

1946  
NEW ZEALAND

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## REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31st DECEMBER, 1945  
(In continuation of E.—1, 1945)

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

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Office of the Department of Education,  
Wellington, 21st June, 1946.

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, 1945.

I have, &c.,

H. G. R. MASON.

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

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### REPORT

THIS report covers the tenth year of the Government's administration of education. It would be fitting, therefore, that I try to sketch briefly what has happened in education not only in the past year, but also in the past decade. My predecessor, the Right Hon. P. Fraser, stated in his annual report for 1939, "The Government's objective, broadly expressed, is that every person, whatever his level of academic ability, whether he live in town or country, has a right, as a citizen, to a free education of the kind for which he is best fitted, and to the fullest extent of his powers." I gladly accept this statement of policy as the criterion by which all the changes introduced into the education system over the last ten years should be judged.

## Buildings

When the Government came into office the school-building programme had, owing to the depression, been practically at a standstill for three years. It realized that little advance could take place in education until satisfactory school buildings could be provided, and so it immediately began a vigorous new building programme. Unfortunately, the war intervened before all arrears could be caught up, but, even so, the number of new buildings erected and old ones remodelled in the past ten years is most impressive. The following figures give some measure of the volume of the work done. The remarkable rise for the year ended 31st March, 1946, is very gratifying, and gives an indication of the Government's policy in school building in the post-war years :—

### *Capital Expenditure on School Buildings from Public Works Account*

Financial year ended 31st March,—	Amount. £
1935 .. .. .	62,183
1936 .. .. .	169,733
1937 .. .. .	276,732
1938 .. .. .	554,759
1939 .. .. .	727,078
1940 .. .. .	851,726
1941 .. .. .	555,572
1942 .. .. .	465,686
1943 .. .. .	207,390
1944 .. .. .	236,137
1945 .. .. .	477,393
1946 .. .. .	1,187,823

The mere figures of capital expenditure, however, give no indication of the qualitative changes that have taken place in school buildings over recent years, of the light and colour that have been introduced, or of the libraries, workshops, homecraft rooms, and facilities for practical work generally that have been provided in the best of the modern buildings. The recognition that education is more than pencil-and-paper work with large passive classes has of itself created an enormous building programme.

Very many schools and residences still fall far short of what the Government would desire, but every effort will be made to remedy this as soon as possible. A peculiar combination of circumstances will create an unusual demand for new buildings over the next five years, and the Government's policy is to press forward with a vigorous school building programme that will—

(1) Catch up with the arrears in building resulting, firstly, from the depression, and, secondly, from the war.

(2) Cater for the increased school rolls resulting from the raising of the school age and from the rapid rises in the birth-rate in the periods centring on the years 1941 and 1945. The years 1951-54 will be critical ones for accommodation in both primary and post-primary schools, and preparations to meet the situation must begin immediately.

(3) Meet the special needs for school buildings arising in Government housing settlements, and from drifts in population generally.

(4) Enable the size of classes to be greatly reduced.

(5) Replace the large number of schools built in the early days of the national system.

(6) Enable the intermediate-school system to be extended wherever possible, when new accommodation is needed.

(7) Provide school residences for sole and head teachers in all rural areas.

(8) Provide for very greatly increased enrolments at the University colleges and agricultural colleges.

(9) Provide training-college hostels.

These are the immediate and pressing needs that must under any conditions be met. In so far as supplies of labour and materials permit, and without interfering with the meeting of the fundamental needs mentioned above, the Government will try to improve school buildings qualitatively by making provision for—

- (a) Gymnasiums and halls for post-primary schools and combined gymnasium-halls for large intermediate and primary schools.
- (b) Workshops and practical rooms for post-primary schools not already so equipped.
- (c) Laboratories and special rooms to enable the post-primary schools (including district high schools) to put the new post-primary curriculum into full effect.
- (d) Library rooms for all large schools, primary as well as post-primary.
- (e) A general-purpose room for every large primary school.

Major building works in progress or completed during the year include: the new pathology block, Otago Medical School; Avondale Technical High School; Avondale Intermediate School; Southland Girls' High School; Wellington Girls' College (additions); Otahuhu Technical High School (workshops); Epsom Girls' Grammar School; Hutt Intermediate School; Hastings High School; Tauranga College; Petone Technical School; Matamata Intermediate Department; Kaitaia District High School; Rawene District High School; Murchison District High School; Hawarden District High School; and Burwood Girls' Home Hostel, Christchurch.

In addition to these major permanent buildings, large numbers of minor works were undertaken and temporary buildings erected.

### Finance

The total expenditure on education, including revenue from reserves vested in post-primary schools and University colleges, was £3,316,992 for 1935–36. For 1945–46 the corresponding figure, including £29,447 expended from War Expenses Account, was £7,945,773.

### Pre-school Education

The Government has increased the assistance to pre-school educational services in the following ways:—

(1) The basis of financial assistance was made more liberal. Special increases to enable salaries to be raised were given in 1943 and again in 1945.

(2) In 1942 the Government began to pay allowances of £50 a year (plus £25 boarding-allowance where necessary) to kindergarten trainees, who before that were unpaid. The rate of payment was raised to £70 as from June, 1944. In 1941 there were only 31 kindergarten teachers in training; in 1945 there were 80, and in 1946 there will be 100.

(3) The Education Department assisted in establishing a kindergarten at the Karitane Hospital in Dunedin, which serves the double purpose of training Plunket trainees in the management of the pre-school child and kindergarten trainees in the feeding and physical care of young children.

(4) Two emergency all-day nursery schools were opened to cater for children whose mothers were engaged in work of national importance.

(5) Dental and health services were extended to cover the pre-school child, and free apples and milk are given to children at free kindergartens.

As recommended by the 1944 Education Conference, I set up in 1945 a Consultative Committee on Pre-school Services, representative of all the bodies working in this field. Their report is promised for August, 1946, and will doubtless assist the Government in determining its future policy on pre-school educational services. The Government anticipates considerable development of these services over the next few years.

## The Primary School

The Government has always realized that, in addition to adequate buildings, there are four things essential to a good primary education—

- (a) Smaller classes ;
- (b) Good supplies of equipment, including books ;
- (c) Freedom of teachers from unnecessary external restrictions ; and
- (d) A training that will enable them to make the best possible use of that freedom and to meet the greatly extended demand now made upon them.

The war has seriously interfered with the Government's plans for providing these essentials, but, even so, progress has been by no means negligible over the past ten years.

(1) The five-year-olds were readmitted to school in 1936.

(2) Two training colleges, which had been closed in the depression were reopened in 1936. In 1945 there were no fewer than 1,448 teachers in training, in addition to the certificated returned servicemen taking refresher courses. In normal times only about 600 are needed each year for replacements. This apparent overproduction, which has gone on for several years, has been intended to meet the needs arising from the raising of the school age and to reduce the size of classes. During the war the majority of the trainees have been women, and it is difficult to foresee what the rate of retirement due to marriage will be during the next year or two. This, combined with the number of returned servicemen taking refresher courses or full-time rehabilitation bursaries, promises to cause a temporary shortage of teachers in 1946. It would be possible to meet the situation by denying returned-soldier teachers these special rights, but I am convinced that no one would wish this done. In spite of the threatened temporary shortage, the Government introduced regulations during the year giving a new staffing schedule for 1946 that will add a total of about 450 new teachers to the larger schools where the classes are biggest. Should the shortage of teachers make it impossible to put this new staffing schedule into full operation immediately, it will yet provide permanent positions to which soldier teachers can return on demobilization. It would be very undesirable to risk keeping large numbers of returned men in relieving positions through a lack of permanent posts.

(3) The Proficiency Examination was abolished in 1937. This gave the teachers for the first time the necessary freedom to adapt their curricula and methods to the individual child, to local needs, and to the changing demands of the modern world. It was, moreover, an important step towards full professional responsibility for the teacher. Like all major changes, the abolition of the Proficiency Certificate brought its own problems with it, and intensified the need for better equipment, smaller classes, and fuller training for teachers. I dealt in my last annual report (E.-1, 1945, pages 3-4) with the precautions being taken by the Department to maintain and improve academic standards in the schools. I know of no one, however, who is familiar with the work of the primary schools and who would willingly reinstate the old Proficiency Examination.

(4) The capitation grant for primary schools was increased by 50 per cent. in 1936, by £8,000 in 1942, and by £24,000 in 1945-46, and more money will be provided as it is found necessary.

(5) The syllabus of instruction is being systematically reviewed by committees representative of the Department, of teachers' organizations, and, in most cases, of private schools, with the object of bringing it into line with modern needs and laying down minimal prescriptions in the basic subjects. A new arithmetic syllabus was adopted in 1944, and new syllabuses in health education and English in 1945. Last year, in addition, the Committee on History and Geography brought down its draft report, which is now under consideration by the teachers' organizations. In 1945 new committees were set up on spelling and pre-reading activities. In 1946 other committees will begin work in children's reading and school needlework.

(6) The policy is to prepare text-books, based on the new syllabuses, for free distribution to all primary schools, private as well as State. Excellent arithmetic text-books up to Form I are already in the schools, and the preparation of English texts

is well advanced. Only shortages of labour and materials in the printing industry are preventing more rapid publication. Teachers' manuals will also be produced; a very good one on Number Work in the Infant-room has already been given to all schools. The *School Journal* is to be doubled in size in 1946. Apart from smaller classes, there is no more urgent need in the primary schools than good text-books, and the Government is determined to provide them at the earliest possible moment.

(7) The School Library Service, administered by the Country Library Service, was begun in 1938, and, in spite of difficulties of supply in wartime, has now built up a magnificent collection of 124,782 children's books and is providing a loan service to 63,923 children, in 1,042 schools, mostly in the country. A small charge is made to a school for the first two years, but after that the service is free to both State and private schools. It is hoped eventually to extend the service to cover all schools. Special grants have also been given to Education Boards to enable them in some cases to carry on loan services and in others to purchase reference books to remain permanently in schools.

(8) Departmental advisers to infant departments were first appointed in 1938, and have done excellent work in assisting infant-mistresses to adopt modern methods. The amount of formal work in infant-rooms has been greatly reduced. Increasing emphasis is being placed on helping the young child to adapt himself socially and to lay a foundation of real experiences that will give a concrete understanding of numbers and verbal symbols when they are introduced later. This has created a need for much more infant-room apparatus of all kinds, and the Department, with the assistance of the Boards, has distributed great quantities of it free to schools over the past three years. Still more is needed, and will be provided as it can be produced. The best modern infant-rooms come as near as any places I know to providing a balanced all-round education.

(9) Considerable advances have been made in the field of teaching-aids since the appointment in 1941 of a departmental officer to supervise the work. A National Film Library has been built up which gives to schools and other organizations a free and rapidly growing service of films, both sound and silent. Free libraries of film strips have been established in every Education Board district. Education officers have been attached to the four main museums for museum work with school-children. The National Broadcasting Service now provides a country-wide coverage of specially prepared school broadcasts for three and a quarter hours a week. All these services are available to State and private schools alike.

(10) In 1939 a Superintendent of Physical Education was appointed to the Department's staff. Since then there have been great improvements in physical education in the primary schools, and within the last year or two a special effort has been made to extend the work to the post-primary schools. Ten years ago there were at the most only half a dozen full-time physical education specialists in the primary-school system; in 1945 there were 70, and some of the very best training-college students are selected each year for specialized instruction in physical education. Substantial grants have been made to Education Boards for the provision of apparatus and equipment to the schools, and these will be continued until all schools are well equipped.

(11) The teaching of art and crafts fell to a low level during the depression owing to lack of specialized staff and of materials. A Supervisor of Art and Crafts was appointed to the Department in 1941, since when a scheme of art and crafts utilizing New Zealand raw materials has expanded rapidly through the schools. In spite of supply difficulties due to the war, far more materials for art and crafts have been issued than ever before. Teachers with specialist qualifications in art and crafts are being trained in increasing numbers.

