

I have been gratified to note an awakening of interest in the civic life of the school. Quite a large number of teachers have instituted a prefect and monitor system with excellent results. The Taranaki Inspectors write: "The old methods of repressive discipline are dying hard, but wherever a more or less extensive system of self-government is adopted we find that the work of the school proceeds smoothly, pupils are more anxious to give of their best, teachers are less troubled with vexatious details than is the case where every little human is compelled to submit to the sometimes harsh methods of an adult. The more the discipline comes from within and less from without the more pleasant will the teacher's relations with children become. Those alert teachers of large classes who by reading are keeping themselves well acquainted with the rapid development of improved methods of school management find marvellous relief from the nerve-strain entailed by repressive drill-sergeant disciplinary methods. Where classes have been taught to govern themselves by the "moot" or "community" methods the happiest conditions prevail, and teachers find life in their schoolrooms worth living, corporal punishment being in such schools practically unknown."

In concluding I desire to refer briefly to the Department's correspondence classes for pupils in isolated districts, the interchange-of-teachers scheme, and to the training of teachers by Education Boards.

*Correspondence Classes.*—These classes were established for children who were too far from a school to be able to attend. It was at first thought that not more than twenty or thirty pupils would be enrolled, but at the time of writing, eighteen months after the inception of the scheme, no less than 576 pupils have been enrolled. There is evidently a good deal of moving to and fro among the backblocks settlers, for the effective roll at present is 317. Even this number is surprisingly large, and indicates how great the need was for classes of the kind. Admirable work has been done, and the progress of the pupils reflects great credit on the teacher in charge. It is hoped that the instruction by correspondence will be extended to include secondary subjects.

*Interchange of Teachers.*—A number of Canadian and English teachers, the latter chiefly from London, were accepted for one year's service in New Zealand in exchange for a corresponding number of our own teachers who went abroad. We have received excellent reports from authorities abroad regarding the work done by our teachers, and we have been pleased to receive similar reports on the work done by our visitors. Inspector Brough, from Vancouver, who joined the Auckland District staff in exchange for Inspector McKenzie, who went first to Vancouver and subsequently to Toronto, returned home in August last, his place being taken by Inspector Moshier from Toronto. This interchange of Inspectors and of teachers is, I feel sure, of very considerable benefit to New Zealand. Already we feel that the Canadian and English schools have been brought nearer our doors through the very vivid and informative letters and reports we are constantly receiving.

*Training of Teachers.*—The Board's classes for the training of pupil-teachers, probationers, and uncertificated teachers continue to serve a very useful purpose. Two Boards have, in addition, established supplementary model schools for the training of inexperienced teachers. I inspected one of these schools and found that the intensive course of training in school management and in methods of teaching was admirably arranged, and well calculated to be of assistance to untrained teachers in charge of remote country schools. The training of pupil-teachers and probationers in their own schools is receiving close attention from the Inspectors, and there are now fewer instances of head teachers neglecting their duty in this regard.

I regret that space will not permit the insertion in this report of a greater number of extracts from the Inspectors' district reports, which I have read with much pleasure and profit. The reports contain many useful criticisms and suggestions, publicity to which will be given from time to time in the *Education Gazette*.

I have, &c.,

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Chief Inspector of Primary Schools.

The Director of Education.