

genuine desire to avail themselves of the opportunity of imparting instruction of such real practical value to the girls would find, in spite of difficulties, imaginary or real, ways and means of doing so. It is to be regretted that it is not possible to record any material advance in this direction, and it can only be concluded that in those schools where there is no such instruction the teachers are neglecting a plain duty. Very fine results are achieved in a number of schools, the teachers of which are to be highly commended for their efforts. It seems necessary to state that in estimating the educational attainments of pupils credit is certainly given for proficiency in a subject such as domestic duties for girls, and woodwork and agriculture for boys. The value of this instruction to the girls in the village schools is all the more important as only a comparatively few of them proceed to the boarding-schools where prominence is given to the subject.

*Woodwork.*—The number of schools where this valuable form of training is carried out is not large, but where workshops have been established satisfactory work is generally done. The boys are taught the care and use of the ordinary workshop tools, and as early as possible they begin to make useful articles either for themselves or for their parents. The cost incurred by the Department, once a workshop is established, is not great, the only expense being the payment for the instruction. As far as the cost of timber is concerned, the workshop is practically self-supporting, since there is little or no difficulty in disposing of the articles made. In one or two schools the instruction is not of a high standard—a state of affairs that might be expected from the unsatisfactory condition in which the tools are kept. The proper care of the tools is a most important part of the training, and where this is not adequately provided for the teacher in charge of a workshop lacks one of the first qualifications that are required. The drawing-work, so necessary with this form of instruction, cannot be described as always satisfactory. Woodwork as a form of industrial training is one which is peculiarly suitable for Maori boys, and no doubt it would be a good thing if it were carried out in a much larger number of our village schools. There are, however, many difficulties in the way which prevent its extension, and these are apparently not always realized. In the first place, very few indeed of our male teachers are competent to give efficient instruction in the subject. Then, there is the expense involved in building workshops. Again, many of our schools are under the charge of women. Consequently, since it is a *sine qua non*, as far as schools remote from manual-training centres are concerned, that the instruction in woodwork must be undertaken by a member of the staff of a school, any pronounced progress in this direction will depend upon securing for vacancies that may arise teachers of practical ability and capable of giving instruction in woodwork. Under present financial conditions it is not likely that the question of erecting any more workshops will be considered by the Department. In several localities where there are large schools it might be possible for teachers who are keen in their desire to see this form of training introduced to initiate and organize local effort in the direction of building a suitable workshop, in which case it is fairly certain that the Department would recognize such local effort by providing the necessary tools, benches, and supplies of timber for the use of the pupils. The pupils from several village schools within fairly easy reach of manual-training centres have an opportunity of attending the woodwork class.

*Elementary Practical Agriculture.*—This important subject receives attention with varying degrees of success in a large number of schools. In a fairly large proportion of these the work is excellent, but in a considerable number the work is of indifferent or poor quality. In a number of schools the subject is practically neglected altogether. The following schools deserve special mention for the quality of the instruction in this subject and for the results achieved: Whakarewarewa, Pukepoto, Te Waotu, Parawera, Kaikohe, Matangirau, Te Kaha, Poroporo, and Wharekahika. For some years past classes in agriculture have been established in many schools, and these schools have been visited by instructors in agriculture, who have inspected the work and given advice to the teachers. In most instances the reports received by the Department have been of a distinctly favourable nature. The system has been explained in previous reports, but in view of the misconception still existing in the minds of some teachers it becomes necessary to explain it once more. The Department, with the object of fostering and extending as far as possible the instruction, made arrangements for the inclusion, in the Auckland Education Board's scheme of agricultural instruction, of such Native schools as gave promise by the work they had already done that the establishment of a class would be a success. Only in schools approved of by the Department are classes established. The arrangement secures the supervision and advice of the instructors, whose reports are forwarded to the Department. The teachers naturally take their instructions from the experts. Classes for teachers were held in various centres where instructors were available for the purpose of assisting the scheme. The scheme, however, was not confined to schools where the teachers had attended classes, nor was it applied to all such schools. Some of the best work is done in schools which have not been visited by the experts, and where the teachers have not attended special classes. The teachers have simply tackled the subject, and persevered until success attended their efforts.

As was pointed out in last year's report, school flower-gardens and the beautification of the school-grounds—highly desirable works in themselves and worthy of every commendation—must not be regarded as substitutes for instruction in agriculture or meeting the requirements therein. The school-garden should be quite apart from the teacher's own garden, in order that there may be no suggestion that the pupils' instruction and labour are being utilized to supply garden-products for the teacher's use. The practice of extending the work of the school-garden to the homes is being taken up in several schools with very satisfactory results. It is proposed in one school to form an agricultural club, the object of which will be to encourage the pupils by means of exhibitions of home products and by competitions to put to practical use the instruction they receive at school. It is hoped by this means to arouse the interest of the parents in the matter and to include them eventually in the competitions. This method of linking up the school-work with the activities and interests of the home is recommended to the teachers as worthy of adoption.