

CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1922, EXCLUDING
SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	7,893	7,436	2	4	..	..	..	..	..	..	..	..	..	..	..	..	7,895	7,440
6 .. 7 ..	11,147	10,294	99	119	..	2	..	..	..	..	..	..	..	..	..	..	11,246	10,415
7 .. 8 ..	10,353	9,242	1,645	1,739	111	128	3	2	..	..	..	..	..	..	..	..	12,112	11,111
8 .. 9 ..	5,412	4,537	5,274	5,298	1,531	1,66	100	92	4	4	..	..	..	..	..	..	12,241	11,592
9 .. 10 ..	1,601	1,252	4,305	3,788	4,910	4,795	1,413	1,511	112	107	3	3	..	..	..	..	12,344	11,536
10 .. 11 ..	538	375	1,664	1,341	4,213	3,748	4,402	4,46	1,273	1,366	101	118	2	6	..	..	12,193	11,419
11 .. 12 ..	150	119	519	370	1,848	1,403	4,124	3,694	3,837	3,844	1,232	1,237	117	111	..	..	11,827	10,778
12 .. 13 ..	63	42	172	113	728	459	2,002	1,689	3,746	3,396	3,416	3,638	1,155	1,120	4	4	11,286	10,461
13 .. 14 ..	22	16	78	51	229	140	900	656	2,140	1,758	3,504	3,501	3,197	3,266	38	38	10,198	9,426
14 .. 15 ..	4	3	21	20	66	37	268	164	834	564	1,928	1,544	3,066	2,684	42	50	6,229	5,066
15 .. 16 ..	1	1	4	1	18	8	46	30	195	122	554	322	1,362	962	19	31	2,199	1,477
16 .. 17 ..	1	..	1	1	1	1	11	6	24	16	77	41	194	124	9	17	318	206
Over 17 ..	..	..	..	..	2	..	1	2	6	1	10	3	25	21	5	5	49	32
Totals, 1922 ..	37,185	33,317	13,804	12845	13,557	12382	13270	12391	12171	11178	10915	10407	9,118	8,264	117	145	110237	100,959

NOTE.—The number of S6 pupils in this table differs from that shown in Table C2 in E.-2 for the reason that pupils who did the work of S6 but left school before the end of the year are included in this table.

The most noticeable feature of the table is the large number of children shown as being older for their classes than should reasonably be expected. Only a small percentage of these children can be mentally backward, so that their low classification must be due to their having entered school at too advanced an age, to migration from school to school, to irregular attendance, or to wrong classification. An investigation made in one district shows that the average age of admission is nearly six years, and that more than half the children migrate from one school to another, migration having a direct and serious effect in retarding progress and raising the class age of the pupils. Education authorities and teachers have little control over matters of this kind, and it therefore becomes the more important that every means at their command should be employed in preventing waste of time in the school life of the pupils.

The following are the average ages of the pupils in the several classes at the end of the year's instruction: Preparatory classes, 7 years; S1, 9 years 1 month; S2, 10 years 2 months; S3, 11 years 3 months; S4, 12 years 3 months; S5, 13 years 2 months; S6, 14 years; all classes, 9 years 11 months. In spite of the fact that retardation is receiving increased attention, no lowering of the average ages has yet taken place, and the fact that the primary-school course is not completed until the average age of fourteen still appears to be a regrettable feature of our system. It is not to be concluded, however, that New Zealand children compare unfavourably with those of other countries where the primary-school course is completed at the age of twelve; this difference is due not to more work being accomplished in the time, but to the primary course in other countries ending at a lower standard of attainment.

Examination of Pupils.

(Table C5 in E.-2.)

The examination of pupils for promotion is left, for the most part, in the hands of the teachers, Inspectors of Schools conducting only the examination on the work of S6 for certificates of proficiency and competency. Even in this examination the teacher's record of pupils' work throughout the year is largely taken into consideration, the method serving as an incentive to general good work and regularity of attendance throughout the year. Inspectors of Schools are appreciating the freedom from setting and marking numerous tests of pupils' progress, and are realizing that they can give better service by devoting their time to