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Social Security contributions and benefits should all figure in arithmetical exercises along with rates and taxes and budgetary details culled from local-body and national finances.

MUSIC, ARTS, AND CRAFTS

For the most part the aesthetic studies have been given a minor role in the curricula of our post-primary schools. Where a school has fully recognised the value of Aesthetic Subjects most of the time has been found out of school hours. We feel that a definite place should be made in the time-table for aesthetic activities. Confirmation of this attitude comes in the newly-published Norwood report on secondary education in England, which states that Art and Handicrafts should receive the broadest interpretation in schools and should be a powerful means of raising taste in housing, furniture, interior decoration, and the like. With this we agree. We recommend, therefore, that all pupils of post-primary schools should pursue a course in Music and at least one of the Arts and Crafts.

As in the case of all other studies in the core, we do not wish to lay down a fixed prescription for the Arts and Crafts; we think that each school should be free to meet in its own way the implications of this section, and we trust that schools will give a progressively generous interpretation of its spirit and give much more time to the Arts and Crafts than the minimum suggested. We recommend that, if possible, arrangements should be made for enthusiastic pupils to extend after school hours the time given to the practice of an art or a craft. This is already done in many schools in music, play-production, and so forth.

SEX EDUCATION

WE do not think there is any simple solution to the problems related to sex, and there are obvious limits to what the school in itself may achieve; but we believe that with the right approach something of value may be accomplished. Our recommendations are made in general form, as we do not wish to do more than suggest the kind of approach that we think most desirable.

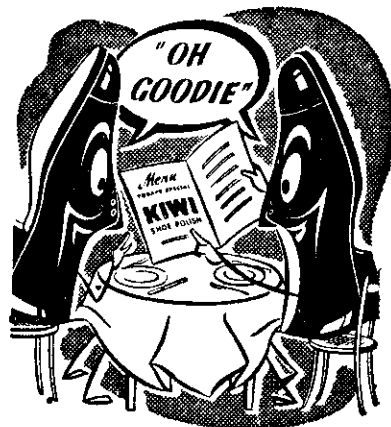
In the first place we believe that every adolescent should know the facts of reproduction. The natural beginning of sex education is in the first years of childhood when, often as early as the third or fourth year, the child asks his mother questions about the origin of babies. If such questions are answered—as they should be—in a simple and straightforward manner—and if further information is given as required during the primary-school years, children should enter upon puberty with a sound understanding of the elementary facts of sex. At the post-primary stage this knowledge should be extended in lessons in biology and in the anatomy and physiology of the human reproductive system. We think such lessons should be included in General Science—we note that the English Board of Education has recently published a pamphlet on sex education which emphasises the importance of "factual instruction in the physiology of sex."

Yet, in itself, knowledge is plainly not enough to ensure right conduct. Self-respect, in which personal fastidiousness is an important element, is fundamental. Adolescent boys and girls can understand that self-control is necessary to a balanced life, that some re-direction of primitive energies is a condition of achievement not only in sport, but also

in other activities, and that fitness for marriage and parenthood at a high level must of necessity involve a period of waiting. So, too, with respect for others. A conscience even ordinarily sensitive can appreciate the danger of doing harm to another, and the adolescent can be brought to see that a healthy community is one in which normal family life can flourish and to understand the bearing of this truth on his personal attitude to sex.

RELIGION IN SCHOOLS

STATEMENTS were received from the National Council of Churches, the New Zealand Rationalist Association, and other bodies about the teaching of religion in schools. After giving the matter consideration, we came to the conclusion that we would not be justified in making any recommendation. The question of religious teaching in State schools involves large and complicated issues on which there are sharp differences of opinion within the community and within the teaching services. We consider that we would have been justified in making a pronouncement on these issues only if we had been specially charged to consider them. As it was, we have no reason to think that they were in mind when we were constituted a Committee. Further, a committee that ventured to deal with them would be in duty bound to invite evidence from all interested groups and to give it very full consideration. This we were not in a position to do.



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