and acted on, there are still a good number where the lessons appear to be lacking in correlation and continuity, and hence largely fail in securing the results aimed at. It is impossible to teach composition intelligently without some knowledge of functional grammar, as well as of analysis and synthesis of sentences. All this should be taught, and thoroughly taught, but always associated with and leading up to the writing of composition. In the days that come not again too much time undoubtedly was given to the abstruse subtleties of grammar, and the present syllabus very wisely discourages its excessive use as a subject of instruction. This, however, must not be taken to imply its banishment, which was never contemplated, and which cannot fail to be followed by results of a more or less disastrous nature. On the teaching of English and its practical application much useful information may be obtained from Marsh's "Preparatory Reading and Composition" (Blackie and Son), and from Hyde's "Lessons in the Use of English" (Harrap and Co.).

ARITHMETIC.—With the exception of those of Standards V and II, the results obtained in arithmetic were generally promising, though in several directions much yet remains to be done before the subject can be considered as sufficiently well advanced to warrant the application of the term "satisfactory." In the lower classes of those schools where the importance of smart mental work is recognized the appearance was creditable, whereas in cases where mental drill received but scant attention results, as might be expected, were disappointing. In all arithmetic-teaching oral work is of the first importance, and should be applied incessantly during the acquisition of a rule. Its use leads to clearness and rapidity of thought, tends to remove difficulties inseparable from the subject, and cannot under any circumstances afford to be overlooked. It is quite possible that too much reliance may be placed on the text-book, with the result that contact of mind between teacher and pupil, so essential to successful effort, to a large extent is lost. The perfunctory or even careful explanation of a rule, if followed on the part of the pupil merely by working out examples from the book with occasional aid from the teacher, cannot lead to anything but moderate success, if it does not end in actual failure. The main part of the work in every standard should be oral, and much of it should be mental. Taking interest as an example, before being allowed to use the text-book pupils should be required to work mentally and rapidly numerous simple examples in the rule, and should be able to find at sight easy percentages on any reasonable sum of money. This should be continued, moreover, until the class is familiar with the ideas of discount on the tradesman's bill, commission paid to an agent, &c., and can find at sight the answers to easy problems involving these and other similar transactions. In the junior classes—indeed, in all classes—actual objects mentioned in the questions should, if possible, be handled. This applies specially to the work of the preparatory classes and Standard I, where no training can be considered as satisfactory which does not insist on the use of counters—not dots or strokes or similar devices, but some tangible objects, such as marbles, or beans, or gunwads, which can actually be touched and moved about by the pupils. In Standards IV and V concrete objects are again required in dealing with reduction and fractions, whilst in the two upper classes no teaching of the metric system can lay claim to completeness when unaccompanied by the actual handling of metric units and the use of these in computing values.

GEOGRAPHY.—So much has been spoken and written on this subject during the last few years that we feel it would be labouring the obvious to refer to it in any great detail. One or two matters, however, we would like to emphasize. We submit that there is no such thing as a definite scheme of Course A geography prescribed by regulation. The syllabus appearing under the heading of Course A was and is meant to indicate the kind of work contemplated as suitable, and at no time was intended to serve as a mandatory course which all schools would be expected to follow. Teachers are expressly told that any suitable programme may be accepted by the Inspector, and are expected to make use of local conditions when framing courses of instruction. There is no obligation, moreover, to range through the numerous phases of the subject referred to with more or less fullness in the suggested course; the number and extent of the selections made would obviously depend on thoroughness of treatment and length of time available for teaching. It is to be regretted that so many schools accept as a course of instruction the full text of what appears in the syllabus as a suggested programme, and in their endeavour to cover the outlined scheme depend so largely on the Imperial Geography. If Course A is to fulfil the expectations even of its less sanguine supporters it must be made more practical in application than could possibly be the case by the use of a text-book such as the one to which we refer. Course B, it is pleasing to note, is gradually coming to its own, and we look forward with confidence to the time when the complaints levelled against the teaching of this phase of geography will largely, if not altogether, cease. There is much to show that instruction here has improved, and that the old plan of committing to memory lists of names, with brief tags of information attached, is giving place to more rational and useful methods. The geographical reading-book is a very real aid to teaching if properly used, for not only are its descriptions full and often interesting, but its contents, being always available, provide a source from which information can at any time be derived; hence its presence must tend to foster a spirit of self-effort and independence, so greatly to be desired. In all cases, however, the use of the reading-book should be supplemented by vivid personal teaching; if this is not done good results cannot be secured, for, after all, the power of application possessed by children is limited and their sense of proportion not always just. Here, again, there is much need for a definite and comprehensive course having its origin in Standard II or Standard III, and gradually increasing in depth and range until the highest class is reached. In a circular issued early in the year we set forth a skeleton course, intended primarily as a syllabus, in which pupils attending the synchronous examination for Standard VI certificates would be tested, but which, for those who adopt it, might well form the groundwork of a scheme to be covered in two or even in three years by the upper classes. This will obviously be necessary in all cases where classes are grouped for instruction.