

difficult (although it does so), but to proceed from the simple to the complex, from cause to effect, to introduce the element of self-expression, and to recognise always that the child is a psychological entity, whose peculiar features are not to be eradicated, but trained and directed. Hence the new setting of arithmetic for the lower classes, the introduction of oral composition, the grading of the spelling, the attempt to reduce the boundaries of geography to what can be reasoned on at first hand and by the medium of the child's own experiment; hence, also, the emphasis laid on nature-study and handwork, including drawing of plants and objects seen. It is recognised that a certain amount of knowledge is necessary for right action, so adequate provision is made for putting within the child's reach the facts of general geography and history. Everywhere casual sequences are to be followed. But in these two subjects only the facts in juxtaposition with human life and its requirements should be dwelt on. In the syllabus as first issued the teacher was too heavily weighted by the fact-material proposed to be taught to the child. Given too much ground to be covered the spirit of the new syllabus was likely to pass stillborn. The Conference of Inspectors and the Conference of Inspectors and Teachers remedied this defect by a liberal use of the pruning-knife, and the Education Committee of the House approved of most of the suggested alterations. Any faults can be adjusted as they show themselves. There is no doubt that the syllabus is now in substantial accord with the spirit of our times, and those that introduced it deserve some of the credit that falls to those who explore the great trade-routes of the mind.

During the inspection-tour a cursory explanation of the work set forth under the new syllabus was frequently made, and in addition to this the teachers were met in conference in Blenheim and Havelock. By courtesy of the Department free passes were granted on the railway to enable the teachers to attend the conference in Blenheim. Facilities in regard to leave of absence were also afforded by the School Committees, and as the Marlborough Industrial Exhibition was open at that time the visit was doubly profitable.

It is manifest that if education be scientifically conceived its objects can be attained only by those trained for the task. Education has during the past year been recognised as a subject for a degree course at the University. It is something also that teachers at their certificate examinations are required to show that they have studied the history of education, but it is of first importance that the promised training-colleges should at once be put in order. A second corollary is that if so great demand be made on the teacher, if he is to be expected to bring to his profession as much scientific capital as he would need for engaging in more remunerative occupations, he must not be expected to do this for the wage of unskilled labour. Some writer says that an employment requiring its workers to be martyrs in one generation will be carried on by hypocrites in the next. If education is to realise the ideals of the day, it must not fall into the hands of these. "The Education Act Amendment Act, 1904," was designed to enable the teachers in the smaller schools to pay the premiums necessary for the working of the Superannuation Fund. It is to be hoped that superannuation itself will take definite form this year.

SCHOLARSHIPS.—Revised regulations have been forwarded to the Minister for his approval. They divert most of the scholarship moneys to schools beyond convenient reach of the High School, except that small amounts are proposed for competition throughout the district as bursaries for buying books. By "The Secondary Schools Act, 1903," the moneys hitherto available for Commissioners' scholarships are paid over to the Governors of the High School. The Education Board was therefore able to offer only one country scholarship this year, the several scholarships current absorbing the rest of the funds. In Standard VI. examinations ninety-two pupils throughout the district qualified for free secondary places, thirty-five will probably avail themselves of the privilege.

The Minister's report for 1903 suggests an increase of Junior University Scholarships. If these be given to encourage advanced work on the modern side of the high schools, they would tend to strengthen a part of our system where it is weakest.

The reasoning that led up to a charge of 5s. being imposed on candidates for Junior National Scholarships, is not very evident. The fact that the fee is reimbursed to the successful ones does not clarify the matter, for the scholarships are presumably aids to those in need, and the very ones who do not get the scholarship have to pay.

The revised regulations for Junior Technical Scholarships propose a definite examination to the candidates. An increase may therefore be looked for in the numbers taking advantage of these scholarships. The regulations also postulate attendance at a class for advanced arithmetic and a technical subject, as well as at one for advanced English. By relaxing the time-limit for continuation classes these scholarships would benefit teachers in small country schools, encouraging them in the work of Standard VII. According to the reports of the Mosely Commissioners, education, both primary and secondary, in American schools is free, and books are provided. We have therefore still heights to reach.

MARLBOROUGH INDUSTRIAL EXHIBITION.—Many of the children were requested at examination to write essays on what they had observed at the Exhibition. The result showed that as an educative institution it had been a success. The objects that struck attention of most were the weaving-machine, the writing tests, needlework, wax figures, the two-headed trout, the collection of mineral specimens, old armour, &c. ("there was a bunder busted gun at the Exhibition"), drawing, mapping, drill, recitation, hobbies. The exhibit showing the varied collection of what could be produced on a farm made a marked impression.

With a view to encouraging Committees to help themselves the Board has determined to subsidise pound-for-pound moneys raised locally in aid of school apparatus, library, sanitation, and improvements of playgrounds.

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The Chairman, Marlborough Education Board.