

III.—CLASS AND ADDITIONAL SUBJECTS : GENERAL.

Class-subjects.							Additional Subjects.	
Subject.	Average Marks (0-100).	Number of Schools obtaining Marks.					Subject.	Number of Schools.
		60 and upwards.	50 to 60.	30 to 50.	Under 30.	Total.		
Grammar ...	42.2	28	44	81	34	187	Repetition of poetry	189
History ...	45.6	43	52	71	21	187	Drill ...	139
Geography (S. II.)	63.6	123	24	32	1	180	Singing ...	144
Science, object-lessons, &c.	46.0	45	59	66	19	189	Sewing ...	180
Mental arithmetic	36.0	12	29	94	54	189	Comprehension of reading-lessons	190

IV.—CLASS-SUBJECTS : COMPARISON OF SCHOOL GROUPS.

Subject.	In Twenty-four "Town" Schools.			In Eighty-seven Schools of Intermediate Size.			In Seventy-nine Single-handed Schools.		
	Average Marks (0-100).	Number of Schools with Fifty Marks and upwards.	Number of Schools with Subject as Best Subject.	Average Marks (0-100).	Number of Schools with Fifty Marks and upwards.	Number of Schools with Subject as Best Subject.	Average Marks (0-100).	Number of Schools with Fifty Marks and upwards.	Number of Schools with Subject as Best Subject.
Grammar ...	48.5	15	3	44.2	33	21	38.1	24	32
History ...	55.9	19	12	47.3	45	32	41.0	31	32
Geography (S. II.) ...	69.3	21	...	68.0	76	...	56.4	50	...
Elementary science, object-lessons, &c....	56.5	22	15	50.0	56	43	38.0	26	27
Mental arithmetic ...	40.9	7	2	39.1	24	10	31.3	10	16

NOTE.—A "town" school is taken to be one with at least three adult or certificated teachers employed in it. In defining "single-handed" schools a sewing-mistress is not reckoned.
"Best subject" means "best" exclusive of geography in Standard II. When marks in two or more subjects are equal, each subject is counted.

V.—STATISTICS OF CLASSIFICATION.

		Standard IV. and upwards.	Standards I., II., and III.	Preparatory Division.	Mean of Average Age, Standards I. to VI.
					Yrs. mos.
1887 ...	...	18.2	45.9	36.0	11 9
1888 ...	...	19.3	45.9	34.7	11 8
1889 ...	...	20.4	44.6	35.0	11 8
1890 ...	...	22.4	44.8	32.3	11 8
1891 ...	...	24.4	44.3	31.3	11 7
1892 ...	...	26.1	43.9	30.0	11 6
1893 ...	...	28.2	42.3	29.5	11 6
1894 ...	...	30.1	41.2	28.7	11 5
1895 ...	...	31.4	40.8	27.8	11 4
1896 ...	...	32.3	40.1	27.6	11 4

In our school world the special feature of the past year has been the coming into operation of the Manual and Technical Elementary Instruction Act of 1895. The importance of the event, if measured by the influence it has so far exerted on the practice of our schools, could scarcely be taken to justify more than a passing reference ; but, however small the initial influence, and however imperfect the provisions of the Act may be, it marks a new departure in the conception of the educational responsibilities of the State. There is no doubt that the chief question of the day is how far existing educational methods and courses of instruction may be modified in the direction of extending the hand and eye training of the elementary school, and of giving the artisan a more intelligent grasp of his craft through instruction in the scientific and artistic principles underlying its operation.