FROM PRIMARY SCHOOL DIRECT TO WORK

A SURVEY

of

THE PUPILS WHO LEFT THE PRIMARY SCHOOLS
OF CHRISTCHURCH TO ENTER EMPLOYMENT
FOR THE TWELVE MONTH PERIOD ENDING 31st DECEMBER, 1938

by

ANNUL

B.K. Barlow

A Thesis Submitted in Conformity with the Requirements for the Degree of Master of Arts (in Education) in the University of New Zealand 1940
# CONTENTS

## PART ONE

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>II</td>
<td>Leavers for Work by First Occupation and Age on Leaving - Boys</td>
<td>8</td>
</tr>
<tr>
<td>III</td>
<td>The Economic Factor as a Cause of Leaving School - Boys</td>
<td>14</td>
</tr>
<tr>
<td>IV</td>
<td>Leavers for Work by Class and Attainment. Boys</td>
<td>23</td>
</tr>
<tr>
<td>V</td>
<td>Leavers for Work by First Occupation and Age on Leaving - Girls</td>
<td>36</td>
</tr>
<tr>
<td>VI</td>
<td>The Economic Factor as a Cause of Leaving School - Girls</td>
<td>41</td>
</tr>
<tr>
<td>VII</td>
<td>Leavers for Work by Class, Age and Attainment - Girls</td>
<td>45</td>
</tr>
<tr>
<td>VIII</td>
<td>Summary of Chief Points Arising from Part One of the Survey.</td>
<td>60</td>
</tr>
</tbody>
</table>

## PART TWO

### SECTION I

| IX      | Individual Case Histories                                           | 64   |

### SECTION II

| X       | Introductory Statement                                               | 122  |
| XI      | Reasons for Leaving                                                  | 125  |
| XIII    | Occupational Desires and Jobs Obtained                               | 131  |
| XIII    | Concerning the Youth Centre                                          | 135  |
| XIV     | Summary of Conclusions arising from Part Two                         | 139  |
| XV      | Recommendations                                                       | 142  |
| XVI     | Appendices                                                            | 149  |
| XVII    | References                                                            | 152  |
## List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Leavers for Work by First Occupation and Age on Leaving — boys</td>
<td>9</td>
</tr>
<tr>
<td>II</td>
<td>Percentages of Boys entering each Occupational Group</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>Types of Factory entered — Boys</td>
<td>11</td>
</tr>
<tr>
<td>IV</td>
<td>Leavers for Work by Father’s Occupation and Age of Child on Leaving — Boys</td>
<td>17</td>
</tr>
<tr>
<td>V</td>
<td>Leavers by Size of Family and Number of Younger Children in Family — Boys</td>
<td>22</td>
</tr>
<tr>
<td>VI</td>
<td>Leavers for Work by Class and Attainment — Boys</td>
<td>26</td>
</tr>
<tr>
<td>VII</td>
<td>Leavers for Work by Age and Attainment — Boys</td>
<td>26</td>
</tr>
<tr>
<td>VIII</td>
<td>Information concerning Boys entering Factory Employment</td>
<td>28</td>
</tr>
<tr>
<td>IX</td>
<td>Leavers for Work by First Occupation and Age on Leaving — Girls</td>
<td>37</td>
</tr>
<tr>
<td>X</td>
<td>Percentages of Girls entering each Occupational Group</td>
<td>38</td>
</tr>
<tr>
<td>XI</td>
<td>Leavers for Work by Father’s Occupation and Age on Leaving</td>
<td>42</td>
</tr>
<tr>
<td>XII</td>
<td>Leavers by Size of Family and Number of Younger children in Family — Girls</td>
<td>43</td>
</tr>
<tr>
<td>XIII</td>
<td>Leavers for Work by Class and Attainment — Girls</td>
<td>46</td>
</tr>
<tr>
<td>XIV</td>
<td>Leavers for Work by Age and Attainment — Girls</td>
<td>46</td>
</tr>
<tr>
<td>XV</td>
<td>Information Concerning Girls entering Factory Employment</td>
<td>49</td>
</tr>
<tr>
<td>XVI</td>
<td>Attainment Rating</td>
<td>126</td>
</tr>
<tr>
<td>XVII</td>
<td>Reasons for Leaving</td>
<td>128</td>
</tr>
<tr>
<td>XVIII</td>
<td>Children in Family</td>
<td>130</td>
</tr>
<tr>
<td>Table</td>
<td>Table Title</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>XIX</td>
<td>Occupational Desires</td>
<td>132</td>
</tr>
<tr>
<td>XIX</td>
<td>First Positions Obtained</td>
<td>132</td>
</tr>
<tr>
<td>XX</td>
<td>Positions Held at End of One Year</td>
<td>133</td>
</tr>
<tr>
<td>XXII</td>
<td>Parents' Attitudes</td>
<td>134</td>
</tr>
<tr>
<td>XXIII</td>
<td>Number of Jobs Held in First Year</td>
<td>134</td>
</tr>
<tr>
<td>XXIV</td>
<td>Suitability of First Jobs Obtained</td>
<td>136</td>
</tr>
<tr>
<td>XXV</td>
<td>Suitability of Jobs at end of First Year</td>
<td>137</td>
</tr>
</tbody>
</table>
# List of Figures

<table>
<thead>
<tr>
<th></th>
<th>Figure Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Percentages of Boys Entering Each Occupational Group</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Percentages Leaving at Various Ages in Groups by Father's Occupation - Boys</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Percentages Leaving at Various Ages.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total Boys Leaving</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Class and Attainment - Boys</td>
<td>27</td>
</tr>
<tr>
<td>5</td>
<td>Percentages of Girls Entering Each Occupational Group</td>
<td>38</td>
</tr>
<tr>
<td>6</td>
<td>Class and Attainment - Girls</td>
<td>47</td>
</tr>
</tbody>
</table>
PART ONE

SURVEY

of

BOYS AND GIRLS

WHO LEFT THE PRIMARY SCHOOLS OF

CHRISTCHURCH WITHOUT PROCEEDING TO SECONDARY SCHOOLS

YEAR ENDING 31ST DECEMBER, 1938

--------------------------------------------------

NUMBER OF SCHOOLS COVERED

35 Public Schools and 27 Private Schools

THE NUMBER OF PUPILS for whom particulars were obtained was 339 (191 boys, 148 girls)

--------------------------------------------------
CHAPTER 1.

INTRODUCTION
REASONS FOR MAKING THE INQUIRY.

The Advisory Committee of the Christchurch Youth Centre was concerned as a result of allegations appearing in the Christchurch newspapers to the effect that a large number of children was entering factory employment at a very early age. The Committee decided to secure definite information concerning the pupils who left the Primary schools of Christchurch for employment. It was considered by the Committee that a broad survey should be undertaken to find out the facts about the employment of children. Information on the reasons for not proceeding to the Secondary schools was also wanted. The present writer was invited to undertake the survey with the dual purpose of:

1. Supplying the information needed by the Advisory Committee, and suggesting improvements in the present system of leaving school.
2. Fulfilling the University requirements of a thesis for the M.A. examination.

PLAN OF INQUIRY.

The thesis consists of two main parts:

1. A broad survey of all the pupils who left the Christchurch primary schools without proceeding to Secondary schools.
2. A more intensive study of a selected group of cases involved in Part 1. The group chosen consisted of all the boys who left school for work before reaching the age of
fourteen years.

More detailed introductory statements are made at the commencement of each section.

Two brief analyses of tables relating to factory entrants by Mr E.S. Woods, M.A. Secretary of the Christchurch Youth Centre, are included in Section 1. These are acknowledged at the beginning of each analysis.

Appendix II gives a brief comparison with some data from a report of a somewhat similar investigation carried out in Dunedin subsequent to the present inquiry.
AIM AND SCOPE OF INQUIRY.

The general aim of the inquiry was to obtain a survey of the pupils who left the Primary Schools of Christchurch for occupational destinations during the year ending 31st. December 1938.

In particular the survey was intended to secure information on the following points:

1. The ages at which the pupils left the primary schools.
2. The occupations taken by the leavers.
3. The occupations of the parents of the leavers.
4. The total number of children and number of younger children in the families to which the leavers belonged. (The object of (3) and (4) has been to secure some indication of the extent to which economic necessity might be the cause of leaving).
5. Attainment reached in relation to class on leaving.
6. Attainment reached in relation to age on leaving.

7. The factory group, especially regarding age of entering factory employment.

8. In the light of the facts revealed, to suggest possible means of improving the transition from school to work, of securing a better safeguard over the child's educational interests, and its general welfare, and of examining the possibility of making more suitable provision in secondary education for those who leave because of
weakness in English and Arithmetic.

METHOD ADOPTED.

1. Personal interviews were conducted with the following who gave me every help and advice: Dr. H.E. Field, Mr. R. Winterbourne and Dr. A. Crowther, of Canterbury University College. Mr. N. S. Woods, Secretary of the Youth Centre. Mr. L. E. Rowley, Secretary of Canterbury Education Board.

The members of the staff of the Youth Centre have also given me considerable help, and have given me access to material required. The Department of Labour very kindly authorised the carrying out of this survey through the Youth Centre.

2. I then wrote to the Head-teachers of all the Christchurch Primary Schools, both public and private, explaining the objects of the survey and asking for their co-operation. Mr. Rowley gave me a circular letter to the Head-teachers asking them to give me what assistance they could.

Mr. F. W. Moore, Headmaster of New Brighton District High School, and a member of the Advisory Committee of the Youth Centre, kindly placed the matter before the Headmasters' Association, and secured the co-operation of the Headmasters.

3. With the help of the Youth Centre, I was able to send out a detailed form for Head-teachers to fill in and return by post. A specimen of this form is included in
Appendix 1.

4. From these returns I tabulated the information set out on the following pages.

5. Much of the supplementary information was supplied by the Youth Centre.
CHAPTER II

LEAVERS FOR WORK BY FIRST OCCUPATION

AND AGE ON LEAVING.

BOYS

---
The following table (Table 1) shows the type of work first entered by the boy leavers. The occupations have been grouped to provide the second table (Table II) and diagram.

It was particularly desired to find out how many boys were entering factory employment, and so a separate table has been drawn up to show this group.

<p>| TABLE I |
| LEAVERS FOR WORK BY FIRST OCCUPATION AND AGE ON LEAVING. |
| BOYS | Over |</p>
<table>
<thead>
<tr>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Message Boys</td>
<td>1</td>
<td>14</td>
<td>32</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Delivery Van Assistants etc.</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>B.</strong> Farming, assisting father</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Farming, other</td>
<td>-</td>
<td>-</td>
<td>9</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Poultry Farming</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Market Gardening</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Horses and Stables</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Tomato Picking</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td><strong>C.</strong></td>
<td>3%</td>
<td>4%</td>
<td>61%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Office</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grocery Shop</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Butcher's Shop</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Other Shop and Sales</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>D.</strong> Factory</td>
<td>17%</td>
<td>59%</td>
<td>28%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Leather Manufacture</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Boot</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>Confectionery</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Packing, Store or Factory</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td><strong>E.</strong> Wood Machinists &amp; Timber Yard Assists</td>
<td>-</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Carpentry</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Joinery</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Cabinet Making</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Upholstery</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Painting</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Plastering</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Motor Body Building</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Caravans</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Printing</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Tailoring</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>F.</strong> Metal Working</td>
<td>10%</td>
<td>57%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Electrical Manufacture</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Radio Assembly</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Foundry</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Other Workshop</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>13%</td>
<td>26%</td>
<td>44%</td>
<td>17%</td>
<td>191</td>
</tr>
<tr>
<td>Over</td>
<td>1%</td>
<td>15%</td>
<td>53%</td>
<td>25%</td>
<td>6%</td>
</tr>
</tbody>
</table>
FIGURE I.

PERCENTAGES OF BOYS ENTERING EACH OCCUPATIONAL GROUP

![Bar chart showing percentages of boys entering each occupational group]

TABLE II

PERCENTAGES OF BOYS ENTERING EACH OCCUPATIONAL GROUP

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Messages and Delivery</td>
<td>35%</td>
</tr>
<tr>
<td>B. Farming, etc.</td>
<td>14%</td>
</tr>
<tr>
<td>C. Shops and Offices</td>
<td>9%</td>
</tr>
<tr>
<td>D. Factory and Store-work</td>
<td>19%</td>
</tr>
<tr>
<td>E. Building, Motor-body, Printing, Tailoring, etc.</td>
<td>11%</td>
</tr>
<tr>
<td>F. Metal working. Mechanics</td>
<td>12%</td>
</tr>
</tbody>
</table>
COMMENTS ON TABLES I AND II.

The most striking feature of Tables I and II is the number of boys who start work as message boys - 35% of the leavers.

The factory group is divided on a percentage basis, and shows that the biggest factory demand comes from the Footwear industry. As this group was of special interest, it is worthy of note that thirty-seven boys entered factories, i.e. 19% of the leavers.

TYPES OF FACTORY ENTERED.

Within the factory group the following table gives the percentage entering each type of factory :-

TABLE III

Types of Factory entered.

Boots Factory 41%
Packaging 14%
Leather Factory 8%
Confectionery 5%
Other factories 32%

This percentage table is based on a total number of 37 cases which is rather small for accurate statistical work. At the same time it is sufficiently large to indicate that in 1938 the Boot factories were claiming the largest proportion of the boys entering factory occupations direct from primary schools.
The Boot factories have been expanding their production considerably over the past year or two, owing chiefly to the heavy import duties on imported footwear, and to the government's policy of encouraging the growth of secondary industries in New Zealand. The demand for locally produced footwear (and Christchurch has several large Boot factories) is reflected in the demand for juvenile labour.

FIRST OCCUPATION AND AGE ON LEAVING.

The age distribution is interesting as it shows that five boys entered factory work before reaching the age of fourteen years. One boy left school for a message job, and two boys left school to assist their fathers on farms before reaching the age of thirteen years.

11 of the boys were over sixteen years of age when they left. Of these 4 entered the Metal trades, 3 farming, 2 messages and delivery, 1 shop, and 1 factory employment.

Over the whole table (Table 1) the 14-15 age group contains the largest number. This is explained by the fact that the law allows a pupil to leave school on reaching the age of fourteen years, irrespective of attaining a Form 2 Leaving Certificate.

There are no very marked differences in the age distribution for the various occupational groups with one exception. Groups A to E. received most of their entrants
between the ages of 14 and 15 years, but Group F. (the Metal Trades group) received most of its entrants between the ages of 15 and 16 years.
CHAPTER III

THE ECONOMIC FACTOR AS A CAUSE OF LEAVING SCHOOL.

BOYS.

---
Economic Necessity as a reason for leaving School.

It is commonly said that the chief reason for a pupil leaving a primary school without proceeding to a secondary school is economic necessity. Obviously it was impracticable to obtain direct information concerning the income and economic responsibilities of the parents. Two lines of approach were decided upon:—

1. To find out the occupations of the fathers as an indication of approximate income level.

2. To find out the number of children in the family of each leaver and also the number of younger children in the family. (Younger children can all be regarded as dependent. It is probable, however, that where there are older children, some at least of these are contributing to family income if there is any economic stress in the home).

Referring to the table "Leavers by Father's Occupation," (Table IV) it will be seen that Group 6 (skilled craftsmen etc.) is the highest income group and for this group the father's income in most cases will probably not exceed £6 per week. This group contains 34 out of a total of 162. If farmers are added to this group,
it would make 38 out of 162, i.e. 23%.

