

More attention was also given to design, which appeals to the child because of its rhythmic nature and because of the contrasts obtained. The study of Maori design has been encouraged, and the interest displayed in this branch of art is steadily increasing.

It is also expected that the training in all forms of arts and crafts should show practical results in the arrangement and decoration of class-rooms and of rooms built for special purposes. In some districts special rooms have been built for the meetings of the school councils, and some of these have been modelled on the lines of the old Maori meeting-houses, with the carvings and other decorations done by the children themselves.

4. SOCIAL STUDIES.

Under this heading are included the two subjects, history and geography, which have, according to the old tradition, been regarded as separate and distinct. Yet the two are so closely inter-related that they are inseparable. It is this aspect which has been stressed and discussed with teachers during the past year.

It is correct to say that geography makes history. People who have been in possession of fertile lands or lands rich in minerals have always had envious eyes cast upon them by their less fortunate neighbours or by ambitious nations anxious to extend their boundaries. The same truth applied to the history of the Maori in New Zealand. His pa or kainga had to be close to his food-supplies, and every advantage had to be taken of the surrounding terrain to fortify it against raiders. Then, too, the paths taken by the raiders were determined by the topography of the country. There are definite geographic reasons why certain parts of Aotearoa have had a much more stormy history than others.

Some knowledge of civics is essential if the Maori child is to be fitted to take his place later in the larger community and to become a useful member of society. But modern forms of government have their roots deep down in the history of the past.

Social studies too, should be closely related to the programmes under "Home and Health." Modern countries, except under stress of war, are not self-sufficient, but rely on the free interchange of goods; and, as it is in the larger world, so it is in the home and in the small community. Each has something to give and something to receive, and it is of more benefit for the Maori child to study those things with which he is familiar than to occupy himself with facts beyond his experience.

The course recommended lends itself to much useful project work that can be undertaken by the children themselves if the school library is suitably stocked.

During the year, in the majority of Native schools, history and geography were treated as separate subjects in the usual manner. It was pleasing to see that more importance was placed upon class discussions of interesting and important contemporary occurrences. Maori and early New Zealand history were included in most schemes, which have a tendency, however, to remain too narrow in scope and treatment.

5. AESTHETIC ACTIVITIES.

In teaching, there is always a danger that stress may be laid on the acquisition of facts, rather than on a genuine appreciation of the relation of these facts to life. Work always means more, and is more effective, when one takes pleasure in it. This has a special application to music and singing, recitation, dramatics, eurhythmics, and cultural reading. Too often there is meticulous accuracy but little soul, and the children go through their work in a stilted manner without any of that pride which comes from the knowledge of a task well done. The elocutionary arts are practised for the delectation of an audience, and it is the impression on the audience which indicates the success of the artist. Every child who recites or takes part in some dramatic work in the school has an audience of his fellow-pupils. It is this aspect of the work which has been emphasized during the past year, and the success of the teachers in these subjects has been judged not only by the skill in attainment and expression, but also by the pleasure of the pupils in their performance. It is important that the songs and recitations should not be beyond the comprehension of the children. They should be able to understand their songs and poems to such an extent that they can enter thoroughly into the spirit of them. Fortunately, there is on the market a wealth of suitable material for children of all ages, so that a judicious selection is easy. Memorization has its place, but it is second in importance to interpretation. The children should study the use of the voice and how different effects may be obtained, without, however, attempting to get absolute uniformity of expression. The use of Maori songs has been further encouraged, and it is apparent that these are thoroughly enjoyed by the children. The Maori has some contribution to offer to the world of music, and the use of his songs is a recognition of that fact. It is desired that these subjects should not be treated separately, but rather that they should be grouped and taken together in what might be termed a "cultural hour." The progress made during last year may be regarded as quite satisfactory. Fluency in oral English has been stressed for a number of years, and we are now in a position to aim at appreciation.

6. ENGLISH AND ARITHMETIC.

Upon the satisfactory teaching of these two subjects depends, to a great extent, the efficiency of every primary school. Literacy is a *sine qua non* in any modern society, and must be early acquired. To whatever extent free expression and free discipline are advocated, it is in the teaching of English and arithmetic that the child learns the intense joy of mastery and achievement through repetitive exercises, concentrated attention upon the task in hand,