

1946
NEW ZEALAND

EDUCATION :
PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E.-2 of 1945]

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

NOTE.—Some of the tables have been omitted because the information or part of it can be obtained elsewhere. These tables are as follows, and the tables to which reference can be made are also given : Table A 5—see Table E 2 in E.-1 for median ages ; Table A 9—see Table O 1 in E.-1 ; Table A 14—Table E 5 in E.-1 ; Table B 2—see Table E 6 in E.-1 ; Table D 2—see Table E 3 in E.-1 ; Table D 4—see Table N in E.-1 ; Table E 2—see Table D in E. 1 ; Table J 2—see Table E 5 in E.-1.

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS
(MR. G. E. OVERTON) FOR THE YEAR 1945

SIR,—

I have the honour to present my report on the primary schools for the year ending 31st December, 1945 :—

BIENNIAL INSPECTION

The biennial instead of the annual plan which has been operating for four years has been tried out under peculiar difficulties. Restrictions on travel seriously impaired mobility, and, although conditions have improved, they are not yet normal. Nevertheless, the biennial plan has approximated to what was intended, and with adequate inspecting staffs, and improved travelling facilities, the plan can fulfil what was envisaged. Two great advantages have been noted—first, with the need to report fully on schools only once during two years, Inspectors have been able to plan their visits to enable more assistance to be given to the less experienced or efficient teachers, and, second, the elimination of a great part of the system of written reports has led to fuller personal discussions on work with the teachers while the Inspectors have been in the schools. Good use is made in the various districts of periodical circulars to teachers containing many suggestions on matters of organization, schemes of work, and methods of teaching different subjects especially where the syllabus has been recently revised.

The former system of writing notes for teachers took up a great part of the evenings, but Inspectors can now devote more time to reading educational literature and to giving addresses. Free use is made of the Department's library. A fuller measure of educational leadership has been attained under the biennial plan. All districts report that every opportunity is taken to address meetings of teachers, School Committees, home and school associations, and other bodies interested in education. Closer contact is maintained with the training colleges, branches of the New Education Fellowship, and officers of the Child Welfare and Vocational Guidance branches. There is also closer liaison with the post-primary inspectorate and teachers. In different centres there are regular meetings of the primary and post-primary teachers, and problems of co-ordination of the courses of work in the schools are discussed with mutual advantage.

When the biennial plan was introduced a compromise in the allocation of grading-marks was made. Instead of awarding the whole biennial increase to teachers in one sum, the marks have been divided into two annual increases. This division has led to much complexity in administering the system, and, together with difficulties of printing, has been the cause of considerable delays in issuing the Teachers' Register.

REHABILITATION OF TEACHERS

With the cessation of hostilities a new problem presented itself during the year, the return of large numbers of teachers, many of whom had had limited experience in teaching or whose training had been interrupted by the war. It was felt that everything possible should be done to facilitate the rehabilitation of these men in their profession. During their war service their rights as teachers with respect to teaching service for salary increments, promotion, grading, and superannuation had been safeguarded. A few men returned in 1944, and it was found that a period of time spent either in training college or in selected schools was beneficial. Accordingly, in 1945 the system of three-month refresher courses at training college and in schools was instituted. The college staffs were strengthened for the purpose, and work of a varied nature designed to meet the needs and wishes of the men was undertaken with outstanding success. The returned men show preference for real and practical forms of education as exemplified in art, crafts, music, and the use of teaching aids and equipment. While attending these courses, the teachers are paid permanent rates of salary.

Many teachers have obtained bursaries or financial assistance provided by the Rehabilitation Department for study at University colleges, the greater number being for full-time courses, estimated at some five hundred for the 1946 session. Many are undertaking science courses, and the teaching service generally will be much strengthened by the addition of so many University trained men.

To assist in reducing the size of classes in the large primary schools and in rehabilitating returned teachers, a more liberal staffing schedule was introduced at the end of the year. About 450 new men's positions were created, nearly two hundred being A grade or higher paid positions.

A large number of training-college students returned to resume their teacher training. Their allowances have been computed on a basis that includes military service as teaching service, and many of the students are paid the rates of salary of probationary or even B Grade assistants. An opportunity was also given to returned servicemen who felt that they would like to take up teaching as a career. Concessions in academic qualifications for admission have been made, and many men have been selected for training. In the past, the opinion has been freely expressed that the age for admission to college is too low and too many entrants are immature. It will be interesting later to compare these with the more mature group of returned men.

TRAINING OF TEACHERS

In December, 1945, the four training colleges had 1,448 students, exclusive of servicemen, on short courses. Of these, 1,367 were Division A, 24 Division C graduates intending to take up post-primary teaching, and 57 students selected for an additional year's

training in physical education, art and craft, music, speech therapy, and education of the deaf. Good training in principles and method is given to the students, and all the schools within convenient reach are used for teaching practice. It would be better if a selective plan to enable students to observe and practise in the best classes could be adopted, but on account of the larger numbers of students this cannot be done. It would appear that the time is approaching when a fifth college will be needed. Training of teachers is a highly important part of the education system, and, in addition, teachers regard the training colleges as a source of inspiration and leadership in education. The third year of ordinary training is undertaken by the students as probationary assistants in the schools, and in this year they are the special care of the head teachers. Reports from the various districts state that the probationary assistants, in general, are proving themselves well suited for teaching. There is one small exception, as in one district a few were found to show only mediocre ability, probably the result of the local selection committee's desire to fill the district quota of entrants from its own district. There is no need for this, as each year there is a surplus of good candidates in some districts.

During the year, in some quarters, the opinion was expressed that entrants to the profession should be tried out in the schools for one year as probationers before being admitted to training college. This would mean a reversion to the system in operation over twenty years ago. The weight of educational opinion in this country and abroad is in favour of the existing system, where most entrants come straight from the post-primary schools.

For teachers in service, refresher courses were held in various centres, the work including physical education, art and craft, infant-room practice, and the new approach in subjects in which the prescriptions have been revised, especially arithmetic. Teachers from the secondary departments of district high schools took part in a course in social studies for post-primary teachers. When staffing conditions in the schools become normal, it is hoped to extend all these courses.

REDUCTION IN THE SIZE OF CLASSES

One of the legacies of the war has been the inability to introduce this desirable reform. During the war years the training colleges were kept full, but the young men, either before or as soon as their training was completed, were drafted into the Forces. The schools commendably were kept open mainly by women teachers. The more liberal staffing that has been introduced cannot be fully implemented, as hundreds of returned men teachers are taking full-time-study courses under the rehabilitation scheme, and more women teachers than anticipated have resigned. The raising of the school age has also required more teachers. It is probable that 1946 will be the most difficult year for staffing.

Another difficulty is accommodation. Some schools have spare rooms for the additional teachers, in some places rented accommodation can be obtained; but, owing to the heavy demands made on available labour and materials, it will be a considerable time before new class-rooms in sufficient numbers can be erected. The general position, however, is improving, and the latest organization schedules show a progressive reduction in the number of large classes.

STANDARDS OF WORK

All reports of Senior Inspectors state that special attention has been given with some success to the standards of work in the fundamental skills of English and arithmetic. The written English of the children is more natural, freer, and more closely associated with other subjects of the curriculum. The new prescriptions in this subject stress the simple accurate English of communication, especially the giving of information, and the simpler forms of letter-writing. Special investigation is being made into the

teaching of spelling to ensure accuracy in the use of everyday words. The greater part of the ordinary written vocabulary comprises a relatively small number of words, capable of concentrated teaching. Spelling has been the target of criticism for many years, and it is questionable whether the general level of attainment has much deteriorated in recent years. Reports from various sources are conflicting; nevertheless constant care on the part of teachers will be needed as long as so many of our words are spelt in the clumsy, unphonetic way of present usage. Reform in this connection should be more than a pious hope. Writing is another subject that has been receiving special attention. The average primary school child writes legibly and well, but it is stated that the writing deteriorates with speed, a fault that should not arise if the proper muscular arm movement is progressively developed. Some schools are trying the Palmer system which lends itself to speed, but is not so attractive in appearance. Reading is perhaps one of the best phases of English in our schools, and is becoming richer in scope with improving library facilities. The new syllabus in arithmetic is being more successfully treated as all the standard class textbooks, except one, are now in use by the pupils. The essential features of the prescriptions are a sound knowledge of basic facts, and their application to the number requirements of everyday life. There is a wealth of practical work, which adds interest. It is necessary, however, to ensure thorough memorization of tables, and accuracy of computation, for which practical work cannot be a substitute. The new syllabus contains all the essential features of the old, but the merely pedantic and unreal exercises of the traditional type have been eliminated. Within the restricted scope, greater proficiency should be attained. After the syllabus has been tried thoroughly for at least a year, the time should be opportune for systematic surveys to be undertaken to check up the progress of the children, and to compare the worth of the new syllabus with the old.

REVISION OF THE SYLLABUS

The complete revision involves a vast amount of work, which has been apportioned to a number of committees in the four main centres. These committees consist of Inspectors, teachers, and specialists in various fields. The thanks of the Department are due to all members for the onerous work already undertaken. Arithmetic, health, and written English have been completed. The committees on oral English, spelling, and social studies have almost completed their work, and committees will shortly undertake the revision of reading, recitation and literature, writing, nature-study and elementary science, and needlework. A new tentative art scheme is being tried out in selected schools. As the committees complete their reports, they are issued to all branches of the New Zealand Educational Institute, and to the inspection staffs for comments, which are considered before the new syllabus in any subject is compiled. The new syllabus in health and temperance which is in operation is eminently practical, being intended to inculcate a healthy way of living.

The whole task involves several years' work as the members of the committees have their ordinary duties to perform, and the difficulties of printing textbooks are so great that the work cannot be hurried. Handbooks for teachers are also to be prepared, and it is hoped that finally the new prescriptions will appear in the form of handbooks of suggestions for teachers—*e.g.*, English, all phases for all classes, arithmetic, social studies, &c.

Large quantities of material and equipment are needed in conjunction with new courses of work. A good beginning has been made in supplying schools with apparatus and toys for the infant classes, and also with aids for practical arithmetic in the standard classes.

SCHOOL PUBLICATIONS

(1) *Textbooks.*—The Department is fully aware that the issue of new textbooks is an essential complement to the revised syllabuses in arithmetic and English. The preparation of textbooks in the Department is therefore proceeding rapidly. Unfortunately, the writing of the books has far outstripped the printing and binding of them. This is due in large measure to post-war difficulties of staff and of supply of materials in the printing trade throughout the Dominion. As over 40,000 copies of each book are required, it will be realized that the printers are faced with a job that would be considered formidable even in normal times.

Arithmetic textbooks up to and including that for Form I have been issued to schools, along with a manual for infant teachers entitled *Number in the Infant Room*. These books have been well received. The Form II book has been in the hands of the printer for some time, and it is hoped that it will shortly be available to schools. Answer-books to all the arithmetic textbooks have been prepared, but these, too, are delayed by printing difficulties.

English textbooks, based on the revised syllabus in written expression issued in the *Education Gazette* of the 1st February, 1946, have been prepared for Standards 1, 2, 3, and 4. As the Government Printer was unable to undertake the printing of these texts, tenders were invited from private firms. Only one tender was received, and the printing of the Standards 1, 2, and 3 books has been put in hand. Obviously, it will be some time before the schools are fully supplied.

A book entitled *New Zealand To-day*, suitable for Forms I and II to use in connection with the study of New Zealand geography, is also in course of preparation.

(2) "*School Journal.*"—Beginning with the February, 1946, issue the *School Journal* has been issued in four parts. A separate *Journal* is provided for each of Standards 1 and 2, the object being to effect a smoother transition than was possible previously from infant readers to the *Journal*. In addition, the *Journal* for Standards 3 and 4 has been doubled in size. The regular despatch of the *Journal* has been affected by the shortage of female staff at the Government Printing Office, and it is only through the assistance given by training-college students working at the Printing Office in the evenings that it has been possible to complete the despatch of each issue.

(3) "*Education Gazette.*"—The policy of inviting contributions to the *Education Gazette* and paying for articles accepted has led to a large number of contributions from teachers on aspects of education and teaching practice in which they have specialized. The articles which have appeared, particularly those relating to social studies, general science, and nature-study, have been of considerable interest and value to teachers generally.

INTERESTING FEATURES OF SCHOOL WORK

(1) *Physical Education.*—The total specialist field staff is now 70, including organizers, assistant organizers, and additional assistants. Travelling conditions are becoming easier, and a greater coverage is being obtained. Continued progress is reported from all districts, and the work, which is being placed on a sound basis, is one of the best features in the schools. More apparatus and equipment are being supplied, although supplies of some material are still limited. Special attention is being given to the teaching of swimming and life-saving, with good results. One of the smaller education districts reports that twenty-two learners' swimming-pools are in use. These pools are favoured by all educational authorities, as they afford a relatively inexpensive and safe means of teaching swimming.

(2) *Road Safety Instruction.*—This work is shared by the teachers, officers of automobile associations, and of local bodies, and by the five road traffic instructors of the Transport Department, whose duties include the co-ordination and supervision of all the instruction. Good use is made of films, some of which have been prepared in New

Zealand. The instruction is proving successful, and it can safely be stated that our children are acquiring a real road sense. In some districts the work includes checking the fitness of bicycles used by the pupils, and in some schools the issue of warrants of fitness has proved a novel stimulus. The school patrol system has been extended, and is working well. Regulations governing the work of the patrols have been issued.

