

If five minutes per day were devoted regularly to this work in each class there would be a distinct gain, not only in arithmetic but in English. Indeed, the lesson might occasionally, especially in classes up to Standard II., be taught simultaneously with an English lesson.

Where the "money" sums form part of the standard work, pupils should be more familiar than they are with the ordinary coins current in New Zealand. The Department has supplied cardboard coins to nearly all schools, but some teachers do not make such good use of them as one could wish. My own opinion is that no branch of the work is so important as the thorough knowledge of money, and I think that in a new code this knowledge should be the *sine qua non* of a proficiency certificate for Maori boys.

With reference to the other rules in arithmetic which form part of the Code requirements for Standard IV., I think that they should be modified by the exclusion of simple interest and rule of three, which might be relegated to a higher standard and their place supplied by the inclusion of easy bills of accounts. I may say that during last year I have endeavoured to avoid using in test questions any measures in reduction or rules which I considered as having no practical value to a Maori boy.

*Geography.*—The work in the geography required by the present Code has been on the whole satisfactory, though there were one or two instances where the pupils fell far below the standard. It is not sufficient that a Standard II. child shall be able to repeat a definition of a river or an ocean. He may do this without even knowing that the stream of water over which he crosses to school in his canoe is a river, or that the salt water in which he catches fish is part of the Pacific Ocean. No amount of learning by rote, which indeed was evident in some schools, can equal the results of observation, the knowledge of the child's surroundings should be first as accurate and complete as possible. The work of Standard III. is, I think, the most satisfactory in our schools, but the work in physical geography is still somewhat weak. In Standard IV. the scope is too wide, and in the new Code should be amended. I wish that we could introduce as a supplementary reader into our schools a well illustrated geographical reader for use in conjunction with pictures and maps. Those formerly supplied are too difficult and out of date.

*Sewing.*—Maori children are exceedingly apt at sewing, and the work of the schools as a whole should give every satisfaction. Indeed, there are some schools where the stitches have the regularity of machine-work. At present, however, most of our teachers confine their energies to the production of sampler-work, and the children get little practical training. In some schools girls are trained to make a garment—*e.g.*, a night-dress—and I have seen a shirt made by a boy in good style. I think that this practical work is what we ought to encourage, and that, if necessary, the various forms of stitches, &c., be reduced to a minimum in order to give the time for practical work. In one or two schools children are taught to cut out in paper, and this, too, is a practice that I hope to see extended in time.

*Extra Subjects.*—Singing, drawing, drill: Of these, the singing is by far the best, and one has reason to feel proud of the success achieved in several of our schools where the children are well up in modulator work, and can sing part-songs delightfully. Drawing, I think, leaves on the whole much to be desired, and before any progress can be made a definite scheme of work for the various standards must be drawn up. One remark that I think should be made is that greater care should be taken that the drawing-books are kept clean and not badly used.

The drill consists for the most part of physical exercises with dumb-bells, clubs, wands, or free exercises without these. In one school a cadet company has been formed under the regulations respecting public-school cadets, and the boys and people take a keen interest in their drill. The greatest defects in the drill generally are lack of energy and variety. I propose as soon as possible to draw up sets of physical exercises for our schools, for it seems to me that what is required for Maori children is a system of physical, rather than military, training. In one or two schools a habit has grown of taking drill inside the school. Such a procedure cannot meet with approval, and where drill cannot be taken in the open air it had better be left alone. In connection with drill I should like also to remark upon another practice that obtains in some, but only a few, schools: the children of the preparatory class are placed upon one side and do not share with the other children the benefits of physical exercises. This practice cannot, I think, be too strongly condemned, and whatever high degree of proficiency is attained by the senior pupils in the school is deservedly discounted by the consideration that those who are likely to benefit most by the exercises are not allowed to participate in them. One cannot, of course, expect too much from very small children, but the energy they put forth in trying is surely worth something morally if not physically.

*Handwork.*—Under this general term are included the various manual occupations, such as paper-work, cane weaving, modelling, carton and cardboard work, and carpentry. These are not yet recognised as an integral part of the syllabus, and there are a few schools in which as yet no work of this kind has been attempted. In other schools, however, a good deal of progress has been made. The children of the preparatory classes take great pleasure in paper weaving and folding, in some cases working out original designs in the lower standards. Paper mounting is in several schools exceptionally well done, while modelling in plasticine and cane-work are also very satisfactorily managed. With regard to the former, it is necessary, I think, to repeat here what has been said often before—*viz.*, that the most important work in modelling consists in the reproduction by the children of natural forms. In one school last year I saw a spray of passion-fruit modelled in plasticine by a girl in Standard I. The work was of very high order, indeed, and showed to what an extent the child had used her powers of observation. In my own opinion, work of this kind has a much higher value than the mere reproduction of conventional forms. With regard to cane weaving, I can only state the opinion that it is not altogether suitable for Maori children. A young Maori girl will acquire the art in one or two lessons, and after that the teacher is put to it to keep her supplied with material. In this connection it is to be regretted that the young people do not acquire the art of weaving and dyeing mats and kits from flax fibre: com-