

On the whole the methods of teaching followed are distinctly good in a satisfactorily large number of schools, and the fine progress made by the pupils is evidence of the quality of the instruction given. In a considerable number of schools, however, although improvement is noticeable, the teaching does not prove to be as effective as it should be. In these schools sufficient care does not appear to be taken to secure thoroughness at every stage of progress, the result being that the pupils are overtaken by difficulties which they often fail to overcome. There is need for more frequent revision of the ground covered by the pupils in their previous classes as well as in the present ones. Moreover, the teachers in many instances fail to give proper attention to the defects which have been referred to from time to time in the reports made upon the work of their schools.

The preparation of the schemes of work in a fairly large number of schools is not entirely satisfactory. Frequently the schemes are merely headings adopted from the syllabus of instruction, and give no indication whatever of the methods or treatment of the work proposed to be undertaken. In the case of assistants, head teachers should be careful to see that they have properly arranged schemes, and that they are not trusting to inspiration only. It is necessary to refer again to the need for preparation of lessons for the work of each day, since it is certain that without such preparation much of the teaching must be aimless, ineffective, and uninteresting. In this connection arrangements will probably be made to supply schools not only with a suitable scheme-book, but also with a teacher's work-book.

The time-tables are generally satisfactorily drawn up, and the school records are usually kept with great care and neatness. In connection with the attendance registers and admission register, head teachers should arrange for the instruction of the assistants in the correct method of keeping these records. In regard to circulars and official correspondence, the attention of teachers is directed to the instructions concerning the filing of such documents.

Commendable interest is taken by the great majority of the teachers in the health, cleanliness, and comfort of their pupils. Most schools receive supplies of medicines, &c., from the Health Department, and these are dispensed by the teachers as occasion arises. Visits of inspection have been made to a fairly large number of schools by the medical officers and nurses, and it is hoped that arrangements may be made for all schools to be visited by these officers and also by the school dentists. One weakness of the arrangement is that there is much difficulty in having cases which require particular attention followed up. The practice of supplying hot cocoa at the midday recess during the winter-time to the pupils in Native schools is now adopted in a large number of schools with success, and the teachers and parents alike are well satisfied with the results of the plan. The initiative and resource displayed by the teachers of these schools may well be followed by other teachers in Native schools.

During the past year school concerts or some other form of entertainment were taken part in by the pupils of a large number of schools, and from all reports were distinctly creditable. They are much appreciated by the parents and the pupils, and apart from their educative and cultural influence they afford a first-rate means of raising funds to be devoted to various purposes connected with the school. In one settlement where no school concert had ever been given, and where under a new teacher a very successful performance of an operetta was given, the people expressed their high appreciation of the teacher's efforts, and were delighted to know that their school was now able to provide this form of entertainment in common with other schools in the district. By request of the people the operetta was repeated on the evening of the Inspector's visit for his special benefit.

The reports made upon the village schools during the year under review indicate that a very satisfactory efficiency is on the whole being well maintained, and that from the point of view referred to the schools may be classified as follows: Very good to excellent, 45; satisfactory to good, 60; fair, 13; inferior to weak, 9.

The standard classification of the pupils in the Native village schools as shown on the 31st December, 1922, was as follows (that as shown on the 31st December, 1919, being given for comparison):—

Class.					Number on Roll,	Number on Roll,
					1922.	1919.
Standard VII	..	..	..	..	54	39
„ VI	..	..	..	..	308	180
„ V	..	..	..	..	376	327
„ IV	..	..	..	..	521	443
„ III	..	..	..	..	629	577
„ II	..	..	..	..	686	641
„ I	..	..	..	..	784	680
Preparatory	..	..	..	..	2,803	2,311
Totals	..	..	..	..	6,161	5,198

During the year 126 village schools, nine mission schools, and nine secondary schools were inspected and examined. Visits were also made in connection with applications for schools in other places.

#### GENERAL REMARKS.

The following paragraphs refer to the general efficiency of the schools in the various subjects of the school course:—

*Reading.*—Throughout the schools general improvement is being made, particularly in reading aloud, and in most of them the accuracy and the distinctness of utterance are most satisfactory. In a number, however, there appears to be a difficulty in getting the pupils to speak out clearly and confidently, and in this matter teachers must take care that such a style of reading does not become a tradition of the school. There is still much weakness in the comprehension of what is read, but an improvement in this respect has to be recorded. Ability to comprehend the subject-matter must be the chief aim at all stages, and when this is attained the pupils will have little difficulty in reading