

In the following table of examination results, which is more convenient for reference, are the percentages, ages, passes, and other information usually given. These entries could easily be increased, but I consider no useful purpose would be gained by doing so :—

Standard.	Average Age.	Presented.	Examined.	Absent.	Passed.	Failed.	Percentages of Passes on		Re-examinations.				
							Presented number.	Examined number.	Presented.	Examined.	Absent.	Made Pass-marks.	Failed.
Preparatory	Yrs. mos.	808	605	203	...	...	...	...	...	...	...	...	...
Standard I.	8 8	405	355	50	294	61	72.6	82.8	6	6	...	5	1
Standard II.	10 1	470	429	41	266	163	56.6	62	8	8	...	8	...
Standard III.	11 10	286	234	52	133	101	46.5	56.8	12	10	2	7	3
Standard IV.	13 0	151	132	19	91	41	60.3	68.9	6	6	...	3	3
Standard V.	13 7	57	51	6	25	26	43.8	49	3	2	1	1	1
Standard VI.	14 7	12	12	...	10	2	83.3	83.3	2	2	...	2	...
Totals	...	2,189	1,818	371	819	394	...	...	37	34	3	26	8

SUMMARY.

—	Presented.	Examined	Absent.	Passed.	Failed.	Percentage.	
Preparatory	808	605	203	...	...	Percentage of passes on 1,381	... 59.3
In Standards	1,381	1,213	168	819	394	Percentage of passes on 1,213	... 67.5
Re-examined	37	34	3	26	8	Percentage on Inspector's marks, 1884,	55.9
Totals ...	2,226	1,852	374	845	402	Percentage on Inspector's marks, 1885,	62.2

Reading.—As the faults pointed out have received a good deal of attention, I am able to give a more favourable report of the instruction of this subject. Where last year bad grouping or the entire absence of it influenced the reading, especially in the preparatory and lower standards, much success had resulted. Good progress also has attended the efforts made to dispose of the faulty articulation and inaccuracy; still, the tendency almost in every school is to drift into a purely mechanical style, without manner, or without tones befitting the subject-matter. There is one great fault that tends greatly to promote this style. Scholars are too frequently reminded of the grammatical points, and too seldom of the pauses used in speaking. Why cannot pupils be oftener encouraged to read as they would speak? Teachers should enforce frequent grouping of words, a proper attention to emphasis, with a slow and deliberate rate if they desire to obtain expressive and intelligent reading. These can readily be done by frequent personal illustration or pattern by one or more of the best readers in the class or school. When difficulty occurs, or the reading is given in a spiritless or lifeless manner, the sense of what is read should be explained, and the scholars required to tell all they know about it.

Spelling.—The tests, both in this and dictation, were answered creditably. About four schools only showed what might be fairly classed as bad work. Certainly the better methods have given the present standard of proficiency, seeing that many teachers have informed me of the change effected in their schools in a few months' time. Unfortunately, the carelessness of the past will, I fear, always show itself less or more; yet the year's results are cheering and inciting.

Writing.—The pass-marks were awarded on the specimens done for me in the copy-books. Good progress is noticeable in many schools where obviously the black-board has been utilised. A few teachers were apparently disappointed at the change from the transcription tests to the copy one, as the usual daily treatment was too plainly apparent by the faulty forms and common carelessness which accompanied such. The position while writing and the holding of the pen are not yet satisfactory.

Arithmetic.—I am fairly well satisfied with the papers and slate-work. The subject is improving in mechanical accuracy, and the problem-teaching showed advance; though much remains to be done. Throughout the year it was frequently noticed that problems were given without any previous explanation of the principles involved. This is, beyond doubt, the reason why so many fail to work them successfully. Greater care could be imparted with profit to the arrangement of the work, especially in standards from the Fourth upwards. The defect is chiefly caused by the want of practice in preliminary examinations, when no opportunity should be lost in giving hints or models of good methods of solution. Evidently the disastrous results of last year have done good in constraining teachers to give more care to the instruction in notation, which is greatly improved; probably the weakness in numeration, as well as the necessary acquaintance with the use of arithmetical signs, seen to a large extent in the Second Standard, will be dealt with in a similar manner and with the same success. Many substitutes for calculation are greatly indulged in: they ought to be strictly forbidden, as their need is really the result of faulty knowledge of tables and insufficient practice in mental arithmetic. To stimulate to more rapidity while working, it is very desirable