A REGIONAL SURVEY.

BY A. J. E. HODGAR, B.A.
INTRODUCTION.

A.-- AIMS.

It is the purpose of this thesis to survey the educational facilities of a region and its people in Canterbury, New Zealand; and, in order that cause may be linked closely with result, we pursue our inquiry under the following heads:

(1) The educational facilities of the district. Under this heading it will be necessary to discuss the nature and character of the people, in what ways they are and have been affected by climatic conditions and the method of settlement, and what facilities are present for both child and adult education.

(2) The educational needs of the people. By our examination conducted under the above heading, we shall have laid the foundation for a discussion of the educational needs. These we examine, both in the individual and the social aspect, noting particularly what conditions have made them apparent.

(3) How the needs may be met. We shall review under this heading signs of educational progress, and shall note in what ways the educational needs may be fulfilled.

(4) The probable future of the district. This part of the thesis will afford an opportunity of looking ahead to note what improved educational facilities may do to the district, and how in the future, people may fare here.

B.-- GEOGRAPHICAL CONDITIONS. In order to form a true concept of the region for survey, it is necessary to note briefly its geographical
conditions. These are:

(1) A chain of high mountains — the Southern Alps — running North and South, divides Canterbury from Westland. Along the eastern base of these mountains are a number of small settlements and scattered estates. Since, of course, the mountains present a curved line to the plain, many of these settlements, especially those right at the foot of the mountains, are surrounded on three sides by the foothills of the system. Our region for survey comprises five such, small settlements — Alford Forest, Bushside, Springburn, Staveley and Mount Somers. The following map will explain their positions more clearly.
(2) The portion of the Canterbury Plain on which these settlements stand, has an average height of 1500 ft. above sea level. It is watered by two small branches of the Ashburton River, and by several smaller streams. At the foot of the mountains much N.Z. bush grows, and this extends for some distance up the mountain sides.

(3) Owing to the close proximity of the mountain system, the distance from the sea coast - 40 miles, and the height above sea level, the climate of this region is extremely cold in winter, when snow-falls are common. The summer is proportionately warm, but during spring and autumn violent winds, frequently bringing snow and rain, are experienced. These are local occurrences of the Southern Anti-trade Wind.

C. METHOD OF SETTLEMENT. Before proceeding to discuss the educational features, one more aspect requires a brief description—the method of settlement and development of the region:

The land was originally the property of the Maoris and many traces of their occupation, in the form of greenstone axes, chisels etc., have been recently discovered. Eventually however, the N.Z. Government took control, and leased much of the land to runholders for grazing sheep and cattle. Next came the stage of the smaller settlers, who first arrived about 1865; and from that date we may note a gradual settlement of the region and development of its natural resources.

From being merely a sheep and cattle-grazing district, other industries came into being. Chief among these are dairy-farming, bee-farming, a small amount of agriculture, and industries connected with the mineral resources in the nearby mountains, such as coal-mining, limestone quarrying, and glass manufacturing. Except in the case of Mt. Somers which is the
part of our region mostly connected with manufacturing, the individual homes of the people are very scattered and often considerable distances from one another.

Important events marking the development of the region were the establishment of schools at Alford Forest, Bushside, Springburn and Mt. Somers settlements; the formation of metalled roads; and the construction of a railway from the town of Ashburton to Mt. Somers and Springburn.

We have indicated very briefly the main geographical and historical features of our region for survey. In discussing the educational features both these aspects of the district will be observed to have a great influence on the minds and habits of the people; thus bearing out the contention of modern writers on sociology that the "Primary Group" of neighbourhood is very important, and that "the locality determines largely the type of man." In view of this conclusion, it will be an important aim of this thesis to show exactly in what ways geographical and historical influences have affected or created educational problems in the region.

To this end, we shall find it necessary in later parts of the thesis, to discuss more fully certain features of the region itself; thus emphasizing the relation existing between local surroundings and the people here.
The term "Education" is used by writers on this subject in two senses:—

1. A narrow term indicating schooling.

2. A far wider term meaning the whole process of the development of the individual, and adjustment to environment, whilst taking into consideration all factors acting on the individual — such for instance as an artificially created environment, the school, and the natural environment of locality, the family etc.,

For the purpose of this thesis, we attach the latter meaning to the term, and our aim in this section is to distinguish the various chief factors in the region affecting the educational development of the people. These facilities, we shall discuss in their natural order:— that is, those which influence the child first, will be first dealt with, while those pertaining to later stages will be treated in their turn. Since this is a dissertation on a region only, facilities which exist equally in most other places will be touched upon only when necessary to an understanding of the whole scheme, and local facilities will be concentrated upon. These may be tabulated as follows:—

1. The Family or the Home. Intimately connected with the influence of the family on child education, is the economic position of the parents. In this region, two classes of family may be noted. (a) The farm-owner whose economic position gives security and some wealth. (b) The Farm-labourer whose position is less stable, and less wealthy.

Since this is a rural district both types of family and home exert a
great influence on child education. Whereas in the town the children and the parents of families encounter numerous "outside" attractions and amusements and so spend less time in the home, in the country the opposite case is apparent. The parents and the children in our district look to the home for more than shelter; they regard it, perhaps subconsciously as occupying the main part of their existence; it is round the home that their hopes and thoughts are centred.

It has already been mentioned that in many cases in our region the homes are very scattered and often far apart. Added to this, sometimes owing to the depth of snow, or the inclement weather, visits between homes are almost impossible. Thus we have the family exerting a great influence on education, but tending in one instance to become isolated.

On the other hand, however, since the district is far removed from any large town, and there are few influences operating to cause the transference of people to other districts, we frequently find the sons and daughters of individual families, when they become adults, marrying and taking up their residence near the homes of their fathers. Thus although the families are somewhat isolated as regards geographical position, they are connected by relationship. We thus find in operation the primary group of family giving place in importance to kinship. And, in accordance with the two classes of family we have noted, we find - (a) Kinship of farm-owners. (b) Kinship of farm workers. These however intermingle, very much and partly to this action of kinship, we may attribute the existence of what we might, for convenience, call "Local culture."

(2) The School. Here, as in other parts of New Zealand, laws are in operation making it compulsory for the children to attend school. Most
children commence attendance at the age of 5 or 6 years and continue till
14 years old, or until such time as they have passed the requirements for
a Standard vi "Proficiency Certificate" which, granted by the Government
allows them free attendance at a District High School for 4 years. The
school, then, becomes a very prominent educational facility in this region
since, on an average, the children meet together there five days per week
exclusive of holidays - for 9 years of their lives.

It has already been mentioned in Section 1, that schools were establish-
ed at Alford Forest, Springburn, Bushside and Mount Somers. The first
three named are still in existence, in their original form, and when it is
realized that the Alford Forest and Springburn Schools are 51 years old,
and the Bushside School 35 years, the fact that these are altogether out-
of-date will readily be understood. To cope with this situation, and to
weld the district more closely together, the Canterbury Education Board
has submitted to the local residents and to Parliament a scheme for
"consolidation" of these three schools at Bushside. We shall, however,
derer consideration of this proposal to a later part of the thesis. The
Mount Somers School has recently been re-built and is consequently in good
repair.

