

1901.
NEW ZEALAND.

EDUCATION:

CONFERENCE OF INSPECTORS OF SCHOOLS, 1901.

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

MINUTES OF PROCEEDINGS.

MONDAY, 28TH JANUARY, 1901.

THE Conference met at the Education Board's Office, in Wellington at 2.10 p.m.

Present: Messrs. G. Hogben (Inspector-General and Chairman), Petrie, Mulgan, Goodwin, Grierson, Crowe, Purdie, Spencer, Smyth, Milne, Lee, Fleming, Bakewell, Hill, Smith, Harkness, Fetch, Morton, Wood, Anderson, Ritchie, Gow, Bell, Goyen, Fitzgerald, Richardson, Bossence, Hendry, Braik, Pope, Browne, Isaac.

The Chairman briefly addressed the Conference, extending a hearty welcome, on behalf of the Minister of Education, to all the Inspectors, and suggesting that the Conference, after deciding certain preliminaries, should, on the occasion of the death of Her Majesty Queen Victoria, immediately adjourn till the following day.

Mr. Petrie moved, and Mr. Goyen seconded, "That the Conference meet daily at 9.30 a.m. and at 2.30 p.m., the time of adjournment to be settled at each meeting."

Mr. Hill moved, as an amendment, "That the Conference sit from 9.30 a.m. to 1 p.m. and from 2.30 p.m. to 5 p.m. daily."—The amendment was carried on the voices.

Mr. Goyen moved, and Mr. Fitzgerald seconded, "That ordinary speeches be limited to ten minutes, except that of the proposer, who should be allowed twenty minutes."

Mr. Petrie moved, as an amendment, "That the proposer should be allowed fifteen minutes, instead of twenty minutes."

This was agreed to, and the motion, as amended, was carried.

Mr. Goyen moved, "That the meetings of the Conference be not open to the Press, but that the resolutions of the Conference be communicated to the Press."

The Conference divided on the question, and the motion was carried by 15 votes to 14.

On the motion of Mr. Petrie, it was agreed that Messrs. Anderson, Goyen, Hill, Lee, and the mover be a Standing Orders Committee.

Mr. Fleming was appointed secretary to the Conference, and Mr. F. D. Thomson, of the Education Department, shorthand-writer and assistant secretary.

The Chairman intimated his intention of addressing the Conference on the following day on certain subjects set down for discussion.

Mr. Fitzgerald moved, and Mr. Hill seconded, "That after the Chairman's address the first order of the day be the discussion of matters dealing with the standard regulations."—Carried.

Mr. Lee then moved, and Mr. Hill seconded, "That the Conference, out of respect to the memory of Her late Majesty the Queen, do now adjourn till 9.30 a.m. on Tuesday, the 29th instant."

The motion was agreed to in silence, all members standing.

TUESDAY, 29TH JANUARY, 1901.

The Conference resumed at 9.35 a.m., the same members being present as on the preceding day.

On the motion of Mr. Lee, seconded by Mr. Wood, it was unanimously resolved, "That the Conference hopes to have the honour of the Minister's attendance during its sittings."

On the motion of Mr. Hill, seconded by Mr. Lee, it was resolved, "That an invitation be given to representatives of the New Zealand Educational Institute to be present during the discussion on the syllabus."

1—E. 1c.

The Chairman then delivered the following address:—

GENTLEMEN,—

The circular sent to you by direction of the Minister of Education, inviting you to attend this Conference, suggests certain matters for your consideration. These are—(1) The syllabus, (2) scholarship regulations, (3) pupil-teacher regulations, (4) teachers' certificates, (5) higher instruction in primary schools and district high schools, (6) handwork in primary schools, (7) continuation schools, (8) school attendance, (9) examination of private schools, and other subjects, if any, that may be admitted.

There is, however, no wish on the part of the Minister to limit your proceedings to the consideration of the matters thus named, although their full discussion would take a far longer time than can probably be spared by any of us. The Minister and the department would be glad to have the expression of your opinions, as those of a body of experts, on any matters that call for attention or reform in the educational affairs of our colony. One subject that has occupied the attention of educational authorities during the past year—namely, the question of a colonial scale of staff and salaries—the Minister has not suggested for your consideration, as it will form the subject of discussion at a special conference to be held at a later date.

The subjects named in the circular involve principally questions that have arisen through correspondence with the various Boards, or with Inspectors of Schools, and otherwise in the ordinary course of administration. It may be as well that I should briefly refer to the chief topics that are to come before you for discussion.

First with regard to the syllabus: The present syllabus seems to call for amendment in regard to the amount of work required from children at various stages, to the arrangement of that work, to the method of treatment of the various subjects so far as it is indicated by the syllabus, and—most urgent of all, perhaps—in regard to the absence of any substantial differentiation between what is required in small schools and in large schools.

Under the new regulations, which came into force last year, no change was made in the requirements of the syllabus, except in respect of the permission given to substitute handwork for certain other subjects, and in respect of the transference of some of the subjects from the pass-group to the class-group. It was, however, generally understood at the Conference held in July, 1899, that time should be given to enable us to judge to some extent of the effect of the degree of freedom granted by the new regulations. Many, perhaps most, of the suggestions for the alteration of the syllabus relate to amendments in detail. Without intending to imply that careful amendments in detail are unimportant, I may yet venture to point out that the most serious amendment required is more radical, inasmuch as in smaller schools the number of compulsory subjects is so large as to affect prejudicially the quality of the instruction, and relief might be with advantage granted to both teachers and taught. Moreover, it is highly important that space should be found for manual instruction or handwork, or hand- and eye-training (by whichever name we prefer to call it), throughout the school course.

If we begin to consider the question practically, we see at once that any attempt to remodel the syllabus, especially in the direction of differentiating between the requirements of the syllabus for small and large schools, must be influenced by the view we take of the individual standard pass. Whatever value that may have in the eyes of the community, there would to some extent be an element of uncertainty about it if, in addition to the fact of varying standards of interpretation in the different districts, there were added the fact that a child in a country school could pass a given standard with one or two subjects less than a child in a town school. Other reasons, of course, are urged why the individual standard pass should be abolished. I wish to be impartial, and have mentioned the question only to point out how it is connected with the amendment of the syllabus.

The specimen schemes of instruction adapted to the requirements of the new code issued by the English Board of Education contain the germ of an idea of differentiation between large and small schools that would apply with possibly greater force in New Zealand than in England and Wales. I will not take up the time of the Conference by discussing the various subjects in detail. I should like, however, to say that I have no sympathy whatever with any desire that may exist to lessen the amount of reading required. If we have taught the child to read easily, and to like good books; to observe; to act in accordance with his own observation; to reason from his own observation—in other words, to use his hands and eyes intelligently—we have really given him the beginning of a good education. If we have not done that, a large part of the time at school has been wasted, however hard the teachers may have worked at formal instruction. I should invite you, therefore, to consider how far it is desirable to increase rather than diminish the amount of reading. This may partly be met by a suggestion made in another connection—viz., that the reading of historical and geographical readers should be substituted for a more formal treatment of history and geography. In thus treating geography we shall have, of course, to guard against the danger of making geography a mere book-subject, and to take care that the teaching of physical geography is more and more founded upon actual observation of nature. Arithmetic might be curtailed and modified without any great loss to the commonwealth; and when Anglo-Saxons so far wake up as to adopt a decimal money system and a metric system of weights and measures we shall absolutely gain three or four hours a week in every school, and probably twice as much in every countinghouse. In this and in other subjects alternative programmes might be allowed.

You will probably all agree with me that it is desirable that pupil-teacher regulations, so far as they lead up to teachers' certificates, should be as nearly as possible the same all over the colony. At present they differ somewhat widely. The greatest obstacle to uniformity is the difficulty of training pupil-teachers in small schools. There would be very little difficulty in introducing a greater degree of uniformity if there were no pupil-teachers, say, in schools with less than seventy-five in average attendance—i.e., if the first addition to the staff were an assistant, and not a pupil-teacher, as it is now in some districts.

The question of scholarship regulations can hardly be considered apart from the whole question of the link between secondary and primary education. In any case, the differences in the scholarship regulations in the several districts do not seem to be based on differences in the children or in the conditions of life, but upon circumstances that, for want of a better word, can only be described as accidental.