(12) Visiting teachers were attached experimentally in 1944 to certain groups of schools to act as school social workers and form a special link between home and school in the case of problem children of all types. The experiment proved most successful, and there are now 15 visiting teachers employed.

(13) Increased facilities have been provided for manual training—cooking, sewing, woodwork, and metalwork—in primary schools.

(14) Free dental clinic services have been greatly increased, and also extended to secondary schools. In 1944 local parents were freed from having to make a contribution to the cost of clinics.

(15) Free daily milk and free apples in season have been made available to children in nearly all schools, private as well as State.

(16) Since, 1935, 12 new intermediate schools, well housed and equipped, have been established, the equipment of existing schools has been improved, and they have been encouraged to experiment with curricula, methods of teaching, and systems of internal organization adapted to their special needs. With the co-operation of the Education Boards, the Department has made extensive surveys, covering most of New Zealand, with a view to plotting out the best locations for intermediate schools. The extension of the system as conditions permit is definite Government policy. In 1945 three new intermediate schools were established—Epsom Normal, Balmoral, and Avondale.

(17) A very real effort has been made since the abolition of the Proficiency Examination to develop methods of inspection of schools that will give every teacher all the freedom and professional help he can reasonably ask. The Inspectors themselves, freed from the restrictions of a narrow formal test, have been encouraged to become professional leaders in their districts and to adopt a broad and positive attitude in their work. Freedom, I know, cannot be forced on a group, but I am convinced that the new policy is steadily improving the attitude of teachers to their work. The amount of responsible experimentation in teaching methods is increasing every year, and the best schools are now far better than they could ever have been under the rule of the Proficiency Examination and a less positive system of inspection. As far as the children are concerned, the change has shown itself in an increasing amount of pupil activity in the schools, of doing things rather than just learning them from books, and a steadily growing emphasis on the æsthetic side of the child's life. The average school is now a happy place.

I do not foresee any very radical changes in the primary schools over the next five years. The main problem will be to provide grounds, buildings, equipment, and trained staff to carry out fully the policy laid down over the past ten years. All the new advances mentioned above will be pressed forward even more vigorously now that the war is ended. The greatest reform of all, with which nothing else must interfere, is the reduction in the size of classes.

### Education of Handicapped Children

The Government has always been particularly solicitous of children suffering from some kind of handicap, physical, mental, or social. Over the past ten years the following improvements have been effected in this field:—

(1) The New Zealand Institute for the Blind has been helped by a Government guarantee to put its finance on a more stable basis, and grants have been made for additional buildings.

(2) In 1940 a highly qualified Principal for the Summer School for the Deaf was brought from England. During the war a branch of the school was, of necessity, started in Auckland. In 1946 this will be made a separate school, and as soon as possible a new permanent building will be provided for it. Special methods have been adopted to train new teachers of the deaf to cater for an increase in the number of pupils that has occurred in recent years.

(3) The number of speech clinics has risen from 4 to 15. Specialist teachers are trained each year for this useful work.

(4) The number of special classes for backward children has doubled since 1935 and is now 50. In 1946 a group of selected teachers will undertake in Christchurch a year of advanced training to fit them for special class work.

(5) Two additional occupation centres for children of low mentality have been established. In 1946 a hostel will be opened for the pupils of the Dunedin Occupation Centre.

(6) Hospital classes have increased from 11 to 20, and 6 additional health camps have been established.

(7) Four visiting teachers have been appointed to the staff of the Correspondence School for the special duty of visiting crippled and handicapped pupils in their homes, to help them with their school work, and generally to make them feel they belong to a school that is not a mere pencil-and-paper institution. The Correspondence School provides for the tuition of some 400 children, mainly cripples, who are unable to attend any other school.

(8) Several adjustment classes have been established on an experimental basis to assist children of normal intelligence who suffer from special weaknesses in certain subjects, such as reading, spelling, or arithmetic.

The Government looks forward to a further expansion of the facilities for handicapped children, and particularly to a more complete and systematic training for teachers in this field.

### Post-primary Schools

As in the case of the primary schools, I do not anticipate any marked changes in policy in the post-primary schools during the next five years. The schools must be given time to adjust themselves to the changes in the post-primary curriculum that have been effected over the past two or three years. As was explained in my predecessor's report for 1939, the original structure of the New Zealand secondary-school system (as, indeed, of practically all systems of the world) was based on the assumption that secondary education would be given to only a small proportion of the population—the well-to-do would buy places in the secondary schools, and the specially brilliant would win them through a limited number of scholarships. The education given to these selected groups was mainly verbal and academic in nature.

Although the rigour of this highly selective system was gradually relaxed from the beginning of the century, this Government, in the words of my predecessor in office, "was the first to recognize explicitly that continued education is no longer a special privilege for the well-to-do or the academically able, but a right to be claimed by all who want it to the fullest extent the State can provide. . . . Schools that are to cater for the whole population must offer courses that are as rich and varied as the need and abilities of the children who enter them." The changes introduced into the post-primary schools over the past ten years have been based on this principle:—

(1) The abolition of the Proficiency Examination removed the last barrier to a full post-primary education for every child desiring it. In 1935, 58 per cent. of the children leaving primary and intermediate schools and departments entered a post-primary school; in 1945 the corresponding figure was 82 per cent. Since the abilities of the children in academic subjects vary widely, the secondary schools have been compelled, as never before, to diversify their curricula and provide courses for the practical as well as for the academic types of children.

(2) The work of the secondary schools had for many years been dominated by the demands of the University Entrance Examination. Although only a small proportion of secondary-school pupils ever went on to University studies, a large number were virtually compelled to take subjects unsuited to their talents or their future careers, because the University Entrance Examination had become the recognized qualification demanded by employers. The University decided as from 1944 to raise the standard of University Entrance and to adopt a system of accrediting for the better pupils from approved schools. The Government has met the additional costs incurred by the University as a result of the change. The introduction of accrediting and of a higher standard for University Entrance largely restricted this qualification to pupils seriously intending to undertake University studies. So the School Certificate Examination, which allows a wide range of subjects, practical as well as academic, has become the new

measure of a completed secondary education for the child not contemplating a University course. I set up a Consultative Committee on the Post-primary Curriculum to report on the changes that should be made in the School Certificate Examination prescriptions to enable the examination to play its new and important role. The result of their deliberations was the Education (Post-primary Instruction) Regulations 1945 which laid down a basic curriculum, with a wide range of options for all post-primary schools. The new syllabus frankly recognizes that the post-primary school has a double function—to prepare a minority of students for University education, and to prepare the remainder for immediate participation in adult life and labour. Care was taken to see that all educationists, both State and private, should have every opportunity to comment on the new proposals before the regulations were gazetted, and I am pleased to say that the new curriculum has been taken up with enthusiasm by the schools, and, up to now, seems to be very successful. Efforts are being made to provide the schools with the buildings, staffing, and equipment they need to provide the wide range of courses demanded.

(3) In order to help children from smaller schools that are not able to accredit for University Entrance, particularly the smaller district high schools, the Government in 1943 established secondary-school bursaries. These bursaries are of the value of £40 each, and are available for one or two years for any child who has the School Certificate, whose home is not within reach of an accrediting school, and who wishes to attend such a school in preparation for University studies. In 1945, 222 children took advantage of these bursaries.

(4) In 1944 the school leaving age was raised from fourteen to fifteen years. The roll numbers of post-primary schools (including district high schools) totalled 36,613 in 1943 and 46,888 in 1945, a remarkable rise of 28 per cent. in two years. The building and staffing problems resulting are not inconsiderable.

(5) Since 1935 two new post-primary schools have been established—Horowhenua College and Avondale Technical School. In 1946 two district high schools—Matamata and Tauranga—which have grown to the requisite size, will be converted into full post-primary schools. It is anticipated that Northcote District High School will be similarly converted at the beginning of 1947. By the end of 1946 or the beginning of 1947 a new technical and agricultural high school will be opened at Kaikohe with a large hostel to cater for both Maori and pakeha boys. This should meet a very real need for the Northland as a whole.

(6) Careers teachers have been appointed in the larger schools to help pupils select the school courses and the careers for which they are best suited.

(7) A full secondary training department was set up in the Auckland Training College in 1944. Graduate students from all over New Zealand go there for special training in secondary school teaching.

(8) The post-primary inspectorate has been almost doubled since 1935 in an effort to help the schools to deal with the new and difficult problems facing them.

(9) Special library grants were introduced for secondary schools in 1939. Special grants have also been made for science and physical education, and grants for music will be made in 1946. The National Film Library is open to the free use of post-primary schools.

(10) A new staffing schedule was provided in 1945, which will reduce the size of post-primary classes in 1946.

(11) In 1946 the Government grant to secondary schools for general purposes will be put on the same basis as that for technical schools. This will give increased finances to the secondary schools to enable them to conduct a wider range of courses involving more practical subjects.

(12) In 1943 a scheme was inaugurated for training domestic science teachers, partly at the Dunedin Teachers' Training College and partly at selected technical schools. At the beginning of 1946 a special training scheme was begun at the Auckland Technical School for tradesmen desirous of becoming teachers of woodwork and metalwork. In this way it is hoped to reduce the present serious shortage of manual-training teachers.



(13) In recent years the secondary and the technical schools have come closer together in many ways. The introduction of practical subjects into the secondary schools, on the one hand, and, on the other, the welding of the diversified subjects of the technical schools into strong and unified courses have reduced the gap between them. The new regulations for post-primary instruction apply equally to both types of school, and the new salary scale introduced in 1944 is the same for secondary and for technical teachers. As mentioned above, grants will be made to secondary and technical schools on the same basis in 1946. I predict that in the not very distant future the two systems will tend to coalesce, but that the six or seven biggest technical schools will in time break away from the post-primary system as such and become senior technical colleges catering for the growing needs of industry and business for highly trained technicians and workers. The introduction of daylight training for apprentices and young workers generally would accelerate the process.

### Rural Education

The Government's policy has always been to give to every country child educational facilities as nearly as possible equal to those open to the city child, whilst still providing for rural areas a type of education that fits children for happy and useful life in the country. The combining of these two purposes is by no means easy, particularly in the small district high school which finds difficulty in providing staff and facilities for teaching both the academic subjects needed by children going on to higher education and also the more practical subjects required by those who intend to go directly into rural pursuits. Advances made in the past ten years have pointed the way to at least partial solutions of this problem:—

(1) Between 1935 and 1939 the policy of consolidation of small schools was pressed forward strongly where the local communities were agreeable. In many cases this enabled district high schools to be established, and in others it brought existing secondary Departments to a size sufficient to justify specialist staffing and more optional courses. The war temporarily slowed down consolidation.

(2) Largely as a concomitant to consolidation, the system of school conveyance has been greatly extended for both primary and secondary children. In 1935, £94,457 was spent on school conveyance by rail or by road; in 1945 the amount was £407,187.

(3) In 1937 the boarding-allowance for children who have to board away from home to attend school was increased from 5s. to 7s. 6d. a week; in 1944 it was raised to 10s.

(4) As previously stated, secondary-school bursaries of £40 each were instituted to help country children to secure fuller secondary education.

(5) The number of secondary departments of district high schools increased from 85 in 1935 to 104 in 1945, and the rolls rose from 5,331 in 1935 to 8,034 in 1945. This gives some measure of the additional facilities provided for secondary education in the country. The special grants, already referred to, for physical education and science equipment have been made available for all district high schools.

(6) Agricultural club work has been strongly encouraged. In 1935 there were about 3,000 projects in the schools; in 1945 there were over 33,000.

(7) There has been a marked increase in the number of manual-training centres attached to country schools.

(8) Part-time teachers in commercial subjects were reintroduced into district high schools in 1939.

(9) New hostels have been provided at some post-primary schools and additions made at others. As soon as conditions permit many more hostels will be built.

(10) The scale of primary teachers' salaries introduced in 1938 made country positions relatively more attractive than town ones in order to draw highly graded teachers into rural schools.

