chosen should be so simple that it is easy to be accurate, and thus the principle involved receives practically all the attention. Some teachers leave the pupils in a maze of examples without bringing them to a contemplation of the rule; others try to get them to see the rule without sufficient previous work on examples. The subject still tends to be treated in too bookish a manner. It is the exception to find children introduced to real weights and measures (with the balance, or the stepping-out of distances, estimation of areas), to have the cost of common articles dealt with as if in actual shopping—with direction of mind to the articles as well as to the cost. Such direction might seem for the moment to introduce a disturbing element, but where it renders the subsequent calculations intelligible and interesting the teacher soon finds that he is repaid for the attempt to make his subject have a living import. This treatment also soon leads to the adoption of devices like common shop practice, and reveals the utility of other short methods.

GEOGRAPHY.—This subject is still one of the weakest, and will continue to be so until the practice of illustration with sketch-maps rapidly drawn on the blackboard becomes a general and persistent feature of each lesson. The little maps inserted in Part I of the *School Journal* are a useful innovation. In some schools one has the impression that much geography is taught, and yet the location of large and important trading towns (*e.g.*, such a town as Southampton, which has extensive trade connections with New Zealand) is unknown or vague. This is clearly due to the omission of sketch-mapping. More use may be made of local industries, and of the visible articles of traffic on boats, railways, and wagons, as starting-points for geographical studies. New Zealand geography should be brought up to date by scrutiny of the latest census returns. Very fine maps modelled in relief by means of plasticine were noticed at Separation Inlet; these maps take some time to construct, but they are invaluable for demonstrating some aspects that otherwise are apt to escape notice—*e.g.*, by this means it would be comparatively easy to show that Asia is a kind of three-sided pyramid with one side sloping north to the Arctic, one south-east to the Pacific, and one south-west to the Indian Ocean and Red Sea. Such a map would explain the direction of rivers, the formation of plains, the grouping of population, the commercial importance of localities, military movements, political boundaries, and differentiation of language from the parent stock. All these are large matters the correlation of which renders intelligible and interesting much that is dry when treated merely in detail. Nature-study of various character receives considerable attention, as indicated by weather records, nature-study note-books, school-collections, and indoor experiments with seeds and plants, lessons on botany, gardening, and agriculture. In all of these there are introduced lessons in physical and chemical science and some training in scientific method.

HISTORY.—In the syllabus the following appear: "Colonization and Early Government of New Zealand," "Abolition of the Provinces," "New Zealand and other Forms of Colonial Government," "The Franchise." It had been found that many of the young teachers had no idea how the provinces came into existence, nor how provincial institutions vanished; so opportunity was taken at the summer school to sketch in lightly a course of New Zealand history dealing with the above matters, and taking cognizance of constitutional, industrial, and sociological matters, Native-land tenure and the difficulties that grew out of the interpretation of the Treaty of Waitangi, a brief review in chronological order of the chief doings of our leading men. It is hoped that the teachers will fill in details from their own reading, and so make history what it is intended to be—an explanation of the social web that gathers round each citizen. Lessons in which the virtues of moral or military heroism, the advantages of the reign of law, far-seeing statesmanship and humane legislation, commercial enterprise and social advancement, are held up to the admiration of the young will not be less interesting and attractive when some of the illustrations are drawn from local sources. History becomes a living subject when through vivid and dramatic treatment appeal is made to the emotions as well as to the intellect, the great men of the past become our friends, we sympathize with them in their struggles or wish them success in their pursuit of the ideal.

There is room for more correlation of history and geography; the import of fruit may be a matter due simply to difference of latitude, but the late construction of the North Island Main Trunk Railway was due to Native-land difficulties that are matters of history. So, too, the original settlement was decided according to plains and harbours; the obtaining of the plains became complicated with questions of Native custom and the meaning of the Treaty of Waitangi, and caused such troubles as the Wairau massacre, which ultimately led to the Maori wars. Again, provincial boundaries grew out of poor communication—*e.g.*, in the old days communication between Nelson and Auckland was by way of Sydney. With extension of shipping, roading, railway, telegraph and cable services New-Zealanders came to realize themselves as one people, the provinces and their local parliaments were abolished, and education became a national matter. The needs of commerce in the way of stepping-stones across the ocean has led to various annexations. A relatively large production from a virgin soil has resulted in higher standards of comfort, free education, and probably in a more liberal franchise with subsequent effects on the character of our industrial and social legislation.

By local elections the pupil in Australia is lured to watch parliamentary action. He is thus carried from State to Federal matters, and thence induced to contemplate life in the neighbouring States. In this way his outlook tends to be more cosmopolitan than ours. Something of insular narrowness may be removed by teachers who subscribe to such a magazine as the *Review of Reviews*, and read regularly with the pupils the introductory parts dealing with Australasian and European matters.

Sometimes the selection of topics in civics does not suit the mental development of the pupils—*e.g.*, constitutional matters do not interest Standard III. Even trial by jury may be made too abstract.