The question of teachers' certificates brings up the questions of teachers' examinations and of the marks awarded for efficiency; but it also suggests at once a far more important question—namely, that of the training of teachers. I take the liberty of quoting from the last report of the Department. Under the heading of "Training-schools" we read: "It will become a question for consideration in the near future whether definite training for all teachers should not be provided by the State. In the case of the four large centres it will be possible to co-ordinate this with the work of the university colleges; at the smaller centres those who cannot by scholarships or otherwise find admission to the four chief normal schools should likewise have the opportunity of undergoing a regular course of training." I would point out that secondary-school teachers need training as well as primary-school teachers; that it ought to be our object to get for our teachers the best material available; that we ought not, therefore, to make such arrangements as tend to exclude those who have had a secondary education, but should encourage as many as possible of our future teachers to get as thorough a secondary training as possible. Each training-college should have a model school in two sections, or rather two model schools, in connection with it—say, one with thirty to forty pupils, and one with 100 to 150 pupils. The students should not merely look on, but practise continuously under close supervision in these model schools for part of each day. Practice in the manipulation of larger schools could be gained by more occasional practice in associated schools. The director of the training-college should be lecturer also in psychology and in the history of education, both of which subjects should be broadly but not exhaustively treated, with a view to their influence in the making of intelligent and thoughtful teachers. The director also should have full control, by means of capable assistants acting under his direction, of the model schools, and be in constant communication with the head-teachers of associated schools.

These remarks are intended merely as suggestions to arouse discussion. An obvious question arises at once, Would it be better that these main training-colleges or normal schools should be under the Boards, or be colonial in character?

The next subject on the list, "Higher instruction in primary schools and district high schools," deals with a most important question—that of the co-ordination of primary and secondary education. The present system of scholarships only partly, and in a rough-and-ready way, solves that question; in fact, it leaves it unsolved for a very large number of children whom it would probably pay the State to educate more thoroughly than it at present educates them.

We have to consider the cases of boys or girls whose day-school course should be extended and can be extended beyond the primary course (all other boys and girls should, I consider, be found in the continuation schools). These cases are not all alike:—

(1.) These boys or girls who ought to receive (are worth, so to speak) a secondary education may be found in a small primary school, where they are too few to form a class under a separate teacher. The cleverest of them may obtain scholarships, and, boarding away from home, attend a high school in a larger town. Do we meet the needs of the others by giving them a little Latin grammar and a nodding acquaintance with algebraical symbols? Should not a more rational programme with choice of suitable subjects be drawn up for such cases?

(2.) In a recent circular on district high schools the Minister has already dealt with schools large enough to be able to have a separate secondary class under a separate teacher. I should point out in this connection that, as there is no limit to the number of free places for which the extra £4 per annum will be paid, there is no reason why all the district high school education should not be free, if it were expedient to make it so. The subjects named are not necessarily subjects that would be suggested by the department as suitable; as a working basis for the present year the subjects now actually being taught in district high schools have been named. How far is it expedient that district high schools should attempt to imitate fully staffed high schools and model their programmes on an implied but false assumption that the majority of their secondary pupils intend to proceed to the university? (No doubt a very similar question might be asked in regard to many of the high schools proper.) In other words, what should the district high schools teach? The Minister is inclined to favour the establishment, where suitable conditions exist, of district high schools, rather than the establishment of high schools too small to be stable either in staff or numbers.

(3.) We have lastly the case of those boys and girls who live in large towns having fully equipped high schools, who have passed Standard VI. and are ready to continue their school course. Some of them may stay for one year, others for two or three years.

Assuming that it is desirable to provide a Standard VII. for the former, what is the best course to pursue in regard to the latter? Provide a secondary education free for them in the primary school and you cripple the high schools; you introduce an expensive overlapping, for the State has already endowed these high schools to do the work. Yet you are faced by the question of the fees that have to be paid at the high schools, except by a comparatively small number of scholarship-holders. In short, are district high schools to be established in towns where fully equipped high schools exist? Or is secondary work to be done in Standard VII.? Or are more scholarships or free places to be made in high schools? What subjects should be taught in Standard VII.?

The recently gazetted regulations under the Manual and Technical Instruction Act will, I think, clear up many of the questions that have been suggested from time to time in connection with handwork in schools and with continuation schools.

I have the authority of the Minister for saying that in all probability a new School Attendance Bill will be introduced at the next session of Parliament. The new regulations have already raised the standard of exemption to Standard V. It has been proposed to raise the age of exemption to fourteen; and other amendments in the present Act seem desirable, if not absolutely necessary.

Besides the subjects specially named in the circular convening the Conference, there are others which the Minister has been requested by some of the Education Boards to bring under your notice. These relate principally to the centralisation of the inspectorate, to the granting of railway-passes to poor pupils attending district high schools and of special assistance to country teachers attending classes for instruction in the large towns, to the issue of standard certificates to pupils of private schools, and to the employment of the police as truant officers.

Further, I have been asked to lay before you, for your consideration, the following summary of recommendations made by the Council of the New Zealand Educational Institute with regard to the syllabus and standard regulations: I. That, in view of the probable introduction into the syllabus of such new subjects as manual instruction, there is need of a revision of the syllabus. II. That the Minister of Education be asked to admit representatives of the New Zealand Educational Institute to any Conference held to consider the syllabus. III. That the Institute is of opinion that in the past the syllabus has been overweighted with arithmetic, and that the work of the six standards ought to be distributed over seven. That in compiling a new syllabus these general principles should be kept in mind: (a.) That a wide choice of work in such subjects as geography, grammar, history, science, drawing, and the like should be allowed, so that within certain limits each teacher might lay out his own syllabus for the year's work. The present English Code runs on these lines. (b.) That the privilege of grouping standard classes for certain subjects should be retained and extended. IV. By recent alterations in the plan of examining and classifying, teachers have been given full power to pass or to keep back any child; but to keep back any child who was really fit to pass would be unjust. V. That in the opinion of this Institute the retention of the annual pass-examination and the issue of standard certificates, except in the form of exemption certificates and certificates of proficiency, tend to prevent that freedom of classification which is the aim and object of the new regulations.

In addition to the Inspectors of the several Boards the Minister has invited to the Conference the Inspectors of the Central Department—Mr. J. H. Pope, Inspector of Native Schools; Mr. H. B. Kirk, Assistant Inspector of Native Schools; and Messrs. E. C. Isaac and M. H. Browne, Organizing Inspectors of Manual and Technical Instruction—all of whom are present to-day, except Mr. Kirk, who is absent on official business at the Chatham Islands.

I have, gentlemen, to thank you most cordially for so large an attendance on this occasion. We have, I believe, only one absentee, Mr. Ladley of Nelson, and you will, I am sure, unite with me in expressing regret at the cause of his absence.

I trust that our labours may result in a considerable advantage to the cause of education in this colony.

It will be necessary for the expeditious despatch of business that you should elect a Standing Orders Committee, whose principal duty will be to decide what business is to be brought before the Conference each day. You should also elect a secretary; Mr. F. D. Thomson, of the Education Department, will, if you desire it, act as assistant secretary and shorthand-writer. Further, it will be for you to decide whether or not the public shall be admitted to the meetings of the Conference.

A unanimous vote of thanks was accorded to the Chairman for his address. The Inspector-General promised that it should be printed and circulated among members of the Conference.

The Minister of Education here entered the chamber and cordially welcomed the Inspectors, intimating his intention of being present as often as possible.

The ordinary business was then proceeded with.

Mr. Purdie moved, and Mr. Morton seconded, "That, in the opinion of the members of this Conference, it is desirable that the individual recorded pass in Standards I., II., III., and IV. be abolished."

Mr. Fitzgerald moved, as an amendment, "That pass examinations be restricted to the Fourth and Sixth Standards; and that merit certificates be awarded to pupils who with credit pass the Sixth Standard examination."—Amendment lost on the voices.

Mr. Richardson moved, as an amendment, "That the words 'and IV.' be struck out, and the words 'IV. and V.' substituted."—Carried.

The original motion in its amended form was then passed: Ayes, 21; noes, 7.

On the motion of Mr. Richardson, it was resolved that all voting should be taken by a show of hands.

On Mr. Petrie's motion, it was resolved that notices of motion should be handed in during the morning sitting.

Leave was granted Messrs. Fitzgerald and Smyth to withdraw Motions 2 and 3 on the Order Paper, standing in their names.