Whereas, in the large schools of a city, it is possible to provide a
separate teacher for each class, here, in our region, the numbers are
small and one teacher is required to teach several classes. The
following table will make this clear:-

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Number of Scholars</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alford Forest</td>
<td>43</td>
<td>2</td>
</tr>
<tr>
<td>Bushside</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>Springburn</td>
<td>42</td>
<td>1</td>
</tr>
<tr>
<td>Mt. Somers</td>
<td>55</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>185</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

Average 1 teacher to 26 children.
In the case of Springburn, one teacher is thus at present required to teach 43 children whose ages vary from 5 to 15 years. The educational facility of the school here, therefore, loses some of its significance because the teachers are unable to specialize in their instruction as completely as they would otherwise do. On the other hand, the fact that the teachers' attention has to be divided amongst so many classes, often results in the children acquiring habits of self-reliance, and initiative which, no doubt, continue with many of them to later life. Also since the average is 1 teacher to 26 children, the teachers themselves, appointed by the Canterbury Education Board after discussion with the different School Committees, are developing a system of individual instruction that makes allowance for the "play-way" in education, and deals directly with the needs of each individual child. Thus, on account of the small number of children there is a close relationship between teacher and pupil.

It must be noted as important, that by his attendance at school the child here for the first time comes into contact with a Social Group possessing universal characteristics. It is true that association is still direct, and communication also, by oral or written speech, but as we have already noted how geographically isolated the district and the homes are good work is being done by the schools here if only by bringing the children into touch with wider things, and so tending to prevent "local culture" from becoming too pronounced. This point will be dealt with more fully when we discuss the educational needs of the region.

Although the four schools are situated as conveniently as possible for the surrounding families, individual homes are in some cases as much as four miles distant from the nearest school. On account of this, and
because of the snow and severe winter weather, school attendance in the region is not consistently regular. Here again, the school loses some of its educational value, since, particularly in the winter months, the family, assisted by climatic conditions, exerts the right of keeping the child at home at the expense of loss of regular school attendance. But severity of climate is also seen to have the effect of producing strong, healthy children.

(3) Occupation: When the child leaves school, one of two courses is generally followed:—
(a) Attendance at a District High School or Technical High School.
(b) Immediate employment in the home or on the farm.

The following analysis of the destinations of those, who, having attained the age of fourteen years, or having obtained a Standard VI Proficiency Certificate, left the Alford Forest School during the years 1924 - 1926 is typical of the four schools:

<table>
<thead>
<tr>
<th>Number left.</th>
<th>Sex.</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Male 6</td>
<td>District High School 2</td>
</tr>
<tr>
<td></td>
<td>Female 4</td>
<td>Technical High School 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home Duties 7</td>
</tr>
</tbody>
</table>

The above table takes no account of those who merely transferred from one school to another.

(a) Those who attend a District or Technical High School very rarely become permanent residents of the district. It is this feature that is chiefly responsible for the constant drift of population from country to town, that is becoming so marked in New Zealand. The District High Schools teach subjects fitting the pupils for professional services or for
office clerks; the Technical High Schools specialize even more completely in preparing their pupils for handicraft work. Since these are eminently city occupations, we realize why these pupils are observed to settle subsequently in the city.

(b) Since those who, on leaving school, are immediately occupied with farm work or household duties, are the persons who become the real residents of the district, it is with these that our discussion on occupation deals. Three features must first be noted:— (1) On first leaving school these persons have reached the important stage of adolescence. (2) As they have left school, their actual school training has concluded. In a later part of the thesis we shall discuss the proposal of some system of rural education, which this statement suggests. (3) Their work seldom takes them out of the district, and they almost invariably become permanent residents.

Both the girls who enter "service" or assist in housework in their parents' homes, and the boys who commence farm labour, indulge in lonely occupations. Their work does not bring them into contact with many people, and practically all the people whom they meet in the course of their occupations, are local residents. There is thus an absence of the small, innumerable, conflicting interests of city life.

To the adolescent, this feature of occupation here, is at first difficult. Adolescence is necessarily a period of change and extension of emotions, and when the work of the adolescent presents little change or diversity, his natural impulses are repressed and frequently break out in violent and harmful ways. As we shall see later in discussing "Leisure" we may attribute the excess of "drinking" to this psychological fact.
Even the school presents to the child a varied number of interests, but exactly at the period - adolescence - when he particularly requires them, he is taken from them and condemned to a lonely living on the farm.

Once the period of adolescence has passed, the workers are noticed to settle down, more contented with their lot. The farming occupation of the men, - ploughing, harrowing, milking, harvesting etc., and the household work of the women, it must be noted, require little thought in themselves; they are mostly mechanical tasks. Professor Graham Wallas in his chapter on "Thought" in the "Great Society", says that for successful thinking "the thinker should be free from external interference and should be either at rest or in a state of monotonous and unconscious movement."

The occupations we are discussing, although not unconscious, are, to a great extent monotonous, and therefore fulfill a condition for effective thought. Occupation in this region then, seems to be an important educational facility. Unfortunately, however, the foundations for effective thinking have not been laid, since the average worker is equipped with only a primary education.

It is true that the farm worker is often a man of dreams, and no doubt his dreaming is the unconscious and subconscious processes of mental association; but lack of sufficient education prevents the resultant ideas from assuming important proportions. Teachers in the district notice that the children also, either through acquired characteristics or social heredity, have a great tendency to lapse into dreary contemplation. This has the additional effect of making the residents and children very slow to learn new ideas. Particularly is this feature noticeable in literary subjects, as little reading is done. One good result of Occupation is to make the residents and children quick calculators since their occupation demands this.
Thus we again note how "locality determines largely the type of man."

Physically, Occupation is here of great advantage, for outside work in a poor climate, produces a strong and healthy people. Yet, even in this respect, the strength that is developed in the residents is not assisted by quick co-operation between muscle and nerve; and takes more the character of mere bodily power.

When once the farm worker in this region has passed completely the period of adolescence, his attitude towards his work is determined chiefly by:—

(a) His natural ability and individual character.
(b) His position in regard to Kinship and Family in the district. We have already distinguished two classes of Family. (1) The Farm Owner.
(2) The Farm Worker. The farm owner, and his sons, on account of economic stability, are noticed to apply themselves less earnestly to their toil than the farm worker. But a more important distinction is that the farm owner has more leisure.

Summarizing our review of the institution of occupation in the region, we note:—

(a) That employment is almost entirely of a local nature.
(b) That it is lonely.
(c) That it is, to a great extent, mechanical.
(d) That it is not conducive to social intercourse.

These features stress the necessity of something that will help to counteract such influences. We shall call this, "Leisure."

