intelligent use of good models. It is reasonable to assume that, as most pupils usually write with satisfactory formal accuracy by the time they pass Standard III, they should subsequently cultivate some style in writing, and display it in their essays. Apart from style or other desirable refinements of quality, it is amazing how many Standard VI pupils ignore full stops, apostrophes, and capital letters.

Taranaki.—In the majority of cases there has been a decided improvement in oral composition, though there is still a wide margin left before fluent and intelligent speech can be said to have taken its proper place in the school. The solution of the matter seems to be mainly one of organization, and, while not unaware of the difficulties, we would stress the point that opportunity for oral speech pays handsome dividends in every branch of education. In view of the developments in oral composition, use of the library, a more rational English programme, and unlimited sources from which ideas may be obtained, written composition should reach a much higher standard as regards quantity and quality. In a number of instances some schools have revolutionized this work during the year, but the others are still content to accept short formal efforts lacking in ideas and beauty of diction. Teachers must recognize that it is impossible to make bricks without straw, and that written and oral composition will continue to remain stunted until pupils' experiences are enriched by the experiences of others through literature.

Otago.—Except in a few cases we have found little improvement in the quality of the written work in composition. Where increased attention has been given to the development of the pupils' powers of oral expression and to the study of literary models, we have found a corresponding advance in the quality of the written work, and we were pleased to find in some schools examples of outstanding merit.

Arithmetic.

Wanganui.—Notwithstanding the reduction in the time devoted to this subject, a distinct improvement is noted in the quality of the work. The attention that has been paid to daily table drill and speed and accuracy exercises has improved the ability of the pupils in making their calculations, and has freed their minds for the required concentration upon the solving of problems. The chief weaknesses in the mechanical work are evident in the processes of subtraction and division. There is still a need for a careful scrutiny of all exercises worked by the pupils, so that the nature of the errors may be noted and remedial practice supplied.

Wellington.—There has been a much greater improvement in mental arithmetic than in the written work. This is probably due to the new emphasis placed on the former in the Proficiency Certificate Examination and to a more consistent testing in this subject. The written work was this year rather disappointing. The correct statement of a problem in arithmetic demands correct English, and should be regarded as a good and exacting training therein. So valuable an opportunity for training the pupil to say and write what he is thinking should not be missed. A contributing factor in the failure noted above is probably a neglect of the reasoning processes involved in mathematical calculation, and especially a lack of insistence upon clear, logical, and consecutive statement in the pupils' oral or written exposition. In far too many cases Standard VI pupils set forth their problems in a tangled mass of figures or in a series of absurd statements; but so long as the right answer emerged from this welter the average teacher asked for nothing more. The $\therefore$ sign is seldom used; the $=$ sign is rarely understood, otherwise such absurdities as: "To find the number of miles $= 60 \times 12 = 720 \div 80 = 9$ ans.," would surely never be tolerated, even though the correct answer happened to be 9. It is a good mental training for Standard VI to state every problem in the form of an equation or series of equations where the equal sign is a substitute for some form of the verb to be; it is also an excellent introduction to work in algebra, where progress is so often hindered by an ignorance of the meaning of equations, or by an inability to express mathematical ideas in equation form.

Geography.

Wellington.—In geography very fair results have been obtained, especially in those classes where interest is centred around the articles of daily use. In the highest classes there is too rudimentary a knowledge of New Zealand. The centre of interest should be the child's own country; this should be thoroughly known, and in the treatment of other countries constant reference to and comparison with New Zealand should be made; areas, surface-features, and climates should be compared; people and products should be contrasted; and the advantages and disadvantages of each as competitors and co-workers in world-markets should be estimated.

Otago.—We are pleased to note an improvement in the treatment of what may be termed "human geography." The study of local life and natural conditions is being extended to form a better idea of New Zealand geography as a whole, and this in turn is being used (though not as widely as we should like to see it) as a basis for the understanding of foreign countries. We have found in a few cases that the teachers are making use of excursions for the purpose of giving the pupils first-hand knowledge, and we should like to see a widespread extension of this method.

History.

Wanganui.—While history is being intelligently treated in many schools, in many others the results are disappointing. The successful teacher of history must first have a love for and a sound knowledge of the subject, and, secondly, be able to present his matter with a vividness that arouses the interest and stimulates the imagination of his pupils.