

failures." Another saying of the same author is peculiarly applicable at a time when a new syllabus has just been issued: "The real teacher knows that his subject is infinite, and is always learning, himself, to put old things in a new form."

We have, &c.,

G. A. HARKNESS, M.A., }  
D. A. STRACHAN, M.A., } Inspectors.

The Chairman, Nelson Education Board.

### GREY.

SIR,—

Education Office, Greymouth, 10th March, 1904.

I have the honour to present the following report on the schools of the Grey Education District for the year 1903:—

The primary schools, numbering thirty-two, three Catholic schools, the secondary class of the Greymouth District High School, candidates for scholarships, and pupil-teachers were all examined.

The following table gives the general results of the public schools:—

Classes.	Total Roll.	Present at Inspector's Annual Visit.	Passed.	Average Age of Pupils in each Class.
				Yrs. mos.
Secondary Class, Greymouth District High School	42	35	...	} 14 10
Standard VII. ... ..	20	20	...	
" VI. ... ..	124	122	75	14 0
" V. ... ..	143	137	112	12 11
" IV. ... ..	172	167	134	12 0
" III. ... ..	187	182	152	11 1
" II. ... ..	168	167	146	9 11
" I. ... ..	167	163	146	9 0
Preparatory ... ..	571	520	...	7 1
Totals ... ..	1,594	1,513	765	11 4*

\* Mean of average age.

Last year I had to complain of the number of children absent on the day of examination. This year there is no cause for complaint; on the contrary, the number present was highly gratifying. In standard classes 938 children were present out of a roll number of 961. In thirteen schools every child was present.

The number of times the schools have been opened shows an improvement, but there are still too many odd holidays. If the children lost only the day the school was closed, there would not be much cause for complaint. But the holiday is often protracted, the continuity of the school-work is broken, and the pupils are generally unsettled.

The work of the schools has suffered through the numerous changes of teachers that have occurred through the year. In fifteen schools out of thirty-two changes in the staff have taken place. For many positions offered during the year the Board was unable to obtain certificated teachers, and to the smaller schools a Standard VII. pupil had to be appointed. These do their best; but when it is remembered that no trained teacher takes up a new position without meeting with some difficulties, it is often a matter for wonder how these untrained girls manage as well as they do. The difficulty of procuring certificated teachers in the future, from present appearances will not be lessened. A fair number of our teachers present themselves for examination; few succeed. There is need for well-organized classes for teachers if we are to raise the standard. Training colleges will supply a number of skilled teachers in the future, but these will not come to small districts, where the chances of promotion are slight. We must in this respect work out our own salvation; we must improve the material at our disposal, or we shall continue to lag behind. Might not teachers be assembled during the next winter holidays and various classes be held? The benefits accruing would be manifold.

The following list shows the efficiency marks in the various subjects:—Pass subjects: Reading spelling, and writing, satisfactory; arithmetic and composition, fair. Class subjects: Drawing, object lessons, and recitation, satisfactory; history, geography, and grammar, fair; additional subjects: Singing and needlework, good; drill, satisfactory.

Classification of schools: 2 good, 8 satisfactory, 10 fair, and 12 weak.

The following are a few remarks on the various subjects:—

Reading in our schools is improving but slowly, and until extra reading-matter is provided progress will not be rapid. It should not be too much to ask each child to read two and even three books during the year. If he is to have a love for the subject it must be presented to him in an interesting manner. It frequently happens in our smaller schools that the children of a lower standard are, through listening to their seniors, fairly acquainted with the subject-matter of a reading-book above them, and when they have to study that particular book they have lost the