(11) There have been striking developments in the Department's Correspondence School during the past ten years. In 1935 there were 1,415 primary pupils and 561 secondary; the corresponding figures are now 1,840 primary and 878 full-time secondary. In 1946, as a result of new developments, there are 1,715 part-time secondary and adult pupils. The curriculum has been broadened in many ways, and summer schools and the system of visiting teachers have strengthened the personal contacts of the school.

(12) In 1946 there will be established under the Department a technical correspondence school built on the nucleus of the Army Education and Welfare Service study courses. It should prove particularly helpful to ex-servicemen, apprentices, and other young workers in rural areas.

(13) The County Library Service, Division of the national library service established in 1938, has been outstandingly successful. The expenditure on it for 1945-46 amounted to £38,935.

### Native Education

There have been marked qualitative advances in the education of Maori children over the past ten years, in addition to a rapid increase in the number of pupils. The Government realized that the school has a double responsibility to the Maori child. On the one hand, it must teach him the language, the intellectual and manual skills, and the system of hygiene of the pakeha, and, on the other, it must help the Maori elders to hand on to him the old Maori culture and a healthy pride of race. This meant a new appeal by the schools to the emotions of the Maori child through the history, the music, the arts and crafts of his own people. The following have been the main developments:—

(1) Most of the Native schools have been either rebuilt or remodelled during the past ten years.

(2) The percentage of certificated head teachers and assistants in the service has risen from 83 in 1935 to 90 in 1945.

(3) The first bath was provided in a school in 1937. Hot showers and baths have now been installed in 22 Native schools.

(4) Eleven schools have been equipped with model cottages for the teaching of housecrafts, and 55 have cookery-rooms. Many provide hot meals for some of the children.

(5) Woodwork tools have been provided in 93 Native schools, and 68 have woodwork-rooms. Expenditure on manual training has increased from £398 in 1935 to £2,247 in 1945.

(6) A new emphasis has been placed upon *Maori* elements in Native education. Maori crafts, singing, and dancing now play a large part in the work of the schools. Two travelling instructors in these activities have been appointed.

(7) The total number of native scholarships has been raised from 158 in 1935 to 304 in 1945, and the value of the scholarships has been increased. The number of Native University scholarships has been increased from one to three.

(8) A substantial sum has been appropriated in recent years to help the denominational secondary schools for Maoris to improve their facilities for practical work, particularly woodwork and cookery.

(9) Four Native district high schools have been established since 1941 to increase the facilities for secondary education for Maoris.

(10) The increase in the number of continuation scholarships and other facilities for continued education have made it possible for an ever-increasing number of Maori boys and girls to complete a full secondary course and qualify for professions. For example, since 1940, 98 Maori students have entered training college, and the numbers of Maoris now in the Native Schools' Service are 213 (certificated head teachers 6; certificated assistants, 40; uncertificated teachers, 115; probationary assistants, 12;

training-college students, 40). In addition, a number of Maori girls have, with the help of nursing scholarships, qualified as nurses. This represents one of the most hopeful developments of recent years.

(11) One Maori Vocational Guidance Officer has been appointed, and other appointments will follow.

### Islands Education

During 1945 a survey of the education systems of Western Samoa, Cook Islands, and Niue was made by the Director of Education, the Superintendent of Technical Education, and the Senior Inspector of Native Schools. As a result of their report an Officer for Islands Education has been appointed to the staff of the Education Department to co-operate with the Department of Island Territories in the improvement and extension of the educational facilities in the islands.

### The Teaching Profession

An education system is only as good as the teachers who work in it, and the Government has done its best to improve the recruitment and training of teachers, and to encourage a strong sense of professional responsibility in the teaching service. The war has interfered seriously with much that it was planned to do in this sphere, but even so advances have been made.

(1) As previously stated a new and more generous salary scale for primary teachers was introduced at the end of 1938. The war prevented corresponding improvements being made in the post-primary teachers' salaries until February, 1944. In addition to these improvements, the trades' teachers working under the technical regulations were given a substantial rise in status and prospects in 1944. The latest Post-primary Teachers' Salary Regulations have the special virtue of bringing both secondary and technical schools teachers on to the same scale, an important step towards the unification of the profession.

(2) All teachers participated in the general rises in salary given to all State servants as from June, 1944.

(3) Early in 1946 there will be set up a Consultative Committee on Teachers' Salaries, representative of the Department and of all branches of the teaching service. "To inquire into and report on the scales of salary for primary and post-primary teachers, inspectors of schools, and vocational guidance officers, and professional officers drawn from the teaching service, with reference to the adequacy of existing rates, to the suitability of the present types of salary scales, and to the desirability of devising a scale or scales that shall have a common basis for the primary and the post-primary services; and on the basis of this inquiry to formulate a scale or scales for presentation to the Government."

(4) In 1944 I set up a Committee on Grading, consisting of representatives 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 the death of its Chairman, Mr. B. N. T. Blake, this Committee has not yet reported.

(5) Last year, teachers, with other State servants, were given an improved superannuation scheme.

(6) Working in close collaboration with the teachers' associations, the Government has done everything possible to safeguard the interests of teachers serving in the Forces. Every man has come back to the salary that he would probably have been receiving if he had remained in the teaching service. Their grading has also been safeguarded, but in case a mere mechanical adjustment should do injustice to some returned men I have agreed to the setting up of a special Grading Adjustment Board to consider the grading of any rehabilitated teacher who appeals to it. Over 600 ex-servicemen have taken, or are taking, refresher courses at training colleges or in selected schools, and some 500 are holders of rehabilitation bursaries.

(7) In 1945 a sum of £1,000 was given to the teachers' associations for the conducting of refresher courses. This sum was raised in 1945-46 to £2,000. Very valuable results have followed from this expenditure.

(8) The *Education Gazette* has been entirely changed in character and is now consistently used to make teachers aware of educational policy and to assist them with the techniques of their craft.

(9) It has been the Government's consistent policy to consult the teachers' official organizations before taking any major step in education, and to invite them to take a part, wherever possible, in the actual planning.

### Child Welfare

Unsettled national and domestic conditions have created special problems for child-welfare authorities throughout the world during the war, but, in spite of this, and of serious staff shortages, the Child Welfare Branch has been able to make some progress over the decade.

(1) During the early part of the war there was a slight increase in the total figures for juvenile delinquency, with a rather greater increase for the more serious offences. These increases were by no means as great as those in other comparable countries, but any increase at all was a cause for concern. The total juvenile-delinquency figures reached a peak of 2,493 in 1943, and then fell by 19 per cent. to 2,012 in 1944. I am glad to be able to report a further fall of 11 per cent. to 1,786 in 1945. This figure is below those for the years immediately preceding the war—2,447 in 1938 and 2,248 in 1939. The percentage decrease in the number of children appearing for the more serious offences is even a little greater than that for total offences. It is impossible to say just how far the special steps taken by the Department are responsible for this decrease in delinquency, but the total result is encouraging. It will not, however, lead to any relaxing of the efforts to reduce the figures still further. The total number of children under the control and supervision (including preventive supervision) of the Branch declined during the year from 8,307 to 8,048.

(2) Three child-welfare institutions, closed during the depression, have been reopened. A junior school section has been started at the Burwood Girls' Home, and a hostel for girls going out to work from the home is nearing completion. A new institution for dealing with difficult Maori girls was opened at Featherston in 1944. A hostel for working-boys needing special attention was established in Auckland. The Boys' Training Centre at Levin and the Boys' Home in Dunedin have been rebuilt on modern lines. A receiving-home will be opened in Palmerston North in 1946.

(3) More positive methods of training and discipline have been introduced into the Branch's institutions, involving an increase in their educational activities and in specialized staffs. The most sweeping changes were made at the Boys' Training Centre at Levin, and these have proved very successful. The dietaries in all institutions have been greatly improved.

(4) Increases were made in 1944 and again in 1945 to the rates of pay to foster-parents for boarded-out children. Even so, the task of finding satisfactory foster-homes has of late become very difficult. State wards have been given greater opportunities than ever before for extended education and for entrance to the skilled trades.

(5) There has been a growing emphasis on the preventive side of child-welfare work. Regional conferences have been held to co-ordinate the work of the Branch more closely than ever before with that of the schools, Churches, and other private organizations.

(6) The Branch was responsible for the well-being and supervision of 203 British children who were evacuated to New Zealand in 1940. The last of those who are leaving New Zealand returned to Great Britain during the year.

(7) Departmental psychologists have been appointed in Christchurch and Wellington to assist child-welfare and related services with specially difficult cases.

(8) The field staff has increased from 39 in 1935 to 100 in 1945 to provide for the extended work of the Branch. The number of honorary officers, who give very valuable service, rose from 156 to 255. New district offices have been opened at Rotorua, Ashburton, and Masterton, and one will be opened in Taumarunui during 1946.

(9) Efforts to introduce systems of staff training for officers of the Branch have been seriously hampered by the war. There is no more urgent need than this, and I am hopeful that one of the University colleges will be able in the near future to provide special courses for Child Welfare Officers and workers in related fields.

Mr. J. R. McClune, who has been with the Department for forty-three years, and has been Superintendent of Child Welfare since 1938, went on retiring-leave at the end of the year. He has given very valuable service to the Department and will be greatly missed.

### **Vocational Guidance**

The policy of providing post-primary education for every child necessarily involves the provision of a system of educational and vocational guidance to help each child to choose the school course and the life's work for which his particular abilities best fit him. So, in 1938, the Education and Labour Departments combined to set up a system of educational and vocational guidance in the four main cities. In 1943 the Education Department took over full control of these four Vocational Guidance Centres, and since then their staffs have been strengthened and their activities greatly expanded. A centre has been opened on a part-time basis in Invercargill, and another will be started in Wanganui during 1946.

The Centres have, during the past two years, assumed new and important responsibilities in connection with the guidance and rehabilitation of ex-servicemen. For example, applications for rehabilitation bursaries are referred to the Vocational Guidance Officers for report.

I believe that the Vocational Guidance Centres are giving a valuable service to the children of New Zealand, and save large numbers from the unhappy fate of a life-time spent in work for which they have neither aptitude nor taste. When a child has decided on the type of work he prefers, the Centre helps him to find a suitable position and follows him up later to see if he needs further assistance. Needless to say, no parent or child need make use of the Centres unless he so desires.

### **University Education**

I am convinced that the University should have the greatest possible autonomy, and, although they are very largely dependent upon the State for finance, the Government has in no way made this an excuse for increasing its control over University institutions. Within my experience as Minister, and with possible very minor exceptions, the Government has never refused any requests for financial assistance from the University colleges, although the policy of stabilization and the difficulty of having buildings erected have admittedly limited demands to some extent in recent years. Plans are now under way for a major building programme in the University institutions.

The Government is well aware that its policy of giving free secondary education to all who can profit by it must inevitably lead to big increases in University enrolments. It is recognized that the present high student roll may represent a temporary peak, but, even so, the country must be prepared to support a bigger University than ever before.

Increased Government assistance over the past decade to the University and to University students includes the following:—

(1) For the year ended 31st March, 1936, the Government grant to the University of New Zealand itself was £4,570: for that ended 31st March, 1946, it was £15,105.

(2) The Government grants to the constituent colleges totalled £56,873 in the year ended 31st March, 1936. In 1939 a five-year plan was agreed upon, and the total grants to the colleges for the year ended 31st March, 1944, the last year of the plan,

were £106,461. Since then the colleges have not asked for another such plan, but the grants to the four colleges had risen to £156,687 for the year ended 31st March, 1946. In 1946, as a result of a request in March, there will be a further substantial rise in the grant.

(3) In addition to these grants, the Government provided such buildings as the new biology blocks at Auckland and Victoria, major additions to the Otago Chemistry building, and the new pathology block at the Medical School, which is well under way. Overcrowding is excessive in 1946, and the Government has either already given or has promised every college all the temporary buildings for which they can find room and reasonable use. At the same time plans are being prepared for the permanent college buildings of highest priority.

