificates (VI., p. 77) be amended so as to read:—"16. Subject to the operation of regulations 5, 6, 7, and 8, graduates of the University of New Zealand in first- or second-class honours, or those who have qualified for first- or second-class honours in passing the M.D. examination, be admitted to Class A. without examination."

Mr. Hill to move, That the 'pass' system be retained, but that the number of standards be reduced from six to three, the individual examination of pupils being held at intervals of two years. In each alternate year the pupils to be examined as a class as to methods, character of instruction, and general progress, and that the efficiency of the school be estimated on this dual system of examination.

SATURDAY, 3RD FEBRUARY, 1894.

The Conference met at 9.45 a.m.

The same members were present as at yesterday's sitting. Mr. Crowe also took his seat.

The minutes of the previous day's meeting were read and confirmed.

The Conference then went into committee to consider the question of changes in the mode of inspection.

The Conference resumed, and the Chairman of the Committee reported, That the present system of testing instruction in schools mainly by means of individual passes in standards should be abandoned.

Mr. Lee moved, and Mr. Petrie seconded, the adoption of the report.

Dr. Anderson moved, and Mr. Braik seconded, as an amendment, That Messrs. Petrie, Goyen, Wood, Hill, Lee, Murray, Goodwin, and the mover be a committee to bring up a report as to the comparative merits of the various schemes proposed for the examination of schools.

Mr. Wood, Mr. Hill, Mr. Lee, and Mr. Murray explained their proposals in regard to the examination of schools.

The Chairman put Dr. Anderson's amendment, and declared it not carried.

Mr. Lee's motion for the adoption of the committee's report was also declared not carried.

Mr. Wood moved, and Mr. Hill seconded, That the Conference proceed to discuss Mr. Petrie's proposals as to the examination of schools. Motion carried.

The Conference then adjourned till 9.30 on Monday morning.

Notice of Motion.

That on and after Monday, the 5th instant, the Conference sit in the evening, in addition to the day-sittings.

MONDAY, 5TH FEBRUARY, 1894.

The Conference met at 9.30 a.m.

The same members were present as at the last sitting.

The minutes of the previous sitting were read and confirmed.

The Chairman read a letter from Mr. C. Cathie, forwarding samples of Chambers' Readers and copy-books.

Mr. Petrie moved, in connection with the question of the examination of schools,—

3. That the success of a teacher's work be estimated by the percentage of the total passes in pass-subjects gained by his pupils, together with the percentage of marks gained for proficiency in class-subjects.

4. That the success of pupils at the annual examinations be estimated by the number of pass-subjects in which they have succeeded in passing.

5. That, for the purpose of section 90 of "The Education Act, 1877," passing the standard shall mean passing in reading, writing, arithmetic, composition, and one other subject.

6. That the Inspector's examination report on a school set forth the percentage of passes in pass-subjects, the percentage of marks for class-subjects, and a brief opinion on the accuracy, intelligence, and neatness of the work, and on the order and attention, together with any comments on special subjects he may think it desirable to make.

Mr. Smith seconded the motion, which was put by the Chairman and declared not carried.

Resolved, That the Conference have the same power of afterwards amending any scheme which may be provisionally adopted as is secured in Parliament after the second reading of a Bill.

Mr. Wood proposed the adoption of the following scheme :—

1. The abolition of the pass-system in Standards I., II., and III. : the form of the examination and the report to be similar to those at present required for the preparatory classes.

2. The retention of the pass- and class-systems in Standards IV., V., and VI., with some modification in the direction of reducing the number of subjects in the pass group by the exclusion of geography and drawing.

3. The assessing of the value of the work in additional subjects by means of general terms—fair, good, improved, &c.—instead of in numbers.

Seconded by Mr. Spencer.

Mr. Airey moved, and Mr. Goyen seconded, That, for purposes of discussion, Mr. Wood's motion be amended by the omission of Standard III. in clause 1, and the insertion of Standard III. in clause 2, of his proposal. Amendment carried.

Mr. Hill then moved, and Mr. Dickenson seconded, as an amendment to Mr. Wood's amended scheme, That the pass-system be retained, but that the number of standards be reduced from six to three, the individual examination of pupils being held at intervals of two years; in each alternate year the pupils to be examined as a class as to methods, character of instruction, and general progress, and that the general efficiency of the school be estimated on this dual system of examination.

The Chairman asked for a division on the principle of Mr. Hill's amendment, and declared it not affirmed.

Mr. Lee then moved, as an amendment to Mr. Wood's motion, That in Standards III. and V. head-teachers shall classify, such classification to be open to revision by the Inspector.

Mr. Petrie seconded the amendment *pro formâ*.

The Chairman declared the amendment not carried.

Mr. Murray moved, as an amendment, That Standards IV. and VI. be fixed as standards for individual pass.

The amendment, not being seconded, lapsed.

The Chairman then asked for a division on the principle of the first part of Mr. Wood's proposal as amended, and declared it affirmed.

The Chairman here announced that Mr. Hodgson was under the necessity of leaving for Nelson, and expressed regret that the Conference should lose the benefit of his attendance.

The Conference then adjourned till 2.30 p.m.

Conference resumed.

Mr. Petrie moved, and Mr. Lee seconded, That the efficiency of the instruction in classes S3 to S6 be estimated not by the number of standard passes, but by a percentage of passes ascertained by dividing the passes in subjects gained by the pupils examined by the total of passes in subjects attainable in these classes, and multiplying the result by 100. Motion not carried.

Mr. Wood moved the adoption of the second part (clause 2) of his proposal. Mr. Goyen seconded the motion.

Dr. Anderson moved as an amendment, That grammar be added to the subjects exempted from the pass-examination, and that drawing be added to the pass group.

Seconded by Mr. Bindon, and carried.

Mr. Wood's proposal, as amended, then stood as follows: 2. The retention of pass- and class-systems in Standards III., IV., V., and VI., with some modification in the direction of reducing the number of subjects in the pass group by the exclusion of grammar and geography.

The proposal, as amended, was then carried.

Mr. Wood moved, and Mr. Taylor seconded, the adoption of clause 3 of Mr. Wood's proposal—the clause relating to the assessment of value of work in additional subjects. Motion carried.

Mr. Murray moved, That the work of the senior preparatory class should be prescribed by regulation.

Mr. Petrie seconded the motion *pro formâ*. Motion not carried.

Mr. Lee moved, That the examination in Class S7 referred to in the departmental examination report (Form No. 22) be defined.

Seconded by Mr. Petrie *pro formâ*. Motion not carried.

Mr. Bindon moved, and Mr. Crowe seconded, That the class-subjects be divided into optional and compulsory. Optional—singing, science, and history; compulsory—grammar, object-lessons, and geography. Matter deferred.

