

made a good pass-examination—of course, a literary one. I think the training colleges should for the most part do purely training work, and that the literary examination might be met by attendance on outside classes. My scheme for the complete training of pupil-teachers would largely utilise the training colleges for the purpose.

The following is a brief outline of what I consider a practical and thorough training for a teacher, and one which, I think, from the absence of unreasonable pressure put upon candidates, would be likely to attract more young men into the service: Applicants for admission as teachers should be placed on trial for a short time in a State school, in which they would act as supernumerary cadets, but not as permanent class-teachers. On approval, they should be assembled in centres and put under the training for six months of an experienced practical teacher or trainer. They should then act as class-teachers in an infant department for a short time. They would now be qualified for appointment as pupil-teachers for two years, taking no work higher than that of the Second Standard. Up to this point I would not require any examination test other than a fair Standard Sixth pass on admission as cadets; but during their pupil-teachership opportunities should be afforded them of receiving regular instruction. I would next encourage, but not compel, any pupil-teachers who had served at least two years to go under a further short period of training in a training college, to fit them for teaching higher standard work in the most approved methods; and, on passing a fair literary and practical examination, they should be classed as assistants, and receive a higher salary on reappointment. At any time after qualifying as assistants they could go up for the certificate examination; but it would not be necessary for them to undergo further training, and the necessary instruction could be obtained in the colleges of the colony, or in special classes. And when it is borne in mind that the sound elementary education of the whole of the eight thousand children in my district depends entirely on the teachers' ability to completely grasp the work of the Sixth Standard—to have it, as it were, at their fingers' ends, and thoroughly impart it, then it seems to me a matter of comparative unimportance, so far as the schools are concerned, and so long as teachers can do all Sixth-Standard work with facility, whether they are further educated or not. For the most part it is method, not knowledge, which is lacking in our system.

The city infant-schools, at the time of my visit, were all working satisfactorily. I examined them class by class, especially in reading and writing, and made suggestions as to classification and the use of books. There appears some danger of the more useful part of the work being less thoroughly done than the more attractive part of it. I was pleased with many efforts to make the occupations more varied, and especially with the new kindergarten table for class-teaching in the Mount Cook School. The reading of the Courtenay Place School was quite equal to that of the others. It is essential that the head-teacher of an infant-school should be specially fitted and qualified for the particular work to be done. The late Mr. Holmes, master of the Te Aro School, possessed in a high degree these qualities, showing particularly a natural fondness for children, kindness of heart, and gentleness of manner. I recommend that the age of removal of children quarterly from the highest class of an infant-school be altered from eight years to seven and a half.

For years past I have done organizing work during my visits of inspection. As my other duties increase the time for inspection is necessarily distributed over a much wider area, and I am often compelled to crowd into a few hours the inspection of the whole work of a large school. To be as useful as possible on these visits I take notes of the weak points in the work at examinations, and afterwards call attention to them and examine the methods of instruction used. This year I have generally called attention to the class-marking of errors in copy-books; to the importance of making clean and light lines in drawing; to the giving of daily exercises in mental arithmetic; to improved wall-furnishing; to the importance of the teacher writing on the blackboard in the Vere Foster style; to the teaching of spelling in system, and in several methods, and not by dictation; to the use of drawing-boards ruled in squares in red lines; and to the giving of grammar lessons daily as written exercises on paper. I have also advised that for composition exercises should be given descriptions of objects near at hand, or of passing events; that the pupil-teachers should be daily supervised and a lesson given by the head-teacher in their presence; that the teachers should address the weak ones of their class rather than those who are ready to answer; that teachers should make notes and use memoranda of their class-work; that the head-master of a large school should keep a time-table showing how his own time is employed for every hour of the week; and that the teacher himself should more often read to a class as a model for the class to imitate. These and many other matters have been brought under the notice of teachers as occasion seemed to call for it, and suggestions of this kind are often entered in the log-book of the school.

The instruction in class-subjects—drawing, science, and drill—having this year received special attention from the Board by the appointment of instructors in each branch, it is hoped a new impetus will be given to the teaching, and a higher class of results produced. To the freehand work in drawing I have added instruction in practical geometry this year. The June examination in the two subjects was very satisfactory. In freehand nineteen schools sent up candidates, representing a total number passed of 128. The previous year fifteen schools passed eighty candidates and none of the pupils then passed were again allowed to sit. The general character of the work was improved. Still better work will be produced if construction-lines are more used when sketching in, and more attention paid to the lightness and fineness of the stroke when lining in. The results in practical geometry passed all expectations, both as to the number of successful candidates and as to the accuracy of the work done. Ten schools sent up candidates, of whom 105 passed, working correctly at least three problems out of the five given. I find the introduction for the first time of geometrical drawing has been a decided success. It has been well received by the teachers and pupils, and it has been useful, not only in extending the knowledge of the pupils and in cultivating habits of accuracy and order, but it has furnished subject-matter for an additional attractive lesson.