(4) LEISURE. By using this term to denote all of the various ways in which the individuals mingle together when not actually at work, we thus give "Leisure" a very wide meaning. It shall be used to include:—

(a) Ordinary social intercourse of the people.
(b) Their amusements, both physical and intellectual.

(c) Religious activities.

(a) ORDINARY SOCIAL INTERCOURSE. It has been mentioned that emplo-
ment here is lonely. This does not, however, thwart or totally repres-
the Gregarious Instinct; on the other hand, the residents of this
district love to mingle together, and the effect of loneliness of emplo-
ment is to strengthen the desire for fellowship. To this end, any small
thing is made the excuse for a social or dance, for people to meet together.

We have explained in an earlier part of this thesis, how that climatic
conditions are severe in winter, and that sometimes, on account of severity
of cold and snow, visits between homes are well nigh impossible. This let
us to discuss one aspect of the isolation of the family in the region.

But under this sub-heading, it is necessary to explain that when condi-
tions are satisfactory, visits between families are very common. The
method of settlement has caused the homes to be far apart; and climatic
conditions have produced greater isolation. Yet these features, are to a
great extent counteracted by the fact that most of the farmers own motor-
cars and telephones. Thus have modern inventions helped to knit country
districts in New Zealand more closely together.

At Methven, a small country town, the position of which is illustrated
by reference to the map below, a sale of farm stock is held fortnightly.
This provides another opportunity for ordinary social intercourse.

This intercourse in the region has much to do with the importance and strength of kinship. When visits are made, they are generally made amongst relations who, meeting frequently together, act and think very much alike. Again, we find that the two classes of kinship are much in evidence. (1) The farm owners, having similar interests, mingle together. (2) The farm workers, though not possessing sufficient wealth for convenient methods of travel such as motor-cars, or communication, as telephones, nevertheless find pleasure and interest in one another's company. It is in this aspect of leisure, too, that we find some severe cases of isolation. The teachers living in the district, as well as railway servants, and a few manufacturers, possess few interests in common with either of the classes mentioned above. They thus tend to take little part in the ordinary social intercourse of the people.
(b) THEIR AMUSEMENTS. The most common social amusement of the residents is the so called "social evening." It affords an opportunity for meeting together and interchange of ideas, and for this reason is a powerful factor in the environment of the district.

At Mt. Somers and Staveley halls have been constructed almost solely for this purpose, but at Bashside, Springburn and Alford Forest, the schools are the social centres. In discussing the educational needs of the district, we shall show how this feature might be made a very powerful educational agency by the introduction of adult study and debating circles.

At present, however, the entertainments in the halls and schools, are of a less intellectual nature, consisting of Moving Picture Entertainments, dances and "socials." Occasionally also the repressed emotions (e. f. Occupation) of the adolescents, here find violent expression, and for this reason, the need for something that will serve to counteract the bad effects of lonely employment, and yet not encourage too violent an expression of suppressed impulses, becomes increasingly apparent.

This need is imperfectly fulfilled by sport. A football team from the district has many adherents, and received great support; while tennis, hockey, and shooting are very popular. Two important educational features of sport in this district, are: (1) It stimulates competition. Farming pursuits do not possess this feature very extensively, and the farmers frequently become too much "wrapped up in their own affairs." (2) It takes the attention of the people often to other centres. Especially is this the case when tennis or football teams journey to Methven or to Ashburton.

(c) RELIGIOUS ACTIVITIES. These would seem to merit a special heading but we examine them under the heading of "Leisure" because they co-operate
extensively with the other leisure activities, before referred to. The region is served in this respect by three ministers of religion — two stationed at Mount Somers and one at Springburn. Besides preaching at these places, they regard the whole district we are reviewing, as their charge, and conduct services also in the schools of Bushside and Alford Forest.

Two tendencies of Religion in the region must be noted:

(1) Its universal equality. Here, in the depths of the country, where a highly artificial culture is absent, the religious impulses of the people find free form. The residents regard religion as necessary and cultural, and give honour to its ministers.

This does not appear to be due to custom or habit, but, since it is so universal, while the homes are so scattered, we perceive it to be due to the "universal principles of faith and hope in which religion finds its genesis." The geographical conditions of the region are a contributing cause, since the peaks of the Southern Alps, with their summits clad in snow, tend to arouse the basal emotions of fear and wonder in the people. Thus we find in the district, little or no antipathy to religion itself, or to its representatives, the ministers.

The actual church services are not well attended, but this is due chiefly to inclement weather, and the distances of the homes from the church centres. Therefore, we find the local people, in their religious experience, thinking in terms more of sentiment than of organization.

(2) The attitude of tolerance. Although the three ministers we have referred to, represent three different denominations, they work together in the district. For instance, The Church of England and Presbyterian preachers, conduct services on alternative Sundays in the Alford Forest.
and Bushside schools. By this arrangement, overlapping and competition are almost eliminated. The residents also, although individually professing allegiance to one or other of the three sects, nevertheless attend any of the services of any preacher. Here, then, we observe a highly developed attitude of tolerance, which, as we now proceed to discuss, aids the Church here in its task of imparting culture.

The universal quality of religion, and the advanced attitude of tolerance thus make the institution of religion in this district a powerful educational facility.

By Sunday Schools conducted in all the centres, — Alford Forest, Bushside, Staveley, Springburn and Mt. Somers, the Church still retains its share in the education of the young. The ministers, themselves, undertake the actual teaching, and exhibit a first-hand knowledge of child psychology. A very important need of the district is by this means fulfilled, since the child is hereby assisted to bridge the gulf between morals and religion, between Church and home, between secular and divine. The children who attend the Sunday Schools delight in being present, but it is unfortunate that the geographical conditions and the method of settlement of the region limit attendance to those who live near the schools and churches.

Much basal work is done in the transmission of culture in the Sunday Schools. This is continued by Church services before mentioned, and by the preachers visiting the homes of the residents, who invariably welcome them, whatever their denomination. We have perceived a co-operation between school and Church taking place in the Sunday Schools; we now see a corresponding co-operation between Church and family taking place by
The visits of the preachers to the homes of the people. In this way the residents understand the aims of the Church and its representatives more completely, and the ministers, on the other hand, in the congenial atmosphere of the home, learn more of the character and inner life of the residents. There develops a strong bond of sympathy between Church and family.

One aspect of religion, here, remains undeveloped — the social side. Beyond Sunday services, and a very few social evenings, there has been no attempt to make worship more of a social affair. The residents, for the most part, are content to apply their basal emotions of fear and wonder to religion only in an individual sense. Opportunities for study and debate in such matters remain undeveloped.

This concludes a summary of the chief educational facilities of the district. We are now enabled to review the needs of the people, which they approve.

Section 3.

EDUCATIONAL NEEDS OF THE PEOPLE.

Following the scheme adopted in Section 2, we shall discuss the Educational Needs under two headings:

(1) The period of life in the district from the Family to the commencement of Occupation, i.e. From infancy to adolescence.

