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No. LV.

ON THE TRAINING AND EMPLOYMENT
OF
PUPIL-TEACHERS.

BOARD OF EDUCATION.

(SEPTEMBER 14, 1871.)

TO THE CHAIRMAN OF THE BOARD.

SIR,

In planning the employment of pupil-teachers in Canterbury, the following suggestions require consideration :—

- I. The want of such help and the grounds for granting it.
- II. The service and its cost.
- III. The efficient training of pupil-teachers.
- IV. How to finally dispose of them.

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I. The difference of attainments of the children, even in a small school, renders assistance necessary in almost every instance; for, although a large number of pupils of similar ages and attainments may be efficiently instructed in one class, yet the case is very different when the ages and attainments are so dissimilar as in our ordinary schools. The costliness alone of the necessary assistance stands in the way of that supply, which is found to be indispensable, even for a small number, in a better class of private or public schools.

An average attendance of forty children usually indicates about sixty on the books, with occasionally fifty and upwards present; such numbers exceed the efficiency of one teacher.

It is, therefore, desirable that in schools having a principal teacher qualified for the training of such assistants, an allowance should be made, according to the average attendance, of one pupil-teacher for an additional average of twenty over the first twenty; but, as a considerable increase upon this number will not materially add to the difference of attainments or to the number of classes, an additional pupil-teacher might be allowed for every additional average of thirty children:—*i.e.*

Average attendance 40 and upwards, one pupil-teacher.

Average attendance 70 and upwards, two pupil teachers.

Average attendance 100 and upwards, three pupil teachers.

Note.—In reckoning the average, the harvest quarter should be omitted.

It is important to make the granting of this assistance conditional also upon the principal teacher's capability for training pupil-teachers, because, otherwise, besides the probability of their progress and their work being inferior during their term, the result would be valueless and unavailable for any future service.

The class of candidates for masterships has hitherto, with a few honourable exceptions, consisted of persons with very limited acquirements, and little, if any, experience in tuition. In the absence of more eligible candidates, *certificates of fitness* only, according to the requirements of the schools at the time, have been granted to those whose attainments came up to such a standard.

The training of pupil-teachers comprises a higher standard of attainment.

A higher class of certificate should, therefore, be required before teachers should be entrusted with the charge of pupil-teachers.

II. The service and its cost.

Candidates for pupil-teachership are selected from the youth of either sex at the age when most scholars leave school, about their thirteenth year. Their term of service in England lasts for four or five years, their services being secured for the full term by articles of apprenticeship.

It is important to observe that, in agricultural districts, for three or four months, the schools are very thinly attended, and that, therefore, the assistance of pupil-teachers is not necessary during that part of the year; yet the time is too long for vacation, and some means should be devised for its profitable employment, after allowing a reasonable vacation.

The effective work of a pupil-teacher in agricultural districts, those chiefly to be provided for, would consist of teaching during the usual school hours of five hours per day during eight months in each year, besides assisting the master just before the opening and after the close of school, in arrangements conducive to discipline, neatness, and order. The pupil-teacher is not a half-time assistant, learning for half the day and teaching for the other half. He will have ample time for lessons from the teacher, and for private study out of school hours.

Two items of expenditure arise from the employment of pupil-teachers; their stipend, and the remuneration of the teacher for instructing them out of school hours.

A stated portion of the stipend should, as in Victoria (see Victorian Regulations, Rule 94), be provided by local *cash* contributions.

The Victorian scale of payment might well be followed.

First year	...	Males, £20	...	Females, £16.
Second year	...	Males, £30	..	Females, £24.
Third year	...	Males, £40	...	Females, £32.
Fourth year	...	Males, £50	...	Females, £40.

The augmentation in the above scale is conditional upon the satisfactory progress of the pupil-teacher.

The remuneration of the teacher for the instruction given to the pupil-teacher out of school hours should depend upon its efficiency, as tested by half-yearly examinations, and be payable according also to the Victorian scale:—

For one pupil-teacher,	£10 per annum.
For two pupil-teachers,	£18 per annum.
For three pupil-teachers,	£24 per annum.
For four pupil-teachers,	£28 per annum.
For five pupil-teachers,	£30 per annum.

