

they divorce the teaching of English from that of composition. Too strict adherence to the order of the exercises in the text-book is often the cause of this defect. Many of the recent publications on English—*e.g.*, Lay's Class-books of Composition, the Kingsway Series, Glover's New English Course—will be very helpful to the teacher who is desirous of getting the best correlation between these subjects. The quality of the essay-writing in the middle division forces us to the conclusion that insufficient time is given to oral and blackboard training in this subject.

*History.*—Teachers are beginning to take much more interest in this subject and to improve their teaching of it. A great deal yet remains to be done, however, to make the teaching what it really ought to be. The worst fault of all is the common failure to invest the subject with life, interest, romance, and the consequent failure to inspire the pupils with a love of history and a desire to read it for themselves. Very often there is a want of reality about the teaching. This might be got over by setting the pupils to do research work in local history, and by including among the lessons the most interesting stories of early New Zealand. The human element should, of course, always be stressed, but something should also be done to explain the great movements in history. A few well-chosen sentences will often serve to link up modern with mediæval history and to make pupils realize how institutions and ideas have grown. Many teachers miss splendid opportunities for correlation with other subjects, with geography especially. Civics should not be wholly dissociated from history, for many of the history lessons will form an excellent basis for lessons on civics.

*Geography.*—It cannot be said that the teaching of this subject is in accord with modern ideals. In many cases far too much reliance is placed on the text-book. Much more use can be made of outdoor work, of the weather observations, and of visual work—pictures, diagrams, apparatus, and handwork—so as to make the subject real and interesting and attractive to the pupils. The scientific aspect of the subject is not fully appreciated. Details have been carefully stressed, but the training in observation and deduction is not sound. Most teachers are too much concerned with isolated facts and separate countries, and fail to give their pupils any real appreciation of broad general principles. "The fundamental principles involved," says Professor Lyde, "are few and comparatively simple, and it is both possible and absolutely essential to grasp these principles firmly and clearly. This knowledge, once made a real possession, can be applied very rapidly and with great certainty to new cases; and, as the strain on the memory is thus minimized, the results seem to be out of all proportion to the initial labour." If the geography of our Dominion were taught so as to give a good grasp of geographical principles, the work of the upper classes would be comparatively light. Topography, of course, has its legitimate place too, and in this connection we should like to see a map of the world in every class-room.

*Arithmetic.*—This subject is receiving sound treatment, the majority of the work being characterized by neatness and accuracy. We still feel, however, that insufficient attention is given to mental arithmetic, while the application of the principles of mental work can be still further applied to written calculation. There is also a tendency to work beyond the syllabus in the various standards, the text-books in use being in some measure responsible for this. More oral work in Standards I and II, and fuller practice in tables, will well repay the time devoted to them. To be sure that principles are thoroughly understood, the pupils should be trained to give a clear outline of the methods employed. Fuller use can be made of handwork to assist the teaching of mensuration in the upper standards.

*Science.*—The progress that continues to be made in this subject is a tribute to the enthusiasm and ability of the instructor, Mr. W. C. Morris. There are very few schools in this district which have not been supplied with small standard sets of necessary science glassware and other requirements, but the sets are of such a nature that the initiative of the teacher is still called into play for the purpose of fixing up improvised apparatus for working simple experiments, both indoor and outdoor. It is usually a pleasure to question pupils on the work which has been taken.

The definite schemes in nature-study are making a difference to the pupils in the lower standards, especially in the knowledge of nature facts and human-life facts. Although not counted as part of nature-study, a series of definite as well as incidental health talks are given for at least a quarter of an hour per week in all schools. It is not too much to say that there are at least 80 per cent. of the schools doing efficient school-garden work. Planting is generally well done, and the plots are carefully tended, and present a neat appearance. Many of the gardens have been established under adverse conditions. Ground improvement and beautifying schemes are in evidence in all schools—even those in the remote districts are doing something to show their pride and interest in the school. Elementary afforestation propagation work was carried out in about forty schools, and it is hoped to add a similar number this year.

*Singing.*—As with other cultural subjects—recitation, reading aloud, literary appreciation, and art work—singing and music do not take the place in the school that their importance in after-life demands. In only very few schools can the standard reached be said to be really very good, while in the great majority it is not better than very fair. The issue of a departmental text-book containing very clear instructions as to the work to be expected of each class and the best methods of teaching it, together with a large selection of suitable songs and exercises, would greatly help teachers who are not musical experts, and who have not much opportunity of buying really suitable books. We hope to see in 1925 a very much higher standard reached, and within the next few years such a renaissance as has taken place in school music in England.

*Drawing and Handwork.*—Drawing is, as a rule, quite satisfactory, and in many cases very creditable. Though we do not wish to see correlation forced, or introduced merely for the sake of correlation itself, we are, however, of opinion that a great deal more can be done to use drawing to illustrate the science and nature-study lessons. Modelling is better used in this way, especially in the lower classes. But here the artistic side is often forgotten, and children are allowed to present really rough, unfinished