

example of a subject where the point of view has completely changed within recent years. The flat balanced copy usually of some design or ornament and the geometrical model have given place to real objects, natural or manufactured; and the pencil, once the sole instrument, is in many places deposed in favour of chalk, pastel, or brush, and in schools where children are properly trained to observe and represent, unexpected skill is often shown by individual pupils, skill quite undeveloped in former days." Very good work in brush drawing is done in a number of schools.

Instruction in *woodwork* continues to be given satisfactorily in most of the schools where workshops have been established; but, as was pointed out last year, the correlation of the subject with drawing is not entirely satisfactory.

In the comparatively small number of schools where instruction in *cooking* is given much interest is evinced by the girls in the subject, and most creditable work has been done. Hitherto the instruction has been confined to schools in the highest grades, and it is now expected that a course having reference to the elementary facts and the principles underlying the efficient management of a house will be taken where circumstances permit in schools of Grade III and upwards, and to this end the attention of teachers is directed to the appendix to the regulations, where will be found suggestions for a course in elementary home science.

Generally, *sewing* is well taught in most of the schools, with the practical result that large quantities of useful articles of clothing are made by the girls. In many schools, as was the case in the previous year, much work was done in providing comforts for the soldiers, and this work was accepted in lieu of the regulation work. The attention of the assistant teachers is again directed to the amended regulations.

In *elementary practical agriculture* the results are not a striking success, and in only a comparatively few schools has the subject much educational value. This is to be regretted, for there are good opportunities for doing serviceable work in the subject, and it is to be hoped that a larger number of teachers will avail themselves of their opportunities. The school-garden offers a teacher a fine field for nature-study, and he should be very loth to waste the opportunity afforded by it.

In a very large number of schools *singing* is very well taught, the result being that the pupils sing well and have a good working knowledge of the notation used. In quite a considerable number of schools, however, the teaching is far from being satisfactory. When pupils are asked to sing without the keynote having been given or intelligently ascertained there is something radically wrong. It is difficult to imagine that these teachers have even read, not to say studied, the requirements of the syllabus, or that they are aware of the existence of the suggestions as to the method of treatment prepared for their guidance and to be found in "Further Directions" of the regulations.

The new system of *physical instruction* has been introduced into the majority of our schools, and the work of the teachers appears to be very satisfactory. The teachers of about forty schools, however—in the Far North and the East Coast districts—have not yet had the opportunity of attending classes of instruction. The recommendations made in last year's report in regard to the introduction of organized games have not yet to any great extent been acted upon.

SECONDARY EDUCATION.

The following institutions, established by various denominational bodies, provide secondary education for Maori girls and boys: Te Waipounamu Girls' School, North Canterbury; Otaki College, Wellington; Hikurangi Boys' College, Clareville, Wellington; Turakina Maori Girls' School, Wanganui; Te Aute College, Hawke's Bay; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Waerenga-a-hika College, Gisborne; Queen Victoria Girls' School, Auckland; St. Stephen's Boys' School, Auckland. Free places, open to Maori boys and girls possessing the qualifications required by the regulations, are provided by the Government at those of the above institutions where the form of education is regarded as best suited to the particular needs of the Maori people. The number of pupils on the rolls of these schools at the end of the year was—Boys, 204; girls, 217; total, 421. Of the pupils in attendance, forty boys and fifty-two girls were the holders of free places. Free places were also held by one girl at Auckland Grammar School and by six boys at the Sacred Heart College, Auckland.

The importance of industrial training in some form or other has become recognized by the controlling authorities of these institutions, and accordingly provision is made for such training in the schools. Promising pupils may undertake the work of the Public Service Entrance Examination, but apart from this work a college education is discouraged. Generally speaking, the ordinary subjects of the Sixth and Seventh Standards receive further strengthening, the girls receiving in addition training in the various branches of domestic duties—cooking, sewing and dressmaking, nursing, and hygiene; and the boys manual training—woodwork, elementary practical agriculture, and kindred subjects.

The annual examination of these schools showed that a high degree of efficiency generally has been maintained, and the results, particularly in the English subjects, were very creditable.

In the girls' schools work of an exceedingly useful and practical nature is carried out, and the training afforded should prove of great value to the girls. During the year the girls, by loyal and patriotic effort, again did excellent work in providing comforts for our soldiers.

At Te Aute College, St. Stephen's School, and Otaki College the boys receive a very good training in woodwork and in practical agriculture.

SCHOLARSHIPS.

A certain number of free places, each of the value of £20, and tenable for two years, is provided for Maori boys and girls who have qualified under the regulations. At the end of the year 1915, ninety-nine such free places were current, eighty-four being held by pupils from