

formulated a plan by which the number of students entering each training college would be controlled in order that there might be a direct relation between the number of students in the colleges and the staff requirements in the primary schools. The number of probationers appointed in each education district was also controlled in the same manner. There appears, therefore, no likelihood of the supply of teachers being in excess of the demand in future years. Briefly, the plan of training is one year probationary course in the schools, two years' training at college, and one year post-college probationary course in the schools. At the end of the fourth-year period the student, if he has qualified academically, can become certificated. The training of teachers is carried further by means of refresher courses of instruction, which are organized by Education Boards. During the epidemic period of 1925 refresher courses were held in every district in New Zealand, and were of immense benefit to the teachers. It is intended to continue instruction classes of this kind as far as is practicable, as they undoubtedly form an invaluable aid to teachers who have taught long enough to know what their special teaching difficulties are. It is hoped by means of these classes to modernize the treatment of handwork, and to enable teachers to become acquainted with the best methods of teaching such special subjects as singing, drawing, and science. Already specialization in these subjects is being encouraged: there is a staff of experts in agricultural science in every district, and the appointment of a Supervisor of School Music will, no doubt, soon encourage specialization in this direction also. In drawing we have, so far, no specialized teachers outside the four training colleges, but it is hoped that in this direction also it will soon be possible to organize a staff of special instructors. The teaching of musical appreciation received an impetus last year by the payment of liberal subsidies, enabling schools to purchase gramophones and records. No records that have not been approved by the Senior Inspector are permitted to be used in the schools, and although as yet little definite teaching has been introduced in connection with the gramophone a beginning has been made to familiarize the pupils with the music of famous composers. The importance of physical instruction is recognized by all teachers, and neglect of this important work is now very rarely reported. In numbers of schools very careful measurements are taken, and the improvement shown by the pupils, not only in their general physique, but in their height, weight, and carriage, has been most marked. Teachers have also become impressed with the value of such instruction so far as the pupil's advancement in his ordinary studies is concerned; *mens sana in corpore sano* is now much more than a catchword among teachers.

The Department's Correspondence School had, during the year, a roll of approximately five hundred pupils, but the staff was quite inadequate to deal satisfactorily with such a large number. Courses of instruction are still incomplete, and it is found very difficult for the teacher in charge of so many pupils to maintain personal contact and establish friendly relations with each. Unless this is done the teachers cannot secure the maximum degree of efficiency in their work. At the same time there is not the slightest doubt that the school is proving a boon to many settlers in remote parts of the Dominion. I feel sure that when the results of the work done by the Correspondence School staff are more fully felt the amount of retardation in the ordinary schools due to pupils beginning their school life at a somewhat late period will largely disappear. From time to time reports come to hand showing that pupils transferring from the Correspondence School roll to the ordinary schools take quite a satisfactory position.

As is customary, each Senior Inspector in his annual report deals fully with the state of education in the primary schools in his district, and comments on the efficiency of the instruction in the various subjects of the school curriculum.

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T. B. STRONG,

Chief Inspector of Primary Schools.

The Director of Education.