Mr. Petrie moved, and Mr. Goyen seconded, That, in the opinion of this Conference, it is highly desirable that a new "Flora of New Zealand" should be prepared and published under the auspices of the Government, and that a deputation be appointed to wait upon the Premier to urge upon him the need of taking action in this direction. The deputation to consist of Messrs. Wood, Hill, Hendry, Goodwin, and the mover. Carried.

Mr. Petrie moved, and Mr. Goyen seconded, that the Conference adjourn till 8 p.m.

Mr. Crowe moved, and Mr. Ritchie seconded, the following amendment, which was carried: That the Conference adjourn till 9.30 to-morrow morning.

Notices of Motion.

Mr. Petrie to move, That there should be included in the Education Act a provision forbidding Boards of Education to establish new schools within four miles of existing schools, elsewhere than in municipalities, without the express sanction of the Minister of Education.

Mr. Smith to move, That, in order to encourage regularity of attendance in the public schools of the colony, the Minister of Education be requested to make annual provision for the awarding of prizes in each education district to all children who are not absent more than times during the school year.

Dr. Anderson to move, That in schools where only one adult or certificated teacher is employed history should be treated as a part of the reading without being examined from memory; and, further, that in ascertaining the average value of the remaining class-subjects, the total marks be divided by two instead of three, provided only that the resulting marks shall not exceed one hundred.

Mr. Lee to move, That the following schemes of science * and kindergarten be adopted.

TUESDAY, 6TH FEBRUARY, 1894.

The Conference met at 9.30 a.m.

The same members were present as at yesterday's sitting, with the exception of Mr. Hodgson.

The minutes of the previous meeting were read and confirmed.

Mr. Petrie moved, and Mr. Hill seconded, That examination in history as a class-subject be discontinued, the history-books to be used only as supplementary reading-books, the language of which, however, will have to be explained.

Dr. Anderson moved, and Mr. Fleming seconded, as an amendment, That in schools where only one adult or certificated teacher is employed history should be treated as a part of the reading without being examined from memory. Amendment not carried.

Mr. Lee moved, and Mr. Fleming seconded, as an amendment, That an approved historical reading-book be used in Standards III. to VI., and that the Inspector report upon intelligent comprehension of the subject-matter. Amendment not carried.

Mr. Petrie's motion was then put and carried.

Mr. Dickinson moved, and Mr. Hill seconded, That in schools where only one certificated teacher is employed lessons in elementary science may be omitted. Not carried.

Mr. Petrie moved, and Mr. Fleming seconded, the adoption of the following scheme for instruction in grammar:—

Standard III. To point out the parts of speech in a simple sentence—*i.e.*, a sentence containing a single statement—and know the function of each word; also to know the subject and predicate of the sentence. [This will include a knowledge of nouns, verbs, adjectives, pronouns (except relatives), and prepositions. If thought desirable, the adverb may also be included.]

Standard IV. To point out all the parts of speech and the adjective and adverb phrases in an easy sentence, to know the functions of the words, and to point out the clauses in the sentence and the joining words. (An easy sentence containing three statements would answer the purpose in view.)

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. (Sentences of moderate difficulty only to be used.)

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

Dr. Anderson moved, as an amendment, and Mr. Ritchie seconded, That, while some such system as is proposed by Mr. Petrie is generally approved, the teachers be permitted, with the approval of the Inspector previously obtained, to follow any other scheme of development of the subject, with the recommendation, however, that any scheme adopted shall bear as much as possible on the features of composition. Not carried.

Mr. Bindon moved, as an amendment, That a committee, consisting of Messrs. Petrie, Goyen, Hill, Anderson, Lee, and the mover, be appointed to consider the matter and report. Motion, not being seconded, lapsed.

Mr. Petrie's resolution was then carried.

Mr. Morton moved, and Mr. Hill seconded, That the course of geometrical drawing for Standard IV. be reduced. Carried.

Mr. Morton moved, and Mr. Hill seconded, That for Standard V., geometrical drawing, as in the present course for Standard IV., be required, and scale-drawing be omitted. Not carried.

Mr. Morton moved, and Mr. Hill seconded, That in Standard VI. solid geometry be omitted. Carried.

* For science scheme see Appendix B. This motion was withdrawn, and the motion on p. 10 was substituted: "That, with the view of more accurately," &c.

Mr. Lee moved, That geometry be retained in Standards IV. and V. for girls. Seconded by Mr. Smith. Not carried.

Mr. Petrie moved, 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 simple cases.

Seconded by Mr. Crowe.

Mr. Morton moved, as an amendment, and Mr. Airey seconded, That the arithmetic of the higher classes be reduced by limiting the treatment of compound practice, compound interest, present worth, discount, and stocks to simple cases. Carried.

This was then put as a substantive motion, and carried.

Mr. Hill moved, and Mr. Goyen seconded, That simple cases of mensuration of solids be added to the syllabus. Carried.

Dr. Anderson moved, and Mr. Airey seconded, That the Inspectors would welcome with great pleasure any attempt on the part of the Legislature in the direction of substituting a decimal system of money, weights, and measures for the present anomalous but time-honoured variety, which unnecessarily obstructs the progress of our children, makes the work of producing good calculators needlessly tedious, and stands in the way of improving the course of school instruction in other directions. Carried.

Dr. Anderson moved, and Mr. Bindon seconded, That the limitation of the work of the lower classes to problems involving only one principle is uncertain of application, and very undesirable in the true interest of an intelligent treatment of the subject. Carried.

Dr. Anderson moved, and Mr. Bindon seconded, That, in the opinion of the Conference, the best method of developing the arithmetic of the lower classes, in the interests of intelligence, is to limit the operations to successively higher numbers at the several stages, making no difference in respect of simple rules in the order of introduction, and to apply as fully as possible the tables learnt to all sorts of operations within the limit specified. Carried.

Mr. Murray moved, and Mr. Wood seconded, That in the writing for Standard I. short words be included. Carried.

Mr. Murray moved, and Mr. Braik seconded, That some elementary knowledge of the derivation of words should be included in the work of Standard V. Not carried.

Mr. Murray moved, That word-definition be required from Standard II. upward. Motion not seconded.

Mr. Murray moved, and Mr. Petrie seconded, That the course of instruction in simple geometrical figures contained in the regulations issued in December, 1891, be restored. Carried.

Mr. Braik moved, and Mr. Spencer seconded, That the boys in the larger town schools be taught ambulance-work and swimming.

Mr. Lee proposed, and Mr. Fleming seconded, as an amendment, That the department be asked to prepare sheets of instruction in ambulance-work, and the restoration of the apparently drowned, and distribute them to schools for wall-furniture. Not carried.

