

is required. At the beginning of 1907 we recommended that there should be two divisions in each school. . . . The Department's Inspector emphasizes this view, and the time has come, we think, when every pupil entering a secondary department must from the outset make a choice of his course, a Latin or examination course, an agricultural course, or a commercial course. With respect to the management of these schools a serious difficulty confronts the Board: the salaries offered are not such as to induce the right stamp of assistant to undertake the work, and there is therefore great risk that the schools may miss their aim.

**SPECIAL FEATURES.**—If we were asked what are the special features of our schools we should reply: The general excellence of a large number of our country schools, and the excellence of the infant-work in some of the larger schools. One could not praise too highly either the one or the other. In connection with the training of infants we should acknowledge the good work being done by the teachers fresh from the Training College, and we look forward with pleasure to the day when there will not be a school in the district that is not under the charge of a highly qualified certificated teacher.

**THE HOME ARTS.**—Towards the close of 1907 the Inspectors felt that too little credit was being given to our girls for their efforts in cookery and needlework. It was accordingly suggested to the Board that for proficiency in these subjects, with a course of very elementary hygiene added, a special certificate might be given. During the year which followed an attempt was made to realise the suggestion. At several of the schools three lady examiners for each subject were nominated by the Committees, and for the most part their reports testify to the efficiency of the instruction. At four of the schools lessons were given by medical men, while at Wanganui a second medical man acted as examiner in hygiene. A number of girls will now receive the promised certificate. During the present year it is expected that the idea will materialise somewhat more completely. A special course in needlework will be taken, and the health lessons given by the teachers in accordance with the regulations will be combined with those given by the instructors in cookery in such a way as to make a very elementary but complete course in hygiene. This little essay in practical housekeeping will not materially add to the work of the teachers or of the pupils, while it will enlist the sympathies of the parents in the cause of school subjects most nearly akin to domestic practice.

**POSITION OF PARENTS.**—In these times of transition the parents of our pupils have to some extent got out of touch with school methods, work, and administration. When the children now at school shall have grown up, things will be better understood and the teacher's work better appreciated. Meanwhile the influence of the home tells as much as ever on the welfare of the children, and, by making them the object of their interest, solicitude, and watchfulness, parents can second the efforts of the teachers. If a girl or boy is to win the right of eminent domain in life, the price of success is not to be measured altogether by State expenditure on education, but by the love, the hope, and the self-sacrifice of the parents. There was held in London towards the end of last year an event of international importance—A Moral-training Conference. Hundreds of delegates, men and women occupying the highest positions in educational circles, attended from every part of the civilised world. Theories of all kinds were propounded in many tongues to further the cause of moral training, and the Conference will doubtless be supplemented by a voluminous literature. It is well; but the greater shaper of human destiny has been, is, and ever will be, the home and its associations.

**CONCLUSION.**—In conclusion, we would gratefully acknowledge the consideration extended to us by all with whom we have come into contact during the discharge of our duties. Many of the settlers have made our tasks lighter and pleasanter both by their hospitality and their interest in our work. The Committees have at all times been willing to give and to receive advice on matters appertaining to the well-being of the schools. The teachers have been receptive and sympathetic. The instructors of the school technical classes, Misses Mollison, Fergus, and Grant, and Messrs. Grant, Browne, Clark, and Bannister, have shown their willingness to assimilate their courses and methods of instruction to the general educational policy of the schools. It is but right that we should also recognise here the kindly interest taken in our work by the Board, which has ever been willing to listen patiently and sympathetically to any proposal made for the betterment of education in the district.

We are, &c.,  
GEO. D. BRAIK.  
JAMES MILNE.  
T. B. STRONG.

The Chairman, Education Board, Wanganui.

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#### WELLINGTON.

SIR,—

Education Office, Wellington, February, 1909.

We have the honour to submit our annual report on the condition of the primary schools of the Wellington Education District.

The number of schools in operation during the year was 162, an increase of three on last year.

New schools were opened at Muhunoa East, Ngaio (Crofton), Tablelands, Glencrief, and Stronvar, while those at Waiohine, Akitio, Glencrief, and Lime Hills were closed. In addition to the 162 State schools in the district, nine Catholic schools were visited and reported on. The Normal School was examined by the Principal of the Training College.