Mr. Petrie moved, and Mr. Lee seconded, "That the Minister be asked to curtail the syllabus of instruction so as to allow of two hours a week being devoted in all schools to the teaching of science and of singing; that the curtailment required might be secured—(a) By making the geography course shorter and more precise; (b) by making history a reading subject only, and no longer liable to special examination, oral or other; (c) by rearranging the course of instruction in arithmetic, omitting altogether the study of the metric system of weights and measures, discount and present worth, stocks, and compound interest, and limiting the treatment of decimal fractions substantially to finite decimals; and (d) by omitting the geometrical drawing now prescribed for Standards IV. and V." It was resolved to discuss and to vote on each section of the motion separately.

Mr. Fitzgerald moved, as an amendment, "That the words 'two hours a week' be struck out, and the words 'sufficient time' inserted."

After discussion, the amendment was carried by 23 votes to 4.

Mr. Wood then moved a further amendment, "That the words 'science and of singing' be omitted, and the words 'the fundamental subjects of the syllabus' inserted."

The Conference here adjourned (1.5 p.m.).

The Conference resumed at 2.40 p.m.

Mr. Wood's amendment was carried on the voices.

Leave was given Mr. Petrie to withdraw the words "oral or other," in section (b) of his motion.

Section (a) and section (b), with the omission of the words named, passed on the voices.

Section (c) was agreed to, on a division, by 16 votes to 10.

Mr. Spencer proposed, as an amendment to section (d) of the motion, "That the words 'Standards IV. and' be omitted, and the word 'Standard' inserted.—Lost: 6 votes to 20.

Section (d) was put, and declared lost on the voices.

Mr. Purdie then moved, "That the syllabus should be materially lightened in the case of schools in charge of a sole teacher."—Carried.

Mr. Harkness moved, "That the number of class-subjects be reduced, and the number of additional correspondingly increased, with a view to lessen the burden of subjects taught by sole teachers."—Seconded by Mr. Richardson.

Mr. Braik moved, as an amendment, "That the motion read as follows: 'That the number of class-subjects may be reduced in country schools by allowing teachers to leave out, at the discretion of the Inspector, one or more of these subjects in proportion to the size and circumstances of the school.'"—Amendment carried.

A motion by Dr. Anderson, "That the Conference proceed to discuss Motion No. 12 on the Order Paper," was lost.

Leave was given Mr. Crowe to withdraw Motion No. 7, standing in his name.

Mr. Spencer moved, "That the syllabus in composition be modified, and that from Standard II. to Standard VI. a better graduated scheme of work be adopted; that only so much grammar as is necessary to give a rational comprehension of the principles of composition be taught."—Carried.

Leave was given to Mr. Morton to move Motion No. 9 in the following form: "That in the classes receiving instruction in the subject grammar be included with the subjects forming the basis of promotion."—Carried.

Leave was given to Mr. Petrie to move Motion No. 10 on the Order Paper as follows: "That the Minister be asked to adopt some such scheme for instruction in grammar as the following:—

"Standard III.: To point out the parts of speech in a simple sentence, and to know the function of each word, and the subject and predicate of the sentence.

"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, to point out the clauses and the joining words, and to know the case, number, and person of nouns and pronouns.

"Standard V.: The parsing of nouns, pronouns, and adjectives, and the tense, number, and person of verbs; also to know the connection and functions of the clauses, and the usual positions of clauses and phrases in a sentence. Sentences used as a test to contain not more than three clauses, and their sense to be quite plain.

"Standard VI.: The complete parsing and analysis of sentences of ordinary difficulty, and knowledge of the order of words, phrases, and clauses, and of the common figures of speech."

Motion moved by Mr. Petrie accordingly; seconded by Mr. Spencer.

The Conference adjourned at 5.5 p.m.

WEDNESDAY, 30TH JANUARY, 1901.

The Conference resumed at 9.30 a.m., with the same attendance as before.

The adjourned debate on Mr. Petrie's motion was proceeded with.

Mr. Fitzgerald moved, as an amendment, "That the scheme of applied grammar include the following: (1.) The structure of simple, compound, and easy complex sentences of not more than three members of plain build, treated by way of analysis and of synthesis. (2.) The recognition of the parts of speech in such sentences. (3.) Exercises in the blending of sentences and clauses, and in the conversion of phrases, clauses, and sentences into equivalent constructions. (4.) Such inflexions of words as are necessary for the purposes of composition. (5.) Practice in correcting wrong sentence forms, with special reference at the lower stages to common colloquial errors."

Mr. Purdie moved to amend clause (2) of Mr. Fitzgerald's amendment by adding the words "with a knowledge of their functions."—Carried.

Mr. Fitzgerald's amendment, with this alteration, was then passed.

Mr. Hill moved, "That the syllabus of instruction be differentiated for the colony."—Seconded by Mr. Bakewell.

Mr. Bossence, seconded by Mr. Purdie, moved, as an amendment, "That the syllabus of instruction be differentiated for large and small schools, and that the number of subjects be determined by the class of school, the class to be determined by the numerical strength of the staff."—Amendment carried.

Mr. Hill was then given leave to withdraw sections 2, 3, 4, and 5 of the motion standing in his name.

Mr. Goyen moved, "That the second paragraph of Regulation 2, the whole of Regulations 3, 4, and 7, and Regulation 6 from 'and he,' second line, to end, be cancelled.

"That the following be substituted: 'The classification of a school shall be made by the head-teacher, who shall have full discretion to arrange his pupils in different classes for different subjects according to their ability and proficiency with respect to the several subjects, and to group two or more classes for instruction in one subject. This discretion he must exercise to the satisfaction of the Inspector, who will regard as an element of weakness any undue complexity in the classification of pupils. As a general rule, pupils should be classified according to their capacity and attainment in English and arithmetic respectively, classification in English being determined by proficiency in English, and classification in arithmetic by proficiency in arithmetic.'

"That the following be substituted for Regulations 11 and 12: 'The head-teacher shall hold periodic examinations of his school, and shall enter in a book provided for the purpose the results gained by each pupil in each subject. He shall also preserve, for the information of the Inspector, a copy of the questions and the written answers of the pupils. Before the Inspector's annual visit for examination, the head-teacher shall prepare class-lists, which shall contain the names and ages of all the pupils on the school-roll, with the number of half-days on which each pupil has attended the school since the last annual examination by the Inspector, and the length of time each pupil has been in the class in which he is placed. The class in which a pupil is placed for English shall determine the list on which his name shall appear. In general, a pupil shall be expected to pass through one class in each subject in a year; and the head-teacher shall, by underlining in red ink the figures opposite the name of any pupil, indicate the subjects in which such child has not passed a standard higher than that passed at the Inspector's previous examination.'"—Carried.

The Conference adjourned at 12.55 p.m.

The Conference resumed at 2.30.

Mr. Goyen moved, and Mr. Bossence seconded, "That when a child leaves one school for another the head-teacher shall furnish him with a written statement showing: (1) The class or classes in which he is placed for English and arithmetic; (2) the date of the last Inspector's examination; and (3) the number of half-day attendances he has made since that examination."—Carried.

Dr. Anderson moved, "That paragraph 3, Regulation 2, be amended by the addition of some such words as the following: 'but to qualify for examination in any class the pupil must have been taught continuously in such class for the three months immediately preceding the examination, or, if he has attended the school for a less period, during the period since his admission.'"—Seconded by Mr. Petrie, and carried.

Dr. Anderson stated he did not desire to move clause 2 of the motion standing in his name.

Leave was given Dr. Anderson to amend the third clause of his motion to the following form: "That paragraph 3, Regulation 4, be amended by providing that as a general rule, in Standards III., IV., and V., promotion shall not be granted in English unless the pupil satisfies the requirements of the standard in three at least of the four subjects included under that head, two of which shall be reading and composition; and that also, as a general rule, in Standards I.-V., the classification for English and arithmetic shall not in the case of any pupil differ by more than one standard."

The motion was seconded by Mr. Goyen, and carried, an amendment by Mr. Harkness to leave out all words after "composition" being lost by 21 votes to 3.

Dr. Anderson withdrew clause 4 of Motion 13.

Dr. Anderson moved, "That Regulation 16 be amended by bringing the requirements of the Inspector's annual return into closer relationship with the facts or opinions provided for in the separate school reports."—Seconded by Mr. Gow, and carried.

Dr. Anderson moved, "That paragraphs 2, 3, 4, 5, and 6 of Regulation 14 be omitted as useless."—Lost on the voices.

Dr. Anderson also moved, "That the qualifications for Standard VI. certificate, provided for in Regulation 15, be defined with greater precision for the teacher's and the Inspector's guidance."—Lost by 17 votes to 7.