The cost of a pupil-teachership system to the Province, at the above rate, would not for the first year exceed £300, provided that this assistance be limited to vested schools; but, if the special grant schools be included, it would amount to about £1500.

III. The efficient training of pupil-teachers.

The training of pupil-teachers should be conducted during the school terms by teachers holding "Certificates of Proficiency," and should comprise, in addition to the ordinary school routine, greater expertness in slate and mental arithmetic; the study of book-keeping, mensuration, linear and free-hand drawing, diagrams, and mapping.

The acquirement of expertness in one or more of the foregoing branches will be highly beneficial to the future schoolmasters and their schools; or, it would also help them to find other employment in the event of their services not being required in that capacity.

For the more efficient training of pupil-teachers, a series of classes might be formed, and lectures given in connexion with a Normal School, Museum, or School of Science. These classes could be held and lectures given during the harvest season—the long interval of otherwise idle time could thus be turned to profitable account.

From a progressive course of this description, the pupil-teacher would gradually acquire a knowledge of what to teach; and it would be the duty of a well-qualified master to instruct him how to teach it.

The Victorian Report (Appendix A) contains a programme of the course of instruction of pupil-teachers. It entirely omits history, whether sacred or profane; and it supplies a much lower standard of attainment than the course adopted by the Committee of Privy Council on Education.

NOTE.—A suggested programme is annexed.

IV. How to finally dispose of pupil-teachers.

At the end of his term of training, the subject of it will only be a trained pupil-teacher, 17 or 18 years of age—not a trained master. The question arises, what shall be done with and for him until he is old enough to take charge of a school? In the older Colonies and in England there are Normal Schools open to the pupil-teacher who has satisfactorily completed his term of service; and where the course of training is continued for one, two, or three years, until the student is able to acquire a certificate qualifying him to take charge of a school.

A Normal School would prove a desirable adjunct to the training of the pupil-teacher, if he could attend classes and lectures there as previously suggested; but it is an absolute necessity for carrying on the training after the expiration of the term of pupil-teachership.

In the absence of a Normal School, it might be advantageous to provide, from out of the number of "adult" pupil-teachers, a class of "assistants," and to grant help from that class at the rate of one assistant instead of two pupil-teachers.

But it is highly probable that eventually there would be a greater number of trained pupil-teachers than of vacancies for them as schoolmasters; and it is, for this reason, desirable that they should go out of office at an age not too old to take up with and learn some other vocation, and with qualifications adapted to such an end.

I have the honour to be, Sir,

Your obedient servant,

J. P. RESTELL,

Inspector of Schools.

PROGRAMME OF ATTAINMENTS REQUIRED FROM PUPIL-TEACHERS.

FIRST YEAR.

For Candidates:—

Bible—A general acquaintance with principal persons and events.

Reading—The easy narratives of the Dublin Third Book, or its equivalent.

Spelling—Of the same passages.

Writing—In a fair, bold hand, simple abstracts, or from dictation.

Arithmetic—The Simple and Compound Rules and Reduction.

Grammar—To point out the parts of speech in a simple sentence.

Geography—An outline knowledge of New Zealand and the Continents—of course, also, of geographical definitions.

History—An outline knowledge of English History.

FIRST YEAR—(Continued.)

At the end of the Year:—

Bible—The above, together with Genesis and St. Matthew—first fifteen chapters.

Reading and Spelling—The above, together with the lessons on Natural History—the dog, lion, bear, &c.

Writing—More difficult exercises of the former kind.

Arithmetic—Reduction, Simple Fractions, Practice, and Proportion.

Grammar—The noun, pronoun, and verb thoroughly, and parsing as to inflexions.

Geography—The physical features and political divisions of New Zealand, Australia, and Great Britain ; the lie of the countries of Europe.

History—English and Colonial—a general knowledge.

END OF SECOND YEAR.

Bible—The historical chapters of the Pentateuch and St. Matthew.

Reading—English prose and poetry, with ease and expression.

Spelling—The words of the reading-lessons.