(3) *Art and Crafts.*—One of the effects of the war was the inability to obtain from overseas much of the material formerly used for handwork. Attention was given to such local materials as wool, clay, and paper, and now the major crafts are weaving, modelling, and bookbinding. The scheme, so successfully inaugurated in a group of schools three years ago, has been extended to different centres. For its successful operation, adequate special staffing is needed, and, although additional specialists have been trained, there are not yet enough to introduce the plan in all schools. This work is in addition to the usual instruction in woodwork and cookery given in the manual-training centres. The number of these centres is being gradually increased as far as building conditions permit. Training courses for teachers of woodwork, and of domestic crafts, have been successfully functioning, and the supply of teachers is steadily increasing. Art on modern lines is a pleasing feature of some of the schools. Samples of our children's interpretative art compare favourably with those of overseas children. Great interest is being taken in the exhibition of British Children's Art which is being shown in all suitable towns throughout New Zealand. A good exhibit of our children's art if prepared and similarly displayed would also prove stimulating.

(4) *Music.*—Interest in school singing continues to grow. In more schools real attempts are being made to teach the older children how to read simple music. The work requires skilled teaching and direction, and where the teachers possess this skill fine work is accomplished. There is, however, a dearth of music-specialist teachers, and as staffing conditions become easier it is hoped to train a greater number. All district reports praise the school broadcasts in music, which are proving a factor in raising the standard especially in the country schools that have receiving sets. The opinion is unanimously expressed that school music is the best feature of all school broadcasts. Music festivals are being revived, and several districts report successful functions in which school choirs have combined on a large scale.

(5) *Visual Aids.*—More schools are using film-strip projectors. The number has steadily increased even during the war years. This would not have been possible if an inexpensive and efficient type of projector had not been manufactured in New Zealand. A film-strip library is located in every town in which there is an Education Board office, and new strips are constantly being added. These cover a wide variety of topics associated with different subjects of the curriculum. The strips, which are of high quality, are prepared locally. Some of the larger schools have sound-projectors, and films are obtainable from the National Film Library. New Zealand is perhaps the only country of the Empire that provides a film-library service to schools free of charge. Good use is made of projectors in the training colleges, and students receive training in their use and care.

(6) *Libraries.*—It is still difficult to obtain supplies of books, but as far as possible supplementary readers are being provided. These are intended for class use in conjunction with the *School Journal*. Substantial grants have also been made to provide schools, including intermediate and district high, with suitable reference books for use in social studies and project work.

The Country Library Service is extending its school service as fast as conditions will permit. Attractive books of excellent quality are being provided. A taste for good literature is being fostered. This year saw the incorporation into the Country Library Service of two Education Board library services which, operating in conjunction with local municipal libraries, supplied books to the schools of the districts for the past eight years. These Boards showed commendable enterprise, and it is fitting to express an appreciation of what was accomplished during the difficult war years.

“Book Weeks” have been held in two centres. The radio was used for book talks, displays of books were organized, and book reviews were prepared by the children. These proved a stimulating aid. The “Book Week” movement is well worth trial in other districts.

(7) *Adopted Schools.*—This plan is being successfully continued in a number of the education districts. The adopted schools are mainly sole charge, particularly the small Grade I schools of five to eight pupils in charge of uncertificated teachers. The parent schools are efficient town or country schools which supply suggestions on schemes, methods, and also samples of children’s work. The children of the adopted schools as far as possible visit the parent schools, and samples of their work are sent for appraisal by the more experienced teachers. In this way the less experienced teachers are assisted in all phases of their work, and in appreciating what is a good standard. In some case Inspectors take an active part, and periodically assess pupils’ work forwarded by post. A good deal of additional work is involved for all concerned but the results are worthwhile.

(8) *Agricultural Clubs.*—These continue to be a prominent feature of rural education. The number of projects, animal and plot, has been well maintained, and several new clubs have been formed. During the war food-production was helped by the growing of such crops as potatoes, onions, and roots. In the calf clubs the children take particular pride in looking after the animals, and preparing them for the event of the year, judging day for combined schools’ competitions. In the garden projects, sound educational work is carried out in vegetable-growing, in ascertaining what varieties, manures, and cultivation are best suited for varying conditions of soil and climate. Parents are keenly interested, and the movement is valuable in fostering co-operation between the schools and the homes. The Agricultural Instructors deserve credit for the manner in which the club work has been carried on so well, especially when restricted travel and shortage of staff added to the difficulties.

EDUCATION OF HANDICAPPED CHILDREN

The number of special classes for backward children is now fifty. Special grants for equipment have been made as handwork and other practical forms of education are featured. These classes are a useful part of the education system as they afford special facilities for children who cannot make sufficient progress in the ordinary classes. For children too backward to gain any benefit from attendance at special classes there are three occupation centres, one of which has become residential this year in order that children from the country can attend. Physical education, music, handwork, and inculcation of good social and personal habits are the main educational features.

Sixteen hospital classes are in operation. The teachers work in collaboration with the hospital staffs, and the educational work is planned to have a therapeutic value. Six health-camp schools are now open. The children spend from six weeks to three months at the schools. During the year the headmaster of a well-established school was used in an organizing capacity to visit and advise the teachers of other schools. The camps are under the control of local Health Camp Associations, but the teachers are employed by Education Boards. There are three special schools for physically handicapped children, and about four hundred severely handicapped and crippled children receive tuition from the Correspondence School.

The two Schools for the Deaf are accomplishing efficient work, and since there has been a school in each Island the rolls have increased considerably. Specialist teachers are trained each year, and modern methods of vocalizing and lip-reading are used. Fourteen speech clinics are open, and treatment of various speech defects among the

children is given by expert teachers. The demand for the establishment of new clinics is greater than the supply of trained teachers. One of the senior teachers is taking a two-year post-graduate course in England to study and observe latest methods.

For dealing with cases of socially maladjusted children, fifteen visiting teachers have been permanently appointed. They act as a liaison between the homes and the schools to which they are attached. The chief problems arise from behaviour, attendance, backwardness, health, and home conditions. The innovation is proving a great success, and a better understanding of problem cases is being obtained by the teachers of the schools concerned. A study of some of the case histories shows a marked improvement in a comparatively short time. When staffing permits it is hoped to increase the number of visiting teachers.

DISTRICT HIGH SCHOOLS

The raising of the school age has resulted in a further considerable increase of rolls. During the year two secondary departments became so large that approval was given for their conversion into full post-primary schools as from the beginning of 1946. There is some difficulty in obtaining staffing, but the position should ease when all teachers are demobilized and others have completed full-time study courses under the rehabilitation scheme. In most districts conferences of teachers and post-primary and primary Inspectors have been held to discuss the new curriculum which is being well introduced into the secondary departments. There is a noticeable liberalizing influence, such subjects as music, art, and crafts receiving due recognition. Besides general science, there are suitable options providing for greater attention to rural and domestic sciences. The new curriculum will enable the district high schools to fulfil the function originally intended—to provide the right type of secondary education adapted to the needs of the rural communities in which the schools are situated. A bursary system is in operation to enable Form VI pupils, if they choose, to attend accrediting schools, or to complete their secondary education where there are more extensive facilities.

More liberal grants, comparing favourably with those of secondary and technical schools, have been made to district high schools for maintenance of libraries, for the teaching of science and of physical education. The field staff in physical education has this year devoted special attention to these schools. A system of activities for pupils of this stage has been evolved, and is proving popular.

INTERMEDIATE SCHOOLS

The number of these schools is steadily increasing, and but for the war would have been larger. This type of school has been in operation for a long enough time to prove its real worth in our educational system. The segregation of Pupils of Forms I and II stages has many educational advantages. One of the most remarkable has been the development of a distinctive tone. The pupils are very proud of their schools and show a fine spirit of work. The children are classified according to ability, enabling them to progress at a natural pace. The staffs are specially selected, and contain a number of specialists in various subjects. By these means skilled attention can be given not only to the fundamentals of English and arithmetic, but also to social studies, science, health, physical education, games, literature, music, art, and handicrafts, including woodwork and homecrafts, in a manner that cannot be paralleled in ordinary schools. Form III classes cater for the needs of children who do not intend to continue their education at post-primary schools. A choice of school occupations can be offered, and much valuable work of an exploratory and experimental nature is accomplished.

Where schools have model flats, Form III girls undertake special home courses in conjunction with work in the cookery and needlework classes. Physical education reaches a particularly high standard, and films on suitable phases of the work have been made for exhibition.

CORRESPONDENCE SCHOOL

The Correspondence School, established in 1922, is organized to provide educational facilities for persons, whether children or adults, who are unable to attend school owing to personal disability, distance, or employment. The enrolment for December, 1945, was—primary, 1,912; post-primary, 2,852 (full-time students, 738; part-time, including 205 district-high-school pupils, 2,114); a total of 4,764. Of this number, over 400 are enrolled on account of physical disability, while approximately 1,110 are adult students including over 300 members of the Armed Services. The staff comprises 79 post-primary teachers, 51 primary teachers, and 31 clerical officers, a total of 161. Pupils are prepared for the usual examinations and certificates, including Primary School Certificate, Secondary School Certificate, Higher Leaving Certificate, University Entrance and Scholarship Examinations, Post and Telegraph Entrance Examination, Public Service Temporaries' Examination, Government Shorthand-typists' and Chamber of Commerce Examinations, and Teachers' "C" Certificate. In all, last year no fewer than 363 students gained successes under these headings. The year 1945 saw considerable development in the number and variety of practical subjects offered by the school. The courses include commercial, agricultural, woodwork, homecrafts, and other art and craft courses.

The time allotted to the Correspondence School for its broadcast lessons is two half-hour sessions per week. The number of full-time visiting teachers remains at six. During the spring and autumn terms visits are paid to pupils living in the back country. During the winter term the service is carried on mostly in urban centres for the benefit of physically handicapped and nearby country students. The school circulating library and teachers' reference library comprise over ten thousand volumes. Extra-mural activities are of a varied nature and are closely articulated with the daily life and studies of the pupils, and include Lone Guides, Brownies, Scouts and Cubs, Junior Red Cross, Animal Welfare, Garden Circle, Meccano and Model Building, Stamp Exchange, Camera, Naturalists, International Relations, Penfriendship, Young Farmers', Playreaders', and Story-writers' Clubs. Throughout the year there was a regular and generous despatch of garments and toys for the benefit of homeless children in Great Britain and the liberated countries of Europe. Vigorous parents' and ex-pupils' associations have co-operated in these and other fields. The publication of the school magazine, *The Postman*, and of the *School Circular* has been maintained.

Improved facilities provided during the year include an annexe of two large new rooms which now accommodate the art and crafts and the special class sections. Altogether the school is performing a very useful and essential service in the educational life of New Zealand.

I have, &c.,

G. E. OVERTON,

Chief Inspector of Primary Schools.

The Director of Education, Wellington C. I.

REPORT OF THE SUPERINTENDENT OF TECHNICAL EDUCATION (Mr. F. C. RENYARD) AND EXTRACTS FROM THE REPORT OF THE SENIOR INSPECTOR OF SECONDARY SCHOOLS FOR THE YEAR 1945

SIR,—

I have the honour to present my report, and extracts from the report of the Senior Inspector of Secondary Schools, for the year 1945.

TECHNICAL AND COMBINED SCHOOLS

Inspectorial Staff

Mr. William Alexander, late Senior Assistant Master at the Dunedin Technical School, was appointed to a temporary inspectorship early in June, *vice* Dr. J. Nicol, on military service, and served in that capacity until the end of the year.

School Rolls

Day-school rolls showed an increase over those of the previous year, but continued falls in evening-class enrolments were reported from most schools. This fall is easily understandable owing to the cumulative effects of the country's war effort and to the fact that no considerable demobilization either from the Armed Forces or from directed industry had taken place before October, which is the end of the evening-school year.

Attention was drawn by several principals to certain unsatisfactory features of attendance, which have, in fact, been frequently referred to in past reports. The chief of these concerns the leaving of day pupils before the completion of the courses on which they had entered. Examination of records showed that at one large school some 50 per cent. of entrants failed to complete the course, and many fell off in their first year of attendance, as soon, in fact, as they had reached the statutory leaving age of fifteen years. Another very unsatisfactory feature is the poor attendance at evening-school classes: unless there is the stimulus of a qualifying examination to be faced, comparatively few students attend regularly in face of difficulties of transport or of the exigencies of weather. In this connection it would be profitable to have an investigation made as to the relative regularity of attendance of paying students and of free-place holders. It is sometimes stated that paying students tend to be more regular and earnest in their endeavours than free-place holders, but no research on this matter has been carried out.

Staffs

The staffing position remained difficult throughout the whole of the year, but with the cessation of hostilities there was a return to the schools during the third term of some teachers who had been on active service, or seconded for industrial work, but, nevertheless, the position remained difficult.

Buildings

A new technical school was opened at Avondale, located in a fine set of buildings which had been erected as a United States naval hospital, but so planned as to be readily convertible for school purposes. The school, controlled by the Auckland Education Board, opened with a roll number of 538 pupils. The Principal is Mr. L. E. Titheridge, M.A., late of the staff of the Auckland Technical School. The Otahuhu Technical School, which has grown phenomenally during the past few years, had additions of temporary rooms to house intermediate classes, thus freeing rooms in the main block, as well as a domestic-science block and a recreation-hall. In addition, the foundations were laid and much work done towards the erection of a comprehensive workshop block, which was one of the main needs of the school.

Feilding.—During the year the Memorial Library given by Mr. James Knight, a founder member of the Board and its Chairman for the last twelve years, was completed. This munificent gift is in memory of old boys of the school who have fallen in the war, and a more fitting monument for this purpose could hardly be imagined. The library is a beautiful building designed in every way to be as perfect as it was possible to make it.

