

general character of our work in the schools has changed very little; the first visit, unnotified, is mainly a visit of inspection, and the second, the notified visit, mainly a visit for examination purposes. The Senior Inspector wishes again to record his opinion that the examination visit is not needed except in special cases, and that no notification should be required of any visit except where an examination of the school has been decided upon. We are all agreed that more frequent and less formal visits would make for efficiency.

The organization of the training of junior teachers and probationers continues to produce good results. In most of the large schools we were well satisfied with the part played by the head teachers and their staffs in this work. The Saturday central training classes are in the hands of the Board's special instructors, and very satisfactory advance has been made by the student teachers. Unfortunately the uncertificated teachers in the remote country schools could in very few cases reach the training-centres. For them winter and summer schools of instruction were organized. The winter-school course consisted mainly of instruction in science, no teacher being held eligible for a "practical certificate" until he had completed to the satisfaction of the instructor one year's work in general science, followed by one year's work in agriculture. In the case of the junior teachers and probationers all receive instruction in elementary agriculture, whether the subject is required for examination purposes or not. The needs of the schools dominate our organization, and not the individual fancy of the teacher. At the summer school handwork, drawing, and needlework were the main subjects. Physical drill forms part of the instruction at both winter and summer schools. For the general training of the backblocks teacher in methods of teaching and school-management use is made of certain observation schools; but the need for a model country school in Wanganui is very deeply felt. The problem of the backblocks teacher is still unsolved. Some of these teachers are such frequent birds of passage that they are seldom if ever seen by an Inspector. He can merely mourn the disastrous effects of their inexperience. If supervising teachers were available to visit these schools and show how they should be conducted an immense amount of good would be done to the pupils, and there would, we are sure, be less frequent desertions among the teachers. The present condition of many of the small schools is chaotic as far as the instruction is concerned, and the Inspector in the short time he can devote to them is helpless. The *Leaflet*, no doubt, helps these teachers, for every effort is made to secure articles that will prove of immediate service.

The Montessori method of instruction is, we are happy to say, spreading to the country schools, where it is proving of immense service. We should like to record here our high appreciation of the manner in which many of our teachers of infants are devoting time and effort to the manufacture of the necessary material. The main Montessori school, Wanganui Central Infants, continues to show in admirable manner the success of the method.

During the year an appeal was made to teachers to establish in their schools, during at least the winter months, an "organized lunch" period. The pupils who take their lunch to school are provided with cups of cocoa, and are required to sit quietly in school until the meal is finished. The establishment of something in the nature of school republics has also been the subject of a number of suggestive articles in the *Leaflet*. Monitors (never for teaching purposes) and prefects are in most of the schools taking off the shoulders of the teaching staff many details connected with the care of the environment and the supervision of the games. The class-room monitors, without direct command from the teacher, move quietly about in the performance of their duties, the proper attention to which does so much to add to the comfort of their companions and the general smooth working of the class machinery. We hope during the coming year to find the system still more widely adopted and more completely developed.

The Board's library for teachers now contains nearly five hundred volumes. Books are posted to teachers and may be retained for one month, the teacher paying the return postage only. That the library serves a most useful purpose is evidenced by the full use made of it by a considerable section of the teachers of the district. We hope still further to extend its usefulness.

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

We have, &c.,

T. B. STRONG,
JAMES MILNE, } Inspectors.
W. H. GOULD, }

The Director of Education, Wellington.

HAWKE'S BAY.

SIR,—

Napier, 16th December, 1918.

We have the honour to submit herewith our annual report on the work of the schools in the Hawke's Bay Education District for the year 1918.

At the end of the year there were 173 schools in operation, including 146 primary schools, ten Roman Catholic schools, and seventeen other schools, including registered schools and junior departments of secondary schools and of technical schools. In addition, twenty-seven Native schools were inspected and examined,