

fostering that self-reliance which comes from success in producing tangible and permanent results. At the recent teachers' refresher course in Gisborne the teachers attending had the benefit of instruction in several forms of manual occupations.

*Drawing.*—Creditable work is done in drawing in a great many of the schools, and this remark applies also to brushwork and crayon-work. There are, however, many schools where the drawing does not reflect credit upon either the teachers or the pupils. "The aims of the teacher should be entirely educational, the dominant aim being that of enabling the scholar to see correctly and to represent accurately any given object. This aim must be persisted in throughout the school life, as complete accuracy is acquired only by long and well-directed practice, and, indeed, is impossible in the earlier stages of development." Blackboard drawing and drawing from memory receive satisfactory attention. The younger children should always make large drawings as free-arm work on the wall-lackboards. Memory drawing should include memory drawing of something studied during the ordinary lesson, and taken alternately with a memory drawing made after looking at an object shown to the class by the teacher for a few minutes and then withdrawn from the view of the pupils. Unless great care is taken memory drawing may easily degenerate into a practice which prevents progress in drawing.

*Housecraft (Domestic Duties).*—The number of schools where some training in domestic duties is undertaken is not large, but where it is undertaken good work is done; and, as has been stated in previous reports, teachers are missing an opportunity of providing a form of training which is specially valuable for the elder girls. A little more initiative and enthusiasm would overcome the difficulties that lie in the way of providing some satisfactory course of instruction—say, in cooking, ambulance work, and in the treatment of minor ailments.

*Needlework and Sewing.*—In a very satisfactory number of schools exceedingly useful work in needlework is done, and the displays of the girls' handiwork is distinctly creditable. The girls are taught to cut out and make useful articles for themselves or for members of their families. Many of the schools have now been supplied with machines, and these are put to good use. The number of schools to which machines have been supplied is increasing yearly, the cost of the machines being contributed to by local effort. The materials for making up are generally supplied by the parents, who appreciate the practical value of the training. The interest of the girls is stimulated and maintained, because they feel that they are responsible for the construction of something that is of real use, and that in the making of the articles they have done something for themselves or for others. More encouragement might be given to the girls to bring garments which require mending, and thus lessons of neatness, cleanliness, tidiness, and economy may be inculcated. There are still schools where the work done in this subject indicates little interest or enthusiasm on the part of the teachers and pupils.

*Woodwork.*—The number of schools where there are workshops is not particularly large, but useful work is done in most of the workshops that have been established. To these schools a quantity of timber is supplied by the Department for the use of the boys, who are instructed in the use of various tools and are encouraged to make useful articles. The articles are sold at the actual cost of the timber, and they are keenly sought after. The policy of the Department in connection with the establishment of workshops is to encourage local effort by supplying the necessary equipment—tools and benches—at schools where the people have erected suitable buildings for use as workshops. At *Hiruharama*, where sufficient funds were raised by concerts and other means to provide a workshop, it is pleasing to record that the teachers, with the assistance of the elder boys and adults, have completed their share of the undertaking. The Department is supplying the necessary tools, and the workshop will immediately become a going concern. At *Manutahi*, where it is proposed to establish a workroom in which the boys will be taught woodwork and the girls cookery, the requisite funds have also been obtained, and it is expected that instruction will begin early in the current year. It is worthy of record that at these two places the teachers, with the assistance of the children and parents, have succeeded in raising upwards of £100 in each case for a special purpose, and there appears to be no reason why the examples of Hiruharama and Manutahi should not be followed in other localities. As in former years, boys from village schools who can conveniently attend manual-training centres have done so.

*Elementary Agriculture.*—As a result of the arrangements made by the Department with the Education Boards in the Auckland and Hawke's Bay Districts the great majority of the village schools in these districts now have the benefit of official visits from the instructors in agriculture. The arrangements made have enabled the instruction to be placed upon a much more satisfactory basis, and from the reports received it is evident that the teachers are profiting from the suggestions and advice they receive. Much more interest is being displayed by the teachers and pupils alike, and this result is due largely to the enthusiastic interest which the instructors take in their work. The supply of tools, science material, and apparatus is made from the Board's stocks, upon the approval by the Department of the recommendations made by the instructors. This method of supplying equipment is found both convenient and economical. Towards the end of the year, at the suggestion of the Supervisor of Agriculture in Hawke's Bay, it was decided to hold a refresher course of instruction at Gisborne for the teachers of the East Coast District during the latter portion of the summer vacation. The subjects dealt with were nature-study, elementary science, gardening, and elementary practical agriculture. The number of teachers who attended the course was most satisfactory, and there can be little doubt that the work done during the course was both profitable and instructive.

*Singing.*—In a fairly large number of schools the singing is very well taught, and the pupils are able to read at sight very satisfactorily. In the teaching, the tonic sol-fa notation is most frequently used, and little or no attempt is made in developing the power to read from the staff notation.