

frequently, however, the writing in copy-books, exercise-books, and examination papers is careless and unsatisfactory. System in teaching and insistence on careful attention to detail at all times will quickly remedy the defects so much in evidence at present.

The arithmetic questions have this year been set by the Education Department. As these tests are on the average equal in standard to those previously set in this district, the results have been generally satisfactory. The attention in the preparatory classes to numerical exercises and tables is still insufficient, although in a few schools improvement has been effected. Mental arithmetic was usually well worked, but requires more attention in Standard V.

In connection with composition, the use of paraphrasing has been much neglected, and the requirements in regard to synthesis of sentences in Standard IV were hardly understood by many teachers. These exercises are of great utility in teaching the subject, and should receive more attention. While in grammar the results are, on the whole, only fair, there is considerable improvement in the grammatical correctness of the composition exercises. The test in composition usually consisted partly of an exercise chosen from the programme presented by the teacher, and partly of an independent test. The results were mostly satisfactory.

The weak point in the curriculum of many of the schools is the neglect of the studies that afford an opportunity to develop in the pupils powers of observation and comparison. The definitions and other requirements of geography outside of topography, the knowledge of geometrical form required in the lower standards, elementary science, and object-lessons, are all more or less omitted from the course by the teachers of the schools referred to. Among the reasons for this neglect may be placed want of skill and experience on the part of the teachers and the possibility of passing pupils in spite of these omissions. The regulations require that a reasonable amount of interest should be taken in these parts of the syllabus of instruction. It is necessary, too, to point out that the mere cramming of definitions will not be accepted as a substitute for good teaching. It frequently occurred that lessons were given on subjects capable of being readily illustrated by the exhibition of common objects or pictures without any such provision being made for so essential an aid to education. Agricultural chemistry has been adopted, with success, by several teachers for the science course. It is desirable, however, that memorising a catechism on the subject should not replace suitable teaching by means of such illustration and experiment as circumstances permit.

The instruction given to freehand drawing is generally satisfactory. Geometrical and scale drawing are occasionally found well mastered, but thorough teaching of these is not very general. During the year models have been supplied to the larger schools, and an effort, very slight in some cases, has been made to overtake the model drawing. Very few teachers have, however, qualified themselves to give instruction in this branch of the subject. Those who are unable to secure second-grade certificates in drawing should at least obtain the knowledge required to enable them to conduct their pupils through the standard course.

In reference to other subjects of the syllabus, I may add that, while singing is well taught in the larger schools, drill and other physical training meet with almost total neglect. In one or two schools drill is well taught, but beyond this no physical education is provided for, either by the devotion of school time to suitable instruction and exercise or by the supply of gymnastic apparatus. This neglect is a serious defect in the educational work of the district.

The teachers in several of the larger schools exercised the privilege of examining the pupils of Standards I. and II., and in most cases discretion was displayed in the promotions made. The tendency in a few instances was to promote too readily—a course that will seriously affect the efficiency of the schools in the future.

Very satisfactory improvement has been shown in the instruction given to the preparatory classes, although the attention given to object-lessons is still insufficient. The number of pupils over eight years old retained in this division of the schools is somewhat high. The improvement recorded in the instruction should reduce this number. In the meantime, it may be well to point out that, while the reasons given for this want of progress were often satisfactory, such excuses as "slowness," "indolence," "unawakened intellect," merely furnish a severe criticism on the teacher's methods.

I have, &c.,

The Chairman, Education Board, Westland.

A. J. MORTON, Inspector.

SUMMARY OF RESULTS FOR THE WHOLE DISTRICT.

Classes.	Presented.	Present.	Passed.	Average Age of those that passed.
				Yrs. mos.
High School class	10			
Above Standard VI.	29			
Standard VI. ..	80	78	69	14 4
" V	134	127	104	13 5
" IV	189	171	150	11 9
" III.	206	197	166	11 4
" II.	179	178	164	9 10
" I.	188	186	172	8 8
Preparatory	470			
Totals	1,485	937	825	11 1*

* Mean of average age.

N.B.—The results of eleven schools of South Westland are omitted from the above return.