

WANGANUI.

INSPECTION.—With few unavoidable exceptions, all schools of Grade 1 and upwards were visited twice during the year. The first visit was devoted to general inspection: schemes and time-tables were discussed and recommendations made; the teacher was seen at work; and, where necessary, the Inspector took lessons. During the second visit part of the time was devoted to testing the pupils in such objects as the Inspector deemed it advisable. Towards the end of the year the Proficiency Examination was taken at the second visit in remote schools. Pupils of Grade 0 schools, where practicable, attended for inspection at the nearest convenient school of a higher grade.

ORGANIZATION, ETC.—As in previous years, we found the general organization, distribution of staff, and arrangement of work quite satisfactory, except in some few cases, where alterations had to be recommended.

A very pleasing feature of the organization was the extension of the class-library movement. The advantage of having a full supply of reading-matter of diverse character is becoming more widely recognized by teachers, and there are now few schools where most classes are not supplied with a fairly wide range of suitable books.

An increasing number of teachers now apply to their pupils one or other of the mental tests in general use. The results obtained are of material advantage in the classification of the pupils within their respective standards. In most of the large schools the classes are divided for instruction into two or three fairly homogeneous groups, resulting in a better distribution of the teacher's time on the one hand, and on the other a more rapid promotion of the brighter pupils. In this way a certain degree of vertical classification is achieved; but both headmasters and assistants appear so far to be somewhat unwilling to utilize that system to the full by having the brighter children of two or more standards taught together. We hope to see some extension on these lines during the coming year.

Those teachers who took up auto-education on the Dalton plan or a similar system still continue to use such methods, though experience has in some cases induced them to modify their original schemes. Good results still continue to be obtained from these methods. Our observation of the working of the Dalton plan has led us to the following general conclusions:—

- (1.) The plan should be restricted to those pupils who show an I.Q. of at least 100 when tested by one of the recognized mental tests.
- (2.) A plentiful supply of literature on all subjects as well as other material must be provided.
- (3.) The mental and academic equipment of the teacher must be of a high order.
- (4.) The teacher must be willing to undertake more work in the oversight and correction of written exercises than is usual when ordinary methods are employed.
- (5.) The plan is not well adapted, in general, for pupils below Standard IV.

INTELLIGENCE TESTS.—We give below the results of the application of the Northumberland group tests to the S3, S4, and S5 pupils of a Grade 4 school. In order to obtain some estimate of the value and reliability of the tests, we have calculated the correlation between the position in class of the pupils as determined by the test and that as determined by examination (using Spearman's formula). For S3 $R = .57$, and it may therefore be assumed that the tests are reliable, the coefficient of correlation being satisfactory. For S4 it will be found that $R = .58$, and here also it may be assumed that the tests have proved to be reliable. In S5 $R = .41$, so that the correlation here is not at all good.

Standard III.				Standard IV.				Standard V.			
Position in Class Exam.	Chronological Age.	Mental Age.	I.Q.	Position in Class Exam.	Chronological Age.	Mental Age.	I.Q.	Position in Class Exam.	Chronological Age.	Mental Age.	I.Q.
	Yrs. Mos.	Yrs. Mos.			Yrs. Mos.	Yrs. Mos.			Yrs. Mos.	Yrs. Mos.	
1	9 6	11 2	117	1	11 0	15 6	141	1	12 0	15 8	130
2	11 9	11 9	100	2	11 1	12 10	115	2	12 9	15 2	120
3	10 1	13 6	134	3	10 6	12 9	121	3	13 3	13 3	100
4	10 2	12 5	118	4	14 5	13 0	90	4	13 2	13 0	99
5	11 5	13 7	127	5	14 1	13 5	95	5	15 5	13 8	101
6	10 3	10 0	97	6	12 1	12 2	100	6	11 11	14 6	122
7	11 4	12 1	102	7	12 8	12 6	98	7	12 11	13 5	104
8	10 6	10 9	102	8	11 8	12 6	107	8	12 6	12 9	102
9	12 5	10 10	87	9	12 3	12 10	104	9	13 7	13 9	101
10	11 5	10 9	94	10	12 3	12 9	104	10	13 8	12 8	92
11	10 9	10 7	98	11	15 4	10 10	69	11	13 8	10 10	79
12	11 11	10 9	97	12	11 4	10 6	93	12	12 5	12 5	100
13	13 0	11 1	91	13	11 8	11 10	101				
14	12 5	10 7	85	14	12 9	10 8	89				
15	12 0	9 6	79	15	12 5	14 2	114				
				16	13 0	11 6	89				
				17	11 9	12 0	102				
				18	13 2	11 2	85				
				19	13 7	8 9	64				