

The additional subjects keep very close to the previous marking. What change there is is generally on the right side.

The class subjects differ from those of the pass and additional groups in falling slightly below last year's estimate. In drawing a lower mark is quite consistent with a real advance, as the maximum assigned for freehand, of which the work still chiefly consists, has been a little lower for Standards V. and VI. than for Standards IV., V., and VI. the previous year. It is to be observed besides that, as drawing has been a class-subject in Standards V. and VI. alone, the mark does not pretend to represent the general condition of drawing in our schools. In a few cases, where only one or two children have been concerned, I have omitted to make a class estimate, so that the number of schools credited with drawing as a class subject does not exactly correspond with the number in which Standard V. or Standard VI. has been represented.

History appears to me to be declining, and science and object-lessons to be much as they were, neither showing in the majority of cases any distinct merit, and both being often of merely nominal value.

The geography is the only class subject in which the mark has risen. The greater half of the percentage assigned is due to the answering of Standard II.; but I have been getting better maps in Standard IV., and I have no doubt that increased practice in drawing, and, still more, the stimulus of pass requirements in Standard V., with which Standard IV. is now very frequently associated in the subject, have had a useful influence. The rest of the work in Standard IV. is, however, commonly too imperfect to do if the classification of the children depended on it.

I have, &c.,

W. J. ANDERSON, LL.D., Inspector.

The Chairman, North Canterbury Education Board.

SOUTH CANTERBURY.

SIR,—

Education Office, Timaru, 18th March, 1890.

I have the honour to submit my general report on the schools in this district for the year 1889.

With the opening of the new schools at Glenavy, Adair, and the Cave, the number of schools in operation at the close of the year has been brought up to fifty-two. The usual visits of inspection were paid to the schools, and a report of each visit was presented to the Board, and forwarded to the Chairman of the School Committee for the information of the Committee and the teachers. All the schools were examined, and within a few days of the examination I was able to furnish the teachers with a copy of the schedules, showing the results of each child's work in every pass subject, and recording its success or failure in the standards. The following table will show the general results of the examinations for the year:—

Standard Classes.	Presented.	Absent.	Excepted.	Failed.	Passed.	Average Age.	
						Yrs.	mos.
Above Standard VI. ...	52	...	...	...	...	13	9
Standard VI. ...	168	4	1	32	131	13	0
" V. ...	364	17	15	106	226	12	2
" IV. ...	521	29	29	127	336	11	1
" III. ...	694	32	35	167	460	9	11
" II. ...	669	33	9	69	558	9	0
" I. ...	620	18	10	38	554	...	...
Preparatory ...	1,677	...	...	...	...	...	...
Totals for 1889 ...	4,765	133	99	539	2,265	...	...
Corres. do., 1888 ...	4,610	136	123	521	2,224	...	...

The number of pupils presented on the examination schedules was 4,765, of whom 52 had in some previous year passed the Sixth Standard, 1,677 were in the infant or preparatory classes, and 3,036 belonged to the standard classes. Of the 3,036 presented in standard classes, 2,903 were at school on the day of examination, and 2,265 passed the standard for which they were presented.

The official percentage of failures, estimated on the standard class rolls exclusive of absentees and exceptions, is 19, the same as last year. The average percentage in class subjects has advanced from 55 to 57, but there is a fall from 57 to 54 in the average of additional marks.

READING.—While it cannot be said that any very noticeable improvement has taken place in the reading of the district as a whole, there has certainly been no falling off from the standard of quality it has reached in the past. As a rule the best reading is heard in the larger schools. Many reasons could be given to account for this: it is necessary here to mention only one, which might not occur to the teachers of our small schools, for whose benefit I wish to bring it forward. When the reading lesson of a large class is being conducted each scholar must put forth considerable effort in order that his reading may be followed by the members of the class. He is thus compelled by his surroundings to brace himself for his task, the larger audience compelling him to clearer enunciation and distinctness of speech, and his reading becomes not only intelligent, but intelligible. As the teacher of the small class cannot have the large audience for his pupils to read to, he must do something to make up for this disadvantage. By taking up a position which places him a good distance from his class, and insisting on the pupils reading in a tone of voice which he can easily