

health conditions. Instruction in housecraft, cooking, washing, ironing, infant welfare, &c., is given in most schools, and this is often supplemented by instruction of a similar nature given to mothers in such organizations as the Women's Institute. Care is taken to ensure that the teaching is of a practical nature and involves the practice in, and performance of each task. Verbal instruction is discounted.

The introduction of suitable elements of Maori culture was continued, and this interest in Maori history, crafts, and singing has brought the school and the community into a more sympathetic relationship. School clubs and societies have been organized and have functioned with varying degrees of success. Considerable progress has been made in the organization of Junior Red Cross circles and of branches of the Women's Institute. Model cottages have now been erected in six schools, all by local co-operation, and these provide one of the best channels for real worth-while practical training.

In spite of the often excellent work being done by the schools in improving home and family life, the progress actually made in comparison with the need is very small. It is not uncommon, in some districts, for the children to be under-nourished, inadequately clothed, and neglected. The teachers' hope must rest in the knowledge that improvement in the home of the future will be achieved mainly through the education being given the pupils now, not only in knowledge and in skill, but in the realization of personal responsibility for community welfare. Here the clubs and school organizations play an important part in developing self-reliance, character, and leadership. The Maori has made significant, and even essential, contributions to New Zealand life, but as a race he has not yet realized his importance as a factor either for good or ill in the general well-being of the whole community.

9. HEALTH AND PHYSICAL EDUCATION.

In health education the aim has been the development of habits, attitudes, and ideals by means of child activity. School-teachers are beginning to realize that a few minutes of daily participation in health activity is worth hours of memorizing facts about health. By inspection and commendation the right attitudes to personal cleanliness will develop. Individual towels are used in many schools, uniforms worn and, when necessary, immediately repaired. In some schools senior children are appointed school nurses and attend to cuts and sores, using suitable materials and approved methods. Hot lunches, soup or stew, or hot cocoa, are provided in a number of schools, and such lunches are supervised and table manners taught. In housecraft and in infant welfare the senior pupils learn the importance of carefulness, system, and planning.

During 1935 the usual medicinal school stores were supplied by the Health Department and Native school teachers have co-operated willingly with the District Nurses.

All school buildings and outhouses have been kept scrupulously clean, but many of the class-rooms can be made more attractive by suitable wall decorations. Walls are sometimes cluttered up with pictures, prints, and specimens of work which are allowed to remain throughout the year and serve chiefly as a means of collecting dust.

Although instruction in physical drill improved after the refresher course held by Mr. Reid in 1934, it cannot yet be considered satisfactory. The teachers appeared to lack not only the definite guidance given by the old system but also an understanding of the principles upon which the present syllabus is based. It was decided, therefore, to include physical drill in the refresher courses to be held in February, 1936.

10. HANDWORK.

The Department has fully realized the importance of handwork in the curriculum of our Native schools, and there has been a wide expansion of activities within this subject. With the restoration of the grant for handwork, it was possible to supply a more comprehensive range of materials, but it is to be regretted that teachers did not continue to exploit the use of raw materials gathered from the surrounding district. In a few cases local Maori experts were co-opted to assist in teaching their own arts and crafts, and their services were willingly given. In this respect it is hoped to secure greater co-operation in the future. It has been stressed that while training in manual skill is of great value the main aim in handwork should be to develop initiative and resource and a constructive sense. A child must plan things for himself, learn to suggest methods of attack, and carry the work to completion mainly by his own effort. Both boys and girls are taught to make things that are useful in the home or in the school.

The principal activities for boys consist of woodwork and, in one or two schools, metalwork. Thirty-seven per cent. of the schools have been equipped with woodwork tools. Carving is coming into greater prominence and in several schools boys have developed a very creditable degree of skill.

For the girls a strong domestic course is usually provided. A sewing scheme, drawn up by Miss Lynn of the Correspondence School, has helped to improve the general planning of the subject and both plain and fancy sewing were well done. In a number of cases the drafting and cutting-out of the garments were carried out by the girls themselves. Knitting was popular and other activities included tapestry work, embroidery, rug-making, and the old Maori crafts of weaving and taniko work.

11. DRAWING.

Certain phases of this subject showed considerable improvement during the past year. As a means of representation, drawing in Native schools has probably reached as high a standard as it has attained for a number of years, but as a means of self-expression and as an instrument of culture the subject has scarcely been touched. In object drawing the work has been much better planned, and the general standard of neatness and execution has