

1942.

NEW ZEALAND.

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31st DECEMBER, 1941.

[In continuation of E.—1, 1941.]

Presented to both Houses of the General Assembly by Command of His Excellency.

Office of the Department of Education,

YOUR EXCELLENCY,—

Wellington, 25th July, 1942.

I have the honour, in accordance with the provisions of the Education Act, 1914, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ended the 31st December, 1941.

His Excellency the Governor-General of the
Dominion of New Zealand.

I have, &c.,

H. G. R. MASON.

REPORT.

Education and the War.—In the growing stress of war the Government has held fast to its faith that education is a social necessity and no mere luxury that can be readily abandoned when the nation turns its thoughts to sterner things. Like all civilian services, of course, the education system has had to make its sacrifices to the war effort: teachers by the hundred have entered the armed Services, the building programme has been slowed up, and many school buildings have been temporarily commandeered for military purposes. New Zealand had to make sacrifices if it was to ensure its very existence as a nation, but the Government is determined that, with the bare demands of national existence met, education must be one of the last of the services to be cut, if our children are to have a chance to build a better world than our generation has known.

Expenditure.—An analysis of the expenditure on education for the year ended 31st March, 1942, shows that, as far as money could achieve it, the Government has, in spite of the war, maintained the high standard of educational services which it set itself on taking office. The total expenditure was £5,268,994, which was £132,129 less than in the previous year.

Buildings.—Most of the difference was due to decreased expenditure on school buildings, on which £486,536 was spent, as against £580,470 for 1940–41. A growing shortage of labour and materials made it increasingly difficult to have building done at all, although some fine schools were completed during the year, notably Onehunga Intermediate, Pasadena Intermediate, Westport South, and Whangarei Girls' High. Major buildings under construction at the end of the year included: Tapawera Consolidated, Westport North, Lyttelton Main, Invercargill East Intermediate, Whangarei Girls' Hostel, Caversham Boys' Home, and buildings at Nelson College.

Conveyance.—The need for economizing petrol and vehicles made it impossible to continue the policy of consolidation except in a few minor cases, but the Government placed school conveyance services high on its urgency list, and, even when the petrol situation was at its worst, it made no serious cuts in the excellent system of conveyance that it has built up for the country child. It did, however, redouble its efforts to prevent unnecessary running. The expenditure on school conveyance (other than by rail) was £257,000, as against £260,000 in the previous year.

Staffing of Schools.—Large numbers of teachers had entered the armed forces under the voluntary system, and as employing Boards made very few appeals on behalf of teachers called up for military service, there was a definite shortage of teachers during the latter part of 1941. By one means or another the situation was fairly adequately met, but there is every indication that for the second half of 1942 the position will be extremely serious, and much more drastic steps will have to be taken if the education of some children is not to be seriously interfered with. In particular it will be necessary to take power to distribute the available teaching strength to the best advantage.

Biennial Grading.—As the year progressed, the mere maintenance of existing standards in all departments of the education system began to demand an ever-increasing amount of effort and thought, and it would be idle to pretend that 1941 was a year of startling advances. Yet, in the face of great difficulty, some advances of a by no means negligible character were achieved. Not the least of these resulted from the introduction of a system of biennial grading of primary-school teachers to replace the old annual grading. A proportion of the teachers felt some mistrust

of the change at first ; but I am happy to say that, as a result of conferences with the New Zealand Educational Institute, it was possible to evolve a scheme that was satisfactory to all concerned. Reports that have so far come in of the first year's working of the new system indicate that most Inspectors have already taken advantage of the new freedom of action given them to develop to a greater extent than ever before that creative leadership in the schools which should be their chief function. I am particularly anxious to see them make increasing contacts with the community, especially the parents, for it is obvious that advances in education cannot move far ahead of public opinion. I have enough faith in the modern movements developing in the schools of New Zealand to believe that parents who know exactly what is being done cannot fail to approve.

School Library Service.—The amount on the estimates for public-school libraries was raised from £5,000 to £15,000. A magnificent collection of children's books has been assembled, and during 1942 a circulating schools library system will be inaugurated by the Country Library Service. The country schools will be the first to benefit, but ultimately it is hoped to include all schools within this or kindred schemes. One or two districts already run excellent school library schemes in co-operation with municipal libraries ; but in general there has been no greater educational need in our schools than the provision of good, well-illustrated books. Unfortunately the publication of the new text-books has been indefinitely delayed by the paper shortage, but many are ready for printing, and the preparation of the rest is being pressed forward vigorously against the time when paper is again available. During the year the policy and format of the *Education Gazette* were completely altered, and it is now a well-printed journal deliberately aimed at making teachers and the public more aware of progressive developments throughout the country.

Physical Education.—In no field were there more rapid advances in the schools than in physical education. The avidity with which the new syllabus has been taken up by teachers is evidence of the growing realization that education that neglects the body is woefully one-sided. In 1941 nineteen additional assistants in physical education were placed strategically throughout the country in positions from which they could influence the work of surrounding schools. In addition, four area organizers in physical education were appointed. It is planned to increase this number to sixteen in 1942. At no time in New Zealand's history could this drive for physical education have been more opportune. An interesting by-product, it may be noted, is that many of the specialists trained under the new system have been taken over by the Army to assist with remedial physical work.

