

## ATTENDANCE.

(Tables B1, B2, and B3 in E.-2.)

The following figures show the average attendance at public schools in the Dominion during the years 1921 and 1922 :—

					Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1922	..	..	..	..	190,012	187,330
Year 1921	..	..	..	..	182,306	179,866
Increase in 1922					7,706	7,464
Increase per cent.					4.2	4.2

The number of children in average attendance at the schools shows an increase of 4.2 per cent. compared with the previous year. The regularity of attendance was better in 1922 than it has ever been before, being 90.8 per cent. of the average weekly roll, as compared with 89.8 per cent. in 1921 and 90.3 per cent. in 1919—the highest figure previously attained. The results in all education districts were uniformly good, the highest figure, 92 per cent., being reached in Otago. The high standard of regularity is a matter for congratulation, the results comparing more than favourably with those of other countries where the difficulties of access to the schools are probably not so great as in the remote districts of New Zealand. The percentage of regularity in London in 1920–21 was 87.9, and in New South Wales in 1921, 84.6.

The following figures represent the total number of children (of whom the average weekly roll number was given above) in average attendance at registered schools giving primary instruction :—

Public schools (excluding secondary departments of district high schools)	1921.	1922.
Native village and mission schools	5,198	5,741
Registered private primary schools	20,941	21,246
Lower departments of secondary schools	710	546
Totals	206,715	214,863

## CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

*Classification and Age of Pupils.*

As the great importance of the correct classification of pupils is becoming more fully realized increased attention is being given to the matter by Inspectors and teachers, with the result that a much broader view of the matter is now taken than formerly. There is a growing tendency to break away from the idea of one annual promotion for every child and to advance pupils when they are fit. This less rigid method of promotion doubtless means more work and trouble for the teachers, but the gain to the pupils cannot be overestimated. In spite of an improvement in this direction, however, there is reported still to be a tendency to retain pupils too long in the preparatory classes, and it is stated that there are hundreds of pupils in the standard classes who should be one, or even two, classes in advance. In the opinion of some of the Inspectors fully 20 per cent. of the pupils in the large, efficient schools are capable of completing the standard class work in six months. The Dalton plan of assigning work to the pupils and allowing the individual to progress at his own rate is being experimented with in many parts of the Dominion, and the results achieved by it tend to show that a considerable saving could be made in the time spent in the standard classes. Steps are being taken to have this matter remedied. Backward pupils present the greatest problem as regards classification, but the general opinion is that it is better to allow such children to advance in their stronger subjects rather than to detain them on account of those in which they are weak.

The following table shows the ages of pupils in the several classes of the primary schools. The numbers between the heavy horizontal lines represent those that, beginning school under six years of age, spend an average of two years in the preparatory classes and one year in each of the standards. The numbers above the upper heavy lines have progressed at a greater rate than that indicated, and those below the lower lines have either begun school later or have progressed more slowly.