In some 50% of the cases the indications are that the father’s income probably lies between £4 and £4.10. per week. In another 25% of cases, the income of the father (or mother where the father is deceased or not supporting the home) is probably much less than £4 per week.
### Table IV

**Leavers by Father's Occupation and Age of Child on Leaving**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Father deceased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Both parents deceased</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Father away (not supporting home)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>Father pensioner or invalid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

Total = 12% 55% 30% 3%

2. Unemployed, Sustenance, Relief  |       |       |       |       |    | 16    |

Total = 16

3. General Labourers               |       |       |       |       |    | 29    |
| Factory Workers                   |       |       |       |       |    | 36    |
| Freezing works hands              |       |       |       |       |    | 3     |

Total = 22% 53% 17% 8%

4. Railway Employees               |       |       |       |       |    | 15    |
| Tramway Employees                 |       |       |       |       |    | 1     |
| City Council Employees            |       |       |       |       |    | 9     |
| Mental Hospital attendants        |       |       |       |       |    | 3     |
| Government Night Watchmen         |       |       |       |       |    | 1     |

Total = 42% 13% 52% 21% 10%

5. Farmer                          |       |       |       |       |    | 4     |
| Market Gardener                   |       |       |       |       |    | 2     |
| Canvasser                         |       |       |       |       |    | 1     |
| Truck Driver                      |       |       |       |       |    | 6     |
| Newspaper Seller                  |       |       |       |       |    | 1     |

Total = 14% 7% 50% 29%

6. Skilled Craftsmen                |       |       |       |       |    | 20    |
| In small business on own account  |       |       |       |       |    | 10    |
| Salesmen                          |       |       |       |       |    | 34    |
| Bank Employee                     |       |       |       |       |    | 1     |
| Merchant                          |       |       |       |       |    | 1     |

Total = 16% 41% 24% 8%

**Totals** 3 26 36 38 9 162

18% 53% 29%
Discussion of Table IV.

An analysis of the accompanying graph shows that there is close similarity among the groups studied by father's occupation. The difference in the spread is really not significant because of the differences in the numbers of cases in each group. I believe it can be stated quite safely that no one of these groups of parents allows its boys to leave school earlier or later than another group.

When the total leavers (boys) by father's occupations are graphed it will be seen clearly that the greatest number (53%) leave at between 14 and 15 years of age.

A large part of this 53% is composed of boys who leave school as soon as they attain the age of 14 years - the statutory minimum age for leaving without a school certificate. Some part of this 53%, however, is composed of boys leaving at from 14½ to 15 years. A further 29% stay on at primary school until over 15 years of age. It seems probable that at least 40% of the boys leaving primary schools in 1938 stayed on beyond the statutory minimum age for leaving.

A pupil who completes the primary school course before the age of 14 years is generally considered a good average pupil. My graph shows that 18% of the boys left before the age of 14 years, and therefore must be regarded as
having secured a leaving certificate. Such boys as these could definitely have profited by a secondary education, probably even an academic type of secondary education.

These boys in the good average group (roughly one-fifth of the leavers) have in the main failed to find an occupation that would utilise, or give scope for the intelligence they possess. Such boys must soon feel a sense of boredom and from the educational and the economic points of view it is highly desirable that this loss should not go on.
FIGURE 2
Percentages leaving at various ages, in groups by father's occupation

Group
1. Deceased, etc.
2. Unemployed
3. Labourers
4. Local Bodies' and Government Employees
5. Farmers
6. Skilled Craftsmen

FIGURE 3
Percentages leaving at various ages, total boys leaving
The Size of Family as an Economic Factor in Leaving School.

The size of the family and the number of younger children to be supported gives another indication of the economic status of the family. Just how large a family can be supported at a reasonable standard of living is a debatable point. If it is assumed that two dependant children is the maximum number that can reasonably be supported on the minimum adult award rate of wages, a considerable proportion of the families covered would be under some economic stress, and boys would probably have to leave school for work as soon as possible in order to augment the general family income.

The following table (Table v) indicates that 50 of the families covered (29%) have more than two younger children. Of these, however, 26 have two or more children in the family older than the boy leaving, all or some of whom may be presumed to be working if economic stress exists. In about 15% of cases therefore the size and age distribution of the family indicates a need for additional earning power in the home should the father's income be less than about £4 to £4.10. - a week. In a proportion of this 15% of cases, however, the father's income will be greater than £4.10. - a week. As against this there are other cases not included above where there are less than three younger children but where the father's (or mother's) income is not sufficient to support even two younger children. There
is a large degree of cancellation between these two, so that in only about 15% of cases can it be said definitely that economic stress, associated with size of family was likely to be such as to make it urgent to utilise the boy's earning power at the earliest possible moment.

**TABLE V**

**Leavers by Size of Family and Number of Younger Children in Family.**

**Boys**

<table>
<thead>
<tr>
<th>Number of Younger Children in Family</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of children in family.</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>5</td>
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<td>5</td>
<td>11</td>
<td>8</td>
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<td>8</td>
<td></td>
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<td>32</td>
</tr>
<tr>
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<td>4</td>
<td>6</td>
<td>7</td>
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</tr>
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<td></td>
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<td></td>
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<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
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</tr>
<tr>
<td>11</td>
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<td></td>
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<td>1</td>
<td></td>
<td>1</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total families</td>
<td>36</td>
<td>47</td>
<td>28</td>
<td>23</td>
<td>17</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>171</td>
</tr>
</tbody>
</table>

**Median Number in family 3.7**
CHAPTER IV

LEAVES FOR WORK BY

CLASS AND ATTAINMENT.

BOYS.
Attainment.

These attainment ratings were made by the head-teachers of the schools on a three-point scale:—
Above average, average, below average. This system corresponds with that in use for the official Primary School Record Card kept by all schools, except that for the survey a three-point scale was substituted for the official five-point scale. In actual practice, it has been found that the extremes of the five-point scale are rarely used. The heading English covers all branches of the subject:—
Written composition, speech, spelling, writing and reading.

The accompanying tables (Tables VI and VII) show that attainment ratings were recorded in two groups. In studying the second table (Age and Attainment) it is as well to remember that the attainment is that for the class in which the pupil was placed at the time of leaving. Thus it is possible for a boy to be say aged 15 years, and be in only 3.4. Even when this limitation is considered, I think the table is of value.

The outstanding fact revealed in both tables is that in English and arithmetic the pupils have scored badly. Under the other three headings the distribution is more nearly that of the normal curve, but even here very few pupils scored above average.

From this it seems reasonable to conclude that difficulty with English and arithmetic subjects would make the
pupils feel they were misfits and would give them a strong dislike for school. It is well to note in this connection that classification in primary schools is always made on the English subjects.

A primary school course which was less academic and gave more manual activities and scope for initiative would, I believe, have given many of the leavers a much better education, and the self-confidence necessary for successful post-primary work.

**Leaving Certificates.**

The Primary School Leaving Certificate is granted to a pupil who completes the Primary School Course and does satisfactory work in Form 2. A pupil who gains a certificate before the age of 14 years is generally considered at least an average pupil. 13% of the boys who left school had earned a certificate before the age of 14 years. Actually 17% of the pupils left school before the age of 14 years. The apparent discrepancy between these figures is to be explained by the fact that the school year begins early in February of each year, while the leaving certificate is awarded at the end of the school year about the middle of December. Many pupils reach the age of 14 years during the long vacation and thus the law allows them to leave without a certificate at least six weeks before the age of 14 years. During my investigation of the boy leavers I found practically no evidence of boys leaving school illegally.
### Table VI

**Leavers for Work by Class and Attainment - Boys**

<table>
<thead>
<tr>
<th>Class on leaving Totals</th>
<th>English</th>
<th>Arithmetic</th>
<th>Manual</th>
<th>Industry</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>S.3</td>
<td>2 2</td>
<td>1 1</td>
<td>1 1</td>
<td>2</td>
<td>1 1</td>
</tr>
<tr>
<td>S.4</td>
<td>16 3 13</td>
<td>3 13</td>
<td>13 3</td>
<td>9 7</td>
<td>5 11</td>
</tr>
<tr>
<td>Form 1</td>
<td>29 8 21</td>
<td>10 19</td>
<td>1 16</td>
<td>12 2 11</td>
<td>16 8 21</td>
</tr>
<tr>
<td>Form II</td>
<td>145 6 75 64</td>
<td>20 67 58</td>
<td>23 97</td>
<td>25 8 101</td>
<td>36 10 84 51</td>
</tr>
<tr>
<td></td>
<td>192 6 86 100</td>
<td>20 81 91</td>
<td>24 127 41 10 123</td>
<td>59 10 98 84</td>
<td></td>
</tr>
</tbody>
</table>

### Table VII

**Leavers for Work by Age and Attainment - Boys**

<table>
<thead>
<tr>
<th>Age on leaving Totals</th>
<th>English</th>
<th>Arithmetic</th>
<th>Manual</th>
<th>Industry</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
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<td>12-13</td>
<td>3 3</td>
<td>2 1</td>
<td>1 3</td>
<td>1 2 3</td>
<td>1 3</td>
</tr>
<tr>
<td>13-14</td>
<td>27 3 17 7</td>
<td>6 12 9</td>
<td>2 20</td>
<td>5 3 18 6</td>
<td>1 20 6</td>
</tr>
<tr>
<td>14-15</td>
<td>105 3 48 54</td>
<td>10 51 44</td>
<td>11 74</td>
<td>20 4 68 33</td>
<td>5 57 43</td>
</tr>
<tr>
<td>15-16</td>
<td>48 16 32</td>
<td>4 14 30</td>
<td>10 27</td>
<td>11 2 28 18</td>
<td>4 16 28</td>
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<td>Over 16</td>
<td>9 2 7</td>
<td>2 7</td>
<td>1 4</td>
<td>4 1 6 2 2</td>
<td>2 7</td>
</tr>
<tr>
<td></td>
<td>192 6 86 100</td>
<td>20 81 91</td>
<td>24 127 41 10 123</td>
<td>59 10 98 84</td>
<td></td>
</tr>
</tbody>
</table>

Scale of Attainment
1. above average
2. average
3. below average

Primary School Awarded (14 and over 79) 104 out of 191 leavers
Leaving Certificates (Under 14 25)

54% of the leavers obtained Leaving Certificates.
(41% obtained them at 14 years and over.
(13% obtained them before the age of 14 years.
This graph shows clearly the few pupils who obtained a rating above average and also the higher number who scored poorly in English and arithmetic.

The manual and industry distributions are the most normal. Compare this figure for boys with the similar one for girls (Fig. 6)
### TABLE VIII

**Information Available Concerning Boys Stated by Teachers to Have Left Primary Schools for Factory Employment During 1938.**

<table>
<thead>
<tr>
<th>Case No.</th>
<th>School Cert. on (4/8/38)</th>
<th>Age on (14/1)</th>
<th>Class F.2</th>
<th>Father's Occupation</th>
<th>No. of Younger Children in Family</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15/1</td>
<td>2</td>
<td>Freezing Works</td>
<td>2</td>
<td>1</td>
<td>A-1</td>
</tr>
<tr>
<td>2</td>
<td>15/1</td>
<td>2</td>
<td>Not Known</td>
<td>3</td>
<td>1</td>
<td>A-3</td>
</tr>
<tr>
<td>3</td>
<td>13/2</td>
<td>2</td>
<td>Freezing Works</td>
<td>7</td>
<td>6</td>
<td>I-1</td>
</tr>
<tr>
<td>4</td>
<td>15/5</td>
<td>2</td>
<td>Father not supporting home</td>
<td>4</td>
<td>nil</td>
<td>In-1</td>
</tr>
<tr>
<td>5</td>
<td>15/5</td>
<td>2</td>
<td>Not known</td>
<td>4</td>
<td>4</td>
<td>I-3</td>
</tr>
<tr>
<td>6</td>
<td>15/-</td>
<td>2</td>
<td>Tailor</td>
<td>4</td>
<td>4</td>
<td>A-3</td>
</tr>
<tr>
<td>7</td>
<td>13/9</td>
<td>2</td>
<td>Stonemason</td>
<td>3</td>
<td>3</td>
<td>I-3</td>
</tr>
<tr>
<td>8</td>
<td>19/8/38 (15/9)</td>
<td>2</td>
<td>Labourer</td>
<td>2</td>
<td>nil</td>
<td>All 3</td>
</tr>
<tr>
<td>9</td>
<td>14/-</td>
<td>2</td>
<td>Not known</td>
<td>4</td>
<td>4</td>
<td>In-3</td>
</tr>
<tr>
<td>10</td>
<td>14/3</td>
<td>2</td>
<td>Gardener</td>
<td>2</td>
<td>nil</td>
<td>A-3</td>
</tr>
<tr>
<td>11</td>
<td>13/6</td>
<td>2</td>
<td>Truck Driver</td>
<td>4</td>
<td>nil</td>
<td>M-1</td>
</tr>
<tr>
<td>12</td>
<td>13/2</td>
<td>2</td>
<td>Bootmaker</td>
<td>4</td>
<td>1</td>
<td>M-1</td>
</tr>
<tr>
<td>13</td>
<td>14/1</td>
<td>2</td>
<td>Truck-driver</td>
<td>4</td>
<td>3</td>
<td>A-3</td>
</tr>
<tr>
<td>14</td>
<td>15/-</td>
<td>2</td>
<td>Not known</td>
<td>4</td>
<td>4</td>
<td>A-3</td>
</tr>
<tr>
<td>15</td>
<td>13/10</td>
<td>2</td>
<td>Well-sinker</td>
<td>5</td>
<td>1</td>
<td>A-3</td>
</tr>
<tr>
<td>16</td>
<td>16/-</td>
<td>2</td>
<td>Upholsterer</td>
<td>5</td>
<td>4</td>
<td>Rest-3</td>
</tr>
<tr>
<td>17</td>
<td>16/-</td>
<td>2</td>
<td>Railways Employee</td>
<td>10</td>
<td>5</td>
<td>M-1 In-1</td>
</tr>
<tr>
<td>18</td>
<td>15/-</td>
<td>2</td>
<td>City Council Employee</td>
<td>1</td>
<td>nil</td>
<td>A-3</td>
</tr>
</tbody>
</table>

