

misconception as to what is wanted. A programme consists of a concise statement of the work professed in the various subjects, and is intended to facilitate the work of examination. Thus, a programme should show the exercises in singing and the songs taught, the pieces of poetry learned for recitation, the topics dealt with in nature-study and geography, together with a list of the places, products, &c., and a statement of the various subjects taken for English composition in all the classes during the year.

With regard to the methods of teaching, our views have already been given in the remarks dealing with the separate subjects. We feel satisfied that there is a steady improvement in the quality of the teaching, and are glad to note the ready response of the teachers to our own suggestions, as well as to appreciate the efforts they have made themselves to improve their status. During the year several have qualified by examination for teachers' certificates, and when the disadvantages of their position are considered great credit is due to them for their success. We hope to see that some means will be devised for assisting teachers who wish to take advantage of correspondence classes with a view to studying to obtain certificates.

SCHOOL BUILDINGS AND GROUNDS.

Generally speaking, we have found that the condition of the schools in respect to cleanliness and tidiness has been most satisfactory, and there are very few schools indeed in which high marks have not been earned. Much more might be done in some schools to secure tidiness and neatness of arrangement of the books, maps, and other appliances. A table littered with books, papers, boxes of pencils, &c.; a corner filled with a collection of brooms, drill-wands, and maps; a cupboard into which all kinds of odds and ends have been carelessly thrust; and a fireplace which serves as a receptacle for rubbish, are not calculated to impress habits of tidiness upon the children. Nor is anything more required from the teacher in regard to these matters than his mere supervision of the way in which these duties have been carried out by the pupils to whom they have been entrusted.

Referring to the remarks made in last year's report concerning the condition of the school grounds, we are unable to record any material improvement. We feel that much more might be done in the direction of planting suitable hedges and ornamental trees, especially native trees, to provide shelter and to beautify the place.

MISSION SCHOOLS.

Four mission schools engaged in the education of Maori children—viz., Otaki Mission College; the Mission School, Putiki, Wanganui; the Convent School, Matata, Bay of Plenty; and the Convent School, Tokaanu—were inspected during the year, Te Hauke Mission School having been closed. The number of children on the rolls of these schools at the 31st December, 1911, was 230, the average weekly roll-number being 230, the percentage of attendance 85.2.

The syllabus of instruction in these schools is the same as that followed in the Native village schools, and the standard of efficiency attained is still very satisfactory. At Otaki College classes for instruction in woodwork and elementary practical agriculture were begun during the year, and should increase to a large extent the usefulness of the institution.

BOARDING-SCHOOLS.

To provide secondary training for Maori boys and girls the Department avails itself of institutions established by various denominational authorities. These are, for boys—Te Aute College, Hawke's Bay; St. Stephen's Boys' School, Auckland; Waerengaahika College, Gisborne; Hikurangi College, Wairarapa; and for girls—Hukarere Girls' School, Napier; St. Joseph's Convent, Napier; Queen Victoria School, Auckland; Turakina Girls' School, Wanganui; and Te Waipounamu College, Christchurch. The number of pupils on the rolls of these schools at the end of the year was—Boys, 177; girls, 210; total, 387. Of these, 48 boys and 80 girls held free places provided by the Department. In addition to the instruction in ordinary subjects, industrial training forms an important feature of the syllabus of work followed in these schools.

From the boys' schools candidates have been presented for the Civil Service Junior Examination, and have acquitted themselves in a very creditable manner. One girl from Hukarere was also successful in passing the examination, but we are not greatly in favour of training Maori girls with a view to their entering the Civil Service, and hope that they will not be encouraged to do so. The results of our annual examination of the schools were very satisfactory indeed, and showed a distinct advance on those of former years. The same excellence of tone and behaviour were to be observed, and the schools generally appeared to be in thoroughly good condition. The girls receive instruction in the various branches of domestic duties that should go far to make them useful wives and mothers, while the boys engage in branches of manual training calculated to direct their energies and inclinations towards industrial pursuits. Upon the completion of their course, some of the girls obtain positions as junior assistants in Native schools, a few become pupil nurses, and others enter domestic service. It has been said that Maori girls consider domestic service beneath their dignity, but as far as our experience goes their objections arise more from the manner in which they have been treated, and in some cases from the miserable pittance they have received, than from any natural disinclination or objection to the work.

The training the girls receive in domestic duties at the various schools should warrant their getting adequate payment for their services, while their amiable disposition should entitle them to receive more kindness and consideration.

A good deal of progress is evident in woodwork and elementary practical agriculture, which form the principal branches of industrial training afforded in all the boys' schools. Further, the pupils have