Ultimately it will house from 6,000 to 7,000 books, besides magazines and pamphlets, with ample space for study and research, and with all the necessary ancillary services for cataloguing and repair of books. The thanks of this and of future generations of boys attending the school are surely due to the generous donor.

Petone.—At Petone additional workshops for the Hutt Valley Memorial Technical College were commenced. These were first planned in 1940, but shortages of labour and material made it necessary to defer building until 1945. The new shops comprise a senior engineering shop, with a bay where foundry practice may be taught; a welding-shop; a plumbing shop; a motor-engineering and heat-engine shop; a woodwork shop; and ten class-rooms. These are all to be erected in reinforced concrete.

Masterton.—Wairarapa College. During the year a girls' hostel was established on a splendid property in Essex Street, utilizing a noble residence in a beautiful setting, augmented by a range of modern dormitories and other facilities. The accommodation provided was immediately taken up and was in fact unable to meet the demand.

Timaru.—It has been realized for many years that the accommodation provided at the Timaru Technical School is unsuitable and inadequate for the needs of the district, especially so as the school has shown remarkable growth in the last few years, and it was therefore agreed that the Board's Architect should draw up sketch-plans for necessary additions and alterations so that building can proceed as soon as conditions permit.

Ashburton.—During the year two class-rooms were added to the school to replace very old and unsatisfactory rooms which had been in use for many years.

Dunedin.—A permit to proceed with the erection of the new home-science block after it had reached the foundations stage was refused by the City Council on the grounds that it was planned to be a wood-framed building in a brick area, and after considerable negotiation this decision was upheld. As a consequence it was necessary to redesign the building in reinforced concrete and call for new tenders, resulting in further delay in the provision of these necessary facilities for this school. This school is extremely short of both class-room and playground accommodation, and in consequence it has been found necessary to limit the enrolments of new entrants, with the result that some intending pupils have been unable to gain admission.

During the year temporary class-rooms were erected at many schools which served to tide over immediate necessities, but acute shortages of corresponding laboratory and workshop accommodation remained in many schools.

Technological Examinations

As in the four previous years, schools continued to accredit candidates for the preliminary and intermediate stages of all subjects. Final examinations were held by the Department in the subjects of—

- Cabinetmaking (1 candidate; 0 passes).
- Carpentry and Joinery (15 candidates; 5 passes).
- Mechanical Engineering (3 candidates; 1 pass).
- Motor Mechanics, minor (4 candidates; 4 passes).
- Motor Mechanics, major (1 candidate; 0 passes).

Music

Both vocal and orchestral music continues to make advances in range and standards of performance. There will soon be few schools which do not avail themselves of the great power of concerted music in creating and stimulating a directed emotional and æsthetic background to the corporate life of the school.

Trends in Technical Education

It is now some twenty-six years since the organization of technical education was placed on its present basis, and the technical high school was made accessible to the ever-increasing number of those who desired post-primary education of a pre-vocational character. So successful has the movement been that in the large centres the schools have grown to unmanageable size, and for some time now restriction upon entry has been necessary to prevent swamping. At the same time evening classes have been fostered and developed, and of late years, especially, organized courses for higher technical education have been offered in the schools in the main centres.

Even so, emphasis in both day and evening schools has always been laid on the pre-vocational basis of all students' work—that is to say, the mathematical and scientific treatment of the background has taken precedence over purely empiric instruction in the practical arts.

It is true, of course, that circumstances have militated against complete realization of these aims, one of these being the comparatively short average stay of the pupils. Another factor, operating chiefly in centres where there is a choice of post-primary schools, is the tendency for an undue proportion of pupils of superior intelligence to enrol at schools which provide mainly academic courses. Many secondary schools, however, especially those in country districts, are widening their curricula and undertaking courses similar to those that were at one time only to be found in technical high schools. The process has been aided by the issue of common regulations for both types of schools covering many of their most important functions.

It can be said, then, that at present the Dominion is fairly well covered with schools of the technical-high-school type and that sharp differentiation in function is now to be found only in places where schools of different types exist side by side, and that even in these circumstances the gap tends to close.

While, however, it may be confidently stated that pre-vocational education up to the age of about sixteen years has been reasonably well provided for, it cannot be said that higher technical education up to the level of the associate membership of the professional institutions has been freely provided or demanded. Valiant attempts are being made at certain metropolitan colleges to provide comprehensive courses for entry to the professional side of engineering, but the difficulties are great, and the results, so far, meagre. For this purpose full-time courses of study are necessary, and legislation providing for daylight training of apprentices, together with bursaries tenable at technical colleges, would seem to be essential steps.

In countries organized as large-scale producers of manufactured goods, there has been over the years a very distinct transfer of ability from the professions to manufacturing industries, and it is certain that this trend will become more accentuated in the post-war struggle for markets; it is a tendency that New Zealand cannot afford to ignore. It is, in my view, urgently necessary to provide for higher technical education for a much larger number of persons than is at present the case, and to take steps to ensure that a fair proportion of those of the highest intellectual ability are enabled to take these courses. In order that this may come about, certain changes are necessary, among which the following are the most important: the raising to senior status of the technical schools in the metropolitan centres by providing full-time day courses for apprentices and others studying for professional diplomas, and by eliminating much of the junior work now

undertaken; the setting-up of a Technological Examinations Board (similar to the City and Guilds of London Institute); the granting of bursaries and scholarships for technical students; and the appointment to the Department of a senior officer to take administrative control of higher technical education as his main duty.

Trade Training in Engineering Subjects

Of recent years there has been an increasing demand for trade training at a lower level than that referred to in the preceding paragraph of this report. The training demanded is not at the pre-vocational level provided in technical-high-school courses, nor does it rank with higher technical training of institution standard, but it is concerned chiefly with trade processes using specialized instruments and machines—often quite intricate and valuable ones—to do emergency jobs in installation and repair work, by methods not always far removed from purely empirical ones. The need for training of this kind is emphasized more particularly in the motor-engineering trade, in connection with which the New Zealand Motor Trade Certification Board has been set up and has become very active in furthering the instruction and examination of motor apprentices throughout New Zealand. A full-time technical organizer has been appointed by that Board, who regularly visits all schools conducting classes for motor apprentices and makes suggestions to the controlling authorities for the improvement of conditions. These visits are made with the authority of the Director of Education, and the co-operation of the Certification Board has been appreciated not only for helpful suggestions made, but also for contributions of equipment and the loan of projectors and films used for teaching purposes. However, as might be expected, the results of this intensive drive have been to stimulate applications for the erection or renting of buildings, for the appointment of additional instructors, and for the provision of general and specialized equipment, which would run into a very large sum of money. The objections to the provision of equipment on such a scale for one industry alone are many, but they may be stated as follows—

- (1) Unless and until daytime training for apprentices becomes a fact, much of this equipment would be idle except for perhaps a few hours use in the course of a year:
- (2) Much of it is highly specialized and adapted to motor vehicles of present-day design; there is a great danger of the equipment becoming rapidly obsolete and valueless, especially with impending post-war changes in design to be expected:
- (3) Practically all of it needs to be imported, and at present little is available from British sources:
- (4) For a proper understanding of its use, instructors having the necessary background knowledge of science and mathematics, as well as practical experience in its daily application, are necessary; similarly, a background of pre-vocational training is essential to its full understanding by the students themselves. It is doubtful if these pre-requisite conditions in general exist.

Recruitment and Training of Technical School Teachers

During the year approval was given for the selection and training of some twenty-five qualified tradesmen in wood- and metal-work trades to become qualified teachers of these crafts in technical schools and manual-training centres. An organization was worked out with the collaboration of the Auckland Education Board and the Auckland Technical College Board to enable the training to be inaugurated in Auckland early in 1946, and the thanks of the Department are due to these two bodies and their administrative officers for their helpful attitude. It is hoped by means of this training scheme to secure a flow of trained capable teachers to put into effect the practical subjects of the new post-primary curriculum, as well as to staff manual-training centres and intermediate schools.

Great difficulty has been experienced during the year in filling the higher posts in technical schools, particularly the headships of engineering departments. It has been suggested that the scale of salaries is insufficient to attract and to hold suitable graduates with experience in industry, when so much better prospects are offered to such men in professional and administrative positions in industry itself, either in New Zealand or abroad. The facts are, of course, that men of such training and calibre are very few and far between, whether they incline to industry or to teaching, and it is very much to be doubted whether increased salaries alone would produce the men who are necessary to staff the technical schools on the industrial sides. It is a problem which needs some definite research into conditions obtaining not only in New Zealand, but also in more highly industrialized countries where the same problem must present itself in accentuated form, and it is hoped that such a research will soon be undertaken.

SECONDARY SCHOOLS

Inspectorial Staff

Wing Commander E. Caradus resumed duty in January, 1946, as Chief Inspector of Secondary Schools after having served since 1st October, 1943, as Director, R.N.Z.A.F. Educational Services. Mr. A. M. Nicholson, who has acted as temporary Inspector of Secondary Schools since February, 1944, relinquished his appointment on 31st January, 1946, on being appointed Principal of Tauranga College. Owing to the increasing work of the inspectorate, Mr. S. M. Kincross M.A., A.R.A.N.Z., of Rongotai Clolege, has been appointed Inspector of Secondary Schools, taking up duty on 1st March, 1946.

New Regulations for Post-primary Schools

The past year has seen the end of important negotiations concerning changes in the curriculum of post-primary schools. These changes were fore-shadowed by the work of the Consultative Committee on the Post-primary Curriculum set up by the Hon. the Minister of Education in November, 1942. This Committee made its report in December, 1943, and, after very full discussion during the years 1944 and 1945, the main proposals of the Committee were found acceptable to the general body of teachers and others interested in education.

The proposals were embodied in the Education (Post-primary Instruction) Regulations 1945, which were issued to schools at the end of the year. The regulations set forth the organization of the curriculum of post-primary schools and define the nature and scope of the compulsory subjects which have come to be called "the Common Core." The regulations further define the conditions under which the School Certificate may be awarded, and set forth a list of thirty-three subjects from which a candidate may make his choice. They also deal with the endorsement of the School Certificate and the award of a Higher School Certificate to pupils who have attended a recognized post-primary school or schools for five years and have complied with certain conditions. Provision is also made in the regulations for the award by examination of a Certificate of Attainment to candidates who are unable to satisfy the condition of three years' attendance at a recognized post-primary school.

Schools have in most cases anticipated the provisions of the new regulations, and much sound experimental work is already in progress. Certain safeguards enable schools, without undue hardships to make the transition from the old regulations to the new.

It is not to be expected that the full significance of the above changes will be apparent for some years to come. There are difficulties in the provision of trained specialist teachers, particularly in art, music, and physical education. The great importance now given to these subjects makes additional equipment necessary, and the changed outlook in general science and social studies makes heavier demands on the teachers of these subjects. The enthusiasm which teachers show in their efforts to put into practice the new proposals augurs well for the future.

New School

Whangarei High School attained a roll of 733 on 1st March, 1945. At the end of the year authority was granted to divide the school into separate boys' and girls' schools. The Whangarei Girls' High School began its separate existence on 1st March, 1946, with a roll number of 385, Miss C. S. Bell, M.A., of Wellington East Girls' College, becoming the new Principal. The total number of secondary schools is now 40.

School Rolls

The rolls of secondary and combined schools are beginning to assume a stabilized form after the rapid increases brought about by the raising of the school leaving age. The numbers enrolled on 1st March for the past four years are as follows:—

	1943.	1944.	1945.	1946.
Secondary Schools (39) . .	16,218	18,573	20,042	(40) 20,265
Combined Schools (7) . .	3,276	3,639	3,843	3,837

Registered Private Secondary Schools

During the year provisional registration was granted to eight private secondary schools, bringing the number to 73. The rolls of the two endowed schools and the private registered secondary schools at 1st July each year have varied as follows: 1943, 6,926; 1944, 7,847; 1945, 8,933.

Staffing Regulations

As the supply of teachers is now showing improvement, the staffing provisions of the Post-primary Teachers' Regulations have been made applicable as from 1st February, 1946.

Accrediting and University Entrance

The new system of entrance to the University has been in full operation for the first time in the year just ended. The number of candidates who presented themselves for entrance was 2,186. Of these, 1,213 were accredited. Of the remainder, 942 sat for the examination and 317 passed. The new system is working smoothly, and there is good reason to believe that schools are planning the courses of their Sixth Form pupils with greater freedom, and giving a more rational preparation for future University study.

Public Service Entrance Examination

This examination was conducted for the last time in 1945. The Public Service Commissioner has agreed to the abandonment of this examination as a means of testing fitness to enter the Public Service, and has agreed to the use of the School Certificate Examination for this purpose. For the examination just completed 2,440 entered, and 1,335 passed.

School Certificate Examination

This examination was conducted in 1945 for the last time under old regulations. From 1946 onwards the conditions for the award of the School Certificate are set forth in the Education (Post-primary Instruction) Regulations 1945, and the prescriptions for the subjects of the examination are laid down by the Hon. the Minister of Education under the authority of these regulations. The number of candidates for the examination just completed was 6,693, of whom 3,190 passed and 1,120 gained partial passes.

Higher Leaving Certificate

This certificate was awarded for the last time in 1945. Under the Education (Post-primary Instruction) Regulations 1945 the certificate will be replaced by the endorsement of the School Certificate of pupils who subsequently do satisfactory work for another year. Pupils who complete a five years' course of study in a recognized post-primary school will, under certain conditions, be eligible for the award of a new certificate called the Higher School Certificate.

