

of the girls in this matter. As has been remarked before, it is only in those schools where the teachers have the inclination as well as the courage to give effect to their faith in the value of this training for the girls that good work is done. Special reference must again be made to the fine work done in domestic training in the Manutahi Native School.

Woodwork.—This is a form of industrial training which is particularly suitable for Maori lads, and no doubt it would be a great benefit if all Grade III and IV schools were equipped with workshops. There are difficulties in the way, the principal ones being the large expense in providing and equipping workshops and the securing of teachers competent to give the necessary instruction. The number of schools at present provided with a workshop is not large, but at these schools work of a satisfactory nature is done. In these the boys are taught the use and care of the ordinary workshop tools, and as early as possible they are taught to make useful articles. A supply of timber is provided by the Department, and the articles made are sold for the actual cost of the timber used. In some districts it has been found possible for teachers who are keen to introduce this form of training to organize local effort in the direction of providing a suitable workshop, and when this has been accomplished the Department has recognized such effort by providing the equipment of tools and benches and a supply of timber for the use of the pupils. Failing the establishment of additional workshops, it may be advisable to introduce into a number of schools instruction in light woodwork as a form of manual training.

Elementary Agriculture.—In many Maori districts the people are showing an increasing desire to make use of their lands and to engage in farming pursuits, particularly dairying, and consequently elementary agriculture must be regarded as an important subject of instruction in Native schools. The subject for quite a number of years has been receiving considerable attention, and almost all of the schools are regularly visited by the instructors in agriculture employed by the Education Boards. The schools have been supplied with a standard equipment of tools and science apparatus. The reports of the instructors are submitted to the Department, and from these it is noted that good work is being done and that very considerable interest in the subject is displayed by the teachers and the pupils. In the following schools the work done in elementary agriculture deserves special commendation: Otaua, Matangirau, Whakarara, Te Kaha, Manutahi, Te Paroa-Totara, and Pukepoto. In a number of schools the subject does not receive adequate treatment, and the attention of teachers is accordingly directed to the need for realizing the importance of it. It has also to be remarked that flower gardens, however desirable and commendable they may be, cannot be regarded as meeting the requirements in elementary agriculture. For several reasons that will no doubt appeal to teachers the school-garden must be kept quite separate from the teacher's own garden. Elementary dairy science should now receive much more attention as a means for practical training.

Singing.—As a rule, Maori children take a great interest and delight in this subject, but they do not sing well if they are indifferently taught. In many schools the singing is very good, but in a considerable number it is of mediocre quality. In this subject much more suitable songs should be included for the preparatory divisions, and the attention of the teachers of these classes is directed to the many books of action songs, singing games, and marching songs which are eminently suitable, and which are procurable at very reasonable cost. Without such material it is scarcely possible for teachers to make singing the special feature of infant-class work that it should be.

Physical Instruction.—A very large number of the schools are visited regularly by the physical instructors, and in the majority of these schools the teachers and pupils are enthusiastic and good work is done. In some of the schools, however, the work is of a perfunctory nature, and, naturally, is not of much value. Organized games in many of the schools do not receive adequate attention from the teachers.

SECONDARY EDUCATION.

No schools have been established by the Government purely in the interests of the secondary education of the Maoris. Maori pupils possessing the necessary qualifications are entitled, in common with European pupils, to attend the ordinary public secondary schools, district high schools, and technical high schools as ordinary free-place holders. The great majority of qualified Maori pupils from Native village schools, however, are obviously unable to take advantage of this privilege, and, moreover, their particular needs are not substantially met by the course of instruction provided in the schools referred to.

Various religious denominations, however, have established in different parts of the Dominion schools where Maori pupils are boarded and are given, as far as possible, a practical training such as will prove of future benefit to them. It is through the agency of these institutions that the Government makes substantial provision for the secondary education of pupils from the Native schools. For this purpose a comparatively large number of scholarships tenable for two years at several of the boarding-schools have been made available for accredited Maori scholars. A limited number of similar scholarships have also been made available for Maori pupils from public primary schools.

In the girls' schools the principal feature of the work is the practical training and instruction in general domestic duties, including cooking and laundry-work, needlework and dressmaking, including the cutting-out and making-up of garments; hygiene, home nursing, and first aid; preparation of food for infants and for the sick; gardening. The girls take a prominent part in the general work of the institutions, and where practicable they attend the cookery classes at a manual-training centre.

In the boys' schools special attention is given to woodwork training and elementary agriculture. At Te Aute College and at Wesley College the farms attached to the schools give ample scope for training in agriculture and in farming operations. At St. Stephen's School as much attention is given to elementary agriculture as the limited area of ground available will permit. It is the intention of the St. Stephen's School authorities to transfer the school at an early date to the country, where a farm already acquired will provide full opportunity to develop and foster the training in agriculture and dairying.