

1945
NEW ZEALAND

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31ST DECEMBER, 1944

(In continuation of E.—1, 1944)

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

Office of the Department of Education,
Wellington, 25th June, 1945.

YOUR EXCELLENCY,—

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, 1944.

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

I have, &c.,
H. G. R. MASON.

REPORT

Conference on Education.—The most important educational event in 1944 was the Conference on Education, which was held in Christchurch during October. It was attended by 120 people representative of some seventy different organizations directly or indirectly concerned with education. In issuing invitations to the Conference I asked interested bodies to suggest topics for discussion and to submit memoranda giving their views on education in the post-war world. My request stimulated an amount of hard thinking on education that was most heartening. A large number of reports and memoranda were received, ranging from statements on individual topics to comprehensive publications such as the Wanganui Education Board's publication, "Report on Character Training and Citizenship," and the New Zealand Educational Institute's two books, "Educational Reconstruction" and "Religious Instruction in Schools." The material received from all sources was analysed and published in a digested form in "Reports and Memoranda for the Ministerial Conference on Education." I arranged for the publication of an illustrated volume, "Education Today and Tomorrow," which surveys the whole of New Zealand's education system, showing the advances made in the past ten years and setting out the Government's policy in education for the immediate future.

The agenda for the Conference, decided on the basis of popular demand, comprised five major topics: pre-school services, youth services, adult education, religion in education, and rural education. In addition, provision was made for two "open forums," one on the primary school, and the other on the "Report of the Consultative Committee on the Post-Primary School Curriculum." The

Conference was a great success. It was, I think, the first time that a complete cross-section of the community has been gathered together specifically to discuss education. A series of recommendations were made to the Government, some of which, as will appear later in this report, have already been put into operation. I hope to have more of them carried out during the coming year. Much of the success of the Conference was due to the skilled chairmanship of Mr. W. H. Cocker, M.A., LL.B., President of Auckland University College, and to the thorough preparatory work of the Secretary, Mr. C. L. Bailey, M.A. To them and to all those who took part in the Conference I wish to tender my thanks. It was no small achievement that 120 men and women of different interests and different creeds should find a common basis for their thinking in their desire for the welfare of the children of New Zealand. A report on the Conference is being prepared by the Chairman and the Secretary.

Accrediting and the Secondary Curriculum.—The system of accrediting for entrance to the University came into operation for the first time during the year, although it will not be fully operative until 1945. As I explained in my last annual report, the adoption of accrediting by the University frees the post-primary schools from the domination of the old University Entrance Examination and gives a new significance to the Department's School Certificate Examination, which will now become the accepted test of a completed secondary education for the great bulk of the pupils who do not desire to go on to University studies. The report of the Consultative Committee on the Post-Primary Curriculum, which sets out proposed changes in the syllabus for the School Certificate Examination consequent upon its new status, was given very careful study during the year by all the interested parties. I invited the fullest criticism of these important recommendations, and as a result of useful comments received and of discussions with representatives of the bodies concerned, many modifications have been made in the original proposals. There are, of course, still some critics, but I am very pleased with the enthusiastic reception accorded the report in most quarters, and am convinced that the scheme in its amended form represents a great forward step in secondary education that is welcomed by an overwhelming majority of teachers as well as by members of the public who understand its full significance. Draft regulations based on the amended report have been prepared and will be distributed for further criticism before they are gazetted in 1945. It will not be possible to bring the syllabus for the new School Certificate Examination into force before 1946, but already many secondary and technical schools are taking advantage of the freedom the new scheme will give to broaden and enrich the curriculum for their junior forms.

Raising of the School Age.—The school-leaving age was raised by Order in Council to fifteen years as from 1st February, 1944. It was fully expected that this would throw a heavy strain on accommodation and staffing in the intermediate and post-primary schools, especially as the crest of the wave of school population caused by the return of the five-year-olds to school in 1936 was expected to strike Form III in 1944. I considered, however, that some temporary inconvenience was preferable to postponing indefinitely a reform that had been foreshadowed in a dormant section in the statute in 1920. In actual fact, the change was made with less difficulty than I had anticipated, even though the accommodation problem was accentuated by an unexpected but altogether desirable tendency for parents to keep their children at post-primary school for a longer period than ever before.

The pressure on school accommodation has been felt most seriously in Auckland, largely because of the drift of population to the city resulting from the operation of war industries. The situation has been met, here as elsewhere, by the use of prefabricated class-rooms and by the planned distribution of pupils to the schools where rooms were available. I am indebted to the controlling authorities of the schools for their co-operation in this complex task. So great has been the increase of school population in Auckland City that in 1945 three new intermediate schools (Epsom Normal, Balmoral, and Avondale) and one new technical school (Avondale) will be established. The Avondale Technical and the Avondale Intermediate Schools are housed in buildings erected as a United States naval hospital to plans I originally approved with a view to such a development. These school buildings are models of their kind. It is anticipated that it will be necessary for the newly established Balmoral Intermediate School to develop into a post-primary school to meet the city's rapidly growing needs.

Problems of staffing and accommodation, of course, are not the only, or perhaps even the main ones resulting from the raising of the school age. A more difficult and subtle group of problems is concerned with the type of education to be given to the academically less able fourteen-year-olds now compelled to stay on at school. The intermediate schools and the technical schools are, in general, admirably organized to cater for these children, and the changes already mentioned in the secondary curriculum will help the secondary and district high schools to provide courses specially adapted to their needs, though more adequate facilities for practical work are needed by some of them. The Department has assisted the smaller country schools to deal with this new problem through its Correspondence School and through the *Education Gazette*, and the New Zealand Educational Institute published an excellent practical report on the matter. As soon as conditions permit, however, I feel that we must do even more to help the country schools to meet this special problem.

Technical Education.—For reasons set out in my last annual report, the Hon. the Minister of Labour and I recommended the setting-up of the Commission of Inquiry into Apprenticeship and Related Matters under the Chairmanship of His Honour Mr. Justice Tyndall. This Commission took evidence throughout New Zealand and presented its report in November, 1944. The report is under consideration by the Government and it is too early as yet to say to what extent its policy will be adopted. It is quite clear, however, both from the recommendations of the Commission and from the evidence which was given before it, that the technical schools must in future play an even bigger part in training for the skilled trades than they have in the past. It seems certain that the technical schools

in the four main centres, and perhaps those in one or two of the secondary centres, must in the future prepare themselves to develop their senior work and to assume more the character of senior technological institutes. Already the Auckland Technical School has been forced by sheer pressure of numbers to hand over its junior work in certain courses to other city schools. The introduction of any measure of daylight training, as suggested by the Commission, would greatly accelerate this development in the bigger technical schools.

The technical schools in the larger cities where there are also secondary schools have not been placed by the University on the list of accrediting schools because it does not appear to be their function to do Sixth Form work preparatory to entrance to the University. The new School Certificate prescriptions, however, will have an important influence on technical schools, since it will be possible for a technical-school pupil to qualify, with a group of practical and technical subjects, for exactly the same certificate as will be secured by the majority of pupils at secondary schools.

District High Schools.—There are limits to the diversification of curricula that can be introduced into a small secondary department, and the district high schools have always suffered from their efforts to do two things that are not always compatible in a school with a small staff and little equipment—namely, to prepare a few pupils for University studies and to prepare others for immediate participation in rural pursuits. It is hoped that the new secondary curriculum will help many of the small district high schools to solve this dilemma. Most of the district high schools have not been placed by the University on the list of accrediting schools. To prevent any possible consequent injustice to country children the Government last year instituted a system of secondary-school bursaries of an annual value of £40 each to enable country children who have passed the School Certificate Examination to attend secondary schools on the accrediting list in order to prepare themselves further for University studies. This means that the smaller district high schools will be free to concentrate their limited energies on bringing pupils up to the School Certificate stage, and, because of the wide range of subjects, practical as well as theoretical, for the School Certificate Examination, they should be able as never before to prepare the majority of the pupils for life in the country at the same time as they prepare the academic few for University studies. Any pupil who so wishes can, of course, take University Entrance by examination no matter what school he has attended, provided he has attained the age of sixteen.

It is realized that if the district high schools are to provide a genuinely enriched curriculum for country pupils they will have to be more generously treated than ever before in the way of staffing and equipment. A scheme is being worked out for the improvement of their staffing, and already a small beginning has been made with equipment by giving them for the first time grants for libraries, science equipment, and physical education. Much more needs to be done, however, and I should like to see in the immediate future a special effort made to assist district high schools.

