

quality of the passes, as a whole, is satisfactory. I would urge upon all concerned to co-operate in diminishing daily irregularity. If all parties interested would exercise the power with which they are invested, the strict working average would be greatly enhanced. In future I shall take little account of irregularity of attendance, especially in centres of population, as an adverse circumstance in determining the results of school-work. Self-interest should quicken the sense of duty in Committees and teachers. (6.) That I have great pleasure in noting increased attention to manners. In my district the expressions, "Good morning to you, Sir," "Thank you," "If you please," "I beg your pardon," are in daily use. Touching or lifting the cap is now the usual form of courtesy. (7.) That I am happy to report that the cultivation of taste in the scholars forms now an important part of their education. The influence the teacher has in this matter is great, though there is no direct teaching. Nothing distinguishes one school from another more than its æsthetic aspect. On the occasions of my visits I am struck with the air of cleanness, neatness, arrangement, order, and cheerfulness that pervades the rooms of our really good schools. On examination days festoons of flowers, mingled with leaves, hang prettily on the walls, while ferns adorn the angles and doorway. Bouquets adorn the teacher's table, and others are on the mantelpiece. Mottoes of welcome are in the ascendent. The scholars themselves are clean in hands, faces, and dress, and reflect the tidy and cheerful look of their teacher. Their attitudes, too, in their seats, or on the floor, are erect and active. Even the books and slates are handled with grace and ease. (8.) That in my report of last year I stated that the examinations in Standards I., II., and III. were conducted for the most part orally, and those in Standards IV., V., and VI. by means of written papers, which I received, carried home, and revised after school hours. The number of written leaves of foolscap given in was 7,524, and, as far as it was practicable to do so, I continued the practice adopted last year of carrying the appraised papers to the several schools, in order that the scholars might see the principal errors in their work, and also to give the teachers an opportunity of seeing them. (9.) That collecting, and coping with the numerous considerations that go to determine the exact worth of each scholar's work in detail, and of the school as a whole, make heavy demands upon me in addition to revising such batches of papers as have been worked and handed in this year. (10.) That in accordance with the Order in Council of the 24th September, 1878, subsection 3, I furnished the Chairman of the School Committee with the duplicate schedules containing the names of those children who had risen to a pass in their several standards, so that standard certificates might be issued without unnecessary delay. I regret to have to report that the order, in several instances, has not been given effect to. In future I shall report the schools that do not comply with the injunction of the order.

SCHOOLS AND STAFF.—The number of Board schools in my district is 61. These are officered by 49 certificated teachers (38 male and 11 female); 32 uncertificated teachers (14 male and 18 female); 33 pupil-teachers (10 male and 23 female); and 14 unpaid cadets: total, 128.

TEACHERS.—I recognize with pleasure the ability and success with which the teachers as a rule discharge their duties, and the standard of efficiency the schools have reached under their management. If education is to continue to advance in my district, cordial relations must exist between the teachers, Committee, and Inspector. I have endeavoured in every legitimate way to secure this essential harmony, and my greatest pleasure is to feel that I have the ungrudging support of the School Committees and the teachers. I further recognize that my task is difficult and delicate, often apparently invidious, and occasionally painful. The physical difficulties of inspection are great; the professional difficulties are not less trying; and, were it not for the cordial co-operation accorded me by all parties, my function would be a very unpleasant one. For the generous confidence shown me by the School Committees and the teachers I tender them my warmest thanks.

PUPIL-TEACHERS.—The pupil-teachers form a most important part of our school economy. From their ranks our future teachers will for the most part be drawn. If they are well trained and well taught our schools will be placed under intelligent and skilful masters and mistresses. During the year six pupil-teachers (four male and two female) have completed their term of service with credit to themselves and the Board. The four male teachers have been appointed to schools, and, I am happy to say, are doing good work. One of them (Mr. D. Strachan) has been promoted to be fourth master in the Wanganui High School. The two female teachers have also received important appointments. Miss Isabella Blair has been elected assistant mistress in the Palmerston North School, and Miss Sarah Paterson to be assistant mistress in the Wanganui Infant School. They are discharging their duties with much ability and success.

ATTAINMENTS OF PUPIL-TEACHERS.—I shall briefly remark on the work of the thirty-eight pupil-teachers examined in June, 1882. Wanganui was the centre. The revision of the batches of written papers given in forms no inconsiderable part of your Inspector's duty.—(1.) *Candidates for Pupil-teacherships*: These showed weakness in the majority of subjects taken up. Throughout their papers indefiniteness prevailed. This defect obtained especially in answering elementary questions in grammar, history, and geography.—(2.) *Candidates for the First Year*: I was well satisfied on the whole with the papers worked. These gave evidence of ability, thoughtfulness, and careful execution. The answers, however, to questions in school management and geography were not satisfactorily made. The defect that was common was ignorance of elementary facts connected with these subjects. This ignorance, unless remedied, will be a serious evil in subsequent years.—(3.) *Candidates for the Second Year*: Judging from the papers given in, I observed, on the whole, decided improvement, and in by far the majority of cases the subjects prescribed by the syllabus have been read with creditable fidelity. Most of the questions set (as in all the classes) were so worded that a satisfactory answer could not be given without some exercise of thought and knowledge. But marks generally were lost, not on account of the framing of the questions, or from want of preparation on the part of the pupil-teacher, but from sheer carelessness and want of thought in simple matters of detail.—(4.) *Candidates for the Third Year*: The answers to questions in history, geography, and mental arithmetic were meagre, and, judging from many of the answers given, little systematic instruction would seem to have been imparted in these subjects. The loss of marks was generally due more to looseness of answer than to ignorance of the subject. The algebra paper given in was well done, and that in Euclid was also of fair merit.—(5.) *Candidates for the Fourth Year*: In appraising their papers the first thing that struck me was the