Mr. Petrie proposed, and Mr. Hill seconded, as an amendment, That it is desirable that some knowledge of ambulance-work, and the methods of restoration of the apparently drowned, should be given as part of the instruction in science and object-lessons. Carried.

Mr. Hill moved, and Mr. Lee seconded, That a regulation be introduced into the syllabus of instruction providing for modification in the sewing and science requirements, by which instruction in cookery, and in the use of sewing-machines, may be fostered in the larger schools in the case of girls, and instruction in the use of tools in the case of boys. That to schools where such instruction is given by competent instructors, a special grant be made by Government. Not carried.

Dr. Anderson moved, and Mr. Petrie seconded, That the scheme of geography as contained in the syllabus be modified in the following direction: Lists of rivers and mountains in Standard III. to be revised, a knowledge of the courses of the principal rivers and the direction of the mountain-chains to be included. Motion lost.

Dr. Anderson moved, That the programme of Standard IV. be made more definite by specifying great ports and trading-centres, confining the trade-routes to those closely connected with Australia and New Zealand, but including ports of call; limiting sources of principal articles of commerce to the chief imports of New Zealand. Mathematical geography to be postponed to Standard V.

Mr. Petrie moved, as an amendment, 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 colony.

Seconded by Mr. Morton, and carried.

Dr. Anderson moved, and Mr. Hill seconded, That the mathematical knowledge, now part of Standard V. programme, form constantly a part of programme of Standard V., whatever be the alteration in other respects adopted by the teacher, and similarly with the physical geography in Standard VI. Carried.

Dr. Anderson moved, and Mr. Lee seconded, That the work of Standard VI. be modified by giving greater prominence to the surface-features of the country by substituting 100,000 for 200,000 as the limit of population of towns (not seaports) in the British Isles. Carried.

Dr. Anderson further moved to include towns of 200,000 (not seaports) on the continents referred to.

Seconded by Mr. Dickinson. Motion lost.

Mr. Petrie moved, and Mr. Hill seconded, as an amendment, 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. Carried.

Mr. Petrie moved, and Mr. Morton seconded, That a knowledge of the matter of reading-lessons be no longer included among the additional subjects. Carried.

Mr. Taylor moved, That it is undesirable that sewing be examined minutely. Not seconded.

Mr. Smith proposed, and Mr. Petrie seconded, That, in order to encourage regularity of attendance in the public schools of the colony, the Minister of Education be requested to make annual provision for the awarding of prizes in each educational district to all children who are not absent more than times during the year. Not carried.

Mr. Lee moved, and Mr. Spencer seconded *pro formâ*, the adoption of a scheme of science for the schools.

On the motion of Mr. Petrie, seconded by Mr. Hill, the question was deferred to become the first order of the day for Wednesday.

Moved by Mr. Murray, seconded by Mr. Airey, That the passes in drawing be awarded on the tests done under the Inspector's supervision, and that the Inspector, in awarding the pass in writing, may consider the writing and setting-out of good work of the examination tests. Motion not carried.

Mr. Lee proposed, and Mr. Goodwin seconded, That children who fail to pass a standard, and who have made less than 250 attendances in the school year, be excepted. Motion carried.

Moved by Mr. Lee, and seconded by Mr. Goyen *pro formâ*, That, at the discretion of the Inspector, children of weak intellect be counted as excepted. Not carried.

Moved by Mr. Lee, and seconded by Mr. Petrie *pro formâ*, That the percentage of passes be discontinued.

Mr. Hill moved, as an amendment, and Mr. Goyen seconded, That, instead of the present percentage of passes, a percentage of passes be estimated, in classes 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. Amendment carried.

Dr. Anderson proposed, and Mr. Fleming seconded,—1. That in Standards 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. 2. 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, and containing only such portions of British history as are necessary to explain or give the history of the matters included. (Dr. Anderson handed in an outline of such a book. See Appendix C.) Carried.

Dr. Anderson moved, and Mr. Goyen seconded, That the concession of 10 per cent. to girls in arithmetic, and the concession recently made in respect to geometrical drawing, are sufficient. Carried.

Dr. Anderson moved, and Mr. Lee seconded, That this Conference strongly recommends the establishment in all our schools of school libraries of books interesting to children, as a means of fostering a taste for reading. Carried.

Mr. Wood moved, and Mr. Bindon seconded, That for Standards I. and II. a second reading-book be required. Carried.

Mr. Smith moved, and Mr. Spencer seconded, That it is desirable that members of the Conference be supplied with a copy of the minutes of the proceedings of the Conference. Motion carried.

Mr. Petrie moved, and Mr. Taylor seconded, 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. Deferred till the consideration of Mr. Lee's motion.

Mr. Hill moved, and Mr. Braik seconded, That the Government be recommended to prepare for the use of the public schools the following maps and diagrams: (1) A map of New Zealand to illustrate the geography required under the standard regulations; (2) a large wall-map of the North Island and of the South Island of New Zealand; (3) diagrams to illustrate the native flora and fauna. Motion carried.

Mr. Lee moved, and Mr. Airey seconded, That drawing and singing shall not be included in the subjects for the certificate examination, and that special certificates be issued in these subjects. Motion not carried.

Mr. Petrie moved, and Mr. Bindon seconded, 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. Motion carried.

Mr. Fleming moved, and Mr. Morton seconded, That clause 16 of the regulations pertaining to teachers' certificates (vi. p. 77) be amended so as to read: "16. Subject to the operation of regulations 5, 6, 7, and 8, graduates of the University of New Zealand in first- or second-class honours, or those who are qualified for first- or second-class honours by passing the M.A. examination, be admitted to Class A. without examination." Motion carried.

Mr. Goyen moved, and Mr. Petrie seconded, That the Conference adjourn till 10 o'clock on Wednesday morning. Carried.

WEDNESDAY, 7TH FEBRUARY, 1894.

Conference met at 10 a.m. The same members were present as at yesterday's sitting, with the exception of Mr. Smith.

The minutes of Tuesday's meeting were read and confirmed.

Dr. Anderson put in a protest as follows: "I request that my protest be recorded on the minutes against the decision of the Conference to recommend the establishment of a percentage of passes calculated on the work of the standard classes, S3–S6, as the criterion of a school's efficiency in pass-subjects. The grounds of my protest, which I wish recorded, are the following: That I cannot allow myself to be associated with the adoption of a quotable percentage of a kind which, if unprovided with safeguards, is liable to great abuse, which in a slightly different shape in former years exercised so pernicious an influence that its evil effects are still a subject of reference in official documents, and the use of which, in common with the use of all other percentages of passes, with one exception, has been solemnly condemned in the Government regulations as highly reprehensible."

Mr. Bindon obtained leave to move, and Mr. Morton seconded, That the Inspectors assembled in Conference in Wellington regret that Mr. E. T. Robinson, of the Grey District, was unable on account of illness to attend the Conference, and they trust that he will soon be restored to health.