See note at end of table.
<table>
<thead>
<tr>
<th>Case No.</th>
<th>School on Gained Leaving</th>
<th>Age</th>
<th>Class on Leaving</th>
<th>Father's Occupation</th>
<th>No. of Children in family</th>
<th>Younger Children in family</th>
<th>Attainment level</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>14/8</td>
<td>F.2</td>
<td>On Relief</td>
<td>8</td>
<td>2</td>
<td>E-3</td>
<td>M-3</td>
</tr>
<tr>
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<td>2</td>
<td>A1-3</td>
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</tr>
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<td>21</td>
<td>15/4</td>
<td>F.2</td>
<td>Not Known</td>
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<td></td>
<td>E-3</td>
<td>A-3</td>
</tr>
<tr>
<td>22</td>
<td>14/6</td>
<td>F.2</td>
<td>Labourer</td>
<td>4</td>
<td>2</td>
<td>E-3</td>
<td>M-1</td>
</tr>
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<td>23</td>
<td>No (15/7/38) (15/-)</td>
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<td>On Relief</td>
<td>10</td>
<td>4</td>
<td>A1-3</td>
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</tr>
<tr>
<td>24</td>
<td>No (15/12/38 F.1) (14/-)</td>
<td></td>
<td>Public Works</td>
<td>4</td>
<td>3</td>
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</tr>
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<td>Pensioner</td>
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<td>5</td>
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<td>I-3</td>
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<td>26</td>
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<td>1</td>
<td>In-3</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>15/4</td>
<td>F.2</td>
<td>Railway Employee</td>
<td>1</td>
<td>Nil</td>
<td>In-3</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>14/10</td>
<td>F.2</td>
<td>Labourer</td>
<td>5</td>
<td>Nil</td>
<td>E-3</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>14/6</td>
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<td></td>
<td></td>
<td>E-1</td>
<td>A-1</td>
</tr>
<tr>
<td>30</td>
<td>15/10</td>
<td>F.2</td>
<td>Plasterer</td>
<td>12</td>
<td>7</td>
<td>E-3</td>
<td>A-3</td>
</tr>
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<td>31</td>
<td>14/3</td>
<td>F.2</td>
<td>Not Known</td>
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<td>1</td>
<td>E-3</td>
<td>In-3</td>
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<td>No (19/8/38 F.2) (15/-)</td>
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<td>Malthouse Worker</td>
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<td>1</td>
<td>E-3</td>
<td>A-3</td>
</tr>
<tr>
<td>33</td>
<td>No (19/8/38) (14/-)</td>
<td></td>
<td>On Relief</td>
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<td>3</td>
<td>E-3</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>No (11/3/38) (14/-)</td>
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<td>Carpenter</td>
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<td>1</td>
<td>All-3</td>
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</tr>
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<td>14/9</td>
<td>F.2</td>
<td>Railway Workshops</td>
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<td>A-3</td>
<td></td>
</tr>
<tr>
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<td>16/-</td>
<td>F.2</td>
<td>Railway Workshops</td>
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<td>5</td>
<td>A-3</td>
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</tr>
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<td>Case No.</td>
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<td>Class on Leaving</td>
<td>Father's Occupation</td>
<td>No. of Younger Children in Family</td>
<td>Attainment Level</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>----------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>----------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>15/2</td>
<td>F.2</td>
<td>Pensioner</td>
<td>4</td>
<td>Mil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>13/8</td>
<td>F.2</td>
<td>Pensioner</td>
<td>5</td>
<td>2</td>
<td>A-1 In-3</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>14/10</td>
<td>F.2</td>
<td>Mother supporting family</td>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>No (14/12/38)</td>
<td>4</td>
<td>Not Known</td>
<td>E-3</td>
<td>In-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>No (15/12/38)</td>
<td>F.1</td>
<td>Mother supporting family</td>
<td>2</td>
<td>1</td>
<td>All-3</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>15/2</td>
<td>F.2</td>
<td>On Relief</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>14/8</td>
<td>F.2</td>
<td>Deceased</td>
<td>3</td>
<td>1</td>
<td>E-3 I-3</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>No (12/8/38)</td>
<td>F.1</td>
<td>Chairmaker</td>
<td>2</td>
<td>Mil</td>
<td>E-3 A-3</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>15/-</td>
<td>F.2</td>
<td>Truckdriver</td>
<td>2</td>
<td>1</td>
<td>A-3 H-1</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>15/3</td>
<td>F.2</td>
<td>Invalid away from home</td>
<td>2</td>
<td>Mil</td>
<td>E-3 A-3</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>No (16/12/38)</td>
<td>4</td>
<td>Labourer</td>
<td>6</td>
<td>5</td>
<td>All-3</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>No (20/10/38)</td>
<td>F.2</td>
<td>Attendant Mental Hospital</td>
<td>4</td>
<td>2</td>
<td>A-3 H-1</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>14/8</td>
<td>F.2</td>
<td>Paper Bag Maker</td>
<td>4</td>
<td>1</td>
<td>A-3</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>No (18/11/38)</td>
<td>4</td>
<td>Pottery Worker</td>
<td>5</td>
<td>2</td>
<td>E-3 In-3</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>16/-</td>
<td>F.2</td>
<td>Welder</td>
<td>6</td>
<td>3</td>
<td>A-3</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>No (7/2/38)</td>
<td>F.2</td>
<td>On Relief</td>
<td>3</td>
<td>Mil</td>
<td>E-3 In-3</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>No (15/12/38)</td>
<td>4</td>
<td>Deceased</td>
<td>4</td>
<td>1</td>
<td>All-3</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>No (15/12/38)</td>
<td>1</td>
<td>Brickworker</td>
<td>2</td>
<td>Mil</td>
<td>All-3</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>No (21/7/38)</td>
<td>F.1</td>
<td>(Guardian)</td>
<td>2</td>
<td>Mil</td>
<td>All-3</td>
<td></td>
</tr>
<tr>
<td>Case No.</td>
<td>School Cert.</td>
<td>Age on Leaving</td>
<td>Case Gained</td>
<td>Class Leaving</td>
<td>Father's Occupation</td>
<td>No. of Younger Children in Family</td>
<td>Attainment Level</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>----------------</td>
<td>-------------</td>
<td>---------------</td>
<td>---------------------</td>
<td>----------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>56</td>
<td>No (24/2/39  (14/-)</td>
<td>4 On Relief</td>
<td></td>
<td></td>
<td></td>
<td>2 1</td>
<td>E-3 A-3</td>
</tr>
<tr>
<td>57</td>
<td>15/1 F.2</td>
<td>Railways Employee</td>
<td>6</td>
<td>Nil</td>
<td></td>
<td>In-3</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>14/4 F.2</td>
<td>Deceased</td>
<td>4</td>
<td>2</td>
<td>A-3 M-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>No 15/12/38</td>
<td>14/9 F.1 On Relief</td>
<td>6</td>
<td>Nil</td>
<td>All-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>14/4 F.2</td>
<td>Boat Shed Proprietor</td>
<td>4</td>
<td>Nil</td>
<td>E-1 M-1</td>
<td>A-3</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>14/1 4</td>
<td>Child Welfare Dept.</td>
<td>7</td>
<td>4</td>
<td>E-3 I-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>14/6 F.2</td>
<td>Ironworker</td>
<td>6</td>
<td>Nil</td>
<td>E-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>14/7 F.2</td>
<td>On Relief</td>
<td>9</td>
<td>7</td>
<td>M-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>13/10 F.2</td>
<td>Railways Employee</td>
<td>5</td>
<td>2</td>
<td>All-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>No 14/11 F.1</td>
<td>Labourer</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>14/1 F.2</td>
<td>Bootmaker</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>14/10 F.2</td>
<td>Not Known</td>
<td>5</td>
<td>2</td>
<td>E-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>No (19/9/38  (15/3)</td>
<td>F.2 Deceased</td>
<td>6</td>
<td>3</td>
<td>All-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>No (15/7/38 F.2</td>
<td>Father away 3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(15/2)</td>
<td>Mother invalid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>16/10 F.2</td>
<td>Labourer</td>
<td>2</td>
<td>1</td>
<td>A-3 M-3</td>
<td>In-3</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>No (14/8 F.2 (17/12/37)</td>
<td>Not Known</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Only where attainment level is above or below average is it noted here (E-English; A-Arithmetic; M-Manual; I-Industry; In-Initiative; 1-above average; 3-below average; X-Not known.)
ANALYSIS OF TABLES VI, VII, AND VIII.

Note. This analysis was worked out by Mr N.S. Woods, Secretary of the Youth Centre, Christchurch, from data obtained by the writer.

1. Those not securing school certificates (26).

A. In the following cases no urgent reason is apparent for not completing at least a primary school education and qualifying for a leaving certificate and it appears that further education would have been profitable to the child.

   Case Number 19.
   " 48.
   " 52.

B. In the following cases further education would apparently have been profitable to the child, but it seems possible that urgent home circumstances were the cause of leaving (Size of income and dependent family).

   Case Number 24.
   " 25.

C. In the remaining 21 cases it is possible that age and/or attainment level raise doubts as to the value of continuing any further at school.

II. Those securing school certificates. (45).

A. In the following cases no urgent reason is apparent for not continuing with post-primary education, and ability above average indicates that such further education might have been very profitable.
to the child.

Case number 11

  "   " 13
  "   " 22
  "   " 29
  "   " 60
  "   " 67

B. In the following cases no urgent reason is apparent for not continuing with post-primary education, and average ability indicates that further education might have been profitable to the child.

Case number 7

  "   "  9
  "   " 10
  "   " 12
  "   " 35
  "   " 66

C. In the following cases the child was well fitted in ability to proceed with post-primary education, but it seems possible that urgent home circumstances were the cause of leaving (size of income and dependent family).

Case number 3

  "   "  38

D. In the remaining 31 cases the ability of the child to profit by further education, in view of age and/or attainment level, is open to question.
### Summary

**Boys who left primary schools and entered factory employment in 1938.**

<table>
<thead>
<tr>
<th>Age on Leaving</th>
<th>13 to 14</th>
<th>14(\frac{1}{2}) to 15</th>
<th>15 to 15(\frac{1}{2})</th>
<th>16</th>
<th>16</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.2.</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>16</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>F.1.</td>
<td>Nil</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Std.4</td>
<td>Nil</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Std.3</td>
<td>Nil</td>
<td>1</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7</td>
<td>15</td>
<td>20</td>
<td>21</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

**A.** 26 boys left primary schools for factory employment without completing their primary education.

In probably 5 cases the child definitely had ability and was of an age to profit by further education.

In 2 of these 5 cases home circumstances seem to have provided circumstances such as might warrant sending the child to work.

**B.** 45 boys left primary schools after gaining the school certificate.

In 14 cases the child definitely had ability and was of an age to profit from post-primary education. In 2 of these 14 cases reason for leaving school was probably home circumstances.

**C.** In 52 out of the 71 cases reviewed, it is possible
that age and/or attainment level raise doubts as to the value of continuing any further at school.
CHAPTER V.

LEAVERS FOR WORK BY FIRST OCCUPATION

and AGE ON LEAVING. GIRLS.
# Table IX

**Leavers for Work by First Occupation and Age on Leaving.**

<table>
<thead>
<tr>
<th>Girls</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>16</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Help at Home</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>Domestic Work</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>19</td>
<td>4</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>30%</td>
<td>53%</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boots &amp; Shoes Factories</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing Factories</td>
<td>2</td>
<td>7</td>
<td>20</td>
<td>2</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Factory (Other)</td>
<td>7</td>
<td>18</td>
<td>7</td>
<td>32</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>Cakes Kitchen</td>
<td>2</td>
<td>2</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leather Work &amp; Glove Making</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Millinery Manufacture</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dressmaking &amp; Tailoring</td>
<td>2</td>
<td>8</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>27%</td>
<td>55%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waitress</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Shop Assistants</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>10%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>** totals</td>
<td>4</td>
<td>42</td>
<td>84</td>
<td>18</td>
<td>148</td>
<td></td>
</tr>
</tbody>
</table>
**FIGURE 5**

PERCENTAGES OF GIRLS ENTERING EACH OCCUPATIONAL GROUP

**TABLE I**

PERCENTAGES OF GIRLS ENTERING EACH OCCUPATIONAL GROUP

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Domestic Work</td>
<td>24%</td>
</tr>
<tr>
<td>B Factories</td>
<td>64%</td>
</tr>
<tr>
<td>C Shops, Laundry, Waitresses, Photography</td>
<td>12%</td>
</tr>
</tbody>
</table>
Discussion of Tables IX and X.

The outstanding facts shown by the foregoing tables are:

1. The large percentage (64%) of girls who entered factories.

2. The comparatively large percentage (21%) who entered domestic work often at home.

The factory entrants were chiefly in the age group 14 - 15 years, but there was no marked difference between the employment groups.

Children entering factory employment before reaching the age of 14 years are required by law to obtain factory permits from the Labour Department. The Secretary of the Youth Centre after careful investigation reported that there was little evidence of neglect to obtain permits.

A probable explanation of the fairly large percentage of girls doing domestic work is that many girls left school without having positions to go to and simply stayed at home. It is probable that many of these girls would later enter factory employment.

The chief point arising from the information obtained from all the tables concerning girls have already been discussed in connection with the similar tables concerning boys. Hence they have been omitted from these sect-
The percentages of pupils leaving under the age of fourteen years is the same for the factory and shop groups (i.e. 29%), but for the domestic group it rises to 36%. It is doubtful whether there is sufficient difference to have any significance.
CHAPTER VI

THE ECONOMIC FACTOR AS A CAUSE OF LEAVING SCHOOL.

GIRLS.
<table>
<thead>
<tr>
<th>OCCUPATION OF FATHER</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
<th>Over</th>
<th>Total</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Father deceased</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both parents deceased</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father away (not supporting home)</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>2</td>
<td></td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Father pensioner or invalid</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>1</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>27%</td>
<td>45%</td>
<td>23%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Unemployed, Sustenance &amp; Relief Workers</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>-</td>
<td>9</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>25%</td>
<td>12%</td>
<td>63%</td>
<td>-</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Labourers (General)</td>
<td>-</td>
<td>7</td>
<td>16</td>
<td>2</td>
<td>25%</td>
<td></td>
<td>41</td>
</tr>
<tr>
<td>Store &amp; Factory Workers</td>
<td>-</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>14%</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Freezing Works Employees</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2%</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>-</td>
<td>14</td>
<td>23</td>
<td>4</td>
<td>34%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>4. Skilled Craftsmen</td>
<td>-</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>13%</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>In small business on own account</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>4%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Salesman</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>1%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Shop Assistant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1%</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>-</td>
<td>7</td>
<td>10</td>
<td>2</td>
<td>37%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>5. Railway Employees</td>
<td>2</td>
<td>11</td>
<td>2</td>
<td>-</td>
<td>37%</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Tramway Employees</td>
<td>-</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>3%</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>City Council Employees</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>5%</td>
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</tr>
<tr>
<td>Mental Hospital Attendants</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1%</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Totals</td>
<td>4</td>
<td>17</td>
<td>7</td>
<td>3</td>
<td>17%</td>
<td></td>
<td>12%</td>
</tr>
<tr>
<td>6. Farmers</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>3%</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Farm Manager</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1%</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Market Gardener</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1%</td>
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<td>1%</td>
</tr>
<tr>
<td>Gardener</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1%</td>
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<td>1%</td>
</tr>
<tr>
<td>Truck Drivers</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3%</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Caretakers</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>2%</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Retired</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1%</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>At Sea</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1%</td>
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<td>1%</td>
</tr>
<tr>
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<td>5</td>
<td>1</td>
<td>-</td>
<td>4%</td>
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<td>8%</td>
</tr>
<tr>
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<td>39</td>
<td>70</td>
<td>15</td>
<td>127</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>31%</td>
<td>55%</td>
<td>12%</td>
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# Table XII

**Leavers by Size of Family and Number of Younger Children in Family Girls**

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<th>Total Number of Children in Family</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Total Families</th>
</tr>
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<tbody>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>5</td>
<td>9</td>
<td>4</td>
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<td></td>
<td></td>
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</tr>
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<td>3</td>
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</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Families: 12 38 25 13 14 7 4 2 3 1 130

Median Number in Family: 4.05
Discussion of Tables XI and XII.

There appears to be little difference between the groups of employment of the fathers. The unemployed group is so small that little account can be taken of the age distribution for that group.

The median number in a family was 4.85.

This element taken in conjunction with the large percentage of low wage earners indicates that economic necessity is the chief reason for girls leaving school.
CHAPTER VII

LEAVERS FOR WORK BY CLASS, AGE AND ATTAINMENT.

GIRLS
### TABLE XIII
**Leavers for Work by Class and Attainment. Girls**

<table>
<thead>
<tr>
<th>Class on Leaving</th>
<th>English</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Arithmetic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Manual</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Industry</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Initiative</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.4 Form 1</td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td>2</td>
<td>4</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td>2</td>
<td>4</td>
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<td></td>
</tr>
<tr>
<td>Form 2</td>
<td></td>
<td>1</td>
<td>9</td>
<td>19</td>
<td>1</td>
<td>9</td>
<td>19</td>
<td></td>
<td>19</td>
<td>10</td>
<td></td>
<td>2</td>
<td>17</td>
<td>10</td>
<td></td>
<td>16</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>18</td>
<td>71</td>
<td>50</td>
<td>15</td>
<td>68</td>
<td>56</td>
<td>16</td>
<td>86</td>
<td>28</td>
<td>17</td>
<td>88</td>
<td>34</td>
<td>7</td>
<td>91</td>
<td>41</td>
<td></td>
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</tr>
</tbody>
</table>

### TABLE XIV
**Leavers for Work by Age and Attainment. Girls.**

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<thead>
<tr>
<th>Age on Leaving</th>
<th>English</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Arithmetic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Manual</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Industry</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Initiative</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-13 years</td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td>3</td>
<td>1</td>
<td></td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13-14 years</td>
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<td>9</td>
<td>25</td>
<td>7</td>
<td>8</td>
<td>22</td>
<td>11</td>
<td>6</td>
<td>25</td>
<td>7</td>
<td>8</td>
<td>25</td>
<td>8</td>
<td>3</td>
<td>30</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14-15 years</td>
<td></td>
<td>7</td>
<td>41</td>
<td>29</td>
<td>6</td>
<td>38</td>
<td>32</td>
<td>9</td>
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<td>13</td>
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<td>17</td>
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<td>52</td>
<td>21</td>
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<td></td>
</tr>
<tr>
<td>15-16 years</td>
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<td>1</td>
<td>3</td>
<td>13</td>
<td>5</td>
<td>13</td>
<td>1 10</td>
<td>7</td>
<td></td>
<td></td>
<td>10</td>
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<td>7</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>18</td>
<td>71</td>
<td>50</td>
<td>15</td>
<td>68</td>
<td>56</td>
<td>16</td>
<td>86</td>
<td>28</td>
<td>17</td>
<td>88</td>
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<td>7</td>
<td>91</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scale of Attainment.**
1. Above average
2. Average
3. Below average

**Primary School Leaving Certificates Issued:**
- At age of 14 years and over 48
- At under 14 years 41

64% of girl leavers obtained Leaving Certificates.
- 35% obtained them at 14 years and over.
- 29% obtained them before the age of 14 years.
his graph shows that very few pupils obtained a rating above average. English and arithmetic show a skewed distribution towards the lowest rating.

