

for the Forms I and II English text-books was in the hands of the printer. The text of a handbook on needlework for teachers was completed, and that of a teachers' handbook based on the revised syllabus in nature-study was well advanced, while the preparation of a text-book on health education, entitled "Human Nature-study," was also completed. To provide material on the New Zealand topics of the revised syllabus in history and geography several issues of Parts III and IV of the *School Journal* were converted into special bulletins—eight in all. In November a further step was taken when the issue of a new series of primary-school bulletins was begun. To mark the occasion of the Royal visit to New Zealand a special supplement to the *School Journal* was also prepared, but its publication has been postponed. *Education*, a magazine for teachers published five times a year, was added to those sent regularly to schools. Its main purpose is to bring before teachers the new values and the changed attitudes needed for the full development of the revised syllabuses for our primary schools. It is planned to enlarge it next year and to alter its format.

THE WORK OF THE SCHOOLS

Here are some comments on the work of the primary schools taken from the annual reports of the Senior Inspectors in the various Education Board districts:—

Considerable progress has been achieved in inspection methods. Efforts to make the teachers realize that they are part of a co-operative concern have been very successful. At conferences with headmasters, infant-mistresses, and local branches of the New Zealand Educational Institute, teachers have been made cognizant of the aims and plans for the development of modern education in practice.

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Emphasis has been increasingly focused on the welfare of the individual child. At the same time standards of work in the basic skills have been carefully watched.

The stress laid on the necessity of associating the child's written expression with real situations, and thereby encouraging sincerity in all written work, has resulted in an increase of fluency and a general liking for the subject.

The issue in compact form of major new prescriptions and publication of new text-books have replaced uncertainty by definiteness. From trial and error during the war years ideas have begun to crystallize as to what is essential, and so we can say without any hesitation that standards in the basic subjects are rising.

In the core subjects we can report that teachers generally realizing the necessity for laying a sound foundation, are giving due importance to regular and systematic drills.

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The lively interests of the child are being harnessed to an increasing extent, and his delight in words is being wisely exploited for vocabulary enrichment along natural lines.

The new syllabus has had a fine influence in shifting the emphasis in written expression to the writing of clear, concise, practical English. There is honesty and sincerity in compositions that did not always exist when teachers were concerned too exclusively to encourage not merely imaginative writing, but colourful, even if insincere, expression. All forms of letter writing receive close attention.

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Teachers increasingly recognize reading to be a key subject because disability in it has very far-reaching effects, not only upon the progress of the child in school pursuits, but also upon behaviour.

The valuable work done in the three remedial reading clinics is increasingly appreciated by all services endeavouring to cope with backwardness. Progress made by children with specific disability in reading has been remarkable.

The school duplicator could be more generally used to make much poetry and prose available for study and appreciation. The special poetry number of the *School Journal* met a felt need.

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As the teachers of infants become assured that, for the development of the child's innate powers, the atmosphere of the school-room must become less formal, we find more and more reliance placed upon the value of experience and opportunity for experimentation and discovery.

Teachers generally are becoming more aware of the need to provide wide preparatory experiences before attempting to teach reading.