Primary School Curriculum and Free Text-books.—The systematic review of the primary-school curriculum by committees representative of the Department and of teachers' organizations, which was mentioned in my last report, was continued during 1944. The report of the Health Education Committee was circulated during the year, and the report of the Committee on English will be published early in 1945. A Committee on History and Geography was set up and will report during 1945. Arithmetic books published during the year and distributed free to all schools, private as well as public, were the first text-books to be issued under this scheme. Unfortunately, because of shortage of labour and materials for printing, the text-books have not appeared as quickly as could have been wished, but they are of excellent quality, and I am hopeful of having the production speeded up during 1945 so that the arithmetic books can be completed and the English ones begun.

In New Zealand, as in Australia, England, and the United States of America, there has been some talk during recent years of the effect of the "new education" on standards of work in the three R's. I dealt with this matter at considerable length in "Education Today and Tomorrow" (pages 24-26), and it is too complex a topic to be covered adequately in the short compass of this report. There is one factor, however, I should like to mention which is too often completely ignored by recent critics of the schools. During the war there have been up to 70 per cent. of our male primary-school teachers in the Services, and, at a time when most manufacturers and business men are finding it impossible to maintain fully the quality of their products, it would be a poor compliment to these skilled teachers to maintain that the work of the schools has not been affected by their absence. Certain steps have been taken by the Department over the past two years to maintain and improve standards in the "tool" subjects:—

- (a) I have already mentioned the systematic review of the whole syllabus to eliminate everything that is not essential.
- (b) Good text-books based on the new syllabus are being prepared. The lack of good text-books has meant a great waste of time and energy in the schools.
- (c) Inspectors of Schools have been asked to pay particular attention to standards of work, and to accept nothing less than the best efforts of which children are capable.
- (d) Every effort is being made to improve the skill of teachers at their craft, because all real standards depend in the long-run on the skill and integrity of the teacher.
- (e) A stricter standard is being demanded of head teachers in the granting of the Primary School Certificate.
- (f) The raising of the school-leaving age gives more time to ensure that every child before he leaves school reaches a satisfactory standard in all essential subjects.

The following summary of the official attitude to standards of work appears in "Education Today and Tomorrow":—

"May I make my own and the Department's attitude clear on what is a matter of some public interest. I believe (a) that standards are fundamental to education, no less in the newer subjects than in the old tool subjects; (b) that the tool subjects must be stripped of unessentials and then taught with complete thoroughness; (c) that hard work cannot and should not be eliminated from true education, but it should be on tasks that have a meaning for the child; and (d) that there is nothing incompatible between good standards in the tool subjects and the full acceptance of the modern tendencies noted in this Section. Hundreds of good schools in New Zealand have proved this in the past ten years."

The Teaching Profession.—Three things are necessary if the schools are to carry out satisfactorily the increasingly complex functions that we are demanding of them: smaller classes, better buildings and equipment, and better training of teachers. It is hoped during 1945 to bring down a more generous staffing schedule which will substantially reduce the size of classes in the larger schools; equipment is dealt with later in this report: I am here concerned with training. The staffing of the training colleges has been strengthened, but we cannot afford to wait for a new generation of teachers. It is necessary to provide additional training for teachers now in service. As one step towards this I had a sum of £1,000 put on the estimates for 1944-45 for teachers' refresher courses. I set up a committee, representative of all the teachers' organizations and of the training colleges, to advise on the best use of this sum. They recommended that it be, in effect, handed over to the New Zealand Educational Institute, the Secondary Schools' Association, and the Technical School Teachers' Association to conduct two refresher courses in the social studies in the post-primary schools. (These courses were held in January, 1945, which is, strictly speaking, outside the period of this report. They were an outstanding success, and I know of no £1,000 spent to better effect. I should like to see the scheme expanded in future years.)

A secondary training department was opened in 1944 in the Auckland Training College. The concentration in one college of all Division "C" students should increase the efficiency of the training for post-primary teaching. There is need for more adequate training of teachers of practical subjects in technical schools and manual-training centres, and a scheme is now being devised for giving it. Especially is it hoped to attract into the technical service demobilized servicemen who have had a full trade training and who have discovered in the Forces that they have a flair for teaching.

A new salary scale for post-primary teachers, based on the report produced by a Salaries Committee in 1939, came into operation as from 1st February, 1944. Quite apart from the increases of salary involved, this represented a new advance, in that for the first time secondary and technical teachers were brought under a common scale. I can only hope that this will assist towards the full amalgamation of two services whose spheres are coming closer together every year.

I set up a committee representative of the Department, the Education Boards, and the New Zealand Educational Institute to investigate certain problems that have arisen in the working of the primary teachers' grading system. Owing to various factors there is heavy congestion on certain grading numbers, and, though the benefits of the grading scheme are fully recognized, there is a strong body of opinion that it is failing to some extent in its original purpose of placing teachers in their correct order of efficiency.

The interests of soldier teachers have continued to be protected to the fullest possible extent. It has been ruled that those returning from the Services who are doubtful whether they will continue in teaching may, instead of resigning outright, obtain leave without pay for up to one year to try out some other occupation. Those who feel the need of some kind of refresher course may enter a training college for a term at their full rate of pay, or may spend the time as observers in schools of their own choice.

Equipment for Schools.—The School Library Service is becoming increasingly popular, and its expansion is limited only by the difficulty of securing books. It now has some 115,000 volumes and caters for almost 47,000 children in 762 schools. This year it was decided that the service should become free to every school when it has for two years contributed at the annual rate of 1s. per child.

Special grants for science and physical-education equipment were made to all post-primary schools.

The Department had infant-room toys and equipment manufactured in large quantities and distributed free to schools. A manual for infant-teachers, "Number Work in the Infant Room," was also prepared and distributed. There is need for still more equipment for infant rooms and the lower standards, and it will be supplied as rapidly as the supply of labour and materials will permit.

The libraries of films and film strips are being rapidly expanded and are proving increasingly valuable as teachers learn to use them wisely.

Rural Education.—The rate of boarding-allowance was increased from 7s. 6d. to 10s. a week, and the conveyance allowance from 6d. to 9d. per day and 8d. to 1s. per day according to distance. Boarding-allowances were approved for children attending private schools who were compelled to live away from home. The total expenditure on school conveyance (other than by rail) was £292,451, as against £256,734 in 1943.

The Department's Correspondence School has continued to show remarkable growth. At the end of the year there were 1,920 pupils on the primary roll, 672 on the secondary, and 1,362 taking part-time courses. The school has proved extremely useful in helping to meet the problems resulting from the raising of the school age, and has also given great assistance to the Army Education and Welfare Service.

Special Subjects.—Under the new curriculum, physical education will play a bigger part in the post-primary schools than it has in the past, and already these schools are making increasing demands on the Department's physical-education specialists. It will be imperative in the near future

to provide a type of specialist training in physical education specially adapted to the requirements of the secondary schools. The physical work in the primary schools is still developing well, sixty full-time specialists being engaged on it in 1944.

In my last report it was mentioned that a large-scale experiment in art and handwork was to be started in the Hutt Valley primary schools in 1944. It was so successful that it has been decided to extend the scheme to other centres as rapidly as possible. During 1945 all the Christchurch schools will be brought into the scheme, as well as special demonstration schools in other cities preparatory to further expansion in 1946. An exhibition of British children's art was sent out to New Zealand by the British Council during the year, and is now touring the country. It has aroused great public interest and has been very stimulating for both teachers and pupils.

Vocational Guidance.—The system of vocational guidance, of which the Department assumed full control in 1943, has continued to develop steadily. There are Vocational Guidance Centres in Auckland, Wellington, Christchurch, and Dunedin, and a part-time one was started during the year in Invercargill, where the local interest had been very strong. An increasing amount of time is being given to vocational guidance in connection with the rehabilitation of service men and women. Applications for bursaries and scholarships under the rehabilitation system are reported upon by Vocational Guidance Officers.

Higher Education.—The rapid growth in the number of University students, particularly in the science faculties, and in certain special schools, is creating serious problems of accommodation, which will be further accentuated when large numbers of men return from overseas to take up University courses. It is difficult to say how much of this increased demand is permanent, but I have little doubt that a major building programme is necessary in the University colleges. During the year a large new pathology block was begun at Otago University and extensive additions were completed to the chemistry building in the same institution. In other colleges some temporary accommodation of a relatively minor type has been provided, and plans are being prepared for a series of major building works to be begun when the building situation permits. The colleges were given grants for additional staff to enable them to use the existing buildings more fully.

