

## CLASSIFICATION.

The standard classification of the pupils in the Native village schools as shown at the 31st December, 1919, is as follows :—

Classes.	Number on Roll.
Standard VII .. .. .	39
„ VI .. .. .	180
„ V .. .. .	327
„ IV .. .. .	443
„ III .. .. .	577
„ II .. .. .	641
„ I .. .. .	680
Preparatory .. .. .	2,311
Total .. .. .	5,198

## SCHOOL BUILDINGS AND GROUNDS.

Generally speaking, it is found that the condition of the schools in respect to cleanliness and tidiness is very satisfactory indeed. In a number of schools, however, the teachers do not secure that tidiness and arrangement which are calculated to impress habits of tidiness upon the children. In regard to general attractiveness of the school-rooms, resourceful teachers will readily find ways and means of improving the dingy and drab appearance of the walls. A clean school, bright walls, neat premises, and sanitary out-offices are evidence of careful supervision and keen interest. The grounds in a very large number of schools are very well kept, and are a credit to the teachers. In most of these schools the children are encouraged to take a pride in their gardens and in the general appearance of the school and grounds. As far as the residences are concerned, it may be remarked that the great majority of the teachers who occupy them keep them scrupulously clean, and recognize that the property provided for their use is under their care and protection. Unfortunately, however, there are exceptions, and complaints have been made, and with good reason, of the conditions in which some of the residences and their immediate surroundings have been left upon the resignation or the transfer of teachers who have occupied them.

In the matter of repairs and maintenance great difficulty has been experienced in having necessary work carried out, the extremely high prices of material and the difficulty of procuring labour being the chief contributing causes. The result is that some of the buildings show signs of deterioration; renovation repairs and painting-work, however, have been attended to as far as circumstances permitted. Good work has been done in several instances by the teachers and the pupils of their woodwork classes, and painting and general renovation have been satisfactorily carried out, the only expenses involved being that for the purchase of the materials required.

## ORGANIZATION.

Under this heading may be included such matters as methods of teaching, construction of time-tables, preparation of schemes of work, discipline, supervision of work of assistants, and management of the school generally.

Taking the schools as a whole, it may be said that the methods of teaching followed are very satisfactory indeed. In a very large number of the schools the quality of instruction is very good; in a considerable number of others, though some improvement has been observed, several defects are noticeable. The chief defect lies in the application of the methods of teaching in use, the result being a want of thoroughness. Another defect is that some teachers forget to realize that it is their business to see and supervise not only the members of the class being taught, but every pupil under their charge, and that unless this is done continuous efficient effort cannot be secured. Again, the part the pupil should take in his own education is very often forgotten, and the fact that he is an active, intellectual being whose co-operation is indispensable is overlooked. Simultaneous work is in many cases too largely employed; and teachers are often satisfied with simultaneous answering, not realizing how deceptive is such a method of ascertaining progress. Preparation for the work of the day is not always evident, and consequently a good deal of the teacher's time is sure to be badly spent.

In the preparation of the schemes of work a satisfactory improvement is observed in many schools where hitherto adverse comment has been necessary. It is, however, necessary to remind teachers in whose schools assistants are employed that it is their duty to arrange for the assistants having their own schemes of work, and to see that they are thoroughly conversant with the aim and purport of those schemes. In the best-organized schools arrangements are made for the close supervision of the work of the assistants, and for the careful preparation of it beforehand. In connection with the schemes of work it must be clearly understood that they are to be regarded as the property of the school, and that they are not to be removed upon the departure of the teacher. Moreover, a work-book in which the amount of ground covered during the week is entered up should be kept, and should indicate clearly to an incoming teacher where to proceed with the work in each subject. On a few occasions during the year neglect to conform with this regulation by teachers who had been transferred led to a considerable amount of confusion.

Generally, good order and discipline prevail in the schools, and very considerable attention is paid to manners and behaviour. The great bulk of the teachers, appreciating the responsibility imposed upon them, endeavour to mould the character of the pupils placed under their charge, and to lay the foundations of good citizenship.