Compare this figure for girls with the similar one for boys (Fig. 4).
Discussion of Tables XIII and XIV and Figure.

The special points to note in the tables are:

1. The large percentage (64%) of girls who obtained leaving certificates.

2. The large percentage (29%) of girls who obtained leaving certificates before attaining the age of 14 years. These pupils, it can safely be said, should have continued their education at secondary schools.

3. The English and Arithmetic ratings show a departure from the normal distribution being skewed towards the lower end of the scale.

From a consideration of the above facts it seems unlikely that difficulty with school subjects was a major reason for leaving school.
### Table XV

**Information Available Concerning Girls Stated by Teachers to Have Left Primary Schools for Factory Employment During 1938**

<table>
<thead>
<tr>
<th>Case No.</th>
<th>School No.</th>
<th>Date of Birth</th>
<th>Gained on Leaving</th>
<th>Occupation of Father</th>
<th>No. of Children in Family</th>
<th>Younger Children in Factory</th>
<th>Attainment Level</th>
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<tbody>
<tr>
<td>1</td>
<td>14/1</td>
<td>27/9/38</td>
<td>2</td>
<td>Railway Employee</td>
<td>3</td>
<td>1</td>
<td>A-3</td>
</tr>
<tr>
<td>2</td>
<td>14/7</td>
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<td>2</td>
<td>Tramways Employee</td>
<td>4</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>15/4</td>
<td>11/7/38</td>
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<td>6</td>
<td>2</td>
<td>All 3</td>
</tr>
<tr>
<td>4</td>
<td>14/5</td>
<td></td>
<td>2</td>
<td>Railways Employee</td>
<td>1</td>
<td>Nil</td>
<td>All 3</td>
</tr>
<tr>
<td>5</td>
<td>14/9</td>
<td>16/12/38</td>
<td>2</td>
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<td>2</td>
<td>1</td>
<td>E-3 H-1</td>
</tr>
<tr>
<td>6</td>
<td>13/8</td>
<td></td>
<td>2</td>
<td>Labourer</td>
<td>8</td>
<td>2</td>
<td>E-3 A-3 H-3</td>
</tr>
<tr>
<td>7</td>
<td>14/6</td>
<td>6/5/38</td>
<td>1</td>
<td>Labourer</td>
<td>11</td>
<td>9</td>
<td>In-1</td>
</tr>
<tr>
<td>8</td>
<td>13/-</td>
<td>10/9/38</td>
<td>1</td>
<td>On Relief(?)</td>
<td>2</td>
<td>1</td>
<td>All 3</td>
</tr>
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<td>9</td>
<td>14/3</td>
<td>17/11/38</td>
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<td>Attendant Mental Hospital</td>
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<td>1</td>
<td>All 3</td>
</tr>
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<td>15/7</td>
<td>26/10/38</td>
<td>2</td>
<td>Tramways Employee</td>
<td>3</td>
<td>1</td>
<td>In-3</td>
</tr>
<tr>
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<td>13/9</td>
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<td>Barber</td>
<td>3</td>
<td>1</td>
<td></td>
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<td>13/3</td>
<td></td>
<td>2</td>
<td>Tailor</td>
<td>2</td>
<td>1</td>
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</tr>
<tr>
<td>13</td>
<td>14/-</td>
<td>3/6/38</td>
<td>1</td>
<td>Labourer</td>
<td>10</td>
<td>6</td>
<td>A-3</td>
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<td>13/6</td>
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<td>Waterside Labourer</td>
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<td>E-3</td>
</tr>
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<td>15</td>
<td>14/4</td>
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<td>Railway Workshops</td>
<td>5</td>
<td>3</td>
<td>A-3</td>
</tr>
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<td>13/6</td>
<td></td>
<td>2</td>
<td>Truck Driver</td>
<td>3</td>
<td>1</td>
<td>E-1 A-1 H-1</td>
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<td>17</td>
<td>13/10</td>
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<td>2</td>
<td>Workshops (Railway)</td>
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<td>2</td>
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</table>

*See note at end of table.*
<table>
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<th>Case</th>
<th>School Age</th>
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<th>Class Leaving</th>
<th>Father's Occupation</th>
<th>No. of Child in Family</th>
<th>Younger Child in Family</th>
<th>Attainment Level</th>
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<tbody>
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<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>F.2</td>
<td>Storeman</td>
<td>2</td>
<td>1</td>
<td>M-1</td>
<td></td>
</tr>
<tr>
<td>No. 20</td>
<td>14/6 17/38</td>
<td>F.2</td>
<td>Railways Employee</td>
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<td>1</td>
<td>All-3</td>
<td></td>
</tr>
<tr>
<td>No. 21</td>
<td>13/3</td>
<td>F.2</td>
<td>Bus Driver</td>
<td>5</td>
<td>4</td>
<td>I-3</td>
<td></td>
</tr>
<tr>
<td>No. 22</td>
<td>14/-</td>
<td>F.2</td>
<td>Stonemason</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 23</td>
<td>15/-</td>
<td>F.2</td>
<td>Railway Workshops</td>
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<td>4</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>F.2</td>
<td>Brewery Worker</td>
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<td>2</td>
<td>All-3</td>
<td></td>
</tr>
<tr>
<td>No. 26</td>
<td>13/8</td>
<td>F.2</td>
<td>Factory Worker</td>
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<td>3</td>
<td>A-3</td>
<td></td>
</tr>
<tr>
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<td>13/9 17/10/38</td>
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<td>Deceased</td>
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<td>1</td>
<td>All-3</td>
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</tr>
<tr>
<td>No. 28</td>
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<td>Deceased</td>
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<tr>
<td>No. 29</td>
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</tr>
<tr>
<td>No. 30</td>
<td>15/2</td>
<td>F.2</td>
<td>Carpenter</td>
<td>3</td>
<td>1</td>
<td>M-1</td>
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<td>nil</td>
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<td>No. 33</td>
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<td>13/7</td>
<td>F.2</td>
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<td>1</td>
<td>A-1 In-1</td>
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<td>Age on Leaving</td>
<td>Class</td>
<td>Occupation</td>
<td>Father's Occupation</td>
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<td>5</td>
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<td>Cert. on Gained</td>
<td>Class on Leaving</td>
<td>Occupation Leaving</td>
<td>Father's Name</td>
<td>Childrend in dren in family</td>
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<td>15/1</td>
<td>F.2</td>
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<td>1</td>
<td>A-3</td>
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</tr>
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<td>14/11</td>
<td>F.2</td>
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<td>3</td>
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<tr>
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<td>14/1</td>
<td>F.2</td>
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<td>2</td>
<td>All-1</td>
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<td>F.2</td>
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<td>E-1</td>
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<td>A-3</td>
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<td>F.2</td>
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<td>Caretaker</td>
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</table>

* Only where attainment level is above or below average is it noted here (E-English; A-Arithmetic; M-Manual; I-Industry; In-Initiative; 1-above average; 3-below average; X-not known)
ANALYSIS OF TABLES XIII, XIV, AND XV.

Note. This analysis was worked out by Mr N.S. Woods, Secretary of the Youth Centre, Christchurch, from data obtained by the writer.

1. Those not securing school certificates. (41)

A. In the following cases no urgent reason is apparent for not completing the school year and qualifying for a leaving certificate, and it appears that the child would have profited by further school education.

Form 11. Case Number 1

" " 18
" " 64

B. In the following cases no urgent reason is apparent for not completing a primary school education, and it appears that the child would profit by further education.

Form 1. Case Number 59

" " 65 (?)
" " 73 (?)
" " 76 (?)
" " 92

(Note: A question mark indicates that information not known may be a factor in leaving).

C. In the following cases the child was well fitted in ability to proceed with further education, but it seems possible that urgent home circumstances were the
cause of leaving (size of income and dependent family).

Case Number 8

13
57
88 (?)

D. In the remaining 29 cases it is possible that age and/or attainment level raise doubts as to the value of continuing any further at school.

11. Those securing school certificates (57).

A. In the following cases no urgent reason is apparent for not continuing with post-primary education and ability above average indicates that such further education might have been very profitable to the child.

Case Number 6 (?)

12 (?)
16
19
31
34
48
54 (?)
55
63 (?)
77
82
86
87
B. In the following cases no urgent reason is apparent for not continuing with post-primary education, and average ability indicates that further education might have been profitable to the child.

<table>
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<tbody>
<tr>
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<td>94</td>
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<td></td>
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<td>98</td>
</tr>
</tbody>
</table>

C. In the following cases the child was well fitted in ability to proceed with post-primary education, but it seems possible that urgent home circumstances were the cause of leaving (size of income and dependent family).

<table>
<thead>
<tr>
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<th>21</th>
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</tr>
<tr>
<td></td>
<td></td>
<td>58</td>
</tr>
</tbody>
</table>
Case number 69

71

95

D. In the remaining 22 cases the profitability of further education, in view of age and for attainment level, is open to question.
Summary.

Girls who left primary school and entered factory employment in 1938.

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<th>Under 13 to 14</th>
<th>14 to 14½</th>
<th>14½ to 15</th>
<th>15 to 15½</th>
<th>15½ to 16</th>
<th>16 to 16</th>
<th>Total</th>
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<td>23</td>
<td>15</td>
<td>6</td>
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<td>3</td>
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<tr>
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<td>3</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Std. 3.</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>25</td>
<td>36</td>
<td>21</td>
<td>9</td>
<td>6</td>
<td>Nil</td>
</tr>
</tbody>
</table>

A. 42 girls left primary schools for factory employment without completing their primary education.

In probably 12 cases the child definitely had ability and was of an age to profit by further education. In 8 of these 12 cases we have discovered no urgency of home circumstances such as might warrant sending the child to work.

In 29 cases it is possible that age and/or attainment level raise doubts as to the value of continuing any further at school.

B. 57 girls left primary schools after gaining the school certificate.

In probably 35 cases the child definitely had ability and was of an age to profit from post-primary education. In 9 of these 35 cases urgency of home circumstances might have warranted sending the child to work.
In 22 cases the profitability of further education in view of age and/or attainment level, is open to question.

General Comment.

This analysis indicates that in relation to the group of children studied, there is no valid reason to criticise either the Department of Labour concerning the conditions under which permits have been issued, or employers. There appears, however, to be a substantial charge against a significant percentage of the parents concerned of having sent their child to work when further education was in its best interests and when home circumstances might be regarded as fully enabling that further education to be taken.

Of those girls who did not complete the primary school course and secure a leaving certificate the great majority appear to have had some valid reason for leaving school for work, and the issue of a permit may be regarded as justifiable to that extent.

Of those who gained a leaving certificate it must be remembered that no authority exists to oblige further education except the authority of the parents. Where they do not proceed further with education it may be argued that it is as well for these children to be at work under a permit in conditions subject to inspection, as to be at work without a permit under conditions not so subject.
CHAPTER VIII

SUMMARY OF CHIEF POINTS ARISING FROM PART ONE OF THE SURVEY.
The following is a summary of the chief points arising from Part One of the summary:

1. 18% of the boys left school before the age of 14 years.
   71% of the boys left before the age of 15 years.
2. 31% of the girls left before the age of 14 years.
   88% of the girls left before the age of 15 years.
3. 19% of the boys who left entered factories.
   64% of the girls who left entered factories.

These percentages refer to first jobs.

Many of the message boys and many of the girls doing domestic work at first would soon enter factory employment.

4. There is little evidence of law breaking in either leaving school or entering factory work.

Concerning the issue of factory permits to pupils of 13 years of age, it can be argued that factory work is under fairly strict supervision by Government Inspectors and possibly these children may work under conditions better than those existing in other occupations.

Even so, it does not seem desirable that such young children should be working in factories.

Some form of legislative action appears to be the
only remedy for such conditions.

5. As 18% of the boys and 31% of the girls obtained leaving certificates before reaching the age of 14 years, it must be concluded that these were good average pupils. From every point of view these pupils should have had a secondary education.

6. The attainment scales indicate that English and arithmetic proved the weak subjects for these pupils. The manual ratings followed the normal curve. My interpretation of this is that a different type of curriculum is needed for pupils who have difficulty with English and arithmetic. A curriculum less academic and giving more scope for manual activities is indicated.

7. While the economic stress does appear to be an important factor in school leaving, it is not by any means the only one. There were, however, some cases where the need of the child's earning power or assistance in the home appeared to be urgent.
PART TWO

A MORE INTENSIVE STUDY OF A GROUP OF BOYS SELECTED FROM PART ONE. THE GROUP CHOSEN CONTAINED ALL THE BOYS WHO LEFT SCHOOL BEFORE REACHING THE AGE OF FOURTEEN YEARS.
SECTION I

CHAPTER IX

Following are the detailed notes on the twenty-five individual boys visited. On these cases the following Section II of this Thesis was based.

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CASE 1 — R.T.

School, etc.

Aged 13-7, of average ability, R.T. was not keen on school. Spelling was strongly disliked. He considered himself rather below average ability and probably this gave him a dislike for school. Although not of outstanding ability in sports, he took part in them and liked football and hockey. He got on well with his teachers.

Fond of drawing he had the idea of learning sign-writing but he had no strong preference for a job.

His parents gave the lad the option of going to secondary school or going to work. The lad, thinking work would be more interesting chose in favour of work. "School was all right, but I thought it would be more fun at work," was his comment.

The father admitted that the cost of secondary education was considered, but the main reason for leaving was dislike of school and school subjects.

Home.

The home is a small tidy bungalow with a well kept garden and is situated at the seaside. The father, a boot machinist, in a large factory, grows flowers for exhibition at flower shows. The evidence is that the boy had good home conditions. There are two step children as well as R.T. but one is now married and the other works in Dunedin. R.T. is the only child at home so the parents could afford to send
him to a secondary school.

**Work.**

After a period as message boy, showing no prospects, he has now obtained a similar position with another firm in the printing trade and seems keen to become an expert at the job. Because the boy shows keenness, is of good appearance and is well mannered, he should make a success of his present job which was a successful Youth Centre placement. Even so it must be remembered that the boy is still under fifteen years of age and has entered on inside work under factory conditions.

**Comments.**

Note the early age of starting work under factory conditions, 14 years 5 months. The school curriculum failed to provide adequate opportunities for activities holding the boy's interest.

This case is evidence of the need for an exploratory course during the last two years of the boy’s primary schooling. There is no reason apart from this why R.T. should have lost interest in schooling.
CASE 2 -- R.A.

School, etc.

This lad is of slight build, good looking and has pleasant good manners. He left school at 13-2, liked school work but admitted that he did not like all his teachers. His ability was average at school except in art work which he enjoyed and at which he seemed to be good. The School of Art was suggested by his teacher as a suitable secondary school. The lad himself had thought of taking up signwirting or printing as an occupation. "I wanted to earn some money," he told me.

Home.

The mother, a widow, was interviewed and seemed an intelligent sensible woman. The lad's father, a carpenter by trade, had been a rigger at the Aerodrome for some years before his recent death. The sole income of the mother was a widow's pension. The home is a small neat bungalow situated about 7 miles from the centre of the city. An older sister and R.A. are now working, but there are still two children, a girl and a boy, at school, so the mother must have considerable difficulty in providing for them. The mother said she would have liked R.A. to have had a secondary education but it was out of the question on account of the financial difficulties.

Work.

Starting as messenger with a firm of printers, he
Case 2 — R.A. (Contd.)

was apprenticed as a compositor with the same firm as soon as he reached 14 years of age. Happy in his work he is likely to make a success of it, but considering his ability and his rather slight build, it does seem a pity that he was unable to attend a secondary school. The position was obtained through the Youth Centre and must be considered as a successful placement, with a good employer.

