

are generally well supplied with maps. I should like to see in each school a map showing the topography of the place. Geography is well taught by outline maps made on the board at Thorndon, Featherston, the Terrace, and Waihenga, and more or less in a few other schools. The new large county map of New Zealand will be supplied to all schools which have not yet received one. Maps should be more frequently before classes during reading and history lessons, and the places mentioned pointed out. For this reason maps are best rolled up and put away on racks when not in use, and not fixed to the walls, except they can be seen plainly from any part of the room.

**GRAMMAR AND MEANINGS OF WORDS.**—The new standards have directed more particular attention to word-meaning and word-knowledge. I was pleased on the whole with the result this year. It is often difficult to give an answer on the spur of the moment, although the pupils know the meaning. It is one thing to know and another to tell. This subject should receive more attention in many schools. The knowledge of English grammar is generally good in the respective standards, and the work in the higher standard is frequently very satisfactory. Grammatical instruction is best imparted in the following schools: Featherston, Thorndon, Terrace, Johnsonville, Pahautanui, Taita, and Masterton. In these schools the children write good composition exercises, and parse with a correct knowledge of inflexion and of the construction of sentences.

**HISTORY.**—History is only required in the higher standards. There are few teachers who succeed in making history interesting. The reading of detailed passages from good historians I have found very interesting and very instructive. A boy who has once heard Macaulay's description of the Siege of Londonderry read is not likely to forget it; and he will imbibe a taste for reading, which no epitome of history will cultivate. It is true there is not much time for this, but it may be done occasionally. A master has also to make simple the philosophy of history; and history should always be treated in connection with geography when possible. Biography is admirably suited for schools; and the lives of great men will always form an important part of the subject included in the standard. The most intelligent historical knowledge was shown at Featherston, Taita, Thorndon, and the Terrace.

**SINGING.**—Singing has always been encouraged as a most important part of education, and as tending to refine school life and make it more cheerful. Teachers who are thoroughly musical have taken up the subject so far as they could spare the time, or so far as they had the appliances to teach it. Class singing from notes is efficiently taught in the Mount Cook Infant, Thorndon, Featherston, and Wainuiomata schools. School songs are rendered with more or less culture in ten other schools. Until this subject is taken in hand by an able professional master, and instruction imparted in the principles of music, in the art of singing, and in the teaching of class singing, it is too much to expect teachers either to pass an examination as to their own ability to impart instruction, or to expect them to attempt the work in their schools.

**ELEMENTARY SCIENCE.**—Instruction is nominally given in physical science in twelve schools, including four large city schools. No special examination has been made, and I am not aware that any classes are yet presentable in any definite programme of work. I do not think the subject can at present be taught with anything like systematic class experimental teaching by more than one or two teachers. Until a normal school is provided, in which instruction can be imparted, not only as to knowledge required, but also as to the methods of class-teaching, and until the necessary apparatus is provided, it appears to me unreasonable to expect it to be taught in schools. General knowledge of common things, or even of physical phenomena as found in reading-books, can hardly be accepted as teaching in elementary science.

**MILITARY AND SCHOOL DRILL.**—Company drill is taught efficiently at Te Aro and Featherston, and squad or assembly drill in nine other schools. Cadet corps, having musical bands, are found at Te Aro and Featherston. We have no proper gymnasium attached to any school, and the Terrace School is the only one which possesses parallel bars, though many schools have swings. Gymnastics are nowhere systematically taught. I should like to see cadet corps established in connection with the Mount Cook Boys', Thorndon Boys', and Terrace Schools. A knowledge of drill could be imparted to teachers by the drill-sergeants, or it would be easy to arrange for an officer to give instruction in connection with a normal school.

**DRAWING.**—Like singing, drawing requires special faculty in the teacher, and the subject can only be taught where the faculty exists. The drawing hitherto taught is that of outline objects on slates or on paper. In the two highest standards drawing is required, but the past year is the first year in which it was asked for. Outline copies, elementary and advanced, have been sent to all schools requiring them, and more can be obtained on application to the Board. Drawing is at present taught fairly in the Mount Cook Boys', Featherston, Pahautanui, Te Aro, and Thorndon Schools; and less efficiently in the Terrace, Kaiwara, Wainuiomata, Tenui, Karori, Taita, Greytown, Masterton, Porirua, Tawa Flat, Waingawa, Waihenga, Johnsonville, and Tauherenikau Schools. I hope to see, year by year, much improvement made in this subject, as soon as teachers can be trained for the work.

**NEEDLEWORK.**—Needlework has not generally been taken up. Many teachers and school managers are of opinion that sewing can well be taught at home, and in many districts such is the case. In large city mixed schools it would much disturb the organization. The result is that sewing is confined to the following schools: Mount Cook Girls', Kaiwara, Te Aro, Wainuiomata, Tenui, Karori, and Tauherenikau. The work done in most of these schools appears to me, so far as I am a judge, fairly satisfactory. I do not regret the limited teaching of needlework, although its value must be readily admitted; but there is a danger of the programme being too full, and in the past more essential subjects have been looked to. We have no "fancy" work.

**OTHER SUBJECTS.**—Latin (1st Principia) is taught at Featherston to fourteen pupils, and one pupil in Greytown receives instruction in Latin, and one in algebra. The kindergarten system of infant teaching is adopted at the Mount Cook Infant Schools, in the Thorndon School Infant Department, and in the Featherston School Infant Department. Object-lessons are commonly given in all schools. I am pleased to report that there is in most schools a marked improvement in the discipline and in the manners of the pupils, although I think teachers, in many instances, attach too little importance to the latter subject, if they do not eschew common politeness altogether. The use of bad