

Geography and Nature-study.—Very satisfactory work is done in a fairly large number of schools, and the teachers succeed in making this subject, which appeals strongly to the Maori children, interesting and instructive. In too many schools, however, the instruction is not entirely satisfactory, and the schemes of work indicate that the teachers have not clear ideas regarding a suitable presentation of the subject. Reference must again be made to the insufficient use of the school globe, of the maps and atlases, and of illustrations and pictures.

Elementary Manual-training: Handwork.—The following manual occupations are taken in the schools: Mat-weaving, paper-folding, paper-cutting and paper-mounting, carton-work, cardboard and plasticene modelling, raffia-work; and in many of the schools creditable work is done. Modelling in clay, the material for the purpose being obtained locally, is also taken in a few schools, and special reference must be made to the work done in this material in *Otaua* and *Waikeri* Native Schools. In a number of schools the work in handwork is not satisfactory, as the teachers fail to appreciate that this occupational work has for its aim the cultivation and expression of the creative instincts of the pupils, and also the provision of an aid to the instruction of other subjects of the school course.

Drawing.—In a good number of schools very good work is done in this subject, the work including the use of pencil, crayon, pastels, and colour. In too many schools, however, the treatment of the subject is confined to formal and often meaningless exercises, the teachers failing to appreciate that the drawing undertaken by the pupils should be an exercise in self-expression—an attempt made to represent things of which they have a clear mental picture and in which they have a genuine interest. There is also need for definite instruction in the drawing of natural and fashioned objects, in design and in instrumental drawing. In some schools it is very doubtful, if one is to judge of the amount of work presented, whether the subject is given the time allotted to it in the time-table.

Needlework and Sewing.—Very good work is done in a large number of schools, and very fine displays of the girls' work are made. Great interest is shown by the girls and their parents in the work done. The materials used are generally provided by the parents, and the girls are taught to make useful articles of clothing for themselves and other members of their families. Sewing-machines are in use in a large number of schools.

Domestic Duties.—This form of training, which should prove of much benefit to the girls, is confined to a few schools where the teachers are enthusiastic. Very good work indeed is done in cookery by the girls of the *Manutahi* Native School.

Woodwork.—Workshops have not been established in very many schools, but where they do exist good work is generally being done. Useful articles are made by the boys, and these are readily disposed of by sale to the parents or to the boys themselves.

Elementary Agriculture.—Most of the schools are now visited by the Instructors in Agriculture, who report that very satisfactory work is being done generally. The teachers and pupils are keen to profit from these visits and from the instruction given. Tree-planting and the raising of trees from seed in small nurseries are receiving much attention.

Singing.—In the majority of the schools good work is done in singing. The subject is very popular with the Maori children, and when they are competently taught they sing remarkably well.

Physical Instruction.—This subject receives attention in all schools, and satisfactory reports are made by the instructors, who visit as many of the schools as they can.

SECONDARY EDUCATION.

Apart from the various public secondary schools which qualified Maori scholars, both from the public primary school and from the Native Village School, may attend as free-place holders, the Government has not established special schools to provide for the particular needs of Maori pupils in the matter of secondary education. Various religious denominations, however, have established in different localities boarding-schools which provide a form of education which appeals to the Maori people as meeting to a large extent their particular educational requirements; and it is through the agency of these institutions that the Government makes substantial provision for the secondary education of Maori scholars. By an arrangement with the authorities of several of these schools a system of scholarships has been instituted by means of which a large number of selected scholars are enabled to attend the schools for a period of two years. In these schools the practical aspect of the education is stressed, and the aim of the authorities is to enable the scholars to become useful members of the community, and assist in the general progress and uplift of the race. During their period of residence in these schools these Maori scholars are subjected to European influences which mould their characters and prepare them for contact with European civilization.

The following is a list of the boarding-schools: Queen Victoria School for Maori Girls, Auckland; Turakina Girls' School, Marton; Hukarere Girls' School, Napier; St. Joseph's Convent School for Maori Girls, Napier; Te Waipounamu Girls' School, Christchurch; St. Stephen's Boys' School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi Boys' College, Carterton; Agricultural College (Latter-day Saints), Hastings; Otaki College, Wellington; Wesley College, Paerata, Auckland (attended by both Maoris and Europeans).

In the girls' schools, in addition to the ordinary subjects, special attention is given to needlework and dressmaking; cookery and domestic duties; first-aid and nursing, hygiene, and rearing of infants; preparation of food for infants and for the sick. The girls take a prominent part in the general work of the institution, and where practicable they attend the cookery classes at a manual training-centre. The Turakina Girls' School, which has been conducted for many years at Turakina, is now located at Marton, where a fine building has been erected.

In the boys' schools the practical training takes the form of instruction in woodwork and in agriculture. Both at Te Aute College and at Wesley College there are farms attached to the institutions, and special attention is given to agricultural training.