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THE NEW ZEALAND GAZETTE

The *New Zealand Gazette* is published on Thursday evening of each week, and notices for insertion must be received by the Government Printer before 12 o'clock of the day preceding publication.

Advertisements are charged at the rate of 20c per line.

All advertisements should be written on *one* side of the paper, and signatures, etc., should be written in a legible hand.

The number of insertions required must be written across the face of the advertisement.

DOMESTIC PURPOSES BENEFIT REVIEW COMMITTEE REPORT

Report E. 28

Chairman J. R. P. Horn, 1977

54 p.

70c

Contains six chapters and a summary of recommendations of the committee, presented to the House of Representatives. Reports on any changes in Social Security legislation, policy or procedure which appear to be desirable and any related matter which is considered relevant.

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GENERAL PUBLICATIONS

DIRECTIONS FOR EDUCATIONAL DEVELOPMENT
A REPORT PREPARED BY THE ADVISORY COUNCIL ON EDUCATIONAL PLANNING

141 p. 1975.

\$2.50

This report marks the culmination of the activities of the Educational Development Conference. The Advisory Council has recommended the directions it considers New Zealand education should go in the next 5 or 10 years.

Five principal areas are identified as requiring attention.

Education is seen as a lifelong activity, and emphasis is therefore placed on the "foundations"—early childhood education, the school curriculum and special provisions for special needs, and parent education.

Special attention is given also to the relationship between the school and the community, the need for close mutual support and co-operation, including understanding and respect for minority cultures.

A key to the quality of education is the people involved in it. Teacher education, the availability of advisory and ancillary staff, as well as resources for materials and research, have a chapter devoted to them.

Since education is seen as a lifelong activity, this is considered at some length. Facets such as accessibility, transfer of credits, and the role of existing institutions are discussed, together with ways in which continuing education could be provided for the whole community.

In discussing the administration and organisation of education the principle followed is the maximum devolution of authority and responsibility to the agencies and the community, at for instance, school committee and district level.