(2) The period of Occupation and Leisure, i.e. Of manhood and womanhood.

(1) The family or Home in this region was observed in Section 1, because of historical and climatic conditions to be a powerful influence here.
Let us, then, observe more particularly what is done in the home, so that we may see if the Family here exhibits any traces of an anti-evolutionary nature such as have been noted by recent sociologists. The occupants retire to bed early, chiefly because their work requires them to arise very early in the morning. Their after-tea amusements include conversation, card games and occasionally music from piano or gramophone. The most noteworthy feature, however, is that very little reading is done.

The houses are small and mostly old. The occupants are careful as to the inside appearance of the houses but through neglect of painting etc. the outward appearance of most is very poor. Here, then we note that the child commences to learn the false doctrine, subconsciously, that a pride in the outward appearance of a home is unnecessary. It is evident that the foundations for a subsequent study of art, or architecture, are thus not laid in the family.

Again, it is noted that in very many cases, the occupants of the homes, are the direct descendants of the original owners. It has already been mentioned in Section 2. that very few influences are in operation to cause transference of people from the district, and in most cases this applies also to the homes. A very important educational need is thus encountered, since, when two or three generations have occupied the same home, the present owners have lost ambition; their interests are too narrowly centred round the home itself; and they seem contented to live and die in the same place as other members of their families have done.

This tendency is very plainly perceived in relation to educational thought. Since the natural human desire of ambition - Instinct - Giving a Lead; Emotion - Positive Self Feeling, has by environment been to an extent deadened, the residents exhibit an apathy and in some cases, even
an antipathy to learning. To this end, they do not attempt to teach the child at home, and in many cases, he is left to develop without the best educational assistance of the parents.

Fortunately, however, this does not apply to all families in the region. To understand this, it is necessary to mention one part of the historical development. Right at the base of the mountains, settlers came originally to cut down the native forest for timber, or for firewood, for supply to the town, dwellers of Canterbury. Small holdings of land were taken, and when, subsequently as much forest, as the law would permit, was cleared away, these settlers set up a dairying industry, which is still in existence. The families which we have described as being apathetic in regard to education are the descendants of these settlers. They have inter-married, and in very few cases, have any notable interests outside their own little spheres of home and work.

But in this region, also, are many homes of the sheep farmers. These homes lie further from the mountains; but sufficiently near to belong to our district for survey. These families have interchanged more; frequently families move to other farms outside the district, and new families come in. It must be noted, however, that even in regard to these families, there is a very small proportion of transference in regard to their total number. The fact of their interchanging, and because they are mostly richer, and having better means of travel, such as motor-cars, mingle in a wider society, create in these families more interest in education. They undertake a certain amount of home instruction for the children, and it is their representatives who almost invariably occupy the prominent positions on the local School Committees.

Summarizing our review of the weaknesses and needs of the Family, as a
social institution here, we note:

(1) That, on account of geographical isolation, historical development, and present environment a certain narrowness of vision is revealed.

(2) That there is a need for some factor which will counteract lack of ambition in the Family, and create a deeper interest in education, and in larger social groups.

We shall discuss in what ways these needs may be met, in Section 4.

Since settlement of the region took place in a haphazard fashion, there are established, as has been explained in Section 2, schools at Bushside, Alford Forest, Springburn, and Mount Somers. We have previously drawn attention to the age and out-of-date nature of the buildings of three of the schools and it is necessary to note that there is thus an urgent need for attention to them. Since the establishment of the four schools, however, the residents, first scattered in small areas of the district, have now begun to realize in some respects the need for local unity. This tendency has been furthered by the introduction of one daily rural mail service for the district in place of 4 district post offices.

It will be noted in the map of the district that the distances between the three schools of Alford Forest, Bushside and Springburn, are as follows:

- Alford Forest to Bushside: 2 miles
- Bushside to Springburn: 2 miles

Table 1 in Section 2, also reveals the facts that these schools are all comparatively small, and that each teacher is required to teach several classes.

The schools, therefore, which ought to be an important means of linking the different parts of the district together, and of assisting local unity are at present tending to keep the population divided into several small
groups. This tendency would be justified, if the schools were far apart, if conditions for travel between them were poor, or if outstanding educational advantages were obtained. A careful consideration of these things, has, however, convinced the School Committees and the central Education Board of Canterbury, that a great need of the district is the construction of one central school, to take the places of the three schools - Alford Forest, Bushside and Springburn. This proposal has been called "Consolidation." It has already been briefly referred to in Section 2, but it will be discussed, in regards to its probable effects, more completely in Section 4.

Although this region is, in its geographical aspect, vastly different from the towns of New Zealand, the school curriculum is the same here as in all other parts of the Dominion. It is evident that there is a great difference between the outlook of a child brought up on a farm, and one living in the midst of the town. In accordance with the importance and isolation of the homes, the lack of educational home training, and especially of reading, the children have few interests beyond the home and the farm -- the lives of the parents. The following table is a result of a test conducted in the Alford Forest School to examine the interests of the children, and will make this point clear:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Farming&quot;</td>
<td>6</td>
<td>&quot;Farming&quot;</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Building&quot;</td>
<td>2</td>
<td>&quot;Helping with the Farm&quot;</td>
<td>6</td>
</tr>
<tr>
<td>&quot;Sawing wood&quot;</td>
<td>1</td>
<td>&quot;Staying at Home&quot;</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Driving a Mail Car&quot;</td>
<td>1</td>
<td>&quot;Living in town&quot;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Making Dresses&quot;</td>
<td>1</td>
</tr>
</tbody>
</table>

Totals: 4 10 5 13.
It is thus evident that one important aim of the schools in the region—an aim that is being very well fulfilled—is to widen and direct the interests of the children. But, since the interests naturally are so narrow and the local environment so monotonous, it is difficult to accomplish this aim, with a curriculum that takes for granted that the children have mingled with many social groups, and have been encouraged to read at home. It is this factor that is partly responsible for the noted superiority in New Zealand, of town children over country children, as revealed in examinations.

There is an urgent requirement for the teachers in this country district to shape their lessons so as to wean gradually the interests of the children from their present narrow, limited range. At present, the break is too sudden and few teachers coming into the region, have realized how slow the process is and what a difficult task is before them to establish satisfactory "acquired interests." But the task is even made greater still, by simultaneous apathy of learning in the home which still has the child most of the time.

The need, however, cannot be overcome merely by more attention to methods of teaching. It is evident that it extends to the school curriculum. A liberal education, to be of use, must comprise a number of subjects starting with the background of the home environment of the pupil. Recently I was surprised to discover that several boys of ages seven to ten years in the district, have never seen even a small country town. Their concept of shops and business places is limited to the small country stores situated, one each at Staveley and Alford Forest, and two at Mount Somers.