At the end of the year, with the general agreement of all the parties concerned, the financial and administrative responsibility for the School of Agriculture and its two agricultural colleges was transferred from the Department of Agriculture to the Education Department.

As recommended by the Education Conference, I have asked the Council of Adult Education to set up a consultative committee to report on the whole system of adult education in New Zealand and to make recommendations for its improvement and extension. I am hopeful that this committee will be able to report during 1945. A very good sign over the past two years has been the rapid increase in the public demand for adult education. During 1944 I agreed to provide a full-time director for the newly established Risingholme Community Centre in Christchurch, and also approved of a full-time teacher to help to develop another community centre under totally different conditions in a small country town.

The Education Conference also recommended an immediate increase in the grant for adult education. It is accordingly being raised from £12,000 to £17,000 on the estimates for 1945-46.

Native Schools.—This year has again proved a difficult one in regard to staffing, a problem accentuated in the case of Native schools by the difficulty of finding suitable accommodation locally for temporary and relieving staff. The fact that a good standard of work has been maintained is a tribute to the permanent staff, who have worked hard under difficulties, and to war appointees and relievers, who have given that community service so essential to success in Native-school work.

Developments in Maori education for some years now have aimed at restoring to the Maori his pride of race, confidence, and initiative. Some measure of success is seen in the ever-increasing number of qualified Maoris in the professions, in the exploits and achievements of the Maori Battalion, composed largely of the recent product of Native village schools, and in the success of Maori youth, both male and female, in Government Departments, industry, commerce, transport, and in the various home-service units of the Military Forces.

There are now twenty-four fully-trained certificated Maori teachers in the Native Schools Service, and fifteen are completing their training as probationary assistants in Native schools. Thirty-four students are in the training colleges.

Three new University scholarships were again awarded this year, bringing the number current to ten.

Buildings.—The diversion of all available man-power and materials from normal building works to urgent defence works following the entry of Japan into the war brought the school building programme practically to a standstill for about two years. However, with the improvement in the war situation the school building programme was expanded in an endeavour to overtake the arrears of work and provide much needed additional accommodation. The acute shortage of man-power and materials during the past year made it impossible to proceed with works as rapidly as one would wish, but nevertheless, having regard to the conditions ruling, good progress was made.

During the year the sum of £497,858 was expended upon the erection and improvement of school buildings, as against £249,217 for 1943-44 and £226,567 for 1942-43.

Comparatively few major works were completed during the year, but there is a considerable number of large jobs in progress, and plans are well advanced for a large building programme. Amongst the major works completed were additions to the Normal School, Auckland, to permit the establishment of an intermediate school, the erection of a six roomed block at Northcote District High School, the erection of new buildings at Avondale for the establishment of a technical high school and an intermediate school, and the erection of new schools at Benneydale, Kamo, Whananaki, Grovetown, Hatters Terrace, Te Kinga, and Mokoia. A number of residences were erected in districts where head teachers were

unable to rent suitable houses, and additions were made to many schools to relieve overcrowding. Amongst the schools where additions were completed were Awamui, Paeroa, St. Heliers, Silverstream, Kaikoura, Phillipstown, Cromwell, Dipton, Christchurch Boys' High School, Christchurch Girls' High School, and Waimate High School.

In view of the large number of post-primary schools requiring additional accommodation, and the impossibility of providing permanent additions immediately, arrangements were made to meet the needs of some schools by supplying temporary class-rooms of the prefabricated type.

Major building works are now in progress at Cambridge, Kaitaia, Kirioko, Matamata, Ngatea, Orakei, Tauranga, Te Awamutu, Warkworth, Whangarei, Pakotai, Foxton, Tolaga Bay, Epuni, Paekakariki, Tapawera, Shirley Intermediate, Maheno, Pukerau, Tisbury, Tweed Street Intermediate, Epsom Girls' Grammar School, New Plymouth Girls' High School, Southland Girls' High School, Thames High School, Timaru Girls' High School, Wellington Girls' College, Otahuhu Technical High School, and the Girls' Home, Burwood.

Child Welfare.—During the troubled war years conditions have existed in New Zealand that have, as I mentioned in previous reports, brought about some slight increase in juvenile delinquency, an increase considerably smaller, I am bound to say, than I had anticipated. No one, however, could view even the possibility of increase with complacency, and definite measures, detailed in my report for 1942, were put into operation to counteract as far as was humanly possible the operation of such conditions. No one can say exactly how far these measures have been efficacious, but, whatever the reason, I am pleased to be able to record that the figures for 1944 show a substantial decrease in child delinquency. The number of children appearing before the Courts for all offences fell from 2,493 in 1943 to 2,012 in 1944, a decrease of 481. During the past five years some increase has been noted in the number of children appearing for what may be termed the more serious offences. This rate, however, has also shown a decrease during 1944. This gain will, I am sure, be an encouragement to all those persons and organizations striving for the general welfare of children. There will, I know, be no relaxation of effort, but rather a stiffening of determination to fight even more strongly against those factors detrimentally affecting our young people. The establishment of new child welfare districts and the strengthening of the staff have enabled officers of the Branch to concentrate much more definitely and with most promising results on preventive work, an aspect of child welfare activity too frequently obscured by the prominence given to Court proceedings, particularly those connected with individual State wards, and to statistics of child delinquency. Undue concentration on these sections of child welfare work—necessary though they may be—tends to give a narrow and incomplete picture of the range and nature of the work of the Branch. While children already delinquent must continue to have such provision made for their care as will give them every opportunity of rehabilitating themselves and of becoming once more socially acceptable members of the community, the still more important—though much less known—work of preventing children tending towards waywardness from becoming delinquent must always be in the front line of the attack on this social problem. It is in this early detection and treatment of potential delinquency that the most valuable service is rendered to society, and it is in this direction that the major force of child welfare is moving. There still remains the need for the services of suitably trained persons and for the provision of specially designed courses of training.

Financial.—The total expenditure on education, including expenditure from War Expenses Account and revenue from reserves vested in post-primary schools and University colleges, for the year ended 31st March, 1945, was £6,305,073.

Pre-school.—The Education Conference recommended that I set up a consultative committee on pre-school educational services and also create the position of Supervisor of Pre-school Services on the Department's staff. Both of these steps will be taken early in 1945.

Acknowledgments.—I wish to pay a tribute to the work of the teachers in the schools and also to the valuable service given by members of controlling authorities during a year in which, because of the war situation, difficulties have increased rather than lessened.

TABLES

NOTE.—Owing to the paper shortage several tables have again 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., 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)	117	VA (191-230)	37
II (9-24)	650	VB (231-270)	37
IIIA (25-30)	141	VC (271-310)	26
IIIB (31-70)	531	VD (311-350)	23
IVA (71-110)	181	VI (351-870)	171
IVB (111-150)	87		
IVC (151-190)	52	Total	2,053

Two half-time schools 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, 1943.	Total Number on the Roll on the 1st July, 1944.	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	186,003	186,135	110,245	21,169	19,349	17,704	12,295	4,650	665	49	9						
Special classes for backward children	784	915	172	113	147	165	154	90	35	6	33						
Native village schools (primary)	10,914	11,317	6,013	1,191	1,189	1,078	1,055	603	166	21	1						
Native mission and boarding schools (private primary)*	638	648	343	67	69	64	52	37	15	1							
Public primary schools, Chatham Islands	126	127	49	15	17	13	18	12	3								
Secondary schools, lower departments	181	184	45	18	39	28	32	17	5								
Private primary schools*	27,674	28,388	15,265	3,092	3,194	3,319	2,335	946	193	38	6						
Intermediate schools and departments	8,810	8,749	2	114	1,671	3,039	2,540	1,168	193	21	1						
Secondary departments of district high schools	5,923	6,966			4	122	1,321	2,337	1,831	946	330	67	7				1
Secondary Schools	15,690	18,094			8	369	3,287	5,113	4,534	3,092	1,357	298	36				
Combined schools	3,122	3,509				70	632	1,020	894	566	269	55	3				
Technical high and day schools	10,055	11,814				172	2,072	4,390	3,362	1,331	358	85	18				18
Part-time students at day and night classes	12,798	14,243			35	23	71	254	1,017	2,196	2,302	1,608	943			591	5,203
Native secondary schools*—																	
Primary	28	3					1	2									
Post-primary	375	490				2	27	77	143	122	79	31	6			1	2
Endowed and registered private secondary schools*	6,809	7,631			5	197	1,302	2,057	1,901	1,428	618	116	4			3	
Correspondence school—																	
Primary	1,874	1,924	1,033	167	167	159	153	97	48	28	7	12	12			9	32
Secondary	641	738			1	29	174	235	122	92	57	17	7			4	
Training-colleges	1,775	1,678									216	389	490			222	161
Schools for mentally backward, &c.	190	183	23	12	19	20	29	37	22	7	6	3	1			4	
School for the deaf	126	176	101	11	15	15	11	10	6	6							
New Zealand Institute for the Blind	34	36	9	2	4	6	1	2	6	5	1						
Grand totals	294,570	303,948	133,300	25,971	25,934	26,594	27,562	23,134	15,161	9,955	5,650	2,881	1,527	842	5,417		
Estimated population (inclusive of Maoris) at 1st July, 1944						106,300		27,900	27,800	28,100	28,400	28,400	27,800	27,100	26,300†		

