(*c*) slow conduction of heat, &c. Some of the weak candidates stated that 'water is heated at the top to prevent explosions,' or 'water cannot be heated at the top,' and that the steam given off at boiling-point is CO_2. These points are mentioned to show how very incorrectly this question was in some cases dealt with. Question No. 2, on the thermometer, was well answered by the majority of the candidates. Some of the inaccuracies noticeable were, 'the boiling-point of water is 500°,' and 'freezing-point is 32° below zero.' It was evident that a large number of candidates had received some definite teaching in elementary science bearing upon these subjects, and it may be stated that the candidates who answered these two questions well gave the best answers to the papers as a whole. The following remarks refer to some of the errors, &c., occurring in the papers: In stating articles of diet included under the name 'starchy foods,' the candidates largely confined their answers to mentioning grains, *e.g.*, rice, tapioca, &c.; flour, potatoes, &c., were almost ignored. The general principles of soup-making from bones and meat had been very well taught, but many of the recipes for vegetable-soups were very poor. Several candidates omitted to state the important point that vegetables after their nourishment and flavour are extracted should not be allowed to remain in the soup. Again, boiled vegetables passed through a sieve do not form a vegetable-soup. Attention is particularly drawn to this part of the paper-work. Vegetable-soups properly made are very palatable, nourishing, and inexpensive, and their preparation should be considered by teachers of cookery as an essential and valuable part of the instruction for cookery pupils. The preparation of food for an invalid was answered well, but the first part of the question, requiring considerations which should be a guide in selecting foods for an invalid to be stated, was omitted by quite one-third of the candidates. Answers on stoves, gas and fuel, were good. The statement that gas is economical as a cooking-agent must be made with reservation and not simply in relation to actual cost. It certainly is not generally cheaper than coal. It must be considered in relation to cleanliness, time, and convenience. The economy is in connection with these largely, and much also depends upon the watchfulness of the cook to avoid wasting the gas. The principles of roasting were accurately given, but the time stated for roasting a joint of a certain weight was erroneously stated. Methods of cooking suited to various parts of meat were with few exceptions very fairly stated, but the answers on reheating cold meat were less satisfactory. Some uncertainty was shown as to the method of boiling fish. Spelling, and writing, and composition were quite equal to the standard of last year's papers. The papers as a whole were well arranged, and very few candidates fell below 'fair' for general ability. In the practical examinations each candidate was required to cook four dishes with suitable sauces, gravies, &c., the test dishes being unknown to the candidates until they entered the examination-room. The results of the practical examinations held at seventeen centres, as estimated by professional examiners, showed that 129 passed and thirteen failed. The examiners made some careful criticisms of the work done by individual candidates. The examination was very searching, and a fairly high standard was observed. Where failures occurred reasons were mostly assigned in addition to the lists of marks under the various headings provided by the Institute's mark-sheets for analyses of the marks. Lack of judgment in regard to seasoning, thus producing indifferent flavourings, spoilt some of the dishes; carelessness or ignorance concerning temperatures produced faulty results; uncertainty as to methods, slowness, inattention to dishing up, lack of care in details, over-cooking, &c., were mentioned by the examiners.

"*Woodwork.*—(1) Practical examination: In the first year's work only a small proportion of the work done by the candidates could be assessed as 'excellent,' and as the early training so greatly influences the character of the subsequent work, a higher standard should be aimed at in the work done in these classes for teachers. In the final examination, while a great deal of really excellent work was done, some of the candidates exhibited inaccuracy in working from the diagrams, inability to 'read' the drawings, incorrect methods, and a lack of appreciation of the value of properly sharpened tools. The teachers of normal classes have a great responsibility, and they should insist on the adoption of educational methods as applied to the work generally. They should draw attention to the importance of cultivating the senses of sight and touch, and the use of these senses should precede mechanical tests for truth of surface, correctness of right angles, and judgment of general form of the exercises given for practice, and thus help on to a real 'hand and eye' training. (2) Drawing examination: First year—The paper was generally well done, but there was a noticeable lack of freehand sketches for the oblique views. In many cases the set-squares and tee-square had been used carelessly. Some candidates were obviously using set-squares which were untrue; the ease with which the accuracy of a set-square may be checked makes such a fault inexcusable. Dimensions should be transferred to the drawing by the application of a thin-edged scale to the lines to be marked. Such faults as these indicate that the instruction of candidates might be improved. In Question 3, one of the projections should have shown the irregular outline of the vertical face. Many candidates made a choice of two views in which the object appeared only rectangular. Final—The first question was a test of accurate draughtsmanship, and the small-scale projections were well made in a fair percentage of cases, but in making the detail drawings to a larger scale few candidates checked the length of piece A by proportion, the errors of the first drawing were thus magnified four-fold. In Question 2, the orthographic projections were well done. Some candidates carelessly assumed certain dimension-lines to be a part of the projection required, and drew these lines in; this fault did not occur with those who made a successful oblique projection, showing that it arose from an inability to picture the object. In Question 3, most candidates guarded against a cumulative error in setting out the octagon; but any method of setting out a many-sided figure, which is not self-checking, should be avoided. Generally, greater attention should be paid to accuracy of measurement and projection. (3) Written examination: The papers show very little knowledge of teaching method. Too little attention seems to have been paid to sections 3 and 4 of the syllabus. It was quite an exception to come across notes of lessons systematically arranged showing 'matter' and 'method' put forward with a due regard to educational sequence. The following notes were made on the answers to special questions: The first part of Question 1 was excellently done.