It is evident, therefore, that geography, to be of value to the children here must commence with a realization of the limited environment of the
Similarly, the teaching of intensive grammar, although this may be suitable for a town school, would be much more advantageous here, if a variation of the curriculum allowed for a more liberal interpretation, and aimed at stimulating in the children a desire for books and reading. Since most of the children will be permanent residents of the district, and an important aim of education is to bring the child more closely into touch and sympathy with his environment, the curriculum of the schools here could well afford to extend the scope of nature study. At present, one hour only per week is devoted to this subject, and it is found that the residents, although living in the midst of a mass of interesting nature subjects—forest trees, flowers and shrubs, native birds, mountains—yet exhibit a remarkable lack of knowledge of the subject. In these directions, the curriculum here is very much in need of revision, and it is now being recognized by educationalists that in the future a uniform curriculum will have to give place to more variation, provided that the aims of culture and progress are not interfered with.

It has been stated by some recent sociologists that the personal association of neighbourhood, is a powerful check against the machine-like impersonal nature of universal groups. But in this region, because of its extreme isolation, it would be preferable if the larger social groups of the State and Religion had more significance. The schools are doing good work by bringing the children more directly into contact with wider things, but the need is even thus not completely fulfilled. Local culture and local class interests are becoming too prominent, and there is still a need for the school here to fill.

(2) The needs of youth, manhood and womanhood. We have described what is done in the homes of the people, and in the school. We shall now
describe more particularly than in Section 2, what the people do with their time, and what they are interested in. Following are sample weeks in the lives of two people. These are taken from two people representative of the district, and from actual observation.

**TABLE 4.**

<table>
<thead>
<tr>
<th>Person</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Farm Owner</td>
<td>Day Working</td>
<td>Day As for Monday.</td>
<td>Morning</td>
<td>Wet Day</td>
<td>Morning</td>
<td>Afternoon Attendance</td>
<td>Afternoon</td>
</tr>
<tr>
<td></td>
<td>Watching sheep &amp;</td>
<td></td>
<td>Attention to sheep</td>
<td>Lambs taken indoors.</td>
<td>Same as Monday.</td>
<td>at Church.</td>
<td>&amp; evenings at house of</td>
</tr>
<tr>
<td></td>
<td>attending to</td>
<td></td>
<td>taken indoors.</td>
<td></td>
<td></td>
<td></td>
<td>relation.</td>
</tr>
<tr>
<td></td>
<td>lambing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day As for Monday.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>same as Monday.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>retired early</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after late tea</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| A Farm Worker | Day Trimming          | Day Same as Monday. | Day Same as Monday. | Day Same as Monday. | Morning Same as Monday. | Day Spent quietly at home. |
|               | gorse hedges and      |                       |                       |                       |                        |                         |
|               | burning gorse.        |                       |                       |                       |                        |                         |
|               | Evening               |                       |                       |                       |                        |                         |
|               | Same as Monday.       |                       |                       |                       |                        |                         |
|               | Evening               |                       |                       |                       |                        |                         |
|               | Late tea. Card games. |                       |                       |                       |                        |                         |
|               | same again.           |                       |                       |                       |                        |                         |
|               | same again.           |                       |                       |                       |                        |                         |

This table represents one week in Springtime, and serves to illustrate the monotonous and lonely nature of occupation here. Since occupation takes
most of these and all other people's time, and therefore exerts a great influence on their lives, it is necessary that the good features of the work of the people should be strengthened, and the harmful features counteracted.

We shall, therefore, now examine the interests of the people, to perceive if this is being done, or if the need is still prominent. Again we base our discussion of this, on the above table. The interests of the people are:

(a) Centred round the home. This has been discussed elsewhere in this thesis.

(b) Connected with their work. Although the farm work is lonely and tends to deaden ambition, the residents nevertheless are interested in their work, and mostly contented. Since the class we have called Farm Owners is the wealthiest class in the district, and because the farms are owned by them, we find that the farm owners have a purer interest in their work, than the farm workers. The latter, because of their low economic position, are interested more in the pecuniary side of the labour.

(c) Local. The interests of the people, commencing with the home, spread to their employment, and extend thence to local activities. But except, in exceptional cases, there is little further extension of the interests to the wider social groups of the State or Church or Nation. Even provincial aims, except those briefly referred to in the daily newspapers, have little significance. This reveals the fact that one important need here, is a suitable enlargement or formation of good acquired interests.

It is also evident from our review of the interests of the residents, that their educational needs are concerned with both their Occupation and social company; the social life is enjoyed but every individual expects...
their Leisure activities, and it is therefore almost impossible to separate these two social groups in this part of the thesis. To exemplify this we restate our position thus:

The work of the people here is too monotonous; it deadens ambition. It is too lonely; it arouses the condition of "Balked Disposition" of natural social instincts. It is too local; it does not bring the people into relationship with wider social groups; subconsciously, then, the residents seek to remedy these defects in their Occupation, by application to Leisure activities. And so the needs of both social groups are closely united, and each one reacts on the other.

In section 2, we classified the Leisure activities of the residents as:

(a) Ordinary social intercourse.

(b) Their amusements, both physical and intellectual.

(c) Religious activities.

Of these three groups, both the first two, represent the subconscious and conscious efforts of the people to counteract the effects of their lonely lives. It is evident that their ordinary social intercourse, i.e. visits between families is an important educational facility here. The main need of the district in this respect, is the construction of better roads, so that climatic and geographical conditions, may be more effectively overcome.

A great amount of interest centres round the amusements of the district. When talking with any of the local people, I have noted particularly how soon the conversation is turned towards the latest dance or last football match or the arrangements for the next Bouchre Tournament. We thus observe a parallel between life here, and the life of the Greeks - both love, or loved company; the social life is enjoyed but every individual expects to
take his part. It must be noted that in none of the present existing amusements, is there a conscious effort on behalf of the people for self education. The amusements, are amusements only, and not means to an end.

Since, however, as we have already mentioned, there is a need for society to counteract loneliness of employment, we do not decry the socials, or sport of the district. They form a means by which the individuals realize more fully their places in society, and allow the social natures of the people proper play. There is a need for more conveniences.

Sport is encouraged, but it is becoming realized in the region, that interschool football matches should be more frequent and that the whole district should co-operate to render more financial assistance to all of the different branches of sport. Although, the schools at Rushside and Alford Forest may have their advantages as social centres, there is a need for better arrangements, since for a dance or social, all desks require to be moved, and all the school interior arrangements are temporarily upset.

But although the natural interests of the people for these things are to be encouraged, there is need for extension. Amusements must have a place in the life of every person, but unless a conscious effort is also present for self-improvement and progress, a narrow vision is developed.

