

*Handwork: Elementary Manual Training.*—In this work a selection is made by the teachers from the following forms: paper-folding, paper cutting and mounting, mat-weaving, carton-work, plasticine and cardboard modelling; and specimens of the children's work are usually available. On the whole the work is very satisfactorily done, but frequently the correlation of the work with that in other subjects is not given proper attention.

*Drawing.*—In too many schools the amount of drawing done is small, and the work is often of inferior quality, and it is evident that the subject is more or less perfunctorily treated. It is necessary to remind teachers again that the pupils' drawings are to be representations of natural and fashioned objects. "Since nothing should be allowed to come between the pupil and what he is representing, diagrams and copies, either drawn or printed, should be used sparingly, and wherever practicable avoided altogether. The pupil's record of what he sees should be the result of his own impressions, not those of some one else. Blackboard sketches and drawings by the teacher should be confined to illustration of methods and principles, and should not take the form of diagrams to be copied or to show the pupils what they ought to see." In a large number of schools good work is done. Brush-work is well done in a satisfactory number of schools, and the wall-boards are profitably used by the smaller children.

In *sewing*, excellent displays are made in quite a large number of schools, where a serious view is taken of the importance of this form of training for the girls. In these schools useful articles of all descriptions are made by the girls, who are taught the use of the sewing-machine and how to cut out garments, and make the best possible use of the material. The girls themselves take much interest in the matter, and are exceedingly anxious lest their handiwork is overlooked by the Inspector. The materials are usually supplied by the parents, who are in most instances keenly alive not only to the practical benefit of the instruction, but also to the economy resulting from it. In a considerable number of schools, however, the work in sewing cannot be described as good. The display of work is disappointingly small, and the usual explanation put forward is that the parents will not supply the necessary material for the making of useful articles, or are unable to purchase it. No doubt in some instances the explanation is a reasonable one, but in view of what often happens when there is a change of teacher, it is felt that the real explanation is lack of interest and enthusiasm.

*Domestic Duties.*—No material advance has taken place in the number of schools where this branch of training receives attention. In those schools, however, where the teachers have the inclination as well as the courage to give effect to their faith in the value of this training for Maori girls, very good work is done. The girls show much interest in the work and are proud of the result of their efforts.

*Elementary Practical Agriculture.*—This subject continues to receive attention with more or less success in a large number of schools. The reports upon the work done in those schools which are visited by the agricultural instructors are on the whole very satisfactory; in many instances the work is reported upon as very good and even excellent. Visits from an instructor, however, will not *per se* produce good work; there must be enthusiasm, energy, and inclination on the part of the teachers. Very fine work is done in schools not visited by an instructor, and the teachers are to be complimented on their work. The arrangement by which visits to conveniently situated Native schools have been included in the itineraries of instructors in agriculture has been confined hitherto to the Auckland Education District. It is now hoped that a similar arrangement will be made in the Hawke's Bay Education District. Not much further progress in the direction of establishing home-gardens in connection with the work in agriculture can be reported.

*Woodwork.*—The number of workshops is not large, but in the majority of them a very useful form of training is given to the boys. The cost of running the workshop is not great; the Department makes an annual grant for the purchase of timber from which useful articles are made. The articles are sold for the actual cost of the timber used, and they usually find a ready sale. It is hoped to see a workshop established at Whangaruru in the near future, and the preliminary arrangements are being made. Funds have been raised for the purpose of equipping, with the assistance of the Department, the old school building for the instruction of the boys in woodwork and the girls in cookery. The efforts of the teacher at Pipiriki to give the boys some form of manual training is to be commended. The shelter-shed, where he has a couple of benches, is his workshop, and the boys do their work with tools supplied by the teacher.

#### SECONDARY EDUCATION.

The following institutions have been established by various religious denominations for the purpose of providing a course of secondary instruction for Maori girls and boys: Queen Victoria School for Maori Girls, Auckland; Turakina Maori Girls' School, Wanganui; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Te Waipounamu Girls' School, Christchurch; St. Stephen's Boys' School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi College, Carterton; and Otaki College, Wellington. No schools have been established by the Government to provide secondary education for Maoris, and therefore advantage is taken of the schools enumerated above to secure for selected pupils from Native village schools a further educational course. To such pupils scholarships or free places tenable for two years at one or other of the schools referred to above are awarded. At the end of the past year the pupils in attendance at these schools numbered 413—200 girls and 213 boys. The holders of free places numbered 108—56 girls and 52 boys.

In the girls' schools special prominence is given to such subjects as needlework—sewing and dressmaking, including instruction and practice in cutting out garments; laundry-work; cookery and general domestic duties; home nursing and first aid; care and rearing of infants; preparation of suitable food for infants and for the sick; and gardening. In the boys' schools prominence is given to woodwork and elementary practical agriculture. In both classes of schools, apart from the