

*Geography, &c.*—Geography, history, and science have received reasonable attention during the year, though the need of a more definite scheme in the two former subjects is very much felt by the teachers in the smaller schools. Certainly the history of New Zealand, its laws and institutions, should receive more adequate recognition.

*Drawing and Handwork.*—A good many teachers do not fully comprehend the requirements of the syllabus in drawing, and in this subject, while good work has been done, it has seemed desirable that we should prepare a more detailed programme embodying the minimum requirements of the syllabus. Suggestions have been included therein as to the branches of handwork which may be correlated with the drawing. This has been issued to all teachers, and an opportunity has been afforded them of discussing it with us.

*Singing.*—The purposes of the singing-lessons as defined in the regulations are not widely observed in this district, and while we find that songs are well enough rendered in many schools, there is very little attention paid to voice-training and musical notation, most of the songs being taught by ear. We should like, therefore, to see the teachers have an opportunity afforded them of undergoing a course of lessons in illustration of the syllabus in singing, and are considering how best this can be achieved.

*Sewing.*—The lady teachers have taken up sewing for patriotic purposes with much enthusiasm, and have in this way done very serviceable work. A programme was specially drawn up with the object of adapting the requirements of the syllabus to war needs, and we have been content to accept this in lieu of the more definite demands of the regulations. In schools where this programme is not carried out the ordinary course in sewing is followed.

*Agriculture and Dairy-work.*—These subjects are organized by Mr. E. G. Loten, Director of Manual and Technical Education under the Board, under whose guidance a large proportion of the schools do valuable work. The programmes of instruction are supervised by the Director, and in this way a duly correlated course of study is followed. Especially in the dairying centres the pupils show much keenness, which is derived from the fact that the school-work has a direct bearing on the home interests. Mr. Loten also arranges the classes of instruction in practical science when teachers are brought to centres, and the courses provided are calculated to give the teachers a proper attitude towards the subject, besides affording them such training as will subsequently be of direct benefit to them in their own schools.

*Training of Teachers.*—That the pupil-teachers receive, as a rule, reasonable and satisfactory instruction at the hands of the headmasters is borne out by their success at the examinations for certificates. A course of lessons and a time-table are arranged by the head teacher, and a diary, countersigned by him, is kept by the pupil-teacher. Drawing and hygiene are taught at Saturday classes, while for practical-science subjects a summer school was this year arranged, extending over a period of two weeks. Advantage was taken of this occasion to include instruction in school method. We consider that a great deal of improvement would be effected were a regular series of criticism lessons taken by headmasters with their pupil-teachers, in order to afford the latter more guidance and tuition in the actual work of teaching.

*Uncertificated Teachers.*—To assist the uncertificated teachers in obtaining their certificates a course of instruction by correspondence was arranged, the practical work in science subjects being taken at the summer school referred to above. The results have just come to hand, and the success achieved has amply justified the expense connected with the classes. It is proposed for the year 1917 to hold a winter school at Gisborne during the first term holidays, the course of instruction extending over a fortnight. The programme of work suggested comprises dairy science, elementary agriculture, school method, and physical instruction. If this proposal is given effect to it will be of undoubted assistance to the teachers in the more remote part of the district, who have, in fact, no other opportunity of receiving practical instruction. For the uncertificated teachers in the southern part of the district it is proposed to hold a summer school on similar lines in December.

*District High Schools.*—[See E.—6, Report on Secondary Education.]

*Manual Instruction.*—There are five centres at which special facilities are provided for teaching woodwork and cookery—viz., Woodville, Dannevirke, Waipawa, Hastings, and Gisborne.

In Napier the pupils have in the past attended classes at the Napier Technical School, but we understand that accommodation will not be available for the boys during the coming year. The result is that unless they take cardboard-work, a subject of less practical utility to them, the boys cannot satisfy the requirements of the regulations in respect to handwork for Standards V and VI. It is a serious matter, at a time when industrial training is recognized as being an essential feature of education, that the only provision existing for it in the principal town in the district should be thus cut off, and we consider that the need for a special building, for which application has already been made to the Department, is emphasized by the present position.

*Grading of Teachers.*—The local grading scheme ceased to be operative during the year, and the Board adopted the Dominion grading scheme as its new basis of classification and promotion. It is not intended, however, to apply the principle of Dominion transfer until a full measure of reciprocity is shown by other Boards.

We have, &c.,

W. W. BIRD.

D. A. STRACHAN,

R. G. WHETTER,

} Inspectors.

The Director of Education, Wellington.