(4) In 1945 a grant of £10,000 a year was made to enable colleges to provide additional lecturers to cope with increased numbers of students. Victoria University College was given a special annual grant in 1944, and Auckland University College Engineering School was given grants in 1945 and again in 1946 for the same purpose. In 1945 three colleges were given grants for staff and equipment for teaching geography, and in the same year the Government took over full financial responsibility for the Otago Chairs that had previously been supported in part by the Presbyterian Church. In 1944 Canterbury University College was given funds to establish lectureships in engineering, chemistry, and electronics, and Otago received grants for additional staff for the Medical School. Early in the war, grants were made to colleges to help them meet deficits due to reduction in the numbers of students. In 1945, £13,000 was given to the Dental School for equipment. All University and college employees participated in the general increases in salary given to State employees as from June, 1944, and in the improvement in State superannuation schemes in 1945. Substantial increases in the salaries of Professors and Lecturers in the Medical School were made by the Government in 1945.

(5) The amount spent by the Government on scholarships and bursaries at the University level rose from £11,542 in 1935 to £55,523 in 1945. This does not include the £88,779 expended in 1945 for rehabilitation bursaries, or the £23,688 expended through the Health Department for medical and dental bursaries. There is now a wide range of general and special bursaries to help able young New Zealanders to secure a University education.

(6) In 1944 the financial responsibility for the School of Agriculture and its two agricultural colleges was transferred from the Department of Agriculture to the Education Department. The annual grant to the school was raised to £53,262 in 1945.

### **Adult Education**

(1) The Government grant to adult education was cut out altogether during the depression. It was restored in 1936. In 1945 the grant was £17,000.

(2) The national administrative organization under the Council of Adult Education was set up by statute in 1938.

(3) Increased facilities for adult classes have been made available at many technical schools.

(4) The Feilding Community Centre was opened in 1938, and has been so successful that it is now becoming a model for later ventures. Government assistance was given to the Risingholme Community Centre in Christchurch in 1944 and to the Dargaville Community Centre in 1945.

(5) The Army Education and Welfare Service and the Educational Services of the Air Force were interesting experiments in adult education, both headed by officers seconded from the Education Department.

(6) The Country Library Service, the National Film Library, and the Department's Correspondence School all operate as adult educational services. The Technical Correspondence School, to be established in 1946, will also be a valuable agency for adult education.

(7) In 1945, on the recommendation of the Ministerial Conference on Education held in Christchurch, I set up a Consultative Committee on Adult Education, whose report is now awaited with interest. It may be expected to lead to an extension of the work of adult education agencies throughout the Dominion.

### Educational Research

Believing that cool and independent research is essential to real progress in education, the Government during the year passed legislation giving statutory existence to the New Zealand Council for Educational Research. The Government now makes a contribution of £3,000 a year towards the expenses of the Council, but, apart from the usual financial audit, has left it entirely free of Government control, so that its researches into New Zealand's educational problems may have the complete impartiality that alone will make them of value. In taking over the major financial responsibility for the New Zealand Council for Educational Research I would pay a tribute to Carnegie Corporation of New York, whose wisdom and generosity led to its foundation ten years ago as an independent agency.

### United Nations Educational, Scientific, and Cultural Organization (UNESCO)

New Zealand was one of the first of the United Nations to adhere, early in 1946, to the constitution of the United Nations Educational, Scientific, and Cultural Organization. At a preliminary conference held in London in November, 1945, to prepare a draft constitution, New Zealand's chief delegates were Dr. R. M. Campbell, then Official Secretary to the High Commissioner in London, and Mr. A. E. Campbell, Director of the New Zealand Council for Educational Research. I have hopes that the creation of UNESCO may mark the beginnings of a deeper mutual understanding between the peoples of the United Nations.

### Acknowledgments

Now that the war is ended I should like to express my thanks to all concerned with the nation's education for the way in which they have carried the burdens that the war has placed upon them. Teachers, administrators, members of controlling bodies, committees, and parents associations, all have had their work vastly increased, and all have known at times the disillusion of working for things that in a country at war were almost unattainable. It says much for the spirit of New Zealand that real progress has been made in the face of such difficulties and that the country has come out of the war, if I judge the signs aright, with a deepened faith in the need for still more education for its children.

## TABLES

TABLE C 1.—PUBLIC PRIMARY SCHOOLS BY GRADE

Grade.	Number of Schools.	Grade.	Number of Schools.
I (1-8) .. ..	106	VA (191-230) .. ..	35
II (9-24) .. ..	632	VB (231-270) .. ..	40
IIIA (25-30) .. ..	144	VC (271-310) .. ..	27
IIIB (31-70) .. ..	530	VD (311-350) .. ..	27
IV A (71-110) .. ..	166	VI (351-870) .. ..	165
IV B (111-150) .. ..	94		
IV C (151-190) .. ..	57	Total .. ..	2,023

Thirty-nine 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, 1944.	Total Number on the Roll on the 1st July, 1945.	Children.					
			Under 10 Years.	10-11 Years.	11-12 Years.	12-13 Years.	13-14 Years.	
Public primary schools .. .. .	186,135	189,274	116,121	20,975	18,873	16,680	10,815	
Special classes for backward children .. .. .	915	900	149	112	147	159	152	
Native village schools (primary) .. .. .	11,317	11,830	6,204	1,226	1,204	1,183	1,010	
Native mission and boarding schools (private primary)*	648	683	363	78	60	69	55	
Public primary schools, Chatham Islands .. .. .	127	111	44	12	16	10	14	
Secondary schools, lower departments .. .. .	184	164	36	19	23	47	20	
Private primary schools* .. .. .	28,388	28,712	15,957	3,168	3,212	3,139	2,072	
Intermediate schools and departments .. .. .	8,749	9,604	2	145	1,993	3,395	2,452	
Secondary departments of district high schools§	6,966	8,046	..	..	7	185	1,511	
Secondary Schools .. .. .	18,094	19,126	..	..	8	358	3,402	
Combined schools .. .. .	3,509	3,626	..	..	..	74	619	
Technical high and days schools .. .. .	11,814	13,056	..	..	..	264	2,444	
Part-time students at day and night classes	14,243	16,463	..	..	22	20	45	
Native secondary schools*—								
Primary .. .. .	3	24	..	..	2	7	4	
Post-primary .. .. .	490	509	..	..	..	1	30	
Endowed and registered private secondary schools*	7,631	8,424	..	..	4	209	1,398	
Correspondence school—								
Primary .. .. .	1,924	1,840	1,007	142	159	154	118	
Secondary .. .. .	798	878	..	..	3	25	165	
Training-colleges .. .. .	1,678	1,431	..	..	..	..	..	
Schools for mentally backward, &c. .. .. .	183	204	16	16	17	25	31	
School for the deaf .. .. .	176	212	128	13	10	14	19	
New Zealand Institute for the Blind .. .. .	36	32	8	2	3	3	4	
Grand totals .. .. .	303,948	315,149	140,035	25,910	25,763	26,021	26,380	
Estimated population (inclusive of Maoris) at 1st July, 1945	..	1,688,076	145,000†	103,900				

  

Type of School.	Adolescents.				Adults.			
	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 .. .. .	4,964	894	34	8	..	..	..	..
Special classes for backward children .. .. .	115	22	15	29	..	..	..	..
Native village schools (primary) .. .. .	762	214	24	3	..	..	..	..
Native mission and boarding schools (private primary)*	44	13	1	..	..	..	..	..
Public primary schools, Chatham Islands .. .. .	13	2	..	..	..	..	..	..
Secondary schools, lower departments .. .. .	17	1	..	..	..	..	..	..
Private primary schools* .. .. .	939	205	18	2	..	..	..	..
Intermediate schools and departments .. .. .	1,342	254	17	4	..	..	..	..
Secondary departments of district high schools§	2,938	2,013	988	336	62	6	..	..
Secondary schools .. .. .	5,812	4,696	3,016	1,483	317	32	1	1
Combined schools .. .. .	1,151	919	548	247	64	4	..	..
Technical high and days schools .. .. .	5,142	3,292	1,349	401	102	29	10	23
Part-time students at day and night classes	88	1,117	2,339	2,713	2,164	1,197	581	6,177
Native secondary schools*—								
Primary .. .. .	9	1	1	..	..	..	..	..
Post-primary .. .. .	98	144	134	69	26	6	..	1
Endowed and registered private secondary schools*	2,381	2,093	1,468	750	117	2	1	1
Correspondence school—								
Primary .. .. .	114	47	26	18	7	8	5	35
Secondary .. .. .	364	164	72	53	21	6	2	3
Training-colleges .. .. .	..	..	..	180	515	431	160	145
Schools for mentally backward, &c. .. .. .	38	33	18	4	..	2	..	4
School for the deaf .. .. .	10	8	3	3	1	..	..	1
New Zealand Institute for the Blind .. .. .	2	2	5	1	2	..	..	..
Grand totals .. .. .	26,343	16,044	10,077	6,304	3,398	1,723	760	6,391
Estimated population (inclusive of Maoris) at 1st July, 1945	27,900	28,000	27,900	28,100	28,200	28,000	27,600	25,700‡

\* 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, mission 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 94 pupils in 1945 attending Native District High Schools.



TABLE E 1.—NUMBERS OF FULL-TIME PUPILS, 1ST JULY, 1945

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard 1.		Standard 2.		Standard 3.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary .. .. .	570	330	32,533	28,680	12,691	11,998	12,198	11,387	11,808	11,235
Native—Europeans .. .. .	..	..	131	114	60	39	56	56	66	57
Maoris .. .. .	..	..	2,259	2,034	721	654	621	567	708	611
Public primary—Chatham Islands .. .. .	..	..	21	20	3	7	10	5	4	5
Private primary and lower departments of secondary .. .. .	..	..	4,010	4,141	1,664	1,821	1,612	1,759	1,710	1,779
Intermediate .. .. .	..	..	..	..	..	..	..	..	..	..
Secondary departments of district high schools .. .. .	..	..	..	..	..	..	..	..	..	..
Secondary .. .. .	..	..	..	..	..	..	..	..	..	..
Combined .. .. .	..	..	..	..	..	..	..	..	..	..
Technical .. .. .	..	..	..	..	..	..	..	..	..	..
Endowed and registered private secondary .. .. .	..	..	..	..	..	..	..	..	..	..
Correspondence—Primary .. .. .	97	119	286	327	85	94	73	106	66	83
Secondary .. .. .	..	..	..	..	..	..	..	..	..	..
Totals .. .. .	667	449	39,240	35,316	15,224	14,613	14,570	13,880	14,362	13,770

  

Type of School.	Standard 4.		Form I.		Form II.		Form III.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary .. .. .	11,596	19,994	9,082	8,763	8,080	8,063	116	140
Native—Europeans .. .. .	61	42	48	53	52	45	1	2
Maoris .. .. .	581	554	444	494	297	355	20	27
Public primary—Chatham Islands .. .. .	6	6	8	5	2	8	..	1
Private primary and lower departments of secondary .. .. .	1,780	1,804	1,773	2,000	1,688	1,720	88	234
Intermediate .. .. .	..	..	2,399	2,161	2,410	2,209	93	237
Secondary departments of district high schools .. .. .	..	..	..	..	..	..	1,922	2,049
Secondary .. .. .	..	..	..	..	..	..	3,266	3,389
Combined .. .. .	..	..	..	..	..	..	744	585
Technical .. .. .	..	..	..	..	..	..	3,647	2,861
Endowed and registered private secondary .. .. .	..	..	..	..	..	..	1,352	1,715
Correspondence—Primary .. .. .	67	75	58	97	60	92	31*	24*
Secondary .. .. .	..	..	..	..	..	..	225	391
Totals .. .. .	14,091	13,385	13,812	13,573	12,589	12,492	11,505	11,655

  

Type of School.	Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary .. .. .	..	..	..	..	..	..	98,674	91,500
Native—Europeans .. .. .	..	..	..	..	..	..	475	408
Maoris .. .. .	..	..	..	..	..	..	5,651	5,296
Public primary—Chatham Islands .. .. .	..	..	..	..	..	..	54	57
Private primary and lower departments of secondary .. .. .	..	..	..	..	..	..	14,325	15,258
Intermediate .. .. .	13	82	..	..	..	..	4,915	4,689
Secondary departments of district high schools .. .. .	1,141	1,414	595	724	92	109	3,750	4,296
Secondary .. .. .	3,032	3,141	2,397	2,267	1,020	614	9,715	9,411
Combined .. .. .	609	561	462	396	172	97	1,987	1,639
Technical .. .. .	2,522	1,930	966	752	257	121	7,392	5,664
Endowed and registered private secondary .. .. .	1,170	1,551	1,016	1,364	456	309	3,994	4,939
Correspondence—Primary .. .. .	..	..	..	..	..	..	823	1,017
Secondary .. .. .	61	112	26	53	2	8	314	564
Totals .. .. .	8,548	8,791	5,462	5,556	1,999	1,258	152,069	144,738

\* Adult section.

