

*Singing.*—In a large number of schools the singing of the pupils is very pleasant, and it is generally found that in these schools the pupils have a satisfactory knowledge of the notation. In a fair number of schools the singing reaches a high standard, and part songs of a more or less difficult nature are rendered in fine style. In quite a number of schools, however, the quality of the singing can only be described as poor—a state of affairs which cannot be attributed to lack of musical ability on the part of the children.

*Handwork.—Elementary Manual Training:* For this work material is supplied for plasticine and cardboard modelling, paper-folding, mat-weaving, paper cutting and mounting, and carton-work, and the schools are thus enabled to take up several forms of work. Some schools have introduced additional material, from which useful articles are made. In many of the schools good work is done, and creditable displays of work are presented at the annual visit. In one school modelling in clay is done, with excellent results. In those schools where the work is disappointing it would appear that the work is not taken regularly throughout the year.

*Drawing.*—This subject, like that referred to in the preceding section, is one in which the Maori children excel and take much interest in; and yet much of the work is very disappointing and so meagre in quantity in many schools as to suggest neglect on the part of the teachers. In a large number of schools, however, the work is very creditable. Brushwork and crayon work are also well done in many schools; in quite a number excellent work is done. It is pleasing to record the success of many pupils in drawing and brushwork in competitions held at various places.

*Domestic Duties.*—The number of schools where satisfactory attention is given to this subject is small, but good work is done. For the bigger girls this domestic training is valuable, and affords a fine opportunity for teachers to introduce work of a practical character into the schools.

In *Sewing* many schools make excellent displays of work done by the girls. The work comprises articles of clothing of all kinds which the girls themselves, or their brothers or sisters, will wear. Instruction is given in cutting out and in the use of the sewing-machine. The materials are in the majority of instances supplied by the parents, who are quick to appreciate the value of the training given, and are particularly interested in the displays of work. During the year several schools were provided with machines. In a number of schools the work shown is of meagre description, and there is general evidence that enthusiasm and an appreciation of the value of the training are lacking. At Paeroa Native School the girls are taught to spin wool and make useful articles from it.

*Elementary Practical Agriculture.*—Very satisfactory attention is given to this subject in a large number of schools. The reports of the instructors who visit the schools are mostly of a complimentary nature, and indicate that the pupils and teachers take much interest in the work. Occasionally reference is made to the need for greater care of the garden-tools. As indicated in last year's report, arrangements have been made for the Supervisor of Agriculture in the Hawke's Bay District to visit Native schools which can be conveniently reached. The teachers of these schools will accordingly be expected to avail themselves of the opportunity of receiving suggestions, advice, and instructions concerning the agriculture taken at their schools. In those schools (in the various districts) which have been supplied with science material and apparatus the teachers will be expected to make full and proper use of the materials supplied.

*Woodwork.*—In those schools where there are workshops work of a very useful kind is done. Most of the workshops have been provided by the Maori people, the tools and equipment being provided by the Department. A certain amount of timber is supplied periodically, and the boys are instructed in the use of the various tools, and taught to make useful articles. At *Hiruharama* and *Manutahi* Schools, East Coast, the teachers, with the co-operation of the people, have raised funds to be used in erecting workshops, and it is expected that before the end of the current year the workshops will be going concerns. The teachers and people are to be commended for their efforts. Pupils from Native village schools which are within reasonable distances from manual-training centres attend classes for instruction in woodwork and cookery.

*Physical Instruction.*—Many Native schools are now being included amongst the schools visited by the physical instructors, and distinct benefits to the teachers and pupils are resulting from the visits. The instruction is given regularly by the teachers, and in a large number of schools much interest is displayed in the work.

#### SECONDARY EDUCATION.

A form of secondary education which experience has shown to be best suited to the requirements of Maori girls and boys, in view of their conditions and environment, is provided by the following schools established by various religious denominations: Queen Victoria School for Maori Girls, Auckland; Turakina Maori Girls' School, Wanganui; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Te Waipounamu Girls' School, Christchurch; St. Stephen's Boys' School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi College, Carterton; Otaki College, Wellington; Agricultural College (Latter-Day Saints), Hastings. The work done in these schools is of a very useful nature, and the education of the pupils sent to them from the Native village and other schools is carried forward to a point that is practically unattainable in the ordinary schools. The pupils live in European fashion, and learn the ordinary European social observances. It may be safely said that during their years at these schools the young Maoris are steadily subjected to European influences in a way that can hardly fail to have a great effect in forming their characters and fitting them for contact with European civilization.

No separate schools to meet the special needs of the Maori youth in the matter of secondary education have been established by the Government. The absence of such schools, however, does not mean that no account is taken of the needs of the young Maoris in the direction referred to, or that no provision is made for them. The existence of the private institutions mentioned above is