Teaching Aids, Art, and Handwork.—A Supervisor of Teaching Aids was appointed during the year, and is responsible for the provision of films, film-strips, museum services, and broadcast programmes for the schools. During 1942 the whole system of school broadcasting will be reorganized with the assistance of the National Broadcasting Service. In the film-strip programme now under way special efforts are being made to develop in New Zealand children a knowledge of and a pride in local industries, both primary and secondary. The Government is grateful to the British Council for the gift of large numbers of the most recent documentary cinematograph films for use in schools : they are already becoming a powerful factor in British propaganda in the best and widest sense of the term. It is proposed to appoint a Supervisor of Art and Handwork in 1942. This appointment is in fact necessitated by war conditions, since the supplies of handwork materials usually imported are now unprocurable and it will be necessary to develop in schools handcrafts that use local raw materials. This in itself may be in the long-run an excellent step.

Kindergartens.—There were 1893 pupils on the rolls of the 42 kindergartens at the end of the year. The staffing of the free kindergartens has got into a desperate position owing to the dearth of trainees. War conditions which have broken up homes and often sent mothers into industry, have made the work of the kindergartens more important than ever. Provision was therefore made for bursaries (with boarding-allowances, where necessary) to be given to kindergarten trainees during their two years of training. It is anticipated that this will solve the problem of supply, but the salaries paid to trained kindergarten teachers are often so inadequate that it seems likely that further help will have to be given to the kindergartens if the good work they are doing is not to suffer seriously.

Handicapped Children.—Several new special classes for backward children were opened during the year. The Occupation Centre just opened in Christchurch for children not likely to benefit from the special classes has already done very fine work. Two new speech clinics were started to do speech therapy in the schools. Other appointments have been made of specialists to teach the deaf and the hard of hearing, both child and adult : the services of these teachers are available to the League for the Hard of Hearing.

Secondary Schools.—The Secondary Schools Association found itself unable to agree with the scheme approved by the University for accrediting as a means of entrance to the University. I therefore called a conference of representatives of the two bodies, which worked out a modified scheme acceptable to both parties. The Government has agreed to meet the additional cost resulting from the introduction of accrediting, because it is convinced that the University Entrance Examination has for years hampered the secondary schools by imposing a limited academic course on a large number of children totally unfitted for an education of that type. Concern has from time to time been expressed at the critical reports of examiners on University Entrance standards. There is little doubt that the low level of achievement shown by a proportion of the candidates is due to the fact that they should never have entered on a Matriculation course at all. They were driven to do so by the demands of the business community for a recognizable mark of a completed secondary education. With the introduction of accrediting, the School Certificate will take the place of the University Entrance qualification for this purpose, and the choice of subjects, both academic and practical, will be so wide that every pupil should be able to take a course for which his own powers and limitations best fit him. The result should be a rise both in the standards of work and in the social utility of the secondary schools.

Technical Schools.—The technical schools have been given an opportunity to do direct war work through the scheme for the training of auxiliary workers. In one or other of the technical schools in the four centres intensive courses for adult workers were run in fitting and turning, welding, clicking, and some branches of aircraft-manufacture. A remarkable level of skill was

attained by these men in a short time, but unfortunately only in Wellington and Christchurch were the demands of industry for this type of labour sufficient to justify the continuance of the scheme. The implications of this scheme for the future of trade training are even more important than its short-range effects, and if it is to be extended in the present emergency its repercussions on the whole technical-school system must be carefully studied. Some of the technical schools have carried out work for the armed forces, and all of them are eager to help to the full in this way. During the year a beginning was made in the technical schools with the manufacture of machine tools in some quantity. Not only does this help to meet a difficult shortage of tools, but it is also an excellent training for the boys in industrial methods.

Native Schools.—The establishment on the East Coast of the first three Native district high schools marked an important change in policy, since the Government had previously made its main contribution to Maori post-primary education through scholarships at the denominational post-primary schools. The new district high schools are in no sense in competition with these older institutions, which hold a unique place in Maori life and by reason of their origin have always had a semi-official status. Indeed, last year the Government for the first time placed an item on the Education estimates designed to help the denominational Maori post-primary schools to develop more fully the practical side of their curricula. The new Native district high schools will concentrate on practical studies, with particular reference to the home and to the building industry. It is pleasing to note the rapid increase in the number of Maori boys and girls passing through the Native schools and entering training college to become fully qualified teachers. Though it was only in 1940 that the Native schools were given a special quota for training-college entrants, there will be in 1942 twenty-eight Maori students in training, most of whom intend to return to work in the Native schools.

Correspondence School.—The Department's Correspondence School has continued to do excellent work for the children in isolated districts and for those unable by reason of sickness to attend ordinary schools. It is by no means improbable that a heavy additional burden may be thrown on this school if some small schools have to be closed owing to lack of teachers or if it becomes quite impossible to maintain all the conveyance services.

Adult Education.—Organizations associated with the Council of Adult Education have done a little work in military camps, and, if the armed forces demanded it, the Council would be willing to swing its whole weight into a scheme for education in the Services.

Child Welfare.—I am happy to say that the figures for juvenile offences show no rise on last year's figures. It is an almost universal experience to find a sharp increase in juvenile delinquency in time of war: in Britain the number of offences by children under fourteen rose by 41 per cent. in the first year of the war. The rise has not been prevented in New Zealand without considerable effort. The Child Welfare Branch has intensified all forms of preventive work, and its field organization has been strained to the uttermost. The strengthening of the staff to meet the situation has proved to be a genuine economy. The Child Welfare Branch has continued to be responsible for the children brought out from dangerous areas in Britain in 1940. The great majority of these children have adapted themselves surprisingly well to their new homes.

