

objects and of natural phenomena is subordinated to the acquisition of a long list of names of places which cannot enlarge the pupil's knowledge of the world in which he lives. The fact that a geographical name occurs in the reading-book does not necessarily warrant its inclusion in the programme of geography. In the case of Standard III, for example, the field is limited to the provincial district in which the school is situated, and places outside that district should be included only in so far as they have some connection by trade or otherwise with it.

Geographical readers are not supplied to Native schools, but the *School Journal* has served the purpose very well, and is welcomed by the children, who are always keen on getting information about other peoples and lands. Among the library books granted to schools in recognition of the Committees' services in supplying firewood, we have included some of the "Peeps in other Lands" series, and these are much appreciated by both teachers and pupils.

*Handwork.*—(a.) Sewing: In this branch of handwork we think the Native schools can easily hold their own. A greater amount of practical work is exhibited yearly, and the specimens submitted for inspection are usually remarkably neat in execution. In several of the larger schools, in addition to the ordinary sewing, instruction is given in cutting out and making of dresses, &c., with the use of the sewing-machine. This has proved of very material assistance to the girls and to their parents. At Ahipara School, one of the largest Native schools, the girls appeared at the annual visit in a uniform dress of their own making, and presented a striking appearance. This practice might be extended considerably but for the fact that the parents in some cases cannot be brought to supply the necessary material, and in one or two of the largest schools the sewing is confined merely to producing sampler-work.

(b.) Drawing: Drawing is still far from being very satisfactory, and suffers from want of organization. Teachers cannot get away from the old ideas, and continue to offer reproduction of flat copies instead of getting the children to attempt drawing from natural objects. In a few schools brushwork has been taken up with considerable success, and we should be pleased to see it more largely practised. Whangape School still holds pride of place for excellence in drawing from nature; some capital work in brush drawing was also exhibited in Whakarapa School.

(c.) Of the various forms of manual occupations, modelling in plasticine and cardboard are most popular, and are, on the whole, well done. In the infant classes, paper-folding and mat-weaving are commonly taken. All of these occupations are used, however, mainly to occupy certain classes, in order that the teacher may be free to take other subjects in other classes; that is to say, the handwork is left largely to teach itself, and loses nearly all its value as an educational subject. A great deal of English conversation may easily be centred round a simple occupation such as paper-folding, and in the infant classes and lower standards, at any rate, the forms produced during the handwork exercise should constitute to a large extent the subject for the drawing-lesson. As far as we can see, however, there is little or no correlation of the handwork with the other subjects in the great majority of the schools, and thus it is deprived of a large measure of its value as a primary-school subject.

(d.) Woodwork: At the end of the year instruction in woodwork was being given in sixteen schools. The workshops continue to be of much service not only to the pupils, but also to the adults; and there is a constant demand for articles of furniture of all kinds made by the boys. To such an extent is this the case that, with the exception of the amount expended annually in paying the teachers for giving the instruction, the woodwork at most of the schools supports itself, the amount obtained from the parents for articles purchased being sufficient to cover the working-expenses. The instruction given in the workshops has also a direct influence in raising the standard of living in the settlements. The parents find themselves the possessors of European furniture, tables, forms, dressers, washstands, &c., and are thus encouraged to have houses to suit, while the use of bedsteads with wire-woven mattresses where formerly the custom prevailed of sleeping on the ground must also be regarded as a step in the direction of improved living-conditions.

(e.) Elementary Practical Agriculture: This subject cannot be regarded as being in a flourishing condition, though school-gardens have been established at more than half the schools. The want of proper organization is keenly felt, and we feel that no real progress will be made until means are found of giving teachers themselves at least some instruction in the work. The best results have been achieved at Oparure, Tautoro, Manaia, Paeroa, and Torere. In a great many instances where gardens might easily have been established no attempt has been made to do so, though we feel sure that if the children were given the opportunity they would be quite ready to undertake the work, even if it were confined merely to growing flowers and studying their habits.

(f.) Training in domestic duties is given at some of the best schools, of which Ahipara School deserves special mention. The girls are taught plain cooking of all kinds, including the making of bread, cakes, scones, plain pastry, and various invalid and infant foods. The girls also receive in the teacher's home some instruction in domestic duties, and though the work is done in a humble way, there can be no doubt that very great benefit is derived from it.

*Singing.*—This subject is well taught, and a higher degree of efficiency is found year by year in a greater number of schools. Indeed, there are very few village schools in which the singing is unsatisfactory. We should like to see more systematic practice given in breathing-exercises, which should be made preliminary to the forms of musical exercise until the pupils have gained some power of breath-control. Much more attention might also be directed to time exercises. In most of the schools the children are well enough acquainted with the notation, and can read songs of ordinary difficulty at first sight; but they depend upon the teacher for the time. The "time-names" would be found of very great assistance in the analysis of a new song, and the various measures commonly used could be mastered in, say, half a dozen lessons.

In a few schools concerts in aid of picnics, prizes, &c., have been arranged, and have afforded the parents and friends a great deal of pleasure, while at the same time the pupils themselves have derived