

It is fully recognized also that new text-books are essential for carrying out the revised syllabuses in English and arithmetic. Text-books in arithmetic for all the standard classes are now in use by the pupils, and infant-teachers have a manual on infant number work. All the necessary answer books are in the schools, except that for Form II, which is being printed. Text-books for the new courses in written English have been prepared for all classes, but post-war difficulties in the printing trade have delayed their issue. Standard 1 book has been issued to schools, Standard 2 is shortly to be issued, and the other books will follow as quickly as possible. As over 40,000 copies of each standard class book are needed, the difficulties of supply can be appreciated. The books are attractive in format, clear in print, and set a high standard in text-book production.

The *School Journal*, beginning with the February issue of 1946, has been enlarged, Standards 1 and 2 being issued in separate parts to effect a simpler transition from the infant readers, and the amount of reading matter for Standards 3 and 4 has been doubled. Sufficient staff could not be obtained for despatch of the *Journals*, and the Department is grateful to the New Zealand Educational Institute for arranging for teachers to do the work.

#### TEACHER-TRAINING

In July, 1946, 1,575 students were attending the four training colleges. This number included 53 graduates taking a course leading to post-primary teaching and about 70 students undergoing specialist training in such fields of education as physical education, art and craft, music, agriculture, speech therapy, and education of the deaf and of backward children. Difficulties of boarding outside students continue, but by the special efforts of the Principals and staffs lodging for all has been obtained. In two districts an extension of hostel accommodation has greatly relieved the situation. The number of men students in proportion to women is much larger than usual—in one college the numbers being about equal—largely due to the return of soldier students and the admission of ex-servicemen desiring to make a career of teaching. The colleges are accomplishing fine work in teacher-training and exert a stimulating influence in education generally. Inspectors continue to keep in touch with the colleges, and the suggestion has again been made that exchanges for definite periods of members of the college staffs and the inspectorate would be mutually helpful. Liberal annual grants have been made to augment library facilities and fine educational libraries are being built up for use not only by students, but by teachers in the schools.

At the request of the Department, the college staffs have during the year been engaged on a revision of the prescriptions for the Teachers' Class "C" Examination. The general opinion appears to be that the period of training of two years in college and one year as a probationary assistant in a school is too short, and that a four-year training course would be better.

Refresher or training courses for teachers in service have been continued, the topics including art and crafts, music, physical education, infant work, and science for the secondary departments of district high schools. Owing to an epidemic, schools in two southern districts were closed and the courses there lasted for a month. All these courses have been particularly valuable owing to their practical nature.

#### REHABILITATION

The problems of rehabilitating soldier teachers have been handled with sympathy by all concerned. Education Boards, training college staffs, the New Zealand Educational Institute, and individual teachers have co-operated to the fullest extent with the Inspectors in carrying out the measures formulated by the Department. Most returned men have attended three-month refresher courses at training college or in selected schools. The aim of the courses was to enable the men to become acquainted with developments