Candidates generally did not answer the latter part correctly, as they did not show how to identify the six timbers from the variation of the details shown on the transverse section. Few attempted Question 2, and still fewer were successful in their answers. Very little knowledge was shown of the utility of woody fibre in the manufacture of valuable commercial products. The form of the notes of lessons was poor. Question 3 was not well answered. The assumption laid down in the question was in most cases neglected. Few candidates showed a knowledge of teaching by the comparative method. The brace, in the answers to Question 4, was well drawn; but the sketch of the centre-bit was very defective in a large number of papers. The answers to Question 5 were for the most part very satisfactory. A detailed description of the two forms of box mentioned was given in most cases as the answer to Question 6. Few candidates attempted to show any teaching-method, and not more than two or three pointed out the analogy between the pins of a dovetail in a dovetailed box and the nails in a nailed box. Many of the sketches of the dovetail showed faulty construction. Question 7 was well answered as a rule. The door, however, was absent in quite a large number of plans. In the answers to Question 8, the majority seemed to be in favour of the jack plane. Its disadvantage was stated to be its weight, but hardly a candidate called attention to the difficult task which a teacher performs in training his pupils to appreciate the accuracy of a plane surface. The point that the shape of a tenon saw is a great help to its accurate manipulation was generally missed; as was also the point that the scholar is better able to appreciate a straight line than a plane surface. The fact that drawing is an important consideration in determining the sequence of tools in a scheme of manual training was almost entirely overlooked in the answers to Question 9. The surroundings or social condition of a district in which a scheme was to be taught were passed over save by one or two candidates. The actual tools were not asked for; but many candidates wrote out lists, and even went to the length of describing a first lesson. The answers to Question 10 betrayed considerable confusion of terms in the minds of candidates."

A subject that is increasing in favour with country schools is cottage-gardening, quite a number of classes in connection with several schools, principally in the Wanganui and Otago Districts, having been recognised during the year. Under present conditions, the establishment of classes for cookery, woodwork, or practical science in connection with country schools is beset with many difficulties. It is very desirable, however, that provision of some sort should be made whereby the children in the country districts should at all events have some opportunity of gaining a little knowledge at first hand. Instruction in cottage-gardening is a valuable means to this end, especially when it is co-ordinated, as in many instances it is, with instruction in agriculture. The initial expense, also, of equipping classes for cottage-gardening is small compared with what it would cost to establish cookery, woodwork, or science classes in country schools. The cottage-garden, if worked on lines such as are followed at the Boscombe British School gardens, may fairly be said to stand in the same relation to the class in agriculture as the laboratory does to the science class. It may be here pointed out that the nature of the work seems to call for the substitution of another and more appropriate name for the subject. Elementary experimental agriculture would, it is suggested, give a better idea of the work that is done. We are glad to be able to say that the work in connection with not a few of the cottage-gardening classes recognised under the Act is following more or less closely the Boscombe School programme; that is to say, the instruction does not merely relate to the ordinary operations of gardening, but is directed mainly to the development of the powers of observation and to the cultivation of habits of order, neatness, and economy. Nor is the utilitarian aspect of the work overlooked; at some schools the pupils are encouraged to sell the produce of the school-garden, and to keep a record of their transactions, opening for the purpose accounts at the Post-office Savings-bank. Above all, the work is calculated to foster a healthy interest in the phenomena of animal and vegetable life. To create an interest is to stimulate the growth of mental power, with a consequent beneficial effect on the routine work of the school. Copies of the Boscombe programme have been issued by the Department for the information of teachers desirous of taking up the work. The number of school classes in the several education districts, together with the subjects of instruction, is set forth in the table on pages 2 and 3.

B. Technical Instruction.

The general character of the work during the year of the various technical schools and classes throughout the colony may be gathered from the extracts from the reports supplied by controlling authorities that are attached to this report. In addition to the classes held at specially equipped technical and art schools, of which there are now sixteen, classes were also held at about thirty places in more or less suitable temporary buildings. Where classes are being established for the first time it would appear the wisest plan to commence with such accommodation as may be available. This course has been followed in many instances, the class-rooms of the local school being utilised for the accommodation of the classes. It is chiefly by trial that the actual, as distinguished from the supposed, needs of a community can be accurately gauged; the establishment first of all of a few classes held in temporary premises enables those concerned to estimate the probable requirements, with the result that the possible danger of making provision for buildings and equipment for classes that are not likely to be well and regularly attended is considerably minimised. During the year buildings for technical classes have been erected at Auckland, Stratford, Reefton, Port Chalmers, and Invercargill, while provision has been made for the erection of buildings at Gisborne, Hastings, Nelson, Timaru, Waimate, and Kaitangata. The buildings at Auckland are primarily for the instruction on the central system of school classes in cooking and woodwork; they are also utilised for teachers' classes in the same subjects. At Stratford, one of the rooms is designed for dairy-work in connection with school and adult classes. These classes, which are the first to be established under the Act, will be watched with much interest. In the Wanganui District considerable progress has been made in connection with the arrangements for technical and continuation classes conducted at the district high schools at Wanganui, Palmerston North, and Hawera. As far as the smaller centres are concerned there is no doubt that the plan