

science- and object-lessons ; but in future, when Regulations 9 and 12 are fully complied with, and the character of the work done is satisfactory, I purpose to allow marks—the maximum to be 10 per cent. on the marks attained in the other subjects.

SEWING.—In most of the schools in which this subject is taught the character of the work done reflects the highest credit upon the teachers.

SINGING AND DRAWING.—In most of the large schools, and in a few of the small ones, the singing is excellent, and the elements of the theory of music are fairly known ; but in the majority of schools nothing is done in this subject. The drawing is generally very inferior.

RECORDS.—The records are now in a better condition than in any previous year. Except in one or two schools, they are fully written up, and neatly and accurately kept.

The discipline and behaviour of our schools have improved since my last report was written. In a few schools they are very good ; in a large number fair, and bad in only very few.

I have, &c.,

P. GOYEN,

Inspector of Schools.

The Secretary, Education Board, Invercargill.

AUCKLAND.

SIR,—

Auckland, 1882.

I have the honour to submit this report for the year ended 31st December, 1881.

The number of primary schools in the Education District, and the attendance of pupils, are given in the following table :—

Quarter ending.	Number of Schools.	Roll Number.			Working Average Attendance.		
		M.	F.	Total.	M.	F.	Total.
March 31st	206	8,230	7,473	15,703	6,627	5,936	12,563
June 30th	210	8,254	7,447	15,701	6,395	5,687	12,082
September 30th	210	8,190	7,378	15,568	6,248	5,462	11,710
December 31st	212	8,258	7,572	15,830	6,457	5,818	12,275

The attendance in the December quarter of 1880 was : roll number, 14,939 ; average, 11,830.

Since the date of my last report the training college has been opened. The report of the Principal will show the nature of the work done.

Many teachers and pupil-teachers mistake the kind of assistance meant to be given them in connection with the Training College. It is that which will develop the habits of thought and self-help, not that which will destroy and impair these habits. It will happen under this system that those who cannot or will not help themselves, who want almost everything to be done for them, will fail to fulfil the requirements of their position and must give way to others. There can be no doubt that this is a benefit to education. I hold it to be a benefit to the individuals themselves, for no good can come to any one from trying to follow a calling to which he is unequal. I think the Board will have little difficulty in procuring for the future an excellent class of pupil-teachers from the public schools ; especially as it will now be possible to raise the age for their beginning the work to sixteen, and to require that they shall qualify for beginning by passing the Sixth Standard.

As somewhat bearing on this matter, I would here refer to a feeling which has shown itself in one or two places in favour of excluding pupils of over fifteen from the public schools. The Education Act provides that pupils over fifteen must have the consent of the Committee to their attendance. I think this is a wise provision. It is as well that young people of an age when they are apt to become difficult of control, should not be able to claim entrance to the schools as a right. This is as far, I think, as the Act was designed to go. It seems to me monstrous to suppose that it was intended to shut out well-conducted boys and girls, whose parents are perhaps stretching a point to keep them at school, or others of the same kind, whose early education has been neglected or hindered. It is from the former class the best teachers may be expected to spring. Apart from this, to cut short the education of children is to inflict an injury on the State, in this case almost gratuitously, as the extra cost of all these pupils is comparatively trifling. Again, by excluding these pupils, an injustice is done to the classes who are not wealthy enough to send their children to the secondary schools. Perhaps some of those who desire to exclude them have forgotten to look at the matter from a public point of view.

In connection with the question of the age of pupils comes the question of the age of candidates for scholarships. The present regulation on this point is, that candidates for district scholarships must not be less than twelve, nor more than seventeen years of age. I do not attach much weight to the objection that it is not fair to the younger candidates to make them contend at equal weights, so to speak, with the older ones. Scholarships and the like are not intended for the benefit of individuals. The country, with an enlightened selfishness, enables them to be founded, in order that she may select for further education those most likely to do the State some service. Of course it is not possible to contrive a perfect machinery for this end. That adopted by the Auckland Board has, in my view, acted well. I was asked, before the Royal Commission on Education in 1879, as to whether it might not be advantageous to make a distinction between boys under sixteen and boys under fourteen. My answer was : "I doubt it very much. If all boys were equal in intellect, in maturity of intellect, and had the same surroundings and associations, a distinction might be made. As things must be, age is but one element." Another objection is that it is found very inconvenient in the secondary schools to have boys of fifteen beginning classics and mathematics, and further, that the boys themselves are