

A thorough knowledge of the numbers referred to necessarily includes all the arithmetical facts contained in what is known as "tables." The tendency to set the children in these classes to work "sums" must be avoided; in the higher classes they will have ample opportunities for working sums, as they are called. The importance of mental and oral arithmetic in all classes is again stressed, as many teachers still fail to realize that upon its proper treatment the proficiency of the pupils in arithmetic largely depends.

*Physical Instruction.*—In schools where the value and importance of this subject are fully realized good results are achieved. In regard to organized games, attention has again to be drawn to their comparative neglect in quite a number of schools. In some quarters the only attention organized games receive is during the period of physical instruction. This is not the correct attitude, for such attention should extend to the periods of recreation which the pupils enjoy out-of-doors. It is evident that in some instances the teachers busy themselves with their own concerns during those periods, and the pupils are left to their own devices. A much wider interpretation of "supervision" is necessary. All schools have been supplied with manuals of instruction, and it is expected that they will be thoroughly studied. In several districts competitions among schools have been organized, and much enthusiasm is displayed by the schools which take part. In the Hokianga district there is an annual sports fixture in which all schools, public and Native, may take part. In a recent sports meeting held at Rawene the Waima Native School was again successful in winning the banner. This result was due to good organization and the training of the pupils in their games. On the East Coast there is a football organization which arranges matches among the schools in the Waiapu district. In that district some years ago it was the custom to hold a large sports gathering annually, but owing to some unfortunate dispute the annual gathering was abandoned. An effort should be made by the teachers, in the interests of the schools, to revive the sports gathering.

*Singing.*—This subject continues to receive very satisfactory attention indeed in our best schools, where it is a pleasure to listen to the singing of the children. In many schools, however, the singing of the pupils indicates a very indifferent treatment of the subject. The schemes of work presented are frequently valueless. Without some definite aim on the part of the teacher it is quite impossible for any real proficiency in the subject to be made by the pupils. Such matters as ear-training, sight reading, and voice-training, although they should form part of every lesson, are much neglected. With regard to sight reading, it is necessary to point out that in so far as the pupils are unable to read simple music at sight by the time they leave school their elementary musical education is incomplete. In many schools the number of songs learned by the pupils is much smaller than it should be, and it is found that the same songs are repeated year after year. The learning by the pupils of as many good songs as possible during the year should be the aim of the teacher, so that with a large stock of such songs the pupils may be able to sing for the pure joy of singing. The need for a sweet musical tone should be impressed on the children, and to this end the tendency to sing loudly should be counteracted.

*Handwork: Elementary Manual Training.*—In all schools several forms of this training are taken, such as paper-folding, paper cutting and mounting, carton-work, plasticine and cardboard modelling. In most schools the work is done very well, and quite interesting displays of the children's handwork are presented for inspection.

*Drawing.*—In a large number of schools very creditable work is done in nature drawing, drawing from fashioned objects, brushwork, and crayon-work. The remarks made in last year's report about object-drawing are more or less still applicable to a comparatively large number of schools. It is satisfactory to note that blackboard drawing by the pupils is receiving an increased amount of attention. It is also worthy of note that from quite a large number of schools pupils have been successful in competitions arranged in various centres for the pupils of primary schools; and both the teachers and the pupils are to be congratulated upon their success in this direction.

In *sewing*, the work of many schools continues to be excellent in quality, and it is quite a pleasure to inspect and examine the handicraft of the girls in this subject. Many schools make an excellent display, and it is very evident that the girls show much interest and pride in their work. This attitude on the part of the girls is the result of the enthusiasm of the teacher in this branch of her work. A large number of schools possess machines which have been supplied by the Department at one time or another, and the girls are instructed in their use. It is quite refreshing to record that in one or two schools the teachers, recognizing the importance of this subject, and realizing the convenience and value of a sewing-machine for school purposes, have succeeded by local effort in providing a machine for their pupils. In those schools where the sewing is well taught the girls learn to use patterns, by means of which they cut out garments for themselves and other members of their families. The parents usually supply the materials; in some cases they empower the teacher to purchase the material, and in this way to better advantage; and in other cases the teachers supply the material, the cost of which is refunded by the girls who make the garments, or by some one else who is prepared to take them. The practice in some schools where the girls make articles for the teacher is one which for obvious reasons should be avoided. In many of our more important schools the girls wear a uniform which they have made as part of their work, and of which they are deservedly proud. The effect of this uniform on the girls is striking. In a number of schools the instruction in the subject is of poor quality.

*Domestic Duties.*—In the report for last year, and indeed in the reports for many years back, the opinion was expressed that this aspect of a Maori girl's training and education deserved very close attention from our teachers, and that it was essential that some provision should be made in all schools in some way or other for instruction and for practical work in cookery and general housewifery. The opinion was further expressed that since the importance and value of such training were recognized by the teachers themselves, perhaps more clearly than by most people, those with a