

Table B.—Pass Subjects, Proportions calculated in Percentages.

Class.	Presented of Number enrolled.				Passed of Number enrolled: “Percentage of Passes.”				Failed of Sum of Passes and Failures: “Percentage of Failures.”			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Above Standard VI. ...	·8	·6	·5	·4	...	...	...	...	...	...	...	...
Standard VI. ...	3·2	2·5	2·5	2·4	2·6	1·7	1·9	1·8	16·3	27·6	23·1	23·1
“ V. ...	8·0	6·2	6·4	5·8	5·7	3·9	4·2	3·4	23·9	31·2	30·0	36·2
“ IV. ...	12·2	10·8	11·0	10·7	8·2	6·6	7·2	6·9	27·4	32·6	29·0	29·3
“ III. ...	14·4	16·0	15·6	15·9	10·1	10·3	10·3	10·0	22·5	28·8	26·4	29·7
“ II. ...	14·8	15·1	15·1	15·4	12·5	12·0	12·4	12·3	10·8	14·1	11·8	13·6
“ I. ...	12·9	14·2	13·9	14·7	12·2	12·5	12·5	12·7	2·0	7·7	6·5	8·2
Preparatory ...	33·7	34·6	35·0	34·7	...	...	...	...	...	...	...	...
All classes ...	100·0	100·0	100·0	100·0	51·2	47·2	48·4	47·1	16·4	21·4	19·2	21·2

(a) Examined jointly.

(b) Examined separately.

(c) North Canterbury District, 1889.

(d) North Canterbury District, 1888.

I have little to say by way of comment. The broad general feature of importance is that the figures are with considerable uniformity a point or two ahead of those for the previous year, and, although the difference is not great, it encourages the belief that a steady improvement is still in progress in the district. A marked advance is made in Standard V.; but how far this may be due to the more or less conscious favour shown in doubtful cases, and arising from the idea that the difference between the results previously obtained in this standard and in Standard VI. required some adjustment, I am unable to say. In the presentation it may be worth noting that Standard I. has come down, but not to any very appreciable extent; that Standard III. still remains the most bulky class; and that a slight tendency is observable towards improvement in the numbers of the higher classes.

As regards the schools with which I have had especially to deal during the year, any effective comparison between their present and their former performance is precluded by the fact that all but a few of those separately examined by me, and all visited for inspection, were taken in 1888 by a different Inspector. This is only one of the disadvantages of an annual change of districts—disadvantages hitherto reduced to a minimum by the close intercommunion happily prevailing between the Inspectors, but about to be made more prominent by the coming necessity of paying but one annual visit to many of our schools.

Table C.—Class Subjects.

Subjects.	Examined jointly.		Examined separately.		North Canterbury District, 1889.		North Canterbury District, 1888.	
	Marks (0 to 100).	Schools included.	Marks (0 to 100).	Schools included.	Marks (0 to 100).	Schools included.	Marks (0 to 100).	Schools included.
Drawing ...	48·0	4	39·4	59	38·4	123	39·4	144
History ...	49·0	4	36·8	79	39·9	157	40·0	151
Geography ...	57·0	6	57·4	79	56·7	160	54·9	156
Science and object- lessons ...	52·7	6	39·7	79	39·8	160	41·7	155
Average of “percent- age on class sub- jects” ...	54·0	6	43·0	79	44·0	160	44·5	156

Table D.—Additional Subjects.

Subjects.	Examined jointly.		Examined separately.		North Canterbury District, 1889.		North Canterbury District, 1888.	
	Marks (0 to 20).	Schools included.	Marks (0 to 20).	Schools included.	Marks (0 to 20).	Schools included.	Marks (0 to 20).	Schools included.
Repetition and recitation ...	15·2	6	12·5	79	12·4	158	12·5	156
Drill and exercise ...	14·7	6	11·5	65	11·4	138	11·2	146
Singing ...	13·0	6	11·1	65	11·0	125	10·2	129
Needlework ...	15·4	6	14·3	78	14·3	154	13·8	151
Subject-matter of reading lessons ...	14·0	6	11·9	79	12·3	159	12·1	156
Extra drawing ...	10·0	1	...	...	10·0	1	6·8	4
Average of “additional marks” ...	72·2	6	57·1	79	57·3	158	57·2	156