

attained by these men in a short time, but unfortunately only in Wellington and Christchurch were the demands of industry for this type of labour sufficient to justify the continuance of the scheme. The implications of this scheme for the future of trade training are even more important than its short-range effects, and if it is to be extended in the present emergency its repercussions on the whole technical-school system must be carefully studied. Some of the technical schools have carried out work for the armed forces, and all of them are eager to help to the full in this way. During the year a beginning was made in the technical schools with the manufacture of machine tools in some quantity. Not only does this help to meet a difficult shortage of tools, but it is also an excellent training for the boys in industrial methods.

**Native Schools.**—The establishment on the East Coast of the first three Native district high schools marked an important change in policy, since the Government had previously made its main contribution to Maori post-primary education through scholarships at the denominational post-primary schools. The new district high schools are in no sense in competition with these older institutions, which hold a unique place in Maori life and by reason of their origin have always had a semi-official status. Indeed, last year the Government for the first time placed an item on the Education estimates designed to help the denominational Maori post-primary schools to develop more fully the practical side of their curricula. The new Native district high schools will concentrate on practical studies, with particular reference to the home and to the building industry. It is pleasing to note the rapid increase in the number of Maori boys and girls passing through the Native schools and entering training college to become fully qualified teachers. Though it was only in 1940 that the Native schools were given a special quota for training-college entrants, there will be in 1942 twenty-eight Maori students in training, most of whom intend to return to work in the Native schools.

**Correspondence School.**—The Department's Correspondence School has continued to do excellent work for the children in isolated districts and for those unable by reason of sickness to attend ordinary schools. It is by no means improbable that a heavy additional burden may be thrown on this school if some small schools have to be closed owing to lack of teachers or if it becomes quite impossible to maintain all the conveyance services.

**Adult Education.**—Organizations associated with the Council of Adult Education have done a little work in military camps, and, if the armed forces demanded it, the Council would be willing to swing its whole weight into a scheme for education in the Services.

**Child Welfare.**—I am happy to say that the figures for juvenile offences show no rise on last year's figures. It is an almost universal experience to find a sharp increase in juvenile delinquency in time of war: in Britain the number of offences by children under fourteen rose by 41 per cent. in the first year of the war. The rise has not been prevented in New Zealand without considerable effort. The Child Welfare Branch has intensified all forms of preventive work, and its field organization has been strained to the uttermost. The strengthening of the staff to meet the situation has proved to be a genuine economy. The Child Welfare Branch has continued to be responsible for the children brought out from dangerous areas in Britain in 1940. The great majority of these children have adapted themselves surprisingly well to their new homes.

**Schools and the War Effort.**—Schools of all types have thrown themselves vigorously into the war effort: the collection of waste, ergot, and seaweeds, the making of clothing, nets, first-aid equipment, and comforts for the forces, and the raising of funds for patriotic purposes have found ready workers in the schools. The Native schools in one effort raised enough money to buy a travelling canteen for the Maori Battalion. The staffs of post-primary schools have given invaluable help with the Air Force pre-entry training scheme. The Air Training Corps has proved popular in these schools, thirty-four units having been formed during the year. It is noticeable in travelling through New Zealand what a prominent part teachers are taking, especially in country areas, in E.P.S. and Home Guard activities.

**Staff Changes.**—During the year the Department lost through retirement the services of two old and valued servants, Mr. E. J. Parr, Chief Inspector of Secondary Schools, and Mr. A. J. H. Benge, the Secretary. Mr. E. Caradus replaced Mr. Parr, whilst still retaining his position as Director of Educational Services in the Air Department.

**Acknowledgments.**—Last year must have been one of the most difficult the education system has ever known, and I sincerely wish to express the Government's appreciation of the fine work done in most trying circumstances by controlling authorities, teachers, Committees, and all the men and women, paid and unpaid, who took up new and extra burdens during 1941 so that the services given to the children of New Zealand should not fail.

## TABLES.

NOTE.—Owing to the paper shortage certain tables have been omitted this year. They will be reinstated as soon as conditions permit.

For particulars of expenditure on education, including capital expenditure on new buildings, &c., usually included in Tables B 1 and B 2 see the appendix to this report.

TABLE C 1.—PUBLIC PRIMARY SCHOOLS BY GRADE.

Grade.	Number of Schools.	Grade.	Number of Schools.
I (1-8) .. ..	123	VA (191-230) .. ..	30
II (9-24) .. ..	706	VB (231-270) .. ..	42
IIIA (25-30) .. ..	130	Vc (271-310) .. ..	27
IIIB (31-70) .. ..	567	Vd (311-350) .. ..	17
	697		116
IVA (71-110) .. ..	194	VI (351-870) .. ..	175
IVB (111-150) .. ..	78		
IVc (151-190) .. ..	60		
	332		2,149

Three half-time and forty-one schools with side schools attached are counted as separate schools.