* Native mission schools are registered private primary schools, and some 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. § Includes 109 pupils in 1944 attending Native District High Schools.

TABLE E 3.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC POST-PRIMARY SCHOOLS, 1ST JULY, 1944

Age.	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 years	6	6	..	..	..	..	..	..	6	6
12 " 13 "	309	416	2	6	..	..	..	..	311	422
13 " 14 "	3,148	3,575	222	357	5	5	..	..	3,375	3,937
14 " 15 "	4,266	3,865	2,095	2,320	139	173	1	1	6,501	6,359
15 " 16 "	1,389	788	2,866	2,520	1,424	1,527	60	47	5,739	4,882
16 " 17 "	165	83	683	429	2,119	1,730	407	319	3,374	2,561
17 " 18 "	8	5	80	32	833	493	523	340	1,444	870
18 " 19 "	1	2	5	8	152	75	179	83	337	168
19 " 20 "	1	..	..	..	22	5	17	19	40	24
20 " 21 " .. ..	..	..	..	..	1	2	1	4	2	6
21 years and over	3	..	1	1	6	4	..	4	10	9
Totals	9,296	8,740	5,954	5,673	4,701	4,014	1,188	817	21,139	19,244
Median age, in years and months	14 3	14 1	15 3	15 1	16 4	16 2	17 3	17 1	..	..

TABLE E 4.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED, PRIVATE SECONDARY AND ENDOWED SCHOOLS, 1ST JULY, 1944

Age.	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
11 and under 12 years	1	4	..	..	..	..	..	..	1	4
12 " 13 "	63	129	4	2	..	..	..	..	67	131
13 " 14 "	443	698	77	89	2	..	..	..	522	787
14 " 15 "	470	558	395	544	73	50	..	..	938	1,152
15 " 16 "	174	151	436	472	321	373	32	11	963	1,007
16 " 17 "	27	31	167	166	389	505	138	78	721	780
17 " 18 "	3	5	17	23	179	173	124	134	323	335
18 " 19 "	1	..	3	..	37	26	35	27	76	53
19 " 20 " .. ..	..	..	..	..	3	1	2	1	5	2
20 " 21 "	1	..	..	..	..	..	2	1	3	1
21 years and over .. ..	..	..	..	..	2	..	..	..	2	..
Totals	1,183	1,576	1,099	1,296	1,006	1,128	333	252	3,621	4,252
Median age, in years and months	14 2	13 11	15 2	15 0	16 3	16 3	17 0	17 3	..	..

TABLE E 5.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE PRIMARY SCHOOLS AND LOWER DEPARTMENTS OF SECONDARY SCHOOLS,
1ST JULY, 1944

Age.	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	1,563	1,659	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,563	1,659
6	1,375	1,568	90	118	..	..	..	..	..	..	..	..	..	..	..	..	1,466	1,686
7	629	534	740	948	154	..	..	..	..	..	..	..	..	..	..	..	1,461	1,639
8	141	85	594	488	623	137	..	..	..	..	..	..	..	..	..	..	1,459	1,560
9	26	19	193	128	572	823	87	139	..	..	..	..	..	..	..	..	1,506	1,654
10	5	4	49	30	184	566	605	787	..	..	..	..	..	..	..	..	1,558	1,619
11	1	1	12	9	47	38	642	643	88	2	3	117	..	..	..	..	1,599	1,703
12	2	1	3	5	16	11	328	218	688	545	738	595	743	3	13	25	1,713	1,698
13	..	..	..	2	9	3	101	84	344	322	322	695	706	25	80	25	1,201	1,218
14	..	..	..	1	2	..	33	22	118	118	80	337	274	25	98	521	479	
15	..	..	..	..	2	..	5	..	13	13	9	70	47	5	57	94	119	
16	..	..	..	..	..	..	..	..	6	..	4	8	5	2	18	12	27	5
17	..	..	..	..	..	..	..	..	1	..	1	..	1	1	2	1	..	..
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	3,742	3,872	1,682	1,728	1,546	1,734	1,747	1,780	1,802	1,904	1,884	1,770	1,896	61	268	14,154	15,066	..
Median age, in years and months	6 3	6 2	8 0	7 9	9 1	8 10	10 3	9 11	11 4	11 0	12 2	13 4	13 1	14 1	14 5	..	..	..

TABLE E 6.—AGE AND CLASSIFICATION OF PUPILS AT INTERMEDIATE SCHOOLS AND DEPARTMENTS, 1ST JULY, 1944

Age.	Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 10 years ..	1	1	..	..	..	..	1	1
10 and under 11 years ..	43	71	..	..	..	..	43	71
11 .. 12 ..	744	790	71	66	..	..	815	856
12 .. 13 ..	798	704	739	797	..	1	1,537	1,502
13 .. 14 ..	400	288	969	778	17	88	1,386	1,154
14 .. 15 ..	151	72	464	298	61	122	676	492
15 .. 16 ..	14	4	87	45	20	23	121	72
16 .. 17 ..	1	1	7	4	7	1	15	6
17 .. 18 ..	..	..	1	..	..	..	1	..
18 .. 19 ..	..	..	..	..	..	..	..	..
Totals ..	2,152	1,931	2,338	1,988	105	235	4,595	4,154
Median age, in years and months	12 4	12 2	13 4	13 2	14 7	14 3	..	..

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

Number of Children.	February, 1935.		February, 1944.*		February, 1945.*	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31 ..	616	20·6	746	22·4	704	20·8
31-40 ..	1,011	33·8	1,092	32·8	1,152	34·1
41-50 ..	1,007	33·7	1,141	34·3	1,147	33·9
51-60 ..	349	11·6	349	10·5	377	11·2
61 and over ..	9	0·3	..	..	..	..
Totals ..	2,992	100·0	3,328	100·0	3,380	100·0

* The Teachers' Salaries Regulations 1938 provided new grades for public schools. Since that 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 ..	15	19	469	658	1,711	1,975	1,023	788	243	132	3,461	3,572
Combined ..	1	3	72	136	326	332	280	150	77	11	759	632
Technical ..	5	5	297	301	1,558	1,448	1,330	752	361	145	3,551	2,651
District High ..	7	14	175	300	735	995	580	577	181	129	1,678	2,015
Correspondence ..	2	1	20	40	100	131	43	61	8	30	173	263
Totals ..	33	42	1,033	1,435	4,430	4,881	3,256	2,328	870	447	9,622	9,133

TABLE O 1.—PROBABLE DESTINATION, PUBLIC PRIMARY SCHOOLS' PUPILS, 1944

Occupation.	With Primary School Certificate.				Without Primary School Certificate.				Totals.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.		
Post-primary	7,522	7,625	264	171	7,786	84.1	7,796	87.8				
Clerical (including typing)—												
(a) Government and local body	16	8	1	2	17	0.2	10	0.1				
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	6	11	1	3	7	0.1	14	0.2				
Shop and warehouse assistants ..	92	87	33	26	125	1.3	113	1.3				
Manual trades—												
(a) Government and local body	11	2	16	6	27	0.3	8	0.1				
(b) Building	36	..	11	..	47	0.5	..	..		
(c) Motor engineering	21	..	12	..	33	0.4	..	..		
(d) General engineering	12	..	10	..	22	0.2	..	..		
(e) Printing	11	2	4	1	15	0.2	3	*				
(f) Other trades	53	22	46	12	99	1.1	34	0.4				
Farming	313	48	303	32	616	6.6	80	0.9				
Factory operatives	50	66	54	35	104	1.1	101	1.1				
Other occupations	71	63	67	55	138	1.5	118	1.3				
At home	47	317	91	198	138	1.5	515	5.8				
Not known	34	51	49	36	83	0.9	87	1.0				
Totals	8,295	8,302	962	577	9,257	100.0	8,879	100.0				

* Insignificant percentage.

