

measure of a completed secondary education for the child not contemplating a University course. I set up a Consultative Committee on the Post-primary Curriculum to report on the changes that should be made in the School Certificate Examination prescriptions to enable the examination to play its new and important role. The result of their deliberations was the Education (Post-primary Instruction) Regulations 1945 which laid down a basic curriculum, with a wide range of options for all post-primary schools. The new syllabus frankly recognizes that the post-primary school has a double function—to prepare a minority of students for University education, and to prepare the remainder for immediate participation in adult life and labour. Care was taken to see that all educationists, both State and private, should have every opportunity to comment on the new proposals before the regulations were gazetted, and I am pleased to say that the new curriculum has been taken up with enthusiasm by the schools, and, up to now, seems to be very successful. Efforts are being made to provide the schools with the buildings, staffing, and equipment they need to provide the wide range of courses demanded.

(3) In order to help children from smaller schools that are not able to accredit for University Entrance, particularly the smaller district high schools, the Government in 1943 established secondary-school bursaries. These bursaries are of the value of £40 each, and are available for one or two years for any child who has the School Certificate, whose home is not within reach of an accrediting school, and who wishes to attend such a school in preparation for University studies. In 1945, 222 children took advantage of these bursaries.

(4) In 1944 the school leaving age was raised from fourteen to fifteen years. The roll numbers of post-primary schools (including district high schools) totalled 36,613 in 1943 and 46,888 in 1945, a remarkable rise of 28 per cent. in two years. The building and staffing problems resulting are not inconsiderable.

(5) Since 1935 two new post-primary schools have been established—Horowhenua College and Avondale Technical School. In 1946 two district high schools—Matamata and Tauranga—which have grown to the requisite size, will be converted into full post-primary schools. It is anticipated that Northcote District High School will be similarly converted at the beginning of 1947. By the end of 1946 or the beginning of 1947 a new technical and agricultural high school will be opened at Kaikohe with a large hostel to cater for both Maori and pakeha boys. This should meet a very real need for the Northland as a whole.

(6) Careers teachers have been appointed in the larger schools to help pupils select the school courses and the careers for which they are best suited.

(7) A full secondary training department was set up in the Auckland Training College in 1944. Graduate students from all over New Zealand go there for special training in secondary school teaching.

(8) The post-primary inspectorate has been almost doubled since 1935 in an effort to help the schools to deal with the new and difficult problems facing them.

(9) Special library grants were introduced for secondary schools in 1939. Special grants have also been made for science and physical education, and grants for music will be made in 1946. The National Film Library is open to the free use of post-primary schools.

(10) A new staffing schedule was provided in 1945, which will reduce the size of post-primary classes in 1946.

(11) In 1946 the Government grant to secondary schools for general purposes will be put on the same basis as that for technical schools. This will give increased finances to the secondary schools to enable them to conduct a wider range of courses involving more practical subjects.

(12) In 1943 a scheme was inaugurated for training domestic science teachers, partly at the Dunedin Teachers' Training College and partly at selected technical schools. At the beginning of 1946 a special training scheme was begun at the Auckland Technical School for tradesmen desirous of becoming teachers of woodwork and metalwork. In this way it is hoped to reduce the present serious shortage of manual-training teachers.