This is particularly noticeable here in regard to sport. A great number of the people of the region, enthusiastically enter into sport, but their ideas are too narrow, being wrapped up in local affairs. They, therefore, are very loth to give credit to "outside" teams. This, however, is only one result of the tendency here to connect work with thought and self-improvement, but leisure with amusement only.
This reveals a very deep need of the people. Debating classes, farmers' meetings, lectures, are needed to temper mere sensory pleasures. This brings us at once to the needs of the Church in the region since it is evident that the Church should undertake much of this work. Although, the ministers of the different religious denominations work so well together, and tolerance is so strong, there is yet a need for more unity. It is evident that, even though the Churches all work together for the common good, a certain amount of wasteful competition is still apparent, and illustrates the need for religious unity. This need is accentuated by the wide nature of the region, the scattered nature of the homes, and overlapping of the spheres of work of the different ministers.

The need is more closely perceived when it is realized that all of the churches have insufficient finances. If more unity were in operation and overlapping prevented, the centralization of funds would allow more work to be done. The geographical conditions of the region, also make it difficult for the Church to keep in touch with all the people and it is evident that unity between the residents and the Church is becoming increasingly necessary for the welfare of the district.

The Church, also, needs more share in the education of the children. We have mentioned in Section 2 that Sunday Schools are conducted at Mt. Somers, Springburn, Bushside, Alford Forest and Staveley and that in them the Church is doing good work in the transmission of culture. Unfortunately, however, the local preachers, who personally conduct the Sunday Schools, besides having our region to cover, have also to take Sunday services in more outlying parts of the country;-- in one instance the Presbyterian minister travels every month with horse and trap from his home at Springburn
to preach at Greenstreet, a small settlement, 20 miles away. Because of 
this, the Sunday Schools are held only either monthly or fortnightly.
Severity of climate and distances of children between their homes and the 
churches and schools, also prevent many of the children from attending.
Therefore, we perceive that there is a need for more control by the Church 
in the education of the young.

Before concluding this section, it is necessary for us to revert briefly 
to the Occupation of the people. We found that in discussing the educat-
ional facilities of the region, there was an awkward break between the 
School and Occupation. This represents the period of "adolescence."

Adolescence is, in every case, a time when care is essential in educat-
ion; for enlarging emotions and widening interests require careful adjust-
ment and directing. But in this district, the adolescent is allowed "to 
shift for himself." He leaves school, enters occupation, but finds in 
his work little to interest his developing powers of imagination and emotion.
He enters at first wholeheartedly into the social activities of the dis-
trict, but since few of these are intellectual amusements or call forth 
powers of imagination, he finds it difficult to adjust himself at first to 
his environment. He sometimes exhibits this tendency by alcoholic drink-
ing, sometimes by violent attachment to forms of sport; but always the 
period of "storm and stress" is made greater by lack of something to satisfy 
his developing powers.

We have thus discussed the various educational needs of the people.
At first sight they appear very diverse and difficult to classify. They 
may, however, be classified satisfactorily as follows:

(1) The need for local unity. Various aspects of this have been
touched upon but it is necessary to point out that the people are almost all primary producers, having similar economic interests.

(2) The need for extension of interests. This need has been analysed fully.

(3) The needs of the Church.

(4) The need for establishing a greater interest in the people, for education and progress.

(5) The needs of adolescence.

It remains now for us to discuss in what ways these needs of the people may be met, so that we may glance briefly at the probable future of the region.

Section 4.
HOW THE NEEDS MAY BE MET.

In the last two sections of this thesis we have discussed the educational facilities and needs of the district by the method of tracing them from the period of infancy to the time of manhood and womanhood; we have thus kept in touch with individual development. In this section, however, we shall pursue a different course, by using as a basis the chief needs exposed, not in their order of time, but in the order of their importance.

(1) The need for local unity. It is evident that similarity of interests assists unity and since the economic interests of the residents here are very similar there are signs that the district is now tending to become more completely joined together. One rural mail service in place of the four post offices has already been referred to.

But of the greatest importance towards fulfilling this need of the reg
ion, is the plan of School Consolidation. By this plan, the children of Alford Forest, Bushside, Springburn and Staveley will be educated in one school. They will come to know one another better; in place of the present small scattered school sports, the children will play together and teams for football, basketball, etc. will be formed of the children from the whole region. It is evident that childhood is the time for creating in the child good ideas of value; thus, at present, jealousy amongst the 3 schools in the plan, prevents the children from knowing and understanding one another as members of a region. But when this understanding takes place in the Consolidated School, it will lay the foundation for local unity when the children develop into adults.

Because of its position, and the fact that it is in the middle of a small township, there is no intention of bringing the Mt. Somers School into the Consolidation Scheme. This is an advantage to the district, and will not hamper local unity, since, as we have mentioned before, the residents of the Mt. Somers settlement, represent the non-farming community of the region. Their economic and sociological interests are, therefore, not always similar to the rest of the members of the district.

At present local unity is very much hindered by the fact that there are four School Committees of local residents - one for each school. Also, the school Committees frequently form small Committees for socials, or sport in each of the settlements. Though these small committees form an excellent introduction for the residents to "public life," they do not always co-operate. Sometimes, especially amongst the School Committees, there occur jealousy and too great rivalry. This is a serious hindrance to local unity.
By the construction of a consolidated school, the three School Committees of Alford Forest, Bushside and Springburn will give place to one central committee. By this committee the residents will still exert an influence in the management of their children's schooling, but their control will now be more central, and, since the whole district except Mt. Somers, will be represented, there will be more uniformity of aim. The central committee, will also lay the foundation for an understanding amongst the people, of the necessity for more co-operation amongst the different parts of the district.

The difficulties in the road to Consolidation are:-

(a) Antipathy to the scheme by the less educated people of the region. These, however, generally take little interest in local affairs, and the scheme will no doubt, be put into practice against their wishes.

(b) Conveyance of the children to the consolidated school. It has been suggested that motor-omnibuses be provided to convey the children. It is necessary that some satisfactory method of travel be obtained, since the homes are so scattered and will in some cases be as much as five miles from the school.

(c) The financial question. The Education Board of Canterbury has agreed to pay a proportion of the expenses of the omnibuses but it will be necessary for the residents to make up the deficit. This, more than anything else, has turned some of the residents against the scheme.

(a) Condition of the roads. If omnibuses are to be provided, it will be necessary to decide upon regular daily routes to the outlying parts of the district. But at present some of the roads that will be used are in a bad state, due to neglect, and will have to be put in sufficient order to allow the safe passage of the children.
(e) Climatic conditions. Many children will be compelled to travel long distances to and from school in the omnibuses, and it is thought that the severity of the winter in the district may cause undue hardship. However, the School Committees have agreed to guarantee that the omnibuses will be made comfortable.

(f) The nature of the school. The Canterbury Education Board originally intended merely to enlarge the present Bushside School, but the residents of the district are realizing the benefits of an "Open-air School" and are desirous of this type. This feeling has been considerably strengthened by a recent lecture delivered in the district by Professor Shelley on the advantages of this kind of school.

By observing these difficulties, we notice that in the scheme for consolidation there is much yet to be decided. The difficulties, however, are more numerous than important, and they are gradually being overcome by realization amongst the people themselves that there is a deep need for local unity. This is greatly responsible for the present tendency towards the mingling of classes in the district, particularly Farm Owners and Farm Workers.

