

some knowledge of the rules which must be observed if they are to grow up healthy and strong. To this end it may be necessary to deal with the build of the human body and the functions of certain of its organs in some detail, so that pupils may understand the reasons which underlie the rules to which they are asked to conform. But treatment of lesson should carefully guard against obscuring the main objective by the introduction of a mass of detail, difficult to remember, not always easily understood, and demanding considerably more time and attention than the framers of the syllabus intended. What is required is that teachers should impress on pupils that neglect of important matters of health will entail certain penalties, hence the rules of health to be emphasized should as far as possible be few and direct, and as little as possible encumbered with technical phraseology. Instruction should begin in a very simple way in the lower classes, and be continued throughout the school life of the pupils, in the upper classes taking the form of definite lessons, the details of which should appear on a programme so arranged that fresh aspects of the subjects come up for treatment each year.

**MORAL INSTRUCTION.**—It is sometimes forgotten that a distinction must be drawn between moral instruction and moral training, both being necessary to moral education. Moral training aims at fostering good habits; moral instruction at imparting ideas, ideals, and moral insight. "Moral training is secured by watchful care over conduct; by intimacy with good example; by wisely ordered physical discipline; by a due measure of organized school games; by the good influences in the corporate life of the school; by the responsibilities of self-government; and by the effect of honest, intellectual work upon the moral outlook and judgment. Moral instruction aims definitely at furnishing ideas which may help in giving a right direction to conduct. In the strict sense of the word, it is always direct. It may be indeed incidental, or it may be allusive, or it may be in the form of parable, or of an historical example, or of an illustration from poetry or fiction. It may appeal to the religious sanction as well as to the personal and social sanctions, or to the two latter alone. But however masked it may be in its incidence, it must in so far as it is moral instruction be direct."

Much difference of opinion exists as to the manner in which moral instruction should be given, whether there should be a time specially set apart for it or whether it should be taken incidentally during the progress of school-work, lessons in history, reading, poetry, and other subjects presenting opportunities for the teaching required. On this subject the English committee set up to inquire into moral instruction and training in schools make the following pronouncement: "After considering the whole subject with anxious care, we have reached the conclusion that in all public elementary schools at least one lesson a week should be devoted to instruction in the principles of personal, social, and civic duty."

Mr. M. E. Badler says, "There is a general agreement among experienced teachers that direct moral instruction, when given at the right time and in the right way, is a valuable element in moral education."

We are of opinion that a short programme of moral instruction should be prepared, so that the teaching may proceed on some definite plan, and that evidence may be forthcoming that the spirit and intention of the syllabus are being carried out. At present it is quite unusual to find any indication in the form of scheme or notes as to what is being done, and the impression left after visits to certain schools is that but little has been attempted in the way of direct moral teaching. We hope in future to see in all schools a short programme of systematic and graduated instruction, setting forth the various phases of the subject with which it is proposed to deal in the several classes or in successive years.

**BUILDINGS.**—School architecture is closely connected with school efficiency, affecting as it does the comfort and convenience of all concerned, and having a very direct and very important influence on the physical, mental, and moral well-being of pupils. It is with great pleasure we record our sincere appreciation of the good taste, sound judgment, wise use of materials, and just estimate of modern requirements which have been manifested of late in this branch of the Board's administration. Some of the buildings recently erected are a credit to both architect and builder, and, bearing in mind the somewhat limited funds on which the Board is permitted to draw, possess in a high degree the qualities for which one often so vainly looks in economically constructed buildings. We refer to the artistic and pleasing external and internal effect, and to the provisions made for lighting, ventilation, and sanitation generally.

**TEACHERS.**—We have found it necessary, alas, in the course of this report to refer with some frequency and at some length to acts of omission, and to imperfections of aim and method. Before closing, however, we should like to express our appreciation of the loyalty and devotion to duty shown at all times by the great majority of our teachers. Our district is fortunate in possessing a band of earnest workers, fully alive to the importance and far-reaching influence of their efforts, ever ready to respond to the call of duty, and to endeavour worthily to discharge the great and solemn trust committed to their keeping. We have found the utmost willingness to act on suggestion, to assist in giving effect to the aims of modified or new regulations, to examine afresh long-established educational tradition, and to become familiar with fresh developments and modern ideals. The zeal and earnestness shown, often under trying circumstances, and the resolute courage manifest in the face of difficulty and disappointment, are beyond all praise, and encourage the belief that future developments in this district will be far-reaching and sound.

We have, &c.,

E. K. MULGAN,	} Inspectors.
JAMES GRIERSON,	
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