

*Drawing.*—The results in drawing vary considerably: this subject probably has a greater range of quality than any other. Design, colour, and model drawing are relatively defective. In certain schools the work presented by Standard VI was much below grade. Some teachers have given much thought to the practice of drawing as a means of expression; and, although the success attained is not always ideal, there appears no reason to doubt that substantial progress has been made.

*Handwork.*—Handwork shows further improvement, especially plasticine-modelling and paper-tearing. The range of the work has increased, due probably to the greater attention given to correlation with other forms of expression. In certain directions manipulative skill would be higher of attainment if more attention were paid to the tools used: knives for cardboard-modelling, for instance, are often found to be blunt and out of order.

*Needlework.*—Needlework seems to be much upon the level of previous years; considering the relation of the subject to the after-life of girls, one would like to see the allotment of time to needlework increased. After hearing Miss Dyer, one is led to believe that the work done could be better correlated with other subjects, even under our present arrangements. More attention should be given to the requirements outlined on page 47, paragraphs 3, 4, and 6, and on page 49 of the syllabus.

The senior girls have during the year, as usual, made an extensive array of garments for distribution to the poor.

The work done in the cookery and woodwork rooms is of very satisfactory nature.

*Arithmetic.*—Standard V is still the weakest class. The syllabus sets down the aim in arithmetic as the ability to apply number to everyday problems. Recent publications show that the syllabus prescribed in English schools is interpreted in terms of much simpler sums than those usually set to pupils in the schools of New Zealand. If a similar reduction in requirement were made here it is probable that from three to three and a half hours a week would suffice for this subject. Even that percentage of school time is greater than is conceded to arithmetic in adult life, except in a few businesses such as the banker's. It is to be noted that the banker, though employed much of his time with number, uses only a few simple rules. The time saved could be more profitably devoted to other subjects. In the schools, especially in Standards V and VI, too much time is given to written work at the expense of mental. In the primer classes, if the work be confined to the limits set forth in the syllabus, response should, by the end of the second year, be practically automatic.

*Geography.*—The tests applied were like those recommended by Dr. Ballard. The results were, at most, satisfactory. Some teachers fail to make their teaching inspiring, so that little permanent impression is left after the lesson. Some are satisfied with very inaccurate mapping. There is no need to make elaborate maps, but Athens should not be located in France. A greater development of practical work, both indoor and out, would add interest and value to the lessons.

*History and Civics.*—The tests applied here were similar to those in geography. In both subjects further oral questioning succeeded these tests. Some of the remarks above under the heading of "Geography" apply here too. The work should be carefully graded in accordance with the natural interests of the child. The fact that the scheme of stories told to Standards I and II contains a more liberal infusion of tales from history marks a step in advance. A few teachers do not sufficiently appreciate the educative value of the time-line in developing a chronological sense in young people whose visit to this planet has been very brief. Booklets recently issued by J. T. Mulley (Arnold and Son) are worthy of notice by teachers.

In regard to civics, the syllabus correctly states that its teachings are best impressed by cultivation of the civic habit.

*Nature-study.*—Too many teachers still regard nature-study as a subject rather than a method, with the result that the educational value of their lessons is considerably discounted. The linking-up of nature-study with the work of the garden, however, is operating in the right direction.

*Hygiene.*—Not many schools present the simple exercises in first aid required under the syllabus.

*Temperance.*—Instruction in temperate living is regularly provided, and on certain aspects of temperance the essays show that the pupils have very decided opinions.

*Science.*—Nearly all schools are poorly provided with apparatus for even simple indoor experimental work. Already some progressive teachers are working for betterment by use of the subsidy principle.

#### GENERAL.

In so far as the less measurable results of education are concerned, there is every reason to believe that the schools are working to good purpose. The tone of the schools is usually high, and a natural self-discipline is much more prevalent than in former days.

This report would not be complete without reference to the work of Mr. Wyllie, who recently retired from the Senior Inspectorate on superannuation. As teacher, Inspector, and Senior Inspector he strove to make Southland the home of sound learning. In his retirement he has the satisfaction of knowing that his work has not been in vain.