

(b.) "The treatment of formal grammar *per se* is on the whole satisfactory, but we should like to see a much wider recognition of its value when practically applied to the composition exercise."

(c.) "The two broken years we have lately passed through have caused a slight falling-off in the general level of the work presented to us in composition and grammar. This falling-off is more marked in the latter than in the former subject."

(d.) "In most of our schools this subject is well known, but we are not sure that the methods of teaching employed are of the best. We are sometimes compelled to think that there is too much impression of facts concerning words by the teacher, and not enough expression by the pupil either orally or on paper."

*Composition.*—"The practice during the oral composition lesson usually benefits the teacher rather than the pupil. In far too few schools do the pupils volunteer statements, especially full connected statements, without continual catechism. A wider course of reading, and above all the adoption of silent reading, would do much to improve the composition. Little attempt is made in our schools to familiarize the pupils with good models of English prose and verse. The crown of the studies in English should be the appreciation of good literature. Half of the time that is now given to oral reading in the upper classes might with advantage be given to this work. Moreover, the teachers might well collect a series of paragraphs which are memorable in sound, moving in feeling, and inspiring in thought, and make these the basis of some English lessons."

*History.*—"As the limited experience of the pupils of primary schools so circumscribes our efforts in connection with this subject, the idea has been advanced that, without disadvantage, history might be eliminated from the primary curricula, as the results are necessarily incommensurate with the teachers' efforts, and more attention could be paid to instruction in civics. History at its highest is a biography not of individuals but of communities, and as in geography we begin with prominent local features, so in history should our teachers familiarize the children with biographies of individuals before expecting them to take interest in communities."

*Geography.*—"Geography is now being taught in a more rational and interesting manner, but many teachers still approach the subject in the wrong way. The influence of physical features and of climate on the industries and character of a people still fails to be the method of approach to a study of the subject. In the better schools the adoption of the regional method of teaching the subject has had the effect of rousing the interest of both teachers and pupils, and a desire has frequently been created to excel in what may be termed newspaper geography, a fact evidenced by a demand for books of travel from the school library."

*Occupations of Pupils after passing S6.*—(a.) "Of 451 children reported to us by head teachers as being on the Sixth Standard roll at the end of the year, 209—that is, 46 per cent. of the roll as recorded—took up secondary work in college, district high school, or technical high school. The head teachers also record a total of 249 scholars as leaving school at the end of 1919 or during 1920 from Standard VI and lower standard classes. The destinations and occupations adopted by these are summarized as follows: Home, domestic duties, 131; home and farming, 74; Public Service (Post Office, Railway, &c.), 24; shops, offices, bank, &c., 37; trades (butcher, baker, smith, &c.), 17; factories (sawmills, iron-foundry, &c.), 11; carpentering and painting, 14; mining, 10; motor and cycle mechanics, &c., 6; teaching, 4; labour, 3; domestic service, 2; dressmaking, 2; training-ship "Amokura," 1; home, invalids, &c., unemployed, 4; employment unknown, 9."

(b.) "(i.) 1919 Standard VI pupils who entered on some form of higher education during 1920: Number, 339; percentage, 43."

"(ii.) Occupations of Standard VI pupils and others who left school after 1919 Proficiency Examination or during 1920 and are not now attending school: Assisting at home, 41 per cent. (this probably includes some who should be included under the next head); farming, 30 per cent.; commercial, 12 per cent.; trades, 6 per cent.; unskilled, 4 per cent.; Public Service, 3 per cent.; unclassified, 2 per cent.; domestic service, 1 per cent."

I have, &c.,

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