TABLE E 2.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC PRIMARY SCHOOLS, 1ST JULY, 1945

Age.	Special Classes for Backward Children.		Class P.		Standard 1.		Standard 2.		Standard 3.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	3	1	12,453	11,457	..	..	..	..	..	..
6 " 7 ..	3	2	11,952	11,381	356	532	3	4	..	..
7 " 8 ..	10	7	6,104	4,563	5,685	6,365	356	564	2	6
8 " 9 ..	23	16	1,498	942	4,664	3,893	5,004	5,750	346	5,520
9 " 10 ..	57	27	360	228	1,466	908	4,482	3,664	4,399	5,352
10 " 11 ..	72	40	114	65	383	217	1,688	1,024	4,281	3,567
11 " 12 ..	97	50	33	25	96	61	489	265	1,882	1,244
12 " 13 ..	106	53	10	13	26	11	125	85	638	374
13 " 14 ..	99	53	8	4	12	8	39	22	185	130
14 " 15 ..	72	43	1	1	3	2	11	9	67	34
15 " 16 ..	13	9	..	..	..	..	1	..	8	8
16 " 17 ..	8	7	..	..	..	..	..	..	..	..
17 " 18 ..	7	22	..	1	..	1	..	..	..	..
Totals ..	570	330	32,533	28,680	12,691	11,998	12,198	11,387	11,808	11,235
Median age, in years and months	12 1	12 5	6 4	6 3	8 1	7 10	9 2	8 11	10 3	9 11

  

Age.	Standard 4.		Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	..	..	..	..	..	..	..	..	12,456	11,458
6 " 7 ..	..	..	..	..	..	..	..	..	12,314	11,919
7 " 8 ..	..	..	..	..	..	..	..	..	12,157	11,505
8 " 9 ..	1	4	..	..	..	..	..	..	11,536	11,125
9 " 10 ..	305	542	1	9	..	..	..	..	11,070	10,730
10 " 11 ..	4,145	4,785	276	419	6	5	..	..	10,965	10,122
11 " 12 ..	4,123	3,693	2,750	3,589	256	365	1	1	9,727	9,293
12 " 13 ..	1,986	1,290	3,230	2,994	2,622	3,266	4	4	8,747	8,092
13 " 14 ..	774	443	1,897	1,231	3,094	2,897	30	61	6,138	4,829
14 " 15 ..	242	132	804	472	1,727	1,310	73	76	3,000	2,079
15 " 16 ..	19	15	115	47	358	210	8	15	522	304
16 " 17 ..	1	..	6	2	15	9	..	1	30	19
17 " 18 ..	..	..	3	..	2	1	..	..	12	25
Totals ..	11,596	10,904	9,082	8,763	8,080	8,063	116	140	98,674	91,500
Median age, in years and months	11 4	11 0	12 6	12 1	13 4	13 2	14 4	14 3	..	..

TABLE E 3.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC POST-PRIMARY SCHOOLS, 1ST JULY, 1945

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 ..	10	5	..	..	..	..	..	..	10	5
12 " 13 "	330	535	6	10	..	..	..	..	336	545
13 " 14 "	3,394	3,840	308	429	1	4	..	..	3,703	4,273
14 " 15 "	4,348	3,609	3,124	3,447	205	305	4	1	7,681	7,362
15 " 16 "	1,332	800	3,045	2,696	1,427	1,504	62	54	5,866	5,054
16 " 17 "	151	82	744	414	1,898	1,735	510	367	3,303	2,598
17 " 18 "	9	11	72	41	726	523	690	395	1,497	970
18 " 19 "	4	2	3	8	130	55	249	94	386	159
19 " 20 "	1	..	1	1	24	6	23	15	49	22
20 " 21 "	..	..	..	..	2	..	3	6	5	6
21 years and over ..	..	..	1	..	7	7	..	9	8	16
Totals ..	9,579	8,884	7,304	7,046	4,420	4,139	1,541	941	22,844	21,010
Median age, in years and months	14 3	14 0	15 1	14 11	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, 1945

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 ..	..	4	..	..	..	..	..	..	..	4
12 " 13 "	57	145	7	1	..	..	..	..	64	146
13 " 14 "	514	742	83	84	3	2	..	..	600	828
14 " 15 "	572	606	434	718	53	94	2	..	1,061	1,418
15 " 16 "	177	188	475	556	306	475	42	18	1,000	1,237
16 " 17 "	26	25	147	169	413	552	164	106	750	852
17 " 18 "	3	5	21	21	201	215	200	153	425	394
18 " 19 "	2	..	1	2	38	22	47	31	88	55
19 " 20 "	1	..	1	..	..	4	1	1	3	5
20 " 21 "	..	..	..	..	1	..	..	..	1	..
21 years and over ..	..	..	1	..	1	..	..	..	2	..
Totals ..	1,352	1,715	1,170	1,551	1,016	1,364	456	309	3,994	4,939
Median age, in years and months	14 2	13 11	15 2	15 0	16 4	16 2	17 1	17 2	..	..

TABLE E 5.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE PRIMARY SCHOOLS AND LOWER DEPARTMENTS OF SECONDARY SCHOOLS, 1ST JULY, 1945

Age.		Class P.		Standard 1.		Standard 2.		Standard 3.		Standard 4.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 years and under	6	1,681	1,830	..	..	..	..	..	..	..	..
6	7	1,493	1,618	60	106	..	..	..	..	..	..
7	8	656	563	768	1,010	91	144	..	1	..	..
8	9	144	110	611	556	671	904	81	120	4	5
9	10	29	13	166	113	581	490	685	842	92	114
10	11	5	5	47	27	204	163	594	574	629	795
11	12	2	..	11	7	49	39	244	164	618	561
12	13	..	2	1	2	14	15	72	55	290	234
13	14	..	..	..	..	2	4	24	12	115	73
14	15	..	..	..	..	..	..	8	9	27	18
15	16	..	..	..	..	..	..	2	2	5	3
16	17	..	..	..	..	..	..	..	..	..	1
17	18	..	..	..	..	..	..	..	..	..	..
18	19	..	..	..	..	..	..	..	..	..	..
19	20	..	..	..	..	..	..	..	..	..	..
20	21	..	..	..	..	..	..	..	..	..	..
Totals ..		4,010	4,141	1,664	1,821	1,612	1,759	1,710	1,779	1,780	1,804
Median age, in years and months		6 3	6 2	8 0	7 10	9 1	8 10	10 2	9 11	11 3	11 0

  

Age.		Form I.		Form II.		Form III.		Totals.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 years and under	6	..	..	..	..	..	..	1,681	1,830
6	7	..	..	..	..	..	..	1,553	1,724
7	8	..	..	..	..	..	..	1,515	1,718
8	9	..	..	..	..	..	..	1,511	1,695
9	10	2	2	..	..	..	..	1,555	1,574
10	11	92	121	3	6	..	..	1,574	1,691
11	12	621	811	73	93	3	1	1,621	1,676
12	13	628	667	557	700	11	14	1,573	1,689
13	14	324	292	605	579	46	75	1,116	1,035
14	15	91	89	376	272	23	96	525	484
15	16	14	17	66	66	5	40	92	128
16	17	1	..	7	4	..	8	8	13
17	18	..	1	1	..	..	..	1	1
18	19	..	..	..	..	..	..	..	..
19	20	..	..	..	..	..	..	..	..
20	21	..	..	..	..	..	..	..	..
Totals ..		1,773	2,000	1,688	1,720	88	234	14,325	15,258
Median age, in years and months		12 3	12 1	13 4	13 1	13 8	14 3	..	..

TABLE E 6.—AGE AND CLASSIFICATION OF PUPILS AT INTERMEDIATE SCHOOLS AND DEPARTMENTS, 1ST JULY, 1945

Age.	Form I.		Form II.		Form III.		Form IV.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 10 years .. ..	..	2	..	..	..	..	..	..	..	2
10 and under 11 years ..	69	75	1	..	..	..	..	..	70	75
11 .. 12 ..	867	977	59	90	..	..	..	..	926	1,067
12 .. 13 ..	893	731	839	932	..	..	..	..	1,732	1,663
13 .. 14 ..	408	275	906	801	11	50	..	1	1,325	1,127
14 .. 15 ..	149	94	478	331	72	154	8	56	707	635
15 .. 16 ..	13	6	118	53	10	29	3	22	144	110
16 .. 17 ..	..	1	8	1	..	2	2	3	10	7
17 .. 18 ..	..	..	1	1	..	2	..	..	1	3
18 .. 19 ..	..	..	..	..	..	..	..	..	..	..
Totals .. ..	2,399	2,161	2,410	2,209	93	237	13	82	4,915	4,689
Median age, in years and months	12 4	12 0	13 4	13 1	14 6	14 5	14 10	14 9	..	..

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

Number of Children.	February, 1935.		February, 1945.*		February, 1946.*	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31 .. ..	616	20·6	704	20·8	751	20·8
31-40 .. ..	1,011	33·8	1,152	34·1	1,385	38·5
41-50 .. ..	1,007	33·7	1,147	33·9	1,252	34·8
51-60 .. ..	349	11·6	377	11·2	214	5·9
61 and over .. ..	9	0·3	..	..	..	..
Totals .. ..	2,992	100·0	3,380	100·0	3,602	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 ..	8	10	481	676	1,562	1,801	1,036	786	226	130	3,313	3,403
Combined ..	..	3	107	126	343	297	251	147	61	25	762	598
Technical ..	..	1	269	304	1,555	1,404	1,594	969	343	180	3,761	2,858
District High ..	7	9	231	328	798	971	725	639	246	169	2,007	2,116
Correspondence ..	..	4	15	32	80	134	75	124	17	16	187	310
Totals ..	15	27	1,103	1,466	4,338	4,607	3,681	2,665	893	520	10,030	9,285

TABLE O 1.—PROBABLE DESTINATION, PUBLIC PRIMARY SCHOOLS' PUPILS, 1945

Occupation.	With Primary School Certificate.		Without Primary School Certificate.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.		Girls.	
					Number.	Per-centage.	Number.	Per-centage.
Post-primary .. .. .	6,796	6,903	243	152	7,039	79.5	7,055	83.5
Clerical (including typing)—								
(a) Government and local body	15	3	1	2	16	0.2	5	0.1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	7	11	8	9	15	0.2	20	0.2
Shops and warehouse assistants ..	95	99	46	47	141	1.6	146	1.7
Manual trades—								
(a) Government and local body	16	2	17	7	33	0.4	9	0.1
(b) Building .. .. .	41	..	18	..	59	0.7	..	..
(c) Motor engineering .. .. .	26	..	20	..	46	0.5	..	..
(d) General engineering .. .. .	12	..	10	..	22	0.3	..	..
(e) Printing .. .. .	11	2	6	3	17	0.2	5	0.1
(f) Other trades .. .. .	56	29	61	11	117	1.3	40	0.5
Farming .. .. .	339	45	417	25	756	8.5	70	0.8
Factory operatives .. .. .	48	96	61	79	109	1.2	175	2.1
Other occupations .. .. .	87	60	110	82	197	2.2	142	1.7
At home .. .. .	54	345	114	343	168	1.9	688	8.1
Not known .. .. .	40	53	77	43	117	1.3	96	1.1
Totals .. .. .	7,643	7,648	1,209	803	8,852	100.0	8,451	100.0

TABLE O 2.—PROBABLE DESTINATION, INTERMEDIATE SCHOOLS AND DEPARTMENTS' PUPILS, 1945

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Per-centage.	First Year.	Second Year.	Third Year.	Total.	Per-centage.
Post-primary .. .. .	4	2,094	23	2,121	83.7	4	1,932	107	2,043	81.5
Clerical (including typing)—										
(a) Government or local-body service	..	3	3	6	0.2	..	..	..	..	..
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	1	1	3	5	0.2	..	1	16	17	0.7
Shop and warehouse assistants ..	3	35	24	62	2.5	2	31	63	96	3.8
Manual trades—										
(a) Government or local-body service	..	3	..	3	0.1	..	..	..	..	..
(b) Building .. .. .	1	23	22	46	1.8	..	..	..	..	..
(c) Motor engineering .. .. .	1	21	9	31	1.2	..	..	..	..	..
(d) General engineering .. .. .	2	6	9	17	0.7	..	..	..	..	..
(e) Printing .. .. .	..	2	6	8	0.3	..	..	1	1	*
(f) Other trades .. .. .	2	25	11	38	1.5	2	9	36	47	1.9
Farming .. .. .	4	39	8	51	2.0	..	..	1	1	*
Factory operatives .. .. .	5	34	13	52	2.1	15	46	51	112	4.5
Other occupations .. .. .	6	15	6	27	1.1	4	23	29	56	2.2
Home .. .. .	5	6	1	12	0.5	4	55	54	113	4.5
Not known .. .. .	12	37	5	54	2.1	6	11	4	21	0.9
Totals .. .. .	46	2,344	143	2,533	100.0	37	2,108	362	2,507	100.0

\* Insignificant percentage.

