

In regard to Writing a further improvement is evident. In the lower grades the aiming at sending in their very best was very marked, and it is to be hoped that further success will be secured next year by an effort to carry out the ambitions of examination week every week in the year. This hope may be expressed in connection with all the work. The efforts put forth to prepare for an examination in Mental Arithmetic have been, like the examination itself, only tentative. Should the Committee order the preparation of a special paper in this subject outside of the ordinary Arithmetic paper, I think a step will be taken which will meet with but few objections. The ordinary arithmetic principles have always been fairly well attended to, but Mental Arithmetic has been neglected.

Of the Drawing in our schools the highest record cannot yet be made, though there is improvement. I have elsewhere advised the preparation of designs in the examination papers, but something more than this is desirable. The great difficulty is that many of our teachers are either incompetent to teach drawing or neglect the subject during the earlier months of the year. "I am not much at the art myself, and hence I am not over fond of the branch while teaching," is too often the excuse for lack of class improvement. The papers in Geometry and Algebra have given evidence of a very different spirit among our teachers, in the teaching of these subjects, while I was very much pleased with the answers in Botany. The answers in Geography were on the whole very satisfactory, the only defect being not so much in knowing where places were as in knowing the true meaning of the ordinary technical terms used in the study.

One of the examiners, the Rev. Mr. Taylor, makes the statement, as the others have inferred, that the papers were very much an improvement on those of previous years, while the Rev. Professor Macadam in his supplementary report says, "It gives me great pleasure to say that the answering was on the whole very satisfactory, and showed considerable improvement as compared with last year's. There was a very noticeable difference in the style of answering in different schools. In some schools there was a workmanlike freedom and strength of statement, more or less evident in all the pupils, which showed an excellent style of instruction and ability to state what the pupil knows, that cannot be too highly commended or too much insisted on. In other cases running through the whole school, there is a fragmentary disjointed way of putting down what the pupil really knows, and with that, generally, a slovenly