

(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 :*

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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.