

will enable them to give enlarged subjects and extended predicates. With the help of conjunctions and relatives, compound and complex sentences may be undertaken, and so on. This preliminary process of sentence-making may be made interesting or otherwise by the manner in which it is treated. Its dry and to some extent mechanical details should be made as non-repulsive as possible, by getting the pupils to use them in giving expression to what they know in connection with familiar things, pleasing incidents, and interesting stories. Things lie all around, both in and out of school, about which they might write sentences, and even short essays. Object-lessons could be turned to good account in affording them themes for the exercise of their powers of composition, and the quality of the composition would be an excellent test of the success or non-success of such lessons.

SINGING.

Singing is not much attended to, except in some of the largest and best schools. It is not nearly so good or so general as it was a few years ago. If it is to be worthy of the name, more importance will have to be attached to it, and a stricter account taken of it.

SEWING.

Where provision has been made for it, industrial work continues to be well attended to by the mistresses, and to be engaged in by the girls generally, although in some instances the latter have shown a disposition to escape from it.

DRILL.

Drill and class movements and extension exercises are very generally practised, and with the best results on the order and discipline of the schools.

I have, &c.,

WILLIAM TAYLOR,

Sub-Inspector.

The Secretary to the Education Board.

TRAINING INSTITUTIONS.

AUCKLAND.

SPECIAL REPORT ON TRAINING CLASSES.

THERE is no training college in this district. There are simply two classes for the instruction of teachers—one in Auckland and the other at the Thames. The class at Auckland is taught by the headmaster of one of the district schools, with the help of one assistant. The numbers attending are 84, sixteen of whom attend on Saturdays only. These form two divisions: the first division numbers 39—viz., 31 females, 8 males; the second, 45—viz., 40 females, 5 males. The subjects: Composition, grammar, geography, history, arithmetic, laws of health, theory of teaching.

The following instructions for the conduct of the class were issued at the beginning of this year:—

1. To divide the class into senior and junior divisions.
2. Senior—Tuesday, Thursday, and Saturday, two hours each. Junior—Monday, Wednesday, and Saturday, two hours each.
3. Senior class to learn algebra (to simple equations) and physical geography, in addition to present subjects.

4. Special attention to be paid to the study of English language and literature, and to teaching composition in clear and simple language. Elaborate exercises to be avoided. The writing of familiar letters to be encouraged.

5. History—Epochs: Puritan Revolution, age of Elizabeth (the plays of Shakespeare, and the works of Scott referring to those periods, to be read in conjunction with the history). Physical geography—Science primer. Language—Trench's "Study of Words."

This class has proved useful to a certain extent. Its members have improved very much in arithmetic, grammar, and the like. They have made little or no advance in general culture. This is shown by their want of improvement (as a rule) in composition. Too much time has been given to "lessons;" there has been too little leisure for reading. On the whole the class has been rather over-worked.

The studies for this year have been modified so as to include a certain amount of general reading in connection with the study of history, and to lessen the amount of work.

The class at the Thames is conducted by the headmaster of one of the large district schools there. It is attended by 20 persons—18 females and 2 males. The class is held on three days in the week for two hours each day. The subjects studied are similar to those in the Auckland class.

As will be seen by the documents sent herewith, elaborate instructions on the principles and practice of teaching have been framed for the guidance of teachers. These have proved of very great use. I may state that it is my opinion—an opinion which I believe is gaining ground in Germany—that the art of teaching is best acquired in the actual work of the schools.

RICHARD J. O'SULLIVAN,

Inspector.