

The table next given contains a statement of the results in the subjects outside the pass group.

Subjects.	In Schools with more than One Teacher.						In Schools under the Charge of One Teacher.					
	Omitted.	Inferior.	Moderate or Fair.	Satisfactory.	Good.	Excellent.	Omitted.	Inferior.	Moderate or Fair.	Satisfactory.	Good.	Excellent.
Grammar	1	3	4	2	...	..	4	8	5	6	...
History	1	4	5	...	4	1	10	5	1	2
Elementary science (Stand. IV. to VI.)	2	5	2	2	5	4	5	3	6	...
Object-lessons (Preparatory and Standards I. to III.)	2	5	3	1	...	4	12	6	1	...
Mental arithmetic...	6	3	2	...	...	4	9	6	3	1
Recitation	1	3	5	2	...	...	2	15	6	...
Drill	8	...	...	3	...	...	23	...	...	...	...	...
Singing	4	...	1	1	3	2	22	...	...	...	1	..
Needlework	7	4	9	...	1	4	9	...
Comprehension of reading-matter	...	2	2	5	1	1	...	4	10	6	1	1

In this statement it will be seen that, with the exception of recitation and needlework, in none of the subjects included do more than half the schools of the district reach a satisfactory standard. The proportion is more encouraging in the larger schools; but in general the efficiency of the instruction given shows little advance on that of the previous year. The introduction of special Readers will doubtless effect improvement in history, and it is hoped that the issue of a text-book in drill to the teachers of the larger schools will prove an incentive to the bestowal of greater attention to the subject. During 1898 drill was confined to a moderate course in only three schools. In this district the teachers in charge of schools with an average attendance of twenty-five or more have the assistance of at least a monitor or a sewing-mistress, and there is no excuse for the omission of any extra subject, with the single exception of drill where a mistress is in charge. In aided schools there is more justification for the exclusion of certain subjects, but authority for this should be previously obtained.

Class above Standard VI.—Before reference is made to the more important aspects of the school work, information may be given regarding those pupils who remain in the schools after passing the Sixth Standard. The number in this class during 1898 was 3·7 per cent. of the total roll, and was nearly equal to half the number in Standard VI. In nearly every case no instruction is given in subjects outside the primary course, and the extra year is utilised in revising the work of the standards. To aid in securing this object, marks have during the past year been awarded to these pupils in the chief subjects on the following basis: Reading, with comprehension of the reading-matter, 10; spelling, 10; writing, 10; drawing, 10; arithmetic with mental arithmetic, 25; grammar and composition, 20; and geography, 15. As the total is 100, the marks obtained express a percentage. The inclusion of the more important class and additional subjects, and the fact that, while the course set for Standard VI. is the chief basis of the examination, questions are also set in the work of the lower standards, assist in providing a very fair amount of occupation for the next year. At the same time, the element of competition and the more exact record obtained rouse greater interest than did the mere repetition of a pass in the Sixth Standard. The result has been very satisfactory, very few of the pupils failing to secure at least 60 per cent. of marks.

Reading and Spelling.—Although the percentages of passes, 93 and 82 respectively, are less than in the previous year, the instruction in these subjects has been satisfactory. The spelling is prepared from one reading-book only, but the value of the instruction is increased by the greater correctness more recently secured in the spelling of words employed in the composition exercises of the pupils. The course in reading has been further extended by the introduction of the Southern Cross Historical Readers. The pupils in standards from the Third to the Sixth now prepare three reading-books each year, and those of the lower standards two. Although the passes are numerous, the number of really good readers is comparatively small. This is owing to an insufficiency of attention to such intonation and emphasis as are required to express the meaning of the passage. There is too often a lack of appreciation of the leading ideas of the sentences read that detracts from the value of work bearing otherwise evidence of careful preparation.

Arithmetic.—This subject occupies usually not less than a fourth of the school time, and in consequence is considered by pupils and teachers the most important requirement of the syllabus of instruction. Only a part of the rules studied will be of practical utility to the pupils in after-life, and the importance of the subject must largely depend on its educative capabilities. It is therefore unfortunate that in a majority of schools, owing, perhaps, to the position of mental arithmetic among the class subjects, the urgency of increasing the attention devoted to oral training in arithmetic is disregarded. Only six schools have during the past year earned the mark "Good" in mental arithmetic. It cannot be denied, however, that in arithmetic a great deal that is very satisfactory is achieved. During 1898 the number of passes amounted to 74 per cent., and in the written answers the pupils in most cases followed good methods. The comparative table showing the percentage of passes in connection with the tests issued by the Education Department is here continued:—