

## 2. HOME AND HEALTH.

Under this heading are included a number of related activities, the practical aspects of which are highly important since they have a constant and intimate bearing on the lives of the children. These subjects are being given increased recognition, and, in a number of schools, the work is well planned, carefully co-ordinated, and practical.

In connection with the personal health of the children, there are, in addition to physical drill, such habit-forming activities as the use of handkerchiefs, individual towels, toothbrushes, foot-baths, bathing, and the treatment of wounds and skin complaints. Naturally, the effectiveness of such training varies from school to school, but its importance is acknowledged and constantly stressed. In some schools the senior girls act as nurses, each having in her individual care a number of children, whom she treats for sores and for whose general physical condition she is responsible. In most Native schools individual towels are now in use, but the daily supply of handkerchiefs by the parents proves more difficult to obtain.

Physical drill is, perhaps, the worst-taught subject in many Native schools. This weakness, due to a considerable extent to the general vagueness of the present scheme, must be overcome. Physical education, properly organized, can pay such high dividends—pleasure, relaxation, grace, mastery of muscles, and (more remotely but none the less definitely), confidence, courage, initiative, and leadership. These are rich rewards, well worth seeking. If is added to them the stimulation of healthy organic functions, pride in achievement, and the creation and fixing of habits of health and posture the list is a lengthy one.

First aid, mother-craft, and infant welfare are activities practised in an increasing number of Native schools. While it is admitted that the programme in home and health cannot include all the courses that have been suggested from time to time, it is felt that the senior girls should be trained in at least one of the above.

The need for careful instruction in plain sewing and in mending is constantly stressed, but there is a tendency in a number of cases to revert to fancy-work when difficulty in obtaining the necessary material for sewing is experienced. Nevertheless, in many schools the work is very good.

In housecraft, laundry work, and cooking the quality of the instruction must be viewed in relation to the facilities available at the various schools. The number of model cottages (some made available by commendable local enterprise) has increased; and, in most of them, scientific courses are being conducted along modern and efficient lines. Where cottages are not available, good work is being done in the residence kitchens by a small group of teachers. The model cottage permits a most valuable training for the senior girls not only in the usual and necessary home skills, but also in planning and in management which are so much more important. In connection with this home training the organization of women's institutes is giving valuable assistance.

In agriculture the following summaries of the reports of the various agricultural instructors indicate the progress made in 1938:—

*North Auckland District.*—In this district the projects completed in order of numbers were sweet-pea growing, calf clubs, home gardens, and lettuce and certified potato competitions. In practically every Native school visited a leisure club has been inaugurated. Club work has had a most energizing effect, encouraging pupil activity, the interest of the parents and a kindlier spirit towards animals. The Native Department, the Lands Department, and many local residents co-operated in judging the various entries.

*Rotorua and Bay of Plenty Districts.*—Steady progress has been made by the boys' and girls' agricultural club movement, and at the present time teachers are taking a greater interest in club activities. In addition to these organizations, home projects have been carried out, and such groups as insects clubs, bird clubs, native-tree clubs, gardening clubs, weed and pasture clubs have awakened much interest.

*East Coast and Wairoa District.*—This year seventeen Native schools participated in calf-rearing and allied projects. This was an increase over last year. Pupil management of the clubs is being increasingly fostered, and this is bearing fruit in greater interest in the work which showed an improved standard over last year. One of the chief difficulties is transport of calves to the school, but this may be partly overcome as parental interest in the work increases. Two pleasing extensions of the work were the yearling and pig classes, the latter a project of a strong Pig Club.

*Wanganui District.*—Garden clubs were organized in most Native schools. Pupils at all the schools were keen, and there are signs that the parents are becoming interested in the efforts of the children.

In one Native school the senior boys, by co-operative effort, managed a small dairy-farm very successfully. Projects of a similar nature are being planned by other Native schools and should be in operation in 1939.

The supply of woodwork tools has been maintained, and seventy-six schools have now been equipped. Instruction in this subject is slowly improving, and, as skill is attained, it is anticipated that the boys will be able to assist materially in equipping the homes with some of the first essentials of healthy living, such as privies and meat-safes.

During the year a few Native schools, near centres where pasteurized milk could be obtained, received daily supplies. In a number of others provision was made for the supply of malted milk. It is hoped that by the end of 1939 all children in Native schools will be receiving either pasteurized milk or malted milk daily.