

their schools taking no mean place among those of the colony. It is our hope to encourage and help them in this. It is our expectation that their number will increase.

We have, &c.,

JOHN SMYTH, M.A., D.Phil.,
JAMES MILNE, M.A.,

Inspectors.

The Chairman, Education Board, Wanganui.

SUMMARY OF RESULTS FOR THE DISTRICT.

Classes.	Presented.	Present.	Absent.	Failed	Passed	Per Cent. of Passes on		Average Age of Pupils in Each Class.
						Number presented.	Number examined.	
Above Standard VI. ...	179	160	19	...	...	...	...	Yrs. mos.
Standard VI. ...	677	642	35	142	500	73·8	77·8	13 11
" V. ...	1,025	965	60	209	756	73·7	78·3	13 2
" IV. ...	1,369	1,311	58	267	1,044	76·3	79·6	12 3
" III. ...	1,419	1,361	58	243	1,118	78·7	82·1	11 4
" II. ...	1,347	1,290	57	114	1,176	87·3	89·1	9 8
" I. ...	1,364	1,330	34	119	1,211	88·7	91·0	8 9
Preparatory ...	3,464	3,113	351	...	...	...	...	...
Totals ...	10,844	10,172	672	1,094	5,805	80·6	84·1	...

WELLINGTON.

SIR,—

Wellington, 31st December, 1901.

I beg to present my twenty-eighth and final report on the primary schools of the Wellington Education District for the year 1901.

My colleagues (Messrs. Fleming and Bakewell) and I have examined all the schools in operation, and inspected all but a few very small distant aided schools, which are not usually visited more than once a year. We have also again examined and inspected eight Roman Catholic schools. During the year 1901 there were 143 Board schools open—two less than in the previous year; the following four schools being closed—Wharau, Wainuioru, Te Mai, and Woodhurst; and two—Saunder's Road and Horoeke—being newly opened.

The total roll-number of the Board schools for the past year was 15,241, and for the previous year 15,211, giving an increase of only thirty children on the books. The number of children presented in Standards I. to VI. for the past year was 9,768, and for the year before 9,758, showing an increase of only ten; and if we take into consideration the number (490) classed above Standard VI. in 1900, as compared with 481 in 1901, this increase is reduced to one child. Practically, therefore, the number on the books for the present year, and also the number presented in standards, remains unchanged from the previous year, 1900.

The number of children passed in standards (including those above Standard VI.) was 8,543 in 1901, and 8,231 in 1900, showing an increase of 312 in the number of children promoted. Of this increase, seventy-three were in Standard I., nineteen in Standard II., thirty in Standard III., 145 in Standard IV., and seventy-three in Standard VI., with a decrease of twenty-seven in Standard V. In the district as a whole 87·5 per cent. of the children presented in standards were promoted. This percentage reached 89·5 in the average of the eleven largest schools, and in the remaining schools, including Roman Catholic, the general average was about eighty-five—a satisfactory numerical result.

In my last two reports I have shown a grading of the schools made with the object of testing in a measure their status year by year. I have again followed the plan this year, and the estimate for the past three years is here given: 1899—Satisfactory, 81; fair, 40; inferior, 15; total, 136. 1900—Satisfactory, 81; fair, 51; inferior, 13; total, 145. 1901—Satisfactory, 85; fair, 48; inferior, 10; total, 143.

The eighty-five "satisfactory" schools are working under good conditions, and are doing good work in all sections; the forty-eight "fair" schools are not under unsatisfactory management, but are either working with weak assistance or with serious drawbacks; the third set of ten "inferior" schools are in a weak condition, though not necessarily under incompetent teachers. The classification as to the actual state of the school is irrespective of conditions; and it shows that much remains to be done before every school is doing the best work possible; which, as I understand, should be the outcome of an efficient system.

An analysis of this grading shows that the largest schools are most satisfactory, and the country schools under one teacher are the least commendable. Many of the latter are, however, exceptionally well taught schools, and, although it must be admitted that they are the most difficult to manage, it does not follow that the condition of the others should not be improved. The following is the analysis: Schools with over three hundred children—Satisfactory, 11. Schools with one hundred to three hundred children—Satisfactory, 16; fair, 5; inferior, 1; total 22. Schools with less than one hundred, having more than one teacher—Satisfactory, 13; fair, 12; inferior, 2;