

so closely brought our teachers into relation with each other, or has so well provided opportunities for instruction and mutual interchange of helpful ideas, or has proved a greater stimulus to increased effort for the physical well-being of our pupils. Teachers generally have been led to recognize and have learned better how to discharge their responsibility for the healthful development of the bodies of their pupils. Many have learned also how to join naturally and fittingly in the games and the exercises of the little ones.

Singing.—In most of our schools some attempt is made to comply with the requirements of the syllabus in singing; but we are not satisfied that so high a standard is attained as might be by methodical and consistent practice. We think that more attention might be given to ear-training and to sight reading. In a few of our schools the pupils, though in no way musically gifted, are taught to sing from sight, to take any ordinary modulator intervals, and to recognize the commoner time-movements with ease. Most teachers are satisfied if their pupils learn the airs of songs, and the songs chosen are not always those of greatest worth. It is pleasing to be able to say that the songs printed in the *School Journal* are gradually making their way into our schools.

Head Teachers and their Staffs.—In a few of our schools where assistants are employed we have found that the head teacher takes little or no interest in the work done by the staff, and apparently does little else than conduct an examination of the pupils now and again. It is manifest that in every school the head teacher should keep in touch with all that is going on in every class, and should, by book, and magazine, and journal, so keep himself acquainted with the latest educational thought as to be able to help, to stimulate, and wisely to direct all the efforts of his staff.

School Material.—During the year the Board has expended a good sum on the purchase of material and pictures and “helps,” especially for infant-room work. In future no school should exhibit day after day to the scholars a dreary desert of dusty wall, without ornament and without decoration. But these pictures and “helps” will not of themselves educate the children—frequently a teacher without material other than that existing to her hand secures the best results.

Registers.—It would be well for all teachers to read now and again the instructions printed on the various registers used in our schools. It should be the pride of every teacher that every register and record is kept accurately and up to date with all entries. Sometimes we have found that, while the daily registers are regularly marked, the other registers and records are either behindhand or are not filled up at all.

Care of Buildings.—During the last few years the Board has spent a great deal of money on the upkeep and the improvement of many of its schools, and most of them are a great credit to the district. Occasionally teachers fail to inspect daily the outhouses, and in fewer cases the Committees take little or no interest in maintaining these outhouses in good order.

Truancy.—Frequently we have had to direct the attention of teachers to the Board’s requirements with regard to truancy reports. Teachers have no option in this matter, and are required to do their part in helping to render operative sections 59 and 60 of the Education Act.

Teachers on Active Service.—From this district nearly every teacher available for military duty either has gone to the front or will shortly leave with reinforcements. One—Lieutenant F. D. Maurice, of Waimate School—gave his life on Gallipoli in April, 1915. The others who have obeyed the call of duty are Messrs. Blathwayt, Foster, Watson, Oram, Seyb, Maben, Lopdell, and Marwick.

In conclusion we must say that we are satisfied that for the most part this Board is exceedingly well served by its teachers. As a body they are loyal to their trust, and anxious to discharge in full all their responsibilities. And even in those cases where their labours seem to have been less successful than could have been desired the failure is due not to lack either of interest or of enthusiasm, but to misdirected effort, for which greater experience will provide a remedy.

We have, &c.,

JAS. GIBSON GOW, M.A.
J. A. VALENTINE, B.A. } Inspectors.

The Director of Education, Wellington.

OTAGO.

SIR,—

We have the honour to submit herewith our annual report on the work of the schools in this district for the year 1915.

The following table gives a summary of inspection results for the public schools for the whole district:—

Dunedin, 1st March, 1916.

Classes.					Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.	
							Yrs.	mos.
Standard VII	...	...	...	...	363	338	16	2
" VI	...	...	...	...	1,290	1,251	13	9
" V	...	...	...	...	2,092	2,027	12	10
" IV	...	...	...	...	2,525	2,454	12	1
" III	...	...	...	...	2,608	2,553	11	2
" II	...	...	...	...	2,713	2,659	10	2
" I	...	...	...	...	3,378	3,284	8	8
Preparatory	...	...	...	...	7,197	6,788	6	10
Totals	...	...	...	...	22,166	21,354	9	9*

* Mean of average age.