

questions, with a resultant tendency to cover the subject only superficially.

The need for a greater variety of social studies to prepare the child to embrace an earlier and fuller understanding of the responsibilities of citizenship and allegiance to the State, was stressed. It was generally agreed that a system of adult education to enable parents to understand and co-operate with the present trends was urgently required.

In dealing with secondary school education there was a striking unanimity in the belief that in this avenue parents were even more out of their depth in co-operating with the teacher and his knowledge of what was required to facilitate a pupil's education.

SOCIAL DIFFERENCES.

Another difficulty created was from the fact that it was at this stage that differences both social and economic, became manifest.

Comparisons were made with advantages enjoyed by other pupils in their homes to the detriment of his own personal standards, while, it was freely admitted, it was at this period also that on various topics opinions were being formed which often conflicted with those held by the parents.

CO-EDUCATION.

The question of co-education was productive of many diverse opinions. It was held by some that introduction of mixed schools in the Dominion had been brought about mainly by economic considerations and had not formed the basis of a planned experiment.

For instance, in educating a class of boys and girls of the same age, it was realised that, physically, girls were superior by almost two years, and on this account there was a definite tendency for boys to develop an inferiority complex.

It was also held that in unmixed schools each sex would be able to develop its individuality with a greater degree of success.

Another speaker contended that while it seemed contrary to principle to separate adolescents, who later on would necessarily live their lives together, he favoured segregation at this vital stage of their education.

As against these opinions were those held by other speakers who maintained that the relationships between the sexes would be facilitated and that adjustments would take their normal course without detriment to either.

NO DIFFICULTIES.

In such schools, it was added, only basic subjects were taken together and no undue difficulties were created for either pupil or teacher.

On the matter of sex education general agreement was reached on the principle that the foundations for this and the initial training should be given in the home, with supplementary and necessary additions by the teacher. Thus once again the discussion centred back on the necessity for parental education or instruction on the matter of learning their responsibilities for co-operation with secondary school authorities.

As far as university education was discussed, it was contended that there was a distinct tendency on the part of male students to look on women students as being inferior, separate organisations within the universities were a rule and that as far as bringing the two parties together, this had not been achieved.

'MOST IMPORTANT.

Thus it will be seen that while many interesting conclusions were reached from a variety of opinions, adult education, or some method to familiarise parents with their responsibilities to the child and the teacher, was declared to be of paramount importance.

Co-education required careful planning, greater variety was needed in social studies, and more individual interest and control were essential for the successful and complete education of the child.