

and other similar habit-forming activities. What may be termed "drill methods" are essential in the teaching of English as a second language. Indeed, the direct method of teaching foreign languages depends upon such methods which, by repetition and practice, form correct speech habits and develop facility in idiomatic usage. These methods need not be unattractive, but, however disguised by games and playway, the drill habit-forming element must be present.

In Native schools, that stage of development in oral expression has now been reached where the absence of fluent oral expression is surprising and unexpected. Attention to the eradication of the usual Maori errors of grammatical construction in both oral and written English is, however, still very necessary. The breaking through into English expression of Maori idioms is a persistent weakness. The quality of written English is, in general, satisfactory, but no marked improvement over that of last year can be reported. Success in the teaching of compositions appears to depend upon the attention paid to sentence structure, good models of English composition, and the development of strong vocabularies. The development of a love of reading—a cultural need of the Maori—varies greatly from school to school, but cannot be considered satisfactory. The work of the schools, in this connection, is often seriously hampered by the inadequate home facilities in reading-matter and in lighting. In speech-training the main endeavour has been to arouse in the child's mind an appreciation of clearly and pleasantly enunciated speech. The usual speech-training drills have been continued.

In most schools, spelling has been competently taught.

In arithmetic the tendency has been to develop a more practical and realistic treatment, while continuing to maintain a high standard in mechanical arithmetic.

7. TEACHERS' MEETINGS.

During the year teachers' meetings were held at several convenient centres, and every opportunity was taken to discuss with teachers any matters that would tend to improve the efficiency of the Native schools and to make them of still greater service to their respective communities. Not only were these meetings addressed by the Inspectors, but every encouragement was given to teachers to discuss freely their problems and to receive the benefit of the experience of those teachers who were meeting with outstanding success in their treatment of different phases of the curriculum. In a few cases teachers were given the opportunity of seeing these methods in operation in the schools themselves. It is recognized that Native-school teachers, living as they do in isolated localities, must depend upon wide reading (especially of a professional nature) to keep themselves up to date and vigorous in thought and invention. For some years now, arrangements have been made whereby books from the Department's library have been supplied to different study circles, and this privilege has been much appreciated by those who have had the benefit of it, but it cannot be said that the teachers took full advantage of the facilities offered. During the year a large number of books on anthropology and sociology were ordered for addition to the library.

8. JUNIOR ASSISTANTS.

The junior assistants in Native schools are not certificated assistants, nor are they expected to shoulder the responsibility of classes; but they can in many ways render valuable help to the certificated teachers and also learn much of the art of teaching. The majority of these teachers are Maori girls who have had at least two years' post-primary education, and great care is exercised in their selection. The girls are expected not only to assist in the schools, but also to qualify themselves for better positions. Most of them are now enrolled with the Department's Correspondence School, which has prepared special courses for them. It is hoped that some of the girls will qualify for the Training College Entrance Examination, enter the Training Colleges, and become fully qualified teachers. Thus they will not only be assured of a livelihood, but also be able to render still greater service to their own race. Last year the great majority of the junior assistants showed keen interest in their work and were conscientiously attending to their studies.

9. SECONDARY EDUCATION.

Provision for the post-primary education of the Maori is twofold. In the first place, he has the same right and facilities for free secondary education as a European; as a free-place pupil he can attend any secondary school, technical school, or district high school. As already mentioned in my introductory statement, this right is of value only to Maoris who are living in the vicinity of such institutions. For the Maori in the more remote districts the Government provides a generous system of scholarships by means of which post-primary education from two to four years is provided at approved private schools controlled by the authorities of various religious denominations. Reference to Table H 3 will give a list of these boarding-schools and of the roll numbers thereat.

In an endeavour to increase the roll number of St. Stephen's College, a large primary division, consisting of 30 boys out of a total roll number of 101, has been formed. Many of these primary pupils are maintained at St. Stephen's by Church scholarships, the funds for which are provided in most cases by Waikato endowments.