Higher Leaving Certificates were awarded as follows :—

	1945.	1944.
Secondary and combined schools	1,296	1,158
Technical high schools	156	108
District high schools	129	128
Endowed and registered private secondary schools	430	382
Correspondence School	9	10
	2,020	1,786

Educational Bursaries

The total expenditure on national bursaries and special bursaries during the financial year was £52,124, as compared with £45,667 for the previous year. In addition, the sum of £7,953 was expended on secondary-school bursaries, as against £4,835 during the previous year.

The number of bursaries current during 1945 and the awards at the close of the year are given in the following table :—

	Current in—		Awards at Beginning of—	
	1945.	1944.	1946.	1945.
Agriculture	25	21	20	15
Architecture	5	4	2	2
Engineering	27	20	15	15
Fine arts	14	13	4	4
Home science	60	61	20	20
Science	31	14	20	20
National boarding	210	197	65	65
Ordinary national	1,969	1,738	*	926
Total	2,341	2,068	..	1,067
Secondary-school bursaries	222	149	218	193
Grand total	2,563	2,217	..	1,260

* Not available.

Changes in the Schools

Mr. F. M. Rennér, M.A., Headmaster of Rongotai College, retired at the end of 1945 after eighteen years' service as Principal, and was succeeded by Mr. H. A. Heron, M.A., of Horowhenua College. Mr. J. Stewart, M.A., Headmaster of Marlborough College, has resigned, his resignation to take effect from September, 1946. Dr. G. H. Uttley, Headmaster of Southland Boys' High School, resigned at the end of the year, and Mr. M. Leadbetter, M.A., Headmaster of Waimate High School, was appointed in his place.

Refresher Courses for Teachers

Following upon the successful inauguration last year of a special refresher course in social studies for post-primary teachers, the grant for refresher courses was increased from £1,000 to £2,000, this sum including provision for primary teachers as well. It was decided to arrange special courses in general science and in physical education, while, in addition, Lincoln Agricultural College arranged a course for teachers of agriculture.

Two courses for teachers of science were held for one week in January, 1946, one at Victoria University College and one at Canterbury University College. The control of these courses was again vested in a Committee appointed by the three teachers' organizations. The thanks of all interested in education are due to the two University colleges, and in particular to Professors Richardson and Percival for their efforts in making the courses so successful.

A course in physical education was conducted by Mr. Smithells and his staff at New Plymouth Boys' High School.

Buildings

Substantial progress has been made during the past year towards the solution of the accommodation problems of secondary schools. In Auckland, Mount Albert Grammar School has had completed a new sanitary block; and good progress is being made towards the rebuilding of Epsom Girls' Grammar School. At Takapuna Grammar School, new metalwork and art rooms and three new class-rooms have been completed, and progress is being made with a new domestic-science block. Thames High School has a new library and a new craft-room, and plans are ready for a new science laboratory. Hamilton High School has a class-room converted to an art-room, and Gisborne High School has acquired a new section and buildings which will help in easing the congestion due to increased numbers. At Hastings High School a contract has been arranged for new technological and domestic-science blocks. Dannevirke High School has a new swimming-bath, and plans for a hall are ready for calling tenders.

The art and home-science building at New Plymouth Girls' High School is now in occupation. Good progress is being made with the new wing of the Wellington Girls' College, which should be occupied shortly. At Rangiora High School woodwork and metalwork rooms are approaching completion, and plans are in preparation for hostel accommodation. Four new rooms have been completed at the Christchurch Girls' High School and were occupied in September. Ashburton High School has new woodwork and cookery rooms converted from Army buildings. The domestic-science department at Timaru Girls' High School has received important extensions, and Waimate High School has dressing-rooms and woodwork storage accommodation provided from converted Army buildings. Plans are ready for three new class-rooms at King's High School, Dunedin, while the new hall of South Otago High School has been completed, and arrangements are being made for a new metalwork-room. The plans of Gore High School are ready for calling tenders, and good progress is being made with the building of the new girls' high school at Invercargill.

School Hostels

The demand for accommodation in school hostels still remains unsatisfied, although several schools have increased the size of their buildings. The number of pupils resident in school hostels attached to secondary and combined schools during the year was 2,429, as against 2,287 in 1944.

The following schools stand first among those accommodating boarders in receipt of boarding-allowances: Whangarei High School, 137; New Plymouth Boys' High School, 104; Waitaki Boys' High School, 88.

Decorations and Distinctions

For his services as Director of the Royal New Zealand Air Force Educational Services, Wing Commander E. Caradus, Chief Inspector of Secondary Schools, was awarded the O.B.E. Miss J. B. Wilson, Principal of Waitaki Girls' High School, received the M.B.E. The following teachers received during the year the awards indicated :—

Lieut.-Colonel A. W. F. O'Reilly, Correspondence School : M.C.
 Lieut.-Colonel D. G. Grant, Christchurch West High School : M.C.
 Major G. G. Turbott, Takapuna Grammar School : M.C.
 Captain G. E. Wilson, Marlborough College : M.C.
 Squadron Leader G. F. Chippendale, Rangiora High School : M.B.E.
 Major J. R. P. Griffin, Wellington College : M.B.E.
 Lieut.-Colonel R. G. Webb and Major H. H. Craig, both of Rotorua High School, were mentioned in despatches.

General Observations

The schools have faced with confidence and initiative the new tasks imposed on them by the introduction of new regulations. This has been particularly evident in the efforts made to interpret the syllabuses laid down for biology, social studies, art, and general cultural activities. The refresher courses in general science have been followed with the same interest as the course in social studies in the previous year. The heavy demand for admission to the courses indicates both the enthusiasm of teachers and the value of such a means of providing for adequate discussion.

Physical education may be considered to have been firmly established in the secondary schools. The course conducted by Mr. Smithells and his staff at New Plymouth is already giving excellent results. Associated with the changes in the curriculum is the demand for new equipment. Such equipment is in very short supply. The Department has, however, taken steps to make up deficiencies from the equipment now being made available by the War Assets Realization Board. For this purpose much good work has been done by Messrs. L. le F. Ensor and R. Hynes, and the thanks of teachers are due to them for their initiative.

Building problems are still acute, but immediate needs are fairly well satisfied. Much requires still to be done, however, to provide for specialist equipment to meet the needs of the new curriculum.

I have, &c.,

F. C. RENYARD,
 Superintendent of Technical Education.

The Director of Education, Wellington.

TABLE A 1.—PUBLIC PRIMARY SCHOOLS BY GRADE, AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1945

Grade or Subgrade of School.	Roll for determining Grade of School.			Education District.								Total Number of Schools, Dec., 1945.	
				Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.		Southland.
I	1-8	..	..	17	8	12	10	12	17	10	15	5	106
II	9-24	..	..	147	30	67	59	64	30	116	66	53	632
III A	25-30	..	..	59	11	5	8	7	5	17	9	23	144
III B	31-70	..	..	185	44	39	35	43	26	75	44	39	530
IV A	71-110	..	..	55	10	18	16	16	4	26	13	8	166
IV B	111-150	..	..	35	8	8	5	8	7	8	10	5	94
IV C	151-190	..	..	19	6	1	3	11	4	2	5	6	57
VA	191-230	..	..	11	1	4	5	3	..	9	1	1	35
VB	231-270	..	..	10	5	1	3	6	..	9	4	2	40
VC	271-310	..	..	9	..	4	4	4	..	4	1	1	27
VD	311-350	..	..	6	..	..	3	6	3	1	7	1	27
VI	351-870	..	..	61	7	11	9	27	3	29	12	6	165
	Intermediate schools and departments	..	..	13	..	2	2	2	..	2	4	1	26
	Totals	..	..	627	130	172	162	209	99	308	191	151	2,049

NOTE.—Thirty-nine main schools with side schools attached are counted separately and are included in the separate grades determined by the separate average attendance of each school.

TABLE A 2.—**ATTENDANCE** AT PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1945
(Excluding Forms III and IV pupils of Intermediate Schools, Secondary Departments of District High Schools, but including pupils in special classes and Standard VII)

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Three Terms, 1945.		Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).		Average Attendance as Percentage of Average Weekly Roll, 1945.		
	Pupils at 31st December, 1944.	Pupils at 31st December, 1945.	Boys.	Girls.	Total.	Boys.		Girls.	Total.
Auckland	68,329	69,349	34,313	31,983	66,296	30,222	28,022	58,244	87.85
Taranaki	10,804	11,199	5,545	5,045	10,590	5,000	4,526	9,526	89.97
Wanganui	13,916	14,411	7,091	6,659	13,750	6,303	5,857	12,160	88.43
Hawke's Bay	13,975	14,517	7,273	6,522	13,795	6,495	5,763	12,258	88.86
Wellington	26,497	26,543	13,318	12,129	25,447	11,730	10,680	22,410	88.07
Nelson	6,408	6,487	3,213	2,968	6,181	2,902	2,658	5,560	89.95
Canterbury	30,999	31,394	15,496	14,472	29,968	13,786	12,810	26,596	88.74
Otago	16,194	16,224	8,123	7,372	15,495	7,212	6,543	13,755	88.77
Southland	10,183	10,196	5,033	4,718	9,751	4,490	4,233	8,723	89.46
Intermediate schools and departments	8,309	9,077	4,798	4,343	9,141	4,455	4,002	8,457	92.52
Totals	205,614	209,397	104,203	96,211	200,414	92,595	85,094	177,689	88.66

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G 1 on page 37 of this paper, and the corresponding figures for Forms III and IV of the separate intermediate schools in Table B 1 on page 27 of this paper.

TABLE A 3.—AGE AND SEX OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1945
(Including Standard VII, Special Classes, and Forms I and II of Intermediate Schools and Departments)

Education district—	5 and 6 Years.	7 under 8.	8 under 9.	9 under 10.	10 under 11.	11 under 12.	12 and under 13.	13 and under 14.	14 and under 15.	15 and under 16.	16 Years and over.	Totals.	Grand Totals.
Auckland ..	4,422 4,122	4,357 4,115	3,968 3,920	3,946 3,785	3,752 3,575	3,230 3,098	2,835 2,612	2,001 1,582	1,015 750	215 123	15 22	33,998 31,885	65,883
Taranaki ..	613 612	629 585	620 610	589 584	625 589	560 567	532 523	424 332	234 139	30 12	1 1	5,536 5,071	10,607
Wanganui ..	918 838	860 883	853 845	817 821	847 756	658 644	578 522	379 323	205 127	50 25	2 1	7,079 6,654	13,733
Hawke's Bay	873 819	892 839	908 842	802 844	844 754	694 640	593 510	462 340	234 161	48 30	2 2	7,212 6,540	13,752
Wellington	1,700 1,695	1,695 1,590	1,571 1,448	1,385 1,334	1,396 1,261	1,408 1,251	1,238 1,210	824 690	360 261	49 38	8 ..	13,224 12,024	25,248
Nelson ..	400 368	363 378	362 341	352 336	341 300	307 325	318 308	259 155	104 70	21 8	.. ..	3,201 2,941	6,142
Canterbury	1,872 1,724	1,908 1,881	1,751 1,754	1,703 1,638	1,723 1,549	1,646 1,581	1,499 1,369	980 806	426 293	59 34	8 6	15,379 14,398	29,777
Otago ..	1,051 875	1,022 947	955 865	910 900	854 899	775 755	710 603	471 348	264 160	32 22	6 11	8,084 7,326	15,410
Southland ..	607 582	588 622	586 592	571 562	583 503	449 432	444 435	348 253	158 118	18 12	.. ..	4,961 4,661	9,622
Intermediate schools and departments	..	..	..	..	70	926	1,732	1,314	627	131	9	4,809	9,179
Totals ..	12,456 11,458	12,157 11,505	11,536 11,125	11,070 10,732	11,035 10,197	10,653 10,360	10,479 9,755	7,452 5,905	3,627 2,504	653 363	51 47	103,483 95,870	199,353
Percentage of pupils of each age	12.0	12.2	11.4	10.9	10.6	10.5	10.2	6.7	3.1	0.5	*	100.0	..
Totals, 1944	10,943 10,512	11,992 11,499	11,129 10,592	11,025 10,281	10,953 10,443	10,841 10,326	10,882 10,025	8,264 6,620	3,467 2,258	503 347	58 53	101,540 93,919	195,459
Difference	+1,513 +946	+322 +420	+407 +533	+45 +451	+82 -246	-188 +34	-403 -270	-812 -715	+160 +246	+150 +16	-7 -6	+1,943 +1,951	+3,894

* Insignificant percentage.

