

sequence of its articles it is a "continuous" reader rather than a "miscellaneous" reader. The *Journal* thus forms a link, and an important one, between the "miscellaneous or non-continuous" reader and the supplementary "continuous" reader. It resembles the ordinary class-reader in that more than one theme is dealt with, and it resembles the supplementary reader in that a theme can be followed farther than it can in the ordinary reader.

The *Journal* also serves as a means whereby the attention of children can be drawn to matters of immediate interest. Passing events of more than local importance, striking events in current history, important developments in modern discovery or invention receive due attention, in addition to the recurrent topics of Arbor Day, Empire Day, &c. The importance of some matters which suddenly spring into prominence may be so great as to demand that the sequence of articles laid down for publication must for the time being be entirely set aside; but care is taken that continuity is broken as little as possible.

For the current year (1910) the following courses have been adopted for the several parts of the *Journal*: Part I (for classes I and II), continuous fairy tales based upon New Zealand and Polynesian Mythology; nature knowledge regarding common and well-known creatures; glimpses of other lands and of the children of other lands; simple stories in New Zealand history; glimpses of New Zealand: Part II (for classes III and IV), stories in New Zealand history; geographical glimpses of New Zealand; stories of heroes of peace; fauna of New Zealand; manufactures, food-stuffs, &c., as exemplified by the breakfast table; elementary hygiene: Part III (for classes V and VI), the story of Arctic exploration; combined history and geography of Asia, with special reference to British possessions; monthly nature calendar; hygiene; general geographical articles regarding New Zealand; historical romance.

So far as the Department is able to ascertain, the *Journal* continues to be received with favour by both teachers and pupils, and the continually increasing number of sales to private schools shows that it is being welcomed by others than those for whom it was primarily intended. At their recent conference (February, 1910), the inspectors of schools referred in appreciative terms to its educational value, and in their annual reports similar references are to be found.

---