

2.—Notes of a Lesson. The Street.

(A picture of a street is shown to the class. The underlined parts to be more fully exemplified by both pupils and master)

HERE are some people and there is a carriage. The people are on the street. The carriage is on the street too. The people are walking. The carriage is drawn, two horses draw (pull) it. Some people are walking *on this side* of the street. Some people are walking *on the other side*. The carriage is coming *this way* but the people are going *the other way (that way)*. Where is the carriage going? Where is it coming from? Where are the people going? Does your father keep a trap (carriage)? Do you like riding in a trap? This street is wide and long. Not all are. Some streets are busy (crowded). Is this a busy street? Do you live in a street or in a road? What is its name? Some streets are dirty. Is this a dirty street? There are many streets in a town. Are there many streets in Christchurch? Some are short and narrow, others are long and wide. Some streets are beautiful. Many large houses are in them. Many shops are there also. Do you see any shops in this street? The houses in this street are large and high. There are lamps on both sides of the street. A man will light them in the evening. Name a long street in Dunedin, in Auckland. Have you been to Auckland? Tell me of ten streets in Christchurch? Name a busy street in Christchurch? Where is the Railway Station? The Post Office? The Museum? The Exhibition?

Amongst the different exercises, the following are to be most carefully attended to :—Write sentences with—"on this side," and "on the other side," "this way," "the other way," and questions with "which," and answer the following questions :—What is that? Is the carriage going? Has your father a trap? Are there three people? Have the people umbrellas? Is it fine? Is it wet? Do you live in this street? Where do you live? Is this street narrow? Are all streets long? Are the houses high? Which way is the carriage going? Which house is your father's? When do you go to school? What time have you breakfast? Is it night now? Is it winter now? Is that house your uncle's? Is that lady your mother?

No. 2.—REPORTS OF INSPECTOR-GENERAL OF SCHOOLS.

The Hon. the Minister of Education.

Education Department,
Wellington, November 23, 1881.

I inspected this Institution on the 28th ultimo. It is always a pleasure to visit it. On this occasion I was greatly delighted with the striking proofs of progress in intelligence and power of speech exhibited by the more advanced pupils. I am more than ever convinced of the soundness of the principle of the articulation method. Mr. Van Asch's skill as a teacher is admirable, the children take a wonderful interest in their work. I was much pleased with the thoroughness of a geography lesson given in my presence; the children read the lesson orally, referred to the map when it was necessary, and were made to understand all the ideas conveyed by the passage they had read. They also asked questions that shewed an intelligent desire for knowledge, and received full answers; thus when they had read that certain rivers are liable to sudden floods, and that there is a substantial railway bridge over the Waitaki, one of them asked "What is liable?" and again, "What is substantial?"

The pupils seem to be very happy and contented, and the domestic arrangements are exceedingly good. Miss Coleman, the assistant teacher, is giving satisfaction, not only by her work as a teacher, but also by her kind and active interest in all that has to be done for the children out of school-hours.

WM. JAS. HABENS.

The Hon. the Minister of Education.

Education Department,
Wellington, April 28, 1882.

I took advantage of my visit to Christchurch to see the Institution for the Deaf and Dumb once more. I cannot speak too highly of the energy and ability displayed by the Principal. The number of pupils is now twenty-four; and, considering the necessity for individual attention to every case, and the number of classes into which the pupils are divided, according to the progress they have made, I think the time has come for an increase in the number of teachers. Two teachers are not enough for more than twenty scholars in an institution of this kind. I am afraid that Mr Van Asch's health will suffer from over-work unless a second assistant is soon appointed.

I made particular enquiries as to the arrangements for bathing. I find that every child has a bath once a week. The pupils are all well.

WM. JAS. HABENS.

No. 3.—REPORT BY THE MEDICAL OFFICER.

SIR,—

Christchurch, 1st June, 1882.

I have the honour to inform you that I visited the Deaf and Dumb Asylum at Sumner on the 28th April, 1882. There are now 24 inmates, 13 boys, and 11 girls, aging from 7 to 20 years. I found the place clean and in good order. The children seem to be cheerful and happy, and as a rule enjoy good health; any slight indisposition is readily attended to by the Director, who brings the patient to my house for advice and instructions. The younger unvaccinated children have been operated upon, and the elder ones revaccinated successfully. The accommodation is now more complete and concentrated, thus enabling the Director to overlook them with less trouble and waste of time; the separation of the boys and girls is also more effectual. The improved arrangements will enable at least five more inmates to be admitted into the Asylum. The children are progressing very favourably in their education. The Director, Directress, and officers are most painstaking, and evidently make it their study to promote the comfort of the inmates and the efficiency of the whole establishment.

I have, &c.

H. H. PRINS.

The Hon. the Minister of Education, Wellington.