

one examination may be, and usually are, retained in the same standard during the following year, and consequently have two years in which to accomplish the work of one. In the first column of Table D, the results of the examination in 1884 are placed opposite those for 1885, in order to facilitate comparison.

TABLE D.

Schools.										Percentage of Number Examined who Passed.	
										1884.	1885.
Kumara	...	...	...	...	...	...	...	...	...	99	95
Rangiriri	...	...	...	...	...	...	...	...	...	Not examin'd	57
Goldsborough	...	...	...	...	...	...	...	...	...	90	86
Stafford	...	...	...	...	...	...	...	...	...	87	86
Arahura Road	...	...	...	...	...	...	...	...	...	97	84
Hokitika	...	...	...	...	...	...	...	...	...	82	78
Kanieri	...	...	...	...	...	...	...	...	...	48	94
Bluespur	...	...	...	...	...	...	...	...	...	74	76
Upper Arahura	...	...	...	...	...	...	...	...	...	71	89
Woodstock	...	...	...	...	...	...	...	...	...	82	89
Lower Kokatahi	...	...	...	...	...	...	...	...	...	36	85
Upper Kokatahi	...	...	...	...	...	...	...	...	...	40	61
Ross	...	...	...	...	...	...	...	...	...	81	93
Donoghue's	...	...	...	...	...	...	...	...	...	100	92
South Spit	...	...	...	...	...	...	...	...	...	20	67

The passes obtained throughout the district on the several standard subjects are given below, where all who gained 50 per cent. of the marks assigned to a subject are recorded as passing.

Subjects.					Examined.	Passed.	Percentage.
Reading	...	...	...	...	999	924	92
Spelling and dictation	...	...	...	...	999	930	93
Writing	...	...	...	...	999	968	96
Arithmetic...	...	...	...	...	999	667	67
Geography	...	...	...	...	805	504	63
Grammar	...	...	...	...	583	420	72
History	...	...	...	...	519	251	48

I have compiled a table giving the same information in the case of each school examined; but, seeing that this report is already overloaded with figures, I have not introduced it here, but each teacher can obtain the information for himself, or upon application to me. It will be observed that, with the exception of the first three subjects, grammar shows the best results, whilst history is by far the worst. This last is, no doubt, partly due to the facts—first, that in the Third Standard history has never been made a “failing” subject in this district; and, second, that it is an optional subject in all the standards. In some schools—*e.g.*, Stafford, Goldsborough, and Donoghue's—most of the scholars avail themselves of the clause in the Act which allows them to refuse this subject; and wherever this is the case it is always very weakly handled by those who do take it up—so much so that when a large majority of the scholars are exempted from the learning of history I think it would be better to omit it altogether, and devote the time thus saved to some other subject, such as elementary science.

The children below Standard I. were all examined as usual; and in the schools having two or more teachers this department is generally fairly well taught and trained, whilst at some of the larger schools little is to be desired in the way of improvement, unless it is possible to assimilate the methods of teaching, as nearly as circumstances will permit, to the Kindergarten system, by the introduction of lessons on form, colour, &c., and of some of the simpler apparatus required under that system. As might be expected, it is at the small schools having only one teacher that the infant or preparatory classes are less systematically and successfully trained. Elementary science was attempted at the schools, and with the results, given below:—

Schools.			Standard V.		Standard VI.		Upper VI.	
			Number Examined.	Average Percentage of Marks.	Number Examined.	Average Percentage of Marks.	Number Examined.	Average Percentage of Marks.
Hokitika	...	...	24	49	18	56	12	71
Ross	...	...	...	...	13	23	2	50
Kumara	...	...	15	61	9	77	...	...
Stafford	...	...	15	12	8	52	6	48·5
Kanieri	...	...	8	44	1	66	...	...