

the view to the right arrangement of words, so should the analysis of sentences be taught with the view to the right arrangement of phrases and sentences.

GEOGRAPHY.—In a few schools proper methods of teaching this subject prevail. Outline maps are drawn on the black-board by the teacher, and the subject-matter of the lesson filled in as the lesson proceeds. In most schools, however, one of two other methods is adopted: pupils learn either from text-books, paying little or no attention to locality, or from wall-maps at the pointing of the teacher. The former cannot be too strongly condemned; but the latter is not objectionable if carried out with judgment. This, however, is just where the shoe pinches: it is not carried out with judgment. On the one hand, the pointer is too seldom in the hands of the pupils; and, on the other, not a few teachers seem to think it incumbent upon them to traverse in the short space of thirty minutes almost every feature of the map; and thus capes, bays, mountains, rivers, towns, &c., &c., “in thick disorder run.” I must again condemn the practice of teaching (?) this subject with book in hand. What the teacher does not know he had better not attempt to teach. Though my questions in physical geography were of the most elementary character, yet they failed in most cases to elicit satisfactory answers.

HISTORY.—Judging from the character of the answering, I incline to the opinion that, up to the time of the examinations, the subject had not been seriously entered upon.

OBJECT-LESSONS AND ELEMENTARY SCIENCE.—Object-lessons are properly given in but few schools. In the most, these lessons are both aimless and soulless. They are generally read out from books, and are in no way prepared beforehand. Hardly any questions are given to evoke thought—there is absolutely no working-in, and no recapitulation. Teachers would do well to read what Herbert Spencer and Bain have said about object-lessons. In elementary science two or three enthusiastic teachers have done very creditable work; and it is a fact worth remarking that these teachers got good results in the essential subjects of the standards. Generally, however, Regulation 12 has remained a dead-letter.

SINGING AND DRAWING.—Hardly anything has been done in drawing, and very little in music and singing. In a few of the small schools, and in all the large schools but one, singing is taught by one or more of the staff. Not much of theory is taken up; but easy songs and rounds are executed very creditably indeed.

RECORDS.—During the year, it is painful to have to say, one teacher was dismissed for falsifying his register, and another for again and again omitting to mark his for days together. Both these teachers are now out of the service, and their names need therefore not be mentioned. As a rule, however, the records of our schools are, I believe, faithfully kept.

DISCIPLINE.—Except in the middle and upper classes of some of the town schools, the discipline and behaviour of the children are generally satisfactory. The “tone” of most country schools is very good.

DISTRICT HIGH SCHOOL.—The District High School was examined in the higher branches in the end of November. I subjoin a table showing the work done in the year, and a few notes on the quality of the answering.

Subjects.	Class.	No. of Pupils Examined	Teacher.	Work done.
Latin ...	Preparatory	12	Mr. Macgregor	Dr. Smith's Principia Latina, Part I., pp. 1-24.
	I.	6	Mr. McLeod	Dr. Smith's Principia Latina, Part I., pp. 1-50.
	II.	1	Mr. McLeod	Dr. Smith's Principia Latina, Part I., and the Mythology in Part II.
	III.	3	Mr. Macgregor	Æneid, Book III.; and small portions of Books I., IV., V., and VI. of Cæsar's De Bello Gallico, and Grammar.
Greek ...	I.	1	Mr. Macgregor	Initia Græca, Part I.; and Book I., and a small portion of Book II. of Xenophon's Anabasis.
French ...	Preparatory	6	Mr. Bennett	Dr. Ahn's First French Course, Ex. 1-115.
	I.	9	Mr. Bennett	Dr. Ahn's First French Course, Ex. 1-152; and De Fivas' Grammaire des Grammaires, pp. 1-71.
	II.	2	Mr. Bennett	Grammaire des Grammaires, pp. 1-117; and Book I. of Histoire de Charles XII.
Geometry ...	I.	3	Mr. Macgregor	Euclid's Elements, Book I.
	II.	4	Mr. McLeod	Euclid's Elements, Books I.-III.
	III.	1	Mr. Macgregor	Euclid's Elements, Books I.-VI., with deductions.
Algebra ...	I.	11	Mr. McLeod	Todhunter's Algebra for Beginners, Ex. I.-XIII.
	II.	1	Mr. Macgregor	Todhunter's Algebra for Beginners, Ex. I.-XXXVI.
Trigonometry	I.	1	Mr. Macgregor	Todhunter's Trigonometry for Beginners, to solution of triangles inclusive.

Remarks.—*Latin*: Preparatory Class: Very deficient in the vocabularies. About half the class did the *vivâ voce* translation of Latin into English satisfactorily; the rest very badly. First Class: Two pupils answered fairly; the rest very badly indeed. Second Class: On the whole, good; but very little work has been done during the year. Third Class: Two passages from Virgil were given, and two from Cæsar. They were satisfactorily translated by one boy, and hardly fairly by the two