Comments.

R.A. should have been sent to a secondary school at the expense of the state.
CASE 3 — W.P.

School, etc.

At the age of 13-0 W.P. had completed his primary schooling, his attainment level being average. He appears to have been a normal boy, liking games and getting on well with other boys. Although he liked most of his school subjects, he admitted that he did not like all his teachers. "I did not like Mr. ------. He was hard on us," was his comment.

Carpentry or engineering seemed the most attractive occupations when he left school. W.P. did not wish to continue with secondary schooling, and the evidence indicated that his dislike was rather that of teachers than of school work. However, this was not the real reason for his leaving. The need for money sent him to work at the age of 13 - 2.

Home.

The family of parents and three children live in a small poor home some six miles from the city. Two children are still at school so W.P. is the first child to assist with the family income. The father was a clerk but was put off just at the time the lad left primary school and has been on relief work ever since. There were indications in the living room of a considerable amount of sewing, suggesting that the mother did some dressmaking to assist the income.

Work.

After five months as a chemist's message boy, W.P.
Case 3 — W.P. (Contd.)

found himself a similar position with a big firm of cycle dealers. In this work he is happy but regards it merely as a temporary job till he is old enough to take up a job at carpentry.

Comments.

W.P. appears to be a boy who has the ability to profit by secondary education, probably of a practical kind. The Education Department should make financial assistance available without embarrassment to the parents.
CASE 4 -- R.B.

School, etc.

R.B. is rather short for his age but is of stocky build. At school his attainment level was average except in manual subjects where he was marked below average. As he obtained his leaving certificate at the age of 12-9, he must be regarded as above average in all round ability. Even so, he was not very keen on school work, but could give no reason for disliking it. R.B. does not interview very well, seems rather careless and lacks initiative.

Home.

The home circumstances are definitely against this boy. The family of parents and seven children live in a dilapidated house on a small farm of sandhills and small fertile hollows, about six miles from the city. The father drives a lorry for a city firm during the day and an older sister travels to town to work each day. The mother was untidy and slovenly, but the father seemed of a better type. He (the father) has ideas of building up a big stock of pigs on his little holding but the land is so poor that his chances of success appear slight. The whole environment is one of poverty and general slovenliness.

Work.

R.B. works on the pig and dairy farm for his father. As the father is away all day and the mother has several very young children to attend to, it appears likely that R.B.
Case 4 — R.B. (Contd.)

does just how much or how little he pleases on the farm. The father said the boy's help was urgently needed to run the farm and secondary education was never given any consideration — again a case of financial difficulties.

Comments.

R.B., having distinct ability, should have had further schooling. The financial troubles of the parents have spoilt any chances for the boy to develop into a well balanced citizen. He seems doomed to become a drudge on a small farm which has been "walked off" by several previous holders.

Compulsory attendance at school until the age of 15 or 16 years seems the only satisfactory method of dealing with such a case as R.B.'s.
CASE 5 -- M.B.

School, etc.

M.B. was happy at school especially during the last year, and left at the age of 13-9 with average attainment ratings. His teacher, however, noted that he did not show even average industry. The boy appears to have had a good opinion of himself for he considered he was above average at school. His teachers did not discuss his future with him but he wanted to do garage work. When he is old enough (15 years) he will attend evening classes at the Technical College.

Just after M.B. left school, his mother became ill and he, being the youngest child, was kept at home to attend to his mother for a period of 6 months.

Home.

The family lives in a poor little house in a poor street. The father, a stonemason by trade, had been on relief work for a long time, until he enlisted in the Army soon after the outbreak of war. There are three children, M.B. being the youngest, the other two, a girl and a boy, both being at work before he left school. An aged grandmother also lives with the family.

Work.

This boy, pleasant and of good appearance has fairly good health though suffers from headaches at times. He is
Case 5 — M.B. (Contd.)

rather thin and looks rather undernourished. His first job, as message boy for a firm of fish retailers, he left after 13 months to become message boy for a firm of metal platers. Both positions were obtained by answering in person to advertisements in the newspapers.

Although quite happy to be at work he still wants to obtain a garage job. His brother owns an old car and M.B. spends much of his spare time repairing and tinkering with the car.

Out of his wages he receives sufficient pocket money to go to the moving pictures twice a week. He also reads a good many adventure yarns.

Comments.

The reason for leaving school was definitely financial. This boy's work does not provide him with experiences which satisfy the boy's interests. He seems a boy who could have profited by a longer period at school, if such schooling gave sufficient scope for his interests. Some form of state financial help appears necessary for a case of this type.
CASE 6 -- A.F.

School, etc.

My interview in this case was conducted at first with three brothers and then with the mother of A.F. The boy himself was working on a farm some distance from town and so my information had to be obtained second hand. The brothers seemed to agree in their answers to my questions so I feel that reliable information was obtained.

The head-teacher, new to the school, since the boy left was unable to give any details of attainment. However, the boy left school at the age of 13-9, with his leaving certificate, so must be regarded as of good attainment.

Reading and elocution were his strong subjects and he was fond of woodwork and spelling. In the field of sports he was champion runner of his school and was a soccer player. He was in the upper section of his class and got on well with his teachers and other boys.

Before leaving school he had no clear idea of taking up any particular type of work. When the time came for leaving A.F. was offered a job on a farm attached to a hospital. His teacher, who offered it, advised him to take it as the boy was unable to proceed to secondary school for financial reasons.

Home.

The home circumstances are against the boy. His father is dead and there is a family of six boys and the mother.
The house is of fair size but is in very poor condition. The room into which I was taken was poorly furnished and contained a bed. The whole place was dirty and untidy. There are still two younger boys at school so A.F. had no choice but to leave school when the law allowed and to seek employment.

Work.

The lad likes his work but finds it rather lonely at times on the farm. He has quite decided that he will continue with farm work as a life occupation.

Comments.

As the boy seems to have had ability at school he should have had more opportunities to develop his interests and explore his aptitudes. The particular farm he is working on does not seem to offer much chance of gaining a good knowledge of farming. A.F. should have been sent to Technical College where he would have had opportunities to learn something of farming as well as giving him a broadened outlook.

Again state financial assistance appears necessary.
CASE 7 — M.S.

School, etc.

M.S. was a fairly bright lad at school especially in arithmetic. His health at school was good but he was ill for several months at the beginning of the year after leaving primary school. He was only 13-2 at the time of leaving and liked school work, and swimming and football. He seems to have had a modest opinion of his own abilities and had thought of becoming an electrician, but had no definite plans. He intends going to evening school when he is old enough. His head teacher reported that he was bright, a bit rough in his manner and had a good sense of humour.

Home.

The house occupied by the family is a neat home with a well kept garden. The father is a bricklayer and the mother whom I interviewed has a bright pleasant manner. There are four boys and three girls in the family, two boys being younger than M.S. The family financial circumstances could not be very strong but appear to be sufficient.

The real reason for leaving school was illness during the first term of the year after leaving primary school. Both the boy and his parents thought it then too late to go to a secondary school that year and the boy decided to seek work.

Work.

A friend who was leaving a message job told M.S.
of it and he obtained the position. After 6 months with this car battery firm he obtained an office boy's job through the Youth Centre. This job is with a big firm of retailers and holds prospects of promotion. The lad is very keen on his work and now wants to become an accountant. With his arithmetical ability this type of work will probably suit him well.

Comments.

The boy should have had further schooling and it was intended that he should have it. Through lack of knowledge of secondary schools the parents allowed the boy to drift into any job that offered believing that he was better employed than idle.

Although I would have recommended that the boy should have had further schooling, I must admit that the Youth Centre has made a very successful placing of this boy. If the parents had consulted the educational officer at the Youth Centre before allowing the boy to take up his self-placed job as office boy, the chances are that he would have received further education. He now intends going to evening classes when he is fifteen years of age.
CASE 8 — I.S.

School, etc.

I.S. left school at the age of 13-8 graded high in arithmetic and above average in English subjects and manual ability. He showed average industry and initiative. The boy liked all English and Arithmetic lessons but disliked geography and history. His teacher commented that he was quite an alert lad. Cricket was his favourite school game. I.S. is very confident of his own ability, is a little below average size and enjoys excellent health.

An elder sister had been to Technical and had studied dressmaking. As this course had not helped the girl to obtain a job the parents (both of whom I interviewed) considered her secondary education had been wasted. I.S. was offered secondary education at the Technical College but he did not want to go and his parents were not keen that he should go. The lad wanted to go on a dairy farm. "I like dairy farm work," he said. For some years he has assisted a milkman on his rounds in the early morning and likes the work.

Home.

The family lives in a new Government house which is rented for 3½ per week. The father is on a full war pension receiving just over £6 per week. He has ill health and has only one leg. The mother is rather excitable.
Case 8 -- I.S. (Contd.)

There are six children, five being boys. There are still four boys not of working age. The parents are very proud of their children's ability and told me of it in front of the children. This is possibly the reason for I.S.'s rather over-confident manner, though the boy undoubtedly is a bright lad.

The real reason for leaving school was financial necessity but there was an element of indifference and shortsightedness on the part of the parents.

Work.

He obtained his message-boy job just after leaving school, having answered an advertisement in the newspaper. He has remained with the same firm of hardware and household suppliers for nearly a year and is happy in the job. At the same time he regards it only as a make-shift job till his parents consider him old enough to go on a dairy farm. His parents hope that after a few years of farm work, the boy may be able to obtain a small dairy farm of his own. The lad is unusual in that he never goes to the moving pictures, never reads and has no hobbies. His thoughts are centred on dairy farm work.

Comments.

Obviously a boy of his ability could profit greatly by a secondary education. Because his thoughts are centred on dairy farming, I should have had no hesitation in recommending that the Technical College should have been chosen. As the parents admit they could just have managed to have sent him, I
think they failed in their duty to the boy by allowing him to go to work. At the Technical College the boy could have received some financial assistance as his father is a war pensioner.

The only check to the indifference of parents appears to be the compulsory raising of the school leaving age, and the abolition of the right to leave on attaining the standard of the Primary School Leaving Certificate.
CASE 9 -- J.S.

School, etc.

J.S. who left school at the age of 13½ was considered by his teacher to be a decent lad but a bit impulsive. The lad thought he was about average in ability but his teacher considered him above average in English subjects and average in arithmetic and manual abilities. He showed average industry and initiative. He was fond of composition and arithmetic but disliked formal English. Swimming was his favourite school sport. Questioned about school he said, "I did not like Mr. -----." When offered by his father a secondary school education the boy did not want to go. The father allowed the boy to choose for himself with the result that he went to work.

While at school the boy thought he would like to become a sailor. He is not keen to go to evening classes but will do so if it will help him with his work.

Home.

J.S.'s father, who seems a decent type of working man, is a porter in the Railway Goods sheds. He has been twice widowed and now he and his children board in a big old house with plenty of garden space which is only poorly kept. J.S. is the eldest of three boys all by the second wife.

Although the father has only a moderate income he has a good steady job and could afford to send his son to
Case 9 — J.S. (Contd.)

secondary school. The boy, however, chose work. Dislike of his school was the real reason for going to work.

Work.

His first job was obtained through the Youth Centre soon after leaving school. It was a position of message boy for a printing firm at 15/- weekly. He disliked this job and the Youth Centre placed him in a similar position with another printing firm. He left this job after a few months and obtained a job as message boy for a wholesale provision merchant. This position was obtained by applying in person. (No doubt he was ashamed at having left two jobs obtained through the Youth Centre) He also does some packing with this firm and if he stays will become a packer of dry foodstuffs.

J.S. still hankers after a sea life and has thought of trying to become a cook in the Royal Navy. If nothing comes of this he expects to stick to the grocery packing trade.

His father is disappointed now that the lad did not go to a secondary school. He would be happier about the boy if he could obtain a job which could be considered as a definite trade.

Comments.

I suggested to J.S. that he again seek the advice of the Youth Centre. Possibly a position as cook's assistant could be found in an hotel. Later he would be in a position to go to sea as a cook if the life still appealed to him.
Case 9 — J.S. (Contd.)

The father, I consider, made a mistake in not being more determined that J.S. should have a secondary education. Probably the death of the mother shortly before temporarily caused a restlessness and uncertainty in the family life to the distinct detriment of the boy's welfare.
The case of D.C. was unique among those studied. There was nothing to prevent the lad from going to a secondary school but an excellent position as apprentice at a job to the boy's liking was offered. The principal of the secondary school was consulted and he advised the parents to allow the boy to accept the job — apprentice to the motor body building trade at the wages of 19/- per week.

At school D.C. was above average in manual ability and average in other subjects. He was keen on all handwork, was not keen on sport, and liked his teachers. When he was at school he was considering office work as a vocation but was quick to accept the job as apprentice to motor-body building when it was offered. He was only 13-6 on leaving school.

Home.

D.C. is the youngest of a family of four boys. His father is a truck driver and lives in an excellent modern two-storeyed bungalow in a modern part of the town. Both parents were interviewed and I consider that the home circumstances are excellent.

Work.

The boy's employer lives opposite his home. His employer has known the lad since he was a baby and has always
Case 10 — D.C. (Cont’d.)

shown an interest in him. The son of the employer had just completed his apprenticeship with his father and so the position was offered to D.C.

As apprenticeships are somewhat difficult to obtain under existing conditions, D.C. and his parents are well satisfied to have their boy at work. The other three boys all received secondary education at the same school and the principal was consulted about D.C. He advised the boy to accept the position.

Comments.

Although a secondary school education would have benefited D.C., the special circumstances of the job seem to justify the boy’s action in leaving school.
School, etc.

Although T.C. obtained his leaving certificate at the age of 13-10, his attainment ratings were low in both English and arithmetic. His teacher considered his initiative as poor. The only school subjects he liked were drawing and handwork. He strongly disliked arithmetic. He played football but was not keen on any sport. Of rather an over-confident manner, T.C. considered that he was somewhat above the average in school attainment. The only occupation that he fancied on leaving school was that of well-sinker -- his father's occupation. Dislike of school was the obvious reason for leaving. "It's more fun at work," he said.

Home.

The family lives in a well-kept "T" house with a good garden. T.C.'s father is a well-sinker, carrying on the business on his own account. There are five children, four of them being boys. Only one boy is not yet working. The boy was given the option of going to secondary school or starting work. There were no signs of financial difficulties. The boy said he thought it would be more fun at work than at school, but the father preferred that he work for someone else, at least for a time.

Work.

For a short time, T.C. worked for his father at the
well-sinking business, but when the Youth Centre offered him a job at copper-beating with a well-known city firm he accepted the job. However, he disliked the work and after two months returned to work for his father again. He now wishes to continue with his father and eventually carry on the business on his father's retirement.

T.C. likes the outside occupation and enjoys the constantly shifting nature of the work. He says he likes the opportunity of seeing round the countryside, much of his work being in the country.

He is fond of motion pictures, attending twice weekly. His only hobby is making model aeroplanes and he reads yarns of the "western" type.

Comments.

T.C. appears to be a boy whose intelligence is a little below average, but who has a rather conceited opinion of himself. By nature he seems restless and unlikely to stick at any occupation of a routine nature or presenting any difficulties. He was 14 years of age when he started work and considering his nature, I think that he is just as well at work and the work chosen is likely to be quite satisfactory.
CASE 12 — L.M.

School, etc.

The school report on L.M. was excellent. His teacher, whom I know personally, told me he did all he could to induce the boy to continue with his secondary education. At the age of 13-4 L.M. left school with his leaving certificate. His attainment in arithmetic was above average and he was a very industrious conscientious pupil. He was very fond of woodwork but was not outstanding in his ability at handwork. His physique is a little below average; he has a very good appearance, and a pleasant though rather shy manner. At school he was fond of all sport, especially swimming and boxing. L.M. did not want to leave school but had to fall in with his parents' wish that he should go to work.

Home.

There are three children in the family, two being boys. The girl is still at school. The father is a baker's labourer now, but was on relief work for three years. As a young man he was apprenticed to be a jockey but he had to abandon the work as he grew too heavy. The father would have liked L.M. to become a jockey but the boy was not interested. The home, of a moderate rental value, was exceptionally well kept. I met the whole family and there was sufficient evidence to conclude that they were all intelligent and that there was no financial stress.

