

banishment of the patented chart in connection with such classes has in any way lessened the educational value of the instruction, rather the reverse. Most of the pupils are able at the end of the course to draft fairly accurate patterns of simple garments.

The number of schools in which elementary agriculture is taught continues to increase. The number of classes in operation during the year was 460 as against 398 in the previous year. Generally speaking, good work, both theoretical and practical, has been done. The school gardens, which play an important part in the courses of instruction, are as a rule well kept, and many of them bear silent yet convincing testimony to the value of the instruction. In nearly all of the classes experiments with and rough analyses of soils from various local sources are carried out, and the results tabulated. Nor is the æsthetic side of the subject lost sight of, parts of most of the gardens during the greater part of the year being bright with flowers, planted and tended mostly by the girls. Speaking generally, there is no doubt that the best results are to be found in those districts in which the classes are supervised by itinerant instructors. In not a few cases pupils apply the knowledge they have gained at school to gardening operations at home; sufficient vegetables are grown to meet the requirements of the family, while flowers for home decoration are assiduously cultivated. Even if no other results were apparent the time given to instruction cannot, we think, be regarded as other than time well spent. The knowledge of agricultural science acquired may be comparatively small, but if that little be put to good practical use, the desire for more knowledge of the subject may be quickened and other channels discovered for the use of the knowledge gained. There is one matter which seems to call for remark, and that is the perfunctory way in which many of the pupils' notebooks are kept. These notebooks should, *inter alia*, contain a record of the work done during the course. It should be possible on looking through them to form an opinion not only of the amount of work done, but also of the method of instruction.

The following extracts from some notes issued by the English Board of Education are here inserted for the information of teachers :—

“A school garden should as a rule adjoin or be within five minutes' walk of the school. In some cases it should be fenced. The quality of the land is of little importance, as it can be improved by cultivation, but land heavily shaded by trees is unsuitable.

“For a class of fourteen scholars, 20 rods is the best area—i.e., fourteen 1-rod plots or seven 2-rod plots, with fruit and seed plots, flower-border, and pathways. If the garden is cultivated as a common plot by the boys working conjointly, two-thirds of this area may suffice.

“A complete equipment of tools for fourteen scholars would include,—

(a.) Spades and forks—fourteen altogether. (The proportion of spades to forks may vary according to the character of the land—e.g., more forks than spades where the land is exceptionally stiff.)

(b.) Dutch and draw hoes—fourteen altogether.

(c.) Rakes, four; trowels or weeding-forks, seven; a wheelbarrow; a watering-can, and several lines and dibbers (home-made).

“For fourteen scholars working on a common plot somewhat fewer hoes, spades, and forks would suffice, but not less than eight spades and forks together, and not less than six Dutch and draw hoes together should be provided. For fruit-culture pruning-knives will be required, and a spray-syringe. A glass frame is very useful, but not essential. While it is desirable to put a stop to really insufficient equipment of tools, it is recognised that progress towards the universal provision of thoroughly satisfactory equipment must be gradual, and latitude with a view to experiment should be allowed. It is very desirable to keep the first cost of starting gardening classes as low as possible. (The initial cost of a set of tools is from £3 10s. to £5.)

“There must be a proper tool-store, either indoors or out, with racks or rows of nails for keeping the tools in order. The tools must always be cleaned before they are put away, and the best practice is also to wipe them over with an oily rag.

“Most of the following should be grown: Broad beans, scarlet runners, dwarf beans, peas (early and late), cabbages, savoy, Brussels sprouts, curled kale, cauliflowers, broccoli, parsnips, carrots, turnips, beet, onions, leeks, potatoes (early and main crop), celery, lettuces, radishes, parsley, and, in special cases, one or two others. Rhubarb, Jerusalem artichokes, and common herbs should also be grown.

“The plan of cultivation should allow of (1) the deep autumn cultivation of a part of each plot, which should be laid up rough for the winter—at any rate if the land is heavy; (2) the production of a continuous supply of vegetables throughout the year, by means of a proper succession of crops and obtaining the greatest possible return; and (3) provision for a proper rotation of crops in successive years. For example, in a good rotation brassicas would not follow brassicas, nor legumes legumes, nor potatoes potatoes, nor would tap-rooted crops follow tap-rooted crops.

“Growing “monster” prize vegetables should be discountenanced, though there is no reason why the scholars should not compete with collections of ordinary vegetables at village shows. General excellence of the vegetables for domestic use is the object to be aimed at.

“In some cases boys provide manure and stakes for their own plots; and this should be encouraged. In manuring, as in all other operations, the value of a material used or a method adopted needs to be discussed with the scholars in order that they may work with intelligence.

“That fruit-culture should be included is in most cases desirable, but not always practicable. The fruits that should be included are gooseberries, red and black currants, raspberries, strawberries, apples, pears, plums, and damsons. Among the operations that should be included are raising from cuttings, planting, budding, grafting, pruning; grease-banding, winter-washing, and spraying against various pests.

“Either each plot should have its own flower-border, or a flower-border cultivated conjointly by the scholars should be provided. Sometimes the flower-border can be cultivated by a class of girls or