

schools special work is being done in clay-modelling, notably at Otaua, Matangirau, and Waikare. There are eighteen woodwork-rooms in the Native schools, which have been erected mainly by local effort in the past. Of these eleven are in operation: Pukepoto, Takahiwai, Opoutere, Te Kaha, Omaio, Manutahi, Raukokore, Tokaanu, Rangitukia, Oruanui, and Paparore. The other seven are not used because the teachers in them are not able to teach woodwork efficiently.

"One of these, Manutahi, has classes in woodwork and cookery, both doing very fine work.

"Useful woodwork is also done without a proper workshop at Pamoana and Oruawharo. At Paeroa School experiments are being made with paper-pulp work, and at Te Kotukutuku a sheep-skin was tanned and made into a number of handsome and useful articles."

Singing.

"Singing is well taught in most Native schools, and some attain a high standard of excellence in this subject. In most cases the tonic sol-fa notation is taught, but at several schools, notably Pamoana, Parinui, and Oruawharo, the staff is also taught. In Oruawharo an attempt is made to teach instrumental music with good results.

"This subject is undoubtedly a feature of the Native schools. Very good singing indeed is heard in many of the schools.

"Ability to read at sight tonic sol-fa notation is present in a fair number of the schools."

Health.

"It is the intention of the Director of Education that special attention should be given to this matter, and that a series of lessons should be planned and given in all schools. This has been the practice in a large number of schools, while in others the talks on health matters were given when occasion called for some reference to the subject. In a Native school there is usually no lack of these opportunities, as the teachers frequently have to deal with all kinds of ailments which in a European environment are the province of the medical profession."

Physical Instruction.

"This subject does not receive the attention it merits in many of the Native schools. Teachers are expected to give the full fifteen minutes daily to physical training, and they have now been requested to teach as many organized games as possible. Physical Instructors visit some of the schools.

"In most schools there is a lack or total absence of material for games, such as bats, balls, racquets, &c. Before the War it was the practice for the Department to supply material for games in recognition of the Committee's supplying firewood. This was discontinued as a measure of war economy. It is one indication of the efficiency of the teaching when the children all play vigorously during recess."

Drawing.

"Drawing is satisfactory, although the most is certainly not made of the undoubted talent that exists among the Maori boys.

"Early in the year the Department was asked by Professor Paget of Liverpool University, England, for specimens of drawings by Maori children under ten years of age. The Professor found those sent in response to his request extraordinarily interesting from several points of view, notably the evidence of keen observation even in the youngest pupils and the fact that the Maori child, apparently unlike most children, began by drawing people profile instead of full face. It would seem that there is, in our schools, a good field of investigation in such subjects.

Tone and Discipline, &c.

"In general the tone and discipline of the Native schools is undoubtedly of a high standard and directly beneficial in the formation of useful habits. Playground supervision has *not* received the attention it warrants. In a few schools only are the teachers to be congratulated upon the well-organized play activities of the children. In far too many schools, no such provision is made at all."

SECONDARY EDUCATION.

In regard to the secondary Maori schools referred to above, the Inspectors report that at all of them the boys and girls are receiving a very valuable social training. Discipline and tone are of a high standard.

"In the girls' schools, emphasis is placed on homecraft. Valuable training in domestic duties, sewing, cooking, housecraft, home nursing, &c., is given.

"The cultural side is not neglected, singing, music, recitation, and literary appreciation being given special attention.

"In the boys' schools, a closer relationship between the academic and practical side is advisable. There is a tendency for each to function in a watertight compartment.

"The boys are given much experimental work of a practical nature in agriculture.

"Secondary education up to Public Service Entrance and Matriculation standard is available.

"There are, also, classes with a very strong agricultural bias formed for boys who will ultimately return to farming pursuits.