

are, we think, not suitably graded, those for Standard III being such as a well-taught Standard II could answer, and those for Standard V differing little in difficulty and scope from those of Standard IV. The examples given for analysis and synthesis vary greatly in difficulty and scope within the cards for the same standard, and are not so chosen as to exemplify important points in prose composition. Few of them are selected with due regard to the following important considerations: (1) That a sentence being the verbal expression of a mental image its form cannot be profitably studied if the image of the thing symbolised by the form cannot be mentally realised; and (2) that the form of a sentence being determined partly by the matter expressed by it and partly by the forms of the sentences between which it is placed, the sentences given for analysis and synthesis should be given in their context or should contain within themselves the materials from which the pupils can realise the mental images of which the sentences are the verbal expression. To divorce mental processes from words and thought from the symbols and grouping of symbols that give it best expression does not seem to us the right way either to teach composition or to cultivate appreciation of composition. The latter, though generally disregarded in discussions on the teaching of composition, is of as much importance as the former, for upon it depends a reader's power to discriminate between the good form and the bad of the books with which publishers are flooding the reading world. Fortunately most of us can do our life-work without much power of original composition; for nine-tenths of us it is sufficient to be able to state accurately and concisely what we see and feel, to tell a straight tale in a straightforward way; but few of us can read wisely without some training in literary appreciation, and that is an unworthy conception of composition which does not include such training.

The *pièce de résistance* of the new syllabus is its insistence on the employment of the method of research in geography and the elements of science, and we are glad to say that most of our teachers have done their best to comply with the exacting demands of this method. Owing, however, to the enormous sizes of the classes of our large schools, the difficulties are very great. We have encouraged abundance of outdoor observational work; but we feel that the field-work of a class of fifty or sixty cannot by one teacher be made a conspicuous success, and this is the experience of those who have tried it. Undoubtedly the method is right, and we must continue to use it, hoping always that the Legislature will ultimately provide the means with which to render it less difficult of application and more fruitful in good results. In the meantime we cannot praise too highly the efforts teachers are making to qualify themselves to realise the aim set before them.

Handwork is practised in most of the larger and in a considerable number of the smaller schools. It is liked by the children, and would be by the teachers if their classes could be reduced to manageable size, say, to thirty pupils at most for this kind of work. It is work that grows upon pupils and teachers, and the pity is that it should have to be carried on under circumstances so chilling to enthusiasm. Since the issue of the revised regulations for manual and technical instruction, we have inaugurated in the city and suburbs and some of the larger towns classes for physical measurements, and added largely to the number of country schools giving instruction and practice in elementary agriculture, departments of work which, if we may judge from experience, are going to prove highly successful. Gardening, including the study of plant and insect life, has for some years been a conspicuous feature in the work of some of our country schools, and the results given below*, besides being interesting in themselves,

* RESULTS OF CROPS GROWN IN A SCHOOL GARDEN. 1904.—Potatoes; soil virgin; no manure. For heaviest crop at one root and heaviest potato, see plot 16.

Plot.	Kind.	Rate in Tons of Yield per Acre.	Observations.	Plot.	Kind.	Rate in Tons of Yield per Acre.	Observations.
1	Sutton's Abundance ..	34·165	..	12	Blue Skerry ..	15·298	..
2	Sutton's Dwarf Early ..	13·563	Very early.	13	Barr's Early ..	15·464	..
3	Sutton's Supreme ..	33·251	..	14	Champion ..	20·861	Imported last season.
4	British Queen ..	10·728	..	15	Skerry ..	14·817	Imported last season.
5	Up-to-date ..	14·900	..	16	Up-to-date ..	21·152	Planted 29th Nov
6	Magnum Bonum ..	15·298	..				Heaviest crop a one root, 11½ lb. heaviest potato, 1 lb. 12 oz.
7	Hampshire Abundance ..	20·354	..				
8	Kind not known ..	19·555	Poor sample.				
9	Derwent ..	6·353	Very poor sample.				
10	Findlay's Bruce ..	22·216	..				
11	Peach Blossom ..	13·038	..				

The following crops had a dressing of bone-dust at the rate of 3 cwt. per acre, and also a dressing of farm-yard manure:—

Plot.	Kind.	Rate in Tons of Roots per Acre.	Rate in Tons of Tops per Acre.	Plot.	Kind.	Rate in Tons of Roots per Acre.	Rate in Tons of Tops per Acre.
17	Parsnips ..	15·978	..	23	+ Mangolds—Golden Tankard	..	..
18	Carrot—Altringham ..	8·317	..		Turnips—		
19	* Carrot—White Belgian ..	5·991	..	24	Swede (Elephant) ..	43·764	15·565
20	Artichokes ..	10·642	..	25	Swede (Champion) ..	31·375	12·803
21	Mangolds—Long Red ..	18·391	14·106	26	Purple-top Yellow ..	14·101	8·891
22	Mangolds—Orange Globe ..	22·877	10·042	27	Green-top Yellow ..	17·028	11·573

* A large proportion ran to seed.

+ Choked by plants on each side.

The soil is of good quality, and the aspect most favourable—a steep northern slope. It would be invidious to name the school, for several others did work of similar kind but of less range and completeness. The results were worked out by the pupils under the supervision of their teacher.