

largely a matter of comprehension of the language used, and the subject of arithmetic soon convinces a Native-school teacher that without a good knowledge of English his pupils cannot do very satisfactory work. It follows that only in those schools where the pupils are good in English is it possible for really good work in arithmetic to be done. The value of *viva voce* work and mental arithmetic as a means of dealing with the difficulties encountered by the pupils in arithmetic is again stressed and recommended to the teachers.

*Geography and Nature-study.*—In many schools the work done in this subject is not entirely satisfactory, and the schemes of work indicate that the teachers have hazy ideas regarding it, the result being that they fail to make the subject as interesting and instructive as it might be. There is still too great a tendency to regard the principal object as being the committing to memory (by the children) of geographical facts concerning the world. By this method of dealing with the subject its educative value, as was pointed out in last year's report, is to a large extent lost. It is still evident also that the wall-map, the atlas, and the globe are insufficiently used. More use should be made also of books of travel, pictures, newspapers, and illustrations.

*Handwork—Elementary Manual Training.*—A selection is made by the teachers from the following occupations: Mat-weaving, paper-folding, paper-cutting, and paper-mounting, carton-work, plasticine and cardboard modelling. The materials are supplied by the Department, and in response to requests from teachers material for raffia-work is to be included in the stock. In the majority of the schools the work done is creditable. There is, however, in a considerable number of schools a failure to understand the object of this form of manual training, with the consequential neglect to correlate it with other subjects of the school course.

*Drawing.*—In a considerable number of schools the work done in the various branches of the subject—drawing from natural and fashioned objects, memory drawing, brushwork, and crayon—is distinctly creditable. There are still many schools, however, where not only is the quality of the work done poor, but the amount of drawing done affords evidence of lack of attention to the subject on the part of the teachers. Memory drawing in many schools simply amounts to an instruction to the pupils from the teachers to draw something with which the pupils are familiar or are interested in and have done over and over again. The results are often surprisingly good, but for this little credit is due to the teacher. Memory drawing is evidently overdone in these schools, the result being that, though the pupils show by the wealth of detail in their drawings close observation, they fail to see correctly and to represent accurately a simple object placed before them. Their unsatisfactory work in this respect is due to the fact that they have not had proper instruction in the necessary principles. Teachers are again warned that unless great care is taken memory drawing may easily degenerate into a practice which prevents progress in drawing.

*Needlework and Sewing.*—In this form of practical training a very large number of the village schools excel, and the display of useful articles made by the girls is exceedingly creditable. The teachers and girls are enthusiastic and take a justifiable pride in their work. To the majority of these schools sewing-machines have been supplied, and the use of the machine is taught to the girls, who are also instructed by the use of patterns to cut out the garments. With regard to the material, the practice is for the parents to supply it or to authorize the teacher to purchase it on their behalf, generally at better advantage. When the article or garment is completed it is sold to the maker of it at the actual cost of the material supplied by the teacher. In this connection the making of articles for the teacher's use or for the use of the teacher's family is not approved of, and teachers are advised, for obvious reasons, to avoid the practice. In a number of schools the girls wear a uniform dress which has been made by themselves in the course of their sewing-work. The effect of the uniform dress upon the girls is marked, and its use and possession encourage them to pay regard to cleanliness and tidiness. Knitting is also taught in the best schools, and it is not uncommon to see the girls clothed in the winter time in woollen jumpers made by themselves. In one school all the boys had knitted jerseys for themselves in the school colours. The display in sewing and needlework generally made by the Native schools at the New Zealand and South Seas Exhibition held recently in Dunedin was most favourably commented upon by competent judges of such work.

*Domestic Duties (Housecraft).*—The number of schools in which this training is undertaken is comparatively few, but in these good work is done. This is a form of training which should prove of much benefit to the girls, but the carrying-out of it is faced with difficulties that only teachers possessing enthusiasm and initiative can surmount.

*Woodwork.*—The number of schools where there are workshops was increased by two during the year. In some of the larger schools where there are no workshops the example set by Hiruharama and Manutahi Native Schools in introducing this excellent form of industrial training might well be followed with much benefit to the boys. At these schools the erection of workshops was made possible by the fine efforts of the teacher, the pupils, and the parents in raising the necessary funds. The policy of the Department in regard to the establishment of workshops, it may be again stated, is to encourage local effort by supplying the necessary equipment—tools and benches—to schools where the people erect a suitable building as a workshop. The work done in the workshops is of a very satisfactory and useful nature. Timber is supplied by the Department, and the boys, after being taught the use of tools, make useful articles. These are sold for the actual cost of the timber, and the money received is used for purchasing fresh supplies.

*Elementary Agriculture.*—The arrangement by which a very large number of schools are visited by the Education Boards' instructors in agriculture is proving very successful, and the subject is now receiving very satisfactory attention in these particular schools. The reports of the instructors are invariably favourable, and it is evident that the teachers are profiting by the advice and instruction they receive. In several schools small nurseries for the propagation of useful trees from seed have been established with good results. The young trees will be planted out in the school-grounds, and the surplus supply of trees will be distributed amongst the pupils who are anxious to plant the trees near and around their homes. There is already quite a demand for the trees from people who know