Schools and the War Effort.—Schools of all types have thrown themselves vigorously into the war effort: the collection of waste, ergot, and seaweeds, the making of clothing, nets, first-aid equipment, and comforts for the forces, and the raising of funds for patriotic purposes have found ready workers in the schools. The Native schools in one effort raised enough money to buy a travelling canteen for the Maori Battalion. The staffs of post-primary schools have given invaluable help with the Air Force pre-entry training scheme. The Air Training Corps has proved popular in these schools, thirty-four units having been formed during the year. It is noticeable in travelling through New Zealand what a prominent part teachers are taking, especially in country areas, in E.P.S. and Home Guard activities.

Staff Changes.—During the year the Department lost through retirement the services of two old and valued servants, Mr. E. J. Parr, Chief Inspector of Secondary Schools, and Mr. A. J. H. Benge, the Secretary. Mr. E. Caradus replaced Mr. Parr, whilst still retaining his position as Director of Educational Services in the Air Department.

Acknowledgments.—Last year must have been one of the most difficult the education system has ever known, and I sincerely wish to express the Government's appreciation of the fine work done in most trying circumstances by controlling authorities, teachers, Committees, and all the men and women, paid and unpaid, who took up new and extra burdens during 1941 so that the services given to the children of New Zealand should not fail.

TABLES.

NOTE.—Owing to the paper shortage certain tables have been omitted this year. They will be reinstated as soon as conditions permit.

For particulars of expenditure on education, including capital expenditure on new buildings, &c., usually included in Tables B 1 and B 2 see the appendix to this report.

TABLE C 1.—PUBLIC PRIMARY SCHOOLS BY GRADE.

Grade.	Number of Schools.	Grade.	Number of Schools.
I (1-8)	123	VA (191-230)	30
II (9-24)	706	VB (231-270)	42
IIIA (25-30)	130	Vc (271-310)	27
IIIB (31-70)	567	Vd (311-350)	17
	697		
IVA (71-110)	194	VI (351-870)	116
IVB (111-150)	78		175
IVc (151-190)	60		
	332		2,149

Three half-time and forty-one schools with side schools attached are counted as separate schools.

TABLE D.—ROLL NUMBERS AT EDUCATIONAL INSTITUTIONS (EXCLUSIVE OF UNIVERSITY COLLEGES AND KINDERGARTEN SCHOOLS).

Type of School.	Total Number on the Roll on the 1st July, 1940.	Total Number on the Roll on the 1st July, 1941.	Children.					Adolescents.					Adults.				
			Under 10 Years.	10-11 Years.	11-12 Years.	12-13 Years.	13-14 Years.	14-15 Years.	15-16 Years.	16-17 Years.	17-18 Years.	18-19 Years.	19-20 Years.	20-21 Years.	21 Years and over.		
Public primary schools	190,997	190,103	105,136	23,548	21,823	19,869	14,411	4,560	694	56	6	..	..	..	..	..	..
Special classes for backward children	816	767	113	95	133	149	147	71	26	13	20	..	..	..	..	..	..
Native village schools (primary)	10,539	10,651	5,842	1,233	1,077	1,068	889	420	111	10	1	..	..	..	..	..	..
Native mission and boarding schools (private primary)*	680	680	347	78	84	86	52	30	3	..	..	..	..	..	..	..	..
Public primary schools, Chatham Islands	138	134	59	20	16	15	12	9	2	1	..	..	..	..	..	..	..
Secondary schools, lower departments	188	148	27	22	41	24	21	9	3	1	..	..	..	..	..	..	..
Private primary schools*	26,924	26,926	13,661	3,301	3,351	3,231	2,287	828	212	44	8	..	..	..	..	..	..
Intermediate schools and departments	5,710	6,699	..	70	889	2,416	2,383	792	135	12	1	..	..	..	..	..	..
Secondary departments of district high schools	6,125	5,852	..	..	2	89	920	2,001	1,594	830	319	78	18	..	..	..	1
Combined schools	15,698	14,950	..	..	4	190	2,333	4,713	3,974	2,465	1,003	238	26	..	..	..	..
Technical high and day schools	3,126	3,053	..	..	1	36	436	972	878	475	204	39	11	..	..	..	..
Part-time students at day and night classes	10,188	9,257	..	..	1	71	1,585	3,573	2,617	1,008	293	62	15	..	..	..	..
Native secondary schools*—	16,151	15,152	..	..	20	20	92	595	1,771	2,844	2,623	1,952	1,123	..	..	..	..
Primary	76	82	7	10	15	16	12	14	6	2	..	..	..	..	..	..	..
Post-primary	432	444	..	..	..	..	24	100	117	105	58	..	..	..	..	..	..
Endowed and registered private secondary schools*	5,947	6,007	..	..	10	172	985	1,629	1,532	1,119	453	95	9	..	..	..	..
Correspondence school—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Primary	1,749	1,805	948	178	152	146	136	102	53	27	15	9	7	..	..	..	..
Secondary	745	711	..	..	..	21	120	200	165	119	54	19	9	..	..	..	..
Training colleges	1,457	1,503	..	..	..	..	..	..	..	..	172	450	470	..	..	..	..
Schools for mentally backward, &c.	231	235	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
School for the deaf	101	115	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Zealand Institute for the Blind	37	32	9	4	2	8	3	3	1	..	..	..	..	..	..	..	..
Grand totals	298,055	295,306	126,206	28,589	27,653	27,661	26,895	20,683	13,946	9,155	5,237	2,981	1,694	886	3,720	..	..
Estimated population (inclusive of Maoris) at 1st July, 1941	..	..	129,800†	111,900			..	28,500	28,800	28,800	28,800	28,700	28,900	28,300	25,300†	..	..

* Native mission schools are registered private primary schools, and three Native secondary schools are registered private secondary schools, but in this table these schools are considered, respectively, missions schools and Native post-primary schools. † Estimated population five years of age but under ten years of age. ‡ Estimated population twenty-one years of age and under twenty-two years of age.

