

STATISTICS.—I regret to state that I am unable to compare the state of education in this district with that in other districts. Each of the Inspectors has his own ideas as to methods of examining, the nature of the questions to be answered, and the quality of the answering to be exacted for a pass, so that, even if they all tabulated the results of their examinations in precisely the same manner, it would be impossible to institute a just comparison between the several education districts. This is, I think, much to be regretted; nor do I see how it can be obviated without placing the Inspectors under a directing head. They should be officers of the department, and act under the instructions of the Inspector-General. A study of the following tables will show, so far as this can be shown by statistics what is the state of education in this district.

TABLE I.—Showing the Percentage gained of the Passes Attainable in the several Subjects of Examination for the Years 1879 and 1880.

Subjects.				Percentage of Passes in 1879.		Percentage of Passes in 1880.	
Reading	...	...	...	87·2	...	92·6	...
Spelling	...	...	...	72·2	...	81·6	...
Writing	...	...	...	87·1	...	96·0	...
Arithmetic	...	...	...	46·4	...	53·5	...
Grammar	...	...	...	26·4	...	38·0	...
Geography	...	...	...	44·0	...	58·4	...
History	...	...	...	17·0	...	45·2	...

The results disclosed by this table are certainly gratifying. The examinations for 1880 were as rigorous and the questions as difficult (those in geography and arithmetic rather more so) as those for 1879. Still, in every subject there is shown a substantial advance upon the percentage gained in 1879. Table II.* is, on account of its length, given at the end of this report, but the results of it are focussed in the following statement :—

Average percentage gained of the passes obtainable { 1879, 66·04
1880, 74·79

TABLE III.—Showing the Percentage of Passes gained by each Standard in the several Subjects of Examination for the years 1879 and 1880.

Standards.	Average Age.	Reading.	Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	History.
	Yrs. mos.							
Standard I., 1879	9 6	89·6	86·0	91·4	56·7	...	...	...
" 1880	9 2	89·7	82·5	96·5	70·2	...	...	...
Standard II., 1879	11 5	86·8	83·3	86·9	41·1	...	46·5	...
" 1880	10 11	92·9	88·7	95·6	51·9	...	55·9	...
Standard III., 1879	12 5	81·6	55·4	83·3	49·5	29·2	45·3	14·5
" 1880	12 0	95·1	71·8	95·1	41·6	41·8	42·0	28·4
Standard IV., 1879	13 5	90·5	48·0	80·2	31·0	26·6	34·5	20·6
" 1880	13 3	91·1	77·0	95·9	30·0	43·0	59·6	49·6
Standard V., 1879	13 11	85·1	37·8	89·2	23·0	15·0	48·7	20·3
" 1880	13 11	96·1	77·9	85·5	32·7	30·3	34·6	37·5
Standard VI., 1880	13 9	100·0	80·0	100·0	80·0	80·0	100·0	100·0

This table shows that, along with a large general improvement in the quality of the answering, there is also a fairly large reduction in the average age of the several standards. The average age of the Sixth Standard is shown to be less than that of the Fifth, and the results gained by it are higher than those gained by any of the other standards. Of the five pupils presented in this standard, three are the holders of the Board scholarships, and the two others are smart, well-trained boys.

1,467 children (not fit for examination in Standard I.) were presented in the first class. Average age, 7 years 1 month. This class is always tested, and the result recorded in the report sent to the teacher.

TABLE IV.—Showing the Number of Pupils due for Examination, the Number Absent on the Day of Examination, the Number actually Examined, the Number that Passed the Standard for which they were Presented, and the Percentage of Passes in Standards.

	Children Due for Examination.	Absent on Day of Examination.	Actually Examined.	Passed in accordance with Regulation 8.	Percentage of Passes in Standards.
Standard I.	915	37	878	717	81·7
" II.	864	39	825	566	68·6
" III.	521	25	496	186	37·5
" IV.	276	4	272	111	40·8
" V.	106	2	104	17	16·3
" VI.	5	0	5	4	80·0

* It has not been deemed necessary to print this table, as it relates to particular schools. In the table are included the passes gained in needlework and those assigned for the efficient management of the infant class.