TABLE O 2.—PROBABLE DESTINATION, INTERMEDIATE SCHOOLS AND DEPARTMENTS' PUPILS, 1944

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Per-centage.	First Year.	Second Year.	Third Year.	Total.	Per-centage.
Post-primary	2	2,092	47	2,141	87.6	2	1,743	162	1,907	88.0
Clerical (including typing)—										
(a) Government or local-body service	..	1	..	1	*	..	..	1	1	*
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	..	..	1	1	*	..	1	6	7	0.3
Shop and warehouse assistants ..	2	31	11	44	1.8	2	51	21	74	3.4
Manual trades—										
(a) Government or local-body service	..	2	..	2	0.1	..	..	..	..	..
(b) Building .. .. .	..	20	16	36	1.5	..	..	..	..	..
(c) Motor engineering	1	11	1	13	0.5	..	..	..	..	..
(d) General engineering	1	9	6	16	0.7	..	..	..	..	..
(e) Printing .. .. .	..	5	2	7	0.3	..	3	..	3	0.1
(f) Other trades	3	26	3	32	1.3	..	5	12	17	0.8
Farming	5	40	6	51	2.1	..	3	1	4	0.2
Factory operatives	1	16	9	26	1.1	2	23	13	38	1.8
Other occupations	2	22	5	29	1.2	1	16	7	24	1.1
Home .. .. .	..	11	1	12	0.5	3	46	25	74	3.1
Not known	7	20	5	32	1.3	4	15	..	19	0.9
Totals	24	2,306	113	2,443	100.0	14	1,906	248	2,168	100.0

* Insignificant percentage.

TABLE O 3.—PROBABLE DESTINATION, POST-PRIMARY SCHOOLS' PUPILS, 1944

Occupation.	Secondary Schools.						Combined Schools.						Technical High and District High Schools.						Secondary Departments of District High Schools.						Totals.					
	Boys.			Girls.			Boys.			Girls.			Boys.			Girls.			Boys.			Girls.			Boys.			Girls.		
	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.	Num. ber.	Per Cent.	Per Cent.			
University college	386	15.1	6.0	156	6.0	9.2	20	4.6	52	1.9	8	0.4	51	4.5	11	0.8	550	7.8	195	3.1	550	7.8	195	3.1	550	7.8	195	3.1		
Teaching or training college	79	3.1	8.9	232	8.9	3.3	40	9.2	21	0.8	47	2.5	21	1.9	97	7.5	143	2.0	416	6.7	143	2.0	416	6.7	143	2.0	416	6.7		
Professional engineering, surveying, architecture	37	1.4	*	1	*	0.5	..	..	22	0.8	3	0.2	11	1.0	..	..	73	1.0	4	0.1	73	1.0	4	0.1	73	1.0	4	0.1
Clerical (including typing)—																														
(a) Government and local body	189	7.4	5.2	136	5.2	5.8	23	5.3	69	2.5	97	5.1	72	6.4	77	5.9	368	5.2	333	5.3	368	5.2	333	5.3	368	5.2	333	5.3		
(b) Banks, insurance, legal, commercial houses, shops and warehouses	409	16.0	20.4	529	20.4	11.7	89	20.4	114	4.2	528	27.6	42	3.7	238	17.5	642	9.1	1,374	2.0	642	9.1	1,374	2.0	642	9.1	1,374	2.0		
Shop and warehouse assistants	261	10.2	13.5	351	13.5	5.9	62	14.3	229	8.5	309	16.2	95	8.4	210	16.1	624	8.9	932	14.9	624	8.9	932	14.9	624	8.9	932	14.9		
Manual trades—																														
(a) Government and local body	42	1.6	0.1	3	0.1	3.0	..	..	55	2.0	2	0.1	23	2.0	8	0.6	140	2.0	13	0.2	140	2.0	13	0.2	140	2.0	13	0.2
(b) Building	79	3.1	..	..	..	5.8	..	..	215	7.9	1	*	64	5.7	..	..	396	5.6	1	*	396	5.6	1	*	396	5.6	1	*
(c) Motor engineering	87	3.4	..	..	..	5.6	..	..	174	6.4	..	..	48	4.2	..	..	346	4.9	..	..	346	4.9	..	..	346	4.9	..	..
(d) General engineering	64	2.5	..	..	..	6.1	..	..	345	12.7	..	..	31	2.8	..	..	480	6.8	..	..	480	6.8	..	..	480	6.8	..	..
(e) Printing	13	0.5	*	1	*	0.6	..	..	42	1.6	7	0.4	7	0.6	1	0.1	66	0.9	..	..	66	0.9	..	..	66	0.9	..	..
(f) Other trades	152	6.0	7.1	2.8	7.1	7.9	4	0.9	286	10.6	185	9.7	76	6.7	12	0.9	566	8.0	272	4.3	566	8.0	272	4.3	566	8.0	272	4.3		
Farming	430	16.8	2.8	72	2.8	24.7	33	7.6	497	18.3	18	0.9	443	39.4	68	5.2	1,533	21.7	191	3.1	1,533	21.7	191	3.1	1,533	21.7	191	3.1		
Factory operatives	32	1.3	0.9	24	0.9	0.9	2	0.5	68	2.5	55	2.9	18	1.6	24	1.8	124	1.8	105	1.7	124	1.8	105	1.7	124	1.8	105	1.7		
Other occupations	150	5.9	16.5	480	16.5	7.3	65	14.9	218	8.0	205	10.7	52	4.6	120	9.2	468	6.6	820	13.1	468	6.6	820	13.1	468	6.6	820	13.1		
Home	75	2.9	18.5	481	18.5	1.0	86	19.8	65	2.4	330	17.3	48	4.3	416	31.9	195	2.8	1,313	21.0	195	2.8	1,313	21.0	195	2.8	1,313	21.0		
Not known	71	2.8	4.4	115	4.4	0.7	11	2.5	242	8.9	115	6.0	25	2.2	32	2.5	343	4.9	273	4.4	343	4.9	273	4.4	343	4.9	273	4.4		
Totals	2,556	100.0	2,602	100.0	100.0	660	435	100.0	2,714	100.0	1,910	100.0	1,127	100.0	1,304	100.0	7,057	100.0	6,251	100.0	7,057	100.0	6,251	100.0	7,057	100.0	6,251	100.0		

* Insignificant percentage.

TABLE O 4.—PERCENTAGES OF **BOYS LEAVING POST-PRIMARY SCHOOLS** IN 1941–44 WHO PROCEEDED TO THE UNIVERSITY OR TO EMPLOYMENT IN THE THREE MAIN OCCUPATIONAL GROUPS

Class of School.	University.				Clerical, Professional, Shop, and Warehouse.				Farming.				Trades and Industries			
	1941.	1942.	1943.	1944.	1941.	1942.	1943.	1944.	1941.	1942.	1943.	1944.	1941.	1942.	1943.	1944.
Secondary	7	11	13	15	49	44	41	38	17	16	18	17	15	15	17	18
Combined	5	6	7	9	35	34	27	27	23	23	29	25	23	25	26	30
Technical	1	1	2	2	25	21	21	17	17	17	19	18	44	45	41	44
District high	1	2	3	4	35	34	22	21	38	39	43	39	16	15	20	24
All schools	3	5	7	8	36	33	29	26	21	21	23	22	26	27	28	30

TABLE P 2.—ENROLLEES, ETC., WITH **VOCATIONAL GUIDANCE CENTRES** PLACED IN EMPLOYMENT IN 1944–45

Centre.	Placed by Centre.	Self-placed.	Total.
Auckland	1,134	2,320	3,454
Wellington	521	2,389	2,910
Christchurch	933	1,602	2,535
Dunedin	691	842	1,533
Totals	3,279	7,153	10,432