TABLE E 1.—NUMBERS OF FULL-TIME PUPILS, 1ST JULY, 1941.

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Form IV.		Form V.		Form VI.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		
Public primary	466	301	28,711	25,097	12,574	11,345	12,555	11,558	13,820	12,736	13,389	13,056	9,649	9,478	8,056	8,003	36	40	..	..	..	..	..	..	..	..	99,256	91,614
Native—Europeans..	..	..	189	145	59	67	75	57	64	66	46	63	40	63	45	34	1	2	..	..	..	..	..	..	..	..	519	497
Maoris ..	..	..	2,300	1,897	741	676	596	558	589	598	410	394	260	285	133	181	9	8	..	..	..	..	..	..	..	..	5,038	4,597
Public primary—Chatham Islands	..	..	25	17	4	7	18	14	8	7	7	6	8	8	1	2	1	1	..	..	..	..	..	..	..	..	72	62
Private primary and lower departments of secondary	..	..	3,295	3,312	1,619	1,673	1,626	1,681	1,819	1,916	1,865	1,933	1,719	1,861	1,504	1,632	105	276	..	..	..	..	..	..	..	..	13,552	14,284
Intermediate ..	..	..	..	..	..	..	..	..	..	..	..	..	1,751	1,577	1,657	1,573	49	92	..	..	..	..	..	..	..	..	3,457	3,242
Secondary departments of district high schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,611	3,241
Secondary ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7,663	7,287
Combined ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,704	1,349
Technical ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	137	5,166
Endowed and registered private secondary	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	912	1,121
Correspondence—Primary	64	61	284	292	91	110	65	105	84	112	56	109	79	93	59	98	*31	*12	..	..	..	..	..	..	..	..	813	992
Secondary ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	146	263	..	..	..	..	..	..	..	..	211	500
Totals ..	530	362	34,804	30,760	15,088	13,878	14,935	13,973	16,384	15,435	15,773	15,561	13,506	13,365	11,455	11,523	7,826	7,919	5,949	5,922	5,229	1,105	1,049	1,433	1,051	134,976	134,976	

* Adult section.

TABLE E 2.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC PRIMARY SCHOOLS, 1ST JULY, 1941.

Age.	Special Classes for Backward Children.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Totals.													
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.												
5 and under	1	3	9,564	9,143	1	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9,564	9,143	
6 ..	3	3	10,767	9,721	306	431	431	317	480	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11,079	10,157	
7 ..	8	2	6,057	4,711	4,538	5,331	317	480	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10,926	10,529	
8 ..	9	16	1,717	1,089	4,976	3,958	4,177	4,072	4,973	331	498	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11,225	10,443	
9 ..	10	37	2,417	282	1,878	1,117	4,764	4,072	4,734	498	478	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11,465	10,716
10 ..	57	38	132	106	597	339	2,182	1,491	5,285	4,717	4,717	3,667	4,447	481	238	333	7	..	..	..	..	..	..	..	..	..	..	..	12,165	11,478
11 ..	91	42	31	29	190	110	820	446	1,921	1,921	1,921	5,342	5,342	1,940	2,570	219	..	..	..	..	..	..	..	..	..	..	..	..	11,271	10,685
12 ..	12	52	20	12	56	39	202	148	1,035	637	1,035	2,765	2,765	4,397	4,339	1,922	2,484	..	..	..	..	..	..	..	..	..	..	..	10,295	9,723
13 ..	14	85	4	3	19	16	60	36	329	179	329	1,078	1,078	2,377	3,958	3,961	12	9	..	..	..	..	..	..	..	..	..	..	7,922	6,636
14 ..	15	38	2	1	11	1	24	12	49	40	49	209	209	1,671	1,671	1,168	16	22	..	..	..	..	..	..	..	..	..	..	2,805	1,826
15 ..	16	18	..	..	2	1	6	2	8	4	8	14	14	785	52	326	154	3	4	..	..	..	..	..	..	..	..	..	481	239
16 ..	6	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	42	27
17 ..	7	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	10
18 ..	10	10	
Totals ..	466	301	28,711	25,097	12,574	11,345	12,555	11,558	13,820	12,736	13,389	13,056	9,649	9,478	8,056	8,003	36	40	..	..	..	..	..	..	..	..	..	..	99,256	91,614
Median age, in years and months	12	3	6	5	8	3	8	4	9	1	10	6	11	4	12	8	12	5	13	6	13	4	14	4	14	6

TABLE E 3.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC POST-PRIMARY SCHOOLS, 1ST JULY, 1941.

	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 11 years .. ..	..	..	..	..	..	..	..	..	..	..
11 and under 12	3	5	..	..	..	..	..	..	3	5
12 " 13	172	206	6	2	..	..	..	..	178	208
13 " 14	2,256	2,565	205	244	3	1	..	..	2,464	2,810
14 " 15	3,054	2,601	2,396	2,561	308	332	3	4	5,761	5,498
15 " 16	894	646	1,945	1,703	1,898	1,825	84	68	4,821	4,242
16 " 17	140	75	440	322	1,728	1,419	342	312	2,650	2,128
17 " 18	14	5	41	33	623	480	311	312	989	80
18 " 19	3	..	2	4	139	75	90	104	234	183
19 " 20 .. ..	..	..	..	..	21	20	14	15	35	35
20 " 21 .. ..	..	..	..	..	2	5	1	2	3	7
21 and over .. ..	..	1	..	..	4	10	2	11	6	22
Totals	6,536	6,104	5,035	4,869	4,726	4,167	847	828	17,144	15,968
Median age, in years and months	14 3	14 1	15 0	14 10	16 1	16 0	17 0	17 1	..	..

