

children is given by expert teachers. The demand for the establishment of new clinics is greater than the supply of trained teachers. One of the senior teachers is taking a two-year post-graduate course in England to study and observe latest methods.

For dealing with cases of socially maladjusted children, fifteen visiting teachers have been permanently appointed. They act as a liaison between the homes and the schools to which they are attached. The chief problems arise from behaviour, attendance, backwardness, health, and home conditions. The innovation is proving a great success, and a better understanding of problem cases is being obtained by the teachers of the schools concerned. A study of some of the case histories shows a marked improvement in a comparatively short time. When staffing permits it is hoped to increase the number of visiting teachers.

DISTRICT HIGH SCHOOLS

The raising of the school age has resulted in a further considerable increase of rolls. During the year two secondary departments became so large that approval was given for their conversion into full post-primary schools as from the beginning of 1946. There is some difficulty in obtaining staffing, but the position should ease when all teachers are demobilized and others have completed full-time study courses under the rehabilitation scheme. In most districts conferences of teachers and post-primary and primary Inspectors have been held to discuss the new curriculum which is being well introduced into the secondary departments. There is a noticeable liberalizing influence, such subjects as music, art, and crafts receiving due recognition. Besides general science, there are suitable options providing for greater attention to rural and domestic sciences. The new curriculum will enable the district high schools to fulfil the function originally intended—to provide the right type of secondary education adapted to the needs of the rural communities in which the schools are situated. A bursary system is in operation to enable Form VI pupils, if they choose, to attend accrediting schools, or to complete their secondary education where there are more extensive facilities.

More liberal grants, comparing favourably with those of secondary and technical schools, have been made to district high schools for maintenance of libraries, for the teaching of science and of physical education. The field staff in physical education has this year devoted special attention to these schools. A system of activities for pupils of this stage has been evolved, and is proving popular.

INTERMEDIATE SCHOOLS

The number of these schools is steadily increasing, and but for the war would have been larger. This type of school has been in operation for a long enough time to prove its real worth in our educational system. The segregation of Pupils of Forms I and II stages has many educational advantages. One of the most remarkable has been the development of a distinctive tone. The pupils are very proud of their schools and show a fine spirit of work. The children are classified according to ability, enabling them to progress at a natural pace. The staffs are specially selected, and contain a number of specialists in various subjects. By these means skilled attention can be given not only to the fundamentals of English and arithmetic, but also to social studies, science, health, physical education, games, literature, music, art, and handicrafts, including woodwork and homecrafts, in a manner that cannot be paralleled in ordinary schools. Form III classes cater for the needs of children who do not intend to continue their education at post-primary schools. A choice of school occupations can be offered, and much valuable work of an exploratory and experimental nature is accomplished.