

the year has produced a marked improvement in attendance at school of the cases referred to them and has also given a better insight into the factors giving rise to the social maladjustment of these children.

INTERMEDIATE SCHOOLS

There are 28 intermediate schools or departments in operation, and but for the building situation more would be functioning, especially in areas where the accommodation in the primary schools is taxed. These schools, however, become vigorous institutions, developing strong, individual characteristics. Their organization on a pupil-ability basis permits the best use to be made of selected staffs for general and special work. The top ability groups are able to pursue enriched courses, while the less gifted children have courses adapted to their stage of development. In several centres older children have been transferred from special classes to the intermediate school, where they can be taught with pupils of their own age. A great advantage of the intermediate school is that children of the same age groups can be better provided for in club work, organized games, and training in citizenship. More efficient use can be made of more expensive school equipment and facilities—*e.g.*, for manual training and for visual education. With the raising of the school age, more children are obliged to remain until the leaving age. Pupils who do not intend to continue education in post-primary schools are catered for, as far as possible, in Form III classes in intermediate schools, where the work has a practical and cultural bias.

DISTRICT HIGH SCHOOLS

About 100 district high schools provide post-primary education in country districts. Three large secondary departments will become full post-primary schools in 1947, and 6 new district high schools will be established. Recent changes in the curriculum and the wide scope of the School Certificate Examination are enabling the district high schools to develop their own individuality to a greater extent than formerly. Cultural and practical aspects of education such as music, art and craft, physical education, and rural and home centred courses can be planned along flexible lines to meet the requirements of the particular district, and in many cases of individual pupils. Several factors have contributed to a large increase in roll numbers, chiefly the raising of the school age, the tendency to prolong the period of education, and also the heightened consciousness of the need for secondary education. Resources have been strained, but the schools are meeting the situation arising from the demands of the new curriculum, and the greater numbers of pupils, in a commendable manner.

The staffing schedule has been improved, 1 teacher to 25 pupils instead of 30, but there will be insufficient teaching strength to implement this until a large number of teachers attending University under rehabilitation bursaries complete their degrees. Liberal grants for the purpose of extending libraries and providing equipment and material for special subjects, including science, have been made.

A number of these schools do not now provide instruction past School Certificate level. In smaller departments especially this is a wise plan, since it permits better attention to be given to the needs of the majority of the pupils. The more academically able can take advantage of special bursaries assisting them to spend the Form VI year in large accrediting secondary schools where richer opportunities can be provided.

CORRESPONDENCE SCHOOL

The school continues its remarkable growth. The total roll is now 4,492—1,857 primary and 2,635 post-primary. The staff numbers 173—139 teachers and 34 clerical officers. Pupils are enrolled only on the grounds of distance from a school (70 per cent.), employment (20 per cent.), or physical disability (10 per cent.). The school, founded