SUMMARY OF RESULTS.

Class of Schools.	No. of Schools.	Average No. on Books.	(a) Total No. on the Books.	(b) Total No. Present at Examination.	(c) Over Eight Years of Age.	(d) No. Classed in Standards.	(e) Standards in which Classed.						(f) No. Presented in Standards.	(g) No. Passed in Standards
							I.	II.	III.	IV.	V.	VI.		
Wellington City ...	8	430	3,439	3,074	2,019	1,972	482	564	469	291	112	54	1,934	1,580
District town ...	9	192	1,725	1,480	1,043	1,021	256	294	235	161	45	30	1,008	706
Country	17	51	862	720	553	504	118	142	155	71	27	11	492	360
Rural	9	27	240	214	151	153	40	39	32	28	10	4	161	104
Total this year ...	43	145	6,266	5,488	3,766	3,650	896	1,029	881	551	194	99	3,595	2,750
Total last year ...	43	128	5,525	5,020	3,369	3,208	928	921	797	271	214	77	3,217	2,377
Increase ...	...	17	741	468	397	452	-32	108	84	280	-20	22	378	383

A reference to the table of results here given will show that, whilst there is an increase of 383 in the number who have passed the standards, there is a decrease in the number classed in Standard I., and an increase in the numbers classed in Standard II., III., and IV. The decrease in Standard V. is abnormal, and arises from the fewness of the number passed in Standard IV. last year, which left few candidates for Standard V. this year. The general results of the standard classification appear to me fairly satisfactory. The table of results shows in detail for each school the actual results of the late standard examination; and, in the tabulation, I have shown the full classification of each school as determined by this examination. Comparison of the number of passes with the number of candidates in each school would, in many cases, be unfair, for reasons which I must briefly state. The average age, attendance, ability, and past success of children vary in each school; and, with these varying quantities, the results may be expected to vary. Again, the standards, as pointed out in my last report, are not so arranged as to make it necessarily an even year's work one to the other; and the majority of candidates, unless of considerable age, cannot pass year by year consecutively without a break somewhere. So that a class in a good school may pass Standard I. at, say, between seven and eight years of age, and many of them may pass Standard II. between eight and nine, and possibly Standard III. between nine and ten. The difficulty has, however, increased year by year, and by-and-by the strain becomes too great; and probably, as candidates for Standard IV. or V., many of them fail on the first attempt. The teacher should therefore exercise a wise discretion in not attempting too much with candidates who are under age. The following is the average age at which candidates are now presented for the respective standards: I., eight years seven months; II., nine years nine months; III., eleven years; IV., twelve years two months; V., thirteen years two months; VI., fourteen years one month.

In giving year by year a return of the passes made in each school, it appears to me essential that the classification as determined both by the last and by former years' work should be shown conjointly. By associating the past results with the present, the true educational status of the school may be fairly judged. If it be found that the number classed in standards, and fairly classed as to each standard, compares favourably with the number of age for the work done, it is evident that, notwithstanding apparent want of success in the candidates last presented, they are in fact satisfactorily classed, owing to the good work of previous years—indeed, the candidates may have previously passed a standard much in advance of their age. Take, for example, the Waihenga School, in which this year only nine candidates were successful out of twenty-one; nevertheless, the status of the school is remarkably high, and it has been famed for years as one of the best taught schools in the district. For these reasons I think it undesirable to give a percentage return of the passes in each school. I think a comparison of the figures in columns (c) and (d), and an inspection of the classification in column (e), would give the best idea which can be obtained from numerical standard results of the working condition of a school. But numerical standard results are not everything, as I shall endeavour to point out later on in my report. Still, they are of great value, and approximate very closely to a true test of the efficiency of the work.

The following table shows the total results of the standard examinations:—

				Presented.		Passed.		Failed.		Passed, per cent.
Standard I.	...	...	...	897	...	710	...	187	...	79
„ II.	...	...	...	890	...	781	...	109	...	88
„ III.	...	...	...	802	...	624	...	178	...	78
„ IV.	...	...	...	640	...	436	...	204	...	68
„ V.	...	...	...	223	...	122	...	101	...	55
„ VI.	...	...	...	143	...	77	...	66	...	74
				3,595		2,750		845		76·5

MANAGEMENT.—I observe considerable improvement in the management of most of the schools in this district, but there are defects in some of them to which I wish to call attention. The work of the lower classes might be more thoroughly supervised by the head-teacher, who should be very exacting