Motion carried, and the Secretary was requested to communicate the resolution to Mr. Robinson.

Mr. Lee moved, and Mr. Spencer seconded, That, with the view of more accurately and more conveniently defining the instruction in science, and in order that sets of diagrams or suitable and inexpensive apparatus for teaching the same may readily be supplied to schools, it be an instruction to the Inspectors of each district to draw up programmes of work in each of the several sections of the subjects.

Mr. Hill moved, as an amendment, and Mr. Hendry seconded, That the science programme be drawn up by the head-teacher, but subject to the approval of the Inspector, the course to be based upon regulation 12 of the requirements in elementary science for teachers.

Motion negatived by adoption of amendment.

The amendment was then put as the substantive motion, and rejected.

Moved by Mr. Fleming, seconded by Mr. Petrie, That the science syllabus remain as at present. Motion carried.

Moved by Mr. Petrie, seconded by Mr. Taylor, That, while the teaching of science should, as far as possible, be experimental and illustrative, it would be an advantage for revisal and for securing a sufficient mastery of the matter taught to have a suitable set of simple text-books in the hands of the pupils. Motion carried.

Dr. Anderson moved, and Mr. Bindon seconded, That the comprehension of the reading-lessons is of sufficient importance in itself to justify a separate judgment, as "Excellent," &c., by the Inspector in every examination summary, and that such brief estimate might conveniently occupy the position which the subject-matter of the reading-lessons has hitherto occupied, but should refer to all the standard classes.

Amendment moved by Mr. Petrie, seconded by Mr. Morton, That the words "of the language" be added to the resolution after the word "comprehension."

The amendment was carried.

The motion, as amended, was carried.

Dr. Anderson moved, and Mr. Petrie seconded, 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. Motion carried.

Dr. Anderson moved, and Mr. Morton seconded, That, in the opinion of the Conference, the general estimates (in the subjects now known as pass-subjects) approved in connection with the adoption of Mr. Wood's scheme of examination in classes P1, P2, S1 and S2, be expressed either by way of comment in the Inspector's general remarks on the school, or by means of an approximate mark recorded in the tables of summarised results, or, preferably, in both ways. Motion not carried.

Dr. Anderson moved, and Mr. Dickinson seconded, That the summary information given as the result of a school-examination should include (1) the proportion per cent. of the school-roll presented in Standards III. to VI.; (2) the proportion of the school-roll passed in these standards. Not carried.

Mr. Lee moved, and Mr. Hill seconded, That there be one pupil-teacher system for the colony, and one annual examination. Motion carried.

Mr. Hill moved, and Mr. Spencer seconded, That in the opinion of the Conference the opening of evening continuation-schools in the larger towns would supply a much-felt want. Motion carried.

Mr. Hill withdrew his motion relating to the granting of scholarships.

Mr. Braik moved, and Mr. Fleming seconded, That the Conference recommends to the Senate of the University the propriety of adding to their course of instruction subjects which will induce the various University College Councils to establish lectureships on education. Carried.

Mr. Hill moved, and Mr. Petrie seconded, That district high schools ought to be maintained and extended as a part of the public scheme of education, especially in districts where communication is difficult and population scattered. Motion lost.

Mr. Wood moved, and Mr. Crowe seconded, That the principal change in the examination of schools approved by the Conference may be expressed in the following terms: "That the Inspectors shall not in future examine classes S1 and S2 for individual pass." Motion carried.

Dr. Anderson moved, and Mr. Ritchie seconded, That, as a safeguard and corrective to the percentage of passes in subjects already carried by the Conference in connection with school-examinations, a calculation be also made by the Inspector showing in the form of an additional percentage the proportion of children on the roll of the school who have not remained more than one school year in the same standard class, *plus* those who, being presented in the P. division, are not at the date of examination more than eight years of age: provided only that children who have not made more than 250 attendances since the previous examination are not to count against the proportion calculated. Motion not carried.

Mr. Spencer moved, and Mr. Hill seconded, That some steps be taken for establishing a Central Department of Science and Art, to encourage and foster a more thorough and scientific treatment of science in the primary schools, and for the furtherance of technical education. Motion passed.

Mr. Hill moved, That pupils who have passed the Sixth Standard should be entitled to attend high schools free of charge. Motion not seconded.

Mr. Hill moved, That high schools ought to be under the direct control of Education Boards, and subject to supervision and examination by the Central Department. Motion not seconded.

Mr. Petrie moved, and Mr. Crowe seconded, That Messrs. Wood, Lee, and Hill be appointed a committee to prepare a report containing the recommendations of the Conference for presentation to the Minister. Motion carried.

A hearty vote of thanks to the Secretary was carried.

The Secretary was instructed to convey the thanks of the Conference to the Chairman of the Wellington Board of Education for granting the use of their rooms for the meetings of the Conference.

Votes of thanks were also passed as follows: To the Inspector-General of Schools for the ability, impartiality, patience, and courtesy with which he had directed the deliberations of the Conference; to the Minister for having convened the Conference; and to the Education Board's officers for the help rendered to members.

The Conference closed at 4·45 p.m. on Wednesday, 7th February, 1894, having met thirteen times for the transaction of business.

APPENDICES.

APPENDIX A.

SUBJECTS PROPOSED FOR DISCUSSION.

I. CIRCULAR TO EDUCATION BOARDS.

Education Department, Wellington, 8th March, 1893.

The Secretary of the Education Board,_____.

I AM directed to inform you that a deputation from the Council of the New Zealand Educational Institute recently laid before the Minister the following resolutions of the Council:—

"That the inspection and examination of primary and secondary schools should be under the control of the Department of Education."

"That a code of instructions should be issued to Inspectors."

"That there should be uniform standard examinations."

The Minister is under the impression that the dissatisfaction indicated by these resolutions is not confined to teachers, but that there is a general opinion in favour of periodical or occasional exchange of the Inspectors, and of bringing about a conference between these officers for the purpose of establishing greater uniformity in regard to the valuation of the work of the schools and the interpretation of the various details of the standard regulations. It has been found, as a matter of fact, that the residents of different parts of the colony do not compete on equal terms for appointments in the public service because of the different degrees of attainment required for a Sixth Standard pass.

The Minister is unwilling to interfere in any matters that lie within the Boards' administrative functions; but he is anxious that this subject should receive their serious consideration, and he hopes that they will be able between themselves to make such arrangements as will satisfy the feeling to which reference has been made. In regard to the institution of a conference between the Inspectors, Mr. Reeves is prepared to place upon the estimates a reasonable sum in aid of the project.

E. O. GIBBES,
For the Secretary.

II. SUGGESTIONS BY INSPECTORS.

Mr. Dickinson: AUCKLAND.