TABLE O 3.—PROBABLE DESTINATION, POST-PRIMARY SCHOOLS' PUPILS, 1945

Occupation.	Secondary Schools.				Combined Schools.				Technical High and Day Schools.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
University college .. .. .	276	9·8	132	4·4	39	5·6	19	3·3	49	1·4	15	0·6
Teaching or training college ..	80	2·9	176	5·8	10	1·4	25	4·4	20	0·6	28	1·1
Professional engineering, surveying, architecture	29	1·0	..	..	6	0·9	1	0·2	28	0·8	2	0·1
Clerical (including typing)—												
(a) Government and local body	172	6·1	162	5·4	34	4·9	25	4·4	100	3·0	138	5·4
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	407	14·5	659	21·7	70	10·1	137	24·0	125	3·7	577	22·6
Shop and warehouse assistants	329	11·7	429	14·1	56	8·1	99	17·4	302	8·9	533	20·8
Manual trades—												
(a) Government and local body	28	1·0	2	0·1	17	2·4	..	..	68	2·0	4	0·1
(b) Building .. .. .	102	3·6	..	..	35	5·0	..	..	240	7·1	..	..
(c) Motor engineering .. .. .	95	3·4	..	..	42	6·1	..	..	273	8·1	..	..
(d) General engineering .. .. .	64	2·3	..	..	42	6·1	..	..	324	9·6	..	..
(e) Printing .. .. .	18	0·6	1	*	3	0·4	..	..	53	1·6	14	0·5
(f) Other trades .. .. .	187	6·7	122	4·0	84	12·1	15	2·6	410	12·2	149	5·8
Farming .. .. .	529	18·9	20	0·7	176	25·4	20	3·5	584	17·3	18	0·7
Factory operatives .. .. .	50	1·8	77	2·5	7	1·0	4	0·7	108	3·2	116	4·5
Other occupations .. .. .	210	7·5	525	17·3	41	5·9	78	13·7	273	8·1	288	11·3
Home .. .. .	87	3·1	614	20·2	15	2·2	139	24·4	83	2·5	439	17·2
Not known .. .. .	143	5·1	114	3·8	17	2·4	8	1·4	333	9·9	237	9·3
Totals .. .. .	2,806	100·0	3,033	100·0	604	100·0	570	100·0	3,373	100·0	2,558	100·0

Occupation.	Secondary Departments of District High Schools.				Totals.			
	Boys.		Girls.		Boys.		Girls.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
University college .. .. .	21	1·4	7	0·4	385	4·6	173	2·2
Teaching or training college .. .. .	15	1·0	65	3·8	125	1·5	294	3·7
Professional engineering, surveying, architecture	7	0·5	2	0·1	70	0·8	5	0·1
Clerical (including typing)—								
(a) Government and local body .. .. .	89	5·9	83	4·8	395	4·7	408	5·2
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	31	2·1	219	12·8	633	7·6	1,592	20·2
Shop and warehouse assistants .. .. .	149	10·0	348	20·3	836	10·0	1,409	17·9
Manual trades—								
(a) Government and local body .. .. .	33	2·2	1	0·1	146	1·7	7	0·1
(b) Building .. .. .	71	4·7	..	..	448	5·4	..	..
(c) Motor engineering .. .. .	60	4·0	..	..	470	5·6	..	..
(d) General engineering .. .. .	31	2·1	..	..	461	5·5	..	..
(e) Printing .. .. .	3	0·2	4	0·2	77	0·9	19	0·2
(f) Other trades .. .. .	105	7·0	29	1·7	786	9·4	315	4·0
Farming .. .. .	635	42·5	46	2·7	1,924	23·0	104	1·3
Factory operatives .. .. .	25	1·7	57	3·3	190	2·3	254	3·2
Other occupations .. .. .	111	7·4	150	8·8	635	7·6	1,041	13·2
Home .. .. .	46	3·1	649	37·8	231	2·7	1,841	23·4
Not known .. .. .	63	4·2	55	3·2	556	6·7	414	5·3
Totals .. .. .	1,495	100·0	1,715	100·0	8,368	100·0	7,876	100·0

\* Insignificant percentage.

TABLE O 4.—PERCENTAGES OF **BOYS LEAVING POST-PRIMARY SCHOOLS** IN 1942-45 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.			
	1942.	1943.	1944.	1945.	1942.	1943.	1944.	1945.	1942.	1943.	1944.	1945.	1942.	1943.	1944.	1945.
Secondary ..	11	13	15	10	44	41	38	33	16	18	17	19	15	17	18	19
Combined ..	6	7	9	6	34	27	27	24	23	29	25	25	25	26	30	33
Technical ..	1	2	2	1	21	21	17	16	17	19	18	17	45	41	44	44
District High ..	2	3	4	1	34	22	21	19	39	43	39	43	15	20	24	22
All schools ..	5	7	8	5	33	29	26	23	21	23	22	23	27	28	30	31

TABLE P 2.—ENROLLEES, ETC., WITH **VOCATIONAL GUIDANCE CENTRES** PLACED IN EMPLOYMENT IN 1945-46

Centre.	Placed by Centre.	Self-placed.	Total.
Auckland .. ..	453	2,703	3,156
Wellington .. ..	481	1,474	1,955
Christchurch .. ..	870	1,574	2,444
Dunedin .. ..	472	631	1,103
Invercargill .. ..	9	61	70
Totals .. ..	2,285	6,443	8,728

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	677	11.6	203	16.1	1,395	23.5	933	29.1	3,208	19.7
Leaving in second year	1,770	30.3	425	33.6	2,740	46.2	1,268	39.5	6,203	38.2
Leaving in third year	1,439	24.6	306	24.2	1,227	20.7	599	18.6	3,571	22.0
Leaving in fourth year or later	1,953	33.5	330	26.1	569	9.6	410	12.8	3,262	20.1
Totals ..	5,839	100.0	1,264	100.0	5,931	100.0	3,210	100.0	16,244	100.0

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 7 months; technical high and day schools, 2 years 2 months; secondary departments of district high schools, 2 years 2 months; all post-primary schools, 2 years 5 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.
1943 .. .. .	51	8,129	4,669	5,599	3,088
1944 .. .. .	59	9,317	4,926	5,975	2,690
1945 .. .. .	65	11,066	5,397	6,681	3,071

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

	1945.		1944.	
	Schools.	Roll.	Schools.	Roll.
Native village schools .. .. .	158	11,830	155	11,317
Mission and boarding schools (primary) .. .. .	10	683	10	648
Public schools with Native children enrolled .. .. .	885	14,974	866	13,952
Totals.. .. .	1,053	27,487	1,031	25,917

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

TABLE S.—REGISTERED **PRIVATE PRIMARY SCHOOLS, 1945**

	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools .. .. .	16	234	58	308
Roll at December—				
Boys .. .. .	213	12,454	2,067	14,734
Girls .. .. .	530	13,040	2,097	15,667
Totals.. .. .	743	25,494	4,164	30,401
Average attendance .. .. .	646	22,276	3,675	26,597
Teachers (inclusive of head teachers)—				
Men .. .. .	5	58	55	118
Women .. .. .	39	692	133	864
Totals.. .. .	44	750	188	982

The number of schools at the end of the previous year was 301, and the total enrolment 29,717.

TABLE T.—ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY SCHOOLS

	1944.	1945.
Number of schools .. .. .	67	75
Roll at 1st July .. .. .	7,847	8,933
Average attendance .. .. .	7,419	8,269
Teachers (inclusive of head teachers)—		
Men .. .. .	166	180
Women .. .. .	233	268
Totals .. .. .	399	448

TABLE U.—KINDERGARTEN SCHOOLS, 1945

Association.	Number of Schools.	Pupils on Roll at End of Year.	Average Attendance.	Average Weekly Roll.
Auckland .. .. .	21	1,025	743	980
Hastings .. .. .	1	60	46	61
Masterton .. .. .	1	31	17	22
Hutt Valley .. .. .	3	139	98	132
Wellington .. .. .	9	421	308	414
Christchurch .. .. .	13	642	479	625
Hokitika .. .. .	1	23	19	23
Timaru .. .. .	1	40	28	40
Dunedin .. .. .	8	369	275	360
Invercargill .. .. .	4	184	126	176
Totals, 1945 .. .. .	62	2,934	2,139	2,833
Totals, 1944 .. .. .	53	2,483	1,752	2,244
Difference .. .. .	+9	+451	+387	+589

TABLE Y 1.—PARTICULARS RELATING TO UNIVERSITY EDUCATION

	1941.	1942.	1943.	1944.	1945.
Number of students in actual attendance at lectures	4,857	3,837	5,181	6,584	7,986
Number of exempted students .. .. .	409	536	772	1,146	1,345
Percentage of students—					
Men .. .. .	67	62	68	72	75
Women .. .. .	33	38	32	28	25
Percentage of students actually attending Universities receiving free education*—					
Men .. .. .	49	54	49	51	51
Women .. .. .	59	67	61	56	56
All students .. .. .	53	59	53	52	53
Occupations of students expressed as percentages—					
(1) Full-time students .. .. .	M. 45 F. 44	M. 57 F. 48	M. 51 F. 43	M. 49 F. 46	M. 50 F. 48
(2) Teachers and training colleges .. .. .	16 28	10 33	33 32	14 28	11 27
(3) Government and local bodies .. .. .	19 6	16 9	16 9	13 9	11 9
(4) Other .. .. .	18 16	15 8	14 9	21 12	24 12
(5) Not known .. .. .	2 6	2 2	6 7	3 5	4 4

\* 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.	Can'ty Agric.	Total.	Agriculture.*	Architecture.	Arts.	Commerce.	Dentistry.	Diploma of Education.	Engineering.	Home Science.	Horticulture.	Journalism.	Law.	Massage.	Medicine.	Mining.	Music.	Science.
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
1945 ..	2,411	1,865	1,892	1,981	564	618	9,331	1,179	134	2,965	1,111	175	67	399	207	52	37	317	44	393	38	147	1,176

\* Includes 906 students taking short courses at agricultural colleges in 1945. The corresponding figure in 1944 was 463.

TABLE.—MANUAL INSTRUCTION

	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.
Public primary and Native schools .. ..	910	14,323	13,537
Intermediate schools and departments .. ..	26	4,807	4,534
Secondary departments of district high schools .. ..	80	3,021	3,107
Private schools .. ..	181	2,505	2,217
Totals .. ..	1,197	24,656	23,395

NOTE.—There were 162 manual-training centres during 1945.

