

length. It might be noticed that a great deal of the work for this standard will require oral teaching and examination, that object-lessons on "Form" will be found a great help, and that the lessons should be illustrated by models in tin or cardboard. Regulation 5 with regard to the presentation in Standard I. of children over eight years old is a radical change in the right direction.

MAORIS.—It affords us great pleasure to be able to report most favourably upon the excellence of the work presented by the Maoris at most schools where they were found. They appear to be gifted with fine observing and imitative powers, and with retentive memories, and in consequence they show special aptitude for drawing, writing, and arithmetic. Reading is their great trouble, but the now pretty general practice of teaching words by the phonic system is fast clearing away what at first appeared insuperable difficulties in this subject, and now it is by no means uncommon to hear Maoris reading quite as correctly and as distinctly as children of British descent. We cannot speak too highly in commendation of those teachers who are taking so much pains to educate their Maori pupils.

In conclusion, we desire to speak in high terms of the assiduity, earnestness, and devotion to their work displayed by the teachers of this district as a body. Certainly they have taught with varying degrees of power and skill, and, consequently, with very varying results; but we think we are right in saying that much hard work has been done, and that the majority of teachers have manifested a desire to succeed. The assistants and pupil-teachers, with a few exceptions, have ably seconded the efforts of the principal teachers. Some of the young teachers now in charge of country schools, but who were till recently pupil-teachers, have done very good work indeed, although the management of several classes at the same time was quite a new experience to them.

We have, &c.,

W. H. VEREKER-BINDON, M.A., Inspector.

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The Chairman, Board of Education, Wanganui.

WELLINGTON.

SIR,—

Wellington, 29th February, 1892.

We have the honour to present a report on the State schools of the Wellington District for the year 1891.

The number of schools open was eighty-one, eight more than in the previous year, the new schools being at Ohau, Kereru, Ballance, Kaitawa, Alfredton, Ditton, Grassendale, and Stoke's Valley, most of them being small schools in comparatively newly-settled localities. The total attendance at the time of the examinations has increased from 10,694 in 1890 to 11,205 in 1891—an increase of 511. The school accommodation is sufficient, except in the Newtown, Masterton, Pitone, and Vogeltown districts. The Clyde Quay School is fully occupied; but, as long as there is spare accommodation in the Terrace School, we do not look upon this as a pressing case. The Newtown School, with over 800 children on the books, is now large enough, and a new school is required for that end of the city. The inside walls and ceilings of nearly all the city schools would be much improved by painting and renovation. External painting is also required for two or three of them. All the schools have been duly examined; and an additional visit of inspection was paid to all, except some of the smallest in Classes D and E. Some of the largest were visited more than once.

The total number of children passed in standards, not including those who failed in the next higher standard, is 6,574, as compared with 6,334 in 1890—an increase of 240. The following table shows the passes made in the several standards compared with those of the previous year:—

Year.		Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
1890	...	1,330	1,377	1,456	997	727	447
1891	...	1,379	1,412	1,322	1,240	760	461

The results in the several standards show a satisfactory uplift of the work, the increase in the higher standards being considerable. The marked increase in Standard IV. led to a consequent depression in Standard III. It will be seen that we have now, roughly speaking, about the same number of children in each of the first four standards, and that year by year the numbers in the higher standards are increasing. It is found that the excellent science and drawing instruction together with the more intelligent standard and class work of many of the best schools is having the effect of inducing parents to keep their children longer at school. Taking the schools *en bloc*, there has been a steady progress—quite equal to, if not exceeding, the average of the past five years—in the management, maintenance, discipline, tone, and quality of the class instruction. No part of the standard work shows a falling-off during the year, whilst the quality of the reading, spelling, composition, mental arithmetic, physical geography, and writing is much improved in many schools—not to mention for the present the special science-work for the year, which is its chief characteristic.

Referring to the several classes or groupings of the schools according to size, as tabulated in the appendix to this report, it will be seen that the nine largest in Class A range in attendance from 458 to 806. The total of these nine schools represents about one-half the whole attendance of the district. The best of them met the examination with the splendid success recorded in the column of the percentage of failures, which vary from 1 per cent. to 7 per cent. And these results were obtained in schools working without pressure and with scarcely any home-lesson work. The class work of these schools is quite as satisfactory as the standard work, and the head teachers and class instructors are, with very few exceptions, complimented on the work. Schools and classes are not alike and never will be. Every head teacher and every class-teacher puts his own *imprimatur* upon his work. As is the teacher so is the scholar. Hence it is that every school has its own characteristics. Thus, at Newtown, drawing from the object, experimental chemistry, admirable Standard III. work, accurate Standard II. arithmetic worked on paper, and clear utter-