

*Southland*.—"We think that the introduction of a suitable historic reader would counteract the antiquated method of 'teaching' by the dictation of notes."

*Wellington*.—"We do not find that the syllabus directions in regard to history (Appendix N) work out satisfactorily. The period for the middle division of the State schools is from the Celtic period to the beginning of the Plantagenet period. This leaves the whole range of history from 1145 to the present day to be covered by the senior division in two years. If it is considered what even an outline of modern history means, it is plain that reasonable treatment of the subject is not possible in the time."

*Hawke's Bay*.—"We are of opinion that there is too much detail in respect to the earlier part of the programme set, while the need of a suitable text-book for New Zealand children is much felt."

*Taranaki*.—"The practice of giving pupils extensive notes copied from the blackboard or from the teacher's dictation still largely prevails—a practice that cannot be too strongly condemned. No important event in history should ever be isolated from what has preceded it. Cause and effect should be linked together, and the story of our country should be treated as one long chain of interesting events."

With regard to the inculcation of patriotism the Taranaki Inspectors say: "In some of our larger schools the inculcation of true patriotism is wisely carried on, usually in a general assembly of the school. By song and speech, by readings and addresses, the minds of the children are influenced for good, and the pupils are taught to see that if a country is worth living in it is also worth loving and respecting. The duties of good citizens are clearly set before the children, who are trained to uphold the right and the good in our community life. But in other schools the teachers show little interest in either patriotism or civics."

*Auckland*.—"Teachers themselves, in many cases, have a poor knowledge of the subject, and they appear to teach it with little enthusiasm and certainly with little success. Many fail to realize that the most important aim is the 'making of the citizen.' School libraries seldom contain historical novels or books of biography. Some 30 per cent. of the pupils in our primary schools leave before entering the Sixth Standard, and yet many teachers adopt the periodic method, with the result that large numbers of children leave school without any knowledge of the last two centuries of our history—the period of colonial expansion and its consequent problems, of the industrial revolution and its results, of parliamentary reform, of the Factory and Education Acts, &c."

With regard to instruction in civics the Auckland Inspectors say: "A definite course of civic instruction is taught in the larger schools, and in the smaller ones the subject is dealt with incidentally. Teachers are earnest and loyal, and endeavour in every way to stimulate their pupils to habits of industry, and to inculcate the spirit of patriotism."

The problem of educating the retarded pupil is exercising the minds of numbers of educationists in New Zealand as in other countries. In the more progressive American States much investigation has been carried out, and specialist teachers and psychologists have been engaged. In Great Britain much less appears to have been done. In New Zealand classes for retardates have been established in a few schools, but there is great need to deal with the problem in a more comprehensive manner. An expert psychologist is required to direct the method of selecting pupils for the retardate, or, as it is sometimes called, the "ungraded" class. There are at present in the schools retarded pupils of different types: some are of subnormal mentality, some are retarded because between them and their teacher there is no sympathy and no common ground, some have been late in beginning their school life, some fail to respond to the usual methods of teaching, some have flitted from school to school and find themselves held back in each fresh position. It is evident that all these types of retardation cannot be dealt with in the same way. In the meantime teachers make use of intelligence tests, and in special cases enlist the help of School Medical Officers in determining the nature, extent, and cause of mental backwardness. During the year the Wanganui Inspectorate made an interesting investigation into the comparative retardation of pupils who move frequently from school to school. It was found that the average age of the migratory pupil was in general greater than that of the stationary pupil. The difference in a large number of instances was as much as nine months. The difference was less in Standard VI than in other classes, but this was no doubt due to many of the migratory pupils leaving school before they reached that class. In their report on the special class for retardates conducted in Victoria Avenue School the Wanganui Inspectors say: "This class has been continued at Victoria Avenue School under better conditions than last year. A room was fitted up by the Board with a work-bench and other equipment, and a special teacher was appointed to conduct the class. The pupils were all given the Terman intelligence tests for the purpose of obtaining some insight into their individual capacities, and the work has been arranged as nearly as possible in accordance with the result of the test. The demands of the syllabus have been considerably relaxed with regard to formal work, and particular stress has been laid on various forms of handwork. Though classified lower than is usual for entry to manual classes, the elder boys and girls have been allowed to take woodwork and cookery respectively, special courses having been arranged for them by the manual instructors. Garden plots have been assigned to the pupils, who appreciated the opportunity of working outside. Excursions have formed an interesting feature of the activities of the class. The Chief Physical Instructor visited the class and drew up a special programme including more games and less rigid drill. On his recommendation an extension of time for physical instruction was made by including an afternoon period. On our visit to this class we found the pupils working more happily and contentedly than they were when in the ordinary school classes. There is no doubt that much has been done for their mental uplift, and with the experience now gained much more should be possible towards their intellectual development in the coming year."