TABLE E 4.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE SECONDARY AND ENDOWED SCHOOLS, 1ST JULY, 1941.

	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
11 and under 12	1	9	..	..	..	..	..	..	1	9
12 " 13	54	113	2	3	..	..	..	..	56	116
13 " 14	347	462	97	82	6	4	..	..	450	548
14 " 15	355	419	358	388	73	78	1	1	787	886
15 " 16	122	101	301	331	343	355	27	10	793	797
16 " 17	27	12	105	112	341	370	112	85	585	579
17 " 18	4	4	12	13	137	142	75	87	228	246
18 " 19	2	1	1	..	37	8	39	24	79	33
19 " 20 .. ..	..	..	..	..	2	3	3	3	5	6
20 " 21 .. ..	..	..	1	..	2	..	..	..	3	..
21 and over .. ..	..	..	..	..	2	..	..	..	2	..
Totals	912	1,121	877	929	943	960	257	210	2,989	3,220
Median age, in years and months	14 2	13 11	14 11	15 0	16 2	16 1	16 11	17 1	..	..

TABLE E 5.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE PRIMARY SCHOOLS AND LOWER DEPARTMENTS OF SECONDARY SCHOOLS,
1ST JULY, 1941.

	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 years and under	1,230	1,246	4	1	..	..	..	..	..	..	..	..	..	..	..	..	1,234	1,247
6	1,185	1,288	76	88	..	..	..	..	..	..	..	..	..	..	..	..	1,264	1,380
7	644	601	635	757	..	..	..	..	..	..	..	..	..	..	..	..	1,359	1,464
8	157	116	579	614	75	127	..	..	..	..	..	..	..	..	..	..	1,378	1,607
9	44	33	212	154	567	701	..	..	..	..	..	..	..	..	..	..	1,542	1,567
10	24	23	66	42	258	181	600	689	668	112	107	..	..	..	..	..	1,689	1,722
11	4	5	30	14	80	62	311	279	680	704	54	101	..	..	..	..	1,674	1,817
12	2	..	11	3	103	12	103	93	351	316	508	652	59	101	..	..	1,666	1,691
13	3	..	5	..	35	2	35	15	118	102	713	694	437	564	16	9	1,167	1,205
14	2	..	1	..	5	4	5	3	27	25	83	67	617	686	44	79	1,462	1,419
15	..	..	..	..	1	..	1	..	4	4	18	16	309	230	32	90	100	124
16	..	..	..	..	..	..	..	..	..	..	4	..	67	39	10	65	15	32
17	..	..	..	..	..	..	..	..	..	..	..	..	9	4	1	27	15	7
18	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	5	1	2
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	3,295	3,312	1,619	1,673	1,626	1,681	1,819	1,916	1,865	1,933	1,719	1,861	1,504	1,632	105	276	13,552	14,284
Median age, in years and months	6 4	6 4	8 2	8 0	9 3	9 0	10 4	10 2	11 4	11 3	12 5	12 3	13 5	13 3	13 10	14 7	..	..

TABLE E 6.—AGE AND CLASSIFICATION OF PUPILS AT INTERMEDIATE SCHOOLS AND DEPARTMENTS, 1ST JULY, 1941.

	Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 10 years ..	..	..	..	..	..	..	..	..
10 and under 11 ..	29	41	..	..	..	..	29	41
11 " 12 ..	414	420	27	28	..	..	441	448
12 " 13 ..	792	764	403	456	1	..	1,196	1,220
13 " 14 ..	389	282	852	818	13	29	1,254	1,129
14 " 15 ..	108	66	307	240	26	45	441	351
15 " 16 ..	15	4	62	30	8	16	85	50
16 and over ..	4	..	6	1	1	2	11	3
Totals ..	1,751	1,577	1,657	1,573	49	92	3,457	3,242
Median age, in years and months	12 7	12 5	13 6	13 4	14 5	14 5	..	..

TABLE K 2.—SIZE OF CLASSES IN PUBLIC PRIMARY SCHOOLS OF GRADE IV AND OVER.

Number of Children.	February, 1935.		February, 1941.*		February, 1942.*	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31 ..	616	20·6	743	21·9	682	20·2
31-40 ..	1,011	33·8	1,077	31·7	1,135	33·5
41-50 ..	1,007	33·7	1,171	34·5	1,123	33·2
51-60 ..	349	11·6	403	11·9	447	13·1
61 and over ..	9	0·3	..	..	..	..
Totals ..	2,992	100·0	3,394	100·0	3,387	100·0

* The Teachers' Salaries Regulations 1938 provided new grades for public schools. Since this year schools of Grade IVB (roll minimum of 111) have been included. A Grade IV school under the previous regulations had a minimum average attendance of 121. Hence a few more schools with lower rolls have been included since 1938.

TABLE N.—AGES AT WHICH PUPILS BEGIN POST-PRIMARY COURSE.

Type of School.	Age at which Post-primary Course begun.										Total Numbers beginning Post-primary Education.	
	Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary ..	9	11	267	331	1,215	1,387	759	575	167	99	2,417	2,403
Combined ..	3	2	42	70	242	267	206	124	87	24	580	487
Technical ..	1	1	115	130	944	816	1,028	723	462	218	2,550	1,888
District High ..	4	6	143	184	604	693	394	395	112	118	1,257	1,396
Correspondence ..	..	3	12	21	46	58	32	52	5	23	95	157
Totals ..	17	23	579	736	3,051	3,221	2,419	1,869	833	482	6,899	6,331

TABLE O 1.—PROBABLE DESTINATION, PUBLIC PRIMARY SCHOOLS' PUPILS, 1941.

