

3. Comment on the school situation, size and condition of grounds, school gardens, etc.

4. Comment on condition of buildings; heating; lighting; ventilation; sanitation; furniture; equipment; decoration, etc.

5. What qualifications are required of the teachers? What salaries are paid? What is the average length of engagement by each teacher? Does the teacher enter into the community life or stand aloof? Does she or he encourage school activities beyond school?

6. Is instruction confined to the curriculum alone? Is any physical, ethical or moral training given? Are there school organizations? Is there special provision made for the backward or abnormal child?

7. How is the School Board appointed? Is it representative? What are the qualifications of the trustees? What is their attitude towards improvement?

8. How is the school revenue derived? How much per child is expended from local taxation? How much from government grant?

9. How many children are studying away from home? Are they attending high school or college? What percentage of the pupils educated outside the community return to live there?

1. Community Interest in the School and Education.

As measured by (1) Attendance at Annual School Meeting in December; (2) Support of trustees in spending money for salaries or improvement; (3) Friendly visits to schools; (4) Attendance at school concerts; (5) Pride in appearance inside and out of school property; (6) Co-operation in school improvement on Arbor Day; (7) Gifts to the school—prizes for children's contests, etc.; (8) Friendliness to teachers—inviting to homes, etc.; (9) Sending children regularly, promptly, clean and tidy; (10) Backing the teacher in discipline; (11) Organization to support teachers—Mothers' Clubs, etc.

2. Section's Interest in and Provision for Teaching Agriculture.

(1) Do the people as a community wish Agriculture taught in the school? (2) What proportion do? (3) What proportion are distinctly opposed to it? (4) What proportion are indifferent? (5) If the teacher is giving instruction in Agriculture, is the practical work carried out in school plots or home plots? (6) What equipment is provided: (a) Agricultural books and bookshelf? (b) Agricultural bulletin board? (c) Agricultural journals or magazines? (d) Gardening tools, etc.? (e) Apparatus for instructions, e.g., Babcock milk tester, soil tubes, etc.? (7) What help is given the teacher: (a) From trustees, (b) From ratepayers generally; (c) From Women's Institutes; (d) From Agricultural Society; (e) Is Arbor Day a community interest? (f) Is there a Field Day or a School Fair?

ILLUSTRATIVE CHARTS.

1. Illustrating good and bad buildings, etc. (Department of Education will assist here.)

2. Comparative chart of teachers' salaries here and elsewhere.

3. Chart showing amount of taxes spent on education, roads, agricultural development, etc.

4. Chart showing advantages of consolidation.

VI. Recreation and Community Life.

A. What facilities for recreation exist? What are most popular? Are these free or commercial? Do any forms of amusement offered show immoral tendencies?

Is there any existing social centre? Is there any force or institution binding the young people together? Is such a movement limited in membership in any way?

What is the attitude of the parents towards play and recreation?

What is the attitude of the farmer-employer to recreation for the hired man, etc.? Are there "hissing bees," "quilting bees," etc.?

Are seed fairs, poultry shows, annual fairs, etc., held regularly?

If so, what is the attendance? How constituted? What proportion of the community attend? What influence has "the fair" on the community?