

TABLE II.

—	Number examined.	Passes in										
		Reading.	Writing.	Drawing.	Spelling and Dictation.		Arithmetic.		Composition.		Geography.	
Standard VI.	333	325	333	328	296	89	171	51	298	89	296	89
" V.	539	488	531	512	445	83	345	64	481	89	470	87
" IV.	726	670	705	698	603	83	559	77	595	82	628	86
" III.	656	593	644	624	531	81	502	76	615	95	583	89
Totals, 1899	2,254	2,076	2,213	2,162	1,875	83	1,577	70	1,989	88	1,977	88
" 1898	2,272	2,100	2,226	2,211	1,942	85	1,761	78	2,021	88	2,027	88

From this table it will be seen that the results, except in arithmetic, are very similar to those of last year.

The figures given in Table II. refer only to pass-subjects. Most of the work done in our schools is not included in the pass group, but belongs either to the group of class-subjects, or to that of additional subjects. The class-subjects are grammar, history, geography (Standard II.), science and object-lessons, and mental arithmetic. A summary of the degree of proficiency shown in class-subjects is as follows: Good, 7 schools; satisfactory, 33 schools; fair, 22 schools; moderate, 4 schools. The additional subjects are recitation, drill, singing, sewing, and comprehension of the language of the reading-lessons. The results recorded are: Good, 8 schools; satisfactory, 38 schools; fair, 16 schools; moderate, 3 schools; inferior, 1 school. The results in both groups are very close to what they were last year, there being a slight advantage on the side of the class-subjects, with a correspondingly slight falling-off in the additional subjects. Though twenty-six schools in class-subjects and twenty schools in additional subjects fall below the mark of "satisfactory," it is worth pointing out that these are, with very few exceptions, small schools with only one teacher—a class of school which is not expected to obtain great credit for all the class-subjects, and for all the additional subjects. Taking the number of pupils instead of the number of schools, I find that 75 per cent. are in schools that receive the mark of "good," or of "satisfactory," in class-subjects; and that 85 per cent. are in schools that receive the mark of "good," or of "satisfactory," in additional subjects.

Without going further into figures and percentages, I may state that the schools in general are in good working order. The teachers, with few exceptions, apply themselves with zeal and energy to the carrying out of their duties; they show themselves ready and willing to improve their methods; and they are quick to take advantage of helpful criticism. There are amongst our teachers many whose conception of their profession as educators of the children is not cabined and confined by the bare requirements of the syllabus and the exigencies of examinations; they recognise these as necessary—the former to show what they are to teach, and the latter to test, however imperfectly, how much is taught; but they regard the question of how to teach as equal in importance to the question of what, or how much, is taught. Good teaching presupposes intellectual fitness, character, sympathy, and tact in the teacher; and good teaching implies good learning on the part of the pupils. The influence of such teachers, not only on their scholars, but on other teachers brought in contact with them at Institute meetings and at other less formal gatherings, is wholesome and far reaching in its effects.

I have, &c.,

JAS. GIBSON GOW, M.A.,

The Chairman, Education Board, South Canterbury.

Inspector.

EXAMINATION RESULTS FOR ROMAN CATHOLIC SCHOOLS.

Standard Classes.				Presented.	Examined.	Passed.	Average Age of those that passed.
							Yrs. mos.
Above Standard VI.	...	...	...	10	...	...	...
Standard VI.	...	...	...	34	34	28	14 2
" V.	...	...	...	66	60	36	13 2
" IV.	...	...	...	80	75	63	12 6
" III.	...	...	...	109	100	88	11 9
" II.	...	...	...	86	77	77	10 3
" I.	...	...	...	87	79	77	9 2
Preparatory	...	...	...	231	...	...	...
Totals	...	...	...	703	425	369	11 10*

* Mean of average age.