

DISTRICT HIGH SCHOOLS.

School.	Average Roll.	With reference to Town Schools.		Admitted from Country Schools.	Number of Pupils who, in 1905, were spending			
		Number passed Standard VI, 1904.	Admitted to Secondary Department.		First Year.	Second Year.	Third Year.	More than Third Year.
Eltham	26	16	8	2	10	10	8	1
Hawera	53	40	20	20	40	14	5	...
Wanganui	52	59	43	7	50	10	3	1
Marton	36	18	11	9	20	16	4	4
Feilding	33	28	12	13	25	5	1	3
Total, average roll ...	200	161	94	51	145	55	21	9

These figures are for the period between one examination and another, not for the school year ending 31st December.

CATHOLIC SCHOOLS.—The six Catholic schools in the district were examined as usual. The statement below shows the number of pupils attending there, and the average ages of the different standards:—

Classes.					Number on Roll.	Average Age.
						Yrs. mos.
Standard VII	...	...	...	...	14	15 1
" VI	...	...	...	...	45	13 11
" V	...	...	...	...	57	12 11
" IV	...	...	...	...	99	12 2
" III	...	...	...	...	98	10 11
" II	...	...	...	...	89	9 10
" I	...	...	...	...	57	8 10
Preparatory	...	...	...	...	244	6 6
Total	...	...	...	...	703	

EFFICIENCY OF SCHOOLS.—The last heading of the examination report is entitled "Efficiency." The mark given sums up the Inspectors' judgment of the school as a whole. It is a brief estimate of the manner in which the school is fulfilling its purpose of training those who enter it in habits of industry and obedience, and of giving them power to apply the facts and information gleaned from books, from nature, or from the teacher. The mark is given by comparison with the Inspectors' ideal of what the school should be, and also by a comparison with the standard actually attained in the best schools. The points entering into this judgment may be put in the form of these questions: Are the pupils earnest and diligent in their work? Do they readily attack the problems set before them? Do they perform their tasks with alacrity? Is their eye keen and eager? Is their ear always open? Are their senses fully aroused in the presence of new facts? Is there evidence of thought in the answers given? Is the knowledge accurate within the range it has been imparted? Are the outdoor school recreations fully supervised and utilised? Is the school kept clean? Is the whole atmosphere of the place conducive to the development of industry, of thoughtfulness, of earnestness, and of good taste? These and many more points weigh with the Inspector when he is giving his judgment. He takes account also of the circumstances of the school and the difficulties of the district. It will thus be seen that "efficiency" in the sense in which it is now used means something more than a summary of the results gained by the application of certain tests. It is this partly, for tests of some kind must always be given, but it is much more. It is an estimate of the school as a means of stimulating and arousing mental effort, of enlarging knowledge, of increasing power to think and to reason accurately. Something like this is what the Inspector has in his mind. The ideal as we have stated it above serves to convey at least this: that when we are speaking of the efficiency of a school something far greater, far nobler, far higher is meant than its power to equip pupils for examination of the memory order. Under this kind of classification it is quite possible, if our judgment is discerning, for a school which "crams well" to take rank as "unsatisfactory." The time is surely coming when schools which cram, even if they cram ever so wisely, will all rank as such. From a succeeding paragraph it will be seen that we have made a strenuous effort to break away from old and stereotyped methods of examination, with the sole purpose in view of eliminating stereotyped, obsolete, and irrational methods of teaching.

For efficiency the schools are classified as follows: Very good, three schools; good, sixty schools; very fair or satisfactory, eighty-four schools; fair, twenty-one schools; weak or inferior, fourteen schools. That is, of a total of 182 schools examined (the six Catholic schools are included here) 147