As the reason for the boy going to work, the parents said that they had not received a secondary education and did
not consider it necessary for their children. In all my interviewing this was the only case where the parents took this narrow minded view of secondary education. Perhaps jealousy is at the back of the parents' action.

Work.

The elder brother, an apprentice to a high grade tailor in the city obtained a message boy's job for L.M. with his employer. L.M. says the work is easy enough but he misses the company of his school mates. His father says he is satisfied that the boy should carry on with his present employer until he is big enough and old enough to obtain a job as an apprentice to carpentry or joinery.

Comments.

Only one reason for leaving school can be given, the narrow-minded aspect that secondary education is quite unnecessary to a boy. The only remedy I can suggest for cases of this type is the raising of the school leaving age and compulsory attendance irrespective of the present primary school leaving certificate.
CASE 13 — J.S.

School, etc.

Although his school attainment was rated as below average, J.S. obtained his Leaving Certificate at the age of 13-10. At school he showed little initiative and little industry. Owing to ill health he missed a good deal of schooling. He said school was all right on the whole but found arithmetic and English difficult. Swimming was the only sport which interested him, and he realised that he was near the bottom of the class in most school subjects. When he left school he wanted to become a pilot or a mechanic in the Air Force. A desire to be independent financially appears to have been his chief reason for leaving school, but he admitted that he disliked the idea of secondary school and his parents needed the money.

Home.

The house occupied by the family is an old one in rather a poor part of the town. It appeared to be moderately well kept. J.S.'s father is a watersider and has to travel to Lyttelton, a distance of about seven miles by rail each day. There are five children in the family, three being girls. One boy and one girl are still of school age. Obviously to have sent J.S. to secondary school would have been a considerable strain on the family finances.

Work.

Placed by the Youth Centre, this boy has been in one
job for about ten months. He packs shaving cream for a well-known manufacturing firm. He said, "It's much better than being at school, but I'd still like to join the Air Force as a pilot or mechanic." His hobby is woodwork and he reads adventure stories especially those about aviation. Once a week he attends the moving pictures. J.S. realises that the job of packing will not lead him to a high salary but is content with it if an Air Force job is unprocurable. Since being at work his health has improved.

Comments.

It seems clear to me that J.S. has only a very moderate intelligence. An Air Force job would demand a higher standard of attainment than he is ever likely to reach. Factory work or labouring work is about the best he can hope to obtain. His dislike of school and his improved health at work suggest that he is probably better at work than at a secondary school. Apart from this the only comment I have to offer is that 14 years is rather young to begin factory work. Financial reasons were, however, the chief inducement to leave school.
School, etc.

With an attainment rating of average, F.C. obtained his leaving Certificate at the comparatively early age of 15-2. He enjoyed excellent health at school, but was not at all keen on sports. There were no school subjects he really liked and he strongly disliked composition and formal English. He always got on well with other boys, but was rather diffident about discussing his teachers. I suspect that he did not always feel happy with his teacher.

Although his teacher suggested that he might take up woodwork as a vocation, the boy wanted to become a jockey or failing that, an electrical engineer. He confessed that he was "fed up" with school and had no desire to go to a secondary school. The idea of being a jockey probably arose through the opportunity he often had of exercising a couple of racehorses which grazed in a nearby paddock. However, the lad is too big for such an occupation.

Home.

Although the house is rather a poor dwelling, it is well kept and is surrounded by a well kept vegetable garden. F.C.'s father is a bootmaker and has two sons and two daughters. The mother is a bright cheerful little woman who thanked me on leaving for taking an interest in her son. One daughter is still at school. The parents admitted that the cost of secondary education was considered but they had suggested to
Case 14 — F.C. (Contd.)

F.C. that he go on with his schooling. The boy, however, said he was "ied up" with school, and his parents saw no good in forcing him to go.

Work.

His first job as message boy for a chromium plating firm was obtained through hearing of the vacancy through a friend. He left this job after ten months in order to accept a job as apprentice cycle mechanic with a large cycle firm. The principal of this firm is Superintendent of the Sunday School attended by F.C. and he offered the job. The mother was pleased to have this man as the boy's employer and advised the boy to accept the job, especially as an apprenticeship was involved.

F.C. has no hobbies except exercising the race-horses when opportunity offers. He attends the motion pictures once a week and reads cheap "westerns" and school yarns. He still says he would prefer work with horses to any other type of work, but is happy enough at his present job.

Comments.

F.C. was allowed to lose interest in schooling too soon. Possibly the school was at fault but the boy had good average ability and could have profited by further schooling of the right type. He was too young to start work when he did. The raising of the school leaving age seems the only effective remedy for such a case as F.C.'s.
School, etc.

E.E. left school at the age of 13-4 with an attainment rating of average. He also showed average industry and initiative. The only sport which interested him was swimming, but on the whole he liked school. His physique is good and he has always been in good health. Carpentry has always attracted him as an occupation and he intends to take this work up later. E.E. left school for financial reasons.

Home.

The house occupied by the family is fairly old but has recently been renovated and looks well kept. The garden too is neatly kept. E.E.'s father was a soldier during the World War of 1914-18 and since his return has been in receipt of a full war pension. Unfortunately he is now an inmate of a mental hospital. There are only two boys in the family but the mother tried to increase the income by running a small grocery business in a suburb of the town. One boy is still at primary school and it was to help his mother run the shop that E.E. left school.

After several months of work in the little shop, his mother sold the business and was in the happy position of being able to send her son to secondary school for the latter part of the year. He intends to stay at least a further year at secondary school.
Case 15 — E.E. (Contd.)

Work, etc.

As already stated E.E. worked for his mother in a small grocery business. He did not dislike the work and was a big help to his mother. The mother, however, was very glad to sell out and shift nearer the town and send her boy to the Technical College. Here the boy is taking an industrial course which he hopes will lead to an apprenticeship to the carpentry trade.

E.E. shows considerable musical ability and plays the piano and the banjo mandolin. He spends much of his spare time making things and keeping the house in good repair. Once a week he goes to the moving pictures. In all he appears a normal boy and should make good at his chosen vocation when he finally leaves school.

Comments.

This was the only case I encountered of a return to schooling after a period away from it. The mother and boy are to be commended on their action.
CASE 16 — J.W.

School, etc.

Although his leaving certificate was obtained at the age of 13-14, J.W.'s attainment rating was below average. He showed little industry at school but average initiative. His health has been fair but has been subject to giddy turns. J.W. did not like school. He says he liked his teachers but was not fond of the lessons, arithmetic being the only subject he cared for.

Football and cricket were his favourite games and he liked clay-modelling. When he left school he thought he would like to take up engineering, but was not particular about the job he obtained. He needed money and he disliked school.

Home.

The home circumstances do not appear to have been very good. The family lives in a large but poor house which is in need of repairs and which is very dirty and untidy. J.W. has a step-father who married twice and appears fond of the lad, but does not seem very intelligent. He has just retired on pension after 40 years' service as a labourer with the City Council. J.W.'s mother had three children by her first marriage the union which produced J.W. There were more children by her second marriage. J.W.'s step-father has 14 children, making a total of 17 children by the three marriages. All live together except for a few of the older
Case 16 — J.W.  (Contd.)

ones being married. There are still 8 children younger than J.W. Under such conditions it is little wonder that J.W. went to work as soon as he was able. His money was urgently needed in the home.

Work.

The Youth Centre placed him in the job of tea packing for a large firm of wholesalers. The boy likes the job and is quite content to let it be his life's work. His taste in literature runs to school yarns and adventure stories and he likes the motion pictures. Once a week he is allowed to attend these but would go more often if he had the money and his parents would let him.

Comments.

J.W. does not appear to be a boy who would profit to any great extent by the ordinary secondary education. However, if a suitable course could be found with emphasis on manual activities it is quite probable that he would receive considerable benefit from it. At any rate, he was under 14 years of age when he started tea-packing, and this is very young to start work. Added to this he is not a strong boy and is somewhat small for his age.

The raising of the school leaving age would ensure that such a boy as J.W. received better treatment before being sent to work.
CASE 17 -- T.F.

School, etc.

Here we have a boy who had attained a high level in English and arithmetic by the age of 13-10 when he left school. He was also very industrious at his school work. Though a little under average height T.F. enjoyed good health and took a keen interest in football. He was particularly keen on arithmetic, but disliked formal composition. He knew he was nearly the best in his class at most subjects.

His teacher urged him to go on to a secondary school and the lad would have liked the opportunity. He left school in order to help earn the family income.

Home.

T.F.'s father is an invalid pensioner. His mother is a bright woman who has had a very hard struggle to finance the family budget. The house occupied is comparatively small and of a low rental value. There are ten children in the family, six boys and four girls. Two boys and two girls are still at school. Under such conditions it is only to be expected that the children will be sent to work as soon as the law allows. Neither parents nor children expect any other treatment than an early entry into industry.

Work.

T.F. obtained his job as message boy for a local suburban grocer, through an elder brother. This brother serves in a nearby fish shop and was asked by the grocer if he knew
of a likely message boy. The lad commenced work immediately after leaving school at the age of 13-19 and had remained in the job till the time of my interview. His employer appreciated the lad's good qualities, but there was really insufficient work to keep the lad fully employed.

In his spare time T.F. collects stamps and cigarette cards, goes in for boxing and table tennis and does some reading, chiefly about boxing. Once a fortnight he goes to the moving pictures.

His parents are glad to have the boy's money coming in. T.F. still has no definite ideas as to what type of work he would like to take up as a vocation.

**Comments.**

The boy is obviously very bright and of course could have benefited greatly by a secondary education probably of the academic type. Here, I feel there is good human material going to waste.

I had the satisfaction of bringing his case to the notice of the Youth Centre, whose officers placed the boy in a grocery job with a large city firm where the boy has prospects of promotion. This boy, however, has capacity far above that required for a grocer's assistant.

The raising of the school leaving age would have ensured for this boy an education in keeping with his ability.
CASE 18 — A.S.

Note:

Cases 18 and 19, A.S. and L.S. are brothers. Consequently many of the facts recorded are similar.

School, etc.

A.S. must have been a bright boy at school for he obtained his leaving certificate at the age of 12-7, his attainment rating being given as average. He was fond of English and drawing but was not fond of formal essay work. He belonged to the school dramatic club. Although he has a permanent foot defect in the form of a drawn tendon the boy liked playing football but naturally could never hope to be a good player.

A.S. had no idea what kind of work he would like to take up when he left school. He admitted that he did not like his F.2. teacher. His reasons for leaving school were that he wanted to earn some money and he was not keen on school. His dislike of school probably arose from his dislike of his teacher.

His father suggested that the boy go to the Technical College but the boy wanted to go to work. The father admitted that the boy's wages were needed in the home.

Home.

The house occupied by the family is a comparatively good home in a fairly good part of the suburbs. A.S.'s father is now a working ganger in charge of a team of road—
Case 18 — A.S. (Contd.)

men in the employ of the City Council. Thus his wages are probably about £4 10s. per week. At one time the father was employed by the voluntary boys' employment bureau which existed before the formation of the Government Youth Centre. He has had some good jobs in the past, has made money at times, but has always lost it again. He appears to suffer from nerves. The boy's mother has been ill for two years. As there are nine children in the family, six boys and three girls, it is little wonder that the father appears rather harassed and nervous. From an outside source, I received the suggestion that gambling was possibly the cause of the father's drop in earning power. There are still two boys and one girl at school.

Work.

A.S. obtained a message boy's job in answer to an advertisement. He works for a small shop selling fruit and home-made cakes and his employer, a woman, has been exceptionally kind to him. The boy has a very pleasing manner and evidently gives good service to his employer. He is happy in his work and occupies his leisure time at home with keeping cage birds, reading adventure stories and making an occasional visit to the motion pictures. At the age of 15-6 when I interviewed A.S. he still had no ideas for the future except that he might go to evening classes at the School of Art when he was about fifteen years old.
Comments.

The obvious reason for leaving school was the need for earning money. It seems a great pity that a bright boy such as this should not have an opportunity to continue his education at a secondary school. Society as a whole is the poorer too, from the loss of potential powers in such a boy as this. The raising of the school leaving age would have given A.S. a decent chance in life and I feel sure the cost of his further education would have been amply repaid.
School, etc.

With an attainment rating of average, L.S. obtained his leaving certificate at the age of 13-9. While at school he suffered from asthma, and consequently lost much school time through sickness. He was not keen on school but managed to do most school lessons reasonably well. Cricket was his favourite sport and he was captain of the school team. He chose the woodwork club for his free school period. Up to the time of leaving school he had not given the future much thought, and had no preference in the matter of a job. Two definite reasons were given for his desire to leave school. Firstly, the health reason, and secondly the need to earn money. The father also gave the same reasons, explaining that the doctor advised the boy to discontinue studies in the hope of an improvement in health.

Home.

The home circumstances are stated under Case 18, L.S. being the brother of A.S. (Case 18). The only further comment I have to make is that even if L.S. had enjoyed excellent health he would not have had the opportunity of going to a secondary school. He had three younger brothers and one younger sister out of a family of nine children.

Work.

Because of his asthma L.S. can only tackle light
work. He has worked for a year as message boy for a chemist, a friend of the father. It was this friendship which led to the boy getting the job. The chemist has only a small business and the boy has no prospects in his present job. The lad realises this, but feels it best to stay for a while with his present employer in the hope that he may outgrow his asthma trouble. His father who seems to be sensible concerning his boy's health takes him out sea-fishing and keeps him in the open air as much as possible. He discourages close reading at night and keeps him from the motion pictures except for rare visits.

Comments.

On the score of health I believe that L.S. is better away from the ordinary secondary schools, but I cannot help thinking that a modified curriculum in contact with boys of his own age and away from the harassing thoughts of earning a living would have been to the boy's welfare, and to the national benefit.
CASE 20 — J.C.

School, etc.

At the age of 13-2 J.C. completed his primary schooling with an attainment stated as average in English and below average in arithmetic. He showed average manual ability, industry and initiative. Until he reached F.2. at school he did not like it, but he enjoyed his last year at school.

He took an active interest in football and cricket and was also a member of the school harmonica band. At the time of leaving his only choice of work was garage work. He likes anything to do with motor-cars. It might be mentioned here that his father does not own a car so perhaps the boy's interest is only the result of novelty or envy. The boy said he left school because he did not like the idea of going to a secondary school. He was not really keen on school work. His father gave economic necessity as the reason for the boy's leaving.

Home.

J.C.'s father is a ganger, looking after the permanent way on the railway. The family occupies a Government railway house about four miles from the centre of the city. There are ten children in the family, three boys and seven girls. Six girls are still not of working age.

Before finally deciding to send J.C. to work, the father said he had read the school prospectus of the nearest
secondary school and had noticed that such items as sports shoes, sports blazer and uniform were mentioned. The actual cost of the books, he said, appeared to be only a part of the necessary cost of a secondary education and he considered it was useless to even consider sending the boy to secondary school.

Work.

For a few months, J.C. worked at tomato picking for a grower whose place was about three miles away. After this job was finished his mother enquired about employment at the factory of a firm which manufactures soaps, toilet preparations, and food essences. Here the lad was taken on as message boy, a job he still holds.

Now that he has been away from school for a year, J.C. says he is not really keen on work. He still wants to be a motor mechanic when he grows up. Out of his wages of 15/- weekly, he pays 13/- to his parents and has 2/- for pocket money. Most Saturday afternoons he spends at the picture shows. He now reads adventure books and the newspaper, but does not follow sport.

Comments.

The parents of this boy would have liked to have sent him to the Technical College but realised that the cost was beyond their means. The boy himself would have then taken up a motor engineering course and would probably have done quite well for himself. As this was a case of economic nec-
Case 20 -- J.G. (Contd.)

Essity driving the boy to work at an early age, it appears that the raising of the school leaving age, coupled with some special bursary for children of large families, will have to be evolved before our educational system caters for all classes.
CASE 21 -- H.D.

School, etc.

The attainment level of this boy could not be obtained. However, H.D. left school at the age of 13-9, having completed his primary school education. As a baby he had poor health but this improved during school years until now he has good health. He said school was "all right" but could not say that he liked any particular subjects. He did not play games at school. After school hours he generally obtained work of some kind. He considered himself to be above the average in school ability.

