

met with where the arrangement is faulty, and the time at the disposal of the teacher is not allocated satisfactorily.

The preparation of the schemes of work is still unsatisfactory in quite a number of schools, where it is evident their purport and aim are not yet properly appreciated by the teachers concerned. In schools where assistants are employed it is the duty of the head teachers to see that assistants have each their own schemes of work, and that the schemes are methodically and honestly followed.

It is not yet sufficiently realized by all teachers that preparation of lessons even in the best-known subjects is essential to success in teaching, and it is evident that there are some who, through indolence or indifference, meet their pupils day after day without any preparation. In such cases the presentation must necessarily be poor, the lessons are wanting in freshness and originality, and there is little to awaken healthy interest.

In previous reports reference has been made to the lack of intimate acquaintance with the essentials of the syllabus, the interpretation of which, both in the spirit and the letter, is essential to the effectiveness of the teacher. The following remarks upon the study of the syllabus are very much to the point: "It is a matter of regret that so often reference has to be made to the lack of knowledge of the principles, directions, and suggestions of the syllabus, and to the failure to apply them. As a handbook for teachers—comprehensive, directive, suggestive, and scientifically sound both in pedagogics and psychology—our syllabus stands high. Teachers are fortunate in the possession of so excellent a guide, but want of familiarity with it is found on every hand. A thoughtful earnest study of it from cover to cover, a careful analysis, underscoring and sidelining of essentials—in a word, an intensive study of it—will not only make the teacher much more efficient, but will reveal what is meant by approaching his profession scientifically. While a teacher is not asked to teach literally syllabus *in* hand, he is a wise teacher who had it continually *at* hand."

The discipline in all but a few schools is very satisfactory indeed, but arrangements for the proper supervision of the playgrounds do not appear to be made in all schools.

It is again pleasing to observe the success of several teachers in qualifying for teachers' certificates; and in this connection it may be stated that the Department has always shown its willingness to assist teachers by defraying part of the cost of the fees they may have to pay for instruction.

In a large number of schools it is the practice to have an annual picnic, and at least one school concert during the year. The proceeds of the concert are expended in improvements, the purchase of books for the library, or other school material, or in some other suitable way. In these functions the parents take very great interest, and the children derive great pleasure. The practice referred to is an excellent one, and every school should have its annual picnic and at least one concert during the year.

In a few schools children who bring lunch are supplied with a cup of hot cocoa at their midday meal during the winter months, the cost being defrayed by the parents. The cost in the case of one school worked out at about a penny a week per child. This innovation on the part of the teachers is much appreciated by the pupils and their parents, and is one that might with advantage be adopted in a great many of our schools.

NEW SCALE OF SALARIES.

As provided for in the regulations made under the Appropriation Act, 1918, and the Education Act, 1914, a new scale of teachers' salaries was adopted from the beginning of the current year. The Education Act provides that the salary paid to a head teacher of a Native school shall not be less than that received by the teacher of a public school of the same grade, and consequently the head teachers of Native schools will participate in the benefits under the amended scale of salaries. Increases in the salaries of the assistants will also be provided for.

INSPECTION OF SCHOOLS.

The inspection and the examination of Native schools during the year were undertaken in conformity with the system followed during the previous year. The schools in Hawke's Bay, in the Bay of Plenty, and Hot Lakes district were visited and examined by the Public-school Inspectors, the remaining Native schools being taken by the Inspector of Native Schools. The reports of the Inspectors go to show that the work and condition of the schools generally is highly satisfactory. From the point of view of efficiency the village schools may be classified as follows: Very good to excellent, 45; satisfactory to good, 61; inferior to weak, 10. Three schools were opened in districts after the visits of inspection had taken place. During the year thirty-seven certificates of proficiency and twenty-four of competency were gained by pupils in the Sixth Standards of these schools.

GENERAL REMARKS.

With regard to the various subjects of the school course the following remarks are submitted:—

English Subjects.—Reading: Generally speaking, this subject may be regarded as being satisfactorily taught, and a considerable amount of progress has been made in a number of schools where the results hitherto were not entirely satisfactory. Indistinctness of utterance is, however, too frequently met with, the result being that the pupils when they read cannot be readily understood without reference to the print by the listener. The course of reading for each of the standard classes comprises the *School Journal* and three continuous readers. The popularity of the *Journal* is the best tribute to its suitability for its purpose and its general value, and the children look forward eagerly to its appearing. Usually they become acquainted with the whole of the monthly issue before the new number appears, but in some instances the later pages scarcely get the same attention as the earlier. For the preparatory division of the schools the full set of McDougall's phonic primers and