

The following summary gives the particulars relating to the roll number and attendance of the three classes of schools in tabulated form :—

Schools.	Number.	Roll Number at the End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	119	5,064	5,281	4,551	86·2
Native mission	5	175	171	154	90·2
Native secondary	10	471	479	435	90·7
Totals	134	5,710	5,931	5,140	86·6

CLASSIFICATION.

The standard classification of the pupils in Native primary schools as at the 31st December, 1918, is shown as follows :—

Classes.	Number on Roll.
Standard VII	17
„ VI	173
„ V	306
„ IV	410
„ III	618
„ II	658
„ I	700
Preparatory	2,182
Total	5,064

SCHOOL BUILDINGS AND GROUNDS.

In respect to tidiness, cleanliness, and attractiveness the condition of Native schools is very satisfactory indeed. Almost without exception the schools are remarkably clean, the elder children under the supervision of the teachers being responsible for this state of affairs. Desks defaced or stained with ink are rarely met with, and only in a few schools where the discipline is weak has scribbling on the walls of the buildings been noticed. In respect to the interior appearance there are many schools which could be made brighter and more attractive by a little effort on the part of the teachers, who apparently fail to recognize the importance of this aspect of environment. In a few schools it has been observed that there is a lack of supervision in connection with the outbuildings and offices.

With regard to the grounds, while general improvement is noticeable there are instances where the conditions are not a credit to the teachers concerned. The teachers of the schools referred to are either indolent or lacking in initiative, otherwise they would encourage their pupils to bring native shrubs or trees to plant in the school grounds on Arbor Day. In a few cases not a tree or shrub is to be seen, there is no school-garden, and even the teacher's own garden, if there is one, is a very poor affair. In cases where difficulty may be experienced in obtaining suitable trees the Department is ready to assist in providing ornamental trees, but such assistance is of little use where the teachers are as described. The grounds attached to a very large number of schools, on the other hand, are a credit to all concerned, and in spite of adverse conditions are often an object-lesson to the community. As was stated in a former report, “every teacher who has charge of a school ought to feel that he has contributed a mite at least towards the beautifying of the place which has been his home, and the fact that his successor will enjoy the fruits of his labour should not deter him from adding to his own comfort, as well as to the attractiveness of the school.”

Teachers are required by the regulations to effect such small repairs as are required to maintain the properties in good order and condition. This obligation is in some cases overlooked, and the Department is called upon to do work which could easily have been done in a few minutes by teachers of the right spirit.

ORGANIZATION.

Under this heading are included such matters as the general management of the school, including discipline, the methods of teaching, construction of time-tables, preparation of schemes of work.

The methods of teaching may be described as generally following approved lines, and in a very large number of schools they are applied with conspicuous success. In quite a considerable number of schools, however, a lack of thoroughness in the teaching is noticeable, and it is necessary to point out that more revision of back work is required, in order that lasting impressions may be made and more thoroughness obtained. The importance of a definite standard of work is not always realized, and hence arise idleness, carelessness, and poor endeavour. If a teacher has no clear standard of work it is impossible for the pupils to have one. Teachers should have clear ideas (1) as to how much work can be accomplished in a given time, (2) what degree of neatness can be justly expected, (3) what degree of accuracy is reasonable, and how that accuracy can be increased without sacrificing the reasonable standards of (1) and (2).

In the construction of the time-tables it is found that in the majority of the schools teachers display a sound knowledge of the principles that should be observed, but a good many instances are