

however, are not as satisfactory as they might be. Much more use should be made of maps, of the globe, and of models in the teaching. In the best schools weather-charts are kept, and daily readings of the thermometer and barometer are made.

*Handwork: Elementary Manual Training.*—In this connection paper folding and cutting, mat-weaving, carton work, and plasticine-modelling are taken in the junior classes, while the senior classes do cardboard-modelling and plasticine work. The work is satisfactorily done, but the correlation with other subjects is not practised as it might be. For example, cardboard work in addition to forming a training for the hand and eye in precision and accuracy should on that account be recognized as affording valuable assistance in the teaching of arithmetic.

In *sewing*, excellent results are obtained in many schools, and the work done by the girls during the year makes a very fine display at the annual visit. The girls are taught to make their own garments and other useful articles. To quite a large number of schools sewing-machines have been supplied, and the girls are instructed in their use and care. The necessary material is in most cases supplied by the parents; in others it is supplied by the teachers, to whom, after the garment is made up, the actual cost of the material is refunded. In some of the larger schools the girls wear a uniform dress made by themselves in the sewing class. This is a practice which might with advantage be adopted in many more schools.

*Domestic Duties.*—Although the need for much greater attention to this aspect of the girls' training and education is evident to most teachers, the number of schools where provision is made in some way for instruction and practical work in cookery and general housewifery is comparatively very small. It is recognized that there are difficulties in the way, but it is felt that teachers with a genuine desire to avail themselves of the opportunity afforded to impart instruction of real practical value to the girls will find ways and means of doing so. When one sees the results achieved in some of the Native schools in this direction under circumstances practically common to all Native schools, the reasons advanced for the neglect to provide this kind of instruction are not always altogether satisfactory.

*Woodwork.*—This subject provides a valuable form of industrial training for Maori boys, and in the majority of schools where workshops have been established good work is done. Useful articles are made either for themselves or their parents, the only cost being that for the timber used. There are several other schools where this subject might be taken with advantage, and it is to be hoped that provision will be made at a later date. One difficulty is to find teachers who are capable instructors in the subject. Boys from Native village schools which are conveniently near manual-training centres have the opportunity of attending classes in woodwork.

*Drawing.*—In many schools creditable work is produced in nature drawing. This is largely due to the fact that it is interesting to the pupils because they are drawing something real. Object-drawing, on the other hand, is often unsatisfactory, the reason being that, in addition to lack of teaching, unsuitable objects are frequently chosen. In nature drawing suitable examples are generally easily procurable, but in the case of fashioned objects it becomes necessary for teachers to exercise some foresight. Unless this branch of the drawing is definitely planned and provision made for obtaining suitable objects much waste of time will result in looking vainly round the schoolroom for an object when the time for the drawing-lesson arrives; and the pupils are likely to be discouraged in their attempts to draw an object which will probably be too difficult. The number of schools in which very creditable brushwork and design work are done is increasing. In the lower classes of the schools much more profitable use of the blackboard is being made.

*Elementary Practical Agriculture.*—This subject receives attention in quite a large number of schools, many of which, where agricultural classes have been formed, receive visits from the Education Boards' instructors. Very favourable reports upon the work done and upon the interest shown by the teachers have been received by the Department. A school which deserves special mention for the success achieved in this subject is *Whakarewarewa* Native School, Rotorua, where, in addition to other valuable work, the principle of the rotation of crops is demonstrated in a series of plots reserved for the purpose. Although the importance of this subject, both from the purely educational point of view and from the industrial-training point of view, has been stressed over and over again, yet it is found that in a very considerable number of schools, as a result either of the indolence or of the apathy of the teachers, there is practically no provision made for a satisfactory treatment of the subject. The fact that the children have flower-gardens at the school—very desirable in itself—must not be regarded—as it appears to be by some teachers—as meeting the requirements. The condition of the garden tools and the care that is taken of them are generally indications of the success or failure of the teaching.

In every school there should be a garden, quite apart from the teacher's own garden, where experimental work is carried out, and where crops suitable for food are grown. Moreover, since the purpose of the training and instruction should be to lead the pupils to act, not merely to know how to act, the work should be extended to their homes, where they should be encouraged to have gardens of their own. Occasional visits by the teachers to the homes of the children would do much to make the home garden a success, and a means of adding variety to the food-supply of the family. Only in an exceedingly few schools is such a practice carried out.

“The school-garden should be regarded as an essential adjunct to all well-conducted schools, and as forming a link between the schoolroom and the field in a course of training in nature-study or agriculture. Apart from this value, children are influenced to take a pride in the surroundings, to realize the importance of systematic and constant effort, to recognize the response which nature will make if properly questioned, and to appreciate the attraction of beautiful surroundings in the case of their own homes. A well-planned, well-kept, and well-stocked garden forms a most pleasing and attractive landmark.”