

AGE AND CLASSIFICATION OF PUPILS.

The following tables show the percentage distribution of pupils amongst the various classes and age-groups in primary schools at 1st July, 1930.

Class.	Percentage of Total Roll				Age Group.	Percentage of Total Roll.				
	Public Primary.	Private Primary and Lower Departments of Secondary Schools.	Native Village Schools.	Junior High Schools.		Public Primary.	Private Primary and Lower Departments of Secondary Schools.	Native Village Schools.	Junior High Schools.	
Special classes for backward children	0.2	..	..	..	5 and under	6 ..	9.4	8.6	8.0	..
					6	7 ..	11.2	9.9	11.6	..
Primer ..	28.4	25.3	43.4	..	7	8 ..	11.7	10.4	12.4	..
Standard I ..	12.6	11.7	13.4	..	8	9 ..	12.3	11.0	11.8	..
" II ..	12.6	12.1	11.7	..	9	10 ..	12.0	11.4	11.1	..
" III ..	12.9	13.3	11.1	..	10	11 ..	11.9	11.9	10.4	3.2
" IV ..	12.2	12.7	9.3	..	11	12 ..	10.4	11.0	9.5	18.3
Form I ..	11.2	12.5	6.6	48.6	12	13 ..	10.0	11.3	10.0	31.6
" II ..	9.7	12.0	4.0	44.3	13	14 ..	7.5	8.5	8.9	29.4
" III ..	0.2	0.4	0.5	7.1	14	15 ..	2.9	4.2	4.7	13.8
					15	16 ..	0.6	1.4	1.4	3.4
	100.0	100.0	100.0	100.0	16	17 ..	0.1	0.3	0.2	0.2
					17	18 ..	*	0.1	*	0.1
					18	19 ..	*	*	..	..
					19	20 ..	*	*	..	..
					20	21 ..	..	*	..	..
					21 and over	..	..	*	..	..
							100.0	100.0	100.0	100.0

* No significant percentage.

SPECIAL CLASSES FOR BACKWARD CHILDREN.

The work of the special classes has been continued in a satisfactory manner during the year, and must eventually prove of very great social service.

On 1st July, 1930, there were 484 children (296 boys and 188 girls) enrolled in classes established for backward children.

A quickening of interest in school games and sports has been manifest in the special classes, and here the pupils are able to meet those from other school classes on more favourable terms.

With the aid of the Mental Hospitals Department, an examination of all special-class children has shown that some pupils would receive no benefit from tuition in such a class. The removal of these children from special classes thus renders the teaching more effective.

In several centres after-care committees have been formed and are doing useful work in placing special-class pupils in suitable employment. Every care is taken by means of psychological tests to ensure that the pupils take up the class of occupation they are most fitted for. In the Christchurch centre the University College gives most valued assistance in this connection.

ELIMINATION OF LARGE CLASSES.

Unfortunately the financial situation precluded any definite progress in the scheme for the reduction of large classes throughout the Dominion. The expenditure involved in buildings to provide the necessary accommodation for additional classes and in the appointment of additional assistants to take charge of the classes