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

College.	1945.			1944.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland .. ..	164	400	564	161	454	615
Wellington .. ..	79	215	294	111	218	329
Christchurch .. ..	118	197	315	104	211	315
Dunedin .. ..	80	195	275	100	214	314
Totals .. ..	441	1,007	1,448	476	1,097	1,573

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

	1944.	1945.	1946.
State wards—			
In foster-homes, hostels, and with friends .. .. .	2,477	2,502	2,444
In situations, including those absent without leave .. .. .	1,048	1,022	1,006
In Government institutions, receiving-homes, &c. .. .. .	261	285	316
In private institutions .. .. .	121	108	105
In Roman Catholic institutions recognized under Child Welfare Act .. .. .	98	90	82
In special schools for backward children .. .. .	142	139	129
In refuges or cognate institutions .. .. .	63	59	49
In hospitals, convalescent homes, &c. .. .. .	47	36	40
In residential colleges (mostly Maori children) .. .. .	10	17	13
Subtotal .. .. .	4,267	4,258	4,184
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	1,375	1,063	1,026
Infants supervised in foster-homes registered under the Infants Act .. .. .	698	799	909
Pupils at School for the Deaf, Sumner .. .. .	175	215	238
Pupils at schools for mentally backward, Otekaieke and Richmond (other than State wards included in figures above)	38	47	45
Children supervised as preventive cases .. .. .	1,954	1,905	1,629
Children in New Zealand Institute for Blind for whom the Department makes payment	24	20	17
Subtotal .. .. .	4,264	4,049	3,864
Grand total .. .. .	8,531	8,307	8,048
British children in New Zealand .. .. .	203	190	46

## 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, 1946

	£	£	£
<b>General Administration</b>			
Salaries of Head Office staff .. .. .	51,284		
Part salaries of Inspectors attached to Head Office .. .. .	4,107		
Overtime and meal allowances .. .. .	1,645		
		57,036	
Office furniture and fittings .. .. .	..	1,166	
Office expenses .. .. .	..	1,839	
Payments to Post and Telegraph Department for telephone and postal services .. .. .	..	2,834	
Travelling-expenses .. .. .	..	1,123	
<i>Education Gazette</i> —			
Salaries .. .. .	890		
Printing, postage, &c., office and other requisites .. .. .	3,067		
		3,957	
Printing and stationery .. .. .	..	588	
Printing and stationery—Storage with Government Printer .. .. .	..	127	
Miscellaneous .. .. .	..	7	
		68,677	
Less recoveries—			
Services rendered to Teachers' Superannuation Board and to other Departments .. .. .	2,043		
<i>Education Gazette</i> : Sales and advertising, &c. .. .. .	90		
Postage and telegrams .. .. .	405		
Printing and stationery and sale of publications .. .. .	71		
Teachers' certificates, fees for .. .. .	670		
Sale of surplus stores .. .. .	300		
		3,579	
			65,098
<b>Primary Education</b>			
(Including Intermediate Schools or Departments under Control of Education Boards)			
Teachers' salaries and allowances .. .. .	2,531,098		
Teachers' salaries and allowances—Chatham Island schools .. .. .	2,430		
		2,533,528	
Education Boards—Grants for administration and general purposes .. .. .	..	53,108	
School Committees' allowances—Cleaning, heating, &c. .. .. .	..	197,511	
School and class libraries .. .. .	..	27,783	
Supply of books in necessitous cases .. .. .	..	769	
Special assistance to deserving students .. .. .	..	20	
Removal expenses of teachers .. .. .	..	1,473	
School buildings and sites—			
Maintenance, including alterations to make safe against earthquake .. .. .	250,888		
Rebuilding or repairing buildings destroyed or damaged by fire .. .. .	5,643		
Rent of buildings and sites for school purposes .. .. .	5,210		
Valuation fees and miscellaneous .. .. .	399		
Grants towards cost of swimming baths not on school grounds .. .. .	298		
Grants to Fire Brigades .. .. .	4		
		262,442	
Maintenance and cost of disposal of buildings not used for school purposes .. .. .	..	1,299	
Boys' and girls' agricultural clubs .. .. .	..	1,150	
Grants in aid of free kindergartens .. .. .	..	24,828	
Grant to pre-school education centre, Dunedin .. .. .	..	248	
Conveyance, &c., of children—			
By rail .. .. .	12,641		
By road and water .. .. .	326,702		
Boarding-allowances .. .. .	12,004		
Purchase of new buses .. .. .	14,575		
		365,922	
Conveyance of instructors and teachers .. .. .	..	8,100	

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

Primary Education— <i>continued</i>		£	£	£
Correspondence School—				
Salaries of staff .. .. .		28,521		
Overtime and meal allowances .. .. .		225		
Other expenses .. .. .		3,824		
Office furniture and fittings .. .. .		141		
Travelling-expenses of teachers .. .. .		936		
			33,647	
Accidents to school-children, &c. . . . .			309	
Inspection—				
Salaries (less part charged to Head Office Administration)		34,960		
Travelling and removal expenses .. .. .		9,198		
Office requisites .. .. .		150		
Clerical assistance .. .. .		530		
Payments to Post and Telegraph Department for telephone and postal services		155		
			44,993	
<i>School Journal</i> —				
Salaries .. .. .		969		
Printing, postage, office expenses, &c. . . . .		9,360		
			10,329	
Manual instruction—				
Salaries .. .. .		125,375		
Material .. .. .		28,291		
Incidentals .. .. .		30,975		
			184,641	
Preparation of school text-books—				
Salaries .. .. .		1,021		
Printing, &c. . . . .		12,630		
Office furniture and fittings .. .. .		287		
			13,938	
Printing (register and other school books and forms) .. .. .			1,475	
Swimming instruction .. .. .			759	
Miscellaneous .. .. .			75	
			3,768,347	
Less recoveries—				
Salaries .. .. .		794		
Education Boards—Grants for administration, &c. . . . .		66		
On account of maintenance of buildings .. .. .		1,223		
Correspondence School .. .. .		3,644		
Rent of school-sites, &c. . . . .		2,351		
Manual instruction .. .. .		335		
Conveyance of children .. .. .		166		
Travelling and removal expenses .. .. .		75		
Sale, stores .. .. .		103		
School and class libraries .. .. .		1,176		
Preparation of school text-books .. .. .		175		
Sundries .. .. .		1		
			10,109	
				3,758,238
Post-primary Education				
(Including intermediate departments attached to secondary and technical schools)				
Teachers' salaries and allowances—				
District high schools .. .. .		181,094		
Secondary schools .. .. .		409,985		
Technical schools and classes .. .. .		364,063		
Combined schools .. .. .		86,594		
			1,041,736	
Grants to Boards for administrative and general purposes—				
District high schools .. .. .		2,015		
Secondary schools .. .. .		61,479		
Technical schools .. .. .		76,272		
Combined schools .. .. .		18,866		
			158,632	

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

	£	£	£
<b>Post-primary Education—<i>continued</i></b>			
School Committee allowances (portion for secondary departments, district high schools)	..	7,695	
Manual instruction in secondary schools .. .. .	..	14,394	
Conveyance of pupils—			
By rail .. .. .	16,121		
By road and water .. .. .	34,723		
Boarding-allowances .. .. .	66,175		
		117,019	
Special assistance to deserving students .. .. .	..	37	
Supply of books in necessitous cases .. .. .	..	1,244	
Inspection—			
Salaries (less portion charged to Head Office Administration)	7,653		
Travelling and removal expenses .. .. .	2,120		
Payments to Post and Telegraph Department for telephone and postal services	82		
Office furniture and fittings .. .. .	269		
		10,124	
War Bursaries .. .. .	..	9,131	
School buildings, &c.—			
Maintenance of buildings (including secondary departments of district high schools)	15,390		
Rents of buildings for school purposes .. .. .	725		
Rebuilding or repairing schools destroyed or damaged by fire	2,243		
Valuation fees .. .. .	39		
		18,397	
Correspondence School—			
Salaries .. .. .	28,903		
Other expenses .. .. .	5,000		
		33,903	
Technical Correspondence School—printing, &c. .. .. .	..	65	
Accidents to school-children, &c... .. .	..	227	
School and class libraries .. .. .	..	2,832	
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 .. .. .	..	776	
Secondary education reserves revenue distributed to High Schools Boards (Education Reserves Act, 1928)	..	12,728	
Secondary School bursaries .. .. .	..	7,993	
		1,437,433	
Less recoveries—			
On account of maintenance of buildings .. .. .	270		
Salaries .. .. .	3		
Rent of school-site, &c. .. .. .	1,597		
Conveyance of children .. .. .	8		
Travelling-expenses .. .. .	5		
Interest on loans .. .. .	1,214		
Secondary school bursaries .. .. .	40		
		3,137	
			1,434,296
<b>Higher Education</b>			
Grants to—			
New Zealand University .. .. .	15,105		
Auckland University College .. .. .	36,176		
Victoria University College .. .. .	30,806		
Canterbury University College .. .. .	30,908		
University of Otago .. .. .	58,797		
New Zealand School of Agriculture .. .. .	7,545		
Massey Agricultural College .. .. .	27,186		
Canterbury Agricultural College .. .. .	19,219		
		225,742	

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

<b>Higher Education—<i>continued</i></b>				£	£	£
Scholarships and bursaries—						
University National Scholarships	..	..	..	3,199		
“ Sir George Grey ” Scholarships	..	..	..	200		
University Bursaries	..	..	..	42,061		
Agricultural Bursaries	..	..	..	1,775		
Architectural Bursaries	..	..	..	280		
Engineering Bursaries	..	..	..	1,575		
Home-science Bursaries	..	..	..	4,020		
Art Bursaries	..	..	..	879		
Science Bursaries	..	..	..	1,534		
					55,523	
Special assistance to deserving students	..	..	..	..	663	
Adult Education, including Workers' Educational Association	..	..	..	..	17,000	
Otago Medical School: Grants for clinical teachers	..	..	..	..	1,600	
Miscellaneous	..	..	..	..	10	
					300,538	
Less recoveries: Sundries	..	..	..	..	25	
						300,513
<b>Training Colleges and Training of Teachers</b>						
Training Colleges—						
Salaries of staffs (including staffs of practising schools in excess of usual staff as public schools)	..	..	..	..	57,834	
Allowances to and expenses of students	..	..	..	..	251,310	
Students' University College fees	..	..	..	..	3,673	
Special instruction, libraries, and incidental expenses	..	..	..	..	8,887	
Apparatus and material	..	..	..	..	919	
Printing, &c.	..	..	..	..	6	
Training classes: Fares of teachers, &c.	..	..	..	..	1,453	
Accidents to students, &c.	..	..	..	..	3	
Special assistance to deserving students	..	..	..	..	226	
					324,311	
Less recoveries—						
Students' University College fees	..	..	..	43		
Travelling-expenses	..	..	..	13		
					56	
						324,255
<b>Native Schools</b>						
Salaries of teachers	..	..	..	..	175,593	
Removal expenses of teachers	..	..	..	..	2,490	
Books, apparatus, and other school requisites	..	..	..	..	3,903	
Manual instruction	..	..	..	..	2,247	
Conveyance and board of children	..	..	..	..	18,519	
Buildings and sites—						
Maintenance of buildings	..	..	..	8,098		
Rent of buildings and sites	..	..	..	172		
Rebuilding or repairing schools destroyed or damaged by fire	..	..	..	1,506		
Valuation and survey fees	..	..	..	117		
Improvements to school-grounds	..	..	..	1,342		
Improvements in approaches to schools	..	..	..	109		
					11,344	
Equipment for supply of milk to children	..	..	..	..	366	
Inspection—						
Salaries of Inspectors	..	..	..	2,483		
Travelling and removal expenses	..	..	..	684		
Payments to Post and Telegraph Department for postal services	..	..	..	25		
					3,192	
Scholarships	..	..	..	..	10,263	
Printing, postages, &c.	..	..	..	..	43	
Grants to private Native schools	..	..	..	..	2,406	
Special assistance to deserving students	..	..	..	..	267	
Miscellaneous	..	..	..	..	5	
					230,638	