Mr. Goyen moved, "That the certificates of proficiency awarded to pupils of Standard VI. shall show in what subjects the pupil passes Standard VI., and in what subject or subjects he passes Standard V."

Mr. Fitzgerald moved, as an amendment, the addition of the words "and that a merit certificate be awarded to pupils who with credit pass Standard VI."—Lost by 15 votes to 10.

An amendment moved by Dr. Anderson to omit all words after "Standard VI." was lost by 9 votes to 17.

Motion carried.

Mr. Goyen moved, seconded by Mr. Richardson, "That in Regulation 14 the word 'one' be substituted for 'two,' in lines 9 and 10."—Carried.

Mr. Goyen also moved, "That geography and drawing be deleted from the pass-subjects for the certificate of proficiency."—Seconded by Mr. Morton.

Mr. Harkness moved, as an amendment, the omission of the words "geography and."—Seconded by Mr. Crowe, and lost.

Mr. Petrie moved, seconded by Mr. Purdie, the omission of the words "and drawing."—Carried: 18 votes to 3.

The motion, as amended, was passed: 17 votes to 6.

The Conference adjourned at 5 p.m.

THURSDAY, 31ST JANUARY, 1901.

The Conference resumed its sittings at 9.30 a.m., the attendance being the same as on the previous day.

Mr. Goyen was given leave to amend his motion of the preceding day dealing with Regulation 2 by the omission of the words: "cancelled. That the following be substituted," and the words "be amended as follows" inserted. Also, the substitution of the words "schedules of progress" for the term "class-lists" in the same motion.—Carried, and previous resolution amended accordingly.

The Conference resolved to adjourn at 12.30 p.m., in order to accept Professor Easterfield's invitation to visit the Victoria College laboratories.

Mr. Petrie moved, and Mr. Fitzgerald seconded, "That the Minister be asked to recast the scheme of instruction in geography, so as to make the observation and study of the geographical features of the school district an important part of the work of Standards II. and III., and so as to connect the study of the great physical features of the several continents and countries with their political geography."—Carried.

Mr. Petrie moved, seconded by Mr. Ritchie, "That the Minister be asked to prepare and publish a short illustrated text-book of geography for the use of the pupils attending the public schools of the colony, and that this text-book be prescribed for use in all the public schools."—Conference divided on the question. Motion lost: 7 votes to 18.

Dr. Smyth was given leave to amend the motion standing in his name, as follows: "That the work in Standard IV. geography include only that set down under New Zealand and Australia, and that the rest of commercial and political geography not embraced by Standards III. and IV. be divided between Standards V. and VI."—Seconded by Mr. Purdie. Lost on the voices.

Mr. Purdie, seconded by Mr. Morton, moved, "That the subjects of instruction in the schools be divided into two sections—compulsory and optional—and that the department determine the subjects to be placed under each section, and prepare alternative schemes of instruction in optional subjects."—Carried.

Mr. Smith moved, "That sole teachers and head-teachers of schools having only one assistant shall be allowed to select not more than two out of the list of class-subjects."—After discussion, the motion was withdrawn.

Mr. Petrie moved, seconded by Mr. Wood, "That the Minister be asked to prescribe suitable and definite courses of study for the upper standard classes in the following subjects: (a) Elementary physiology and general science; (b) elementary physiology and domestic economy; (c) elementary agricultural science: and that the teaching of one or other of these courses be made compulsory in every school."—Carried by 17 votes to 12.

Mr. Braik moved, and Mr. Hill seconded, "That, to provide solid groundwork for instruction in observational and experimental science, elementary physiography be taught systematically during the entire school course."

Mr. Petrie moved, as an amendment, "That a systematic course in physiography be included in the school syllabus as one of the optional subjects."—Amendment carried: 15 votes to 10.

Mr. Petrie moved, seconded by Mr. Ritchie, "That teachers be no longer required to state the maximum half-day attendance during each quarter, as this information involves a great deal of work, and appears to be of little or no use."—Carried.

Mr. Smith moved, seconded by Mr. Morton, "That no scholar shall be admitted to any annual examination unless he shall have attended school at least three hundred times since the previous examination, and not less than seventy-five times during the thirteen weeks immediately preceding the same."—Motion lost.

Mr. Lee moved, seconded by Mr. Bossence, "That this Conference recommends the establishment of a colonial system of military drill in schools, including the formation of companies and cadet corps dressed in simple uniform and provided with light rifles. Arrangements should also be made for taking battalion drill."

Mr. Petrie moved, as an amendment, to omit all words after "schools."—Amendment lost: 11 votes to 14.

Motion carried.

On motion of Mr. Hill, it was resolved, "That the Minister of Education be respectfully requested to lay before the Conference the proposed salary scheme of the Education Department."

The Conference adjourned at 12.35 p.m.

The Conference resumed at 2.45 p.m.

Mr. Lee moved, seconded by Mr. Hill, "That, in schools of good record, any head-teacher may frame his own scheme of work within the lines of the prescribed standards, such scheme to be approved of by an Inspector."—Lost by 8 votes to 20.

Mr. Spencer moved, seconded by Mr. Bossence, "That, in view of the fact that this Conference has recommended the abolition of the individual pass below Standard VI., it be recommended also that the department make provision for the issuing of certificates of competency to candidates for positions in the public service."—Carried: 18 votes to 9.

Mr. Hill moved, and Mr. Morton seconded, "That the capitation allowance of 1s. 6d., estimated on the average attendance, for the promotion of scholarships to pupils attending the public schools be increased to 2s."—After discussion, the motion was withdrawn.

Mr. Smith moved, seconded by Mr. Petrie, "That, in the opinion of this Conference, the examination and classification of pupil-teachers should be uniform throughout the colony, and should be undertaken by the Department."—Motion lost: 14 votes to 15.

Dr. Smyth moved, seconded by Mr. Goyen, "That the syllabus of instruction for pupil-teachers throughout the colony be so drawn up that the examination for the last year be the matriculation examination, or that for Class D; and that any pupil-teacher who has passed

matriculation before entering the service, or who passes it during his course, be not required to present himself for the pupil-teachers' examination (except in school method) if he first completes his D certificate, and thereafter gives evidence that he is keeping terms at a university college."

Mr. Petrie moved, as an amendment, the addition of the words "Provided his residence allows of his attending one."—Carried, and motion amended and carried accordingly.

Mr. Braik moved, "That in each educational district there be facilities afforded for the training of pupil-teachers in manual work, and in the principles of their profession; or, alternately, that provision be made by means of scholarships whereby pupil-teachers on completing their practical course may be enabled to proceed to the nearest training-college; or, if not, then that the pupil-teacher system be gradually abolished and the Continental system of training teachers introduced."—All words after "training-college" were struck out on the voices.

Motion seconded by Mr. Goyen, and carried.

Dr. Anderson was here given leave to move, "That, in the opinion of this Conference, any pupil-teacher scheme should provide a substantial time weekly for private study during school-hours, a time during which the pupil-teacher would be entirely free from ordinary school duties."—Seconded by Mr. Lee, and carried.

Mr. Goyen moved, "That Division I. be not given to teachers who have not shown skill in managing schools."—After discussion, motion was withdrawn.

Mr. Spencer moved, seconded by Mr. Crowe, "That in the teachers' E and D certificate examinations different papers be set in school management; the paper for E to have a direct bearing on practical class and school management, and the paper for D, while containing questions as for E, to deal generally with the theory of education, and to contain questions on those fundamental principles of psychology which have direct bearing on education."—Carried.

Dr. Anderson was given leave to move, as an addendum to Motion No. 4 (Mr. Purdie's motion), "That in the group of optional subjects alternative schemes of study be set out by the Department, to be termed A schemes and B schemes respectively, scheme A in each case providing for instruction in fuller detail, and scheme B furnishing the outline of a shorter course."—Carried.

Mr. Bakewell was given leave to move the motion standing in his name, as follows: "That the present system of classification of teachers be simplified."—Seconded by Mr. Hill. Motion carried.

The Conference adjourned at 5 p.m.

FRIDAY, 1ST FEBRUARY, 1901.

The Conference resumed its sittings at 9.30 a.m., the attendance being the same as on the previous day.

Mr. Hill moved, "That teachers' certificates deal with class only, and that divisions of the class as at present recognised be abolished."—Seconded by Mr. Crowe. Motion lost: 3 votes to 19.

Mr. Petrie moved, and Mr. Wood seconded, "That the Minister be asked to establish a special examination and issue a special diploma or certificate to teachers who show a thorough theoretical and practical knowledge of each of the following subjects: Singing, drawing, physiology and general science, physiology and domestic economy, agricultural science, and military drill."

