

# UNIT DISCUSSES EDUCATION

**M**ANY interesting conclusions have been reached to date on various topics discussed by Units and groups in 2 NZEF, and reports indicate that given the opportunity personnel have shown increasing enthusiasm over the prospect of expressing their views. There has also become manifest a desire that these opinions should be collated and recorded for future reference.

It is with this in mind, then, that the report of a recent discussion on Education is outlined. Some idea can be gleaned by Discussion Leaders as to the opinions expressed and the conclusions reached.

In order that opinions expressed in 2 NZEF can, for the purpose of compilation and recording, be adequately covered, Discussion Leaders are asked to forward to NZERS, from time to time, any worth while discussions, their trends and findings.

Thus the discussion plan will be carried to its logical conclusion and the greatest benefit to all will thereby be derived. When sufficient material on each subject has been collected and findings assessed, a summary of these will be given in « Cue » from time to time.

## **UNIT DISCUSSION.**

Following a discussion on the population question as affecting NZ, and the methods necessary to remedy the downward trend of the birth rate, says the report, this unit, after considering the various economic factors involved, suggested that an improvement could best be achieved through a revision of the present education system in NZ, and its adaptation to provide a stronger link between the school and the parent, with the result that the authority of both could function jointly and harmoniously and with the maximum benefit to the child.

Opinion definitely tended towards the maxim that the parent required educating to appreciate

what the child was learning and how best this could be furthered and consolidated in home life.

The present primary school system was then discussed with particular reference to its influence on the home life of the child. It was suggested that the authority of the teacher was liable to become paramount, but on the other hand the group was in agreement that the interest of the parent in the child's school life was generally confined mainly to examination and sporting achievements.

## **NOT EVIDENT.**

Direct interest in what was being taught was not evident, and the only time full co-operation between the parent and teacher became a reality was in the case of a correction often beyond the teacher's jurisdiction.

In fact there was a general failure on the part of the parent to respond to the efforts of the teacher, particularly on special occasions when the attendance of the parent at some particular function would assist to strengthen such a desirable liaison.

## **INDIVIDUAL CONTROL.**

To overcome the detrimental effects of mass education, greater individual control through the appointment of larger teaching staffs was advocated. Greater stress was required in enforcing and practicing the moral code in school life, although it was pointed out at this stage that when the question of the moral code was brought forward it was liable to become confused with religious