

Great difficulty has been experienced during the year in filling the higher posts in technical schools, particularly the headships of engineering departments. It has been suggested that the scale of salaries is insufficient to attract and to hold suitable graduates with experience in industry, when so much better prospects are offered to such men in professional and administrative positions in industry itself, either in New Zealand or abroad. The facts are, of course, that men of such training and calibre are very few and far between, whether they incline to industry or to teaching, and it is very much to be doubted whether increased salaries alone would produce the men who are necessary to staff the technical schools on the industrial sides. It is a problem which needs some definite research into conditions obtaining not only in New Zealand, but also in more highly industrialized countries where the same problem must present itself in accentuated form, and it is hoped that such a research will soon be undertaken.

SECONDARY SCHOOLS

Inspectorial Staff

Wing Commander E. Caradus resumed duty in January, 1946, as Chief Inspector of Secondary Schools after having served since 1st October, 1943, as Director, R.N.Z.A.F. Educational Services. Mr. A. M. Nicholson, who has acted as temporary Inspector of Secondary Schools since February, 1944, relinquished his appointment on 31st January, 1946, on being appointed Principal of Tauranga College. Owing to the increasing work of the inspectorate, Mr. S. M. Kincross M.A., A.R.A.N.Z., of Rongotai Clolege, has been appointed Inspector of Secondary Schools, taking up duty on 1st March, 1946.

New Regulations for Post-primary Schools

The past year has seen the end of important negotiations concerning changes in the curriculum of post-primary schools. These changes were fore-shadowed by the work of the Consultative Committee on the Post-primary Curriculum set up by the Hon. the Minister of Education in November, 1942. This Committee made its report in December, 1943, and, after very full discussion during the years 1944 and 1945, the main proposals of the Committee were found acceptable to the general body of teachers and others interested in education.

The proposals were embodied in the Education (Post-primary Instruction) Regulations 1945, which were issued to schools at the end of the year. The regulations set forth the organization of the curriculum of post-primary schools and define the nature and scope of the compulsory subjects which have come to be called "the Common Core." The regulations further define the conditions under which the School Certificate may be awarded, and set forth a list of thirty-three subjects from which a candidate may make his choice. They also deal with the endorsement of the School Certificate and the award of a Higher School Certificate to pupils who have attended a recognized post-primary school or schools for five years and have complied with certain conditions. Provision is also made in the regulations for the award by examination of a Certificate of Attainment to candidates who are unable to satisfy the condition of three years' attendance at a recognized post-primary school.

Schools have in most cases anticipated the provisions of the new regulations, and much sound experimental work is already in progress. Certain safeguards enable schools, without undue hardships to make the transition from the old regulations to the new.

It is not to be expected that the full significance of the above changes will be apparent for some years to come. There are difficulties in the provision of trained specialist teachers, particularly in art, music, and physical education. The great importance now given to these subjects makes additional equipment necessary, and the changed outlook in general science and social studies makes heavier demands on the teachers of these subjects. The enthusiasm which teachers show in their efforts to put into practice the new proposals augurs well for the future.