TABLE A 4.—**STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1945**
(Excluding Secondary Departments of District High Schools and Form III of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Departments and Standard VII)

	Special Classes for Backward Children.			Pupils in Preparatory Classes.			Standard 1.			Standard 2.			Standard 3.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Education district—															
Auckland ..	125	74	199	11,531	10,268	21,799	4,455	4,273	8,728	4,379	4,127	8,506	4,171	4,047	8,218
Taranaki ..	23	9	32	1,708	1,508	3,216	700	620	1,320	643	604	1,247	641	599	1,240
Wanganui ..	40	20	60	2,416	2,186	4,602	925	898	1,823	897	821	1,718	875	873	1,748
Hawke's Bay ..	53	22	75	2,496	2,130	4,626	916	894	1,810	907	831	1,738	904	837	1,741
Wellington ..	89	55	144	4,293	3,728	8,021	1,725	1,530	3,255	1,565	1,444	3,009	1,433	1,354	2,787
Nelson ..	..	..	..	1,002	895	1,897	389	362	751	391	350	741	363	334	697
Canterbury ..	140	86	226	4,981	4,404	9,388	1,854	1,840	3,694	1,818	1,722	3,540	1,807	1,703	3,510
Otago ..	72	46	118	2,602	2,175	4,777	1,072	997	2,069	975	873	1,848	992	929	1,921
Southland ..	28	18	46	1,501	1,386	2,887	655	584	1,239	623	615	1,238	622	559	1,181
Intermediate schools and departments	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	570	330	900	32,533	28,680	61,213	12,691	11,998	24,689	12,198	11,387	23,585	11,808	11,235	23,043
Percentage of pupils of each standard	..	..	0.5	..	..	30.7	..	..	12.4	..	..	11.8	..	..	11.6
Totals, 1944 ..	595	320	915	30,576	27,263	57,779	12,296	11,481	23,777	11,823	11,030	22,853	11,958	11,113	23,071
Difference ..	--25	+10	--15	+1,957	+1,477	+3,434	+395	+517	+912	-375	+357	+732	---150	+122	--28

TABLE A 4.—STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1945—continued
(Excluding Secondary Departments of District High Schools and Form III and IV of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Departments and Standard VII)—continued

	Pupils at 1st July in Standards and Forms—continued.												Totals.		
	Standard 4.			Form I.			Form II.			Form III.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Education district—															
Auckland ..	4,120	3,901	8,021	2,723	2,763	5,486	2,455	2,388	4,843	39	44	83	33,998	31,885	65,883
Taranaki ..	676	561	1,237	594	608	1,202	536	545	1,081	15	17	32	5,536	5,071	10,607
Wanganui ..	847	795	1,642	563	545	1,108	510	512	1,022	6	4	10	7,079	6,654	13,733
Hawke's Bay ..	827	805	1,632	647	532	1,179	458	485	943	4	4	8	7,212	6,540	13,752
Wellington ..	1,529	1,326	2,855	1,350	1,299	2,649	1,240	1,288	2,528	..	..	..	13,224	12,024	25,248
Nelson ..	363	326	689	374	390	764	314	284	598	5	..	5	3,201	2,941	6,142
Canterbury ..	1,697	1,650	3,347	1,646	1,532	3,178	1,426	1,439	2,865	7	22	29	13,379	14,398	29,777
Otago ..	953	985	1,938	715	646	1,361	682	655	1,337	21	20	41	8,084	7,326	15,410
Southland ..	584	555	1,139	470	448	918	459	467	926	19	29	48	4,961	4,661	9,622
Intermediate schools and departments	..	..	..	2,399	2,161	4,560	2,410	2,209	4,619	..	..	..	4,809	4,370	9,179
Totals ..	11,596	10,904	22,500	11,481	10,924	22,405	10,490	10,272	20,762	116	140	256	103,483	95,870	199,353
Percentage of pupils of each standard	..	..	11.3	..	..	11.2	..	..	10.4	..	..	0.1	..	..	100.0
Totals, 1944 ..	11,646	11,065	22,711	11,706	11,149	22,855	10,877	10,468	21,345	63	90	153	101,540	93,919	195,459
Difference ..	-50	-161	-211	-225	-225	-450	-387	-196	-583	+53	+50	+103	+1,943	+1,951	+3,894

TABLE A 8.—AGE AND ATTAINMENT OF PUPILS LEAVING PRIMARY SCHOOLS DURING 1945

Age.	In Form II.				In Form I.		In Standard 4.	
	With Primary School Certificate.		Without Primary School Certificate.		Boys.	Girls.	Boys.	Girls.
	Boys.	Girls.	Boys.	Girls.				
15 years and over	942	628	301	269	364	204	97	45
14 " under 15	2,302	1,805	68	49	139	83	33	13
13 " " 14	3,275	3,623	22	17	18	6	5	6
12 " " 13	1,075	1,515	2	6	10	6	8	4
11 " " 12	49	77	..	..	5	5	11	9
Under 11 years .. ..	..	..	..	..	2	..	1	2
Totals, 1945	7,643	7,648	393	341	538	304	155	79
Totals, 1944	8,295	8,302	285	201	482	288	126	53
Difference	- 652	- 654	+108	+140	+56	+16	+29	+26

Age.	In Standard 3.		In Standard 2 or lower.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
15 years and over	35	19	15	13	1,754	1,178	2,932
14 " under 15	19	..	13	..	2,574	1,950	4,524
13 " " 14	3	3	5	1	3,328	3,656	6,984
12 " " 13	2	2	2	3	1,099	1,536	2,635
11 " " 12	2	2	5	3	72	96	168
Under 11 years	3	4	19	29	25	35	60
Totals, 1945	64	30	59	49	8,852	8,451	17,303
Totals, 1944	30	14	39	21	9,257	8,879	18,136
Difference	+34	+16	+20	+28	-405	-428	-833

TABLE A 15.—REGISTERED PRIVATE PRIMARY SCHOOLS
NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1945

District.	Number of Schools.					Roll Number at End of Year.					Average Attendance.					Number of Teachers.					
	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Total Roll.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Boys.	Girls.	Total.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Undenominational Schools.		Catholic Church Schools.		Other Church Schools.		
															M.	F.	M.	F.	M.	F.	
Auckland	5	58	19	82	192	7,700	1,359	4,528	4,723	9,251	8,096	11	15	196	22	43	..	..	..	..
Taranaki	..	11	2	13	..	1,347	56	654	749	1,403	1,241	..	..	39	..	3	..	..	..	..
Wanganui	..	17	7	26	..	1,681	386	1,091	1,076	2,167	1,919	..	..	4	48	8	..	..	..	..
Hawke's Bay	3	13	4	20	112	1,532	172	849	967	1,816	1,638	..	..	5	37	8	..	..	..	..
Wellington	1	42	10	53	42	4,615	1,034	2,628	3,063	5,691	4,992	2	1	12	126	4	..	..	..	..
Nelson	..	6	1	7	..	646	12	340	318	658	585	..	..	..	19	..	..	..	..	..
Canterbury	..	52	11	67	238	4,862	904	2,954	3,050	6,004	5,203	3	12	13	129	6	..	..	..	..
Otago	..	24	4	28	..	2,014	241	1,156	1,099	2,255	1,941	..	..	6	64	1	..	..	..	..
Southland	..	11	..	12	..	1,097	..	534	622	1,156	982	..	..	3	34	..	..	..	..	..
Totals, 1945	16	284	58	308	743	25,494	4,164	14,734	15,667	30,401	26,597	5	39	58	692	55	133	..	..	..
Totals, 1944	17	280	54	301	793	25,120	3,804	14,247	15,470	29,717	25,989	8	40	63	683	48	133	..	..	..
Difference	-1	+4	+4	+7	-50	+374	+360	+487	+197	+684	+608	-3	-1	-5	+9	+7	..	..	..	..

TABLE A 17.—CORRESPONDENCE SCHOOL, PRIMARY DEPARTMENT AVERAGE WEEKLY ROLL, CLASSIFICATION, ETC.

	Average Weekly Roll	Roll Number December.	Classification according to Standards of Pupils on Roll at 1st July.												Number of Assistant Teachers on Staff (December).										
			Special Class for Backward Children.		Class P.		S1.		S2.		S3.		S4.		F.I.		F.II.		Adult Section.		Totals.				
			Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.			
1944	1,871	1,920	95	91	281	326	94	123	66	102	85	81	74	106	71	109	69	89	37	25	872	1,052	1,924	1	46
1945	1,847	1,912	97	119	286	327	85	94	73	106	66	83	67	75	58	97	60	92	31	24	823	1,017	1,840	2	49
Difference	--24	--8	+2	+28	+5	+1	-9	-29	+7	+4	-19	+2	-7	-31	-13	-12	-9	+3	-6	-1	-49	-35	--84	+1	+3

TABLE B 1.—ROLLS AND CLASSIFICATION OF PUPILS AND STAFFS OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1945

Intermediate School or Department.	Number of Pupils on Roll at beginning of 1944	Number admitted during 1945.	Number on Roll at 31st December, 1945.	Average Attendance for the Year ending 31st December, 1945.	Classification of Pupils on Roll as at 1st July, 1945.													
					Form I.		Form II.		Form III.		Form IV.		All Forms.		Total.			
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	M.	F.		
(a) Whangarei	176	175	340	322	95	66	89	95	..	..	..	..	184	161	345	5	7
(c) Avondale	..	573	522	480	146	140	124	117	..	..	..	..	270	257	527	7	11
(c) Balmaral	..	399	369	351	119	110	66	84	..	..	..	..	185	194	379	6	9
(c) Kowhai	..	428	768	750	143	133	188	170	29	97	68	12	372	468	840	12	13	
(c) Manukau	286	291	488	451	107	122	130	118	7	9	11	..	245	260	505	9	9	
(c) Normal, Epsom	..	381	346	333	98	96	83	83	..	..	..	..	181	179	360	7	9
(c) Northcote	110	123	220	205	71	46	46	63	..	..	..	..	117	109	226	5	4
(c) Pasadena	276	299	488	471	111	137	117	128	2	13	3	..	230	281	511	7	8	
(b) Otahuhu	136	116	237	217	55	48	59	71	..	..	..	..	114	119	233	3	4
(c) Waihi	66	92	142	127	38	30	42	29	..	..	..	..	80	59	139	2	2
(b) Matamata	100	127	194	169	61	41	47	48	..	..	..	..	108	89	197	5	5
(c) Te Awamutu	114	117	203	187	46	49	51	56	..	..	..	..	105	105	202	6	4
(a) Rotorua	123	116	203	188	44	41	58	62	..	..	..	..	102	103	205	4	4
(c) Wanganui	172	198	331	310	81	76	91	85	3	13	..	..	175	174	349	3	8
(c) Palmerston North	317	364	651	621	181	160	175	145	3	4	..	..	359	309	668	9	14
(c) Gisborne	268	301	526	497	143	134	122	117	5	10	..	..	270	261	531	8	7
(c) Napier	256	261	453	443	119	111	116	107	6	20	..	..	241	238	479	6	11
(a) Rongotai	105	109	210	201	90	..	122	..	..	..	..	..	212	212	424	8	..
(c) Marlborough	114	129	231	214	69	58	63	44	..	..	..	..	132	102	234	6	4
(c) Christchurch South	321	242	484	458	93	113	135	142	7	26	..	..	235	281	516	8	13
(c) Shirley	163	171	312	289	79	64	82	83	1	4	..	..	162	151	313	4	6
(c) Waitaki Boys'	116	75	133	120	67	..	66	66	..	..	..	..	133	..	133	6	..
(a) Waitaki Girls'	65	70	128	120	..	65	..	68	133	6	6
(c) Dunedin North	200	200	336	317	66	78	96	81	14	17	..	..	176	176	352	6	9
(c) Macandrew	270	358	558	522	149	118	149	118	16	24	..	..	314	260	574	9	11
(c) Tweed Street	231	278	423	402	128	125	93	95	..	..	..	..	221	220	441	6	9
Totals, 1945	4,477	5,993	9,296	8,765	2,399	2,161	2,410	2,209	93	237	13	82	4,915	4,089	9,004	157	187	
Totals, 1944	4,498	4,840	8,622	8,034	2,152	1,931	2,338	1,988	105	235	..	..	4,595	4,154	8,749	138	173
Difference	-21	+1153	+674	+731	+247	+230	+72	+221	-12	+2	+13	+82	+320	+585	+855	+19	+14	

(a) These are intermediate departments, consisting of Form I and Form II pupils, which have been attached to secondary schools. (b) This school is a technical high school to which is attached an intermediate department. (c) These schools are separate intermediate schools. (d) District high school including a primary-school department up to Standard 4, an intermediate or junior secondary department consisting of the former Form I and Form II pupils, and a senior high school or senior secondary department. (e) District high school with intermediate department attached.