Destination.	With Primary School Certificate.		Without Primary School Certificate.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.		Girls.	
					Number.	Per-centage.	Number.	Per-centage.
Post-primary	5,900	6,169	186	85	6,086	62·4	6,254	67·6
Clerical (including typing)—								
(a) Government and local body	57	22	..	2	57	0·6	24	0·3
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	29	21	15	6	46	0·5	27	0·3
Shop and warehouse assistants ..	315	185	125	75	440	4·5	260	2·8
Manual trades—								
(a) Government and local body	9	1	6	1	15	0·2	2	*
(b) Building	42	..	29	..	71	0·7	..	..
(c) Motor engineering	44	..	28	..	72	0·7	..	..
(d) General engineering	42	..	13	3	55	0·6	3	*
(e) Printing	14	5	3	1	17	0·2	6	0·1
(f) Other trades	133	66	128	22	261	2·7	88	0·9
Farming	833	101	719	56	1,552	15·9	157	1·7
Factory operatives	159	234	153	163	312	3·2	397	4·3
Other occupations	180	159	197	117	377	3·9	276	3·0
At home	93	873	152	740	245	2·5	1,613	17·4
Not known	60	77	78	71	138	1·4	148	1·6
Totals	7,910	7,913	1,834	1,342	9,744	100·0	9,255	100·0

* Insignificant percentage.

TABLE O 2.—PROBABLE DESTINATION, INTERMEDIATE SCHOOLS AND DEPARTMENTS' PUPILS, 1941.

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Per-centage.	First Year.	Second Year.	Third Year.	Total.	Per-centage.
Post-primary	27	1,303	11	1,341	73·7	14	1,261	24	1,299	73·1
Clerical, including typing—										
(a) Government or local-body service	..	6	1	7	0·4	..	1	1	2	0·1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	..	4	2	6	0·3	..	1	12	13	0·7
Shop and warehouse assistants	17	93	23	133	7·3	15	81	20	116	6·5
Manual trades—										
(a) Government or local-body service	..	3	1	4	0·2	..	..	..	..	..
(b) Building	1	9	6	16	0·9	..	..	..	..	..
(c) Motor engineering	2	18	2	22	1·2	..	..	..	..	..
(d) General engineering	2	13	3	18	1·0	..	..	..	..	..
(e) Printing .. .. .	..	5	2	7	0·4	..	1	2	3	0·2
(f) Other trades	8	40	9	57	3·1	4	19	24	47	2·6
Farming	22	48	7	77	4·2	..	1	..	1	0·1
Factory operatives	16	30	10	56	3·1	12	58	19	89	5·1
Other occupations	5	25	3	33	1·8	1	18	3	22	1·2
Home	3	12	..	15	0·8	35	97	20	152	8·6
Not known	8	20	1	29	1·6	3	29	..	32	1·8
Totals	111	1,629	81	1,821	100·0	84	1,567	125	1,776	100·0

TABLE O 3.—PROBABLE DESTINATION, POST-PRIMARY SCHOOLS' PUPILS, 1941.

Occupation.	Secondary Schools.				Combined Schools.				Technical High and Day Schools.				Secondary Departments of District High Schools.				Totals.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.
University college ..	185	6.9	104	3.8	28	4.9	7	1.5	24	0.9	5	0.2	10	0.8	9	0.7	247	3.4	125	1.9
Teaching or training college ..	90	3.4	211	7.7	7	1.2	35	7.3	12	0.4	41	2.0	36	2.8	105	7.8	145	2.0	392	6.0
Professional engineering, surveying, architecture ..	26	1.0	..	..	..	..	..	..	26	1.0	..	..	5	0.4	..	..	57	0.8	..	..
Clerical (including typing)— (a) Government and local body ..	371	13.9	153	5.6	59	10.2	30	6.3	163	6.0	124	6.2	212	16.4	137	10.2	805	11.1	444	6.7
(b) Banks, insurance, legal, commercial houses, shops, and warehouses ..	551	20.6	839	30.5	83	14.4	121	25.4	187	6.9	651	32.6	64	4.9	243	18.0	885	12.2	1,854	28.2
Shop and warehouse assistants ..	269	10.1	340	12.3	53	9.3	74	15.5	285	10.6	278	13.9	139	10.7	178	13.2	746	10.3	870	13.2
Manual trades— (a) Government and local body ..	47	1.8	2	0.1	22	3.8	..	..	161	6.0	3	0.2	20	1.5	3	0.2	250	3.5	8	0.1
(b) Building ..	29	1.1	..	..	14	2.4	..	..	132	4.9	..	..	32	2.5	..	..	207	2.9	..	..
(c) Motor engineering ..	51	1.9	..	..	19	3.3	..	..	147	5.5	..	..	37	2.9	..	..	254	3.5	..	..
(d) General engineering ..	58	2.2	..	..	31	5.4	..	..	326	12.1	..	..	14	1.1	..	..	429	5.9	..	..
(e) Printing ..	30	1.1	..	..	9	1.5	..	..	56	2.1	10	0.5	6	0.5	2	0.1	101	1.4	12	0.2
(f) Other trades ..	146	5.5	32	1.2	29	5.0	2	0.4	274	10.2	75	3.8	73	5.6	6	0.4	522	7.2	115	1.8
Farming ..	445	16.7	36	1.3	132	23.0	29	6.1	457	16.9	6	0.3	497	38.4	25	1.8	1,531	21.2	96	1.5
Factory operatives ..	31	1.2	29	1.0	7	1.2	5	1.1	74	2.7	74	3.7	28	2.2	12	0.9	140	1.9	120	1.8
Other occupations ..	199	7.4	354	12.9	56	9.9	38	7.9	159	5.9	189	9.5	62	4.8	98	7.3	476	6.6	679	10.3
Home ..	42	1.6	571	20.7	5	0.9	103	21.6	36	1.3	448	22.4	25	1.9	496	36.7	108	1.5	1,618	24.6
Not known ..	97	3.6	80	2.9	21	3.6	33	6.9	179	6.6	93	4.7	35	2.6	36	2.7	332	4.6	242	3.7
Totals ..	2,667	100.0	2,751	100.0	575	100.0	477	100.0	2,698	100.0	1,997	100.0	1,295	100.0	1,350	100.0	7,235	100.0	6,575	100.0