Mr. Braik moved, as an amendment, the addition of the words "book-keeping, shorthand, and manual instruction."—Seconded by Mr. Richardson, and lost.

Mr. Lee moved a further amendment: To add "manual instruction, science generally."—Seconded by Mr. Bakewell, and lost.

Mr. Harkness moved, as an amendment, to add the words "and hand-work."—Seconded by Dr. Anderson, and carried.

The motion, as amended, was then put and carried.

Mr. Goyen moved, and Mr. Purdie seconded, "That, when practicable, in the large centres of population, the pupils of Standard VII. shall be taught in one central school, which shall be called a 'day continuation school.'"

On the motion of Mr. Spencer, the following amendment was carried: "That a committee of five be appointed to consider the questions of Standard VII. pupils, district high schools, secondary schools, and continuation schools, and to make recommendations for the consideration of the Conference; such committee to consist of Drs. Anderson and Smyth, and Messrs. Goyen, Petrie, and Isaac."

Mr. Richardson moved, "(1.) That in section 3, line 2, of 'The School Attendance Act, 1894,' the word 'fourteen' be substituted for 'thirteen.' (2.) That in section 3, line 6, the word 'three' be substituted for 'two.' (3.) That section 7 should be reconstructed so as to compel seven attendances out of nine, six out of eight, and five out of six where schools are open nine, eight, and six times a week respectively. (4.) That the words 'and in every case the onus shall be on the defendant of proving that he is not liable to a penalty under this Act' be added to section 8. (5.) That in section 9 the words 'on behalf of any School Committee' be struck out. (6.) That the following be substituted for section 11: 'Any person convicted of an offence under this Act may be ordered to pay the costs of the proceedings.'"

The motion was taken in parts, and was carried, except with regard to clause 6, in which, instead of the words "substituted for section 11," were inserted the words "added to section 6."

Mr. Spencer moved, and Mr. Gow seconded, "That in 'The School Attendance Act, 1894,' the term 'attendance' be clearly defined as at least one hour and a half for preparatory pupils, and at least two hours for pupils in Standard I. and upwards."—Carried by 12 votes to 10.

Mr. Bell moved, seconded by Mr. Bossence, "That this Conference recommend the Minister to amend 'The School Attendance Act, 1894,' so that the services of the police as truant officers may be made available."—Carried.

Mr. Lee moved, "That a list of class-books and text-books authorised for use in schools be issued by the Education Department once a year, and that headmasters may select any of such books for use in their schools."—Seconded by Mr. Hill, and lost: 9 votes to 17.

Mr. Lee moved, "That the school year be divided into three terms, with intervals of recess between them."—Withdrawn by leave of the Conference.

Mr. Lee moved, "That this Conference is of opinion that the success of any system of education depends as much on the personal influence of its teachers as on their scholastic qualifications; and that the cause of true education will be immensely benefited by a more careful selection of teachers capable of exercising such elevating influence over their pupils."—Seconded by Dr. Anderson, and carried unanimously.

Mr. Braik moved, "That it is imperative on the Inspector at his annual visit to devote the major portion of his time to an investigation of the character of the teaching, and of the degree to which the general intelligence of the pupils has been developed; and that, pursuant to this end, one at least of the arithmetical questions be a question on principles."

Leave was given to strike out all words after "developed."

Motion seconded by Mr. Ritchie, and carried.

Mr. Braik moved, seconded by Mr. Richardson, "That, to secure continuity of progress and solidarity of interest in matters educational, the Inspectors meet in conference triennially, and that papers there be read and reports presented."

After discussion, all words after "triennially" were withdrawn, and motion carried with this omission.

A letter was read from the Minister of Education regretting his inability to give the Conference information concerning the proposed scale of salaries.

The Conference adjourned at 1 p.m.

The Conference resumed at 2.30 p.m.

Mr. Braik moved, "That this Conference appoint Inspectors or committees of Inspectors to study, collect information, and periodically report concerning—(a) Methods of teaching the subjects of instruction; (b) the general principles of education; (c) educational tendencies in other countries; (d) educational needs of this colony."—Seconded by Mr. Ritchie, and lost.

Mr. Petrie moved (in place of Mr. Braik), "That this Conference take into consideration the question of the uniform staffing of the schools of the colony."—Seconded by Mr. Goyen, and carried.

Mr. Petrie moved, "That it is desirable there should be a uniform scale of staff for the colony."—Carried.

Mr. Crowe moved (in Mr. Hill's absence), "(1.) That this Conference suggests the desirability of establishing a pension scheme for teachers and Inspectors."—Carried.

Mr. Lee moved (in absence of Mr. Hill), "(2.) That, in order to foster an acquaintance with the fauna and flora of New Zealand, diagrams be prepared for use in the public schools; and that the study of the natural products of the country be more encouraged in the scheme of public instruction."

Mr. Petrie moved, as an amendment, the omission of all words after "schools."—Seconded by Dr. Anderson, and carried.

Mr. Morton (in Mr. Hill's absence) moved, "(3.) That a map of New Zealand be constructed for the use of schools, such map to show the more important physical features, the tourist resorts, and the characteristic natural products of each district."—Seconded by Mr. Goyen.

The following amendments were agreed to: Insertion of word "relief" before "map"; the insertion of "and geological" after "physical"; and the omission of words "such map," replacing them by the words "and maps."

With these amendments, the motion was carried.

Mr. Pope moved, "That, in consideration of the fact that teachers in isolated districts are not unfrequently seriously troubled by irritating and unjust charges (easy to make and hard to repel), it is desirable that no teacher should be asked to take what is, practically, the most important part in the process of assessing his own salary—viz., the furnishing of the actual data on which the amount of it depends. In other words, the same motion might read thus: That it is undesirable that any part of a teacher's salary should be directly determined by the ordinary school registers."—Seconded by Mr. Hill, and lost.

Mr. Bossence moved, seconded by Mr. Morton, "That the Minister of Education be requested to appropriate a sufficient sum to enable Education Boards to make adequate provision for the inspection and examination of schools."

Leave was given to amend the motion by adding, after the word "sum," "outside the statutory capitation grant."

Motion amended accordingly, and carried.

Mr. Hill moved, "That, for the better protection of the interests of the country, the examination of private schools by public-school Inspectors is desirable."—Mr. Smith seconded.

Leave was given to amend the motion as follows: The insertion of words "and inspection" after "examination," and, at end, the addition of the words "and that standard certificates be issued to those children who satisfy the requirements."

Motion, as amended, was passed by 19 votes to 4.

Mr. Wood moved, "That it is undesirable that certificates of competency in the requirements of the various standards be issued by the authority of persons other than Inspectors as defined by the Education Act."—Seconded by Mr. Goyen, and carried.

Mr. Spencer moved, and Mr. Wood seconded, "That this Conference strongly affirms the desirability of establishing training-colleges at one or more centres, as indicated in the Chairman's opening address."

Leave was given to add the following words: "and of affording special facilities to country teachers of attending training-classes."

The motion was further amended, on Dr. Anderson's motion, by the omission of words "one or more," and the substituting of the words "the four principal"; and the substituting of "maintaining" for "establishing."

Voting on Dr. Anderson's amendment was 11 to 9.

The motion, as amended, was carried.

Dr. Smyth moved, "That training-colleges be established in connection with the present university colleges; and that arrangements be made to allow all pupil-teachers to attend these for a course of two years."—Seconded by Mr. Fitzgerald.

Leave was given to amend by inserting the words "one or" after words "course of."

Motion, as amended, was passed.

Mr. Pope moved, "That, in connection with 'hand-work,' such instruction in practical mechanical analysis and synthesis should be given in Standard VI. as would enable a class of children to take to pieces and reconstruct at least three machines—such as a lock, a clock, and a working-model of a steam-engine. In the case of girls the sewing-machine might, at the teacher's discretion, be substituted for the steam-engine."—Dr. Smyth seconded, and motion carried.

Mr. Hill moved, "That, in the opinion of this Conference, it is desirable that the Inspectors of Schools be placed under the authority of the central department."—Seconded by Mr. Smith. Carried by 14 votes to 9.

Mr. Bakewell moved, "That this Conference expresses its regret at the unfortunate circumstances necessitating the absence from this Conference of Mr. Ladley, of Nelson."—Carried unanimously.

Conference adjourned at 5 p.m. till 8.30 p.m.

