

3. I enclose a copy of the suggestions drawn up by the Office of Special Inquiries and Reports for the preparation of this monograph.

¶4. In an explanatory memorandum in which these suggestions were laid before the Advisory Committee that office described them as “a rough list of some of the more important points which it seems desirable should be covered by the proposed monograph on the curricula of schools for general education.” The memorandum proceeded: “These points have been set out in the form of brief general headings in order that it may be quite clear that there is no desire to prescribe in any way the precise manner in which the monographs should be written, since a great part of the value of the series would be lost if the monographs were not, both in general structure and in the incidence of their emphasis on particular points, the outcome of genuinely representative local opinion unhampered and unbiased by directions or prepossessions. There are, of course, a number of points of interest and importance affecting curricula besides those included in our suggestions, and it will frequently be in the problems and solutions peculiar to a particular country that matter of the most real interest will be found. Still, to persons desirous of getting some general view of the curricula of schools throughout the oversea dominions, it is important that there should be some “fixed points” in each separate monograph, and these will, it is hoped, be sufficiently provided by the topics suggested.”

5. I request that you will also invite your Ministers' attention to the following further resolution passed at the meeting of the Advisory Committee with regard to the desirability of keeping the Board of Education supplied with documents of general interest or importance issued by Education Departments in the self-governing dominions: “That the Board of Education should approach the Secretary of State for the Colonies with the suggestion that he should address the Government of each self-governing dominion on the general desirability of keeping the Board of Education supplied with all documents of general interest or importance issued by the Education Department or Education Departments of the area with which that Government is concerned, and should further suggest that each Education Department might forward annually to the Board of Education a complete list of their publications for the year, for the purpose of enabling the Board to take steps, if necessary, to procure any publication a copy of which had not reached them.”

I have, &c.,

L. HARCOURT.

Governor the Right Hon. the Earl of Liverpool, K.C.M.G., M.V.O., &c.

Enclosure.

LIST OF POINTS OF WHICH IT IS SUGGESTED THAT A MONOGRAPH ON CURRICULA OF SCHOOLS FOR GENERAL EDUCATION MIGHT TREAT.

ELEMENTARY SCHOOLS.

1. *Development and Range of the Curriculum.*

(a.) A brief introductory history of the development of the curriculum, explaining the circumstances which have influenced its expansion, &c.

(b.) Range: What subjects are included? Is there a syllabus officially prescribed in detail? Are all subjects compulsory, or may the curriculum be modified for individual schools?

2. *Distribution of Time.*

Are there general regulations as to the time to be allotted to the various subjects? If not, what would appear to be the usual amount allotted to each? Is home-work allowed, or encouraged, or compulsory?

3. *Subjects in Detail and their Treatment.*

Moral Instruction and Civics.—Is definite instruction given in these subjects, or is the teaching of them mainly incidental?

English.—Reading: The number and character of the books read by the various classes; methods of treatment; the place of poetry among the books. Writing: Is any special system of handwriting adopted? Composition, oral and written: Methods of treatment; any special difficulties arising in this subject from the presence of non-English speaking children, and methods of dealing with them.

Arithmetic.—How far practically studied and applied.

Drawing.—To what extent is it done from actual objects? Are flat copies used? What media—e.g., pen, pencil, brush—are employed? How far does drawing from memory find a place in the instruction in this subject?