

than a full year. A comparison with previous years also shows that usually about 64 per cent. of the pupils are in their first year—that, in other words, only 36 per cent. remain more than one year. It is found, too, that about 40 per cent. of those admitted remain for a second year's instruction, and only 18 per cent. for a third year. Table VI also shows that 26 per cent. of the secondary pupils come from country schools.

In order to ascertain the extent to which pupils who pass Standard VI take advantage of the secondary education afforded by district high schools we furnish the following comparison:—

TABLE VII.

Year 1909	Number of Pupils who passed Standard VI in Schools within reach of—				Number of Pupils who joined the Secondary Classes.
	
..	Eltham District High School, 26	26
..	Hawera District High School, 32	26
..	Patea District High School, 18	18
..	Marton District High School, 34	20
..	Feilding District High School, 42	33
..	Bull's District High School, 15	3

The above table shows that except in two districts parents seem fully alive to the advantages of giving their children an education beyond Standard VI. The table is not absolutely correct, for it takes account only of those schools within a radius of about six miles; in all probability some pupils are admitted from schools beyond that radius.

TABLE VIII.—EXAMINATION-RESULTS.

School.	Board's Junior Scholarship.	Board's Senior Scholarship.	Junior National.	Senior National.	Senior Free Place.	Civil Service Junior.	Civil Service Senior.	Matric.
Eltham District High	3	1	..	..
Hawera District High	9	8	..	2
Patea District High	1	..	10	6	1	..
Wanganui District High	..	1	2	1	12	13	..	4
Marton District High	2	2	..	..
Bull's District High	2	..	..
Feilding District High	1	..	3	..	..	3
Taihape District High	4	..	..

TABLE IX.—CANDIDATES FOR ENTRANCE TO THE TEACHING PROFESSION.

Year.	Total Number of Candidates.	From Secondary or District High Schools.	From Primary Schools.	Scholarship.			
				Passed Matriculation.	Passed Civil Service Junior.	Passed Senior Free Place.	Passed S. VI. only.
1910	55	36	19	5	7	6	37
1909	42	29	13	17	5	..	20
1908	39	21	17	12	7	..	20

METHOD OF SUPERVISION.—The schools are visited twice a year. The Inspectors' reports are carefully read by the Reports' Committee, which in its turn presents a report to the Board. Where the Inspectors' reports discover serious defects the Board requires amendment; where they discover excellence, the teacher is commended. This method has the merits of thoroughness and finality.

MOTIVE POWER.—The soul of the school is the teacher. The equipment of the school may be perfect, the syllabus may be completely adapted to the needs of the pupils, and the regulations may be to the last degree refined, but if the animating principle—the teacher—fails in essential attributes, there is no escape from waste and inefficiency. To secure teachers with the essential attributes—viz., the best and brainiest of our students—the pecuniary inducement must be adequate, and the teacher's high office in the State adequately recognized.

THINGS AS THEY ARE.—Meanwhile we must make the best of things as they are, and it must be admitted that many of our teachers are no strangers to devotion to duty, and to self-effacement in the interests of their work. It is accordingly in no carping spirit that we refer in brief to some of the subjects of instruction.

ENGLISH.—Many teachers, perhaps the majority, fail to produce a clear, sweet, and expressive tone of voice in teaching children to read; in short, reading as an art is neglected. Every teacher should