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 ..	518	10·0	139	12·7	1,023	22·1	631	25·9	2,311	17·4
Leaving in second year ..	1,414	27·4	314	28·7	1,915	41·4	843	34·7	4,486	33·7
Leaving in third year ..	1,335	25·9	298	27·2	1,132	24·5	488	20·1	3,253	24·4
Leaving in fourth year or later	1,891	36·7	344	31·4	554	12·0	469	19·3	3,258	24·5
Totals	5,158	100·0	1,095	100·0	4,624	100·0	2,431	100·0	13,308	100·0

NOTE.—The approximate average length of school life of pupils attending post-primary schools was: Secondary schools, 2 years 11 months; combined schools, 2 years 9 months; technical high and day schools, 2 years 3 months; secondary departments of district high schools, 2 years 4 months; all post-primary schools, 2 years 7 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.
1942	50	6,907	4,398	5,446	3,233
1943	51	8,129	4,669	5,599	3,088
1944	59	9,317	4,926	5,975	2,690

TABLE R.—NUMBER OF PUPILS AT **NATIVE SCHOOLS**, ETC., 1ST JULY

	1944.		1943.	
	Schools.	Roll.	Schools.	Roll.
Native village schools	155	11,317	154	10,914
Mission and boarding schools (primary) ..	10	648	10	638
Public schools with Native children enrolled	866	13,952	875	13,527
Totals	1,031	25,917	1,039	25,079

NOTE.—Of the pupils enrolled at Native village schools, 883 in 1944 and 939 in 1943 were Europeans.

TABLE S.—REGISTERED **PRIVATE PRIMARY** SCHOOLS, 1944

	Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools	17	230	54	301
Roll at December—				
Boys	319	12,157	1,771	14,247
Girls	474	12,963	2,033	15,470
Totals	793	25,120	3,804	29,717
Average attendance	685	21,882	3,422	25,989
Teachers (inclusive of head teachers)—				
Men	8	63	48	119
Women	40	683	133	856
Totals	48	746	181	975

The number of schools at the end of the previous year was 302, and the total enrolment 29,328.

TABLE T.—ENDOWED SCHOOLS AND REGISTERED **PRIVATE SECONDARY** SCHOOLS

	1943.	1944.
Number of schools	65	67
Roll at 1st July	6,926	7,847
Average attendance	6,552	7,419
Teachers (inclusive of head teachers)—		
Men	146	166
Women	221	233
Totals	367	399

TABLE U.—**KINDERGARTEN** SCHOOLS, 1944

Association.	Number of Schools.	Pupils on Roll at End of Year.	Average Attendance.	Average Weekly Roll.
Auckland	18	863	565	747
Hastings	1	65	42	49
Hutt Valley	3	126	99	120
Wellington	7	301	216	273
Christchurch	12	595	420	534
Dunedin	8	370	288	359
Invercargill	4	163	122	162
Totals, 1944	53	2,483	1,752	2,244
Totals, 1943	46	2,182	1,495	2,037
Difference	+7	+301	+257	+207

TABLE Y 1.—**PARTICULARS RELATING TO UNIVERSITY EDUCATION**

—	1941.	1942.	1943.	1944				
Number of students in actual attendance at lectures	4,857	3,837	5,181	6,584				
Number of exempted students	409	536	772	1,146				
Percentage of students—								
Men	67	62	68	72				
Women	33	38	32	28				
Percentage of students actually attending Universities receiving free education*—								
Men	49	54	49	51				
Women	59	67	61	56				
All students	53	59	53	52				
Occupations of students expressed as percentages—								
	M.	F.	M.	F.	M.	F.	M.	F.
(1) Full-time students	45	44	57	48	51	43	49	46
(2) Teachers and training colleges	16	28	10	33	13	32	14	28
(3) Government and local bodies	19	6	16	9	16	9	13	9
(4) Other	18	16	15	8	14	9	21	12
(5) Not known	2	6	2	2	6	7	3	5

* These students hold scholarships or training-college studentships.

TABLE Y 2.—**NUMBERS OF UNIVERSITY STUDENTS AND COURSES TAKEN**

Year.	Number of Students enrolled.							Courses taken.															
	Auckland.	Victoria.	Canterbury.	Otago.	Massey.	Cant'y Agric.	Total.	Agriculture.*	Architecture.	Arts.	Commerce.	Dentistry.	Diploma of Education.	Engineering.	Home Science.	Horticulture.	Journalism.	Law.	Massage.	Medicine.	Mining.	Music.	Science.
1943 ..	1,505	1,320	1,269	1,598	141	120	5,953	296	67	1,949	553	129	43	235	190	..	29	164	33	789	42	125	796
1944 ..	1,985	1,614	1,576	1,811	362	382	7,730	780	82	2,508	827	154	40	309	207	20	38	267	40	844	35	167	1,002

* Includes 463 students taking short courses at agricultural colleges in 1944.

TABLE.—**MANUAL INSTRUCTION**

	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.
Public primary and Native schools	934	15,170	14,693
Intermediate schools and departments	22	4,451	3,999
Secondary departments of district high schools	81	2,444	2,846
Private schools	193	2,207	2,340
Totals	1,230	24,272	23,878

NOTE.—There were 157 manual-training centres during 1944.

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

College.	1944.			1943.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	161	454	615	180	449	629
Wellington	111	218	329	143	252	395
Christchurch	104	211	315	174	271	445
Dunedin	100	214	314	105	259	364
Totals	476	1,097	1,573	602	1,231	1,833

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

	1943.	1944.	1945.
State wards—			
In foster-homes, hostels, and with friends	2,641	2,477	2,502
In situations, including those absent without leave	1,105	1,048	1,022
In Government institutions, receiving-homes, &c.	223	261	285
In private institutions	98	121	108
In Roman Catholic institutions recognized under Child Welfare Act	95	98	90
In special schools for backward children	138	142	139
In refuges or cognate institutions	59	63	59
In hospitals, convalescent homes, &c.	36	47	36
In residential colleges (mostly Maori children)	15	10	17
Subtotal	4,410	4,267	4,258
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	1,301	1,375	1,063
Infants supervised in foster-homes registered under the Infants Act	665	698	799
Pupils at School for the Deaf, Sumner	126	175	215
Pupils at schools for mentally backward, Otekaieke and Richmond (other than State wards included in figures above)	45	38	47
Children supervised as preventive cases	1,978	1,954	1,905
Children in New Zealand Institute for Blind for whom the Department makes payment	18	24	20
Subtotal	4,133	4,264	4,049
Grand total	8,543	8,531	8,307
British children in New Zealand	204	203	190

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, 1945

	£	£	£
General Administration			
Salaries of Head Office staff	47,608		
Part salaries of Inspectors attached to Head Office	3,783		
Overtime and meal allowances	1,483		
		52,874	
Office furniture and fittings .. .. .	..	968	
Postage and telegrams .. .. .	..	2,525	
Telephones .. .. .	..	488	
Travelling-expenses .. .. .	..	1,189	
<i>Education Gazette</i> —			
Salaries	819		
Printing, postage, &c., office and other requisities	1,989		
		2,808	
Printing and stationery .. .. .	..	1,065	
Printing and stationery—Storage with Government Printer .. .. .	..	96	
Compassionate grants to widows of deceased officers .. .. .	..	202	
		62,215	
Less recoveries—			
Services rendered to Teachers' Superannuation Board and to other Departments	4,359		
<i>Education Gazette</i> : Sales and advertising, &c.			
Postage and telegrams	108		
Printing and stationery and sale of publications	360		
Teachers' certificates, fees for	88		
Travelling-expenses	791		
	6		
		5,712	
			56,503
Primary Education (including Intermediate Schools or Departments under Control of Education Boards)			
Teachers' salaries and allowances	2,410,956		
Teachers' salaries and allowances—Chatham Island schools	2,235		
		2,413,191	
Education Boards—Grants for administration and general purposes .. .. .	..	49,557	
School Committees' allowances—Cleaning, heating, &c. .. .. .	..	168,627	
School and class libraries .. .. .	..	18,380	
Supply of books in necessitous cases .. .. .	..	301	
Supply of meals for subnormal children .. .. .	..	35	
Removal expenses of teachers .. .. .	..	2,020	
School buildings and sites—			
Maintenance, including alterations to make safe against earthquake	175,784		
Rebuilding or repairing buildings destroyed or damaged by fire	3,070		
Rent of buildings and sites for schools purposes	4,272		
Valuation fees and miscellaneous	98		
Improvements to approaches to schools	80		
		183,304	
Maintenance and cost of disposal of buildings not used for school purposes .. .. .	..	1,544	
Boys' and girls' agricultural clubs .. .. .	..	974	
Grants in aid of free kindergartens .. .. .	..	16,236	
Conveyance, &c., of children—			
By rail	11,445		
By road and water	260,200		
Boarding-allowances	6,829		
Purchase of new buses	3,990		
		282,464	
Conveyance of instructors and teachers .. .. .	..	9,412	
Correspondence School—			
Salaries of Staff	25,084		
Overtime and meal allowances	151		
Other expenses	3,018		
Office furniture and fittings	87		
Travelling-expenses of teachers	672		
		29,012	
Accidents to school-children, &c... .. .	..	523	
Inspection—			
Salaries (less part charged to Head Office Administration)	33,065		
Travelling and removal expenses	7,819		
Telephones and office expenses	127		
Clerical assistance	400		
Postage and telegrams	155		
		41,566	
<i>School Journal</i> —			
Salaries	818		
Printing, postage, office expenses, &c.	5,347		
Rent of offices	33		
		6,198	
Manual instruction—			
Salaries	109,914		
Material	16,630		
Incidentals	26,989		
		153,533	
Preparation of school text-books—			
Salaries	820		
Printing, &c.	5,468		
Rent of offices	33		
		6,321	

