

1885.
NEW ZEALAND.

EDUCATION:
REPORTS OF INSPECTORS OF SCHOOLS.

[In continuation of E.-1B., 1884.]

Presented to both Houses of the General Assembly by Command of His Excellency.

[It has not been thought necessary to print in all cases the tables, and those portions of the reports that relate only to particular schools.]

AUCKLAND.

SIR,—
Auckland, March, 1885.
In accordance with the provisions of the Education Act, I have the honour to submit this report for the year ended 31st December, 1884.
The following table shows the number of primary schools in the education district, and the attendance of pupils :—

Quarter ending	Number of Schools.	Roll-Number.			Average Attendance.		
		M.	F.	Total.	M.	F.	Total.
March 31	219	9,295	9,009	18,304	7,427	7,118	14,545
June 30	225	9,574	9,117	18,691	7,517	7,011	14,528
September 30	223	9,536	9,078	18,614	7,331	6,692	14,023
December 31	224	9,492	8,897	18,389	7,696	6,990	14,686

The number on the roll in December, 1883, was 17,120, and the number of schools 217.
In the number of schools for 1884 there are included 46 half-time schools. Last year the schools were 54.
The following table shows the result of the standard examinations for the past year :—

Standard.	Examined.	Passed.	Failed.	Percentage of Passes.	Average Age at Time of Passing.
Standard I.	2,360	2,260	600	79·02	9
Standard II.	2,581	1,982	599	76·79	10½
Standard III.	2,089	1,343	746	64·28	12
Standard IV.	1,095	823	272	75·15	13
Standard V.	560	338	222	60·35	14
Standard VI.	269	169	100	62·82	14½
Totals	9,454	6,915	2,539	73·14	—

One of the least desirable effects of the system of examination in standards is showing itself more and more every year. This is the tendency of teachers to substitute cramming for education. This is almost always the result of much examining. Efforts are made to resist it, but it increases. That a country wants men and women, not mere examination-passers, is not so much ignored as steadfastly looked away from by many in these latter days.
The passing of the Sixth Standard is the knowledge-test of qualification of a candidate for the office of pupil-teacher. This has not been found always satisfactory. Some who have been admitted as pupil-teachers prove not to have the amount of knowledge which, by their passing of the Sixth Standard, they ought to have. This is often brought about by cramming. Some who have been found deficient have excused themselves on the plea that they were crammed for the examination and forgot what they had learned.
1—E. 1B.