

TABLE B.

Number of Schools examined in Standards.	—	Average Ages.	Presented in Standards.	Examined in Standards.	Passed in Standards.	Failed in Standards.	Percentages of Passes on Number Examined.
		Yrs. mos.					
70	Standard I. ...	8 7	909	845	539	306	63·7
67	Standard II. ...	10 0	808	756	482	274	63·7
68	Standard III. ...	10 11	775	694	431	263	62·1
62	Standard IV.	12 1	582	529	347	182	64·4
53	Standard V. ...	13 5	308	290	177	113	61·0
39	Standard VI. ...	14 0	129	119	90	29	75·6
Totals ...			3,511	3,233	2,066	1,167	63·9

Mean age, 11 years 6 months.

Upon looking at Table A, it will be seen that the percentage of passes each year is nearly the same. There has been, however, a great improvement in the work sent in during the past year, the number of passes in subjects being far higher than in 1884, and the passes in standards being stronger. Table B shows that the percentages of passes in five standards are nearly uniform, and that those in Standards III., IV., and V. are higher than in the previous year. Standards I. and II. ought to have done much better. I have kept a record of "exceptions," or unsuccessful pupils who had not made half the possible attendances during the three quarters preceding the examination. These amounted to 193, and, omitting them from the calculation, the percentage of passes for the district on the number examined is 67·9. A few very bad schools have been mainly instrumental in causing this comparatively low result, and the following analysis will show that many schools are in a more satisfactory state than may at first sight appear: 100 per cent. of passes, three schools; 90 but under 100 per cent., five schools; 80 but under 90 per cent., eleven schools; 70 but under 80 per cent., fourteen schools; 60 but under 70 per cent., nine schools; 50 but under 60 per cent., nine schools; 40 but under 50 per cent., nine schools; 30 but under 40 per cent., five schools; 20 but under 30 per cent., one school; below 10 per cent., three schools (two teachers dismissed); all failed, one school (teacher resigned). Thus, forty-two schools obtained 60 per cent. or over; and fifty-one reached, and nineteen failed to reach, 50 per cent. These percentages are calculated omitting exceptions. It will be interesting to know that all the schools in the first class, three of those in the second class, and five of those in the third class are each in charge of only one teacher. Four of the larger schools are in a very unsatisfactory state, three did moderate, and the remaining seven some excellent work. Some schools have suffered from changes of teachers, and there has been a good deal of sickness, mumps being very prevalent during the latter half of the year, as also whooping-cough in the Manawatu. Irregularity and unpunctuality are, however, the bane of primary schools. With regard to the former it is surprising upon what trivial pretexts children are kept away from school; as to the latter, morning after morning boys and girls may be seen dawdling along the road after the hour for commencing work, so that they frequently miss certain lessons—and on this account what lesson to place first on the time-table is a source of anxiety with several teachers—and disturb classes and teachers. And all this is the result of not starting from home a few minutes earlier and walking briskly. It is, however, very noticeable that from these troubles, irregularity and unpunctuality, the best-conducted schools suffer least. And why is this? Simply because they are the best-conducted schools, and therefore parents know what advantages their children would lose by being irregular and unpunctual; while the children desire to save their teachers annoyance, have too much self-respect to walk late into their class-rooms, and are never so happy as when in school. Yet another cause of poor results is, I regret to say, the systematic neglect of instructions shown by some teachers. I can call to mind schools where on examination day I found directions that had been given orally and written in log-books and reports on three previous occasions still entirely neglected. And yet Committees and teachers wonder at the want of success of their schools! Again, the number of small schools in this district, and the consequent difficulty in finding well-qualified teachers for all when the salaries are so small, will ever tend to lower the gross percentage of passes. Indeed, for some of the smallest schools it is difficult to find teachers of any class.

The following Table (Table D) shows the number of pupils examined and the percentage passed in each of the seven pass-subjects. A few remarks on the quality of the work in each subject will not be out of place, though it is not possible to write anything that will be correct with regard to all the schools.

TABLE D.

Subject.	Reading.		Spelling.		Writing.		Arithmetic.		Grammar.		Geography.		History.	
	Number Examined.	Per Cent. Passed.	Number Examined.	Per Cent. Passed.	Number Examined.	Per Cent. Passed.	Number Examined.	Per Cent. Passed.	Number Examined.	Per Cent. Passed.	Number Examined.	Per Cent. Passed.	Number Examined.	Per Cent. Passed.
Standard I. ...	845	72·3	845	71·5	845	70·8	845	65·5	...	...	...	...	...	...
Standard II. ...	756	67·1	756	75·5	756	71·5	756	63·8	...	...	756	75·5	...	...
Standard III. ...	694	73·1	694	72·7	694	76·0	694	61·0	694	59·2	694	79·3	694	69·7
Standard IV. ...	529	75·6	529	77·8	529	82·0	529	61·2	529	60·3	529	79·3	529	65·7
Standard V. ...	290	72·0	290	78·6	290	90·6	290	49·6	290	58·6	290	77·9	290	69·6
Standard VI. ...	119	84·8	119	94·1	119	96·6	119	63·8	119	72·2	119	89·9	119	79·8
Totals ...	3,233	72·2	3,233	75·2	3,233	76·7	3,233	62·0	1,632	60·4	2,388	78·5	1,632	69·1