

Additional songs are to be found in the *School Journal*, and it is surprising to find teachers overlooking these sources of supply in favour of the trashy stuff above referred to. It is a great pleasure to us to have presented at our annual visit such lists as we receive at Waima, Ahipara, Te Kao, Whakarapa, Whakarewarewa, Waiomatatini, Rangitukia, and Nuhaka schools, where the rendering of high-class glees and part songs is a matter of keen enjoyment to ourselves and of credit to both teachers and children. As an illustration, we may take the opportunity of placing on record the programs of part songs and glees presented in two of the northern schools: School No. 1. (1) Who is Sylvia? (2) Home, Sweet Home; (3) Sweet and Low; (4) Hail Smiling Morn! (5) Oh! Who will o'er the Downs; (6) Hearts of Oak; (7) Ye Mariners of England. School No. 2: (1) Hark! the Lark; (2) It was a Lover and his Lass; (3) Where the Bee sucks; (4) Ye Spotted Snakes; (5) Song of the Rose; (6) Fair Tinted Primrose; (7) Sweet and Low; (8) The Jovial Smith; (9) The Harp that once; (10) Blithely sings the Lark.

In just a few schools the singing is taught by ear—a very arduous task, and one which, however well accomplished, leaves the children just where they were as far as power to tackle new songs goes. In some cases the teacher's knowledge of the song is by no means accurate, and the result is not very satisfactory. Indeed, the variation of the air is so extensive that it is difficult for us sometimes to recognize the original. Our experience of songs taught in this way leads us to advise teachers to lose no time in replacing their present method by teaching one or other of the systems of musical notation, thus relieving themselves of the drudgery that must be associated with teaching by ear.

6. PHYSICAL INSTRUCTION.—Since last year the new system of physical training has been introduced into some of our schools with marked success. Arrangements are now being made for teachers in the Hokianga district to attend a camp of instruction, and it is proposed to make similar arrangements for all our schools, so that by the end of 1914 our teachers with few exceptions will have received instruction in the new system. The system that has been in vogue for some years has not been entirely without benefit; indeed, there can be no doubt that much good work has been done. The free exercises and breathing-exercises performed regularly have made considerable difference in the physique of the children, while the life-saving drill as taught at Waima and Te Kao constitutes a very valuable asset in the pupils' knowledge. It has been proved conclusively in other countries that properly directed play and exercise are as essential factors in the development of school boys and girls as any of the other subjects in the curriculum. In the Philippine Islands the Bureau of Education, recognizing the value of physical training and sports for the schools, has from the beginning fostered such school activities, and has given its assistance in connexion with simple competitive games within the schools. In New Zealand the Native schools in the East Coast district have for some years past held such gatherings, and we hope that similar ones will be arranged for by teachers in other districts. In the separate schools, however, a beginning should be made with organized games, such as tag, follow the leader, hide and seek, wolf, rounders, basket-ball, skipping, jumping, leap-frog, twos and threes, fox and geese, &c. It is essential, of course, that these games shall be played in the open air under the supervision of the teacher, who should explain them thoroughly to the pupils and see that they are carried out in a proper spirit.

ORGANIZATION.

On the whole there is a good deal to be said in praise of the organization of our schools, though it is yet far from being entirely satisfactory. Examination of the time-tables reveals the fact that they do not always make sufficient provision for the most important subjects, that they include groupings which are in our opinion unworkable, and, in a few cases, that they are out of date. Teachers have informed us that the time-table, having suited for former years, may therefore be accepted as the best arrangement possible. As we have pointed out before, the time-table may require readjustment at the end of each term in accordance with the teacher's estimate of the proficiency attained by the pupils as shown by the term examination.

Some improvement in the drawing-up of schemes of work is noticeable though it cannot be said that they are quite satisfactory. Especially is this the case in the provision for the teaching of English, the instruction in which is still more or less haphazard, except in a few notable instances.

In schools where there is an assistant the head teacher should see that the details of his schemes are properly carried out by the assistant. We are inclined to think that in too many cases the assistant is left to work out her own salvation. Only in a few cases do the head teachers interest themselves as they should, give their staff directions in methods of teaching, and exercise due supervision over their work. Especially is this necessary in the case of Maori assistants, who enter upon their duties with nothing to guide them but the traditions of the school in which they themselves were taught. With proper assistance and direction from the head teacher they do very creditable work; without it they cannot be expected to make rapid progress. It would be a good thing if the head teacher were to exchange classes occasionally with his assistants in order that he might ascertain the effectiveness of their instruction, and he should certainly assign the teaching of various subjects of the curriculum to those members of his staff who may have special qualifications in these subjects. This is already done in the case of sewing, and there is no reason why similar arrangements should not be made with respect to other subjects—*e.g.*, writing, singing, &c.

With regard to the methods of teaching in vogue in the schools, we may summarize our remarks by saying that they follow on the whole the methods generally recognized as being the most natural and effective. English language is taught by the "natural method" which is adopted by all the leading authorities who have similar problems to meet; reading by the "phonic method," which is that followed in England and America, and which, "associating the sound