TABLE D 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS, STAFF, AND PART-TIME PUPILS OF PUBLIC POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS)
(Statistics of part-time pupils will be found in Table E 1, *et. seq.*)

School.	Roll Numbers (Full-time Pupils).			Average Attendance for 1945 (Year ending December).	Number of 1944 Pupils in Roll at beginning of 1945.	Number of New Pupils admitted during 1945.	Number of New Pupils who commenced their Education in 1945.	Number of Free Pupils on Roll at 1st July, 1945.	Full-time Staff (including Principals), (December, 1945).	Technical Classes Part-time Pupils at 1st July, 1945.			
	At 1st March, 1945.	At 1st July, 1945.	Total.							M.	F.	Boys.	Girls.
Whangarei High School	733	693	326	648	392	358	326	692	14	10	74	55	
Auckland Grammar School	930	888	857	846	681	291	291	873	35	..	..	..
Mount Albert Grammar School	830	791	735	738	619	226	195	701	29	1	..	..
Epsom Girls' Grammar School	741	698	642	640	496	259	205	698	..	28	..	..
Takapuna Grammar School	721	684	636	640	461	251	216	675	..	27	..	..
Thames High School	237	223	305	661	453	281	260	684	12	14	23	..	
Hamilton High School	627	607	446	578	434	220	172	607	10	12	..	..
Rotorua High School	340	323	163	391	178	171	129	412	9	4	69	63	
Wangarua Girls' College	428	412	374	375	292	146	107	352	16	17	..	..
Palmerton North Boys' High School	363	352	320	330	254	124	101	289	..	1	..	..
Palmerton North Girls' High School	312	289	269	274	205	112	101	289	16	14	..	..
Gisborne High School	841	803	366	726	520	335	314	803	19	14	112	79	
Hastings High School	582	545	241	486	341	180	165	545	13	9	7	..	
Dannevirke High School	460	441	236	400	291	160	141	441	11	15	..	..
Hutt Valley High School	703	686	357	635	439	252	255	686	15	3	..	..
Wellington College	904	885	551	840	662	279	223	879	33	11	..	..
Rongotai College	362	340	314	337	236	182	126	340	15	2	..	..
Wellington Girls' College	570	552	..	504	383	204	180	552	..	23	..	..
Wellington Bass Girls' College	488	474	445	437	321	176	157	474	..	18	..	..
Marlborough High School	361	349	170	310	187	191	169	349	8	8	48	..	
Rangora High School	244	235	125	194	136	129	129	235	7	4	..	..
Christchurch Boys' High School	816	767	722	737	543	273	261	766	28	22	..	..
Christchurch Girls' High School	436	366	321	319	239	205	189	366	..	..	..	..
Avonside Girls' High School	355	319	373	382	397	148	135	419	..	17	..	..
Christchurch West High School	729	684	588	630	419	325	314	684	13	17	..	..
Ashterton High School	239	231	111	174	127	74	68	231	6	6	..	..
Timaru Boys' High School	356	341	346	345	278	152	109	341	15	1	..	..
Timaru Girls' High School	329	304	318	327	237	127	117	304	15	15	..	..
Waimate High School	215	204	..	182	135	77	60	204	6	3	..	..
Wairakei Girls' High School	481	456	37	412	302	151	135	456	19	15	33	79	
Wairakei Boys' High School	370	347	317	317	225	105	85	347	..	..	..	..
Wairakei Girls' High School	370	347	317	317	225	105	85	347	..	..	..	..
Otago Boys' High School	519	496	454	467	390	139	129	494	21	22	..	..
Otago Girls' High School	507	568	530	526	380	217	200	568	..	..	..	..
King's High School	339	320	292	305	221	118	118	319	15	6	..	..
South Otago High School	212	183	81	163	127	87	78	183	5	6	..	..
Gore High School	429	406	185	368	248	190	181	406	10	8	39	21	
Southland Boys' High School	382	366	348	348	271	115	111	366	16	16	..	..
Southland Girls' High School	465	445	391	402	305	168	154	445	..	18	..	..
Totals, A..	20,042	19,126	9,041	17,753	13,054	7,482	6,716	19,090	406	383	461	355	

A. Secondary Schools

B. Combined Schools

New Plymouth Boys' High School	771	720	613	..	643	680	494	598	275	729	31	..	247	..	62
New Plymouth Girls' High School	607	580	532	332	525	596	225	212	580	560	..	18	..	98	..
Napier Boys' High School	392	357	318	307	336	237	170	154	347	347	..	14	..	33	..
Napier Girls' High School	361	343	307	307	336	230	147	136	336	345	..	5	..	119	..
Wairarapa College	375	343	280	223	483	333	536	263	643	643	26	..	..	180	..
Nelson College	631	603	556	536	568	417	228	205	471	471	..	21	..	..	311
Nelson Girls' College	506	471	424	424	438	333	166	132	..	..	..	..	..	..	..
Totals, B.	3,843	3,626	1,777	1,486	3,263	2,430	1,490	1,300	3,624	3,624	90	04	..	639	352

C. Technical Schools

Auckland Technical School	1,401	1,273	615	362	977	1,090	876	525	512	1,272	38	15	1,743	419
Avondale Technical School	538	535	274	227	501	460	338	538	538	535	15	8	22	145
Elam School of Art	155	140	41	69	110	123	87	87	37	135	4	4	88	109
Orakau Technical School	995	923	459	353	812	847	555	480	923	923	20	18	439	109
Pukekohe Technical School	347	330	150	141	291	282	187	168	160	330	10	6	..	..
Hamilton Technical School	883	811	390	254	644	713	472	424	405	811	22	15	486	109
Hawera Technical School	301	473	199	209	408	407	293	220	208	473	9	10	100	77
Stratford Technical School	411	374	170	140	310	370	293	192	176	374	9	6	33	35
Wanganui Technical School	673	619	378	161	539	567	386	297	267	615	20	9	264	179
Peliding Technical School	321	316	189	99	288	289	197	136	121	315	12	5	25	13
Horowhenua Technical School	455	564	220	218	438	502	282	356	333	564	15	10	318	295
Palmerston North Technical College	623	623	437	192	385	392	270	179	175	436	9	11	671	246
Wellington Technical School	584	505	210	191	401	456	288	311	295	505	12	9	1,000	307
Petone Technical School	1,359	1,252	599	490	1,089	1,063	775	631	617	1,252	33	48	1,000	307
Westport Technical School	176	161	83	62	145	149	72	72	63	161	8	7	42	26
Greymouth Technical School	517	433	193	180	373	401	359	216	207	433	14	7	119	78
Christchurch Technical School	1,271	1,137	532	320	852	1,007	616	598	598	1,137	28	18	1,387	400
Canterbury College School of Art	147	157	11	121	132	156	93	82	39	137	3	2	24	24
Papanui Technical School	474	437	266	124	390	337	283	202	193	437	3	3	69	84
Ashterton Technical School	350	321	137	115	272	266	180	167	161	321	9	3	217	154
Timaru Technical School	316	273	139	86	225	247	182	139	128	273	8	5	747	427
Punedin Technical School	931	836	348	674	730	515	426	410	336	730	23	15	747	427
Invercargill Technical School	867	749	347	262	609	665	422	457	434	749	23	8	258	145
Totals, C.	14,225	13,656	6,141	4,724	10,865	11,539	7,686	6,996	6,010	13,623	361	214	8,271	3,504
Grand totals, 1945	38,180	35,808	16,939	14,786	31,745	32,658	23,170	15,968	14,695	35,737	857	661	9,374	4,211
Grand totals, 1944	34,742	33,948	16,412	13,357	30,369	30,716	20,024	19,610	14,536	33,278	726	614	8,721	4,542
Difference	+3,338	+2,400	+547	+829	+1,376	+1,942	+3,146	+4,358	+139	+2,459	+131	+47	+653	-331

* School opened 1945.

TABLE D 3.—YEARS OF ATTENDANCE OF FULL-TIME POST-PRIMARY PUPILS AT 1ST JULY, 1945

Type of School.	First-year Pupils.		Second-year Pupils.		Third-year Pupils.		Fourth-year Pupils.		Fifth-year Pupils.		Sixth-year Pupils and Later.		Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	3,240	3,365	3,022	3,150	1,736	1,659	1,172	912	485	299	60	26	9,715	9,411
Combined ..	760	582	585	555	346	289	199	150	86	58	11	5	1,987	1,639
Technical ..	3,612	2,831	2,529	1,945	805	621	339	184	93	49	14	34	7,392	5,664
District high schools ..	1,904	2,038	1,153	1,407	440	551	211	237	38	60	4	3	3,750	4,296
Totals, 1945 ..	9,516	8,816	7,289	7,057	3,327	3,120	1,921	1,483	702	466	89	68	22,844	21,010
Totals, 1944 ..	9,253	8,678	5,914	5,664	3,377	3,044	1,768	1,280	705	499	122	79	21,139	19,244
Difference ..	+263	+138	+1,375	+1,393	-50	+76	+153	+203	-3	-33	-33	-11	+1,705	+1,766

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1945

School.	Professional or General, with Two Foreign Languages.		Professional or General, with One Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		University Degree and Advanced Work.		Other.		Totals.		Grand Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
<i>Secondary Schools</i>																						
Whangarei High School	41	49	63	117	101	..	104	..	..	..	..	..	..	..	..	..	..	89	13	360	693
Auckland Grammar School	317	..	322	..	..	..	213	..	..	..	..	..	..	..	..	..	..	36	..	888	888
Mount Albert Grammar School	242	146	276	274	..	..	80	101	..	..	..	..	..	..	..	..	78	..	791	791	791
Auckland Girls' Grammar School	..	208	..	428	..	..	..	127	..	..	..	..	..	..	..	..	..	65	..	698	698
Epsom Girls' Grammar School	..	38	187	204	108	..	..	..	..	..	..	..	..	..	..	..	..	..	..	350	685
Takapuna Grammar School	11	6	42	38	52	..	17	94	..	..	..	..	..	..	..	..	..	..	..	384	684
Thames High School	12	30	91	166	35	75	..	103	32	11	..	..	..	..	..	..	..	..	..	350	607
Hamilton High School	16	19	33	35	75	..	..	..	..	..	..	..	..	..	..	..	..	..	..	176	323
Wanganui Girls' College	..	83	74	104	..	..	..	98	..	..	..	..	..	..	..	..	..	..	..	412	412
Palmerston North Boys' High School	16	10	..	125	..	..	..	84	..	..	..	..	..	..	..	..	..	134	..	352	352
Palmerston North Girls' High School	..	29	89	82	154	..	..	51	..	..	..	..	..	..	..	..	..	..	..	289	289
Gisborne High School	25	54	66	72	83	132	..	129	55	1	..	..	..	..	..	..	..	83	51	406	397
Dannevirke High School	19	19	12	134	66	56	..	17	69	..	..	..	..	..	..	..	..	14	5	289	256
Hutt Valley High School	12	8	241	159	..	..	..	8	34	..	..	..	..	..	..	..	..	..	..	243	198
Wellington College	..	200	685	..	..	..	..	..	105	..	..	..	..	..	..	..	..	126	35	379	307
Rongotai Boys' College	39	67	171	..	59	..	..	71	..	..	..	..	..	..	..	..	..	..	..	885	885
Wellington Girls' College	..	96	..	238	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	340	340
Wellington East Girls' College	..	9	2	68	42	87	..	..	100	..	..	..	..	..	..	..	..	..	..	552	552
Marborough High School	..	9	2	68	42	87	..	..	74	..	..	..	..	..	..	..	..	..	..	474	474
Rangiora High School	..	147	261	..	383	..	..	19	57	40	..	..	..	..	..	..	..	..	..	162	349
Christchurch Boys' High School	..	..	..	145	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	100	135
Christchurch Girls' High School	..	..	..	..	43	..	..	..	..	..	..	..	..	..	..	..	..	..	..	767	767
Avonside Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	566	566
Ashted High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	419	419
Ashted High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	314	370
Timaru Boys' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	114	117
Timaru Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	371	371
Waikato High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	314	344
Waikato Boys' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	103	244
Waikato Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	456	456
Otago Boys' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	345	496
Otago Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	496	568
King's High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	320	320
South Otago High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	99	183
Gore High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	14	197
Southland Boy's High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	219	306
Southland Girls' High School	445	445
Totals	1,580	1,555	3,920	3,283	1,201	..	741	2,227	582	1	..	3	..	1,714	26	..	1,715	628	9,715	9,411	19,126	

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1945—continued

School.	Professional or General, with Two Foreign Languages.		Professional or General, with One Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		University Degree and Advanced Work.		Other.		Totals.		Grand Totals.			
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.				
<i>Combined Schools</i>																								
New Plymouth Boys' High School	100	87	70	111	245					48								206	31	729	729			
New Plymouth Girls' High School								156						195				90		357	580			
Napier Boys' High School	26	28	80	110	114					47										337	357			
Napier Girls' High School								134						71						343	343			
Wairarapa College		16	53	55	148			90	3	3				38				53	43	208	543			
Nelson College	33		232		179			40		52								64		603	603			
Nelson Girls' College		69		173				147						82						471	471			
Totals	170	200	435	449	686			40	527	180	3	3		386			473	74	1,957	1,939	3,626			
<i>Technical High Schools</i>																								
Auckland		27	32	22	210	782		23	451	4										809	464	1,273		
Avondale								22	91					13						290	245	535		
Eliam School of Art		67	55	25	305			11	148	88	2		47	105						514	409	923		
Okaruru	6	1	20	21	72			1	62	36				39					34	173	337	550		
Pukekohe								35	206	82				15						48	34	409		
Hamilton		2	4	67	69			5	78	58				30						39	32	482		
Hawera								3	28	48				30							34	323	811	
Stratford									66	55				40							54	170	473	
Wanganui								24	66	55				19							36	192	106	
Wellington		21	20	20	274			12	133	145				19						44	34	316		
Porirua									50					120							231	273	564	
Horowhenua College			36	41	76				12	33				23						104	100	221		
Wellington								12	87					23							225	216	437	
Westport			72	3	524			60	222					140							215	210	505	
Greymouth								1	25					253							701	551	1,252	
Christchurch			74	50	136			12	109					62						57	44	89	72	
Canterbury College School of Art								59	161	65				18	139						222	211	433	
Papanui									59													708	429	1,137
Ashburton								22	59	29				84								18	139	157
Timaru								5	57	26												204	143	437
Dunedin								4	61					41								80	137	321
Invercargill								60	263					149								170	103	273
Totals	87	97	519	363	5,135			391	2,625	711	2	161	325	1,982			388	270	7,392	5,664	13,056			

TABLE D 7.—PUPILS AT 1ST JULY, 1945, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS

School.	Boarders, 1st July, 1945.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>A. Secondary Schools</i>						
Whangarei High School	87	97	16	24	103	121
Auckland Grammar School .. .. .	..	..	26	..	26	..
Mount Albert Grammar School	79	..	75	..	154	..
Auckland Girls' Grammar School .. .. .	..	..	..	28	..	28
Epsom Girls' Grammar School .. .. .	..	32	..	63	..	95
Takapuna Grammar School .. .. .	..	..	11	9	11	9
Thames High School .. .. .	..	..	2	2	2	2
Hamilton High School .. .. .	..	48	16	23	16	71
Rotorua High School .. .. .	..	..	5	5	5	5
Wanganui Girls' College .. .. .	..	109	..	39	..	148
Palmerston North Boys' High School	50	..	8	..	58	..
Palmerston North Girls' High School .. .. .	..	..	..	17	..	17
Gisborne High School	47	33	27	25	74	58
Hastings High School .. .. .	..	..	23	16	23	16
Dannevirke High School	64	..	14	25	78	25
Hutt Valley High School .. .. .	..	..	2	2	2	2
Wellington College	104	..	6	..	110	..
Rongotai College .. .. .	..	..	3	..	3	..
Wellington Girls' College .. .. .	..	..	..	5	..	5
Wellington East Girls' College .. .. .	..	..	..	5	..	5
Marlborough High School .. .. .	..	..	12	16	12	16
Rangiora High School .. .. .	..	..	9	6	9	6
Christchurch Boys' High School	51	..	10	..	61	..
Christchurch Girls' High School .. .. .	..	69	..	33	..	102
Avonside Girls' High School .. .. .	..	..	..	24	..	24
Christchurch West High School .. .. .	..	..	5	10	5	19
Ashburton High School .. .. .	..	..	5	14	5	14
Timaru Boys' High School	103	..	16	..	119	..
Timaru Girls' High School .. .. .	..	62	..	29	..	91
Waimate High School .. .. .	..	..	4	5	4	5
Waitaki Boys' High School	236	..	6	..	242	..
Waitaki Girls' High School .. .. .	..	108	..	21	..	129
Otago Boys' High School	77	..	10	..	87	..
Otago Girls' High School .. .. .	..	..	..	20	..	20
King's High School .. .. .	..	..	5	..	5	..
South Otago High School .. .. .	..	..	2	3	2	3
Gore High School	35	32	8	20	43	52
Southland Boys' High School .. .. .	..	..	40	..	40	..
Southland Girls' High School .. .. .	..	..	..	100	..	100
Totals, A	933	590	366	589	1,299	1,179

TABLE D 7.—PUPILS AT 1ST JULY, 1945, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS—*continued*

School.	Boarders, 1st July, 1945.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>B. Combined Schools</i>						
New Plymouth Boys' High School	247	..	36	..	283	..
New Plymouth Girls' High School .. .. .	..	132	..	33	..	165
Napier Boys' High School	66	..	4	..	70	..
Napier Girls' High School .. .. .	..	60	..	16	..	76
Wairarapa College	57	28	8	10	65	38
Nelson College	237	..	26	..	263	..
Nelson Girls' College .. .. .	..	79	..	26	..	105
Totals, B	607	299	74	85	681	384
<i>C. Technical High Schools</i>						
Auckland Technical School .. .. .	..	..	37	14	37	14
Avondale Technical School .. .. .	..	..	8	3	8	3
Elam School of Art .. .. .	..	..	1	4	1	4
Otahuhu Technical School .. .. .	..	..	12	17	12	17
Pukekohe Technical School .. .. .	..	..	3	4	3	4
Hamilton Technical School .. .. .	..	..	45	18	45	18
Hawera Technical School .. .. .	..	..	6	11	6	11
Stratford Technical School .. .. .	..	..	11	16	11	16
Wanganui Technical School	65	20	30	15	95	35
Feilding Technical School	127	..	10	7	137	7
Palmerston North Technical School .. .. .	..	..	7	4	7	4
Horowhenua Technical College .. .. .	..	..	2	3	2	3
Petone Technical School .. .. .	..	..	2	1	2	1
Wellington Technical School .. .. .	..	..	8	1	8	1
Westport Technical School .. .. .	..	..	6	2	6	2
Greymouth Technical School	17	10	6	9	23	19
Christchurch Technical School	25	30	26	11	51	41
Canterbury College School of Art .. .. .	..	..	1	30	1	30
Papanui Technical School .. .. .	..	..	8	5	8	5
Ashburton Technical School .. .. .	..	..	11	8	11	8
Timaru Technical School .. .. .	..	..	8	4	8	4
Dunedin Technical School .. .. .	..	..	19	17	19	17
Invercargill Technical School .. .. .	..	..	71	41	71	41
Totals, C	234	60	338	245	572	305
Grand totals, 1945	1,774	949	778	919	2,552	1,868
Grand totals, 1944	1,701	883	755	901	2,456	1,784
Difference	+73	+66	+23	+18	+96	+84

TABLE D 8.—CORRESPONDENCE SCHOOL, SECONDARY DEPARTMENT.—AVERAGE WEEKLY ROLL, CLASSIFICATION, ETC.

	Average Weekly Roll.	Roll Number, December	Classification according to Forms of Pupils on Roll at 1st July.												Number of Assistant Teachers (December)	
			Form III.		Form IV.		Form V.		Form VI.		Totals.		Total.	M.	F.	
			B.	G.	B.	G.	B.	G.	B.	G.	B.	G.				
1944 ..	709	672	209	286	46	109	23	53	3	9	381	457	738	15	54	
1945 ..	825	738	225	391	61	112	26	53	2	8	314	564	878	23	55	
Difference ..	+116	+66	+16	+105	+15	+3	+3	..	-1	-1	+33	+107	+140	+8	+1	

NOTE.—The above table does not include part-time pupils. The number of part-time secondary pupils on the roll at 31st December, 1945, was 1,903; the corresponding number in 1944, was 1,362.

TABLE E 1.—OCCUPATIONS OF PART-TIME STUDENTS AT 1ST JULY, 1945

	Embebers and Mechanics.	Electricians.	Plumbers, Metal-workers, Etc.	Woodworkers.	Painters, Etc.	Plasterers, Etc.	Printers, Etc.	Agricultural Pursuits.	Professional Pursuits.	General Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailorers, Etc.	Employed in Shops or in Warehouses.	Engaged in various other Trades and Industries.	Labourers.	No Occupations.	Occupations not stated.	Totals.
All schools and classes—	2,195	572	637	1,183	67	95	410	387	1,577	..	37	595	636	114	2,364	197	11,066	
Males	1	35	45	717	1,749	1,023	165	436	285	..	826	115	5,397	
Females	
Totals, 1945 ..	2,195	572	637	1,183	68	130	455	1,104	3,326	1,023	202	1,031	921	114	3,190*	312	16,463	
Totals, 1944 ..	1,994	563	443	861	56	124	286	830	2,908	634	244	917	801	140	3,021	421	14,243	
Difference ..	+201	+9	+194	+322	+12	+6	+169	+274	+418	+389	-42	+114	+120	-26	+169	-109	+2,220	

* Includes 2,038 males and 418 females in the Armed Forces; the corresponding figures in 1944 were 1,749 and 523.

TABLE F.—SPECIAL MANUAL-TRAINING CENTRES: PARTICULARS FOR THE YEAR 1945

Education District.	Number of Manual-training Centres.	Public Primary and Native Schools.			Intermediate Schools.		
		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
			Boys.	Girls.		Boys.	Girls.
Auckland	44	213	3,841	3,589	13	2,250	2,339
Taranaki	10	68	1,004	974	..	..	..
Wanganui	12	39	906	813	2	443	394
Hawke's Bay	10	34	813	696	2	517	494
Wellington	19	82	2,106	2,040	2	338	103
Nelson	10	62	649	601	..	..	..
Canterbury	25	210	2,895	2,805	2	389	420
Otago	23	105	1,268	1,187	4	651	572
Southland	9	97	841	832	1	219	212
Totals	162	910	14,323	13,537	26	4,807	4,534

Education District.	Secondary Departments of District High Schools.			Private Schools.			Totals.		
	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.
Auckland	26	1,618	1,528	41	482	534	293	8,191	7,990
Taranaki	2	86	86	12	139	148	82	1,229	1,208
Wanganui	5	201	195	10	169	137	56	1,719	1,539
Hawke's Bay	5	183	211	12	162	197	53	1,675	1,598
Wellington	6	132	189	19	390	149	109	2,966	2,481
Nelson	8	211	182	5	63	65	75	923	848
Canterbury	10	222	305	50	761	610	272	4,267	4,140
Otago	13	304	306	22	204	230	144	2,427	2,295
Southland	5	64	105	10	135	147	113	1,259	1,296
Totals	80	3,021	3,107	181	2,505	2,217	1,197	24,656	23,395

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1945

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1945.	Number of 1944 Pupils on Roll at beginning of 1945.	Number of New Pupils admitted during 1945.	Number of New Pupils who commenced their Post-primary Education in 1945.	Number of free Pupils on Roll at 1st July, 1945.	Full-time Staff (excluding Principals), December, 1945.	
	At 1st March, 1945.	At 1st July, 1945.	December, 1945.								M.	F.
			Boys.	Girls.	Total.							
AUCKLAND EDUCATION DISTRICT												
Cambridge ..	169	159	58	84	142	144	98	78	72	159	3	3
Dargaville ..	213	192	84	80	164	174	117	106	93	192	3	4
Helensville ..	105	101	36	51	87	87	53	56	49	101	2	2
Howick ..	63	63	21	32	53	46	27	40	37	63	3	3
Huntly ..	173	155	50	68	118	132	101	89	78	155	3	3
Kaeo ..	33	32	15	10	25	26	13	21	20	32	1	1
Kaikohu ..	122	122	52	58	110	100	62	70	65	122	2	3
Kaitiaki ..	162	148	63	69	123	128	101	61	56	148	3	3
Katikati ..	78	75	32	30	62	64	44	40	33	75	2	1
Kawakawa ..	110	98	47	40	87	83	54	60	56	98	3	3
Matamata ..	318	293	125	144	269	258	189	194	146	293	3	1
Maungaturoto ..	58	54	18	30	48	49	26	35	31	54	1	1
Morrinsville ..	216	194	84	89	173	168	113	111	106	194	3	5
Ngatea ..	131	116	48	51	99	103	70	65	60	116	4	1
Northcote ..	275	259	133	96	229	238	155	152	146	258	5	6
Okaihau ..	20	20	5	11	16	17	7	11	10	20	1	1
Opotiki ..	180	181	76	80	156	156	72	127	110	181	6	2
Otorohanga ..	120	113	35	60	95	100	50	63	60	111	2	2
Paeroa ..	113	105	50	42	92	94	53	62	59	105	2	2
Piopia ..	69	61	23	34	57	56	42	30	25	61	2	1
Putaruru ..	92	88	34	40	74	72	41	59	47	88	3	2
Raglan ..	39	32	14	16	30	29	19	21	18	32	1	2
Raewene ..	31	25	5	12	17	21	16	19	17	25	1	1
Ruawai ..	63	60	16	32	48	50	32	31	30	60	2	1
Taumarunui ..	170	156	78	48	126	139	88	90	83	156	2	4
Tauranga ..	308	280	123	131	254	249	159	158	141	280	6	6
Te Aroha ..	154	146	56	67	123	130	79	81	70	146	2	4
Te Awamutu ..	200	207	78	102	180	187	112	122	106	207	5	3
Te Kuiti ..	165	151	71	66	137	137	97	75	71	151	4	3
Te Puke ..	131	119	57	50	107	105	73	64	59	119	5	1
Waipi ..	124	110	43	53	96	102	74	82	76	110	3	2
Waipū ..	37	27	9	16	25	24	21	16	15	27	1	1
Waikuku ..	81	74	32	32	64	64	40	45	42	74	1	2
Warkworth ..	78	74	33	36	69	66	35	47	40	74	2	1
Wellsford ..	64	59	25	36	61	57	34	35	30	59	1	2
Whakataua ..	235	209	84	93	177	182	140	110	94	209	4	4
Totals ..	4,700	4,356	1,813	1,980	3,793	3,837	2,520	2,496	2,251	4,355	95	92
TARANAKI EDUCATION DISTRICT												
Ohura ..	49	49	17	21	38	39	22	30	27	49	1	..
Opunake ..	130	121	43	57	100	109	85	68	62	121	1	4
Totals ..	179	170	60	78	138	148	107	98	89	170	2	4
WANGANUI EDUCATION DISTRICT												
Apiti ..	22	20	8	8	16	17	7	15	15	20	1	..
Foxton ..	63	52	22	25	47	48	38	26	25	52	1	2
Merton ..	153	139	61	55	116	130	82	80	70	139	3	2
Ohakune ..	123	108	37	48	85	90	66	65	49	108	2	2
Raurimu ..	24	20	10	7	17	19	19	12	12	20	1	..
Taihape ..	103	91	41	37	78	82	58	48	39	91	2	2
Waverley ..	31	28	10	15	25	26	12	22	18	28	..	2
Totals ..	521	458	189	195	384	412	282	268	228	458	10	10
HAWKE'S BAY EDUCATION DISTRICT												
Te Karaka ..	105	98	31	47	78	87	66	49	39	98	2	2
Tolaga Bay ..	25	19	8	15	23	28	17	9	8	19	..	1
Tuai ..	22	23	8	11	22	22	19	14	14	23	..	..
Waipawa ..	123	115	45	48	93	98	72	52	48	115	1	4
Waipukurau ..	73	66	25	33	58	61	41	37	32	66	1	2
Waipua ..	172	162	51	82	133	141	77	98	93	162	2	3
Woodville ..	54	48	17	25	42	45	21	34	33	48	1	1
Totals ..	574	531	184	257	441	472	304	284	267	531	8	13