1. The necessity for reducing the number of subjects of instruction in the small schools
2. The advisability of discontinuing the individual examination in large schools.

Mr. Murray: TARANAKI.

1. Preparatory Class: Should the work of the senior preparatory class be prescribed?
2. Writing, Standard I.: Should words of one syllable be required in Standard I.?

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.

Mr. Lee: WELLINGTON

1. That the examination in S7, referred to in the departmental examination report (Form No. 22), be defined.
2. That head-teachers classify in Standards I., II., III., and V , such classification to be open to revision by the Inspector
3. That children who fail to pass a standard, and who have made less than 250 attendances in the school-year, shall be counted as exempted.
4. That the present percentage of passes be discontinued.
5. That drawing and singing shall not be included in the subjects for the certificate examination, and that special certificates be issued in these subjects and in drill.
6. That there be one pupil-teacher system for the colony and one annual examination.
7 That there is need of a map of New Zealand up to date, and of good illustrations of New Zealand—physical features, industries, flora, fauna, and Maori life—suitable for school-wall furniture.

Mr Morton: WESTLAND.

Whether drawing should be made a class-subject, and the question of modifying the syllabus in that subject, seem important matters for discussion.

Dr Anderson NORTH CANTERBURY

1. Control of the inspectorate.
2. The comparative advantage of "pass" and "class" systems of examination—
   (*a.*) Whether it is desirable that the present system of passes in standards for the main body of the work should be continued.
   (*b.*) What advantage, if any, would be gained by adopting instead a system of passes in subjects.
   (*c.*) Whether all attempts to represent the work of schools by means of passes in any form should be abandoned, and general estimates substituted, expressing according to definite rules the Inspector's judgment of the value of the work done in any class or subject during the year, the average of such estimates to be the criterion of a school's efficiency
3. Modifications in the syllabus as regards (1) matter or graduation, (2) grouping of subjects as "pass" or "class"-subjects.
4. How far uniformity of school-books may be desirable or can be secured, and what are the best of the existing series of Readers to recommend.
5. How far a taste for reading may be encouraged by the use of supplementary series of reading-books to be supplied by the school authorities and selected mainly for the interest of their matter, and how far unseen tests may be applied in examination.
6. The best method of dealing with the subject of history
7 The desirability of recommending the adoption of a decimal system of weights and measures.
8. How far technical instruction can or should be given in primary schools.
9. What differences should be made in arranging and testing the work of boys and girls.

Under the head of suggestion 2, I am prepared to move,—

(*a.*) That the present system of testing instruction in schools mainly by means of individual passes in standards is fraught with many evils, and should be abandoned.

b.) That in examination the main object of the Inspector should be to ascertain and report the general quality of the instruction with more or less detail according to the size of the school, and that the mode of examination and the form of report presented should be determined in the main by this view of an Inspector's duties.

(*c.*) That a record of the performances of individual children should form no part of an examination report, but that the report should contain instead a record of the Inspector's estimate of the value of the instruction as given in each class and subject, or in each department and subject, such estimate being expressed numerically as a percentage of efficiency, and that the average of these estimates should be taken as the criterion of a school's efficiency generally

(*d.*) That, however, an individual pass-examination be retained in Standards IV and VI., to secure in part one of the most important precautions of the existing system, to meet the requirements of the Legislature in regard to the standard of exemption from attendance and the qualification for appointments in the public service, and to supply the Government and the public with valuable statistical information.

(*e.*) That the number of individuals satisfying the tests of such pass-examination in Standards IV and VI. be recorded in the examination report for each school, and that the Inspector be required to sign, or to authorise the signing of, a certificate for each individual so passing, but that attention should not be unduly concentrated on these passes by recording for the school any proportions or percentages in this connection, or by forwarding the marks gained by the children.

(*f.*) That teachers be at liberty to re-present children in the same standard for examination, and should also be free to determine at their discretion the number included in Class P, but that the proportion of children so presented be recorded, and that in forming his general estimates the Inspector shall regard these matters as important factors in his judgment.

(*g.*) That the most convenient method of including the factor of re-presentation is to deduct the proportion of such re-presentations from the average percentage of a school's efficiency, after rejecting the cases of children who have not made more than half-attendances during the year, but that no further precaution than exists at present be deemed necessary as a check on the undue retention of children in Class P

(*h.*) That the Inspector's estimate of such matters as order, discipline, manners, drill, singing, sewing may be expressed briefly in words, such as "good," "fair," &c., and need not be included in the general numerical estimate referred to.

(*i.*) That children, when presented for examination, be deemed to belong to a definite standard class, on the roll of which their names shall appear, such class to be determined by the majority of their subjects, but that they may be examined for any special subjects with a higher standard if the teacher so desires it.

(*j*) That with the object of providing an additional safeguard for the effective influence of such a system of examination on the character of a teacher's work, the certificates of teachers be revised biennially in view of the nature of the reports presented on their schools or classes in the intervening period.

On the subject of history (suggestion 6), I desire to propose,—

(*a.*) That history, as taught in our schools, is unsatisfactory, and often useless.

(*b.*) That to seek improvement through the use of historical reading-books without further test than that of comprehension would also be unsatisfactory

(*c.*) That, however, in Standard III. the use of a supplementary reading-book containing historical stories be recommended, and that the subjects of history presented for examination in that standard may be selected by the teacher from such book.

(*d.*) That in Standards IV., V., VI. the lessons in history shall be designed to give the children some clear knowledge 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.

(*e.*) 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, and containing only such portions of British history as are necessary to explain or give the history of the matters included, and that in the meantime the subjects for a three years' course of lessons be more or less clearly defined in the syllabus of instructions, and teachers be required to arrange their lessons accordingly

Mr Wood.

1. Why the inspection of schools should be undertaken by officers who are under the immediate control of the Education Department.
2. Suggestions for improving the present syllabus,—
   (*a.*) By relegating (1) drawing, at least in Standards IV., V., and VI., and (2) the geography of all standards, to the class-group.
   (*b.*) By prescribing a second general reading-book for Standards I. and II., and an additional reading-book, dealing with historical subjects, for Standards III., IV, V., and VI.
   (*c.*) By altering the present requirements in history to meet section (*b*) above.

Mr Petrie: OTAGO.

