

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 .. ..	118	5,173	5,264	4,559	86·6
Native mission .. ..	3	124	124	112	90·5
Native secondary .. ..	10	487	491	454	92·5
Totals .. ..	131	5,784	5,879	5,125	87·2

#### CLASSIFICATION.

The standard classification of the pupils in Native primary schools (including the three mission schools) as at the 31st December, 1917, is shown as follows :—

Classes.	Number on Roll.
Standard VII .. ..	27
„ VI .. ..	199
„ V .. ..	319
„ IV .. ..	458
„ III .. ..	599
„ II .. ..	709
„ I .. ..	670
Preparatory .. ..	2,316
Total .. ..	5,297

#### SCHOOL BUILDINGS AND GROUNDS.

The usually very satisfactory condition of the buildings as regards cleanliness has been well maintained throughout the year, and almost every school has been favourably reported upon in this respect. In a large majority of the schools the grounds are attractive and are kept in excellent order, the pupils contributing largely to this result. There is, however, quite a number of schools where comparatively little has been done in the direction of improvements, while in a few instances literally nothing has been done in the way of improving and beautifying the grounds by the planting of trees and shrubs, or in encouraging the pupils to have even a flower-garden in the grounds. The teachers of the schools referred to can have no just cause of complaint if they discover that the opportunity of exercising elsewhere such negative influence upon the environment of their schools is denied to them.

Some improvement in the attractiveness of the interior of the schoolrooms is noticeable; in many schools, however, more opportunity should be given to the pupils to assist in this direction. It is satisfactory to observe that in many schools steps have already been taken to provide a "Roll of Honour," on which are inscribed the names of ex-pupils who have taken part in the Great War. It seems very desirable that similar action should be taken by all schools.

#### ORGANIZATION.

The methods of teaching adopted in Native schools follow, generally speaking, those now recognized as being the most natural and effective, and in the great majority of schools they are applied with good results. In those schools the efficiency of which does not reach the level of "good," the principal weakness appears to be the lack of thoroughness in the teaching.

The construction of the time-tables as a rule shows careful preparation and a sound appreciation both of the relative importance of the various subjects and of the proper allocation of time to each.

A satisfactory improvement has been observed in the preparation of the schemes of work in a number of schools where the schemes were previously regarded as not quite satisfactory. In a considerable number of schools, however, it is still evident that the purpose and value of good schemes are not understood, and that they are regarded as documents to be prepared for the Inspector's benefit. In this connection it is also apparent that there is little preparation of lessons by several teachers, the result being a want of efficiency in their work as such.

The necessary details of the registers and the records are usually creditably entered and made up to date. In several schools the official-correspondence file is not kept as it should be, the consequence being that occasionally when some particular circular is asked for it cannot be found and the teacher offers the unsatisfactory explanation that in the issue of the circular his school must have been overlooked. In regard to the regulations relating to their schools, it is not uncommon to find teachers imperfectly conversant with their import, and, moreover, to be unaware of the existence of some of them.

In determining the promotions of their pupils the teachers with few exceptions show satisfactory discretion. Attention, however, must be drawn to the undue length of time spent by a considerable number of pupils in the preparatory division.

It is pleasing to observe that since the previous report was written several teachers have qualified for certificates; while some have obtained partial success and others have succeeded in improving their status by obtaining higher certificates.