hitherto passes have too frequently been accorded to reading that possessed the first two qualities, unaccompanied by the third. No. 15 of the new Standard Regulations will in future relieve examiners from all difficulty in this respect. It says, "No reading that is not intelligent shall be allowed to count towards a pass." As intelligent reading can only be shown by the expression given it, and as pupils can only give it proper expression when they appreciate the meaning and spirit of the piece before them, therefore such reading must of necessity not only presuppose ample explanation of all words and phrases whose meaning is obscure, but also an insight into, and an appreciation of, the mind and intention of the author read. To bring about so desirable a condition of things may appear to demand a formidable amount of labour on the part of both teachers and pupils; but, if sufficient attention is given both to explanation and the subject matter of the lessons from the earliest stages right through to the highest, the work will be found to be comparatively easy and not at all insuperable. The ability thus acquired in interpreting and grasping the meaning of language generally would become of immense service in every branch of school studies, and would lessen most materially the drudgery entailed upon both teachers and taught where it is in a large measure wanting. That it is wanting in many schools need not cause much surprise when it is stated that it is not an uncommon occurrence for a class to have to read a lesson over and over again, it may be several times, and then to be sent away without a single question being asked either about the language or subject matter, or, if questions are asked, they are put in such a feeble way as to require but the smallest modicum of thought, or no thought at all, indeed, to answer them. In cases of this sort, of course, teachers have made no preparation for giving a satisfactory lesson; but, did they only realise how much their marks for efficiency depend upon the skill they manifest in eliciting thought and cultivating the intelligence of their pupils, they would endeavour to make themselves more proficient in this most important part of their work. The day has gone by when a teacher could dispense with the previous consideration either of the manner or the matter of a lesson to be given by him. In many schools the pupils devote some time to the study of their lessons with the aid of a dictionary. This is a most useful exercise when it is rightly conducted, but I find that dictionary meanings are often selected at random without regard to their suitability in the particular connection. To make an exercise of this kind really profitable the pupils should be required to reproduce in language different from that in their books, and in a readable form, the whole or part of a lesson, omitting none of the ideas expressed. Such employment would lead, not only to the cultivation of thought and intelligence, but also to the acquisition of variety of expression and facility in the use of language.

Although fair progress continues to be made in the teaching of arithmetic, the methods employed being more intelligent and less mechanical, yet closer attention may be directed to one or two points which are well worthy of being kept more fully in view. The working of sums by first principles, as so well shown by Hamblin Smith, should receive earnest consideration. In no other way can pupils arrive at an intelligent acquaintance with the subject, and render themselves independent of rules which do so much to restrain the free exercise of their reasoning powers. They should also be required to set out the working of their sums in a neat and methodical form, and, as showing that they fully understand every step of the process, to state clearly what every line represents. I do not find that pupils can always do this, and have to conclude often that rule rather than reason is their guide, and that in consequence they miss a means of mental discipline that can scarcely be surpassed. The solution of interest and other sums by formula, however useful a formula may be in work of a more advanced nature, is certainly not well calculated to develop intelligence in elementary schools, and ought therefore to be discouraged. Accuracy, facility, and skill in working sums are promoted by frequent repetition of the reasoning processes involved in their solution, whereas a formula stereotypes these operations. Another fertile source of mystery attaching to sums arises from the fact that the pupils have not been led to distinguish clearly what is granted from what has to be found. Unless they are taught to do this, and also to understand thoroughly the meaning of the terms and language used, they must labour in the dark, and failure to make satisfactory progress need not cause much surprise.

Considerable improvement has of late been effected in the methods of teaching the infant classes. Mechanical and merely imitative methods are giving way to those that are more educative. The look-and-say method of teaching to read, for instance, is being superseded by a modification of the phonetic. The former has this to be said in its favour that it harmonises with nature, inasmuch as it makes demands on the imitative powers, which are the earliest developed in children; but it does little towards exercising their intelligence, leaves them too long wholly dependent on their teachers for increase of knowledge, and fails to furnish them with power to acquire knowledge for themselves. It is like carrying a child in arms instead of training him to walk as soon as his legs can carry him. A main principle sought to be fixed and constantly acted upon in teaching all grades, from the lowest to the highest, is to do nothing for the pupils that they can be taught to do for themselves. Now, the phonetic method, or the modification of it in use, is well fitted to give effect to this all-important principle. By it the children are taught, not only the names, but also the powers of the letters, and are at once set to build words by means of letter sounds, and also to analyse words into their simple elements. The knowledge of every new word thus gained is not only an acquisition on the part of the children themselves, but it becomes the means of enabling them to make further discoveries on their own account. Constant use of the blackboard and much trouble and patience are necessary in teaching to read after this fashion, and, though progress may at first appear to be slow, yet the power acquired by the children will by-and-by render it both easy and rapid. All the advantages claimed for the look-and-say method will of necessity, though unconsciously, be gained at the same time. In a considerable number of schools the phonetic method of teaching to read is carried out with very satisfactory results.

The discipline and control are upon the whole very satisfactory, and the good influences brought to bear upon the children in school are making themselves felt in the playground, and also