

deficiency of readiness or knowledge. This is a reasonable ground of complaint, and is due to the inclusion in the syllabus of too large a number of rules, whereby continual practice in ordinary commercial arithmetic cannot be maintained. A rearrangement and curtailment of the course of instruction in this subject is very necessary.

## CLASS AND ADDITIONAL SUBJECTS.

| Subjects.                             | In Schools with more than One Teacher. |           |                   |               |       |            | In Schools under the Charge of One Teacher. |           |                   |               |       |            |
|---------------------------------------|----------------------------------------|-----------|-------------------|---------------|-------|------------|---------------------------------------------|-----------|-------------------|---------------|-------|------------|
|                                       | Omitted or not required.               | Inferior. | Moderate or Fair. | Satisfactory. | Good. | Excellent. | Omitted or not required.                    | Inferior. | Moderate or Fair. | Satisfactory. | Good. | Excellent. |
| Geography ... ..                      | ...                                    | ...       | 1                 | 5             | 3     | ...        | ..                                          | 4         | 13                | 6             | 2     | ...        |
| Drawing ... ..                        | ...                                    | ...       | ...               | 5             | 4     | ...        | ...                                         | ...       | 7                 | 15            | 3     | ...        |
| Grammar ... ..                        | 1                                      | 2         | ...               | 4             | 2     | ...        | ...                                         | 3         | 10                | 11            | 1     | ...        |
| History ... ..                        | 1                                      | ...       | 3                 | 2             | 2     | 1          | 1                                           | 1         | 10                | 11            | 2     | ...        |
| Elementary science and object-lessons | ...                                    | ...       | ...               | 5             | 3     | 1          | ...                                         | 3         | 13                | 8             | 1     | ...        |
| Recitation ... ..                     | ...                                    | ...       | ...               | 3             | 3     | 3          | ...                                         | ...       | 3                 | 17            | 5     | ...        |
| Handwork ... ..                       | 9                                      | ...       | ...               | ...           | ...   | ...        | 25                                          | ...       | ...               | ...           | ...   | ...        |
| Singing ... ..                        | 3                                      | ...       | ...               | 1             | 3     | 2          | 23                                          | ...       | ...               | 1             | 1     | ...        |
| Needlework ... ..                     | ...                                    | ...       | ...               | ...           | 4     | 5          | 5                                           | 1         | 1                 | 13            | 3     | ...        |
| Drill and exercise ...                | 4                                      | ...       | ...               | 2             | 2     | 1          | 24                                          | ...       | ...               | ...           | 1     | 2          |

The general result in the class and additional subjects may be also expressed as follows :— Good—class-subjects 5, additional subjects 12; satisfactory—class-subjects 14, additional subjects 13; moderate or fair—class-subjects 14, additional subjects 7; inferior—class-subjects 1, additional subjects 1.

In the larger schools there has been a distinct improvement in the class and additional subjects. In very few cases has the instruction in these failed to secure a satisfactory record. It is to be noted that among schools with more than one teacher there are still three that omit singing, and four that find no place in the course of instruction for drill and physical exercise. The necessary material can be obtained from the Board, and no teacher should find any difficulty in becoming acquainted with at least a suitable course of free and wand exercises in physical drill.

In the schools in charge of one teacher the majority produced weak results in geography and grammar, and in elementary science and object-lessons. In these subjects teachers in schools of this grade may be excused if the course adopted is not as full as in larger schools, but there must be regular instruction, and the preparation of a definite amount. The results in drawing, history, recitation, and needlework are more satisfactory.

As I indicated in last year's report, the adoption of the new regulations has affected the amount of the Inspector's responsibility to a very small extent. In all the schools in charge of only one teacher the promotions were based on the result of my examination, and at the request of the head-teachers of four of the schools of the higher grade the same course was adopted in their cases. It is not, however, according to the spirit of the regulations that the head-teachers should shirk the responsibility, unless under special circumstances, especially as in cases of doubt the promotion can still be left for the Inspector's judgment.

Freedom of classification has so far been exercised only in the retention of a few pupils in a lower standard in arithmetic. The duty of classification of the pupils has been well carried out by the head-teachers of the larger schools. Most of these have recognised that an opportunity has been granted to maintain a higher standard of work, and that it is the interest of the school and of the weak pupils themselves to rigorously keep back those who would, if promoted, retard the progress of the various classes. The headmaster has to aid his judgment a knowledge of the ability and diligence of each child in addition to the results of the periodical examinations, and in cases of doubt has as a further test the Inspector's examinations. The occurrence of unwise promotions should, therefore, be very rare.

My examination of all schools was performed according to the same system of individual test as in previous years. As there are no very large schools, there is not the same necessity to save time and energy in examining the classes in sections. The fact, therefore, that a second estimate is provided will prove a guide to the head-teacher as to the average requirements of each standard.

As far as this district is concerned, the new system has affected the working of the schools to a very small extent. What is of greater urgency is a revision of the syllabus of instruction. This has been framed too much on the requirements of the largest schools with full and efficient staffs. It is agreed that the present syllabus lacks in adaptability to special conditions, and that too much is attempted. It is sufficient at present to indicate that in arithmetic, grammar, and geography the amount of work required should be lessened and rearranged, and that different schemes should be adopted for the different grades of schools.

I have, &c.,

The Chairman, Education Board, Westland.

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