

distributing information concerning cost of goods, capitation, supply of ammunition, registration, distribution of all literature to Education Offices, codification of regulations, &c.

HANDWORK.—In forty-four schools handwork of some description was undertaken. Plasticine modelling, crayon-work, brush drawing, bricklaying, tablet-designing, beadwork, carton-work, paper-folding, paper-cutting, blackboard drawing, gardening, physiology and first aid, cookery, woodwork, swimming. Gardening and brush drawing appear to be most interesting. Including eight gardens at private institutions, there are thirty-five school gardens in the district; some of these are as yet in their infancy. I feel sure they would improve and prosper if we could have more of the services of Mr. Bruce, our expert in agriculture. The result of our present poor resources is that Mr. Bruce is forced into a wasteful system of travelling over four education districts, wherein his energies are dissipated in the mere act of locomotion. The fact that he is able to do so much as he has accomplished is greatly to his credit. Large centres and small centres are all given the same capitation in cookery and woodwork. Even so, the cities of Auckland and Christchurch appear to be forced to make the children contribute 3s. per annum for cookery and 2s. for woodwork. If that is the experience of the larger towns, it may be imagined that the treasurer of a small district has no sinecure. This Board has hitherto maintained these classes free, but it may yet require to make a charge similar to that of the larger centres.

(a.) *Elementary Handwork.*—In plasticine modelling several schools showed more freedom and delicacy, and also more variety, as if the teachers directed less and supervised more, thus giving individuality freedom to develop.

Designing in colours is improving.

Brush drawing: As with the plasticine, more variety of treatment has developed, flat tinting, geometric design, and nature-study showing advancement.

Bricklaying deserves more attention than it receives, comparatively few teachers appearing yet to appreciate the capacity for correlation with oral composition, plans and elevations in drawing, fractional and cubic measure and mensuration in arithmetic, elementary geometry, &c., that lie hidden in these harmless-looking blocks.

Tablet-designing, beadwork, carton-work, paper-folding, paper-cutting, and blackboard drawing are not taught in many schools, but in several of these subjects very good work is produced by a few classes.

Swimming has been taught at two schools, but capitation has not been claimed thereon, the registration not having been systematic. One head teacher says all his boys can swim. It would give them encouragement if he issued to them certificates as to the distance they can cover. This has proved a successful measure elsewhere. The Auckland Board gives the teacher of swimming three-fourths of the capitation. I recommend a trial of this species of encouragement.

Physiology and first aid is not widely taught. The higher standards of the larger schools attend classes in woodwork and cookery. In some schools again the subject is discontinued for a year and then resumed.

Gardening: This is greatly encouraged by prizes offered by various local bodies. During the past year several gardens have increased in area, and improved in the measures adopted for comparing results.

Woodwork and cookery: The schools in and around Blenheim, from as far away as Picton, sent pupils to these classes. The aggregate roll at school classes was 256, and the average number present 183.

Registration: The registration in respect of some of these classes is very cumbersome, and is probably not a whit more effective than the ordinary school registration. In regard to school classes, except possibly those held in buildings away from their schools, there appears no reason why the ordinary school register should not be sufficient. Of late there is a tendency to make matters more complicated still, which means an enormous increase in the work in the office, as well as in the school.

Needlework was taught as handwork in two schools in charge of sole teachers. In these cases special teachers were employed.

(b.) *Teachers' Classes.*—Cookery: The average attendance was disappointing. It will probably improve during 1908 owing to the success of the candidates who sat for certificates from the City and Guilds of London Institute. Four candidates entered. One gained a first-class diploma and three gained second-class awards.

Practical agriculture and agricultural chemistry: After the receipt of a grant for apparatus and material this class made good headway, and should prove very successful during 1908.

A class in singing was also held. Under the amending Education Act of last session this class may now operate as a continuation class.

Owing to the departure of our instructress and difficulties in the way of arranging for a successor, our class in dressmaking did not proceed.

(c.) *Technical and Continuation Classes.*—Classes were held in Blenheim in English, arithmetic, shorthand, book-keeping, woodwork, and cookery. The upper pupils of private schools round Blenheim were formed into technical classes in cookery and woodwork. At Canvastown classes were held in English, arithmetic, commercial arithmetic, commercial geography, and book-keeping.

Owing to changes in the staff the classes in Havelock did not proceed. Classes were instituted at Picton in English, arithmetic, and brush drawing. A number of pupils in these classes, held during 1906, passed the examination for Civil Service Junior and Civil Service Senior, in whole or part.

Marlborough High School provided classes in woodwork and cookery.

The total enrolment at cookery and woodwork classes of all descriptions were 209 and 152 respectively—total, 361. The average attendance was 139 and 112. In estimating these attendances it must be remembered that they include pupils some of whom have to walk two miles from