

Timber used for exercises need not be entered separately, and small articles for which the material used does not exceed the cost of 1s. need not be charged for when given to a pupil; but in both cases the total amount of timber should be entered quarterly under the heading "Exercises, &c."

Teachers are required to keep a register of all attendances at woodwork classes, and to furnish at the end of each quarter on the form supplied for the purpose a return of the attendances made by each pupil.

An account-book must also be kept, in which are to be shown (a) the quantity of timber ordered for use in the workshop; (b) the quantities drawn from this; (c) the articles made, their value, and how disposed of. This book is to be kept in the workshop, and must be submitted to the Inspector at the time of any visit to the school. The Department will regard the teacher as responsible for the proper care of the tools supplied, and an annual return showing the tools in stock and their condition must be forwarded to the Department.

Payment for instruction in woodwork will be made quarterly at the rate of £10 per annum, and in each year the Department will allow a sum up to £5 towards the purchase of timber. This, of course, may be supplemented by the money obtained by the disposal of articles made in the shop. Teachers may regard this provision as standing authority. They are required to send in to the Department claims on these accounts at the end of every quarter.

(b.) *Elementary Practical Agriculture.*

Wherever a suitable opportunity occurs, a school garden should be formed. Except in a few cases, this should be done within the school glebe, a part of which may be set apart for the purpose, the area of the piece varying with the number of children to whom instruction is to be given. As the lessons are intended to be given on not more than two afternoons a week, the plots should not be too large. It will probably be found that a piece of land 20 ft. long by 10 ft. broad will be quite sufficient for two pupils to manage. Teachers should select the most suitable site, having due regard to aspect, shelter, and quality of the soil. The plots should be arranged so that the width extends north and south, in order to facilitate the cropping, and the vegetables should be planted in rows running across the plots from north to south, in order to get the best chance of thriving. Even where the soil is poor, the teacher can show how much may be done by careful cultivation. There should also be a plot left for flowers, and one for demonstration purposes and seed-beds.

The plots should be marked off by pegs firmly driven into the ground at the corners; each plot should be numbered, the numbers being written on the pegs. The tools should then be marked with corresponding numbers. Children should be encouraged to vie with each other in keeping their plots in good order. It is very important also that they should be encouraged to take proper care of their tools, keeping them clean and bright, and putting them away carefully after use.

Records should be kept by the children in charge of each plot, giving the operations of each day's work, dates of planting seeds, the names of varieties, &c. Observations of the weather, temperature, rainfall, &c., should also be carefully taken and recorded.

The produce of the plot may be disposed of at nominal charges to the pupils or their parents. The money thus received should be credited to the pupils in charge of the particular plot, and devoted to the purchase of new seeds or prizes for the best results. Where this cannot be done, the various vegetables may be distributed free to the parents. The initial work of subdividing the ground, preparing it, and cultivating some of the common garden crops will probably be sufficient for the first year.

The work in the garden should comprise,—

- (1.) Preparation of the land; digging and trenching; thoroughly working the soil; the proper use of tools.
- (2.) Drawing drills for reception of seeds; preparing seed-beds; methods of sowing seeds of various descriptions; depth at which to bury them; distances apart for the rows.
- (3.) Raising and transplanting seedlings; importance of thinning early.
- (4.) Experiments with various manures—*e.g.*, dung, bonedust, superphosphate, blood manure, sulphate of potash, sulphate of ammonia.
- (5.) Rotation and succession of crops.
- (6.) Watering, feeding, cultivation, and management of crops—*e.g.*, peas, beans, turnips, carrots, parsnips, potatoes, kumaras, cabbages, onions, vegetable marrows, pumpkins, tomatoes.
- (7.) Prevention of diseases—spraying potatoes.
- (8.) Insect pests and their destruction.
- (9.) Importance of keeping land free from weeds.
- (10.) Gathering and storing crops.
- (11.) Cultivation of flowering plants.