

lessons on the expansion of bodies by heat are given, yet often the actual expansion is not shown to the class, whereas this can easily be done by means of a ring and a piece of metal (iron rod or bolt), which would cost the teacher no more than the trouble of looking for them.

Some of the foregoing remarks with regard to science apply to object-lessons also. The lessons often are not well prepared by the teachers; the inductive method is not sufficiently employed; the children are told too much, in place of being trained to examine, observe, and discover for themselves. As Herbert Spencer observes, "To tell a child this and to show it the other is not to teach it how to observe, but to make it a mere recipient of another's observations—a proceeding which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasures resulting from successful activity, which presents this all-attractive knowledge under the aspect of formal tuition, and which thus generates that indifference and even disgust not unfrequently felt towards these object-lessons." A mistaken idea also is too prevalent—that supplying children with difficult words as names of properties is conveying information. On the other hand, it should be mentioned that some female pupil-teachers were seen giving very fair object-lessons. Every head teacher ought to try to have a collection of common objects in his school.

ADDITIONAL SUBJECTS.—The average number of marks obtained by each school in the additional subjects was 44·2. This, however, gives no idea concerning the efficiency of the teaching in these subjects, for the number taken up varied at different schools. Thus, singing was taught at very few schools; needlework only at those schools where the sole teacher was a female, or where there was a female assistant; while extra drawing was, naturally enough, very seldom presented.

In the subject-matter of the reading-lessons the pupils, as has been before stated, were very poorly trained.—*Needlework*, as far as purely manual work is concerned, was often very good indeed, especially at the large schools. Whether the girls were equally proficient in cutting out and fixing we have no means of telling, for the work was done during the school-year, not on examination-day. A tendency to extravagant ornamentation of underclothing might be stopped.—*Recitation* varied very much—from sheer nonsense and sing-song to a really nice interpretation of the piece learned. Where recitation was really good no lesson seemed to be so thoroughly enjoyed, while where it was bad the pupils evidently looked upon it with much distaste. The most frequent faults were very incorrect or too rapid enunciation, want of knowledge of the meanings of words and phrases, absence of proper emphasis, and a running of words together. Many teachers are satisfied if the words are accurately learned (too often they were not so learned), and they do not consider it necessary to teach the children to enter into the spirit of the piece, and to recite with expression. If proper attention were given to training the ear, and to obtaining nice inflection, modulation, and expression, recitation would be a valuable help to reading. Indistinct utterance in reciting poetry quickly forms a habit that it is very difficult to get rid of. Really bad recitation is, perhaps, most frequently due to the following: Children easily learn the necessary amount of poetry, and this when learned they continue repeating week after week, a monitor or young teacher being set to hear them. In time they get away from the original words, and repeat sounds nearly resembling them, without the slightest idea of conveying sense by the sounds.

Of the discipline, tone, and behaviour of the pupils at the majority of schools we are very pleased to be able to speak in high terms. Grave offences are very rare, and for severe punishments there appears to be seldom any need. During the examinations especially the children were very attentive, diligent, and well behaved; and that the examination itself at most schools was a source of pleasure to the candidates was very evident. On our inspection visits we sometimes found that disorder creeps in at change of lessons and at dismissal, that lounging is too common, and that class-motions are not always carried out as well as they might be. To ourselves we found the pupils of all but a very few schools most courteous and respectful, not only in the school-buildings, but also on the roads or streets. We should, however, like to see amongst the pupils themselves a more forbearing and courteous spirit in their relations to one another. Rudeness during games, pushing in class-marching, and such-like are too common. Also, boys might be led to cultivate a more chivalrous spirit towards girls. The idea "she is only a girl" is too common.

BUILDINGS; PLAYGROUNDS.—A large proportion of the buildings are in very fair repair, but some small ones, which were erected many years ago, are fast decaying. During the year some school-buildings and teachers' residences were painted, and at several places additions and improvements were effected, and shingled roofs were covered with iron. Some of the residences are too small to be comfortable, and this evil leads teachers to desire a change to another school. All the classrooms built during the past eight years are neatly varnished and painted inside, have stepped floors, and are supplied with dual desks. At a few schools unsuitable antiquated desks and forms are mingled with dual desks; and, while the former act as a foil to show the superiority of modern appliances, they entail great inconvenience and disadvantage to both teachers and pupils. The schools at Waitotara and Whenuakura furnish an apt illustration of this condition of things. A few small schools are not regularly swept, the excuse given being "capitation grant too small." Also, in some of the back districts it is difficult to find any one willing to undertake the work. More attention should be paid to the proper ventilation of class-rooms. Many teachers seldom pull down the top sashes of the windows, but, instead, throw up high the bottom sashes during school-time, as entailing less trouble; and pupils, in consequence, are frequently sitting in a draught. During recesses both sashes should be opened. As all the window-sills of the more modern schools are provided with boards running some distance up the windows there need be no draught even when it is desirable to open the bottom sashes during school-time. Some teachers do a great deal to improve the appearance of their class-rooms, while others, notwithstanding all that has at one time or another been written on the subject, display no interest whatever in this, as it appears to us, important direction. Thus, at one school the walls are nicely decorated with maps, pictures, and