

*Physical Instruction.*—During the early part of the year all the larger schools and many of the country schools were visited by the Department's physical instructors. The work on the whole is progressing, and the children are showing the benefit of the training. Periodic refresher courses are, however, required for the teachers, and to this end physical instruction was included in the programme of work undertaken at the winter school held in Gisborne during the month of May.

*General Efficiency.*—In regard to the quality of the work presented during the year we have to offer the following remarks:—

*English.*—Reading is generally satisfactory. More attention should be given to develop more fully in the pupils the power to express in their own language the thoughts contained in the passage read. The value of silent reading, followed by exercises in reproduction, is too little appreciated, especially in the country schools. Children should be encouraged to read more extensively, and to this end the school libraries should be increased. A new series of supplementary readers is to be introduced this year. Only in a comparatively few schools are the definite lessons in speech indicated in the syllabus taken. The phonic exercises in the reading-book should be of some assistance to teachers; unfortunately, we fear that these are often ignored. In recitation more elocutionary and dramatic effect should be sought, and in many cases more critical judgment should be exercised in the selection of pieces for recitation. Writing is on the whole satisfactory. Excellent work is shown in places. In the lower classes a closer adherence to the head-line is required, and more blackboard illustration should be given. Spelling has improved to a reasonable degree. Teachers are beginning to follow out the plan of making the children learn words commonly used by them, and some of the lists prepared are compiled with good judgment by those who have begun the practice. The essays show a distinct advance in quality this year, and are freer from errors. In the upper standards, paragraphing and study of diction and synonyms and of figurative expression require attention. A careful study of connectives is also desirable, and some consideration might well be directed to style. Every child above the age of ten should be accustomed to the use of the dictionary. Oral composition is not very satisfactorily treated, and its value when correlated with picture-study, nature-work, word-building, and logical arrangement of ideas is lost sight of. We are inclined to think that there should be more careful preparation beforehand, and look to see provision for this in the schemes of work for the current year. Further, a close adherence to the class-book in vogue tends to destroy originality and local colour in the work, all the pupils being confined to the same subject and to the same line of treatment. From our observation we are satisfied that in the majority of the schools grammar should receive more definite formal treatment to meet the most recent additions to the syllabus, and teachers are enjoined to make a careful study of the new requirements in this subject.

In *arithmetic* more mental and oral work is required, and should receive a definite allocation on the time-table. Teachers will do well in the higher classes to devote some time to short methods, especially in regard to bill items, problems of everyday life, and the application of decimals.

*Geography.*—In the lower standards the work in geography is well taught. We find frequently that the work in S5 does not show a sufficient advance in economic geography from that presented in S4, owing to the tendency to confine the course too closely to New Zealand, which, after two years' study in S3 and S4, should be sufficiently known.

*History.*—The text-books recommended by the Board contain clearly defined programmes of instruction, and the knowledge exhibited by the children should be more exact. In S6 we consider that the programme should concern itself mostly with the Hanoverian period, and should include the principal events in the history of our own Dominion.

*Drawing.*—With the purpose of limiting the programmes in each branch to the essential features of the syllabus, a scheme of work was issued by the Board as a suggestion to teachers, and the result has been very satisfactory, particularly with regard to drawing with brush and chalk. The principles of model-drawing are, however, insufficiently understood in many instances.

*Science.*—During the year programmes in various branches of science were drawn up, and we are hoping to arrange this year for classes in suitable centres in order to demonstrate to teachers the course therein contained. This seems to be particularly desirable in general science, in which branch the teachers have had no opportunity of receiving instruction. In dairy science and agriculture much useful work continues to be done.

*Singing.*—In very few schools do we find the full purpose of singing-lessons carried out; little is attempted beyond the mere teaching of songs. Arrangements are now in hand to afford teachers a practical course of lessons in illustration of the complete requirements of the syllabus.

*Needlework.*—Most of the schools have been employed during the year in work for patriotic purposes, the result being that the importance of the fundamental instruction in sewing has been largely overlooked. It is essential, we think, that girls should be taught the stitches required in general sewing and their application, and this must be done apart from patriotic work.

*Pupil-teachers and Probationers.*—We have brought before the Board the need for securing for the pupil-teachers and probationers a greater amount of practical training in the art of teaching, and have recommended that regular criticism lessons under the direct supervision of the headmaster and the more experienced assistants, in turn, be taken at fortnightly intervals.

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

*Uncertificated Teachers.*—Thirty-two teachers joined the Board's correspondence course arranged in the interest of uncertificated teachers. In connection with this course classes of instruction were held—one in May at Gisborne, and one in December at Hastings. The subjects comprised practical science, agriculture and dairy science, school method and physical instruc-