Conference resumed at 8.45 p.m.

Mr. Petrie moved, "That this Conference desires to express its warm appreciation of the Minister's liberality in making better provision for the adequate payment of teachers, and for the better equipment of the public schools of the colony."—Mr. Wood seconded. Carried.

Mr. Petrie moved, "That the Minister be asked to take steps to enable Inspectors of Schools to vote at the elections of members of Parliament on the same footing as commercial travellers."—Seconded by Mr. Wood, and carried.

Mr. Smith moved, "That notices of motion intended for the consideration of the next Conference be forwarded to the Secretary for Education some days before the day fixed for meeting, so that they may be consolidated and arranged in order of importance before the first meeting of the Conference."—Seconded by Mr. Goyen.

The Chairman suggested that the Inspectors in Wellington be a Standing Orders Committee for this purpose.—Suggestion agreed to, and motion carried.

The Committee set up in accordance with Mr. Spencer's motion met and brought down a set of resolutions, each of which was put separately to the Conference.

Dr. Smyth accordingly moved, "(1.) That, at the option of the teacher, a course of study in continuation of that prescribed for Standard VI. be laid down for Standard VII.; and that such other subjects as the circumstances of the district render desirable, and the Inspector approves, be added thereto."—Seconded by Mr. Goyen.

Mr. Petrie moved, as an amendment, "That the words 'at the option of the teacher' be omitted, and that the words 'and such course shall be at the option of the teacher in all schools with a staff of fewer than three teachers' be added to the motion."—Seconded by Mr. Purdie.

Amendment put in parts, the first part being carried by 10 votes to 5, and the second carried on the voices.

The motion, as amended, was carried, as follows:—

"That a course of study in continuation of that prescribed for Standard VI. be laid down for Standard VII., and that such other subjects as the circumstances of the district render desirable, and the Inspector approves, be added thereto; and such course shall be at the option of the teacher in all schools with a staff of fewer than three teachers."

Dr. Smyth also moved, "(2.) That teachers should receive suitable remuneration for this work."—Seconded by Mr. Goyen. Motion carried by 17 votes to 4.

Dr. Smyth also moved, "(3.) That in any district remote from centres where secondary schools exist a district high school may be established, providing that it is likely that fifteen Standard VII. pupils will attend."—Seconded by Mr. Goyen, and carried.

Dr. Smyth also moved, "(4.) That in all district high schools the course of higher instruction shall include—

"(a.) Higher English and arithmetic.

"(b.) A practical acquaintance with such branches of knowledge—literary, general, and scientific—as bear directly on the occupations of life in which the pupils will ultimately become engaged.

"(c.) Such general hand- and eye-training and workshop practice as will tend to induce habits of manual industry, increase dexterity, and develop artistic taste."

Mr. Goyen seconded.

Motion lost: 8 votes to 13.

Mr. Goyen moved, and Dr. Smyth seconded, "(5.) That in the larger centres of population the Minister be asked to establish central schools that shall provide for pupils who have obtained the proficiency certificate of a general education, along with such technical instruction as may be needful."—Motion carried by 15 votes to 4.

Dr. Smyth also moved, "(6.) That, in addition to the present concessions, the Education Department be asked to grant free school season-tickets to all pupils over fifteen years of age who are attending any schools under an Education Board and are doing work higher than Standard VI.,

or who, holding Education Board scholarships, are attending a secondary school.”—Seconded by Mr. Goyen, and carried.

A hearty vote of thanks, on the motion of Mr. Hill, seconded by Mr. Goyen, was accorded with acclamation to the Inspector-General of Schools for the able manner in which he had directed the deliberations of the Conference.

On motion of Mr. Petrie, a vote of thanks was passed to the Wellington Education Board for the use of their premises.

A hearty vote of thanks was given to the Minister of Education for convening the Conference.—(Dr. Anderson.)

Votes of thanks were also passed to the secretaries.

The Conference adjourned at 10.30 p.m., having met ten times for the transaction of business.

APPENDICES.

APPENDIX A.

SUBJECTS PROPOSED FOR DISCUSSION.

CIRCULAR TO INSPECTORS OF SCHOOLS.

SIR,—

Education Department, 24th October, 1900.

I have the honour, by direction of the Minister of Education, to invite you to attend a conference of Inspectors of Schools, meeting at Wellington on Monday, the 28th January, 1901, at 8 p.m., to consider, *inter alia*,—

- (1) The syllabus ;
- (2) Scholarship regulations ;
- (3) Pupil-teacher regulations ;
- (4) Teachers' certificates ;
- (5) Higher instruction in primary schools and district high schools ;
- (6) Handwork in primary schools ;
- (7) Continuation schools ;
- (8) School attendance ;
- (9) Examination of private schools ;

and other subjects, if any, that may be admitted.

I shall be glad to receive suggestions for additional subjects.

I have, &c.,

GEORGE HOGBEN,
Secretary for Education.

Inspector of Schools,

APPENDIX B.

NOTICES OF MOTION.

STANDARD REGULATIONS.

1. Mr. PURDIE to move, That, in the opinion of the members of this Conference, it is desirable that the individual recorded pass in Standards I., II., III., and IV. be abolished.
2. Mr. FITZGERALD to move, That promotion of pupils from class to class be determined by their proficiency in the pass-subjects as specified in the syllabus; that pass examinations be restricted to the Fifth and Sixth Standards; and that merit certificates be awarded to pupils who with credit pass the Sixth Standard examination.
3. Dr. SMYTH to move, That the work of the syllabus be lightened in the following ways: Arithmetic—(1) That compound practice be omitted from Standard IV. and added to Standard V.; (2) that compound proportion and problems involving the finding of principal, time, and rate be omitted from Standard V.; (3) that true discount and all complicated problems on higher commercial rules be omitted from Standard VI.
4. Mr. PETRIE to move, That the Minister be asked to curtail the syllabus of instruction so as to allow of two hours a week being devoted in all schools to the teaching of science and of singing; that the curtailment required might be secured—(a) By making the geography course shorter and more precise; (b) by making history a reading-subject only, and no longer liable to special examination, oral or other; (c) by rearranging the course of instruction in arithmetic, omitting altogether the study of the metric system of weights and measures,

discount and present worth, stocks, and compound interest, and limiting the treatment of decimal fractions substantially to finite decimals; and (d) by omitting the geometrical drawing now prescribed for Standards IV. and V.

5. Mr. PURDIE to move, That the syllabus should be materially lightened in the case of schools in charge of a sole teacher.
6. Mr. HARKNESS to move, That the number of class-subjects be reduced, and the number of additional be correspondingly increased, with a view to lessen the burden of subjects taught by sole teachers.
7. Mr. CROWE to move, That grammar be made a pass-subject in Standards III., IV., V., VI., and that the present demands in this subject in Standards IV., V., VI., be considerably lessened.
8. Mr. SPENCER to move, That the syllabus in composition be modified, and that from Standard II. to Standard VI. a better graduated scheme of work be adopted; that only so much grammar as is necessary to give a rational comprehension of the principles of composition be taught.
9. Mr. MORTON to move, That the syllabus in grammar be defined, and included with composition as a pass-subject.
10. Mr. PETRIE to move, That the Minister be asked to adopt the following scheme for instruction in grammar :—

Standard III. : To point out the parts of speech in a simple sentence, and to know the function of each word, and the subject and predicate of the sentence.

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, to point out the clauses and the joining words, and to know the case, number, and person of nouns and pronouns.

Standard V. : The parsing of nouns, pronouns, and adjectives, and the tense, number, and person of verbs; also to know the connection and functions of the clauses, and the usual positions of clauses and phrases in a sentence. Sentences used as a test to contain not more than three clauses, and their sense to be quite plain.

Standard VI. : The complete parsing and analysis of sentences of ordinary difficulty, and knowledge of the order of words, phrases, and clauses, and of the common figures of speech.

11. Mr. HILL to move,—(1.) That the syllabus of instruction be differentiated for the colony. (2.) That a pass in reading, writing, and arithmetic be essential below Standard V., with at least two other subjects in Standard I., three in Standard II., four in Standards III., IV., and V.; and that Standard VI. have seven pass-subjects, of which reading and writing may be optional. (3.) That when subjects outside reading, writing, and arithmetic are selected, no change be made by a teacher without the approval of a School Committee and the Inspector of Schools. (4.) That passes be made by the principal teacher, who shall be held responsible for the issue of such to his pupils. (5.) That an Inspector have the right to examine a class or the whole school should he be dissatisfied at his inspection visit with the character and condition of the school-work.

