

selves were almost invariably lacking in verve and enthusiasm. The mental atmosphere of these schools was heavy and lifeless. As children are quick and close imitators, and particularly susceptible to the influence of their surroundings, the teacher should make every effort to create an atmosphere of brightness and mental alertness.

SCHOOL ENVIRONMENT.—In the majority of the schools in this district the teachers and committees have been exceptionally active in their endeavours to beautify the school grounds and premises. Our aim is that each school shall be so brightened by means of suitable pictures, &c., tastefully arranged on the walls, and the grounds so beautified by flowers and shrubs that the school environment will be a centre of refining influence not only for the pupils but for the school district itself. There is no doubt that this influence will be carried from the school to the home, and make itself felt in the after-life of the pupil. It is also gratifying to be able to report that the supervision of the playground during recess by the teachers has been more regular and systematic. As an incentive to greater efforts in the direction of improving the grounds and surroundings, we instituted at the beginning of the year a system of marks. We were heartily supported in this matter by G. Tisch, Esq., the Mayor of New Plymouth, who generously donated a shield to be awarded each year to the school gaining the highest aggregate of marks. Oaonui was the first school to secure the honour of having its name inscribed on the shield.

MANAGEMENT.—We frequently look in vain for that close relationship which should exist in the work of each room in those schools where there are more than one teacher. In many schools this is a serious weakness which makes itself felt as a retarding factor in the progress of the pupils. There should be a clear and definite understanding between the headmaster and his staff in regard to what may be called the policy of the whole school. The schemes of work for each class should be so graduated not only as to matter, but also as to method that there should be an unbroken line of advancement from the lowest to the highest rung of the school ladder. It is not, surely, too much to expect that the headmaster should keep himself closely in touch with the work of every department of his school, and thus be in a position by advice and suggestion to remedy any defects that may be noticeable in the work of his assistants.

RESULTS.—The following table shows the State schools that gained the highest results in 1909 :—

School.	Quality of the Instruction.	Order, Discipline, and Tone of the School.
Stanley	Excellent	Excellent.
Okato	”	Very good.
Hillsborough	Very good	”
Kaimero	Good	”
Makahu	”	”
Norfolk	”	”
Puniwhakau	”	”
West End	”	”

We have, &c.,

W. A. BALLANTYNE, B.A.)
R. G. WHETTER, M.A.) Inspectors.

The Chairman, Education Board, Taranaki.

WANGANUI.

SIR,—

Education Office, Wanganui, 31st March, 1910.

We have the honour to present our report for the year ended 31st December, 1909.

The following table has been compiled from the returns furnished by the teachers in connection with their annual examination. The number of pupils attending the ten Catholic schools is not included :—

TABLE IA.

Class s.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
Standard VII (including secondary pupils in D.H.S.)...	273	255	Yrs. mos. 14 11
” VI	912	873	13 11
” V	1,242	1,198	13 2
” IV	1,465	1,432	12 3
” III	1,602	1,559	11 4
” II	1,619	1,579	10 3
” I	1,735	1,683	9 1
Preparatory	5,117	4,692	7 0
Totals	13,965	13,271	11 6*

* Mean of average age.