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

	£	£	£
Primary Education—continued			
Printing (register and other school books and forms) ..	..	1,078	
Swimming instruction .. .. .	..	938	
Miscellaneous .. .. .	..	24	
		3,385,238	
Less recoveries—			
Salaries	853		
On account of maintenance of buildings ..	261		
Correspondence School	3,050		
<i>School Journal</i> sales	1		
Rent of school-sites, &c.	3,467		
Registration and other fees	2		
Manual instruction	204		
Conveyance of children	192		
Travelling and removal expenses	36		
Sale, stores	55		
Rent of offices	5		
School and class libraries	1,344		
Sundries	19		
		9,489	
			3,375,749
Post-primary Education			
(Including intermediate departments attached to secondary and technical schools.)			
Teachers' salaries and allowances—			
District high schools	138,016		
Secondary schools	346,725		
Technical schools and classes	291,609		
Combined schools	72,870		
		852,220	
Grants to Boards for administrative and general purposes—			
District high schools	2,127		
Secondary schools	51,330		
Technical schools	59,128		
Combined schools	15,541		
		128,126	
School Committee allowances (portion for secondary departments, district high schools) ..			
	..	7,239	
Manual instruction in secondary schools			
	..	12,322	
Conveyance of pupils—			
By rail	15,482		
By road and water	29,885		
Boarding-allowances	49,342		
		94,709	
Special assistance to deserving students			
	..	64	
Supply of books in necessitous cases			
	..	653	
Inspection—			
Salaries (less portion charged to Head Office Administration) ..	7,180		
Travelling and removal expenses	1,977		
Postages and telegrams	62		
Rent of offices and office furniture	388		
		9,607	
War Bursaries			
	..	9,120	
School buildings, &c. — Maintenance of buildings (including secondary departments of district high schools)			
Rents of buildings for school purposes	1,337		
Rebuilding or repairing schools destroyed or damaged by fire ..	3,391		
Valuation fees	71		
		27,725	
Correspondence School—			
Salaries	21,220		
Other expenses	4,000		
		25,220	
Accidents to school-children, &c.			
	..	65	
School and class libraries			
	..	2,315	
Reefton School of Mines — Services rendered by secondary department of district high school ..			
	..	100	
Marlborough High School — Grant under Marlborough High School Act, 1899 ..			
	..	400	
Printing forms, &c., for schools			
	..	453	
Secondary education reserves revenue distributed to High Schools Boards (Education Reserves Act, 1928) ..			
	..	11,733	
Secondary School bursaries			
	..	4,835	
Miscellaneous			
	..	9	
		1,186,915	
Less recoveries—			
On account of maintenance of buildings ..	319		
Salaries	68		
Rent of school-site, &c.	1,164		
Conveyance of children	1		
Sale of equipment	61		
Incidental expenses: Technical	16		
Travelling expenses	6		
Interest on loans	1,054		
		2,689	
			1,184,226
Higher Education			
Grants to—			
New Zealand University	11,960		
Auckland University College	30,603		
Victoria University College	27,424		
Canterbury University College	24,280		
University of Otago	44,156		
New Zealand School of Agriculture	3,648		
		142,071	

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

	£	£	£
Higher Education—continued			
Scholarships and bursaries—			
University National Scholarships	3,624		
“ Sir George Grey ” Scholarships	50		
University Bursaries	37,159		
Agricultural Bursaries	1,470		
Architectural Bursaries	240		
Engineering Bursaries	1,310		
Home-science Bursaries	4,089		
Art Bursaries	795		
Science Bursaries	604		
		49,341	
Special assistance to deserving students .. .. .	..	713	
Adult Education, including Workers' Educational Association .. .. .	..	12,000	
Otago Medical School : Grants for clinical teachers .. .. .	..	1,500	
Miscellaneous .. .. .	..	2	
		205,627	
Less recoveries—			
Rents	95		
Sundries	1		
		96	
			205,531
Training Colleges and Training of Teachers			
Training Colleges—			
Salaries of staffs (including staffs of practising schools in excess of usual staff as public schools) .. .. .	..	43,456	
Allowances to and expenses of students .. .. .	..	204,264	
Students' University College fees .. .. .	..	6,461	
Special instruction, libraries, and incidental expenses .. .. .	..	4,227	
Apparatus and material .. .. .	..	660	
Printing, &c. .. .. .	..	69	
Training classes : Fares of teachers, &c. .. .. .	..	1,012	
Accidents to students, &c. .. .. .	..	45	
Special assistance to deserving students .. .. .	..	472	
Miscellaneous .. .. .	..	8	
		260,674	
Less recoveries—			
Students' University College fees .. .. .	..	22	
			260,652
Native Schools			
Salaries of teachers .. .. .	..	157,205	
Removal expenses of teachers .. .. .	..	1,600	
Books, apparatus, and other school requisites .. .. .	..	2,271	
Manual instruction .. .. .	..	864	
Conveyance and board of children .. .. .	..	19,768	
Sundries .. .. .	..	1	
Building and sites—			
Maintenance of buildings	6,578		
Rent of buildings and sites	173		
Rebuilding or repairing schools destroyed or damaged by fire	1,469		
Valuation and survey fees	78		
Improvements to school-grounds	1,724		
Improvements in approaches to schools	43		
		10,065	
Equipment for supply of milk to children .. .. .	..	254	
Inspection—			
Salaries of Inspectors	2,522		
Travelling and removal expenses	792		
Postages	23		
		3,337	
Scholarships .. .. .	..	11,096	
Printing, postages, &c. .. .. .	..	29	
Grants to private Native schools .. .. .	..	902	
Special assistance to deserving students .. .. .	..	340	
		207,732	
Less recoveries—			
Fines	8		
Maintenance of buildings	8		
Rent of school-sites, &c.	183		
Salaries of teachers and Inspectors	417		
Sale scrap, old buildings, &c.	42		
Books, &c.	39		
Maori Purposes Fund	750		
Sundries	27		
		1,474	
			206,258
Physical Instruction			
Salaries of instructors .. .. .	..	12,003	
Travelling and removal expenses .. .. .	..	2,106	
Uniform-allowances .. .. .	..	123	
Equipment .. .. .	..	3,488	
Printing, postages, &c. .. .. .	..	268	
Office furniture and fittings .. .. .	..	73	
		18,061	
Less recoveries—			
Salaries	18		
Equipment	202		
Travelling-expenses	13		
		233	
			17,828

