

main lines of work, and bend all, or as much of all as he can, to illustrate these; but for the purposes of illustration there must be no limit in his choice of material. The task of intelligent scheme-making is the pre-eminent one before the teacher of to-day. To find the "one in the many," or "the few in the many," and use the many in illustration of the one or the few—that is his problem, which, if he solves it wisely, will make the burden of his day lighter. I do not propose to discuss further the various problems of correlation or concentration. I have said so much merely to explain why I submit, in illustration of the methods of correlation discussed with the students and with the staff of the Practising School, some samples of weekly schemes which have actually been used in class. I trust in future reports to deal more fully with this most important subject, and if possible to include specimens of correlated schemes for the work of a term or even of a year.

(c.) Time-tables: Another very important part of the teacher's work is the framing and drawing-up of time-tables. Not a few good teachers are perplexed how best to adjust the claims of the various subjects; how best to apportion the time to each; how best to arrange the sequence of lessons; how best to group classes, &c. One of the most difficult time-tables to arrange is that of the country school in charge of one teacher. I append the time-table in use in our Model Country School, in the hope that teachers of such schools may find it of value to them [time-table not reprinted].

(d.) Physical Health of the Scholars: Every teacher should be on the alert to discover such weaknesses in the physical constitution of the scholars as tend to retard their general progress and development. "A sound mind in a sound body" is an educational principle which is being more fully insisted upon every day. It is impossible that normal mental development can take place if the physical condition of the scholar is unsatisfactory; and so it is necessary that the teacher should have an elementary knowledge of the methods by which deficiencies in eyesight, in hearing, and in the nervous condition of their pupils may be ascertained. The students received during the year a course of practical work in the testing of eyesight and of hearing—such simple tests as any teacher may easily carry out for himself. An outline of the best methods may be found in such works as Rowe's "Physical Nature of the Child," and Shaw's "School Hygiene."

The tabulated statement given here will serve to illustrate the lines along which observations were made and the form in which they are recorded. Each student carried out these investigations in respect of the pupils intrusted to his care for drafting-room practice:—

MEASUREMENT OF GROWTH AND TESTING OF SIGHT.

Standard I.

Number of Pupils, 9: Number of Girls, 4; Number of Boys, 5.

Name.	Age.	Growth.		Eye-testing and Remarks.			
		Shoulders.	Height.	Left Eye.	Right Eye.	Observation.	Remarks.
A.B.	Y. m. 9 11	11	4 5	N	N	Good, all correct	Sound eyesight.
C.D.	7 11	11	4 1½	N	N	Fair, half correct	Eyes slightly red, weak.
E.F.	7 11	9½	4 4	N	N	Good, correct	Sound eyesight.
G.H.	8 8	9½	4 0½	N	N	Fair	Very fair sight.
I.J.	8 9	13	4 6½	N	N	Good, V. and Y. wrong	Occasional fits of blinking.
K.L.	8 0	13½	4 0½	N	N	Good, correct	Sound sight.
M.N.	9 4	14	4 5½	N	N	Good, correct	Sound eyesight.
O.P.	9 3	13½	4 5	N	N	Very fair	Eyes red.
Q.R.	8 0	12½	4 0½	N	N	Good	Eyes sound.

N denotes "Normal."

RESULTS OF SIGHT-TESTS IN THE INFANT DEPARTMENT, 1906.

Total Number examined, 62.

Age.	Boys.			Girls.		
	Normal.	Defective.	Total.	Normal.	Defective.	Total.
5	16	1	17	10	1	11
6	16	3	19	18	5	23
7	10	3	13	7	6	13
8	2	1	3	7	3	10
9	3	0	3	3	0	3
10	1	1	2	1	1	2
	48	9	57	46	16	62

The tabulated statement given above of the results in sight-testing in the infant department is very instructive. The tests were carefully carried out under the superintendence of Miss Fitch, and may be taken as furnishing a fairly correct estimate of the condition of the children who were present in the infant department during the year. It must, of course, be borne in mind that in the large majority of cases the defects were slight, and not likely to be productive of trouble if the necessary care were taken in placing those affected in the best possible position with regard to light, &c. I hope by next year to be able to tabulate similar results for the whole of the Practising School. It may be here mentioned that in one of the classes where the eyesight-tests were carried