

Recitation.—"We regret that this subject is still not receiving attention commensurate with its importance. Success primarily depends on the teacher's personal attitude towards the subject and on a right conception of its possibilities. In a limited number of cases the enthusiasm of the teacher is reflected in the pleasing performance of the pupils. This, however, is not as widespread as we could wish. Too often the efforts appear to be somewhat perfunctory, as evidenced by much imperfect memorization and mediocre rendering. There is still too much learning and too little teaching. The choice of poems leaves much to be desired, one determining factor appearing to be the availability of the text of the passage for class purposes rather than the intrinsic value of the poem itself. There is still a disposition to ignore the claims of good prose pieces."—(*Wanganui*.)

"In the highest classes we think pupils should not confine their work solely to disconnected pieces, but should make some connected study either of an author (*e.g.*, Tennyson) or of a topic (*e.g.*, the sea). In the latter case the intellectual life of the pupil may be stirred to conscious attention by a comparison of the manner in which different poets have treated the same theme. But appreciation must not be forced; what appeals to the teacher may not appeal to the pupil, or what appeals to girls may not appeal to boys. A wide range is therefore necessary; the pupils should have access to some of the very suitable anthologies now at their disposal, and, above all, time to read them."—(*Hawke's Bay*.)

Speech Training.—"Speech training cannot yet be said to receive the attention it merits. There is no doubt an increase in the fluency and correctness with which the pupils express themselves orally; but in clearness of enunciation and pleasantness of articulation our schools have still far to go. The speech-training lesson is too much inclined to be a thing apart; it is certain that unless it is intimately linked with every other oral lesson, it will, for the greater part, be a waste of time. It is probably safe to say that were the teacher always studiously correct and pleasant in his own speech, and with a quiet persistence demanded the same from his pupils throughout the school day, no speech-training lesson in the narrow sense would be required. Until this stage has been reached the full appreciation of the melody and rhythm of literature will hardly be possible."—(*Hawke's Bay*.)

Spelling.—"We are far from being satisfied with the spelling in our schools. Even when the test is a cross-section through the lists presented by the teachers, the results are often poor. When any other kind of test is applied the outcome is worse still. We have not yet ascertained the exact reason for this weakness, but have no doubt that the use of lists in which the words are arranged in alphabetical order without regard to their association in use or otherwise is a contributing cause. Insufficient revision is almost certainly another factor in the weakness."—(*Taranaki*.)

"This is still an unsatisfactory subject in our schools, and a determined effort should be made to remove the reproach."—(*Canterbury*.)

Writing.—"This subject deserves and needs more skilled attention as to both style and method of production. The posture of the children is a subject for grave inquiry, because of the injury being done to sight and spine. Pupils still crouch over their work and keep wrists on the desks. The writing lesson is frequently not handled in a satisfactory manner. Many of our young teachers seem to consider that the subject will teach itself, a well-developed and carefully corrected lesson being seldom seen."—(*Auckland*.)

"In cases where poor writing has been found in a class we have required the teacher to forward us for criticism specimens of the work after the lapse of a month or two. With a little special concentration on the subject it is wonderful what an improvement has been effected. . . . In the matter of writing children are very imitative, and we feel that in all blackboard work that is put before the class the teacher should see that the written work is worthy of the imitation."—(*Wanganui*.)

Arithmetic.—"Three common faults in arithmetic are still to be noted: (1) Lack of logical statement and setting-out. In some cases practically no statements are made, and it is almost impossible to follow the progress of the work; in others, totally unnecessary statements are set down. Probably there is not enough discussion preparatory to the working of the sums, and pupils fail to detect, and hence to set down, the essential statements and the processes employed. (2) Errors in mechanical work, probably due to faulty foundation work and to lack of practice in such foundation work. (3) Too little rapid oral work of sums involving simple mechanical operations."—(*Auckland*.)

"It has been found necessary again to draw teachers' attention to the need for the regular use of speed exercises in the mechanical rules. Unless speed and accuracy in calculation are made in a large measure automatic in the lower classes, much of the time spent in arithmetic in the higher classes must represent waste effort. Where any weakness in this respect is noted, the work of the pupil should be carefully scrutinized to determine the reason for such weakness, and the remedy in the form of further table drill or instruction in the operation should be applied. Careful diagnosis of the nature of the work done is most important. The mere calling-out of the answers by the teacher and the marking of the sums right or wrong by the pupils is insufficient. All written work done should be carefully overlooked by the teacher, and a check made on the method and accuracy of the working. The type of sums set in mental arithmetic is often too varied for one lesson. A large number of examples bearing upon written work to follow will prove much more effective. Tests including all the types previously taught should be given at frequent intervals for revision. Revision of work already taught should be so frequent that it never has to result in the reteaching of the principles and elementary ideas already covered."—(*Wanganui*.)

Geography.—"Geography is, on the whole, one of the best subjects in the primary-school course. It is certainly one of the most interesting for the children, because it is treated rationally by most teachers. The increasing number of classes taken out to the hills and to the beaches shows that teachers are using the best methods. The chief defect, however, in the teaching of geography is the ignorance on the part of the children of their own locality. The senior pupils of some schools do not know the physical features (chief peaks, rivers, and creeks, &c.) of the country in which the school is situated. Where the names are not known it is unlikely that the pupil has traversed the district under good leadership. A child should know and understand his surroundings, as such knowledge