

1947
NEW ZEALAND

EDUCATION:
PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E.—2 of 1946]

*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; 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.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS
(MR. G. E. OVERTON) FOR THE YEAR 1946

SIR,—

I have the honour to present my report on the primary schools for the year ended 31st December, 1946:—

BIENNIAL INSPECTION

The main purpose of inspection is to give stimulating guidance and assistance to teachers, and to this purpose all other phases of inspection are subsidiary. The two-year plan of inspection and reporting adopted six years ago provides more freedom for Inspectors and allows longer visits to be paid where help is most needed. Greater opportunity is given for discussion, for demonstration of teaching methods, and for staff conferences. Modern trends in education make increasing demands on the skill of teachers, and it is only by effective team work on the part of the headmaster and the staff that the school can function successfully. Regular staff conferences are therefore strongly recommended by Inspectors. Further assistance is given to teachers in some districts by periodical circulars containing suggestions on the teaching of various subjects, and notes on special developments in education.

The former annual system of inspection involved excessive reporting and Inspectors were rarely free from the burden of writing reports. The present method of personal discussion is much more effective. Time is now available for reading educational literature, and for meeting groups of teachers, branches of the New Zealand Educational Institute, School Committees, parent-teacher associations, and others interested in education. The growth of these parent-teacher associations shows that interest in the work of the schools is increasing. Public interest in education has perhaps never been so great as it is at the present time.