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

<b>Native Schools—<i>continued</i></b>						£	£	£
Less recoveries—								
Fines	..	..	..	..	..	2		
Maintenance of buildings	..	..	..	..	..	75		
Rent of school-sites, &c.	..	..	..	..	..	268		
Salaries of teachers and Inspectors	..	..	..	..	..	297		
Sale of surplus stores, &c.	..	..	..	..	..	55		
Books, &c.	..	..	..	..	..	11		
Travelling-expenses	..	..	..	..	..	86		
Sundries	..	..	..	..	..	36		
							830	
								229,808
<b>Physical Instruction</b>								
Salaries of instructors	..	..	..	..	..		14,639	
Travelling and removal expenses	..	..	..	..	..		2,674	
Uniform-allowances	..	..	..	..	..		110	
Equipment	..	..	..	..	..		8,278	
Printing, postages, &c.	..	..	..	..	..		291	
Office furniture and fittings	..	..	..	..	..		9	
Physical-education displays	..	..	..	..	..		105	
Miscellaneous	..	..	..	..	..		1	
Less recoveries—							26,107	
Salaries	..	..	..	..	..	1		
Equipment	..	..	..	..	..	1,116		
Travelling-expenses	..	..	..	..	..	2		
							1,119	
								24,988
<b>Education of the Blind</b>								
Grant to New Zealand Institute for the Blind	..	..	..	..	..		5,350	
Maintenance fees of Government pupils at New Zealand Institute for the Blind	..	..	..	..	..		470	
Less recoveries: Maintenance fees, &c.							5,820	
							279	
								5,541
<b>School for the Deaf</b>								
Salaries of staff	..	..	..	..	..		13,451	
General maintenance of institutions	..	..	..	..	..		7,021	
Maintenance of buildings, &c.	..	..	..	..	..		652	
Payments to Post and Telegraph Department for telephone and postal services	..	..	..	..	..		94	
Travelling and removal expenses (including transit of children)	..	..	..	..	..		685	
Refund of maintenance payments	..	..	..	..	..		133	
Less recoveries—							22,036	
Salaries	..	..	..	..	..	171		
Maintenance fees, &c.	..	..	..	..	..	3,001		
Institution receipts	..	..	..	..	..	6		
Travelling-expenses	..	..	..	..	..	17		
							3,195	
								18,841
<b>Schools for the Mentally Backward</b>								
Salaries of staff	..	..	..	..	..		16,206	
Maintenance of institutions	..	..	..	..	..		8,899	
Maintenance of buildings, &c.	..	..	..	..	..		1,055	
Travelling allowances and expenses (including transit of children)	..	..	..	..	..		314	
Payments to Post and Telegraph Department for telephone and postal services	..	..	..	..	..		95	
Refund of maintenance payments	..	..	..	..	..		11	
Less recoveries—							26,580	
Maintenance fees, &c.	..	..	..	..	..	902		
Institution receipts	..	..	..	..	..	1,428		
Rents	..	..	..	..	..	77		
Salaries	..	..	..	..	..	224		
Sundries	..	..	..	..	..	5		
							2,636	
								23,914

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

	£	£	£
<b>Child Welfare</b>			
Salaries of staffs, including field officers .. .. .	.. .. .	73,052	
Wages of inmates employed in institutions .. .. .	.. .. .	541	
Travelling and removal expenses (including transit of children) .. .. .	.. .. .	10,020	
Boarding-out of children .. .. .	.. .. .	104,165	
Maintenance of children in Government institutions .. .. .	.. .. .	57,330	
Maintenance of children in private institutions .. .. .	.. .. .	7,259	
Maintenance of buildings, &c. .. .. .	.. .. .	3,751	
Rent of offices .. .. .	.. .. .	3,942	
Office expenses .. .. .	.. .. .	704	
Printing .. .. .	.. .. .	483	
Payments to Post and Telegraph Department for telephone, postal, and other services .. .. .	.. .. .	3,843	
Refunds of inmates' earnings .. .. .	.. .. .	46	
Refund of maintenance payments .. .. .	.. .. .	288	
Legal expenses .. .. .	.. .. .	36	
Sundries .. .. .	.. .. .	45	
Accidents .. .. .	.. .. .	2	
Special assistance to large families .. .. .	.. .. .	10,389	
Payment to Registrar-General for services .. .. .	.. .. .	40	
Office furniture and fittings .. .. .	.. .. .	1,816	
Less recoveries—			
Maintenance fees, &c. .. .. .	25,276		277,752
Refunds for clothing, &c., supplied .. .. .	8,818		
Refunds of boarding-out payments .. .. .	2,979		
Refunds of travelling-expenses .. .. .	53		
Recoveries on account of inmates' earnings .. .. .	44		
Rent of land and buildings .. .. .	219		
Sale of furniture, &c. .. .. .	12		
Salaries .. .. .	82		
Unclaimed money .. .. .	57		
Institution receipts .. .. .	2,939		
Special assistance to large families .. .. .	4		
Sundries .. .. .	3		
		40,486	
			237,266
<b>Material and Stores</b>			
Salaries .. .. .	.. .. .	1,056	
Stores and material purchased .. .. .	.. .. .	5,659	
Lighting, cleaning, cartage, &c. .. .. .	.. .. .	67	
		6,782	
Less stores issued and charged to other items of vote, Education .. .. .	.. .. .	7,910	
		Cr. 1,128	
Less recoveries: Stores sold, &c. .. .. .	.. .. .	372	
			Cr. 1,500
<b>Country Library Service</b>			
Salaries .. .. .	.. .. .	11,373	
Overtime and meal allowances .. .. .	.. .. .	37	
Purchase of books .. .. .	.. .. .	21,379	
Binding of books .. .. .	.. .. .	462	
Motor-vehicles—			
Purchase .. .. .	.. .. .	1,060	
Maintenance and repairs .. .. .	.. .. .	547	
Office expenses .. .. .	.. .. .	961	
Postage, printing, and stationery .. .. .	.. .. .	393	
Office furniture and equipment .. .. .	.. .. .	1,861	
New Zealand Library Association: Expenses of Book Resources Committee .. .. .	.. .. .	16	
Payments to Post and Telegraph Department for telephone and postal services .. .. .	.. .. .	766	
Travelling-expenses .. .. .	.. .. .	623	
Sundries .. .. .	.. .. .	15	
Library School, Wellington .. .. .	.. .. .	746	
Rent of offices .. .. .	.. .. .	967	
Library Fellowship in the United States of America .. .. .	.. .. .	256	
		41,462	

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

<b>Country Library Service—<i>continued</i></b>						£	£	£
Less recoveries—								
Subscriptions	..	..	..	..	..	2,076		
Salaries	..	..	..	..	..	51		
Books	..	..	..	..	..	378		
Postage	..	..	..	..	..	16		
Sundries	..	..	..	..	..	6		
							2,527	
<b>Vocational Guidance</b>								38,935
Salaries	..	..	..	..	..	..	18,221	
Office expenses	..	..	..	..	..	..	232	
Printing and stationery	..	..	..	..	..	..	290	
Office furniture and fittings	..	..	..	..	..	..	407	
Rent of offices	..	..	..	..	..	..	1,605	
Payments to Post and Telegraph Department for telephone and postal services	..	..	..	..	..	..	736	
Travelling and transfer expenses	..	..	..	..	..	..	1,146	
Compensation and cost of providing alternative accommodation	..	..	..	..	..	..	842	
Sundries	..	..	..	..	..	..	2	
							23,481	
Less recoveries—								
Salaries	..	..	..	..	..	124		
Rent	..	..	..	..	..	21		
Travelling-expenses	..	..	..	..	..	11		
							156	
<b>Miscellaneous</b>								23,325
Conference of education authorities	..	..	..	..	..	..	233	
Examination expenses	..	..	..	..	..	..	8,462	
Grading of teachers, costs of appeal, inquiries, &c.	..	..	..	..	..	..	365	
Projectors, gramophones, and radios for schools (recoverable)	..	..	..	..	..	..	3,145	
Payment for damages to motor-vehicles other than departmental vehicles	..	..	..	..	..	..	134	
Teachers' Superannuation Fund—								
Annual contribution under Act	..	..	..	..	..	43,000		
Additional allowance to widows and children	..	..	..	..	..	6,901		
Additional subsidy	..	..	..	..	..	95,000		
Additional subsidy (loss of interest)	..	..	..	..	..	1,685		
							146,586	
Visual education : Equipment for schools, &c.	..	..	..	..	..	..	6,075	
Sundries	..	..	..	..	..	..	28	
Grant to New Zealand Council for Educational Research	..	..	..	..	..	..	3,000	
Grant to Waitangi Trust Board	..	..	..	..	..	..	200	
Publicity	..	..	..	..	..	..	1,334	
Compensation under Workers' Compensation Act	..	..	..	..	..	..	1,014	
							170,576	
Less recoveries—								
Examination fees, &c.	..	..	..	..	..	17,106		
Projectors for schools	..	..	..	..	..	3,843		
Damages to motor-vehicles	..	..	..	..	..	150		
Sales of publications	..	..	..	..	..	195		
Sundries	..	..	..	..	..	13		
							21,307	
								149,269
Net total, excluding new buildings, &c.						..	..	6,632,817

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

Capital Expenditure					Public Works Account.	Vote, Education: Consolidated Fund.	£
Sites, buildings, equipment, &c.—					£	£	
Public schools	..	..	..	..	528,240	26,232	
Training colleges	..	..	..	..	26,855	..	
Secondary schools	..	..	..	..	166,270	3,844	
Technical schools	..	..	..	..	313,001	3,043	
Native schools	..	..	..	..	26,261	2,280	
Universities	..	..	..	..	121,961	..	
Child welfare	..	..	..	..	4,899	..	
Kindergartens	..	..	..	..	..	2,079	
School for the Deaf	..	..	..	..	336	..	
					1,187,823	37,478	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years)—							
Public schools	..	..	..	..	3,366	..	
Secondary schools	..	..	..	..	1,645	..	
Native schools	..	..	..	..	8	..	
Training colleges	..	..	..	..	50	..	
					5,069	..	
Net expenditure on new buildings, &c.					1,182,754	37,478	1,220,232
Net total, including new buildings, &c.					..	..	7,853,049

## SUMMARY

Consolidated Fund—							£
Vote, Education	..	..	..	..	..	..	6,460,623
Vote, Internal Affairs	..	..	..	..	..	..	1,685
Finance Act, 1942 (No. 2) (section 3)	..	..	..	..	..	..	95,000
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue)	..	..	..	..	..	..	100,306
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue)	..	..	..	..	..	..	12,728
Tauranga Educational Endowment Reserves Act, 1896 (reserves revenue)	..	..	..	..	..	..	386
Public Revenues Act, 1926, section 133 (Fire Insurance Fund)	..	..	..	..	..	..	6,479
Public Works Account, vote, Education buildings	..	..	..	..	..	..	1,182,754
Less—							7,859,961
Consolidated Fund—							£
Territorial revenue	..	..	..	..	..	..	574
Miscellaneous revenue	..	..	..	..	..	..	5,120
Registration and other fees	..	..	..	..	..	..	1
Interest on public moneys	..	..	..	..	..	..	1,217
							6,912
							£7,853,049

In addition to the above the following expenditure was met from War Expenses

Account—							£
Day nurseries and kindergartens	..	..	..	..	..	..	845
Country Library Service	..	..	..	..	..	..	28,450
Refugee camp for Polish children	..	..	..	..	..	..	152
							£29,447

Additional amounts are available from revenue from reserves vested in post-primary schools and University colleges as follows:—

							£
Post-primary schools	..	..	..	..	..	..	47,076
University colleges	..	..	..	..	..	..	16,201
Total	..	..	..	..	..	..	£63,277

*Approximate Cost of Paper.*—Preparation, not given; printing (828 copies, £130)

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