

*Spelling.*

"The quality of work done in this subject varies greatly. In many schools the spelling ability of the pupils is very good. In some schools greater care in the selection of words is required. On no account should formal spelling lists be used."

*Arithmetic.*

"Arithmetic is well taught in some schools, but in general there is too much tendency to follow the text-books supplied, and a reluctance to prepare and use practical methods. Again when practical methods are used it is often the teacher who does the demonstrating with the material or apparatus while the children watch passively.

"A considerable number of teachers, especially in primer classes, make adequate use of concrete methods, and at one school, Oruanui, the teacher has built a miniature shop in one corner of his room, equipped with scales, counter, till, shelves full of groceries, books, and even a dummy telephone.

"There is no doubt that the text-books are a great temptation to unambitious teachers; but unless arithmetic is closely associated with materials, quantities, and actual spacial relations, it loses a great deal of its value, and its operations become a burden on the memory of the pupils instead of a process of reasoning based on their own activities.

"On its more formal side, this subject has been very well taught in a large number of schools. Many teachers fear that very much time spent on the practical application of number will mean a lowering of the standard of the more formal work. This fear is unfounded, and teachers have been informed that much more practice in practical arithmetic is not only necessary, but will prove beneficial.

"Regular practice for the development of speed in mechanical arithmetic and tables could receive more attention. There are now many types of speed tests available.

"In the preparatory division number work is very well done. It is perhaps necessary to remind teachers that in P. 4 the number facts are required to be memorized."

*History.*

"As the year 1929 marked the introduction of the subject into the Native-school curriculum, little comment is, as yet, possible. Teachers have welcomed the innovation not only for its own sake, but because of the further opportunity it makes available for the development of oral expression. Stories told in an interesting and dramatic manner by the teacher, retold and dramatized by the children, is the method recommended.

"There are as yet few good schemes of work in this subject, and no special methods for teaching it, such as projects or dramatization. Time charts are used in two or three schools.

"Teachers have been advised to emphasize the Maori and New Zealand history, and to use the story method, especially in the lower classes."

*Geography.*

"Satisfactory work continues to be done in a number of schools. As a general rule the methods employed are too formal. Much more practical and pictorial illustration would result in increased interest."

"The children should record their observations of natural phenomena; they should also collect specimens of plants, including grasses, weeds, insects, &c.

"Weather records are kept in a number of schools. In a smaller number the seasonal changes in the relations of the earth to the sun and stars are observed, but the local physical geography is usually not well taught."

*Agriculture.*

"Agriculture is a very important subject, and so far as the practical school-gardening is concerned it is well taught in a large number of schools. In some cases the children are encouraged to cultivate home gardens.

"The experimental side of the subject and the recording of results obtained in note-books, is carried out only in a few schools.

"The Instructors in Agriculture continue to visit most of the schools. Renewed activity and interest is now being evinced by many teachers. The development of home plots should be encouraged. Tree-planting and forestry work is becoming a feature in some districts."

*Handwork.*

"Whilst some of the Native schools wisely make a feature of their handwork activities, in many cases this subject is sadly neglected, especially in the upper divisions. Handwork is such an excellent teaching-device that it is surprising such little use is made of this play-way activity. The real importance of this subject lies in the development of technical skill and of the creative faculty, and its technique is based on the training of hand and eye. To supplement the material supplied by the Department, teachers should make full use of natural and waste material obtained locally, *e.g.*, sugar-bags, tins, lace-bark, flax, pine-needles, raupo, paper, string, rubber, &c.

"In a few of the schools woodwork and cookery rooms, in which the children are receiving excellent training of a practical nature, have been established. The results are most gratifying and well repay the enthusiasm of the teachers.

"The materials supplied by the Department are plasticine, mat-weaving paper, carton, cardboard, paper for folding, crayon books and pastels, brushes and colours and coloured chalk. In several