

for educational reasons be worthy of a place therein, the limitations of both instructors and pupils, as well as the limitations of time, appear to demand the elimination of every item from the programme that may be desirable but is not altogether necessary for the completeness of the course. The end in view is likely to be defeated if too much is attempted.

Elementary Physical Measurements.—The attention given to this useful and important subject appears to be declining. This is to be regretted, as it is considered that in many of the classes for this subject instruction of great value to the pupil was given. The children were not only introduced to scientific facts and principles, but in many instances successful attempts were made to cultivate the scientific habit of thought, and to quicken the observational and reasoning powers. However, the fact remains that other forms of handwork are taking the place of this subject in the school time-table, and whether or not these provide, as has been suggested, "just as good training" remains to be proved.

Elementary Agriculture and Dairy-work.—Consistent but slow progress continues to be made in the teaching of this subject, particularly in the direction of indoor and outdoor experimental work, and in encouraging pupils to record and classify observed facts in connection therewith in right sequence and in correct order of importance. It is true that this improvement is limited to a few districts only, but it is growing, and if the instruction in elementary agriculture achieved no higher end than this, the time given to it could not be regarded as ill spent. The outdoor experiments are mostly confined to experiments in growing plants and vegetables with and without artificial and other manures; in a few instances work of a more advanced nature has been attempted, with results that have proved of direct benefit to the farmers of the district. One matter in connection with this work appears to call for consideration. In some districts there is a tendency to make the school-garden unduly large, thereby increasing the manual labour required to bring it into proper cultivation, to some extent unduly taxing the physical strength of the pupils and making demands on the time given to the subject that might be used to greater advantage in other directions. It is considered that a garden of sufficient area to provide for each two boys a plot 10 yards long and 2 yards wide provides ample space for outdoor practical work. The principal practical and visible results of the introduction of this subject into the schools have been the marked improvements made in the surroundings and grounds of many of the schools, and the large increase in the number of boys who have become enthusiastic gardeners devoting much of their spare time to the cultivation of vegetables, flowers, and fruit for home use. The programme of work carried out in dairy-work is necessarily limited, but important elementary work in this subject is in progress, which, instead of making children "hate the sight of a cow," is known to have created sufficient interest in matters pertaining to dairying to quicken the desire for wider and deeper knowledge.

Rural Course in District High Schools.—Satisfactory progress appears to have been maintained in the teaching of all the subjects of the rural course taken by the secondary departments of district high schools, and, while there is room for improvements in the laboratory-work in some districts, satisfactory results have, generally speaking, been attained. A solution of the problem of the supply of trained teachers for the staff of the schools—*i.e.*, of teachers whose habits of thought and inclinations specially fit them to assist in "equipping the future cultivators of the land with a scientific attitude of mind towards his future work"—does not appear to be any nearer; but this disability has to some extent been compensated for by the intelligent and enthusiastic work of the itinerant instructors. The success gained by pupils at public examinations, and the changing attitude of mind of parents and others toward the rural course and the goal to which it tends, are largely due, it is considered, to their efforts.

In the absence at present of special facilities for training it is suggested that it might be found worth while to extend the practice adopted in some districts in connection with woodwork and cookery classes—namely, the appointment of student-teachers as assistants to the instructors of manual-training centres—with the view of supplementing the present inadequate supply of teachers acquainted with local conditions and requirements and having a theoretical and practical knowledge of field and farm work and of the various laboratory and workshop subjects bearing thereon. The ranks of the pupils attending classes of secondary grade must include youths having a special aptitude and liking for agricultural subjects, who, if opportunities on the lines suggested were provided, should be specially fitted for positions as teachers of agriculture. If circumstances permit the experiment appears to be worthy of trial.

It is gratifying to note that the whole of the boys in the rural course at one of the district high schools, who left the school at the end of the year, found employment directly connected with farming, some of them taking inferior positions for the special purpose of extending their practical knowledge and fitting themselves more fully for higher posts.

B. TECHNICAL INSTRUCTION.

General.

The increase in facilities for instruction in subjects of technical education during 1914 has, for obvious reasons, not been as substantial as in previous years, but, speaking generally, all necessities have been provided, and, although the present national struggle has had a disturbing influence on some of the classes, in most of the schools the general forward movement in both theoretical instruction and practical work has not been seriously impeded. A stage appears to have been reached when it seems necessary that technical instruction should be reviewed by all concerned in its relation to the industries of the Dominion and in the light of present-day industrial and economic conditions. In this connection the question arises, are employers and trade-unions sufficiently familiar with the work going on in our technical schools and colleges to enable them to form a just estimate of its value both to the community and to the individuals, and to give due recognition to it? Speaking generally, the Government has in all the more important centres of the Dominion provided facilities for the instruction of our present and future mechanics in both the theory and practice of their trade, and a large number of young