It must be noted that local unity implies more than geographical consolidation. It is true that the scheme we have discussed deals chiefly with this. But there is a deep educational need for more unity in work and aims amongst the Church, the State, and the School.

It is hoped that the Church will realize the advantages of the consolidated school, and will also make use of the opportunity for getting more in touch with education there. Whereas it is now almost impossible for as few ministers to visit the various schools in and around the district regularly, when only two schools - Mt. Somers and Bushside - are in the
region, the ministers will then have the time and the opportunity for more visits to the schools. This factor will be made necessary since, if the other schools are destroyed, fewer children will be enabled to attend Sunday School.

When the Scheme of Consolidation was first introduced by the Education Board to the residents, a public meeting of the people was held. The ideas of the residents were considered and discussed there with two of the Education Board representatives who were present: subsequent to the meeting, various features of the scheme have been discussed between the School Committees and the Education Board and so it is hoped that the plan will also result in a closer co-operation between the residents and the State here.

Summarizing then, we note that the problem of local unity at present revolves round the consolidation principle. As the plan is expected to be put into operation in January 1926, this educational need of the people will soon be met satisfactorily.

(2) The need for extension of interests. This need differs considerably from the need for local unity since although it is due to defects in the local environment, it cannot be cured by mere adjustment of educational surroundings the same as the need for unity. In the concluding paragraph of Section 3 we classified as a separate educational need, the lack of ambition and desire for progress in the people. Since both needs, are, however, due to the one cause, — defects in environment — and may be met in the same way, we discuss here the methods of fulfilling both needs together.

The defects in environment, which have narrowed the interests of the people and deadened ambition, are:-
(a) The isolated nature of the region. It has already been stated that it is far removed from any large town; it is 30 miles to Ashburton with a population of 6,500 and sixty miles to Christchurch, the capital of Canterbury.

This factor is responsible for lack of interest in town affairs, and because many of the residents have no means of travelling to the towns, they become interested in local affairs to the almost total exclusion of outside ones. The construction of the railway from Springburn to Ashburton, tended to relieve this educational need of the people, by offering a reliable means of communication with that town. But since the district is so wide, it is almost as difficult for some people to travel to catch the train at Springburn as it is for them to travel direct to Ashburton.

The mail-car which passes through the district every day is a better method of transit, but as its destination is Ashburton, residents availing themselves of this method are unable to return to their homes on the same day.

The Southern Alps which border the district almost on three sides (c.f. map, page of district), add to the region’s isolation, for communication is thereby limited to the remaining side. As the mountains are steep and impassable in this part of Canterbury, there is no likelihood of direct communication with Westland. It is therefore necessary that the geographical isolation of the district which has such a great influence in narrowing the interests of the residents to local affairs, can be counteracted only by better methods of communication with the districts to the east, particularly Ashburton.

(b) The nature of local activities. It is evident that even if provision is made for more communication with other districts, the people will
not avail themselves of this improved educational facility, unless they have first gained satisfactory acquired interests.

We have noted in Section 2 that, at present, the school is the only educational factor in the environment bringing any part of the residents into touch with wider things. This part of the school training must be more systematically encouraged. We have referred in the previous section to the need for a revision of the school syllabus, and it is evident that this is a very important method of increasing the power of the school for widening the interests of the people.

Although we shall discuss the needs of adolescence under a separate subheading, it is here necessary to repeat that, the problem of widening the interests and of arousing ambition, assumes its largest proportions at the age of puberty. The chief reasons are:

(1) Because the powers of the adolescent are rapidly developing and therefore require wider stimuli.

(2) Because it is at the age of adolescence that the children in this region leave the widening interests of the school, for the loneliness of the farm.

Therefore to meet this educational need satisfactorily, particular attention must be paid to this stage of life. It is now becoming realized that post-primary education is a necessity here; even if the counter claims of vocational and liberal education should be thence difficult to correlate, the need for extension of interests makes post-primary education necessary. It is hoped that the new consolidated school will have established with it a District High School. This will assist the fulfilment of this educational need during adolescence, but unless attendance is made compulsory, it is expected that the apathy to educational aims in parts of the district will lessen its importance.
The tendency of modern times as noted by Professor Findlay in "An Introduction to Sociology," is for actual employment to become less of a social affair, but for this defect to be made up by social intercourse in other directions aspects of what, in this thesis, has been termed "Leisure". Thus, although the narrow, limited interests of the people here are due chiefly to their local employment, we must look for this need to be met, not by altering employment, but by widening the leisure activities.

Already the increased use of the Post Office, the sport of the district and the newspapers are creating a larger interest in outside affairs. More, however, is necessary and the ambition of the majority of the residents is still very weak.

Much is hoped from the more extended use of the wireless, since Station 3YA, operating from Christchurch, is now interspersing pure amusement items with farm news, and lectures. At present very few residents possess wireless sets, and it is evident that the prices are too high.

In most parts of New Zealand, the "Workers' Educational Association" is conducting lectures on various subjects, including Public Speaking, Economics, Literature, Education. There have been no classes in any part of this district, but I have recently introduced the subject to many residents and there seems to be a great likelihood of a course of lectures being arranged at Staveley Hall during the next winter months. Several of the more intelligent of the residents, have often subconsciously realized their narrowness of interests and lack of ambition and have wearied at times of the mere sensory enjoyments of dancing, playing games, and attending social -8. This factor will prove a basis to work on.

At present there is only one adults' library in the district and since this is situated at Mt. Somers, it is very inconvenient for most of the
people and is consequently not well patronized. Many of the books are very suitable, but others make an appeal only to the lower instincts.

With the commencement of "Workers' Educational Classes", it is expected that a better type of library will be set up at Staveley, and will afford a good opportunity for the residents to extend their interests by wider reading.

It is thus seen that signs are present that this great educational need is gradually being met. It must also be kept in view that although the residents' interests are often so narrow, local, and selfish, their association is direct and personal, tending to bring sympathy into play. Thus, when interests become widened with indirect intercourse, there must be an attempt to keep the good features of personal intercourse present.

3. The needs of the Church. These are numerous and varied, but may be met in two ways:

1. By improved Church organization.

2. By assigning the Church a larger share in the education of the young.

We mentioned in Section 2 that there exists in this region a great degree of tolerance. This certainly assists church organization, but it does not strike at the root of the trouble, and is more in the nature of a palliative. By improved church organization it is necessary that all the established churches in the region receive:

- More financial assistance.
- More support from central organizations of the various churches.

A smaller district to cover.

The question of finance has been frequently discussed in all of the churches, and the need has been met very well by local residents, who have caused churches to be erected at Staveley and Mt. Somers. But on account of the scattered population, the region is unable to support financially
the various churches, and to supply funds for carrying on the work satisfactorily, unless outside funds are obtained.

