

*Instruction in Temperance.*—(a.) “Although no definite time is set apart on the time-table for specific lessons on temperance, yet in most of our schools it is a topic included in the school scheme of hygiene and health. In some schools definite oral lessons are given; while in other schools the subject is treated in reading-lessons, followed by discussions on the part of both teacher and pupils. The subject-matter of the pamphlets issued by the Education Department is, in general, well assimilated.”

(b.) “The subject of temperance is treated in a sane and serious manner in our schools. In our opinion it is not advisable to deal with the matter after a strictly scientific fashion; such a course would probably produce in the minds of pupils obscurity on the main issues at stake. Our chief aim should be to point out the great dangers arising from the use of alcoholic drinks, and to emphasize the evil effects of intemperance from the physical, mental, and moral standpoints. This aim is, we believe, being attained at present, so that the rising generation, being forewarned, should also be forearmed on this important question. The special report issued by the Department, ‘Alcohol in relation to the Human Body and Mind,’ will, we think, have a beneficial effect on the teaching of the subject.”

(c.) “The teaching of temperance on incidental lines we find receiving general attention, but, as regards the specific lesson, the treatment depends very much on the personal views of the teacher.”

(d.) “During the year we have looked carefully into the methods adopted in dealing with this subject, and have obtained reports from the teachers of the various schools in the district stating what has been done by them in the matter. From our own observations and the reports furnished us we conclude that as a body the teachers of this district are fully alive to the importance of making the teaching of the subject a regular feature of the child’s school life. This they have done by means of formal lessons, by incidental teaching, and by correlation with other subjects of the course.”

(e.) “We have been somewhat disappointed to find that but little systematic teaching appears to have been given, and that the effects of alcohol upon the bodily system had been often ignored.”

*Moral Instruction.*—“It will be necessary to revise our programme of moral training to suit the times. Instruction designed to combat extravagance, dislike of work, over-indulgence in outside evening amusements, and a general tendency to lawlessness should be provided for in every scheme of work.”

*Prefect System.*—“In many schools the monitor and prefect systems are well used, and in a few cases the school games are almost wholly managed by a committee of the senior pupils.”

*Supervised Lunch.*—“Supervised lunch has become part of the regular routine in about 80 per cent. of the schools. During the winter months hot drinks are provided at a small cost. The details are arranged generally by monitors, and little beyond actual supervision is required of the teacher. Many teachers report an improvement in the quality of the lunches since the adoption of the system.”

*Organizing Teachers.*—(a.) “We are pleased to record valuable work by the organizing teachers. They have all taken a keen and intelligent interest in their work, and a considerable number of teachers have, under their direction, made marked improvement.”

(b.) “We note with pleasure that the effectiveness of the work of the organizing teachers can not only be measured by the increased efficiency of the pupils’ work, but that there is marked improvement in the discipline, diligence, and alertness of the children and in the teacher’s attitude towards his work, while there is a general change for the better in the environment.”

*Speech Training.*—(a.) “With the object of securing expressive distinctness and due appreciation of the thought content of the passages read, reading in its different forms demands more thought and greater preparation than many of our teachers devote to it. Among the defects in elocution, want of attention to correct breathing is most marked, for seldom do we find exercises in phonics or in breathing, as preliminary to oral reading, systematically employed. Slurred terminal sounds and disregard of final consonants are too often in evidence, with the resulting indistinctness that produces ineffectiveness, for, to be informing and convincing, speech must be readily understood. This want of precision in speech is due chiefly to the child’s home environment; nevertheless, its existence manifests the necessity for putting forth greater efforts on our part to counteract slovenly practices that operate against intelligence and intelligibility.”

(b.) “We are pleased to note that stress is laid by an increasing number of teachers on clear and distinct enunciation, and we trust that such commendable efforts to preserve purity of speech will be accompanied by a wider recognition of the need for training in sympathetic and intelligent expression.”

(c.) “Indeed, speech generally is not satisfactory; exercises in the pure vowel sounds and insistence on distinct enunciation are not frequent enough, with the result that it is rare to find the vowel sounds clear and accurate. The fault to a large extent has its origin in the home, but the accent of the teacher in too many cases affords the pupils no useful guide.”

*Recitation.*—(a.) “The standard of attainment in this subject is generally lower than that of reading, whereas the opposite should be the rule.”

(b.) “Few subjects show a wider range of treatment. Too often the pieces learned are of no literary merit, and do not appeal to the child in any way. In the senior classes more use might be made of the dramatic instinct latent in most children. Again and again we have had to refer teachers to the valuable hints given in Appendix C of the syllabus.”

(c.) “It is doubtful whether we can honestly say that improvement has been made in this subject. Some teachers with a knowledge of its value succeed in creating in their pupils a love for learning good extracts of prose and poetry, but we are afraid that with many teachers the recitation lesson is a failure, the time being spent in requiring the pupils to say the words in a meaningless, unintelligent, and sometimes unintelligible way.”

*Grammar.*—(a.) “While recognizing the careful and successful treatment of composition, we regret to say that formal grammar is disappointing.”