

not graded. It is not common to find drawing used as a means to aid and extend expression in such subjects as geography, nature-study, and composition; and until it is so used, and used freely, the treatment of the subject cannot be considered satisfactory. The fault lies largely with the teachers themselves, for they seldom give indications that they are able to use chalk or crayon for illustration and explanation. No matter how crude a drawing may be from an artist's point of view, it is often invaluable from a teacher's standpoint, and it encourages the pupil to follow the teacher's lead. In the treatment of design considerable advance has been made, but there is room for improvement in both accuracy and neatness in the geometrical drawing of S3 and S4.

Composition.—In composition the quality of the written work in the senior classes does not show material improvement, nor does it reveal so great an advance on the work of S2 and S3 as it is reasonable to expect. Better sequence of matter, improved arrangement, greater variety of expression, richer vocabulary, and more originality must be aimed at by the teachers of the senior classes before the composition of their pupils can be graded as good. In the preparatory and junior divisions the oral composition is generally of very satisfactory quality, but there is a marked falling-off in this branch in the senior classes. Formal grammar is being well kept up, and we note a slight improvement in the punctuation of essays.

Morals and Health.—These branches of instruction are receiving suitable direct treatment, and full advantage is taken of incidental opportunities for inculcating good habits of life and conduct. The Minister's desire that due attention should be given to instruction in temperance is being fulfilled. In this topic we note that teachers treat the subject from three points of view—viz., the physiological, the economic, and the moral. We suggest that teachers should deal with at least one of these phases in each school term, instead of crowding the whole of the instruction into the last term, as is now too frequently the case.

Patriotic Efforts.—Good practical work continues to be done in our schools. The statements sent in by 246 schools showed that during the year a large sum had been raised by the schools for patriotic purposes; 2,376 boys and 5,801 girls were engaged in knitting, while 71,035 useful articles had been made for our soldiers.

Singing.—We are pleased to find earnest attempts made in connection with voice and ear training. The war has exercised an influence in the choice of songs, and there are but few schools in which this subject does not receive as much attention as the circumstances admit; but there are still some teachers who underestimate the recreative effect of incidental singing, and who restrict the vocal efforts of their pupils to the time set down in the time-table, the old notion that "time does not permit" manifesting great tenacity of life.

Nature-study.—This subject is now viewed in proper relationship to the rest of the school-work, and with due regard to its purpose as an educative medium. As a result we have systematic training in observation, with intelligent interest aroused in the pupils' environment, and, though much useful knowledge is acquired, the subject itself is rightly treated as the stepping-stone to science.

Though in this report we have referred to some of the defects, we consider that educative methods have been generally adopted, and that the exemplary character of our teachers is exercising a fine influence on the minds and the conduct of their pupils.

We have, &c.,

C. R. RICHARDSON,	} Inspectors.
C. R. BOSSENCE,	
J. R. DON,	
JAS. HENDRY,	
M. J. LYNSEY.	

The Director of Education, Wellington.

SOUTHLAND.

SIR,—

Invercargill, 10th March, 1917.

We have the honour to submit our report on the schools of this district for the year ended 31st December, 1916.

The following table gives information as to number on the rolls and classification of the pupils attending the public schools of the district:—

					Number on Roll.	Present at Annual Examination.
Standard VII	...	...	...	...	22	17
„ VI	...	...	...	...	730	711
„ V	...	...	...	...	1,143	1,107
„ IV	...	...	...	...	1,367	1,332
„ III	...	...	...	...	1,420	1,391
„ II	...	...	...	...	1,431	1,403
„ I	...	...	...	...	1,571	1,529
Preparatory	...	...	...	...	4,289	4,134
Totals	...	...	...	...	11,973	11,624

Of the 181 public schools that were open at the end of the year, all but two household schools—namely, Te Anau and Key, of the Lakes—were examined. In the earlier part of the year unannounced visits were made to 125 schools. In the case of a number of weak sole-teacher schools an additional visit was paid for the purpose of assisting the teachers in organization and advising them in regard to methods.