

Educationally, the plan makes possible an enriched curriculum, in that each child gets not only all the ordinary school subjects, but also fifty minutes of organized play, fifty minutes of "shop" work, and fifty minutes in the auditorium each day.

I have mentioned the study-work-play scheme in this report on account of its general interest. It can, of course, be put into operation only when a school is provided with an auditorium, "shops," &c.

#### *Juvenile Delinquents.*

At the suggestion of Mr. E. C. Cutten, senior Stipendiary Magistrate at Auckland, I made inquiry as opportunity offered regarding the manner of dealing with juvenile delinquents in the different cities that I visited. At Toronto, Judge Mott, who is in charge of the Juvenile Court, kindly invited me to sit with him one Saturday morning, to see his method of dealing with the juveniles brought before him. I was struck with the pains taken to get at the causes that had led to the delinquency, and the efforts that were made to remove the offender from a bad environment. In one case where there seemed to be a mental "kink" the offender was remanded for examination by the Court psychiatrist, so that he might recommend as to the best course of remedial treatment. As auxiliaries to the Court there are "Big Brother" and "Big Sister" Associations, to which belong some of the leading people of the city. Their object is to lend a helping hand to boys and girls who seem to be in need of it. Where the youthful offender had been led astray through getting into bad company, the procedure adopted was to put him on probation for a term and to place him under supervision on a farm. Judge Mott stated that he was in touch with numbers of people in country districts who were willing to give such boys and girls a chance. In this way they were removed from a bad environment, and were often trained to become useful and reliable members of society.

I have forwarded to Mr. Cutten a copy of Judge Mott's annual report: this gives a full account of the various activities of his Court.

#### SUMMARY.

In the foregoing report I have endeavoured to give a concise and impartial account of what I saw during my eight weeks in the schools of Ontario and the United States. Many of my visits were very hurried, and I was obliged to leave out many places that I should have liked to see. However, I endeavoured to get as much information as possible on those points likely to be of use to us in New Zealand, and I shall be able to amplify what I have said on any of the matters mentioned above should you so desire.

To summarize briefly the results of my observations:—

I am of the opinion that Ontario and the more progressive portions of the United States lead us in—(1) A more liberal staffing of the elementary schools; (2) the absence of pupil-teachers and probationers; (3) a more liberal allowance of floor-space per pupil; (4) a much better equipment in the schools; (5) handwork and "shop" work; (6) the training of the mentally backward; (7) the provision made by the cities for organized play; (8) the development of the junior high school; (9) the consolidated school in country districts; (10) practical health work; (11) more liberal salaries in the cities.

I am of the opinion that we lead in (1) The thoroughness and accuracy of work in the ordinary school subjects (this does not apply to Ontario); (2) the general knowledge of our pupils; (3) our country school work; (4) the practical training of our teachers; (5) security of tenure of position by teacher; (6) promotion by merit; (7) a better system of superannuation; (8) more liberal salaries and better conditions for country teachers; (9) a better system of inspection.

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