

the University Entrance." It is obvious that if, as is earnestly desired, the certificate is to be accepted by employers and the public generally as having a standing equal to that of an entrance pass every precaution must be taken to prevent its being regarded as merely a second-grade entrance test. It is quite within the bounds of possibility that at some future time the University Entrance standard may be raised appreciably, but in the meantime the certificate must be definitely established at a standard approximating the existing Entrance one.

UNIVERSITY BURSARIES.

The position regarding University bursaries presents some disquieting features. Reference was made in the last report to the growing disfavour with which the bursary is regarded, especially in districts remote from the University centres. The average annual value of a bursary is a little over £8, an emolument which offers little inducement to a sixth-form student in a country school to prepare for a very difficult examination in several subjects; he realizes, too, that by passing the University Terms Examination in two or three subjects whilst still at school he can reduce the expenses of his subsequent University course by avoiding boarding and living expenses for at least a year, and that by doing this he is saving more than what a three years' bursary would bring him. The result is that the habit of school pupils preparing for degree examinations is growing, a fact that has given rise to much adverse comment in some University centres.

Admittedly the acquirement of a degree or a section of a degree whilst the student is still a school-boy is very far from an ideal form of University training and education, and it is true, moreover, that in some instances the energy and attention of the school staff are unduly engaged with the requirements of a few degree students. The temptation to the pupil to avail himself of the opportunities offering is, however, very great indeed, and there is no indication that the custom of commencing University work at the schools is waning. One effective counter-move would be to make the University bursary more attractive and more helpful to the country student. If such a step could happily be realized at some time in the future when conditions have become more normal, there is no doubt that competition for the bursaries would revive and the number of "terms" students would decline.

The following figures throw some light on the situation. The numbers of candidates who sat for the bursary only in the three years 1932, 1933, and 1934 were 83, 86, and 72 respectively; candidates for bursary and University scholarship concurrently were 202, 248, and 214, making the total number of competitors for the bursary 285, 334, and 286. The most striking figures are those showing the number of bursaries actually taken up at the commencement of the following University year. Of the 180 who qualified in 1932, only 95 used their bursaries the next year; similarly, 210 qualified in 1933, and only 109 of these made use of them; in 1934 only 78 (41 per cent.) of the 189 who qualified took up their bursaries in the following March. Though information is not very precise upon this point, it appears that only eighteen of these seventy-eight bursars come from outside the four University centres.

EDUCATIONAL RESEARCH.

Many educationists were pleased to learn during the year that the New Zealand Council for Educational Research had commenced to function as an active body and, further, had appointed Dr. C. B. Beeby as its full-time executive officer. Dr. Beeby lost no time in placing before educational bodies and others interested the aims and policy of the Council and the main lines along which research projects will be directed. He has also enumerated and published a considerable list of major sociological and psychological problems which might profitably be attacked either by organized bodies of teachers or by individuals.

The Council points out that teachers can do much to further its work in the way of suggesting researches, providing facilities, criticizing methods and results and enlisting public interest. On the other hand, the Council is able to help in various ways the teacher who is anxious to conduct a research, and there is the possibility of a small grant being made in some cases.

The appeal of the Council and Dr. Beeby will, I feel sure, meet with an adequate response from secondary-school teachers, several of whom have already undertaken to assist in various research projects connected with secondary education.

CONCLUSION.

Apart from the interruptions caused by a larger number than usual of mild epidemics, work has proceeded smoothly in the secondary schools during the year. The Inspectors have been impressed by the conscientious and efficient work of the vast majority of teachers, and also, on looking back over a period of years, by the changes for the better in their methods and viewpoint. A slavish adherence to formalism and dull routine is not yet extinct, but happily it is now of very rare occurrence indeed.

In conclusion, I desire to express to my colleagues my appreciation of their loyal and efficient co-operation during a year that from accidental and extraneous causes has been somewhat trying to the Inspectorate.

I have, &c.,

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