1. That, to secure reasonable uniformity of examination throughout the colony, the Education Department issue annually to all Inspectors sets of examination questions in arithmetic and such other subjects as it is most convenient to examine in writing.
2. That, in order to allow teachers greater freedom of classification, to give them due credit for the success of their work, and to abate the manifold evils of the standard-pass system, the practice of recording passes and failures in standards be abandoned.
3. That the success of a teacher's work be estimated by the percentage of the total passes in pass-subjects gained by his pupils, together with the percentage of marks gained for proficiency in class-subjects.
4. That the success of pupils at the annual examinations be estimated by the number of pass-subjects in which they have succeeded in passing.
5. That for the purpose of section 90 of "The Education Act, 1877," passing the standard shall mean passing in reading, writing, arithmetic, composition, and one other subject.
6. That the Inspector's examination report on a school set forth the percentage of passes in pass-subjects, the percentage of marks for class-subjects, and a brief opinion on the accuracy, intelligence, and neatness of the work, and on the order and attention, together with any comments on special subjects he may think it desirable to make.
7. That in all the standard classes pupils must present two reading-books, one of which may in Standards III. to VI. be an approved history reader, spelling and dictation to be confined to one of the books read.
8. That examination in history as a class-subject be discontinued, the history books to be used only as supplementary reading-books, the language of which, however, will have to be explained.
9. That a number of the more trivial subjects of examination which now take up much of an Inspector's time to very little purpose be omitted as subjects of examination. These may be sewing, matter of lessons (which might well form part of the test in reading in all the standards), recitation (which might also well form part of the test in reading), and drill and exercises.
10. That a definite proportion of the school-time be set aside for the teaching of sewing and of drill and exercises, which, however, need not be examined by the Inspector.
11. That the instruction in drawing be so modified as to take up much less of the school-time, special attention being given to freehand drawing from copies and objects, and geometrical drawing being greatly curtailed.

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-

gen, and carbon di-oxide—metals, oxides, and salts—common properties of carbon, sulphur, and phosphorus—food of plants—a simple explanation from the teacher of reasons for ploughing, harrowing, manuring, draining, and rotation of crops in farming.

List of Chemical Apparatus and Material supplied.

Hulke's test-tube stand and holder—oxygen tubes (3) fixed with corks—gas-receivers (4) test-tubes, various (12), partly fitted—phosphorus tray—ounce-measure bottles (2)—delivery-tubes (3)—spirit-lamp—hydrogen bottle and fittings—carbon di-oxide bottle and fittings—pneumatic trough and beehive—indiarubber tubing—rat-tail file—corks—sulphuric acid—hydrochloric acid—nitric acid—methylated spirits—chlorate of potash—binoxide of manganese—sulphate of copper—alum—phosphorus—iodine—sulphur—marble—coal—sodium—iron wire—copper wire—zinc—litmus.

Additional Supply to Large Schools.

Hulke's battery—voltameter—formation-of-water apparatus by reducing copper oxide—scales and weights—glass tubing and triangular file—bichromate of potash.

Apparatus and chemicals will be supplied free of cost. Fresh supplies of chemicals, acids, methylated spirits, glass tubing, &c., may be obtained on application free of cost. Such additional apparatus as the following will be lent from time to time Miscroscope, balance, furnace. A few printed hints on the use of the apparatus will be supplied.

Physics.

Syllabus.

Balfour Stewart's Physics—Science Primer. Macmillan and Co. 1s.

Schools with less than one hundred children in average attendance need not take articles 30 33, 36 to 39, 46, 47, 51, 56 to 59, 63, 71 to 75, and 78 to 90 (all inclusive).

Matter included in Full Syllabus.

The chief forces of nature—the three states of matter—properties of solids, liquids, and gases—explanation of the syphon, water-pump, and barometer—work done by a moving body—motion, rate, and reflection of sound—motion and effects of heat—the thermometer—reflection and refraction of light—first principles of electricity, including explanation of electrical machine.

List of Physics Apparatus and Materials supplied.

Barometer tube—brass spirit-lamp—lamp-glasses—tripod—combined-metal strip—Mowbray's star of four metals—expansion-lever—reflection-screen—curve and seven marbles—specific-gravity cylinder and weight—gravity plate—hydrostatic bellows—water-level—vibrating wire—under-pressure apparatus (lamp-glass and disc)—glass model syringe—scales and weights—one water prism—U tube—test-tubes—glass tubing—Hulke's test-tube, stand, and holder—glass model lifting-pump—methylated spirits—mercury—litmus—shellac.

Extra Material supplied to Large Schools

Savart's wheel—friction-cylinder and wooden clamp—Newton's disc—one extra water prism—Mowbray's camera—Hulke's battery—Voltameter—platinum wire—covered wire—bichromate of potash—sulphuric acid.

Apparatus supplied free of cost. Extra and more costly apparatus lent on application, such as Tate's air-pump and accessories, plate-glass electrical machine, electro-magnet, balance and weights, electroscope. A few printed hints and suggestions on the use of the apparatus will be supplied.

Physiology

Syllabus

Murché's Animal Physiology Blackie and Sons. 1s. 6d. Books I. and II. only

The following chapters may be omitted in schools with less than one hundred children in average attendance Book I.—The bones of the head, hands and foot—ligaments—the teeth—the spinal column—the portal and coronary circulations. Book II., Part 1—Mechanism of the skeleton—the lymphatic system.

Matter included in Full Syllabus.

The build of the human body, including the names and positions of principal bones—names and positions of internal organs—the principal movements of the limbs—the organs and functions of alimentation, circulation, and respiration—advice from the teacher as to food, air, and exercise in preserving health.

Diagrams lent by the Board for one year, or supplied to school committees at half-cost.

Botany

Syllabus.

Murché's Botany Published by Blackie and Sons. 1s. 6d.

Matter included in Full Syllabus

Characters of the root, stem, leaves, and part of the flower, illustrated by specimens of common flowering plants—structure of wood, bark, and pith—cells and vessels—food of plants, and manner in which a plant grows—functions of the root, leaves, and parts of flower—fruits—seeds—the phenomena of germination.

In schools with less than one hundred children in average attendance, Part III. may be omitted.

[The scholarship-examination questions for 1892 will be set on these programmes, and candidates from schools with less than one hundred in average attendance will not be expected to answer the appended questions on the parts outside the reduced programme for small schools. It will be possible for them to obtain high marks for answers to the questions set on the shorter programme.]

KINDERGARTEN WORK.

THE following suggestions have been kindly supplied by Mrs. Francis, Head Mistress of the Mount Cook Infants' School:—

SUGGESTIONS AND HINTS IN GIVING LESSONS ON (1) PAPER PLAITING, (2) CLAY MODELLING, (3) STICK-BUILDING, (4) BEAD-THREADING.

These lessons are most useful to encourage the inventive faculties of our little folks, and to teach their hands to *do* what their eyes *see*. They are also a great aid to discipline, as each child must attend *practically* to its own work. These are essentially *quiet* lessons, except when the teacher allows the singing of some well-known song.

