With the view of affording opportunities to girls for a general training in domestic economy, provision is being made in some districts for instruction in laundry-work or in dressmaking in addition to cookery. The importance of and the necessity for such training is gradually being recognized.

The establishment of a chair of domestic economy, recently decided upon by the Council of the Otago University, should be of considerable assistance in developing and improving existing schemes. The arrival of the two ladies appointed by the Council to organize and carry on classes will, we are sure, be awaited with much interest by all who recognize the need for more thorough training in what should form a very important feature in the education of girls.

Considerable attention continues to be given to instruction in various branches of science. In the primary schools the unavoidable absence of laboratories restricts the work mainly to such elementary physical measurements as can be carried out in the ordinary class-room. In many cases, however, excellent work is being done. There still appears to be a tendency to attempt to cover too much ground in the year's work. Instructors should remember that the educational value of work in science, as in other subjects, is very often in inverse proportion to the amount of ground covered. A course consisting of a few properly graded exercises carefully and thoroughly carried out is worth more to the pupil than a more ambitious course which could not possibly be properly carried out in the time allotted to the work. Many of the district high schools are now provided with well-equipped laboratories, with the result that science occupies a much more satisfactory position in the curriculum of these schools than heretofore. It is to be regretted that the demand for qualified science-teachers appears at present to be in excess of the supply. Instruction in elementary agriculture, combined in an increasing number of cases with instruction in dairying, is being given in about five hundred public schools. The work generally is good. Pupils take an intelligent interest in the work, and in many cases put their knowledge to practical use in their homes. It is encouraging to note the interest, often of a very practical nature, taken in the work by the various agricultural and horticultural associations. The work is not now, as at first, restricted practically to the primary classes. In many of the district high schools more or less complete agricultural courses have been inaugurated.

With the view of encouraging the establishment of rural courses in connection with the secondary departments of district high schools, the Government has recently provided a special additional payment where approved courses are taken. In several districts earnest efforts are being made to provide suitable courses, and, although matters are admittedly in the experimental stage, enough has already been accomplished, in spite of certain real difficulties, to show that a course having not only a distinct bias in the direction of agriculture, but also providing adequate opportunities for those who desire to prepare for the various public examinations, can be arranged. The courses generally are on the lines of a suggested programme issued by the Department. The following is an outline of the programme: English, 4 hours; arithmetic and book-keeping, 4 hours; geography, 1 hour; civics and economics, 1 hour; drawing to scale and elementary building-construction (boys) or hygiene and physiology (girls), 2 hours; surveying and mensuration (boys) or dressmaking (girls), 2 hours; woodwork (boys) or cookery (girls), 2 hours; elementary physiology and anatomy of farm animals (boys) or household economy (girls), 1 hour; elementary physics (farm mechanics), 2 hours; agricultural science and rural economy, 3 hours; dairying, 1 hour; physical instruction, 1 hour: making a total of 24 hours a week. The instruction, so far as the special subjects are concerned, is usually in the hands of qualified itinerant instructors. Such an arrangement is not altogether without disadvantages, but in the face of present circumstances seems to be the only practicable one.

Some particulars relating to classes for manual instruction in public schools will be found in Tables 1, 1A, and 1B, on pages 15 and 16.

Recognized classes for manual instruction were carried on during the year at twenty-one secondary schools. The subjects usually taken up include various branches of natural and experimental science, woodwork, cookery, and dressmaking.

There is evidence that increasing attention is being given to the necessity for extending as opportunity offers the provision made for the instruction of girls in domestic science. The establishment of a chair of domestic economy at the Otago University, already referred to, should do much to help on this important side of a girl's education. Most of the secondary schools are now supplied with well-equipped laboratories, while the science-teaching generally is on sound lines. In the case of some of the rural secondary schools signs are not wanting of an earnest desire to bring the curriculum into closer relation with local conditions by establishing fairly full courses in agriculture.

Some particulars relating to classes for manual instruction at secondary schools will be found in Tables 2, 2A, and 2B, on pages 17 and 18.

B. Technical Instruction.

Details of the work of the various technical schools and classes for the year 1909 will be found in the reports of the controlling authorities or managers, as the case may be, attached to this report. Various details relating to technical instruction are given in Tables 3 to 8, inclusive, on pages 19–29.

The progress of the technical schools and classes during the year has for the most part been in the direction of consolidation rather than expansion. During the period 1901–9—that is to say, the period during which the present system of technical instruction has been in force—there has been a very great improvement in respect of the conditions under which the classes are being carried on. The needs of both large and small centres of population in the way of buildings and equipment have been and are being met as far as is practicable. In the larger centres full