12. Mr. GOYEN to move, That the second paragraph of Regulation 2, the whole of Regulations 3, 4, and 7, and Regulation 6, from “and he,” second line, to end, be cancelled.

That the following be substituted: “The classification of a school shall be made by the head-teacher, who shall have full discretion to arrange his pupils in different classes for different subjects according to their ability and proficiency with respect to the several subjects, and to group two or more classes for instruction in one subject. This discretion he must exercise to the satisfaction of the Inspector, who will regard as an element of weakness any undue complexity in the classification of pupils. As a general rule, pupils should be classified according to their capacity and attainment in English and arithmetic respectively, classification in English being determined by proficiency in English, and classification in arithmetic by proficiency in arithmetic.”

That the following be substituted for Regulations 11 and 12: “The head-teacher shall hold periodic examinations of his school, and shall enter in a book provided for the purpose the results gained by each pupil. He shall also preserve, for the information of the Inspector, a copy of the questions and the written answers of the pupils. Before the Inspector’s annual visit for examination, the head-teacher shall prepare class-lists, which shall contain the names and ages of all the pupils on the school-roll, with the number of half-days on which each pupil has attended the school since the last annual examination by the Inspector. The class in which a pupil is placed for English shall determine the list on which his name shall appear. In general, a pupil shall be expected to pass through one class in each subject in a year; and the head-teacher shall, by underlining in red ink the figures opposite the name of any pupil, indicate the subjects in which such child has not passed a standard higher than that passed at the Inspector’s previous examination.”

That in Regulation 14 the word “one” be substituted for “two,” in lines 9 and 10.

That geography and drawing be deleted from the pass-subjects for the certificate of proficiency.

That when a child leaves one school for another the head-teacher shall furnish him with a written statement showing—(1) The class or classes in which he is placed for English and arithmetic; (2) the date of the last Inspector’s examination; and (3) the number of half-day attendances he has made since that examination.

That the certificates of proficiency awarded to pupils of Standard VI. shall show in what subjects the pupil passes Standard VI., and in what subject or subjects he passes Standard V.

13. Dr. ANDERSON to move,—

(1.) That paragraph 3, Regulation 2, be amended by the addition of some such words as the following: “but to qualify for examination in any class the pupil must have been taught

continuously in such class for the three months immediately preceding the examination, or, if he has attended the school for a less period, during the period since his admission."

(2.) That paragraph 1, Regulation 4, be amended by omitting the provision for the examination by the head-teacher of classes, Standard I. to Standard V., before the Inspector's annual visit, with a view to substituting for the results of such examination the head-teacher's judgment of the stage of proficiency reached by the pupil in the several subjects, such judgment to be based on the teacher's general knowledge of the individual, supported by the results of periodical examinations held during the year, the records of which are to be preserved and produced for the information of the Inspector if so required. The class schedules made out by the head-teacher to contain, in addition to the other information provided for, an indication of the standard class in which the pupil was previously presented, and to be known as regards Standards I. to V. as "Schedules of Progress." Paragraph 7, Regulation 14, to be amended accordingly.

(3.) That paragraph 3, Regulation 4, be amended by providing that in Standards III., IV., and V. a pass shall not be granted unless the pupil satisfies the requirements of the standard in four at least out of the five subjects specified as the pass-subjects for the standard, and attain in the remaining subject a proficiency deemed equal to that in the next lower standard, provided that special merit in any one or more of the subjects—reading, composition, arithmetic—may be accepted as counterbalancing inferior proficiency in one or other of the subjects, spelling (dictation) and writing, or in both, if the merit extend to more than one of the three subjects specified. Regulation 14 to be amended accordingly.

(4.) That the forms of examination report issued by the department for the use of Inspectors shall be such as to provide reasonable facilities for the record of the information required by Regulation 8.

(5.) That paragraphs 2, 3, 4, 5, and 6 of Regulation 14 be omitted as useless.

(6.) That the qualifications for Standard VI. certificate, provided for in Regulation 15, be defined with greater precision for the teacher's and the Inspector's guidance.

(7.) That Regulation 16 be amended by bringing the requirements of the Inspector's annual return into closer relationship with the facts or opinions provided for in the separate school reports.

14. Mr. PETRIE to move, That the Minister be asked to recast the scheme of instruction in geography, so as to make the observation and study of the geographical features of the school district an important part of the work of Standards II. and III., and so as to connect the study of the great physical features of the several continents and countries with their political geography.
15. Mr. PETRIE to move, That the Minister be asked to prepare and publish a short illustrated text-book of geography for the use of the pupils attending the public schools of the colony, and that this text-book be prescribed for use in all the public schools.
16. Dr. SMYTH to move,—(1) That the work in Standard IV. geography include only that set down under New Zealand and Australia; (2) that the work of Standard V. geography include the chief industries of the countries of Europe; and (3) that the work of Standard VI. include the trade routes of the world.
17. Mr. PURDIE to move, That the subjects of instruction in the schools be divided into two sections, compulsory and optional; and that the department determine the subjects to be placed under each section, and prepare alternative schemes of instruction in optional subjects.
18. Mr. SMITH to move, That head-teachers of schools having only one assistant shall be allowed to select not more than two out of the list of class-subjects.
19. Mr. PETRIE to move, That the Minister be asked to prescribe suitable and definite courses of study for the upper standard classes in the following subjects: (a) Elementary physiology and general science; (b) elementary physiology and domestic economy; (c) elementary agricultural science: and that the teaching of one or other of these courses be made compulsory in every school.
20. Mr. BRAIK to move,—(1.) That it is futile to talk of technical training and a training in the rudiments of physics and experimental science until the following are found in every school in the colony: A set of standard weights and measures, a set of geometrical models, a set of form charts, a set of colour charts; and that these be the minimum of apparatus for the teaching of elementary physics and chemistry; and that, for the furnishing and maintenance of these necessities, the department make an annual grant to be devoted to this purpose solely. (2.) That, to provide solid groundwork for instruction in observational and experimental science, elementary physiology be taught systematically during the entire school course.
21. Mr. PURDIE to move, That it is desirable that higher instruction in English be prescribed in the syllabus for Standard VI.
22. Mr. MORTON to move, That the syllabus in drawing be rearranged by the allotment of scale-drawing to Standard IV., and the full course of geometrical drawing to Standard V.
23. Mr. FITZGERALD to move, That a sub-committee be appointed to take into consideration the details of the standard syllabus, and report.
24. Mr. PETRIE to move, That teachers be no longer required to state the maximum half-day attendance during each quarter, as this information involves a great deal of work, and appears to be of little or no use.
25. Mr. SMITH to move, That no scholar shall be admitted to any annual examination unless he shall have attended the school at least three hundred times since the previous examination, and not less than seventy-five times during the thirteen weeks immediately preceding the same.
26. Mr. LEE to move, That this Conference recommends the establishment of a colonial system of military drill in schools, including the formation of companies and cadet corps dressed in

simple uniform and provided with light rifles. Arrangements should also be made for taking battalion drill.

27. Mr. LEE to move, That in schools of good record any head-teacher may frame his own scheme of work within the lines of the prescribed standards, such scheme to be approved of by an Inspector.
28. Mr. SPENCER to move, That, in view of the fact that this Conference has recommended the abolition of the individual pass below Standard VI., it be recommended also that the department make provision for the issuing of certificates of competency to candidates for positions in the public service.
29. Mr. CROWE to move, That a code of instructions, similar to that in use in England, be issued by the department for the guidance of Inspectors.

SCHOLARSHIP REGULATIONS.

1. Mr. HILL to move, That the capitation allowance of 1s. 6d., estimated on the average attendance, for the promotion of scholarships to pupils attending the public schools, be increased to 2s.
2. Dr. SMYTH to move, That there should be two classes of scholarships granted by Education Boards, junior and senior, each tenable for two years: that the basis of examination for the junior be Standard VI., and the age fourteen; and the basis for the senior be on the lines of matriculation, and the age sixteen.

PUPIL-TEACHER REGULATIONS.

