

In quite a large number of schools *sewing* is very successfully taught, and the girls are able to make their own garments as well as other useful articles. Such articles, however, do not always comply with the requirements prescribed for the various classes, and it is accordingly necessary for samplers to be presented in addition for the purpose of inspection. Although parents are encouraged to supply the material required in the making of garments, great difficulty, owing to the increase in the price of the materials, has been experienced in inducing them to do so.

In the schools where workshops have been established useful work in *woodwork* is being done, and the boys are taught to apply their knowledge to the construction of useful articles which are disposed of to the parents or the pupils at the cost price of the materials used. The workshops are to a large extent self-supporting, the working-expenses being usually covered by the sale of articles made during the year.

The number of schools where instruction in *cooking* is given is not so large as it might be, but in these schools the results are very successful, and there seems to be no good reason why instruction in this subject should not be included in the work of many other schools.

In connection with instruction in woodwork and cooking advantage is taken wherever possible to admit pupils from Native schools to classes in these subjects established at manual-training centres, and during the year pupils from Native schools in the vicinity of Te Kuiti, Rotorua, and Tauranga received instruction in these subjects at the manual-training centres established in these places.

While the treatment of *drawing* shows much improvement in many schools, such improvement has not become as general as the importance of the subject warrants. Brushwork and free-arm work on the blackboard is now taken successfully in a large number of schools. In not a few schools the work in drawing is poor and is characterized by a good deal of carelessness. It should be borne in mind that drawing is just as natural to a child as speaking or writing, and ought to be carefully treated. "The power of understanding and using a language is obviously necessary for those who are to know anything of what is going on in the world around them. In the same way a knowledge of drawing, or the power of perceiving and expressing the meaning of appearances tends to a fuller understanding of the varied forms and colours which surround us. In fact, drawing is really the reading and writing of form and colour, as it includes the correct seeing and truthful expression of their varied appearances."

In *elementary practical agriculture* very good work is done in quite a considerable number of schools, and the gardens receive a good deal of attention. Experimental work in connection with grasses in the school plots in some schools has attracted the attention of farmers and led to the introduction of new fodder plants into a district, with the knowledge also of the most suitable artificial manure required. Under the arrangement referred to in a previous report by which Native schools were included, where possible, in the scheme of agricultural instruction adopted by the Auckland Education Board for public schools, agricultural classes have been formed in a large number of Native schools where the teachers have shown evidence that they are capable of successful work in this direction. With a view to an extension of the scheme to other groups of schools classes for the instruction of teachers were held at Whangarei and Kaitia in the early part of the current year, and were attended by a large number of teachers from Native schools. It is expected that all teachers who have taken the course of instruction in this subject will give special attention to elementary practical agriculture in their schools. Misunderstanding appears to exist in the minds of some teachers regarding the procedure to be followed in the establishment of an agricultural class in their schools. Before such a class can be established it is necessary that, upon the advice of an agricultural instructor, an application should be made to the Supervisor of Manual and Technical Instruction, who will submit such application to the Department for approval or otherwise.

*Singing*.—In a large number of schools this subject is well taught, and it is a real pleasure to listen to and enjoy the singing of the pupils. In the schools referred to it is found that not only do the pupils sing well and enjoy the vocal exercise, but they understand the notation used and can sing at sight with comparative ease fairly difficult exercises. In quite a number of schools, however, it is clear that the singing is taught by ear, and this fact cannot be disguised by the mere device of using the sol-fa syllables as a prelude to the singing of the songs. It is surprising that teachers will put up with the drudgery that such a method entails, a method that is barren of results as far as musical knowledge is concerned. The selection of songs is generally satisfactory, but there seems no valid reason why the songs published in the *School Journal* should be omitted from the programme presented in a considerable number of schools. Voice-training exercises do not yet receive sufficient attention, and it would appear necessary to advise teachers that "Further Directions," section 16 of the regulations relating to Native schools, contain for their special benefit guidance in this important aspect of the subject.

*Physical Instruction*.—During the year a course of instruction in this subject was provided for the teachers of the far north. The class which was held at Kaitia was largely attended, and proved both enjoyable and profitable. In most of the schools where the new system has been introduced the work is carried on enthusiastically, and the children appear to be benefiting accordingly. It is satisfactory to note that organized games have been introduced into a large number of schools, and it is pleasing to observe the enthusiasm shown by the pupils in these games. In other schools teachers have apparently overlooked this important means of getting into closer touch with their pupils and thus of observing and studying their temperamental peculiarities. The new system of physical instruction has been introduced into a very large number of schools, but no opportunity appears yet to have presented itself for holding a class of instruction for the benefit of teachers in the East Coast district. In regard to medical inspection of children attending Native schools only a few schools have so far been included in the scheme.