Writing and Composition—Copy-setting, and abstracts of the lessons read.

Arithmetic—Fractions, Practice, Proportion, "Commercial Rules," and Book-keeping ;
together with speed and accuracy in earlier rules.

Grammar—"Allen and Cornwell's Grammar" (prosody and derivations excepted),
and parsing according to syntax.

Geography—Australasia throughout ; Great Britain and Europe, physical features and
political divisions. Outline map-drawing.

History—English and Colonial, more thoroughly.

Mechanism—The more simple mechanical powers—"lever," "wedge," "pulley," and
their application.

Art of Teaching—Reading-lessons, and simple oral lessons on the "horse," "cow,"
"lever," &c.

END OF THIRD YEAR.

Bible—Historical chapters—Pentateuch, Joshua, Judges, and the Gospels.

Reading and Recitation—As above.

Spelling—As above, and general accuracy.

Writing—As above, and an abstract or précis of lessons on political economy.

Arithmetic—The above, with speed and accuracy ; and mensuration of surfaces and
solids.

Mechanism and Mechanics—The principal mechanical powers ; the pump, &c. ; and
calculations on H.P. traction, friction, &c.

Geography—The above, and the other Continents generally ;

History—Of Great Britain, her Colonies, and Europe. Mapping.

Art of Teaching—Lessons on "The Second Year" acquirements.

END OF FOURTH YEAR.

Bible—A good general knowledge of Sacred History, inclusive of "Samuel," "Kings," "Acts."

Reading and Recitation—From the English classical authors.

Writing and Composition—"Abstract," précis, essay in a good free small-hand.

Arithmetic—Expert calculation generally, and book-keeping.

Mechanism—The principles of construction of the steam-engine, threshing-machine and Mechanics, and exercises on "effective work," "specific gravity," &c., &c.

Land Surveying—Chain-work, and calculations upon it.

Geography—Physical and political generally; mapping.

History—Ancient and Modern, generally.

Progressive Lessons in vocal music (class singing), and in Linear and Free-hand Drawing, might advantageously be given throughout the course, where such instruction could be had.

I HEREBY GIVE NOTICE, in accordance with the provisions of Clause XXXIX. of "The Crown Grants Act, 1866," that the following CROWN GRANTS are now ready for delivery to the respective Grantees, at the Land Office, Christchurch :—