1. Mr. SMITH to move, That, in the opinion of this Conference, the examination and classification of pupil-teachers should be uniform throughout the colony, and should be undertaken by the department.
2. Dr. SMYTH to move, That the syllabus of instruction for pupil-teachers throughout the colony be so drawn up that the examination for the last year be the matriculation examination, or that for Class D; and that any pupil-teacher who has passed matriculation before entering the service, or who passes it during his course, be not required to present himself for the pupil-teachers' examination (except in school method), if he first complete his D certificate, and thereafter gives evidence that he is keeping terms at a university college.
3. Mr. BRAIK to move, That in each educational district there be facilities afforded for the training of pupil-teachers in manual work, and in the principles of their profession; or, alternately, that provision be made by means of scholarships whereby pupil-teachers on completing their practical course may be enabled to proceed to the nearest training-college; or, if not, then that the pupil-teacher system be gradually abolished, and the Continental system of training teachers introduced.

TEACHERS' CERTIFICATES.

1. Mr. GOYEN to move, That Division I. be not given to teachers who have not shown skill in managing schools.
2. Mr. SPENCER to move, That in the teachers' E and D certificate examinations different papers be set in school management; the paper for E to have a direct bearing on practical class and school management, and the paper for D, while containing questions as for E, to deal generally with the theory of education, and to contain questions on those fundamental principles of psychology which have direct bearing on education.
3. Mr. BAKEWELL to move, That the present system of classification of teachers be simplified (a) by the abolition of A and B certificates; (b) by the reduction to three, of the five divisions of each of the remaining classes.
4. Mr. HILL to move, That teachers' certificates deal with class only, and that divisions of the class as at present recognised be abolished.
5. Mr. PETRIE to move, That the Minister be asked to establish a special examination and issue a special diploma or certificate to teachers who show a thorough theoretical and practical knowledge of each of the following subjects: Singing, drawing, physiology and general science, physiology and domestic economy, agricultural science, and military drill.

CONTINUATION SCHOOLS.

1. Mr. GOYEN to move: Standard VII.: That, when practicable, in the large centres of population, the pupils of this standard shall be taught in one central school, which shall be called a day continuation school, and the capitation allowance for such pupils shall be double that for pupils of classes P to Standard VI.; the aim of Standard VII., or of the continuation school, shall be to provide for: (1.) A continuation and completion of the subjects of Standard VI. (2.) A practical acquaintance with such branches of knowledge—literary, general, and scientific—as bears directly on the occupations of life in which the pupils will ultimately become engaged. (3.) Such general hand-and-eye training and workshop practice as will tend to induce habits of manual industry, increase dexterity, and develop artistic taste. The curriculum for such pupils shall in all cases make provision for adequate instruction in English, arithmetic, history, geography, and drawing, and all such other subjects as the circumstances of the district render desirable or necessary.
2. Mr. PETRIE to move, That the Minister be asked to provide for the establishment of one or more evening continuation schools in all the large centres of population in the colony, such schools to be open to all young persons who have passed the Fourth or Fifth Standards, as the Minister may see fit.

SCHOOL ATTENDANCE.

1. Mr. RICHARDSON to move,—(1.) That in section 3, line 2, of "The School Attendance Act, 1894," the word "fifteen" be substituted for "thirteen." (2.) That in section 3, line 6, the word "three" be substituted for "two." (3.) That section 7 should be reconstructed so as to compel seven attendances out of nine, six out of eight, and five out of six where schools are open nine, eight, and six times a week respectively. (4.) That the words "and in every case the onus shall be on the defendant of proving that he is not liable to a penalty under this Act" be added to section 8. (5.) That in section 9 the words "on behalf of any School Committee" be struck out. (6.) That the following be substituted for section 11: "Any person convicted of an offence under this Act may be ordered to pay the costs of the proceedings."
2. Mr. SPENCER to move, That, in "The School Attendance Act, 1894," the term "attendance" be clearly defined as at least one hour and a half for preparatory pupils, and at least two hours for pupils in Standard I. and upwards.
3. Mr. BELL to move, That this Conference recommend the Minister to amend the School Attendance Act, so that the services of the police as truant officers may be made available.

GENERAL.

1. Mr. LEE to move, That a list of class-books and text-books authorised for use in schools be issued by the Education Department once a year, and that headmasters may select any of such books for use in their schools.
2. Mr. BRAIK to move, That the Conference make some pronouncement as to the division of the school day into working-time and playtime, the maximum and minimum to be devoted to each; and, further, as to the place of games and athletics in our primary-school course.
3. Mr. LEE to move, That the school year be divided into three terms, with intervals of recess between them.
4. Mr. LEE to move, That this Conference is of opinion that the success of any system of education depends as much on the personal influence of its teachers as on their scholastic qualifications; and that the cause of true education will be immensely benefited by a more careful selection of teachers capable of exercising such elevating influence over their pupils.
5. Mr. BRAIK to move, That it is imperative on the Inspector at his annual visit to devote the major portion of his time to an investigation of the character of the teaching, and of the degree to which the general intelligence of the pupils has been developed, and that pursuant to this end one at least of the arithmetical questions be a question on principles.
6. Mr. BRAIK to move, That, after completing the inspection of any group of schools, the Inspector confer with the teachers collectively.
7. Mr. BRAIK to move, That this Conference appoint Inspectors or committees of Inspectors to study, collect information, and periodically report concerning—(a) Methods of teaching the subjects of instruction; (b) the general principles of education; (c) educational tendencies in other countries; (d) educational needs of this colony.
8. Mr. BRAIK to move, That, to secure continuity of progress and solidarity of interest in matters educational, the Inspectors meet in conference triennially, and that papers there be read and reports presented.
9. Mr. BRAIK to move, That this Conference take into consideration the question of the uniform staffing of the schools of the colony.
10. Mr. PETRIE to move, That it is desirable there should be a uniform scale of staff for the colony.
11. Mr. HILL to move,—(1.) That this Conference suggests the desirability of establishing a pension scheme for teachers. (2.) That, in order to foster an acquaintance with the fauna and flora of New Zealand, diagrams be prepared for use in the public schools, and that the study of the natural products of the country be more encouraged in the scheme of public instruction. (3.) That a map of New Zealand be constructed for the use of schools, such map to show the more important physical features, the tourist resorts, and the characteristic natural products of each district.
12. Mr. PORE to move, That, in consideration of the fact that teachers in isolated districts are not unfrequently seriously troubled by irritating and unjust charges (easy to make and hard to repel), it is desirable that no teacher should be asked to take what is, practically, the most important part in the process of assessing his own salary—viz., the furnishing of the actual data on which the amount of it depends. In other words, the same motion might read thus: That it is undesirable that any part of a teacher's salary should be directly determined by the ordinary school registers.
13. Mr. BOSSENCE to move, That the Minister of Education be requested to appropriate a sufficient sum to enable Education Boards to make adequate provision for the inspection and examination of schools.
14. Mr. HILL to move, That, in the opinion of this Conference, it is desirable that the Inspectors of Schools be placed under the authority of the Central Department.
15. Mr. PETRIE to move, That this Conference desires to express its warm appreciation of the Minister's liberality in making better provision for the adequate payment of teachers, and for the better equipment of the public schools of the colony.
16. Mr. PETRIE to move, That the Minister be asked to take steps to enable Inspectors of Schools to vote at the elections of members of Parliament on the same footing as commercial travellers.
17. Mr. SMITH to move, That notices of motion intended for the consideration of the next Conference be forwarded to the Secretary for Education some days before the day fixed for

meeting, so that they may be consolidated and arranged in order of importance before the first meeting of the Conference.

18. Mr. BAKEWELL to move, That this Conference expresses its regret at the unfortunate circumstances necessitating the absence of Mr. Ladley, of Nelson, from this Conference.

EXAMINATION OF PRIVATE SCHOOLS.

1. Mr. HILL to move, That, for the better protection of the interests of the country, the examination of private schools by public-school Inspectors is desirable.
2. Mr. WOOD to move, That it is undesirable that certificates of competency in the requirements of the various standards be issued by the authority of persons other than Inspectors as defined by the Education Act.

TRAINING OF TEACHERS.

1. Mr. SPENCER to move, That this Conference strongly affirms the desirability of establishing training-colleges at one or more centres, as indicated in the Chairman's opening address.
2. Dr. SMYTH to move, That, in the opinion of this Conference, the time has come for the establishing of one or more training-colleges; that these be established in connection with the present university colleges; and that arrangements be made to allow all pupil-teachers to attend these for a course of two years.

HANDWORK.

1. Mr. POPE to move, That, in connection with "handwork," such instruction in practical mechanical analysis and synthesis should be given in Standard VI. as would enable a class of children to take to pieces and reconstruct at least three machines—such as a lock, a clock, and a working-model of a steam-engine. In the case of girls the sewing-machine might, at the teacher's discretion, be substituted for the steam-engine.

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