1936. NEW ZEALAND.

REPORT ON OVERSEAS VISIT, 1935.

(BY THE DIRECTOR OF EDUCATION, MR. N. T. LAMBOURNE.)

Presented to both Houses of the General Assembly by Leave.

INDEX.

				P	AGE		F	PAGI
Introduction					1	Staffing of Schools and Size of Classes		16
Reorganization of the	School	System			2	Teachers' Salaries		17
Central Schools					5	Women Teachers and Marriage		17
Senior Schools					6	Organizing Inspectors or Teachers in Special Sul	jects	18
Junior High Schools					6	School Libraries		18
Secondary and Technic	eal Scho	ols			8	The Film in School		19
Junior Divisions					9	Broadcasting to Schools		20
Nursery Schools, Kindergarten and Infant Schools 10 School Books, Stationery, and Mater								21
Medical Inspection, De	ental Ca	re, Clir	nics, Meals,	and		Vocational Guidance		22
Milk					11	School Buildings		25
Education of Cripple	d Chil	dren a	and Physi-	cally		Classes for Super-normal Children		24
Defective Children					11	Specialization		24
Education of Deaf Chi	ldren				12	School Leaving Age		24
Education of Mentally	Defecti	ve Chil	ldren		12	Denmark		25
The Training of Teach	ers				13	Agricultural High Schools		20
Appointment of Teache	ers				15			

REPORT.

Education Department, Wellington, C. 1, 6th March, 1936.

I have the honour to report that, in accordance with the decision of Cabinet and of the Hon. the Minister of Education, I left the Dominion towards the end of June last to study education and educational administration overseas. I have visited England, Scotland, Australia, Denmark, Canada, and California, and have had the privilege of meeting well-known administrators and teachers, and the opportunity of visiting schools and other educational institutions in all of these countries. I cannot speak too highly of the cordial welcome that was extended to me everywhere. I am indebted to the New Zealand High Commissioner in London for putting me in touch with the English Board of Education, and, through their officials, with the people I wished to meet in England, Scotland, and Denmark, and to the New Zealand Trade Commissioner in Canada for similar assistance there.

During my interviews with officials and my visits to schools I endeavoured to gather all the information I could that would be helpful to New Zealand, especially in the matter of the reorganization of the school system, the training of teachers, the education of afflicted children, methods of teaching, school buildings, and administration. After careful consideration of the notes I made at the time and of the impressions left on my mind by what I saw or was told, I am of the opinion that our system of education, primary and post-primary, is fundamentally sound, modern, and well suited to our requirements. This is not intended to imply that it is a perfect one. No system of education can be perfect and, at the same time, alive. It must change and progress to meet the needs and ideals of each succeeding generation.

1—E. 5.