

not only admitting soldiers to their ordinary classes, but are also putting on special intensive full-time courses for men and women in the forces. The Council of Adult Education and the various bodies associated with it have agreed to put their resources at the disposal of the Army Education and Welfare Service: they are becoming increasingly engaged in this work.

**Educational Research.**—The New Zealand Council for Educational Research has continued its investigations into some of New Zealand's fundamental educational problems. The value of such a cool and independent research organization is very great, and already the Council's published reports have had some effect on educational policy and teaching practice.

**Schools and the War Effort.**—Schools of all types have continued to work energetically for the war effort, and have made in the aggregate large contributions in money and materials for patriotic purposes. Post-primary schools have given excellent service in connection with the Air Training Corps. Technical schools entered with enthusiasm into the difficult task of making scale model aeroplanes for training purposes, and already many hundreds have been delivered to the Air Department. Several technical schools have put on special courses for training Army personnel in technical subjects.

**Staff Changes.**—Mr. A. E. McKinnon, A.R.A.N.Z., has been appointed Secretary of the Department in place of Mr. A. J. H. Benge, retired.

**Acknowledgments.**—It is with an ever-increasing sense of obligation that I record again the Government's appreciation of the fine work done by Education Boards and other governing bodies, School Committees, teachers, and the host of workers, paid and unpaid, who have, through this most difficult year, stood between the children and the worst effects of war.

## TABLES

NOTE.—Owing to the paper shortage several tables have again 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., 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)     | .. | .. | 112                | VA     | (191-230) | .. | .. | 37                 |
| II     | (9-24)    | .. | .. | 695                | VB     | (231-270) | .. | .. | 45                 |
| IIIA   | (25-30)   | .. | .. | 121                | VC     | (271-310) | .. | .. | 24                 |
| IIIB   | (31-70)   | .. | .. | 560                | VD     | (311-350) | .. | .. | 18                 |
|        |           |    |    | 681                |        |           |    |    | — 124              |
| IVA    | (71-110)  | .. | .. | 188                | VI     | (351-870) | .. | .. | 176                |
| IVB    | (111-150) | .. | .. | 81                 |        |           |    |    | — 176              |
| IVC    | (151-190) | .. | .. | 58                 |        |           |    |    | 2,115              |
|        |           |    |    | 327                | Total  | ..        | .. | .. |                    |

Two half-time schools and thirty-seven schools with side schools attached are counted as separate schools.