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

	£	£	£
Education of the Blind			
Maintenance fees of Government pupils at New Zealand Institute for the Blind	..	524	
Travelling-expenses of pupils	.. ..	23	
Sundries	.. ..	9	
		556	
Less recoveries : Maintenance fees, &c.	.. ..	231	325
School for the Deaf			
Salaries of staff	.. ..	11,706	
General maintenance of institutions	.. ..	5,576	
Maintenance of buildings, &c.	.. ..	2,197	
Postage and telegrams	.. ..	118	
Travelling and removal expenses (including transit of children)	.. ..	924	
Sundries	.. ..	68	
		20,589	
Less recoveries—			
Salaries	.. ..	12	
Maintenance fees, &c.	.. ..	2,284	
Institution receipts	.. ..	18	
Travelling-expenses	.. ..	11	
Sundries	.. ..	3	
		2,328	
			18,261
Schools for the Mentally Backward			
Salaries of staff	.. ..	16,173	
Maintenance of institutions	.. ..	9,169	
Maintenance of buildings, &c.	.. ..	2,580	
Travelling allowances and expenses (including transit of children)	.. ..	505	
Postage and telegrams	.. ..	154	
Sundries	.. ..	12	
		28,593	
Less recoveries—			
Maintenance fees, &c.	.. ..	813	
Institution receipts	.. ..	916	
Rents	.. ..	72	
Salaries	.. ..	83	
		1,884	
			26,709
Child Welfare			
Salaries of staffs, including field officers	.. ..	65,127	
Wages of inmates employed in institutions	.. ..	525	
Travelling and removal expenses (including transit of children)	.. ..	11,580	
Boarding-out of children	.. ..	80,043	
Maintenance of children in Government institutions	.. ..	54,417	
Maintenance of children in private institutions	.. ..	7,057	
Maintenance of buildings, &c.	.. ..	4,621	
Rent, office requisites, telephones, &c.	.. ..	5,278	
Office furniture and fittings	.. ..	861	
Printing, postage, and telegrams	.. ..	3,185	
Payment to Post and Telegraph Department for services	.. ..	662	
Refunds of inmates' earnings	.. ..	64	
Refund of maintenance payments	.. ..	350	
Legal expenses	.. ..	55	
Sundries	.. ..	67	
Accidents	.. ..	11	
Special assistance to large families	.. ..	9,848	
Purchase motor-vehicles	.. ..	594	
Compassionate grants to widows of deceased officers	.. ..	282	
Compassionate grant to ex-Principal, Girls' Home, Burwood	.. ..	250	
		244,877	
Less recoveries—			
Maintenance fees, &c.	.. ..	25,349	
Refunds for clothing, &c., supplied	.. ..	10,640	
Refunds of boarding-out payments	.. ..	4,114	
Refunds of travelling-expenses	.. ..	122	
Recoveries on account of inmates' earnings	.. ..	78	
Rent of land and buildings	.. ..	180	
Accumulated earnings of deceased inmates	.. ..	8	
Sale of furniture, &c.	.. ..	21	
Salaries	.. ..	54	
Legal expenses	.. ..	6	
Unclaimed money	.. ..	155	
Institution receipts	.. ..	2,031	
Special assistance to large families	.. ..	39	
Sundries	.. ..	9	
		42,806	
			202,071
Material and Stores			
Salaries	.. ..	1,028	
Stores and material purchased	.. ..	8,888	
Lighting, cleaning, cartage, &c.	.. ..	97	
Purchase and maintenance of plant	.. ..	297	
		10,310	
Less stores issued and charged to other items of vote, Education	.. ..	8,099	
		2,211	
Less recoveries : Stores sold, &c.	.. ..	199	
			2,012
Miscellaneous			
Conference of education authorities	.. ..	1,753	
Examination expenses	.. ..	9,261	
Grading of teachers, costs of appeal, inquiries, &c.	.. ..	162	
Projectors, gramophones, and radios for schools (recoverable)	.. ..	2,535	

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

	£	£	£
Miscellaneous—<i>continued</i>			
Payment for damages to motor-vehicles other than departmental vehicles	..	246	
Salaries of teachers on exchange from overseas (recoverable)	..	15	
Teachers' Superannuation Fund—			
Annual contribution under Act	43,000		
Additional allowance to widows and children	6,181		
Additional subsidy	88,280		
Additional subsidy (loss of interest)	1,770		
Contributions of teachers on active service, 1914–19 ..	33		
		139,264	
Payment to National Broadcasting Service, one-half cost educational broadcasts	..	23	
Visual education: Equipment for schools .. .. .	..	2,919	
Sundries .. .. .	..	21	
Grant to New Zealand Council for Educational Research ..	..	200	
		156,399	
Less recoveries—			
Examination fees, &c.	16,992		
Projectors for schools	2,384		
Salaries of teachers on exchange from abroad	21		
Sales of publications	191		
Sundries	12		
		19,600	
			136,799
Country Library Service			
Salaries .. .. .	..	8,307	
Overtime and meal allowances .. .. .	..	100	
Purchase of books .. .. .	..	9,940	
Binding of books .. .. .	..	427	
Motor-vehicles: Maintenance and repairs .. .. .	..	399	
Freight and cartage .. .. .	..	538	
Postage, printing, and stationery .. .. .	..	846	
Office furniture and equipment .. .. .	..	435	
New Zealand Library Association: Expenses of Book Resources Committee	..	38	
Telephone service .. .. .	..	108	
Travelling-expenses .. .. .	..	470	
Sundries .. .. .	..	27	
Fuel, heating, &c., .. .. .	..	152	
Rent of offices .. .. .	..	320	
		22,107	
Less recoveries—			
Subscriptions	1,904		
Salaries	691		
Books, freight, &c.	286		
Postage	11		
		2,892	
			19,215
Vocational Guidance			
Salaries .. .. .	..	16,766	
Fuel .. .. .	..	93	
Printing and postage .. .. .	..	955	
Office furniture and fittings .. .. .	..	852	
Rent of offices .. .. .	..	1,667	
Telephones .. .. .	..	306	
Travelling and transfer expenses .. .. .	..	1,186	
Sundries .. .. .	..	36	
		21,861	
Less recoveries—			
Salaries	33		
Payment for services to other Departments	4,500		
Travelling-expenses	9		
		4,542	
			17,319
Net total, excluding new buildings, &c. ..	..	..	5,729,458
Capital Expenditure			
Sites, buildings, equipment, &c.—			
Public schools	324,057	10,310	
Training colleges	281	..	
Secondary schools	63,919	6,078	
Technical schools	12,255	1,510	
Native schools	22,492	2,029	
Universities	46,778	..	
Child welfare	7,329	..	
Kindergartens .. .. .	..	1,500	
School for the Deaf	282	..	
	477,393	21,427	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years)—			
Public schools	6,658	..	
Secondary schools	1,323	..	
Technical schools	2,000	..	
Native schools	270	..	
Training colleges	100	..	
Child welfare	980	..	
	11,331	..	
Net expenditure on new buildings, &c. ..	466,062	21,427	487,489
Net total, including new buildings, &c. ..	..	..	6,216,947

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

SUMMARY

Consolidated Fund—									£
Vote, Education ..	..	..	..	..	..	..	..	..	5,067,571
Vote, Internal Affairs ..	..	..	..	..	..	..	..	..	1,770
Finance Act, 1942 (No. 2) (section 3)	..	..	..	..	..	..	..	..	88,280
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue)	..	..	..	..	..	..	..	..	185,395
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue)	..	..	..	..	..	..	..	..	11,733
Tauranga Educational Endowment Reserves Act, 1896 (reserves revenue)	..	..	..	..	..	..	..	..	326
Public Revenues Act, 1926, section 133 (Fire Insurance Fund)	..	..	..	..	..	..	..	..	6,804
Public Works Account, vote, Education buildings	..	..	..	..	..	..	..	..	466,062
Unauthorized expenditure ..	..	..	..	..	..	..	..	..	395,792
Akaroa High School Board ..	..	..	..	..	..	..	..	..	430
Greymouth Technical School Board ..	..	..	..	..	..	..	..	..	129
									6,224,292
Less—									
Consolidated Fund—									£
Territorial revenue ..	..	..	..	..	..	..	..	..	494
Miscellaneous revenue ..	..	..	..	..	..	..	..	..	5,792
Registration and other fees ..	..	..	..	..	..	..	..	..	2
Interest on public moneys ..	..	..	..	..	..	..	..	..	1,057
									7,345
									£6,216,947
In addition to the above the following expenditure was met from War Expenses Account—									£
Fire-fighting equipment for schools ..	..	..	..	..	..	..	..	..	1,148
Alternative accommodation for schools ..	..	..	..	..	..	..	..	..	28
Day nurseries and kindergartens ..	..	..	..	..	..	..	..	..	2,154
Country Library Service ..	..	..	..	..	..	..	..	..	20,623
									£23,953
Additional amounts are available from revenue from reserves vested in post-primary schools and University colleges as follows:—									£
Post-primary schools	46,358
University colleges	17,815
Total	£64,173

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