

1942.

NEW ZEALAND.

EDUCATION : PRIMARY AND POST-PRIMARY EDUCATION.

[In continuation of E.—2 of 1941.]

Presented to both Houses of the General Assembly by Command of His Excellency.

NOTE.—Some of the tables have been omitted because the information or part of it can be obtained elsewhere. These tables are as follows, and the tables to which reference can be made are also given : Table A 5—see Table E 2 in E.—1 for median ages ; Table A 9—see Table O 1 in E.—1 ; Table A 14—Table E 5 in E.—1 ; Tables A 17 and D 8—see Tables D and E 1 in E.—1 ; Table B 2—see Table E 6 in E.—1 ; Table D 2—see Table E 3 in E.—1 ; Table D 4—see Table N in E.—1 ; Table E 2—see Table D in E.—1 ; Table J 2—see Table E 5 in E.—1 ; Table K 1—see Table W in E.—1.

EXTRACTS FROM THE REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS, (MR. G. E. OVERTON) FOR THE YEAR 1941.

Training.—In the four colleges, teacher-training is efficiently conducted, despite difficulties. Very few men students remain. Military service has not interfered with the opportunity of admission for men. Provision is made for all to complete their training as soon as military obligations have been fulfilled. Liberal proposals for meeting the position, both of soldier-students and of soldier-teachers, are under consideration, the guiding principle being that no one, as a result of military duties, should suffer any handicap with respect to teaching service, salary, or grading on his return to teaching.

Staffs.—During the year two important measures to stabilize teaching staffs were introduced, first an amendment of the Education Act requiring teachers to remain at least two years in the same position, and second the provision of permanent rates of salary for all war positions, the lower grades of which were formerly filled by a succession of relieving teachers.

Biennial Plan.—Inspectors now have greater freedom in making a better distribution of their time in assisting teachers with their work. Far more time is available for personal discussion of school work with individuals, staffs, and groups of teachers, leading to a much better understanding between inspectors and teachers.

Schools and the Community.—There has been a welcome revival of interest on the part of Home and School Associations, which supplement the work of School Committees in maintaining a better understanding between the schools and the homes. In the chief centres Vocational Guidance Officers are keeping in close touch with pupils leaving the primary schools, and much helpful advice is given to parents. A factor promoting community interest is the increased value placed on the physical welfare of the children. The Health Department, through the School Hygiene and Dental Divisions and Milk-in-schools Branch, is in close contact with the schools and homes. A successful innovation, sponsored by the Internal Marketing Division, is the Apples-in-school Scheme. Officers of the Transport Department and various automobile associations have willingly co-operated with the teachers in promoting road-safety instruction, and the number of accidents affecting child pedestrians and cyclists shows a substantial decline.

Curriculum and Pupil Activity.—The abolition of the Proficiency Examination is gradually producing a change of emphasis and a redistribution of values. The syllabus for arithmetic is under revision, and the premature teaching of formal subjects to infants is being investigated. Essential phases of the school curriculum still receive due attention, but greater realism is revitalizing the courses of instruction, and the children themselves are becoming a more active force in their own education. Self-expression in physical movement, in speech, in arts and crafts is more evident. Club work for fostering individual aptitudes is continued, agricultural clubs being most successful. One large intermediate school, using a six-day time-table, devotes each sixth day to a wide range of handicrafts, and several such schools have model flats or rooms for practical housecraft. The use of self-government is extending, thoughtful teachers realizing that real understanding of the democratic way of life is given by practising it, not preaching it.

EXTRACTS FROM THE REPORT OF THE CHIEF INSPECTOR OF SECONDARY SCHOOLS (MR. E. CARADUS) FOR THE YEAR 1941.

Staff.—Mr. Parr, who had been an inspector of secondary schools since 1918 and Chief Inspector of Secondary Schools since 1924, retired on superannuation at the end of March.

Accrediting and the University Entrance Examination.—Further progress has been made with accrediting, and the University Senate has now reaffirmed with some slight modifications the scheme of which it approved in January, 1941.