

pupils' powers of expression. In this way the reading lessons should be used to supplement the teaching of English and give additional strength to it. The need for a wider range of reading-material is recognized, and in a good many schools libraries have been established. It is not always evident, however, that good use is made of the books. A library well stocked with books suitable for the various classes should form part of the equipment of every school, and it is to be hoped that teachers will use every endeavour to improve matters in this respect. The Department is giving consideration to the provision of grants to supplement money raised for this desirable object of establishing libraries and adding to those already established. Recitation of poetry and of prose selections does not receive adequate treatment in a good many schools, and in many instances the selections made are unsuitable and uninteresting to the pupils.

*Arithmetic.*—In a large number of schools this subject is very well taught, and very creditable work is generally done. In many schools, however, the standard of attainment does not reach a high level. Teachers must realize that their methods of teaching, to be effective, should be realistic and practical. When it is found, for example, that pupils working sums involving the use of terms such as "chains," "yards," &c., have not the vaguest idea of what a chain or a yard really is, their work is of little value, and the teaching can only be described as futile. The attention of teachers has been consistently directed to the need of making the work as practical as possible. The following remarks made in a previous report are again repeated in order to emphasize the importance of this matter: "With very simple apparatus—such as rulers marked in inches; cords knotted at distances of a foot, a yard, or even a chain; cardboard cones; common scales, or a simply constructed balance, with weights, or small bags filled with sand in lieu of weights; and measures such as tins holding a pint, quart, or even gallon—the pupils should be taught to perform the operations of weighing and measuring, and of using money such as is involved in buying goods. The importance of this matter cannot be too highly estimated."

*Geography and Nature-study.*—This subject when intelligently dealt with becomes one of absorbing interest to Maori pupils. In many of the schools good work is done, but in a fairly large number the quality of the work does not reach a high standard. In some schools it is fairly evident that observational work does not occupy a very important place. It is necessary to refer again to the insufficient use made of pictures, of stories of other countries and their people, of adventure and discovery, of maps and of the globe, by teachers in the teaching of this subject.

*Spelling and Writing.*—The remarks made in last year's report to the effect that the spelling of the pupils in a large number of the schools was remarkably good, and that the success in this respect was due to the recognition of the fact that the hand and eye were the most effective instruments in securing accuracy, still apply. In many schools the work is still rather unsatisfactory and leaves much room for improvement.

The writing, on the whole, is very satisfactory indeed. In many schools where care and attention are given to the subject it frequently reaches the standard of very good. In other schools, however, the writing is often of inferior quality, due largely to ineffective methods of teaching.

*Drawing.*—Distinctly creditable work is done in a very considerable number of schools in the drawing of natural and fashioned objects, in brushwork and crayon work, and in memory drawing. In a few schools the work is excellent. In many schools the drawing is meagre both in quality and in quantity, and evidence that the subject is more or less neglected is not lacking. Memory drawing is still overdone in many schools, as is also drawing from flat copies. The keynote of the work in this subject should be reality—drawing from the things themselves, and not merely from flat copies.

*Handwork: Elementary Manual Training.*—Teachers make a selection from the following occupations: Mat-weaving, paper-folding, cardboard modelling, paper cutting and mounting, carbon-work, plasticene-work, and raffia-work. In many of the schools very creditable work is done, and usually interesting displays of the pupils' work are presented for inspection. In quite a number of schools, however, the subject is not dealt with satisfactorily, and there is lack of evidence that the instruction and the occupations have for their object the cultivation and expression of the pupils' creative instinct. In a few schools clay modelling is also taken, the material for the purpose being procured locally. Very good work in clay modelling is done by the pupils of Otana, Matangirau, and Waikare Native Schools.

*Needlework and Sewing.*—Instruction in needlework and sewing is regarded as an essential part of the training of Maori girls, and accordingly attention to this subject is encouraged. In a very large number of schools work of a high standard is produced, and excellent displays of the girls' handiwork are made available for inspection. Useful articles of all descriptions are made for the girls' own use and for the use of other members of the family. The materials necessary are usually supplied by the parents, who take much interest in this part of the girls' training. The girls are taught to cut out the garments, to make the best use of the material, and to use the sewing-machine. Many of the schools have been equipped by the Department with sewing-machines, part of the cost of which is borne by local effort. In a number of the more important schools the girls are dressed in a uniform costume which they have made during the sewing lessons. Knitting is also taught, and in some schools the girls knit woollen jumpers for themselves. In some schools sales of work are held with the object of raising funds to purchase material and also for other school purposes. In quite a number of the schools, however, the work is of poor quality, and the display of work is meagre. Various reasons, more or less unsatisfactory, are advanced by the teachers to account for this condition of affairs.

*Domestic Duties.*—The value of instruction in cooking and housekeeping as part of the training of Maori girls is very important, and particularly so since comparatively few girls are fortunate enough to be able to attend a boarding-school where prominence is given to this instruction. In very few schools can it be said that adequate attention is given to the subject. This is to be regretted, and it is felt that in spite of the difficulties in the way much more might be attempted by the teachers on behalf