These lessons can be given on desks or on a gallery with slates on the children's laps. If a kindergarten table is used, a tressel table is most convenient, as it can be put away when not required. The tressels should be 2ft. in height. The table-tops (square or oblong to suit the space available in the school-room) should be painted in lines round the edges, forming 12in. squares, one child being placed opposite each square, with the arms folded in front (for all kindergarten lessons) In small schools these lessons will be invaluable in giving work to the lower classes while the teacher is occupied with other lessons.

Lesson I.—Paper-plaiting for Upper Class in Infant School.

Thirty minutes or longer.

The mats with strips (ready cut) should be put in separate envelopes with the child's name written on the outside corner These envelopes can be made by the teacher with stiff paper and paste. When a child leaves the class, a mark is put through the name, and another name is substituted. Envelopes then last, with care, for years. At the word *one*, the children place their envelopes on their left side with the opening *towards* them. At the word *two*, the mat and *one* strip only is taken out. At the word *three*, the needle is taken in the left hand, the spring pressed open and the strip put in. If the teacher has a weaver provided, the class repeat together as she places the lathes in the webbing, *e.g.*, "Under one, over one, under three," &c., till the pattern is complete on the weaver If no webbed frame (or weaver) is supplied, then the teacher must plait a mat before her class instead of on the weaver. The mats when finished may be used again and again by simply drawing out the strips.

Lesson II.—Clay-modelling for Upper Class in Infant School.

Thirty minutes or longer.

Each child is provided with board, tools, and piece of clay Hands are kept clasped (to prevent soiling clothes) while watching teacher make the model. Teacher puts model of sphere before the class, and proceeds to roll the clay into a like form. When she has finished, at the word *one* the children take up their clay and copy Teacher shows and explains, round, solid, &c. Teacher puts thumb into sphere, making a hollow cap, cup, nest, &c. Next lesson the teacher shows model of cube, explains six sides, eight angles, then makes a sphere of clay, and pats six sides, till edges and angles are sharp. A cylinder (long, round, and flat ends) is then formed, and from it a prism may be formed. Cylinder then pointed to form cone, patted to form pyramid. By patting is meant flapping the clay on the board to make a smooth flat surface. At times the children should be allowed to form any shape they please instead of imitating the teacher Such forms as fruit, carrots, turnips, jars, can easily be put up for models when the children have mastered the geometrical forms.

[For method of keeping clay and suggestions in clay-impressions upon slates, &c., see drawing syllabus, infant class. For geometric models, the teacher can use the drawing models already supplied to most of the schools.]

Lesson III.— Stick-building for Middle Classes

Twenty to thirty minutes.

The teacher will be supplied with bundles of sticks and boxes of joints. Similar sticks may often be obtained by unravelling Chinese mats and from rushes or grasses. Small boxes should be provided (tin match-boxes brought by the children are suitable) The sticks should be cut into lengths to suit boxes, and a few of each kind of tubes put with them. The teacher forms models in front of class, as per diagram, explaining a horizontal stick joined to a vertical stick by a joint forms a right-angle, &c. This occupation is a valuable aid to first lessons in drawing. Letters also may be made. Thus, vertical |, horizontal L, till E is formed, two oblique V, four oblique W, &c.

The lowest classes do stick-laying only, for which the reeds of the toi-toi will be found useful.

Lesson IV.—Bead-threading for Lower Classes.

Fifteen to twenty minutes.

Teacher prepares this lesson by stringing twenty different coloured beads on double unbleached thread 12in. long, knotted at intervals to prevent twisting. Thread is preferable to string, as it never frays. One bead is tied permanently to one end of the thread, the remaining nineteen are then strung on loosely and put into a box (same as used in stick-building). Children stand

with arms folded *in front* round the table. At the word *one* boxes are opened; *two*, children take hold of the bead that is fastened and lift the string, when the beads slip off into the box. Teacher tells a tale—"I found a nest with two white eggs in it ' Children put two white beads on. Teacher—"I bought three rosy apples " Children string three red beads, and count two and three are five. Teacher—"I eat one apple Children take one bead off, one from five leaves four, &c. The beads should be all strung before they are put away, to prevent falling about when the box is next opened. This is a most interesting and useful lesson to teach addition, subtraction, and division to the youngest children.

Miss Evans, a certificated kindergarten teacher, has kindly supplied the following hints:—

Mat-plaiting.—The prepared square of paper represents the warp-threads of a piece of cloth and the aim is to weave in other strips of paper so as to produce, as desired, checker, twill, diaper, and other fancy patterns. When the pattern-square is finished, the ends of the weft paper are slightly gummed down and the square may be used as a mat or a book-cover

In the holding of the "needle," the slipping in of the paper, and the working of the needle over and under the warp-thread, *drill* should be separately given before the actual weaving begins. This occupation exercises the faculties of *number*, ordinal numbers, odd and even, combination, the addition, subtraction, multiplication, and division of the same, *colour*, contrast and harmony, nicety of hand, placing the strips exactly in parallel lines, *accuracy of eye* in observing the structure of the pattern.

Stick-building.—Each child is supplied with a stick. This is examined, and its properties are discovered and described. Then the children should be taught to place it parallel with the desk, then perpendicular to it. Horizontal lines are afterwards made, and where an angle is formed the kind is noted. This exercise is repeated with two sticks. Three sticks enable the young geometrician to enclose a space, here is discovered the fact that we cannot form a figure (properly so called) with less than three lines. The construction of figures should grow steadily with four sticks, then with five, six, &c. At first sticks of equal lengths are used. When the figure is successfully laid it may be secured by means of the metal joints. Later on outlines of ships, houses, churches, &c., may be produced by laying pieces of stick of suitable length in proper position. The forms of the capital letters are most easily learned by this means. Number may also be exercised, especially with regard to fractions. Plan-making may be begun, four sticks representing the walls of the room, and shorter lengths the desks, tables, &c.

Colour-teaching.—Take one primary colour and let the children name various things in the room of the same colour, flowers in the garden, &c. A second lesson will take up another primary colour (and let there be a selection from a variety of coloured wools), while a third calls for the combination of these two primary colours. For this you will find the gelatinous films and water colours very useful. Variety may be given to the exercise by allowing the children to arrange the coloured cubes in various patterns to form symmetrical designs. It is not advisable to introduce the various shades of a colour until the children are well acquainted with the primary and secondary colours. In threading beads colour also is taught.

Modelling.—The children must first learn the nature and properties of the materials with which they deal, and be able to express the same in correct language. The objects should be evolved naturally the one from the other, *e.g.*, the ball with the least possible change is transformed into an orange, this in turn may become an apple. In each case the likeness is emphasised and only one main difference introduced. Hence all variations must be gradual. There must be a definite line of working. The children should be led to suggest the new formation. The exercise must be directed to foster the creative faculty and not develop into mere imitation. The teacher will, of course, prevent needless smearing as a matter of training to proper habits. A wet towel should be passed round, and then a dry one when the lesson is over.