NAME OF GRANTEE.	No. OF SECTION.	NAME OF GRANTEE.	No. OF SECTION.
Acland, J. B. A.	4,276	Harman, R. J. S.	8,058
Anderson, R.	12,851	Harman, R. J. S.	8,764
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Anderson, W. and R.	8,140	Harman and Stevens	11,279
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Buchanan, H.	6,598, 6,599	Hefferman, D.	14,017
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Blackmore, J.	12,585	Jones, E.	13,757
Botherway, G.	12,780	Jackson and Bishop	3,855
Balmforth, W.	12,193	Jones, F.	12,461
Breadley, S.	12,842	Jones, F.	12,462
Burke, M. J.	4,586, 4587	Kennaway, W., and Others	3,075
Bland, J.	6,609, 10,494	Kelly, J.	14,024
Barker, F.	7,390	Knight, R.	6,465
Blunt, W. S.	8,358, 8,359	Kennedy, T., jun.	13,538, 13,556, 13,575
Bain, T.	8,751	Kennaway, Wm.	13,705
Burke, M. J.	10,142	Kennedy, D.	13,711
Burke, W. E.	14,136	Lewis, C.	13,764, 13,765, 13,767
Brown, J. T.	6,818, 6,819	Lance, J. D.	7,175
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Beard, G. C.	7,311, 7,312	Lloyd, T.	13,772
Beard, G. C.	7,313	LeCren, H. J.	12,622, 12,740
Bealey, J. and S.	10,612	LeCren, H. J.	12,725
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Cathwrite, J.	12,875	Leggett, F.	13,606
Canterbury and Otago As- sociation	13,680	LeCren, H. J.	13,743
Chapman, R.	9,007	LeCren, H. J.	13,744
Caird, D.	13,623	Lance, J. D.	8,286
Canterbury Investment Company (Limited)	14,131, 14,132	Lloyd, T.	6,947
Messrs. Carter and Pauli	3,915	Laing, H.	13,620
Dixon, M.	6,743	Mendelson, J.	13,654, 13,732
Driscoll, T.	12,817	McGrath, B., and Others	5,169
Delamain, F. W.	8,084, 8,085	McGrath, B.	5,300, 12,278, 12,761
Delamain, F. W.	8,125	Maber, J.	6,630
Dalziel, M.	8,301	Miller, H.	13,516
DalGLISH, J.	11,490	McLean, A.	4,487
Dumergne, C. W.	11,133, 11,134	McLean, A.	5,324
Dixon, M.	11,171, 11,174	Mathers, J.	12,160
Dumergne, C. W.	11,326, 11,360	McGillivray, J.	13,582, 13,692
Edson, W.	13,746	McIntosh, J. and H.	5,632
Flutey, J.	12,255	Nicholson, R. H.	11,317, 11,318, and 11,319
Gould, E. J.	4,201, 4,799, 5,830, 5,831, and 9,149	Newton, C.	11,565
Galway, J.	12,789	O'Brien, M.	12,694
Guscott, J.	13,754, 13,755	Oliver, J.	12,850
Guinness, F. H. V.	306	Purnell, W. K. and A.	4,815, 6,351
Hankey, F. A., and Others	11,194 to 11,197 (inclusive)	Pykett, S.	13,783
Hick, F.	12,374	Probyn, T.	13,664, 13,723
Hankey, F. A., and Others	11,120	Petrie, R.	13,758
Hankey, F. A., and Others	11,122	Page, J.	12,421
Horsman, W.	13,742	Paget, J.	5,972
Hall, J.	6,561 to 6,565 (inclusive), 9,747, 9,473, 9,474, 10,442	Pelvin, R.	11,524
Huband, G.	12,249	Place, B., and Innes, J.	7,720, 7,721
Hood, T. H.	7,689, 7,778	Place, B., and Innes, J.	7,722 to 7,724
		Place, B., and Innes, J.	7,754, 7,755
		Philpott, E.	7,957
		Place, B., and Innes, J.	8,041
		Paterson, J.	13,895
		Rhodes, R. H. and G.	4,233

NAME OF GRANTEE.	NO. OF SECTION.	NAME OF GRANTEE.	NO. OF SECTION.
Russell, G. G.	13,957	Trogenza, E.	12,713
Reeves, W.	13,811, 13,812	Tozer, F.	12,529
Reeves, W.	13,813, 13,814, 13,815, 13,816	Taylor, B. W.	5,329
Reeves, W.	13,817 to 13,820 and 13,827	Taylor, T. H.	7,730
Rapsey, J.	13,697, 13,713	Taylor, H.	8,478
Russell, G. G.	13,700	Tancred, H. J.	10,091
Reeves, W.	13,794, 13,809, 13,810, and 13,954	Tancred, H. J.	10,092
Reeves, W.	13,821 to 13,826	Tancred, Sir T., Bart.	10,093
Rhodes, I.	4,609, 4,610	Tancred, Sir T., Bart.	10,094
Rowley, T.	4,819	Vogen, G.	12,474
Raine, T.	7,736	Valance, J.	8,755
Simmonds, J. H.	6,763	Walker, L.	2,515
Steward, F. G.	7,946	White, W.	10,563
Smellie, J., and Another	5,289	Wells, R. P.	13,688
Smith, J.	6,576, 6,577	Wood, G.	290, 422, 423 (Timaru)
Sutherland, H.	10,547	Wyatt, H.	13,687
Stalker, J.	13,659	Weld, J.	7,501
Thacker, J. E.	12,212, 12,215, 12,216, and 12,217	Weekes, A. W. P.	7,690
		Warner, T.	12,533
		Weston, W.	6,875
		Wilkinson, W.	13,635

WILLIAM GUISE BRITTAN,
Commissioner of Crown Lands.

Land Office, Christchurch,
29th November, 1871.

CHRISTCHURCH:

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