

*Nature-study.*—We were much displeased with the work in this subject throughout. We note the following as the chief faults in this work: Inadequate preparation of lessons and material on the part of the teacher; too much reliance on material brought by pupils; indefiniteness of aim and method; haphazard development of the scheme; observation, experiment, and investigation not sufficiently encouraged; overlapping of the work of several classes, and consequent lack of interest; work not in touch with environment; tendency to rely on books and merely to supply information. Steps will be taken during the coming year to ensure improvement along the lines implied in these comments.

*Elementary Agriculture.*—The work in this subject is fair on the whole. Environmental work has been a special feature of the outdoor activities of the schools, and this may have reacted to some degree on the more truly educational instruction. Indoor experimental work has in general been regularly carried out, but there are indications that the teacher does not lead the pupils to observe sufficiently the events that occur during the progress of an experiment. He is too often satisfied if the pupil can sum up the predetermined or expected result of an experiment in a sentence or two (often quite incorrect). Notebooks have not always met with our approval. These sometimes contain quite trivial and irrelevant entries, and too often the notes have manifestly been dictated by the teacher. A good class record of every experiment (whether indoor or outdoor) should be kept, and after discussion of this the pupils should make their own notes independently.

*Singing.*—Very fair work on the whole. Improvement should be on the lines of better instruction in sight reading and part-singing, a better selection of songs, and some attempt at voice-training.

*Needlework.*—The work of the district as a whole is satisfactory.

*Handwork.*—We are of opinion that teachers as a whole do not take handwork at its proper value as a method of teaching, though we were pleased to note during the year evidence that this lack of appreciation is now beginning to disappear. These remarks apply to classes below S5. The woodwork of the boys in S5 and S6 in the larger schools calls for favourable comment. At every centre we were well satisfied with the work, which is now fairly well correlated with the general instruction in other subjects. We were not so well satisfied with the domestic science seen at the several centres, and shall take an early opportunity of indicating to the instructresses lines of improvement. The cookery was, however, generally satisfactory. The teaching of home science for girls in the smaller schools presents considerable difficulties, but some of the teachers are making commendable efforts to carry out a suitable course.

*Physical Instruction.*—Our own observations and the reports of the Instructor show that quite good work is being done in this subject. Organized games are well arranged at most schools, and both boys and girls are being taught to "play the game." Teachers are learning to appreciate the value of games as moral training.

*Health and Temperance.*—These subjects receive due attention in all schools, the former often being taken as part of nature-study or of elementary science. In most schools we have received very good essays on temperance subjects from the senior pupils.

**DISTRICT HIGH SCHOOLS.**—The number of district high schools in operation is now six, the secondary classes at Patea having been re-established. During the year great difficulties were again encountered in staffing the schools. In two cases the work has been carried on in adverse circumstances. At Ohakune the classes were housed in the woodwork-room, which had to be vacated one whole day a week. At Marton the accommodation has been wholly inadequate. The usual programmes of work have been in operation, including a general course for first-year students as well as the courses necessary for those seniors who wished to sit for Intermediate, Public Service Entrance, or Matriculation examinations. The results of the instruction have, on the whole, been satisfactory. We again wish to state our opinion that if the teachers at these schools were graded as secondary teachers staffing difficulties would largely tend to disappear.

**MODEL SCHOOL.**—Four student teachers from country schools attended the model school at Queen's Park during the first half of the year. In the middle of the year a change of teachers was made, owing to the promotion of the previous teacher to a higher position. Good work has been done at this school since its establishment, both with the pupils and the teachers attending for training. The teachers are trained in the use of modern methods, and are given a good introduction to individual work, Dalton plan, application of intelligence tests, and the like, as well as instruction in the best methods of organizing and conducting a small school. These methods are beginning to be effective in the country schools under the charge of the trained students. During the latter part of the year, owing to the inability to obtain suitable relieving teachers, no students were admitted to the model school.

**SPECIAL CLASS FOR RETARDATES.**—This class has been carried on during the year on the lines indicated in our last report. The assistant in charge, who was new to the work when appointed, has done quite creditable work, but we feel that such classes as this will not be on a sound basis until there is a sufficient supply of teachers properly trained for the work.

**ORGANIZING TEACHERS.**—We are pleased to be able to repeat our commendatory remarks of last year on the work of the organizing teachers. The advice and assistance given by them to unskilled and untrained teachers have been of the highest value.

**CIRCUMSTANCES AFFECTING THE WORK OF THE SCHOOLS.**—Some individuals and societies (whose names need not be given here) have learned to exploit the schools for various purposes. Often there appears to be some educational value in their activities, but on close examination this apparent educational value is seen to be very slight—indeed, often quite negligible. On the other hand, the distraction of the pupils from their school-work is great. We feel that teachers have been too prone to put themselves into the hands of these people, and that the work of the pupils has suffered accordingly.