The boy's reason for leaving school was that he liked the idea of work. The father said the boy was absolutely free to choose about going to secondary school, but at the same time admitted that he found it difficult enough to make ends meet even now. Thus it appears quite clear that the financial reason was paramount.

Home.

The home occupied by the family is a poor one in a rather poor street. The father, a saddler by trade has been on relief work for some time. There are five children, four boys and one girl, and H.D. is the eldest child. The home is poorly kept and very unattractive and dirty. Thus H.D. has a poor home environment.

Both the boy and the father were most suspicious
Case 21 — H.D. (Contd.)

about the purpose of my visit. It was a long time before I could convince them that I was conducting a voluntary survey, but eventually they spoke quite freely.

Work.

Before leaving school H.D. acted as message boy after school hours for a large firm of women's outfitters. The manager agreed to put the boy on full time when he left school and he has been doing this work for a year. He realises that the job has no future prospects and would prefer to get into a good trade if such a job offered.

Beyond going to the moving pictures about once a fortnight H.D. seems to have no leisure occupations. He does not read, has no hobbies and is not interested in sport. He just stays about the house and this is a most depressing place. He still has no definite ideas about the future and does not appear to be making any effort to plan for a better job. His general attitude is one of self-complacency.

Comments.

The father seemed somewhat concerned lest my visit have some reference to raising the school leaving age, which he considered would be an imposition upon his freedom. In a fortnight's time he will have another son ready for the labour market and he would like to get this boy placed as soon as possible.

The obvious reason for leaving school was economic
need, but it is doubtful if better financial circumstances would have allowed the boy to go to a secondary school. The father, an ignorant type of man, could see no use in further schooling.

Possibly the boy is just as well at work under the existing conditions. He is never likely to rise above a factory or labouring job. Even so, it should be possible to make provision for some further schooling of a technical and socialising character for boys of this type. Possibly special classes could be provided within the existing framework of secondary educational facilities.
School, etc.

G.D. who left school at the age of 13-9 was classified as having average attainment. He could not say that he liked any special school subjects, but he disliked history and geography. Football was his favourite school game. He considered he was about average at school work, and on leaving he thought he would like to take up motor-engineering. Some of his mates left school for work at the same time as he did. This may have discouraged any ideas he had about further education. G.D. said, "I was not keen on school. I'd sooner be at work." His parents thought it inadvisable to force the boy to go to a secondary school, but they admitted that the economic factor was the chief cause of the boy's leaving school.

Home.

The house occupied by the family is a rather poor one in a fairly poor street right in the city area. However, it is very well kept and very clean. The mother seems a very sensible type of woman and was rather impressed by the fact that an outsider should be interested in the welfare of her son. G.D.'s father was on relief work for several years but is now in regular work as a labourer with the Public Works Department. There are eight children in the family, four boys and four girls, and only one boy remains at school. Obviously the need for money was the major reason for going
to work. The high cost of the secondary school outfit was discussed.

Work.

A mate holding the job during the school holidays arranged for G.D. to take over permanently when he returned to school. The work is a message job for a large firm of printers and printers' suppliers. The mother said she hoped the boy might become a printer as it was a sort of family traditional occupation, but the boy still wanted to be a motor mechanic. The boy's wages of £1 weekly are divided in such a way that 2/6 is saved and the rest apportioned for clothes, pocket money and board. His mother takes considerable care in training the children to be careful with their money.

About once a week he attends the pictures, he is fond of Meccano, and collects stamps and cigarette cards. He also belongs to a troupe of Boy Scouts.

Comments.

It does not seem desirable that a boy should be at full time work before the age of 14 years. This boy could have profited by further education of a suitable type. Financial assistance where necessary coupled with the raising of the school leaving age is the obvious remedy to meet the educational needs of boys of this type.
CASE 23 -- T.B.

School, etc.

T.B. finished his primary schooling at the age of 13-11 with his attainment in English, arithmetic and manual ability above the average. His industry and initiative were also stated to be above average. At school his health was never very good. Drawing, history, science, poetry and woodwork were the subjects he liked most. He was not fond of arithmetic. Cricket and football were played in season. At the time of leaving school he wanted to go to the Technical College and later take up carpentry. His plans were upset by a bout of ill health just after leaving primary school. He fainted in the street one day and the doctor said that on no account was he to continue with his studies.

Home.

The home circumstances appear to be fairly good. Although the house is fairly old it is situated right in the city and is very well kept. The father, a carpenter by trade, was on relief work for some time, but for the last three years has been employed in a big oil store and likes the work. There are four children, two boys and two girls. Only one boy is still at school, the other three, including T.B. who is the third child, being at work.

When T.B. left primary school the parents intended sending him to a secondary school. However, he fainted in
Case 23 -- T.E. (Contd.)

the street one day, and the doctor strongly advised the parents to keep him at home for a month or two and then let him take up some light work. Hence his leaving was purely for health reasons.

Work.

At the age of 14-1, a friend of T.B.'s left a job as messenger boy for a chemist. T.B. applied for the job and was accepted. The doctor thought the work was suitable from the health point of view, and this turned out to be the case. The boy's health improved and about seven months later he left to take up a job with a very large glove-making concern. His sister who has been working for the firm for some time obtained the job for him and now he is learning the trade of glove-making. He likes the work and intends to make it his permanent occupation. His parents are happy that the boy is learning a definite trade which seems to suit his health, especially as the factory is only a few minutes' walk from his home.

Comments.

This boy started work at 14-1 and entered factory employment at the age of about 14-5. Added to this it must be remembered that he is far from being a robust lad. His school attainment record was very good. I cannot help thinking that had a suitable curriculum been available at an open air type of school T.B. should have been sent there. There
Case 23 — T.E. (Contd.)

appears to be a very definite need for a very modified type of secondary education along non-academic lines to meet the needs of boys whose health is not good.
School, etc.

In English and arithmetic R.W. was below average but he showed high manual ability at school. He showed plenty of initiative and was very self possessed in manner. With good health he left primary school at the age of 13-11. Drawing, spelling, painting and woodwork were his favourite school subjects. He disliked English and did not take much interest in school games. He appears to be rather over-confident in his ability, for he thought he was rather above average at school work.

Signwriting was the occupation he thought he would go in for, and he wanted to go to the Technical College for this purpose. However, money was urgently needed in the home and R.W. had to seek work.

Home.

The family occupies a rather poor house at the seaside about six miles from the city. The father works as a brush-hand (painter) for the City Council under a Government relief work scheme. There are two boys and two girls in the family, three of these children still being at school. Naturally R.W., the eldest child, was called on to help earn the family income as soon as the law allowed.

Both parents were very interested in the survey I was conducting and showed considerable intelligence in their questions and in their statements. Both seemed genuinely
Case 24 — R.W. (Contd.)

sorry that R.W. had to go to work instead of being sent to a secondary school.

Work.

R.W.'s first job was as page boy at a picture theatre. He obtained this job in answer to an advertisement but he did not like the work. There was not enough to do to keep him fully occupied and after about five months he was glad to accept a job offered him through the Youth Centre. This was electrical work, chiefly with wireless sets, for a large retail store. He expects to be apprenticed to the work very shortly. He likes the work and spends most of his spare time at home making radio sets. The remainder of his leisure time is spent playing tennis and visiting the pictures once a week.

Comments.

Although R.W. has evidently found a suitable occupation it must be remembered that he left school at an early age. His parents wanted him to have a secondary education and he would have profited by continued schooling. The urgent need for money sent this boy into the labour field when he should still have been at school.

Again the raising of the school leaving age is indicated as the only definite remedy, although some form of financial assistance would also appear necessary.
CASE 25 -- A.K.

School, etc.

At the age of 13-10, A.K. left primary school with attainment ratings of average in the main subjects. He showed average industry and initiative. "School was all right," he said. Arithmetic was his favourite subject and he disliked history and geography. The most attractive part of school life for A.K. was the school sport. Here he excelled in all branches and it seems that his parents placed undue appreciation on this fact.

At the time of leaving, he had no ideas about his future work. Money was urgently needed in the home and he realised he would have to take almost any job that offered.

Home.

The home circumstances of this boy are dreadful. I have never been in a poorer home. It is situated near the beach about six miles from the city. The house is dirty and untidy both inside and out. The father is not an attractive man and the mother is slovenly in appearance and in speech. Altogether the home is most unattractive. There are six children, three boys and three girls. A.K. is the second child, one boy and three girls still being below school leaving age. As the father is on relief work the family income in relation to expenditure must be low. Both parents admitted that A.K.'s wages were urgently needed.
Case 25 -- A.K. (Contd.)

Work.

Since leaving school he has had two message boy positions. Both were obtained through the Youth Centre. The first one he left of his own accord as he did not like the work, but he is quite happy in his present job which includes a certain amount of garage work and work with car batteries. His leisure time is occupied with a weekly visit to the pictures and with sport, especially football. He likes woodwork and reads wild west stories. He would like to obtain a job in a factory, especially one with machinery.

Comments.

A.K.'s home circumstances are so much against him, that the better influence of a good secondary school seems most desirable to offset the poor home environment. He has quite a good appearance and manner and with encouragement has the ability to rise above the level of his home environment. In all probability this boy will just drift from job to job, accepting what appears to offer the best money for the time being, and with no thought for the future.

The economic factor is the only one which could be given for his leaving, and in a country like this, there should be some way of overcoming this difficulty. Some form of educational bonus in conjunction with the raising of the school leaving age would give such a boy as A.K. a reasonable chance in life.
PART TWO

SECTION 2

SUMMARY DERIVED FROM

INDIVIDUAL CASE STUDIES.

BOYS ONLY
CHAPTER X

INTRODUCTORY STATEMENT
The Subjects:

The group of pupils selected from Part One which interested me most, was the group of boys who left school before attaining the age of fourteen years. These boys numbered thirty-one but only twenty-five of those having Form II Leaving Certificates could be traced for interviews.

Each case was studied fairly intensively. These case histories are the basis of Part Two of this Survey. They are set out in Part Two, Section 1.

Purpose of Case Studies:

The chief purpose of this section of the Survey was to obtain evidence of a more detailed character which would lead to a better interpretation of the major Survey.

It was thought that the actual personal contacts with parents and boys would bring to light the needs and wishes of both at this crucial period in the boys' lives.

The particular problem was to find out why the selected boys left school.

The evidence obtained, and especially the reasons for leaving school, would lead naturally to suggestions for changes in the current practice as it affects the pupils at the end of the Primary School Course.

While probably there is nothing novel in these suggestions, the writer believes that they are reasonable conclusions from carefully collected evidence.

In Section 1 will be found the notes on the
individual boys visited.

In Appendix 2 comparison is made of the ages of these boys with those of the boys included in a somewhat similar Survey conducted in Dunedin.

Method Used for Individual Case Studies.

The names and addresses of the boys were obtained from the headmasters of the last schools attended.

When interviewing the boys and their parents I used a prepared questionnaire and record sheet to record the facts of each case. From these the case histories were written up. A table was prepared as an aid in drawing up the statistical comparisons set out in the pages.

Although in general the objective approach has been followed, it must be admitted that subjective estimates often had to be made.

As a result of these findings I have set out my suggestions for improving the existing conditions as they affect the boys about to leave the primary schools.
CHAPTER XI

REASONS FOR LEAVING.
School Attainment as Reason for Leaving.

The head-teachers of the primary schools last attended by the boys were asked to give an attainment rating on a three-point scale:— (1) above average; (2) average; (3) below average. In two cases no figures were available and under some headings the head-teachers refrained from making an estimate. The results are summarised below:

<table>
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<th>ATTAINMENT RATING</th>
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<th>2</th>
<th>3</th>
<th>No. of Cases</th>
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<td>3</td>
<td>16</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Manual</td>
<td>3</td>
<td>16</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Industry</td>
<td>3</td>
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<td>21</td>
</tr>
<tr>
<td>Initiative</td>
<td>2</td>
<td>17</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>77</td>
<td>38</td>
<td>111</td>
</tr>
</tbody>
</table>

There appears to be a high correlation between the different subjects and temperamental qualities. In all subjects the distribution is approximately in accordance with the normal curve.

There is nothing in these figures to suggest that the majority of the pupils could not manage their school work ress-
onably well. This is borne out by the fact (as stated in the introduction) that the boys in this group were all under the age of fourteen years when they gained their primary school leaving certificates. Although difficulties with school subjects caused some dislike of school, there is little evidence that it was a major reason for leaving.

None of the boys admitted that he found school work difficult.

Ages.

The median age of leaving school was 13 years 8 months. The median age for starting work was 13 years 9 months.

Reasons for Leaving. (From boys' and parents' information)

The boys were asked why they decided against going on to secondary school. Most of them had little difficulty in giving reasons. If a boy hesitated he was given several suggestions such as (a) need for money to help in the home, (b) dislike of school or of teacher, (c) health. In all cases the parent also was asked to state the reason for leaving. Sometimes there was more than one reason for the boy's leaving, but it was possible in all cases to find a dominant cause. These reasons are given here, and the causes when stated.
TABLE XVII

REASONS FOR LEAVING

<table>
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<tr>
<th>Reason</th>
<th>Dominant Reason</th>
<th>Contributory Cause</th>
</tr>
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<td>Financial Necessity</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Dislike of School or Teacher</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Special Employment Opportunity</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Poor Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Parents' Antagonistic Attitude to Secondary Schooling</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Several Schoolmates Leaving at Same Time</td>
<td>25</td>
<td>14</td>
</tr>
</tbody>
</table>

The chief reason for leaving was clearly that of economic necessity or what parents believed to be such. Over two-thirds of these boys had no opportunity to continue their education for financial reasons. In most of these cases the boys' wages were needed in the homes to assist with the family income, but in two or three instances the parents said they were frightened to send the boys to secondary schools because of the actual cost of books, uniforms, and school subscriptions.

Cost of Books etc. at Secondary Schools.

Although no fees are payable at our State secondary schools, he pupils are required to purchase books and pay a school subscription for sports, etc. Inquiries showed that the actual cost of these necessaries ranged from £3 to £5 for the first year. All the secondary schools issue prospectuses. Two parents told me that
after reading these prospectuses they were afraid to send their boys to secondary schools in case they found they could not provide all the things listed. Such articles as uniforms, sports shoes, jerseys, blazers, etc. were mentioned. The parents said that even if the acquisition of such articles was not compulsory they feared their sons might feel "out of it" if they could not buy them. Inquiries revealed the fact that a secondary school clothing outfit costs approximately £5. To set a boy up with the specified clothing, books, etc. requires the payment of from £8 to £10 at the commencement of his secondary schooling.

When it was suggested that the parents might have gone to the Principals of the Secondary Schools and asked for assistance (which would probably have been given) they said they did not like the idea.

**Number of Children in the Families.**

As an indication of the economic pressure influencing the decision to leave school, information concerning the size of the families was gathered. It was considered that this, considered in relation to occupational level, was probably the best single index of economic necessity.

If it is assumed that two children are as many as can be comfortably provided for by a "working man", if they are to have the privilege of secondary schooling, then twenty-three out of the twenty-five/belonged to families where financial stress would be felt. Eleven of the boys had more than two younger brothers and sisters. The following table sets out the
numbers and is a clear indication of the economic factor in influencing these boys to leave school.

**TABLE XVIII**

**CHILDREN IN FAMILY.**

<table>
<thead>
<tr>
<th>No. of Children in family</th>
<th>Number of Younger Children</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>
CHAPTER XII

OCCUPATIONAL DESIRES AND JOBS OBTAINED
Occupational Desires compared with the Actual Jobs Obtained.—Boys

Each boy was asked about the type of work desired when he left primary school. The boys' replies are summarised here.

