

outward observance in some degree without inward truth, the converse is not possible. There cannot be inward reality without producing an outside corresponding to it. It is a law of nature that the mind acts on the body, and makes it follow any real emotion." Before leaving the subject we may say that some teachers ought to be more particular about their own attitudes. And this puts us in mind that some very earnest, hard-working teachers are not as successful as they deserve to be on account of their bearing when teaching a class orally. They stand before the class in a stiff manner, and propound questions in such a way as if it was quite immaterial whether they received answers or not. As a consequence, they fail to imbue their class with the interest which they really feel, but do not show.

Another matter we would refer to is that pupils should be trained to feel a proper reverence for the place in which the work is done. Therefore no playing in the buildings should be allowed out of school-hours; things should be put away when finished with, not left about; and no roughness should be tolerated in the treatment of the rooms and their furniture. "There is no law more absolutely certain than that mean treatment produces mean ideas; and whatever men honour they give honour to outwardly. It is a grievous wrong not to show honour to lessons, and the place where lessons are given."

With regard to the general behaviour and manners of the pupils attending the schools we can again speak in high terms.

In conclusion, we gladly bear testimony to the zeal and energy of the teachers as a body in the service of the Board.

We have, &c.,

W. H. VEREKER-BINDON, M.A., Chief Inspector.

JAMES MILNE, M.A., Assistant Inspector.

The Chairman, Board of Education, Wanganui.

WELLINGTON.

SIR,—

Wellington, 26th February, 1897.

We have the honour to report as follows on the work and condition of the primary State schools of the Wellington Education District for the year 1896.

The total number of schools in operation was 106, all previously-existing schools being maintained and six new schools having been opened.

There is still an increased demand for schools in the newly-settled country around Pahiatua and on towards the East Coast. The Te Aro, Mount Cook, and Clyde Quay City Schools are fairly full in many classes, and the Newtown and Rintoul Street Schools soon will be; so that some provision will have to be made at an early date for affording increased accommodation in the Te Aro part of the city. It is more than probable that the newly-appointed Truant Officer will bring an influx of backward children into the schools; and, if this is proved to be the case, some of our existing schools cannot find available space for them. We think the plan now in vogue in London, Auckland, and elsewhere of having separate schools for backward children, who, to some extent, need special treatment, has much to commend it. In such a school the work should not go beyond the Fourth Standard, and, with very many children, not beyond the Third, as the other schools would always be open to them. Admissions to such a school, the classification of pupils, and promotions from it should be made by the master twice a year, subject to the approval of an Inspector. Other details of management need not be referred to in this report. Such a school is, of course, a very different thing from a truant school, although many backward children will probably be found in the class of truant children. A school for backward children, as here suggested, would include many of, if not all, the children (of whom there is a class of twenty or thirty in each of several of our large city schools) who are over nine years of age and not able to pass the First Standard. At present such children remain a year or two, attend very badly, and pass out of the schools without reaching the higher standards. If grouped in large better-graded classes, with special instruction almost confined to reading, writing, and arithmetic, much more could be done with them during the time they are in the special school, and afterwards when they enter the higher standards in an ordinary school. The locality which would command the largest city area for the establishment of a school for backward children is the neighbourhood of the Mount Cook Girls' School, and that building itself is suitable, on account of its many and varied sized class-rooms, for a school needing special and varied classification. Now, it so happens that this school is the oldest in the city, it has been many times added to, and, for its present uses, should now be replaced by one of more modern construction. The erection, therefore, of a new girls' school on another section of land, should the demand for a large space for backward children arise, would meet all requirements as to the extension of city accommodation, as to a more suitable building for the girls' school, and as to the establishment of a suitable school for backward children. In the meantime, some temporary premises would be needed for a trial of the plan.

From the summary of the examination reports of the several schools, which forms the appendix* to this report, it will be seen that there are now 13,938 children whose names are on the books of the schools—an increase of 402 for the year; 8,977 children were actually examined in standards, exclusive of 349 who had previously passed Standard VI.; and of these 7,559, or 84 per cent., actually passed the examination. The average age at which standards were passed, and the

* Not reprinted. The schools are classified as follows: Class A, twelve schools, each presenting over three hundred children; Class B, fifteen schools, each presenting from a hundred to three hundred children; Class C, thirty-two schools, each with less than a hundred children, taught by more than one teacher; Class D, thirty-nine schools, each with only one teacher; Class E, five aided schools; Class F, three infant schools.