

of the change at first ; but I am happy to say that, as a result of conferences with the New Zealand Educational Institute, it was possible to evolve a scheme that was satisfactory to all concerned. Reports that have so far come in of the first year's working of the new system indicate that most Inspectors have already taken advantage of the new freedom of action given them to develop to a greater extent than ever before that creative leadership in the schools which should be their chief function. I am particularly anxious to see them make increasing contacts with the community, especially the parents, for it is obvious that advances in education cannot move far ahead of public opinion. I have enough faith in the modern movements developing in the schools of New Zealand to believe that parents who know exactly what is being done cannot fail to approve.

School Library Service.—The amount on the estimates for public-school libraries was raised from £5,000 to £15,000. A magnificent collection of children's books has been assembled, and during 1942 a circulating schools library system will be inaugurated by the Country Library Service. The country schools will be the first to benefit, but ultimately it is hoped to include all schools within this or kindred schemes. One or two districts already run excellent school library schemes in co-operation with municipal libraries ; but in general there has been no greater educational need in our schools than the provision of good, well-illustrated books. Unfortunately the publication of the new text-books has been indefinitely delayed by the paper shortage, but many are ready for printing, and the preparation of the rest is being pressed forward vigorously against the time when paper is again available. During the year the policy and format of the *Education Gazette* were completely altered, and it is now a well-printed journal deliberately aimed at making teachers and the public more aware of progressive developments throughout the country.

Physical Education.—In no field were there more rapid advances in the schools than in physical education. The avidity with which the new syllabus has been taken up by teachers is evidence of the growing realization that education that neglects the body is woefully one-sided. In 1941 nineteen additional assistants in physical education were placed strategically throughout the country in positions from which they could influence the work of surrounding schools. In addition, four area organizers in physical education were appointed. It is planned to increase this number to sixteen in 1942. At no time in New Zealand's history could this drive for physical education have been more opportune. An interesting by-product, it may be noted, is that many of the specialists trained under the new system have been taken over by the Army to assist with remedial physical work.

Teaching Aids, Art, and Handwork.—A Supervisor of Teaching Aids was appointed during the year, and is responsible for the provision of films, film-strips, museum services, and broadcast programmes for the schools. During 1942 the whole system of school broadcasting will be reorganized with the assistance of the National Broadcasting Service. In the film-strip programme now under way special efforts are being made to develop in New Zealand children a knowledge of and a pride in local industries, both primary and secondary. The Government is grateful to the British Council for the gift of large numbers of the most recent documentary cinematograph films for use in schools : they are already becoming a powerful factor in British propaganda in the best and widest sense of the term. It is proposed to appoint a Supervisor of Art and Handwork in 1942. This appointment is in fact necessitated by war conditions, since the supplies of handwork materials usually imported are now unprocurable and it will be necessary to develop in schools handcrafts that use local raw materials. This in itself may be in the long-run an excellent step.

Kindergartens.—There were 1893 pupils on the rolls of the 42 kindergartens at the end of the year. The staffing of the free kindergartens has got into a desperate position owing to the dearth of trainees. War conditions which have broken up homes and often sent mothers into industry, have made the work of the kindergartens more important than ever. Provision was therefore made for bursaries (with boarding-allowances, where necessary) to be given to kindergarten trainees during their two years of training. It is anticipated that this will solve the problem of supply, but the salaries paid to trained kindergarten teachers are often so inadequate that it seems likely that further help will have to be given to the kindergartens if the good work they are doing is not to suffer seriously.

Handicapped Children.—Several new special classes for backward children were opened during the year. The Occupation Centre just opened in Christchurch for children not likely to benefit from the special classes has already done very fine work. Two new speech clinics were started to do speech therapy in the schools. Other appointments have been made of specialists to teach the deaf and the hard of hearing, both child and adult : the services of these teachers are available to the League for the Hard of Hearing.

Secondary Schools.—The Secondary Schools Association found itself unable to agree with the scheme approved by the University for accrediting as a means of entrance to the University. I therefore called a conference of representatives of the two bodies, which worked out a modified scheme acceptable to both parties. The Government has agreed to meet the additional cost resulting from the introduction of accrediting, because it is convinced that the University Entrance Examination has for years hampered the secondary schools by imposing a limited academic course on a large number of children totally unfitted for an education of that type. Concern has from time to time been expressed at the critical reports of examiners on University Entrance standards. There is little doubt that the low level of achievement shown by a proportion of the candidates is due to the fact that they should never have entered on a Matriculation course at all. They were driven to do so by the demands of the business community for a recognizable mark of a completed secondary education. With the introduction of accrediting, the School Certificate will take the place of the University Entrance qualification for this purpose, and the choice of subjects, both academic and practical, will be so wide that every pupil should be able to take a course for which his own powers and limitations best fit him. The result should be a rise both in the standards of work and in the social utility of the secondary schools.

Technical Schools.—The technical schools have been given an opportunity to do direct war work through the scheme for the training of auxiliary workers. In one or other of the technical schools in the four centres intensive courses for adult workers were run in fitting and turning, welding, clicking, and some branches of aircraft-manufacture. A remarkable level of skill was