TABLE XIX

<table>
<thead>
<tr>
<th>TYPE OF WORK DESIRED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled Trades</td>
<td></td>
</tr>
<tr>
<td>Farm Work</td>
<td></td>
</tr>
<tr>
<td>Sailor</td>
<td></td>
</tr>
<tr>
<td>Commercial</td>
<td></td>
</tr>
<tr>
<td>Jockey</td>
<td></td>
</tr>
<tr>
<td>No preference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

A notable feature about these preferences was that none wanted to be a message boy and none wanted to enter factory employment. Compare Table XIX with the one that follows:

TABLE XII

<table>
<thead>
<tr>
<th>FIRST POSITIONS OBTAINED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Message Boys</td>
<td></td>
</tr>
<tr>
<td>Skilled Trades</td>
<td></td>
</tr>
<tr>
<td>Farm Work</td>
<td></td>
</tr>
<tr>
<td>Factory Work</td>
<td></td>
</tr>
<tr>
<td>Shop Assistant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

It will be seen that few of the boys obtained the type of work they wanted. An interesting group was that of message boys. Some of these jobs would probably lead to factory work or shop work with the same firms, but many of the jobs held no prospects whatever. Only three boys of the twenty-five interviewed
obtained work of the type they wanted.

It is interesting to compare the positions of the boys at the end of their first working year with the jobs desired and with the first jobs obtained. This was the state of affairs at the end of the first year:

| TABLE XXI |
| POSITIONS HELD AT END OF ONE YEAR |
| Message Boys | 11 |
| Skilled Trades | 8 |
| Factory Work | 2 |
| Farm Work | 2 |
| Shop Assistant | 1 |
| Returned to Secondary School | 1 |
| **Total** | 25 |

Thus it will be seen that the problem of securing an improvement of status from message boys had not been solved after twelve months of work.

Reflections after a Year's Work.

Boys' Attitudes.

In spite of the fact that most boys simply accepted the best job offering whether to their liking or not, only three boys said they were sorry they had left school.

Parents' Attitudes.

The parents were asked to say whether they were glad or sorry they had allowed their sons to leave school. In the following summary of their replies there appears a group of parents
who, although well satisfied that they had done the best for
their boys under the circumstances, would have preferred to have
sent them to secondary school.

**TABLE XXII**

**PARENTS’ ATTITUDES**

<table>
<thead>
<tr>
<th>Number of Parents well satisfied</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Parents satisfied but would</td>
<td></td>
</tr>
<tr>
<td>have preferred to have sent sons</td>
<td></td>
</tr>
<tr>
<td>to secondary school</td>
<td>10</td>
</tr>
<tr>
<td>Number of parents sorry boys were allowed</td>
<td></td>
</tr>
<tr>
<td>to leave</td>
<td>4</td>
</tr>
<tr>
<td>Number of parents quite indifferent on</td>
<td></td>
</tr>
<tr>
<td>subject</td>
<td>1/25</td>
</tr>
</tbody>
</table>

**Number of Jobs Held During 1st Year of Work.**

At the time of interviewing these boys most of them had
been away from school for about a year. About half of the boys
had remained in their first positions throughout this period.

Below is the summary of findings on this subject.

**TABLE XXIII**

<table>
<thead>
<tr>
<th>NUMBER OF JOBS IN FIRST YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>One job</td>
</tr>
<tr>
<td>Two jobs</td>
</tr>
<tr>
<td>Three jobs</td>
</tr>
<tr>
<td>Four jobs</td>
</tr>
</tbody>
</table>

\[ \frac{25}{25} \]
CHAPTER XIII

CONCERNING THE YOUTH CENTRE
Placements by the Youth Centre

As this survey was made through the co-operation of the Youth Centre an endeavour was made to find out:

1. To what extent the school leavers had made use of the facilities provided.

2. How many of the Youth Centre placements could be considered satisfactory.

It must be admitted that the question of deciding what is a suitable job for a certain boy is based on a very subjective judgment. However, an attempt was made to estimate this element and the results are included below. The judgment was made after considering

(a) the likelihood of the boy profiting by the type of secondary education at present available.

(b) the economic position of the family.

(c) the prospects offered by the job, in relation to the boy's ability.

Self placements were also estimated for suitability of employment.

<table>
<thead>
<tr>
<th>TABLE XXIV</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HOW PLACED</th>
<th>NO. OF PLACEMENTS</th>
<th>SATISFACTORY</th>
<th>UNSATISFACTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Centre</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Self</td>
<td>19</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>--</td>
<td>------------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>
It will be seen that about 25 per cent of the boys obtained their first jobs through the Youth Centre and half of these could be considered satisfactory placements.

Of the self placements a rather higher percentage appeared satisfactory. However, it must be remembered that the small number (twenty-five) cases is not sufficient to generalise upon.

At the end of the first year of work the following was the position of the placements:

\[\text{TABLE XXV}\]

<table>
<thead>
<tr>
<th>How Placed</th>
<th>Placements</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y.C.</td>
<td>7</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Self</td>
<td>18</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>17</td>
<td>8</td>
</tr>
</tbody>
</table>

Thus over 25 per cent. of the boys were in jobs obtained through the Youth Centre. All these jobs were considered as being suitable. Eight out of the eighteen self placements appeared to be unsatisfactory for various reasons.

**Youth Centre's Contact with Boys before Leaving School.**

Each of the twenty-five boys was asked if he had been told about the Youth Centre before he left school. Where a visit to the school had been made by a Youth Centre officer, the boy knew of the facilities offered. In some other instances the teacher had explained the Youth Centre to the boy. Even so, there were nine of the twenty-five boys who had no knowledge of the Youth Centre when they left school. This probably accounts in some
measure for the comparatively small number who were placed in employment by the Youth Centre.

Vocational Advice by Teachers.

At the time of the Survey, the Youth Centre had just begun a scheme to make closer the co-operation between the school and the Centre. From the replies of the boys it appeared that, with a few exceptions, the teachers themselves had made but little effort to impart vocational information or give individual counselling. Only six boys remembered their teachers having given any help in this direction.
CHAPTER XIV

SUMMARY OF CONCLUSIONS ARISING FROM PART TWO OF SURVEY
1. School Attainment.

Only 18 points out of 111 (i.e. 16%) were rated as below average over the subjects English, Arithmetic, and Manual, and the qualities of Industry and Initiative. This indicates that only a small number of the boys could not have managed the work of a modern course at a secondary school.

2. Reasons for Leaving.

Financial necessity was the dominant cause of these boys leaving. Dislike of school was a strong contributing cause.

3. Occupational Desires Compared with Jobs Obtained.

Fourteen of the twenty-five boys wanted jobs in the skilled trades. Only four boys obtained such jobs. Fifteen boys accepted jobs as message boys. No boys wanted factory employment, but two boys entered such jobs.

4. Reflections after One Year at Work.

(a) All but three boys were glad they had left school.

(b) Ten parents were satisfied with the positions, while fourteen would have preferred their sons to be at secondary school.

5. Number of Jobs held in One Year.

13 boys remained in their first job.

10 boys were in their second job

1 boy had had three jobs

1 boy was in his fourth job

6. PLACEMENTS by Youth Centre

One year after leaving school seven of the twenty-five
boys had been placed by the Youth Centre in jobs, all of which appeared to be suitable.

7. Youth Centre's Contacts with Schools.

Nine of the twenty-five boys did not know of the Youth Centre before leaving school.

8. Vocational Counselling by Teachers.

Only six boys of the twenty-five had received vocational counselling by their teachers.
CHAPTER XV

RECOMMENDATIONS
1. The school leaving age should be raised to fifteen years irrespective of whether or not the pupil has received a Form II certificate.

In support of this it must be reiterated that all twenty-five boys could have profited by further schooling of a suitable type.

Their reasons for leaving were varied, but it was quite evident that financial necessity was the dominant one. It is easy to blame the parents for this, but the causes lie partly beyond their control. Satisfactory remedies will probably include a measure of financial assistance, as well as the raising of the school leaving age.

2. The curriculum of the primary schools needs careful revision. In city schools, the introduction of the intermediate school system offers a wider scope for the improvement of the curriculum.

That four of the twenty-five children left school because of dislike of primary school is a probable reflection on our schools curricula, our teaching methods, or our teachers. Nine other pupils gave dislike of school as the chief contributing cause of leaving. It is possible that from these figures it is not possible to generalise. If, however, the proportion is only approximately correct over the whole of the school leavers, there is need for
careful reconsideration of the existing curriculum and teaching methods.

3. The method of selection of teacher trainees should be revised. Whereas there can be little doubt as to the academic abilities of the teachers in the schools, there is some evidence that some teachers are temperamentally unsuited for their profession. It is suggested that temperamental factors in the mental make up of the trainee should be given greater consideration. Something more than the present interview and testimonial seem to be desired. The introduction of a comprehensive cumulative record card might go a long way towards a better knowledge of the teacher candidates' temperamental character.

4. More effort should be made to co-ordinate the work of the Youth Centre, and the work of the teachers in primary schools. Admittedly vocational guidance is a specialised aspect of educational guidance, but there is much yet to be done to bring effective guidance to the pupils about to leave School. Educational guidance should start earlier. The Youth Centre Staff has done its best to make close contacts with the schools, but with its limited staff it cannot help to give that continuous counselling so necessary in aiding a boy to choose a suitable job.

There is also the difficult task of estimating beforehand the number of openings available in a given period,
in a given locality. The careers’ advisers in the schools have very little information on this important point. A boy about to leave school and desiring a definite type of work should be told about his chances of securing such work and alternatives should be considered. In Primary Schools the careers’ advisers are Teachers in full charge of classes, and few, if any, have time free from their classes to give vocational guidance much consideration. What direct guidance is given appears to be done after school hours.

It is suggested that the careers’ advisers in the primary schools should have a specified time allotted for guidance work, including the interviewing of parents. These careers’ advisers should be in close contact with the Youth Centre which should organise tutorial classes and discussion groups in order that the latest and most profitable methods might be adopted.

5. There is an urgent need for a comprehensive cumulative record card system correlated with an active policy in educational guidance.

The advantages of a well designed and comprehensive cumulative record card are well known to educationalists. Some of the English and American cards show what can be done in this field. (See list in References(b) Record Cards).

With the card system a handbook of instructions is issued. This handbook gives standardised scales and detailed instructions to the teachers. Admittedly, the subjective element
in assessing qualities can never be wholly eliminated, but
something approaching uniformity of filling in can be attained.
The Primary School Progress Card in use in New Zealand
at present is not nearly comprehensive enough to give careers'
advisee a complete picture of the pupil's abilities. There is
no provision for temperamental qualities, which, in many occupa-
tions, are more important than scholastic attainment.
The Youth Centre Record Card, while faulty in a number of
respects, has spaces for a more comprehensive estimate of the
pupil's abilities, and character. However, it lacks a handbook
of instructions, and standardised methods of estimating qualities.
The careers' adviser asked to fill in the card has often only a
scanty knowledge of the pupil concerned. If he had a comprehensive
cumulative card to consult, he would be in a much better position
both to advise the pupil and to fill in the Youth Centre Record
Card. The Youth Centre Record Card itself needs revising.
Already it has been noted under "Teacher Training" the further
need for the comprehensive cumulative record card covering both
primary and secondary schooling. If this were available,
those responsible for the selection of trainees for entering
Training Colleges, would be in a much better position to make
a sound selection. The educational system of our country must
be strong at the "growing point" of education - the contact between
teacher and pupil.

6. Some definite form of parent-Teacher organization should be
established, and provision made for regular interviews between
parents, teacher, and pupil.
Although there are many parent-teacher organisations in existence, they appear to direct their efforts chiefly to the raising of funds for school improvements. Worthy though this may be, it does not solve the problem of parent-teacher relations. The education of the child is essentially a process organised by parents and teachers in co-operation. Too frequently the one works without the knowledge of what the other is doing, or even without knowing the environmental factors operating.

In the course of the visits made to the homes of the boys, this aspect of the educational problem became very apparent. Nearly all the parents were a little surprised, but none the less pleased, that a teacher should take the trouble to visit their homes, to discuss the educational and vocational problems of their boys. The general impression gathered from these visits was that here was a most profitable field for educational endeavour being almost entirely neglected. In order to make parent-teacher co-operation effective, the following suggestions are made.

1. Teachers should be required as part of their teaching duties to visit all the homes of their pupils. Internal organisation and staffing would have to be adjusted, but it is believed that this form of contact is the most effective. Possibly one visit a year might be all that is required for some parents, but for others, several visits might be necessary. A much better understanding of the individual pupil would result from these visits, and the teacher would arouse in the parents,
a much wider interest in the school, and educational and vocational problems.

2. Parent days at the school should be held regularly. This would give the parents an opportunity for seeing their pupils at work, and of discussing problems with the teachers.

For the upper classes an evening school session might be more effective, as then the fathers could attend.

3. A parent-teacher association should be formed at every school. Amongst its functions should be groups or classes for the study of educational and vocational problems. If the teachers were well known in the homes of the pupils, they would be much more likely to attend such discussion groups. This opens up a new field for adult educational work.

7. The training course for teachers should include a study of educational and vocational guidance.

Modern education includes guidance work. One of the aims of education is a preparation for after school life, and teachers should be better acquainted with the community life and the educational needs of the pupils they will have to teach. All the technique of the careers' adviser should be well known to the trainee before he leaves Training College. Guidance work should be regarded as a normal part of the educational process, and teacher training should cover this aspect of education.
APPENDICES
APPENDIX I

Copy of form filled in by head-teachers of the Primary Schools.
The information supplied formed the basis of Section One of this Thesis.
Survey of Children under 16 years leaving
School for Work during 1938

<table>
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</tbody>
</table>
APPENDIX II

Mr. Thomas Conly, Vocational Guidance Officer for the Dunedin Vocational Guidance Association, supplied some interesting figures concerning primary school leavers in Dunedin for the year ending December, 1939. Although this was a year later than the year my Survey was made a comparison is of great interest. Mr. Conly has kindly agreed to the inclusion of his data in the comparative tables below.

A. Percentages of Pupils leaving Primary Schools without going on to Secondary Schools.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunedin</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Christchurch</td>
<td>30%</td>
<td>35%</td>
</tr>
</tbody>
</table>

B. Median Ages of Pupils referred to above.

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dunedin</td>
<td>14 years 7 months</td>
<td>(14 yrs 0 months - Home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(13 &quot; 10½ &quot; - Work</td>
</tr>
<tr>
<td>Christchurch</td>
<td>14 years 8 months</td>
<td>14 years 4 months</td>
</tr>
</tbody>
</table>
REFERENCES

(a) BIBLIOGRAPHY

   (Deals with Providence (Rhode Island System)

2. BEEBY, C.E. The Intermediate Schools of New Zealand.

3. BREWER. Education as Guidance.
   MacMillan, 1932.

4. HAMLEY, OLIVER, FIELD, ISAACS. The Educational Guidance of the School Child.


6. KELLER AND VITELES. Vocational Guidance Throughout the World.
   Norton, 1937.

7. MACRAE, ANGUS. The Case for Vocational Guidance.
   Pitman & Sons, 1934.

8. OAKLEY AND MACRAE. Handbook of Vocational Guidance.
   University of London Press, 1937.

9. THORNDIKE, EDWARD. Predictions of Vocational Success.

10. THE WHITEHOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION.

11. Y.M.C.A. VOCATIONAL GUIDANCE DEPT AND YOUTH CENTRE, CHRISTCHURCH.
    What About Next Year? Issued each year.

12. MCQUEEN, H.C. Vocational Guidance in New Zealand.
    New Zealand Council for Educational Research, 1940.

Special Note: This book was published after the present Thesis was typed. The writer found great interest in comparing Mr. McQueen's suggestions with those set out in this Thesis.
(b) CUMULATIVE RECORD SYSTEMS AND VOCATIONAL GUIDANCE RECORDS

United States of America.

1. Providence (Rhode Island) Public Schools (See Bibliography No. 1 "Organisation and Supervision of Guidance in Public Education").


(Pupils's Record
(Te Tests
Thumb Index (Vocational Guidance, Junior High School
" Senior ")
(Social Information
(Elimination (i.e. Leaving)
Registration Card for Employment Bureau

4. Cincinnati Public Schools and Employment Centre.
(Cumulative Record and Guidance Card

5. New York State Employment Service (Vocational Guidance Card)

6. Essex County Junior Employment Service (Vocational Record Card)

England

1. Birmingham Education Committee

2. Wiltshire Education Committee (See Bibliography No. 4)
