

freely introduced into standard work in English schools, in many places compulsorily so, and the benefits derived from this instruction lead me to again urge its adoption in our own schools.

It is undoubted that changes in the syllabus are requisite, to enable this instruction to be given, and I earnestly hope that such changes may be made. In no case is the instruction of such a nature as to require much effort upon the part of the teacher in attaining the necessary proficiency. There is no desire upon my part to increase the burden of teachers with regard to the number of subjects taught, as I have already stated a change in the syllabus is necessary if time is to be devoted to hand- and eye-training exercises. Nor do I suggest that all the exercises named should be introduced; freedom of choice and the gradual introduction of this work is all that I ask.

The text-books mostly in use were Ricks or Bevis, both containing excellent examples and full instruction in relation to the various subjects. Fuller details regarding drawing, hand and eye and manual instruction in wood and iron, will be found in my report issued by the Education Department.

*First Grade Drawing Examination.*—In this examination the following were the results: Freehand—1,957 papers worked, 1,126 passed; geometry—2,088 papers worked, 1,673 passed; scale—1,463 papers worked, 972 passed; model—894 papers worked, 548 passed: total—6,402 papers worked, 4,319 passed. Number of papers "excellent," 813; number of papers "good," 776; individual candidates, 4,503; individual passes, 3,474; schools presenting candidates, 133. The total number of papers worked shows a slight increase upon that of last year in regard to the number of papers taken. A higher percentage of passes has also been obtained. The total number of certificates issued in connection with this examination since its inauguration in 1884 is 31,050.

The number of papers applied for outside the Wellington district was 912, of which number 632 passed. This is an increase of 120 papers upon last year; the number of schools represented is thirty-five, an increase of two upon last year. The following are the schools represented: Marlborough District—Blenheim Boys', Blenheim Girls', Spring Creek and Deep Creek. Westland District—Arahura Road, Hokitika District High School, Jackson, Kumara. Greymouth District—Greymouth District High School, Hatters, Taylorville, Stillwater, Granville, Greenstone, Dobson. Nelson District—Appleby. Schools not under Education Boards—Convent of Mercy, Lyttelton; St. Mary's, Nelson; St. Mary's Convent, Christchurch; St. Joseph's, Lower Hutt; St. Columbkil's, Hokitika; St. Patrick's College, Wellington; St. Mary's, Boulcott Street, and St. Joseph's Orphanage, Wellington; St. Patrick's, Masterton; St. Joseph's, Kanieri; St. Patrick's, Ross; St. Patrick's, Kumara; Convent, Greymouth; Wanganui Collegiate School, Auckland Technical School, Napier High School, Miss Haase (Lower Hutt), Miss Freeman (Wellington).

*Manual Instruction.*—Little can be done in the direction of manual instruction in wood until the conditions are so altered as to permit of classes being held in ordinary school hours. This is the condition under which success has been obtained in England, where the work has developed enormously, and with very beneficial results to all concerned. Scholars and teachers alike derive benefits from this system of instruction, the great object being to inspire a love of work, and the importance of order, accuracy, and application as well as dexterity in the use of the hands. These are important points and of use to every person, in no matter what grade of life. Manual training must be a training which places intellectual and moral results before mechanical skill. While the eye is being trained to accuracy, and the hand to dexterity and manipulative skill, the mind is being trained to observation, attention, comparison, reflection, and judgment. In manual instruction, it is impossible to predict the immense advantages to be gained by the colony, and the methods of instruction I have recently seen have impressed me with its importance from an educational standpoint. I sincerely hope that strong efforts will be made to obtain a re-adjustment of the primary syllabus, in order that the more modern methods of instruction may at least have a fair trial in this country.

A few teachers have attended for instruction on Saturday morning at the Wellington centre. The Mauriceville class for scholars has been continued, under Mr. Joplin, with satisfactory results, and at Paraparaumu under Mr. Smith. The class-room at Cross Creek was unfortunately completely destroyed by flood, and has not since been re-established.

*Domestic Economy.*—Cookery classes for the primary scholars were established in connection with the city schools during May, under the instruction of Miss Ivey, late of the London School of Cookery, and in the Pahiatua centre in October under Miss Millington, late of the Liverpool School of Cookery. The main difficulties of establishing a new subject under special circumstances having been overcome, good results are likely to ensue, the course of work being a systematic one of twenty lessons. In the Wellington centre the numbers upon the roll were as follows: Second quarter, 374; third quarter, 310; fourth quarter, 304. Teachers' class in the fourth quarter, 19. In the Pahiatua centre the numbers instructed in the fourth quarter was 112. Boys desirous of attending the lessons were admitted to the class, and were found to take a keen interest in the study, and to do excellent work. To many boys in the bush settlements the training will be of considerable value. The time of the instructor in the country districts will be equally divided between the Wairarapa and the Forty-mile Bush Schools.

As in the case of manual instruction, a change in the general syllabus is necessary to enable the work to be accomplished without undue pressure upon the teachers of the primary schools. Domestic instruction in England is worked upon similar lines to manual instruction, both subjects being taught at specially organized centres, to which the scholars are sent during ordinary school hours; thus each centre is kept fully occupied. In no case have I found upon the part of English teachers dissatisfaction at the arrangements for this instruction. Perfect freedom of classification and a wider range of optional subjects have undoubtedly enabled this work to be done. Would it not, therefore, be possible to have similar conditions in this colony?