APPENDIX C

(SCHEDULE TO DR. ANDERSON'S MOTION p. 9.)

Rough Sketch of Programme in History and Social Economy suggested for Standards IV., V., and VI. of New Zealand Schools in lieu of History

Formation of the United Kingdom.

Brief outline of the Roman occupation, the English settlement and the Norman invasion, conquest of Ireland and Wales, attempt to gain Scotland, union of crowns, parliamentary union with Scotland and Ireland, the national flag.

Growth of the Empire.

Formation of East India Company, life of Clive the incidents of the Black Hole of Calcutta and Battle of Plassy, Warren Hastings, Indian Mutiny; direct government by the Crown, the Queen Empress of India.

Maritime enterprise of the Tudor Period, and first attempts at colonisation, tyranny and religious persecution under the Stuarts, consequent emigration and formation of American colonies, events leading to loss of colonies and formation of United States, life of Washington, American aspect of the Seven Years' War and conquest of Canada Peace of Paris, 1763.

Discoveries of Australia and New Zealand, life of Captain Cook, successive formation of Australian Colonies, Treaty of Waitangi and successive settlements in New Zealand.

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 necessaries 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

primary education in New Zealand, and we cannot at present see our way to recommend its abolition in favour of any scheme yet proposed as an alternative.

We think, however, that there are strong reasons for modifying its operation in the directions hereafter indicated, and we make the following recommendations (1.) That the system of examining Standards I. and II. for individual passes be discontinued, the form of the examination and the report to be similar to those at present required for the preparatory classes. (2.) That the pass and class system be retained for Standards III., IV., V and VI., with some modifications in the direction of reducing the number of subjects in the pass-group by the exclusion of grammar and geography

After this principle had been affirmed, the Conference proceeded with the details of the various subjects.

A.—Pass Group.

Reading

As regards reading, it was resolved:—

1. That for Standards I. and II. a second reading-book be required.

2. That in Standards III., IV., V., and VI. the examination in history as a class-subject be discontinued, the history books to be used only as supplementary reading-books, the language of which, however, will have to be explained.

3. That the comprehension of the language of the reading lessons is of sufficient importance in itself to justify a separate judgment as "Excellent," &c., by the Inspector, in every examination summary, and that such brief estimate might conveniently occupy the position which the subject-matter of the reading lessons has hitherto occupied, but should refer to all the standard classes.

Spelling

As to spelling, it was resolved:—

1. That in Standards I. and II. the pass be two-thirds of the words set, the words to be taken from one of the standard class reading books chosen by the teacher

2. That in Standard III. about five lines and five words be written to dictation from the class reading book, not more than three errors to be allowed.

3. That in Standard IV about eight lines from the class reading book to be written to dictation, and not more than three errors to be allowed.

4. That in Standards V and VI. about eight lines from the class reading book to be written to dictation, two errors to be allowed, but, at the discretion of the Inspector, an unseen passage may be substituted in Standard VI. of equal length, and in such case not more than three errors to be allowed.

Writing

As to writing, it was resolved that in the writing for Standard I. short words be included.

Drawing

As to drawing, it was resolved:—

1. That the course of instruction in simple geometrical figures contained in the regulations issued in December, 1891, and rescinded by a recent Order in Council, be restored.

2. That the course of geometrical drawing for Standard IV be reduced.

3. That in Standard VI. solid geometry be omitted.

Arithmetic.

As to arithmetic, it was resolved:—

1. That the arithmetical tests used in each of the standard classes above Standard I. should be issued by the Minister to all Inspectors in the colony At least fifty separate sets of tests for each standard above the First should be provided yearly

2. That the Minister supply Inspectors with a few samples of questions which might be set in examining the arithmetic of Standard I.

3. That in arithmetic five questions be given to each standard class, boys to pass on having three right, and girls two and a half. In questions that are not purely mechanical, half marks to be allowed for correctness of method.

4. That in Standards III. to VI. mental arithmetic may be given on the following basis Either as one of the questions, or as a substitute for one that may be omitted, at the option of the pupil. Three mental arithmetic questions are to be set, two correct answers to carry full marks, and one correct answer half marks.

5. That the arithmetic of the higher classes be reduced by limiting the treatment of compound practice, compound interest, present worth, discount and stocks to simple cases.

6. That simple cases of mensuration of solids be added to the syllabus.

7. That the limitation of the work of the lower classes to problems involving only one principle is uncertain of application, and very undesirable in the true interest of an intelligent treatment of the subject.

8. That the best method of developing the arithmetic of the lower classes, in the interests of intelligence, is to limit the operations to successively higher numbers at the several stages, making no difference in respect of simple rules in the order of introduction, and to apply as fully as possible the tables learnt to all sorts of operations within the limit specified.

9. That the Inspectors would welcome with great pleasure any attempt on the part of the Legislature to substitute a decimal system of money, weights, and measures for the present anomalous but time-honoured variety, which unnecessarily obstructs the progress of our children, makes the work of producing good calculators needlessly tedious, and stands in the way of improving the course of school instruction in other directions.

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."

The following resolutions of a more general scope were also adopted:—

1. That it is desirable that a new "Flora of New Zealand" should be prepared and published under the auspices of the Government, and that a deputation be appointed to wait upon the Premier to urge upon him the need of taking action in this direction.

2. That school libraries be established in all schools, as a means of fostering a taste for reading.

3. 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.

4. That clause 16 of the regulations pertaining to teachers' certificates be amended so as to read "Subject to the operation of Regulations 5, 6, 7, and 8, graduates of the University of New Zealand in first- or second-class honours, or those who are qualified for first- or second-class honours, on passing the M.A. examination, be admitted to class A without further examination.

5. That there be one pupil-teacher system for the colony, and one annual examination.

6. That the opening of evening continuation schools in the larger towns and centres of population would supply a much felt want.

7 That the Senate of the University of New Zealand be recommended to add to their course of instruction subjects which will induce the various University College Councils to establish lectureships on education.

8. That steps be taken to establish a central department of science and art, to encourage and foster a more thorough treatment of science in the primary schools, and for the furtherance of technical education.

In closing our report we desire to say that the members of the Conference have for years felt that such a meeting as that now concluded was desirable, and they are gratified at the action of the Minister in convening their first assembly The indirect benefits derived by the members in personally coming in touch with one another, by the insight gained into the working methods of operation in the several educational districts, and by the discussion of the many matters of detail during the long sessions of six days' duration, have practically done as much to lead to approximate uniformity of examination as the resolutions included in this report will do if given effect to by you as Minister of Education.

We have, &c.,
ROBERT LEE,
H. HILL,
L. B. WOOD,
Committee appointed by the Conference to present this report to the Minister of Education.

The Hon. W P Reeves, Minister of Education, Wellington.

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