* Insignificant percentage.

TABLE Q 2.—LENGTH OF POST-PRIMARY COURSE.

	Secondary Schools.		Combined Schools.		Technical High and Technical Day Schools.		District High Schools.		All Schools.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
Leaving in first year ..	672	12	161	15	1,208	26	700	27	2,741	19
Leaving in second year ..	1,379	26	290	28	1,768	38	805	30	4,242	31
Leaving in third year ..	1,369	25	367	35	1,132	24	552	21	3,420	25
Leaving in fourth year or later	1,998	37	234	22	587	12	588	22	3,407	25
Totals ..	5,418	100	1,052	100	4,695	100	2,645	100	13,810	100

NOTE.—The approximate average length of school life of pupils attending post-primary schools was: Secondary schools, 2 years 10 months; combined schools, 2 years 8 months; technical high and day schools, 2 years 3 months; secondary departments of district high schools, 2 years 5 months; all post-primary schools, 2 years 6 months.

TABLE Q 3.—NUMBER OF PUPILS AT EVENING TECHNICAL AND PART-TIME DAY CLASSES.

Year.	Number of Centres.	Number on Roll, 1st July.		Number holding Free Places.	
		Males.	Females.	Males.	Females.
1939	144	11,728	5,901	7,900	3,301
1940	138	10,315	5,836	7,621	3,238
1941	126	8,894	6,258	7,231	3,467

TABLE R.—NUMBER OF PUPILS AT NATIVE SCHOOLS, ETC.

	1941.		1940.	
	Schools.	Roll.	Schools.	Roll.
Native village schools	149	10,651	146	10,539
Mission and boarding schools (primary) ..	10	680	10	680
Public schools with Native children enrolled	875	12,712	840	12,477
Totals	1,034	24,043	996	23,696

NOTE.—Of the pupils enrolled at Native village schools, 1,199 in 1941 and 1,068 in 1940 were Europeans.

TABLE.—MANUAL INSTRUCTION.

	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.
Public primary and Native schools	903	14,973	14,484
Intermediate schools and departments	19	3,406	3,184
Secondary departments of district high schools	84	1,879	2,172
Private schools	188	2,292	2,246
Totals	1,194	22,550	22,086

NOTE.—There were 154 manual-training centres during 1941.

TABLE W.—NUMBER OF STUDENTS IN THE VARIOUS TRAINING COLLEGES AT DECEMBER.

College.	1941.			1940.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	196	369	565	246	306	552
Wellington	105	227	332	124	192	316
Christchurch	91	234	325	108	199	307
Dunedin	105	184	289	114	171	285
Totals	497	1,014	1,511	592	868	1,460

TABLE.—NUMBER OF CHILDREN UNDER SUPERVISION OF THE CHILD WELFARE BRANCH
AT 31ST MARCH.

	1940.	1941.	1942.
State wards—			
In foster-homes, hostels, and with friends	2,617	2,559	2,563
In situations, including those absent without leave	931	986	1,106
In Government institutions, receiving-homes, &c.	238	229	231
In private institutions	86	105	127
In Roman Catholic institutions recognized under Child Welfare Act	54	77	98
In special schools for backward children	207	189	131
In School for the Deaf, Sumner	3	..	..
In refuges or cognate institutions	42	51	36
In hospitals, convalescent homes, &c.	124	30	26
In residential colleges (mostly Maori children)	18	14	12
Subtotal	4,320	4,240	4,330
British children .. .. .	..	202	203
Other than State wards—			
Young persons supervised by Child Welfare Officers in their own homes, with relatives, or with friends, pursuant to orders of Courts	1,041	1,109	1,123
Infants supervised in foster-homes registered under the Infants Act	623	581	627
Pupils at School for the Deaf, Sumner (other than State wards included in figures above)	100	117	110*
Pupils at schools for mentally backward, Otekaike and Richmond (other than State wards included in figures above)	33	47	52
Children supervised as preventive cases	1,906	1,739	1,960
Children in New Zealand Institute for Blind for whom the Department makes payment	20	24	19
Subtotal	3,723	3,617	3,891
Grand total	8,043	8,059	8,424

* At 31st December, 1941.

TABLE.—PARTICULARS RELATING TO **TEACHERS' SUPERANNUATION FUND**
AT 31ST JANUARY, 1942.

	1941-42. £	1940-41. £
Balance at credit of fund at end of year	954,640	974,885
Income for the year—		
Members' contributions	173,508	170,297
Interest	42,362	42,021
Government subsidy	155,628	166,917
Total income	£371,498	£379,235
Expenditure: Retiring and other allowances, refunds, &c.	£391,743	£371,426
Number of contributors at 31st January	9,827	9,463
Number of members admitted during period	905	983
Number retiring from the fund during period	541	525
Number of allowances in force at 31st January	2,211	2,127
Representing an annual charge of	£350,850	£336,569
Funds in hands of Public Trustee at 31st January	£966,450	£964,635

APPENDIX.

