

“For the first two years all pupils take the rural course: thereafter studies are continued to the matriculation standard. In the case of a few pupils a post-matriculation course is taken, and this year one pupil succeeded in passing with credit in the Junior University Scholarship Examination.”—(*Hawke's Bay*.)

“The returns from the district high schools showed 655 secondary pupils in attendance. The work of the secondary department of these schools is in capable hands, and the instruction given is of a very efficient character. The departmental examinations show that even some of our smallest institutions can produce results equal to those obtained by fully staffed secondary schools.”—(*Canterbury*.)

All the annual reports presented by the Inspectors contain valuable comments on the teaching of the various subjects, the attention paid to physical drill and games, the inculcation of the principles of temperance, loyalty, civic duty, and the like. The supervisor of the instruction of infants likewise furnishes interesting information regarding her efforts to improve and modernize the teaching of infants. I quite agree with her that the interest, devotion, and enthusiasm of the infant-class teachers is most marked. Several districts report the formation of reading and discussion circles for teachers desiring to study the more modern methods of teaching infants. The teachers of the standard classes might well follow this excellent example. It is pleasing to know, too, that in several districts a teachers' library has been formed either by the Education Board or by the Educational Institute, and I trust that the Inspectors will give every encouragement and incentive to teachers to join with them in a systematic course of reading and discussion.

The grading of teachers according to their efficiency continues to be carried out very effectively by the Inspectors, notwithstanding the acknowledged difficulties in the work. In general, teachers appear to be judged by the measurable results of their teaching as revealed at an examination by the Inspector, but due regard is also given to any disadvantages under which the teacher has laboured during the year. Though this method of assessing a teacher's efficiency has the advantage of definiteness, it is very much open to doubt whether the viewpoint is not a great deal too narrow. A broader view is stressed in the amended regulations for the inspection of schools: “The Inspector's investigation should be made on the broadest lines possible, and he should guard against estimating the efficiency of a school or a teacher solely in accordance with measurable results, irrespective of both the manner in which these results have been produced and the effect the production of such results may have had on the mental and spiritual development of the pupil as evidenced by his intelligence, his spontaneity, his interest in his work, and his general alacrity.” In spite, however, of the difficulties in operating the grading scheme, there is a general consensus of opinion among both Inspectors and teachers that, now that a teacher's grading determines his promotion, merit is more certain of its reward than was the case in the past.

The personnel of the inspection staff changed very little during the year. There are now forty-five Inspectors of primary schools and district high schools—twelve in Auckland District, three in Taranaki, four in Wanganui, three in Hawke's Bay, five in Wellington, two in Nelson, seven in Canterbury, five in Otago, and three in Southland. During the year Mr. G. A. Harkness, Senior Inspector in charge of the Nelson District, and Mr. J. B. Mayne, of the Canterbury staff, retired on superannuation, while Mr. N. T. Lambourne was appointed to the Auckland staff, Mr. J. A. Cowles to the Wellington staff, and Mr. C. N. Haslam to the Canterbury staff. The following is a list of the Inspectors of Schools employed at the end of the year 1921: Auckland—Messrs. C. W. Garrard, B.A., J. T. Cox, G. H. Plummer, LL.B., J. W. McIlraith, M.A., LL.B., Litt.D., M. Priestley, M. McLeod, B.A., N. R. McKenzie, J. W. Hardy, C. R. Munro, N. T. Lambourne, M.A., A. B. Charters, M.A., H. McChesney; Hawke's Bay—W. W. Bird, M.A., D. A. Strachan, M.A., J. Brunton, M.A.; Taranaki—J. A. Valentine, B.A., W. A. Ballantyne, B.A., T. J. Griffin, B.A.; Wanganui—F. G. A. Stuckey, M.A., A. Crawford, B.A., J. J. Adams, B.A., R. B. Ryder, M.A.; Wellington—F. H. Bakewell, M.A., A. N. Burns, M.A., J. A. Cowles, B.A., W. G. Blackie, M.A., B.Sc., T. F. Warren, B.A. (Blenheim); Nelson—G. Pitcaithly, B.A., G. Dalglish, B.A.; Canterbury—W. Brock, M.A., A. McNeil, M.A., F. T. Evans, D. McCaskill, B.A., G. Raymond, B.A., G. P. Graham, B.A., C. N. Haslam, B.A.

I am, &c.,

T. B. STRONG,

Chief Inspector of Primary Schools.

The Director of Education, Wellington.