

In most schools a good deal of attention has been given to the teaching of grammar ; but too often it is regarded as a separate subject, and taught on old-fashioned lines, instead of being closely correlated with composition.

*Mathematics.*—Arithmetic is not as strong as it should be. Short methods are rarely used. In each test set there has usually been included at least one problem which could be solved very briefly, but in nearly all cases cumbrous methods were used. The trouble seems to be that there is not enough blackboard demonstration. One thing that secondary teachers do not always realize is that methods used in the primary department are equally applicable in the secondary—nay, more, are necessary ; another is that the enthusiasm of the teacher reacts on the pupil much more forcibly than is generally appreciated.

Progress in algebra in particular naturally varies with the knowledge and keenness of the instructor. Most of the assistants now recognize the importance of teaching simple problems as early as possible, so as to show that algebra is, after all, only generalized arithmetic. Some of the methods in the senior classes are too cumbersome, but throughout the year the importance of shorter methods has been demonstrated by Inspectors.

In geometry, as a result of last year's suggestions, the blackboard has been much more freely used, and a very satisfactory improvement has been noted. As a rule the written work has been very carefully set out.

*Science.*—During the year more of the responsibility for the teaching of science has devolved upon the secondary teachers. We have to bear testimony to the very valuable services rendered by the Board's agricultural instructors, but we are of opinion that since the class-teacher has been made responsible greater continuity and better correlation have resulted. The instructors exercise supervision over the teaching, and are always ready to give skilful help and advice in the preparation of schemes, and in the best methods of carrying out theoretical and experimental work.

*History.*—History shows improvement both in the methods and in the results. In many cases the subject is taught enthusiastically on broad and interesting lines, and a larger number of pupils are leaving the secondary schools with a satisfactory knowledge of, and a growing interest in, the development of the Dominion and of the Empire. If this improvement continues the time should not be far distant when pupils can no longer be reproached with ignorance of the causes and effects of the great movements that have made our Empire what it is.

*French.*—In the junior classes this subject is usually taught on a good method, but the progress is often far too slow. The work of the seniors is usually very satisfactory. Plenty of reading in French is given, but in too many cases the English versions of a piece of French poetry or prose are bald and unidiomatic. In the teaching of French composition more use should be made of retranslation of pupils' versions into French, and comparing the result with the original.

**SUBJECTS OF INSTRUCTION.**—*Reading.*—This subject continues to improve. An increasing number of teachers are recognizing the value of requiring their pupils to read more continuous readers. It is pleasing to note that some class-teachers now make a regular practice of taking only a small percentage of their pupils for oral reading, while the majority are permitted to read silently from books of their own choosing. It is difficult to persuade some of our less progressive teachers that it is no longer considered necessary for every child, bright as well as dull, to read every passage contained in a miscellaneous reader. Though school and class libraries are increasing in number, the time seems to be far distant when a collection of interesting juvenile literature will be considered a necessary part of the equipment of every school. There are still too many instances where the *Journal* occupies the greater part of the time spent in reading during each month, and some schools have not applied for or made use of the grant for the supply of continuous readers. Strange as it may appear, the greatest diffidence in attempting individual book-study as against ordinary class reading is shown by some of the headmasters of the largest schools. The advantages of wide reading are so manifested in all other branches of school-work that its adoption is essential. Certain definite lessons in elocution are, of course, necessary, but these can be given regularly, and suitable pieces of prose and verse used for the occasion. General comprehension does not seem to be so well treated, probably because teachers as a rule do not spend sufficient time in training their pupils to grasp and give expression to the general significance of the matter read. Few teachers, moreover, pay attention to the cultivation of a pleasant tone in oral expression ; this is no doubt due to lack of training in voice-production—a matter that needs to be emphasized. The chief faults to be found in the oral reading are excessive speed, want of clearness of enunciation and pronunciation, and lack of phrasing. A common fault also is the continual lowering of the voice at every comma, coupled with the placing of the accent on the last word of each sentence—on the nouns rather than on the adjectives. Though this is found mainly in the smaller schools, there are signs of it in some of the larger ones also. The cause of the weakness is somewhat difficult to discover, but it seems to arise in the first place from faulty teaching in the primer department—the staccato “saying” (not “reading”) of the little sentences. The fault is very difficult to eradicate once the pupil reaches Standard III or Standard IV.

Recitation reaches about the same level as that of previous years, and there is ample scope for improvement in this subject. In some of the country schools better treatment is noted, but in general teachers do not seem to realize the value to the child of memorizing beautiful pieces of literature, both prose and poetry. The same faults are noticeable from year to year—the dreary stop at the end of every line of poetry, the sing-song type of repetition caused mainly by setting the piece to be learned at home with no previous attempt at discussion or dissection, and the assumption by the teacher that so long as the words are known the aim and end are secured. In many cases the recitation is said intelligently and with obvious understanding of the meaning, but this is not common in the smaller schools. In some of the private schools, where a special instructor is employed, the