STATEMENT OF EXPENDITURE AND RECOVERIES
in respect of all services under the control or supervision of the
Minister of Education during the year ended 31st March, 1942.

	£	£	£
General Administration.			
Salaries and allowances, Head Office staff	42,052		
Salaries, Inspectors in Head Office	3,440		
		45,492	
Travelling expenses and allowances		1,004	
<i>Education Gazette</i>		2,121	
Miscellaneous		4,186	
		52,803	
Less recoveries		2,238	50,565
Primary Education (including Intermediate Schools or Departments under Control of Education Boards).			
Teachers' salaries and allowances	2,057,137		
Education Boards: Administration	40,057		
School Committees: Grants	155,533		
Miscellaneous	4,804		
		2,257,531	
School buildings (maintenance)		189,101	
Free kindergarten		7,694	
Conveyance of children (£220,380), and board (£9,013)		229,393	
Conveyance of instructors		7,999	
Correspondence School		16,912	
Miscellaneous		10,894	
Inspection of schools		39,077	
<i>School Journal</i>		7,294	
Manual instruction		117,961	
Miscellaneous		1,444	
		2,885,300	
Less recoveries		5,333	2,879,967
Post-primary Education (including Intermediate Depart- ments attached to Secondary and Technical Schools).			
Teachers' salaries and allowances		631,755	
Grants to controlling authorities		107,529	
Manual instruction		7,919	
Conveyance (£44,865), and board (£34,579)		79,444	
Inspectors: Salaries and allowances		7,541	
War bursaries		7,692	
School buildings: Maintenance		21,128	
Correspondence School		21,934	
Reserves revenue paid to high school Boards		10,027	
Miscellaneous		3,303	
		898,272	
Less recoveries		3,989	894,283
Higher Education.			
Statutory grants—			
University of New Zealand	8,700		
University colleges	102,862		
		111,562	
Scholarships and bursaries		43,147	
Adult education		12,000	
Miscellaneous		2,154	
		168,863	
Less recoveries		480	168,383
Training Colleges and Training of Teachers.			
Salaries of staff, &c.		37,578	
Allowances and fees of students		155,281	
Miscellaneous		5,019	
		197,878	
Less recoveries		65	197,813
Native Schools.			
Salaries and expenses of teachers		129,449	
Conveyance and board of pupils		17,909	
Manual instruction, books, &c.		5,464	
Buildings: Maintenance		12,356	
Scholarships		8,324	
Inspection		3,010	
Miscellaneous		279	
		176,791	
Less recoveries		971	175,820

STATEMENT OF EXPENDITURE AND RECOVERIES, ETC.—*continued.*

	£	£	£
Physical Instruction.			
Salaries and expenses of Instructors, &c. . . . .	..	..	7,324
Education of the Blind.			
Grants, fees, &c. . . . .	..	..	6,695
Education of the Deaf.			
Salaries and expenses of staff and inmates . . . . .	..	..	10,222
Schools for the Mentally Backward.			
Salaries and expenses of staff and inmates . . . . .	..	..	26,105
Child Welfare.			
Salaries and travelling-expenses of staff . . . . .	..	57,503	
Boarding-out of children . . . . .	..	82,092	
Maintenance of children and staff in institutions . . . . .	..	42,937	
Miscellaneous (buildings, &c.) . . . . .	..	15,200	
		197,732	
Less recoveries, fees, board, &c. . . . .	..	33,559	164,173
Miscellaneous.			
Examinations . . . . .	..	4,034	
Teachers' Superannuation Fund . . . . .	..	156,091	
Other . . . . .	..	2,870	
		162,995	
Less recoveries, examination fees, &c. . . . .	..	9,263	153,732
Country Library Service.			
Salaries and expenses of staff . . . . .	..	5,152	
Purchase and binding of books . . . . .	..	7,993	
Sundries . . . . .	..	1,737	
		14,882	
Less recoveries and subscriptions, &c. . . . .	..	3,328	11,554
Capital Expenditure.			
Sites, buildings, equipment, &c.—			
Public schools	266,709	Consolidated Fund: Vote, Education. 13,742	
Training colleges	1,011	..	
Secondary schools	92,857	1,653	
Technical schools	39,260	2,508	
Native schools	48,934	2,948	
Universities	5,960	..	
Schools for feeble-minded	246	..	
School for deaf	3,237	..	
Child welfare	6,772	..	
Wellington Education Board Offices	700	..	
	465,686	20,851	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years)	14,555	..	
Net expenditure on new buildings, &c.	451,131	20,851	471,982
Net total, including new buildings, &c. . . . .	..	..	5,218,618

SUMMARY.

Consolidated Fund—	£
Vote, Education	4,503,118
Vote, Internal Affairs	2,300
Finance Act, 1941 (section 7)	105,000
Unauthorized	132
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue)	143,407
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue)	10,027
Akaroa and Hokitika High Schools (reserve revenue)	346
Tauranga Education Endowment Reserves Act, 1896 (reserves revenue)	297
Public Revenues Act, 1926, section 133 (Fire Insurance Fund)	7,823
Public Works Fund, vote, Education buildings	451,131
	5,223,581
Less recoveries other than credits-in-aid	4,963
	<u>£5,218,618</u>

Revenue from reserves of post-primary schools (£33,528) and University colleges (£16,849) was also available for expenditure.

Approximate Cost of Paper.—Preparation, not given; printing (637 copies), £33.

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