

which is heard with the graphic sign which represents it, lays a most solid foundation for accurate spelling.”\*

The teaching of writing appears to some extent to lack methodical treatment, though the writing cannot be regarded as wholly unsatisfactory.

The teaching of number (or arithmetic) is in accordance with the principles enunciated in the public-school syllabus, and the method of instruction in the early stages—each number being taught separately and all processes explained by the actual observation and handling of suitable objects—is that generally recognized as being the most rational and sound.

In a similar way the Native school does not lag behind the public school in the treatment of the remaining subjects of the curriculum; and though many of our teachers have not had the advantage of attending training colleges or other educational institutions, they have acquired in the school of experience a degree of skill of which we have every reason to be proud.

With the increased number of schools and the extension of the work in various directions, we find that we are not able to devote much time to the practical assistance of teachers. When a new teacher enters upon his duties we should like to be able to visit his school at once in order to assist him in the arranging of his work, and to initiate him in our methods of teaching if necessary. Under the present conditions it is impossible for us to do so, and the teacher has therefore to wait until the school is visited in the ordinary course of inspection, by which time he has, in a measure, adapted himself to the conditions.

The system inaugurated last year of assisting teachers in obtaining tuition in order that they may qualify for certificates has had good results, and is again in operation this year. The number of certificated teachers in our service is now showing a gratifying increase.

#### EFFICIENCY OF SCHOOLS INSPECTED.

The following table shows our estimate of the efficiency of the village schools inspected during the year 1913:—

	Number of Schools.
Very good to excellent ... ..	30
Satisfactory to good ... ..	64
Inferior to weak ... ..	11

Three schools were not inspected, one having begun operations after the visit to the district had taken place, and two having been closed temporarily owing to sickness.

#### NEW SYLLABUS.

The new syllabus which was discussed at the last conference of Inspectors is now being introduced into the public schools of the Dominion, and in order that the Native schools may not lag behind we consider it advisable to revise the syllabus which was arranged for the Native schools in 1908. In doing this we propose to follow the public-schools syllabus so closely as practically to adopt it entirely in regard to those subjects which form its essential parts. Nor do we anticipate any difficulty for our teachers in the matter, as we are convinced that they are quite as capable of meeting the demands made upon them as the teachers in public schools of the same grades.

#### SCHOOL BUILDINGS AND GROUNDS.

We have every reason to be well satisfied with the cleanliness of the buildings, particularly as regards the interior of the schoolrooms. The furniture, though in many cases in use for fifteen or twenty years, is kept very clean indeed, and in many of the schools the floors are scrupulously clean. The fact that the schoolrooms are not allowed to be used for dancing no doubt contributes largely to their present cleanliness, but recognition must be given also to the care bestowed by teachers and children upon their school.

Much might be done to brighten the walls by means of suitable pictures, &c.; these, however, we find it difficult to get. A trial order has been sent Home for some pictures granted in recognition of the Committees' having supplied fuel during the year, and these should come to hand shortly.

The appearance of the grounds should also receive more attention. Remarkably good work in this direction is done at many schools, the most striking perhaps being those situated in the least promising locality—Hapua and Te Kao, in the far north. At Karetu School, also, the teacher has put an immense amount of labour into making what was formerly a barren piece of land into a well-cultivated fruit-orchard with over two hundred fruit-trees. His object in doing so was to show that “it is the easiest thing in the world by digging a little in the morning and a little in the evening to make a beautiful home for himself and his family, to raise funds for school prizes, &c., and to teach the Maoris how to make use of their lands and beautify their homes.”

#### SECONDARY EDUCATION.

The following are the institutions, established by various denominational authorities, which offer the Department the means of giving secondary training to Maori boys and girls: Otaki College, Wellington; Te Aute College, Hawke's Bay; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; St. Stephen's Boys' School, Auckland; Queen Victoria Girls' School, Auckland; Turakina Girls' School, Wanganui; Hikurangi Boys' College, Clarendon, Wairarapa; Te Waipounamu Girls' School, Canterbury; and Waerenga-a-hika College, Gisborne.

The total number of pupils on the rolls of these schools at the end of the year was 419. Of these forty-five boys and fifty-four girls held free places provided by the Department for the

\* The Montessori Method (Maria Montessori) pp. 283-4.