

nection with the growing of grasses and clovers and mixtures of these, also top-dressing of pastures, growing of lucerne, root crops, &c., were outlined, the results to be compared with and read in the light of field results by farmers in each district. Each of our schools is encouraged to have, in addition to the ordinary vegetable-gardens, a rose-border or rose-garden, an orchard, shrubbery of native trees or shade trees, mixed flower-border, lucerne plot or plots, observation rows of pasture plants and weeds, selected roots, &c., for seed-selection work, a lawn or lawns. All schools are encouraged to take soil-temperatures at regular intervals, and in most of our schools dairy science is taken in conjunction with agriculture. More stress is laid upon regular observational work than upon mechanical and routine digging, &c. The pupils look after their gardens and grounds as they should look after their home gardens, and do all work in season as required. In the best schools a great deal of light routine work is done by the pupils in their own time, and great pride is taken by them in the appearance of the school surroundings. As a result of the encouragement given to observational work, a decided improvement has taken place in the garden notebooks. Not only has the general average improved, but the best work of the best schools has also been lifted to a higher level. Both children and teachers have very keenly taken up the matter of seed-collection, and an organization of farmers has guaranteed to buy at market rates all seed collected. In this district special attention is being given to the collection of cocksfoot, cow-grass, and prairie seed, and it is fairly certain that such work will be continued in future years, thus putting an end to the past careless conditions under which so much precious seed was allowed to waste on roadside, railway, and farm.

Central District.—Almost all the schools in the Central District were visited once; the larger schools were visited oftener, some at least six times. In a few of the schools the programme of work, instead of being drawn up at the beginning of the year, was put off on various pretexts, in some cases for six months. The results of this policy were evident in the knowledge and observing-power of the pupils. In making out the programme for the year it should be borne in mind that the pupils are expected to do a considerable amount of the work under the teacher's direction. Simple experiments with plants and soils, observations on plants growing in the garden, in addition to the usual garden operations, should be outlined in every programme. The notebooks should indicate clearly the pupil's notes from the lesson notes. As usual, some very good work has been done both inside and outside of the school. Systematic efforts are being made in several districts to beautify the school-grounds.

Southern District.—In some of the primary schools the work is showing a decided improvement, whilst in others there has been a falling-off. It has been noted that, in general, the character of the work done varies in direct proportion to the amount of interest displayed by the teacher. In some instances there was a failure to carry out the instructions issued in the *Leaflet* from time to time. The notebooks are still a stumbling-block. The tools in most instances were well kept. Several renewals were made. The pupils of the Rangiwahia School made a donation of flower-seed saved from their own gardens. This was distributed amongst a number of schools.

EXTRACTS FROM THE REPORT OF THE INSTRUCTORS IN WOODWORK.

Northern District.—Classes in woodwork were held at Hawera, Patea, and Eltham. At Patea, owing to the limited time at the disposal of the teacher, it was necessary to take Standards V, VI, and VII at the same time for woodwork. This is an arrangement which has never been found very satisfactory, particularly where a large percentage of the pupils in Standard VII have not done woodwork before. The work on the whole was very satisfactory, the pupils attending punctually, and the behaviour was good. The classes at Eltham were unusually small, but very good work was turned out, particularly by Standard V. The pupils were always punctual and well behaved. Very full classes attended at Hawera, and good work was done, particularly by the rural-course boys, who devoted their time to making articles useful on the farm. This class was also instructed in elementary building-construction. Buildings in course of erection were visited and notes and drawings made. An exhibit of their work was made at the Hawera Winter Show.

Wanganui and Suburbs.—There were eleven classes from the primary and other outside schools. For the first time pupils came from Castlecliff and Durie Hill, and the Wanganui East classes, which had been discontinued for two or three years, again came into existence. While the work was mainly on the lines of previous years, various circumstances were responsible for some modifications. The war, for instance, gave a character to the models made, as amongst them were included deck-chairs, winders for roller bandages, periscopes, splints, bed-tables, bed-rests, &c. The pupils were encouraged to work with their tools at home, and several ingenious models evidenced an aptitude for constructive work that would not perhaps have been discovered under class-room conditions. As in previous years, the behaviour of the pupils has been uniformly excellent.

Southern District.—Nine primary and four secondary classes were conducted at Feilding, Marton, Bull's, Rongotea, and Pohangina. The attendance on the whole was good, and the conduct very good. Throughout the year joints, with models involving such joints, arranged in order of difficulty, have been constructed by the primary pupils, who have entered into their work with enthusiasm, showing a keen interest in it. The work in the case of secondary pupils comprised useful farm adjuncts. Swingle-bars, farm gates, picket gates, step-ladders, rung-ladders, a wheelbarrow, farm sleigh, oil-drum, and reinforced-concrete pig-troughs and reinforced-concrete fencing-posts have been constructed. At Marton the boys are making reinforced-concrete fencing-posts to replace a wood and iron fence in the school-grounds. Instruction has been given on the matter of paints and painting and soldering. The building-construction course (theory) covered as follows: Lime, cement, mortar, concrete, bricks, brickwork, foundations