Since this region is so far away from the central towns of New Zealand and therefore from the central organizations of the various churches, the churches here receive very little outside support. A movement is now, however, on foot to obtain speakers from other parts of the country for temporary exchange with the ministers here. It is hoped that this will lay the foundation for more co-operation amongst all the churches in country districts and that it will tend to reveal to more powerful churches in other districts the need for more support here.

There seems very little likelihood of the churches having a smaller district to cover. Although the need is very urgent — we mentioned in Section 3 that the Presbyterian minister travels by horse and trap from Springburn to Greenstreet, 80 miles, to preach —, lack of funds in all of the church denominations at present prevents more intensive organization of country districts.

Thus the only means by which this need seems likely to be met are by providing better means of travel for the ministers, and by better church unity. The former is closely concerned with the problem of finance, but the latter appears to be coming about by a gradual process of evolution, in which the strong amount of tolerance appears as an important phase.

(2) It is evident that the churches here cannot undertake very much more share in education until their own organization is improved, but as this seems to be gradually coming about, it is necessary for us to discuss briefly in what ways the churches may be given more control in education.

The Consolidated School will help to meet this need, if the Church realizes its opportunity, and demands a share in its control. Whereas, it is
now difficult for the preachers to visit and teach at all of the schools, they will be able to give more attention to teaching in the one main school.

But as the homes of the people are far apart, this will not meet the need altogether; it will be necessary to extend greatly the home visits. We noticed in Section 2 that by visits to the homes, the ministers now gain cooperation between Family and Church, and learn much of the inner life of the residents. These visits must be increased, and the ministers must realize their advantage for the education of the children in order that they may help to give the Church more control in the education of the young.

It has been stated that the adult residents of the district, think in their religious experience, in terms more of sentiment than of organization. To meet the needs of the Church and the people, more attention must be given by Church representatives to fellowship, and social intercourse. This, of course, is to a great extent dependent on the need for more financial support.

(4) The needs of adolescence. We have stressed the need for some educational facilities to help the individuals in the district to bridge the gap between childhood and manhood or womanhood; between the school and adult life.

The most evident method of meeting this need is an extension of schooling. Since the break between the School and Occupation is so sudden, it is necessary that the adolescents should have some local educational facility that will continue the work of the school in imparting culture, and will carry on its task of assisting the development of individuality by providing means for coping with the peculiar features of puberty.

The establishment of the suggested District High School at Bushside will fulfill this need. As there is antipathy to schooling in some parts of the
district it may be necessary for the State to compel the children to attend
the High School; but it is evident that the State would avoid this if
possible. A more likely plan is that Education Board Representatives will
conduct meetings in the district, and lecture on the advantages of a Dis-
trict High School.

In a previous part of this thesis we have noted that the District and
Technical High Schools of New Zealand, although aiming at continuing the
liberal education of primary school, nevertheless, in reality, foster the
spread of population from country to town by fitting the pupils for city
occupations. A Post-primary School conducted on those lines here would
not be a success. As its main purpose will be to make the local environ-
ment more suitable for adolescence, it must aim chiefly at providing a lib-
eral education. There must be scope for the constructive energies of the
adolescents, provision for the new and enlarging emotions of this stage.
The Church must have a share of the education, and the best models of lit-
erature, culture, and art must be presented.

As, however, the adolescent for the first time experiences the desire to
become a member of adult society by indulging in its occupation, the
vocational training must not be ignored. The curriculum of the District
High School must contain an amount of rural training, besides more general
subjects. In our criticism of the needs of the school we suggested that
the curriculum of the primary schools here should give more place to nature
study, should aim at a more complete study of local surroundings in
geography, and should aim at laying the foundations for a liking of reading
in grammar. If the proposed Post-primary School at Bushside continues
this scheme some of the most important needs of adolescence will be met.

Professor Findlay mentions in his "Introduction to Sociology" that the
demand for "Leisure" by the young is associated with a desire for acting, and for adventure. The needs of adolescence are made more prominent in this region, because this demand is not at present fulfilled satisfactorily, the youth being left to earn their livelihood with little chance of change or diversity.

This demand is gradually being met by sport, which is increasing in popularity. A tennis court was erected at Alford Forest in 1925, and it was very noticeable that the adolescents who became members of the club, seemed much more contented with their work, and better behaved. This is an example of the improvement in environment that greater attention to sport in the district, will make for adolescence. The region is geographically at a disadvantage and the residents are loth to spend much money on sport since the Church and local activities require so much financial assistance, but the task of meeting the needs of adolescence is a worthy one and is gradually becoming better understood.

Section 5.

Conclusion

THE PROBABLE FUTURE OF THE REGION

The educational facilities and needs of this region have been traced in their various aspects, and it only remains for us now to summarize our conclusions and indicate briefly the probable future of the region.

We note firstly that the great number of educational needs and the fact that facilities for education in its widest sense, are few, are due to:

(1) Geographical conditions. These include the isolated nature of the district, its distance from large towns, and the poor nature of the soil.
(2) Climatic conditions. The severity of winter weather, and the presence of violent winds.

(3) The history of settlement and development. This has resulted in the homes being scattered, the lack of local unity, and the production of a class who are apathetic in regard to education in the narrow sense.

As "Locality determines largely the type of man" we thus find that environmental conditions have impeded educational progress, and that several new features must be introduced. Although we note that the locality itself provides such an unsuitable environment for individual development, our survey of the educational needs has however, revealed the fact that progress in education is gradually evolving here. We perceive this to be due to the following causes:

(1) The educational needs of the district are gradually being apprehended by the people themselves. This is a late and recent factor and it has evolved from the farmers' realization of their own economic needs, which have deflected thought in some cases to education. The influences of the School and the Church, also, have caused the residents subconsciously to contemplate their educational facilities, and draw conclusions therefrom.

(2) Efforts are being made to meet many of the educational needs. This feature has been fully discussed in Section 4.

(3) The region contains a small proportion of people who have local educational progress at heart. Besides the school-teachers and ministers who are doing their utmost for the improvement of the residents, a few of the Farm Owners are consciously endeavouring to promote education in the district.

(4) These must move the others. Fortunately for progress here, the
affairs of the region are mainly controlled by the better classes, and the
remainder of the population are only passive resisters. This has been ex-
emplified in regard to "Consolidation."

(5) Outside bodies are stimulating improvement in education here. It
was chiefly through the efforts of the Canterbury Education Board that the
School Consolidation principle has been agreed to. The Post Office
authorities in Ashburton, also, did much to promote local unity when they
instituted the daily mail service.

These facts indicate that educational progress is taking place even in
opposition to a suitable natural environment. The sentiment for progress
is present and is spreading, and there is evidence that organization is be-
ginning to follow. We may, therefore, state that there is little ground
for misgiving as to the future in the region. Even if progress is slow,
it is taking place, and will certainly follow here in the wake of the
larger centres.

In this thesis we have kept strictly to our region; but we must note
in conclusion that, as New Zealand is a primary producing country, this
region is typical of many.