

list of the books they read. In Standards V and VI, instead of the Miscellaneous Reader now in use, a book on the lines of "Preparatory Reading and Composition," by Lewis Marsh, should be prescribed, when approved by the Council of Education. It might be prepared under the direction of the Council of Education and be printed by the Government. In addition to such a text-book, the *School Journal* and Supplementary Readers should be used.

3. *Spelling*.—This should remain as at present prescribed, except that words might be taken from selected lessons in the *School Journal*. This subject should be judged, not so much from special tests, as from the spelling shown in composition and other written work.

4. *Poetry*.—The *School Journal* should contain poetry suited to the requirements of the children in the several standard classes. As in the teaching of reading, special attention should be paid to the securing of clear enunciation, distinct articulation, and purity of vowel sounds.

5. *Writing*.—Neatness, simplicity, legibility, and reasonable speed should be insisted on in all written work. Formal lessons in writing should not be required in classes above Standard IV. This would enable the pupils in these classes to devote more time to other essential subjects.

6. *Composition*.—The amount of formal grammar prescribed in the present syllabus is sufficient, but the requirements for each standard class should be more definitely stated.

7. *Arithmetic*.—The work prescribed should be simplified and made more practical. Great emphasis should be laid upon the importance of oral and mental work, especially in classes below Standard IV. In all tests in these lower classes no problems should be given except such as can be worked mentally by the pupils. Rapid, neat, and accurate mechanical work should be the aim of the teacher. In the upper standard classes the answers to at least four out of any six questions set in a test should depend upon mechanical accuracy, and correctness in these answers should entitle a pupil to a pass. The syllabus in this subject requires recasting in the direction of reducing the requirements for certain classes and redistributing the work over the whole of the standards.

8. *Geography*.—The courses now prescribed should be unified and simplified, and the requirements in mathematical geography reduced in quantity and simplified in method of treatment. More attention should be paid to that branch of the subject which deals with industries and products. An oral class examination should be the only test of work covered in mathematical geography.

9. *History*.—Ample evidence has been forthcoming to show that in the past this subject has been neglected in most schools. A definite course of study in history should be set out; even for Standards I, II, and III there should be drawn up lists of stories in connection with men and women who have performed notable deeds in British and in New Zealand history. These stories should be told to or read by the children. In the three upper classes a definite three-years course in British and New Zealand history and in civics should be clearly laid down, and Inspectors instructed to see that such course is satisfactorily carried out. A text-book like that now in use in some Education districts should be prescribed. The use of the lantern in teaching history and geography should be encouraged wherever practicable.

10. *Drawing*.—The course of study should be simplified. Freehand drawings should be made almost entirely from nature or from actual objects. The requirements in geometrical drawing should be reduced, and only so much prescribed as can be applied to practical purposes.

11. *Singing*.—The quality of the instruction varies very much in different districts. Singing is so important a subject in connection with all school-work (particularly in the teaching of infants) that special attention should be paid to it in the teachers' training colleges. If the Dominion be divided into five Education Districts, each Board should appoint a travelling Instructor who would visit the schools, give model lessons, hold Saturday classes for teachers in various centres, and generally do much to raise the standard of musical taste throughout the Dominion.

12. *Physical Instruction*.—This subject should be regarded as one of the most important in the primary-school course. Very special attention should be paid to