

Schools.	Examined in Standards.	Staff employed.	Mean Per- centage on Pass and Class Subjects.	Additional Marks.	Combined Result.
Hokitika ...	252	Four adults and five pupil-teachers	66	64	130
Kumara ...	218	Three adults and four pupil-teachers	60	68	128
Ross ...	104	Two adults and three pupil-teachers	69	67	136
Goldsborough ...	77	Two adults and two pupil-teachers	49	41	90
Woodstock ...	71	Two adults and two pupil-teachers	61	74	135
Stafford ...	63	Two adults and two pupil-teachers	58	71	129
Kanieri ...	41	Two adults and one pupil-teacher	63	53	115
Arahura Road ...	39	Two adults and one pupil-teacher	68	33	101
Gillespie's ...	34	One adult, one monitor, and S.M.	59	45	104
Blue Spur ...	31	One adult, one monitor, and S.M.	42	43	85

Table 4 [not reprinted] contains a summary of results in the several "pass" subjects of the standards; and a comparison of this with the corresponding table in my last report shows a marked improvement in the majority of the subjects. The low percentage of passes for drawing is mainly due to the fact that very few schools took up geometrical and model drawing in the Fourth Standard, and without at least one of these no scholar was allowed to pass. I allotted 100 marks to drawing in Standard IV., apportioned thus: Freehand, 30; geometrical, 40; model, 30. The drawing in all standards is judged by work done in my presence, and not by the ordinary drawing books, which may or may not have been "touched up." In most schools I also look through the drawing books, and some very fair specimens of freehand are to be found amongst the Fifth and Sixth Standards of Ross, Kanieri, and Kumara. Arithmetic shows an apparent falling-off of 4 per cent., the standards betraying the greatest weakness being the Third and Fourth. The best results in this subject were obtained this year at Woodstock. Mental arithmetic is still much neglected, and, consequently, is seldom brought to the assistance of ordinary arithmetic as much as it might be; and I have no doubt that this has a great deal to do with the general weakness of the subject at an examination with a strictly limited time for each paper. Geography is a pass subject in Classes 3, 5, and 6, and the results this year are 13 per cent. lower than those of last year, the Sixth Standard being the weakest. This I attribute in a great measure to the poor quality of the memory maps, and to the large proportion of marks which I allow for a well-drawn map, in order to encourage what I believe to be the most effective method of teaching one part of the subject. A more extensive knowledge of the natural and political features of a country can be displayed in a well-drawn map than could be elicited by a long series of questions; and the knowledge acquired by a constant practice at map-drawing is more likely to be retained than that obtained by almost any other method of instruction. To secure the full benefits of mapping from memory, however, it is necessary that the parallels and meridians should be given with some approach to accuracy, and this is done at very few schools in the district, Kanieri being much in advance of the others in this respect. Questions given to Standard V. and Standard VI. on the natural resources, industries, manufactures, &c., of different parts of New Zealand were fairly answered on the whole, but some ludicrous mistakes were made by several scholars. Among the industries of Auckland was mentioned "a large pump that lifts 10 tons of water per minute from a depth of 640 miles;" "The chief industry of Wellington is a House of Parliament." An increase of 10 per cent. in the passes in spelling is a very satisfactory feature of the year's work, as the tests applied to the several standards are, I believe, as severe as in any other part of the colony. In grammar, too, considerable improvement is observable, and this is chiefly due to a better treatment of composition, to which portion of the grammar paper I allot liberal marks. The attempts made at some schools to give the derivations of a few words taken from the reading book serve to illustrate the old proverb, "A little knowledge is a dangerous thing." Take the following specimens: The derivation and meaning of the word "hypocrite" were given—"Hippas, a horse; *krites*, a judge—a judge of horses;" and "Annihilate—*ana*, again, and *nihil*, nothing—to eat nothing again;" "Antidote—a short story," &c. The writing throughout the district, as judged by the transcription done at the examination, is also, generally speaking, satisfactory, though in some schools there is a tendency towards microscopic writing, which should be discouraged. I find, however, as I have remarked in previous reports, that the writing in copy books and exercise books is by no means equal in merit to the specimens written at the examination; and it is therefore my intention for the future to award marks for writing entirely by the books written during the year—two copybooks at least to be presented by each scholar.

CLASS SUBJECTS, ETC.

Table No. 5 [not reprinted] shows the marks awarded for class and additional subjects to the several schools; and, considering the nature of the subjects and the difficulties by which the smaller schools are harassed, I think that on the whole there is reason to be satisfied with the results, although in most instances a higher standard ought to be aimed at in the future.

Music is taught at four schools only—viz., Kumara, Hokitika, Woodstock, and Ross. Military drill is confined to Stafford, Kumara, and Ross, but sufficient class drill is practised at nearly all the schools. The remarks made in my last report with reference to elementary science are equally