

In our system we have practically all the modern educational developments that are in operation elsewhere, but in some cases we have not advanced as far as other countries have done or as far as we should do. In the course of this report I shall make recommendations for the extension and development of certain parts of our system.

I would summarize my opinions by saying that—

- The New Zealand system of education, primary and post-primary, is fundamentally sound, modern, and well suited to our requirements ; it does not need any drastic amendment, but requires development in certain directions when and as far as finance will permit :
 - The free-place system in post-primary schools which enables a pupil to receive free tuition, if he is able to avail himself of it, is a good one :
 - The intermediate school or department, which has for its aim the discovery of the post-primary course a pupil should undertake *before* he enters upon that course, is educationally sound and is in advance of the practice in some other countries :
 - The school certificate, which affords a suitable choice of subjects for pupils in every course taken in the post-primary schools, removes to some extent the dominance of the University Entrance Examination—a dominance not sought by the University :
 - The grading of primary-school teachers, notwithstanding criticism to which it is in theory susceptible, rarely fails in practice to secure that the most efficient applicant for any position shall be selected for appointment, and prevents patronage and localism :
 - The training of teachers is on right lines, but the system might be altered in directions that will be indicated later on in this report :
- and that the following matters are worthy of consideration :—
- Provision of free school books, stationery, and material in primary and intermediate schools :
 - Fixing the age of admission to Sumner School for the Deaf at 3 years :
 - Restoration and increases of grants for school libraries, and further co-operation with public libraries :
 - Restoration of subsidies on money raised for school purposes :
 - Provision of scholarships, plus allowances for town and country children who are unable to hold a scholarship without additional financial assistance :
 - Restoration of University bursaries to all Higher Leaving Certificate holders ; further provision for grants or loans to needy University students :
 - Restoration of grants to the Workers' Educational Association :
 - Restoration of grants to approved kindergarten schools :
 - Simpler salary scales for primary teachers ; the abolition of the division between D and C grade secondary assistant teachers' salaries, the C to include the present C and D grade salaries :
 - Provision for larger supplies of handwork material, and for more instruction in handicrafts and manual training in all types of schools :
 - Biennial grading of teachers ; group total instead of separate marks for T.P.O. (teaching, personality, and organization) :
 - Larger staffs in training colleges :
 - Appointment of an Inspectress of domestic subjects :
 - Appointment of organizers in physical education, music, art, infant-class work, handicrafts :
 - Buildings ; provision of more subsidiary accommodation—handicraft and manual-training rooms ; science-rooms ; teachers' rooms ; storerooms ; assembly-halls ; hot and cold water over basins and hot pipes through cloak-rooms where a heating-system has been installed ; rooms for medical and dental officers ; library in intermediate and post-primary schools :
 - Stabilization of University finance over a period of, say, three years ; the setting-up of a committee representing the New Zealand University, the University Colleges, the Treasury, and the Education Department to prepare a scheme :
 - Provision for more Teachers' Refresher Courses in special subjects ; University and training colleges to be asked to co-operate with the Inspectors.

REORGANIZATION OF THE SCHOOL SYSTEM.

Although some education authorities in England had already made a start in the reorganization of their elementary school system prior to 1926 (London began in 1911), it may be said that the publication at the end of that year of the Hadow Report on the Education of the Adolescent marks the beginning of the widespread reorganization that has taken place in the intervening years, particularly in England. Attendance at school is compulsory in England from the end of the school term in which the child reaches the age of 5 to the end of the school term in which he reaches the age of 14. Children under 5 and over 3 may be admitted, but their attendance is not obligatory. Children are allowed to remain in attendance until the close of the school term in which they reach the age of 16 and in special cases a little longer. Except at central schools, the number of children attending after the end of the term in which they reach 14 is very limited. Elementary-school children between the ages of 5 and 7+ are called "infants" and those between 7+ and 11 are called "juniors." Reorganization has, in the main, consisted in terminating elementary education at about the age of 11 and providing for further education in secondary, central, or senior schools. The Hadow Report recommended, on psychological and educational grounds, this "break" at 11+.

To determine the award of the restricted number of special places (scholarships) available, each education authority holds an annual examination in English and arithmetic for pupils who are about