

countries of Europe. Vigorous parents' and ex-pupils' associations have co-operated in these and other fields. The publication of the school magazine, "The Postman," has been maintained. Altogether the school is performing a very useful service in the educational life of New Zealand.

Widening Contacts in Education.—The people who are most interested in the education of the children are the parents and the teachers. There has been much more in evidence a genuine desire on the part of parents to obtain a better understanding of the work of the schools. The number of parent-teacher or home and school associations shows remarkable increase. The movement follows mainly three lines of activity: social gatherings, raising of funds, and discussion groups. The development of the discussion groups is particularly valuable, as new aims and methods in education are frequently not understood by the parents, and they welcome an opportunity to gain the information at first hand. The following extract from the report of the Inspectors of one district where the number of home and school associations has more than doubled in the one year sets out clearly the purpose to be achieved:—

"School associations can, and do, contribute much to the development of modern education. From the point of view of the child, such co-operation provides unity in his life. Instead of two different points of view and two standards of conduct and work, an equilibrium can be created which is satisfying and stabilizing for his emotional development. From the teacher's standpoint they provide an enrichment of life and experience that reinforce his faith in his ideals, his profession, and his pupils. The knowledge he is able to acquire regarding the child's home conditions, his emotional background, his interests and hobbies, gives the teacher an understanding of the social setting in which his children are growing. Finally, from the parents' point of view they provide an opportunity to study child development and to become acquainted with life within the school. By these means it is possible to create and maintain an enlightened public opinion on education which will materially contribute to the fulfilment of the function of our schools as institutions of society."

Another useful activity is a Parents' Day, when parents visit the school during school hours to see the children actually at work.

All reports state that every opportunity is taken by Inspectors to meet and address not only groups of teachers, but also School Committees, home and school associations, women's institutes, public bodies, associations of businessmen, and other organizations interested in education. By such means a better understanding of the problems of education is reached by all. The biennial plan of inspection and grading has proved beneficial in this respect. Under the annual plan a rigorous itinerary had to be followed to enable Inspectors to see every school and teacher once or twice each year, and there was little time available either for personal discussions with the teachers or with various bodies interested in education. It is unfortunate that war conditions, with travel restrictions, shortage of petrol, and changes of teachers, should have intervened when the biennial plan was being tried out. For the reasons given, a fair comparison of the value of the two plans cannot be made, but Inspectors are unanimous in stating that never before have they had such opportunities to extend their activities as ambassadors in the cause of education.

I have, &c.,

G. E. OVERTON,
Chief Inspector of Primary Schools.

The Director of Education, Wellington C. 1.

REPORT OF THE SUPERINTENDENT OF TECHNICAL EDUCATION (MR. F. C. RENYARD), AND EXTRACTS FROM THE REPORT OF THE SENIOR INSPECTOR OF SECONDARY SCHOOLS, FOR THE YEAR 1944

SIR,—

I have the honour to present my report, and extracts from the report of the Senior Inspector of Secondary Schools, for the year 1944.

TECHNICAL AND COMBINED SCHOOLS

Inspectorial Staff.—Mr. C. H. Sayers, M.A., of the staff of the Auckland Technical School, was appointed to a temporary inspectorship for the year, *vice* Dr. J. Nicol, who is on military service. Mr. H. B. Tomlinson, M.A., who had retired from the inspectorate in 1943, again assisted for various periods during the year.

School Rolls.—School rolls in general showed considerable increases, one of the most important factors being the raising of the school leaving age to fifteen years.

In anticipation of these increases and of consequent shortage of school places, the Department had conducted surveys in all the main centres, which disclosed that the position in Auckland was likely to be very difficult and that, in particular, the probable demand for places at the Auckland Technical School could not be met.

A conference was therefore held in which representatives of the Education Board, the Grammar Schools' Board, the Technical School Board, and the Education Department took part. As a result certain measures were decided upon to meet the situation, and these were as follows:—

- (1) The technical-college course in business training for boys was retained for Form IV only, and is to be dropped altogether in 1945. New applicants for this course were directed to the Auckland Grammar School or to their local post-primary schools.
- (2) The technical-college course in agriculture was retained at the Form IV level for 1944, and is to be dropped in 1945. New entrants were to be directed to Mount Albert Boys' Grammar School, to Otahuhu Technical School, or to Northcote District High School.
- (3) The technical college retained the home science course girls in Forms IV and V during 1944, but as from 1945 is to retain Form V pupils only drawn from Kowhai Intermediate School.

Applicants for admission in 1944 were directed in general to Kowhai Intermediate School, but those from Northcote and Otahuhu were to attend local post-primary schools.

- (4) With the exception of pupils taking typography, south-line pupils in 1944 were directed to the Otahuhu Technical High School.