

As vacancies could not be filled by the appointment of certificated teachers, a number of uncertificated teachers were employed as relieving teachers, and this in part accounts for the large number of those teachers. In addition to the number of teachers given in the above table, there were 32 probationary assistants and 92 junior assistants. The decrease in the number of junior assistants compared with the figure for 1948 (114) is due to the fact that a number of junior assistants were admitted to training college in September, 1949, under the emergency scheme and it was not possible to replace them so late in the year.

From the following table it will be noted that there is a steady increase in the number of students admitted to the various teachers' training colleges:—

Maori Schools' Quota for Training Colleges

Year.	Number Admitted to Training College.	Number Completing the Course.	Number Still Engaged in Teaching.
1940	4	4	2
1941	9	9	7
1942	18	16	12
1943	16	12	9
1944	20	17	13
1945	21	17	14
1946	29	24	24
1947	32	28	28
1948	37	31	31
1949	44	38*	38*
Total	230	196	178

* Still in training college.

I again wish to thank the Auckland, Hawke's Bay, and Wanganui Education Boards for inviting an Inspector of Maori Schools to sit on the Training College Selection Board when applicants for entry to training colleges under the Maori schools' quota were being interviewed. This year we were again able to place students of the Maori schools' quota at Christchurch, Wellington, Auckland, and Ardmore Teachers' Colleges.

2. PRIMARY EDUCATION

It is pleasing to report that the schools enjoyed an uninterrupted year, free from any serious epidemics. This gave teachers their first real opportunity of making the changes suggested in the new syllabuses issued during the previous year. To assist teachers, several meetings were held; and of particular value was the visit of Mr. James Hemming, Research Officer to the English Association for Education in Citizenship. Mr. Hemming's addresses on the social education of the child and the place of the school in the community were most stimulating.

Another valuable innovation was the Staff School, held at Wallis House, Lower Hutt. Both Inspectors and selected head teachers derived great professional benefit from the lectures and discussions, and particularly from the fact that for a week the members of the school lived together as a community.

The year was also notable for the Pacific Science Congress, which met in Auckland and Christchurch. The Inspectors of Maori Schools took the opportunity of attending some of the anthropological and ethnological lectures and discussed common problems with several of the visiting experts.