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1945—continued

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1945.	Number of 1944 Pupils on Roll at beginning of 1945.	Number of New Pupils admitted during 1945.	Number of New Pupils who commenced their Post-primary Education in 1945.	Number of Free Pupils on Roll at 1st July, 1945.	Full-time Staff (excluding Principals), December, 1945.	
	At 1st March, 1945.	At 1st July, 1945.	December, 1945.								M.	F.
			Boys.	Girls.	Total.							
WELLINGTON EDUCATION DISTRICT												
Carterton	64	52	13	32	45	46	27	25	52	2	2	
Eketahuna	65	64	21	29	50	54	33	33	64	1	2	
Featherston	61	56	14	32	46	50	28	35	54	2	1	
Greytown	47	39	11	19	30	34	30	16	39	1	1	
Martinborough	41	38	18	14	32	34	22	20	38	2	1	
Pahiatua	87	79	39	30	69	71	40	48	79	2	1	
Totals	365	328	116	156	272	289	193	180	328	10	8	
NELSON EDUCATION DISTRICT												
Collingwood	20	18	7	11	18	17	15	5	18	1	..	
Denniston	29	21	11	7	18	22	13	16	21	1	..	
Granity	66	62	14	40	54	54	35	34	62	2	1	
Karamea	12	14	4	11	15	12	*	17	9	14	1	
Motueka	122	111	60	44	104	101	68	62	54	111	4	
Murchison	37	27	12	15	27	28	18	19	27	2	2	
Reefton	72	65	24	29	53	60	46	28	27	65	2	
Takaka	71	64	24	30	54	57	33	40	36	64	2	
Tapawera	57	53	22	18	40	33	28	32	53	1	1	
Totals	486	435	178	205	383	384	256	253	435	16	6	
CANTERBURY EDUCATION DISTRICT												
Akaroa	31	29	10	15	25	25	18	18	13	29	1	
Cheviot	33	34	19	14	33	30	13	21	19	34	1	
Fairlie	33	32	7	20	27	28	12	21	21	32	1	
Geraldine	98	91	34	39	73	78	61	43	39	91	2	
Hawarden	93	86	33	41	74	74	50	44	43	86	2	
Hokitika	114	104	42	45	87	95	68	49	45	104	2	
Kaikoura	51	43	18	15	33	36	28	24	23	43	1	
Lincoln	41	41	22	12	34	33	*	43	34	41	1	
Methven	68	66	23	32	55	56	31	39	36	66	2	
New Brighton	46	41	8	20	28	35	30	18	16	41	1	
Oxford	34	30	11	14	25	30	11	22	22	30	1	
Pleasant Point	43	40	10	24	34	20	28	20	19	40	1	
Southbridge	51	45	13	24	37	38	27	27	25	45	1	
Temuka	126	115	37	66	103	100	77	52	46	115	2	
Totals	862	797	287	381	668	678	454	441	797	19	20	
OTAGO EDUCATION DISTRICT												
Alexandra	92	85	32	36	68	72	64	31	29	85	3	
Clutha Valley	41	39	19	14	33	31	17	25	25	39	2	
Cromwell	46	43	16	20	36	38	22	25	23	43	1	
Kunow	40	38	12	19	31	34	21	19	19	38	2	
Lawrence	39	37	13	19	32	34	22	18	18	37	2	
Mosgiel	128	122	61	37	98	101	64	68	67	122	3	
Owaka	33	32	13	16	29	27	16	21	19	32	2	
Palmerston	72	70	25	36	61	62	46	33	28	70	1	
Ranfurly	32	32	15	12	27	26	10	25	19	32	1	
Roxburgh	35	30	12	11	23	25	20	16	15	30	1	
Strath-Taieri	17	16	5	10	15	12	8	9	8	16	1	
Tapuanui	34	34	15	15	30	29	14	19	16	34	1	
Tokomairiro	76	71	26	31	57	61	38	41	38	71	2	
Totals	685	649	264	276	540	552	362	350	324	649	18	

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1945—continued

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1945.	Number of 1944 Pupils on Roll at beginning of 1945.	Number of New Pupils admitted during 1945.	Number of New Pupils who commenced their Post-primary Education in 1945.	Number of Free Pupils on Roll at 1st July, 1945.	Full-time Staff (excluding Principals), December, 1945.	
	At 1st March, 1945.	At 1st July, 1945.	December, 1945.								M.	F.
			Boys.	Girls.	Total.							
SOUTHLAND EDUCATION DISTRICT												
Nightcaps	42	39	9	26	35	33	18	28	23	39	..	2
Queenstown	37	35	15	12	27	31	21	16	14	35	1	1
Riverton	52	41	12	24	36	40	*7	26	25	41	1	1
Tuatapere	34	35	7	18	25	28	..	36	24	35	1	1
Winton	33	32	10	17	27	27	11	26	24	32	1	1
Wyndham	34	34	4	18	22	23	22	14	13	34	1	1
Totals	232	216	57	115	172	182	99	146	123	216	5	7
NATIVE DISTRICT HIGH SCHOOLS												
Manutahi	28	25	7	12	19	20	7	14	14	25	1	1
Te Araroa	44	40	16	19	35	36	18	29	26	40	1	1
Te Kao	18	18	8	10	18	17	10	10	9	18	1	..
Tikitiki	14	11	3	6	9	10	2	7	7	11	1	..
Totals	104	94	34	47	81	83	43	60	56	94	4	2
Grand totals, 1945	8,708	8,034	3,182	3,690	6,872	7,037	4,620	4,576	4,138	8,033	187	177
Grand totals, 1944	7,356	6,966	2,773	3,414	6,187	6,130	3,769	4,000	3,692	6,964	152	147
Difference	+1,352	+1,068	+409	+276	+685	+907	+851	+576	+446	+1,069	+35	+30

* Established as a district high school in 1945.

NOTE.—In other tables relating to district high schools in this report and in E-1 pupils attending a school which had not in fact been recognized as a district high school have been included. There were twelve such pupils on 1st July, 1945.

TABLE J. 1.—ROLL NUMBER, ETC., AND STAFF : ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY AND TECHNICAL SCHOOLS

School.	Roll Numbers (Full-time Pupils).			Average Attendance for 1945.	Number of 1944 Pupils on Roll at beginning of 1945.	Number of New Pupils admitted during 1945.	Number of New Pupils who commenced their Post-primary Education in 1945.	Full-time Staff (including Principals), December, 1945.	
	At 1st March, 1945.	December, 1945.						M.	F.
		At 1st July, 1945.	Boys.							Girls.	Total.
Dilworth School, Auckland	43	40	36	39	22	20	20	3	1
St. Patrick's Convent, Wellington Street, Auckland (Technical)	31	31	27	22	15	18	18	..	2
Auckland Diocesan High School, Epsom, Auckland	203	197	194	186	179	61	58	..	12
St. Cuthbert's College, Epsom, Auckland	352	347	340	326	289	106	87	..	14
St. Peter's College, Epsom, Auckland	221	204	191	182	149	119	107	5	..
St. Mary's Convent, Hamilton	43	40	38	43	38	43	37	..	4
Waikato Diocesan School for Girls, Hamilton	46	42	36	36	25	26	26	..	6
Marist Brothers' High School, Hamilton	46	46	37	36	25	20	20	2	..
Marist Sisters' School, Mount Albert, Auckland	54	51	51	46	51	50	50	..	3
King's College, Otahuhu	384	376	371	354	271	124	97	14	..
St. Benedict's Convent, Newton, Auckland (Technical)	110	108	93	89	57	51	51	..	3
Wesley Training College, Paerata	69	68	65	69	32	37	30	4	..
*Quek Training School, Paerata, Auckland	77	73	72	70	41	35	34	..	4
Sacred Heart College, Ponsonby, Auckland	408	392	361	373	250	171	162	14	..
St. Mary's College, Ponsonby, Auckland	190	188	180	175	123	85	77	..	4
Convent of the Sacred Heart, Renuera, Auckland	69	71	65	69	43	29	20	..	4
St. Michael's Convent, Rotorua (Technical)	60	59	50	51	34	33	30	..	2
Sacred Heart Convent High School, New Plymouth	84	82	75	70	50	38	38	..	3
*Tranking Maori Girls' College, Marton	56	56	55	55	37	19	18	..	4
Wellington Diocesan School for Girls, Marton	146	139	142	140	114	31	24	..	9
St. Mary's Diocesan School, Stratford	33	29	26	27	16	20	20	..	2
St. Joseph's Convent High School, Palmerston North	52	47	46	44	31	21	21	..	3
Marist Brothers' St. Patrick's High School, Palmerston North	83	80	79	77	46	36	34	3	..
Sacred Heart Convent High School, St. John's Hill, Wanganui	142	130	113	120	93	59	46	..	7
St. Augustine's High School, Wanganui	52	46	42	42	21	31	31	..	2
Wanganui Collegiate School, Wanganui	325	322	319	316	249	76	76	21	..
St. Joseph's Maori Girls' College, Greenmeadows	72	76	74	73	48	29	26	..	3
St. John's High School, Hastings	85	83	80	77	54	31	30	4	..
*St. Joseph's Convent, Hastings	57	54	51	50	26	26	26	..	2
Iona Presbyterian College for Girls, Havelock North	104	104	104	102	72	44	30	..	7
Woodford House, Havelock North	175	173	175	167	136	41	32	..	13
*Hukareke College, Napier	87	86	83	85	59	28	26	..	3
Sacred Heart High School, Napier	60	60	48	45	34	34	34	..	3
Te Aute College, Pukekohe, Napier	137	137	109	110	84	52	55	5	..
St. Mary's Convent High School, Blenheim	59	59	54	54	32	14	14	..	2
Sacred Heart Convent High School, Island Bay, Wellington	73	73	73	73	56	28	23	..	6
Marsden Collegiate School, Karori, Wellington	176	175	172	166	163	41	34	..	9
Sacred Heart College, Lower Hutt	112	109	98	109	71	53	46	..	4
Chilton St. James' Girls' School, Lower Hutt	64	65	63	61	40	25	21	..	5

* Registered as a private secondary school in 1945.

TABLE J. I.—ROLL NUMBER, ETC., AND STAFF: ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY AND TECHNICAL SCHOOLS—continued

School.	Roll Numbers (Full-time Pupils).				Average Attendance for 1945.	Number of 1944 Pupils on Roll at beginning of 1945.	Number of New Pupils admitted during 1945.	Number of New Pupils who commenced their Post-primary Education in 1945.	Full-time Staff (including Principals) December, 1945.	
	At 1st March, 1945.	At 1st July, 1945.	December, 1945.						M.	F.
			Boys.	Girls.							Total.
St. Brigid's Convent, Masterton	62	50	53	53	54	29	35	31	..	4
St. Matthew's Collegiate School for Girls, Masterton	67	69	66	66	63	39	30	27	..	5
St. Peter's College, Miramar, Wellington	104	102	99	99	91	82	39	32	7	..
St. Patrick's College, Silverstream	278	265	255	255	290	176	96	83	12	..
Solvay Girls' College, Masterton	137	132	126	126	122	81	43	22	..	7
*St. Joseph's College, Masterton	21	23	22	..	21	..	..	..	2	..
Queen Margaret College, Wellington	147	148	144	144	140	117	54	31	..	10
St. Mary's College, Wellington	290	278	272	272	270	192	108	132	..	19
St. Patrick's College, Wellington	341	337	314	314	315	205	148	132	14	..
St. Andrew's College, Nelson	50	48	41	41	58	28	17	17	..	3
Sacred Heart High School, Nelson	59	58	50	50	54	34	17	17	..	3
St. Mary's College, Westport	49	46	43	43	44	26	22	22	3	1
Cathedral Grammar School, Christchurch	379	377	367	367	354	258	84	77	15	3
Christ's College, Christchurch	179	175	145	145	152	100	71	72	6	6
Sacred Heart Girls' College, Christchurch	203	197	183	183	187	140	56	56	10	..
St. Andrew's College, Christchurch	259	258	238	238	197	195	74	64	..	13
St. Mary's College, Christchurch	32	33	30	30	31	19	15	15	..	4
*Te Wai Pounamu College, Christchurch	32	31	32	32	31	20	10	10	..	3
Marist College, Christchurch	66	62	56	56	57	67	67	67	2	..
Marist Brothers' High School, Greymouth	71	69	59	59	62	44	30	26	3	..
St. Mary's High School, Greymouth	54	51	45	45	47	32	26	21	..	5
St. John's College, Papamoa, Christchurch	206	203	174	174	184	210	87	78	15	..
Craighead Diocesan School for Girls, Timaru	87	87	85	85	81	67	22	17	..	7
Sacred Heart Girls' College, Timaru	123	116	111	111	106	64	62	60	..	5
St. Patrick's High School, Timaru	55	52	52	52	51	28	27	25	3	..
Christians Brothers' High School, Dunedin	143	139	124	124	112	89	55	55	..	1
John McTearns College, Dunedin	33	34	31	31	30	23	12	10	4	..
St. Dominic's College, Dunedin	91	86	78	78	79	53	38	36	..	5
St. Hilary's Collegiate School, Dunedin	80	76	77	77	72	45	37	37	..	5
St. Philomena's College, Dunedin South	108	105	99	99	104	59	48	47	..	4
St. Kevin's College, Redcliffe Oamaru	125	123	151	151	148	75	54	44	..	5
Columbia College, Roslyn, Dunedin	141	142	135	135	118	92	56	43	..	7
Dominican College, Teschemakers, Oamaru	51	50	47	47	49	40	16	11	..	3
Marist Brothers' High School, Invercargill	58	56	54	54	52	47	31	27	3	..
St. Catherine's Convent, Invercargill	71	74	67	67	65	35	39	38	..	4
Totals, 1945	9,146	8,933	8,517	8,517	8,269	6,053	3,482	3,086	180	271
Totals, 1944	7,978	7,847	4,109	4,109	7,419	5,112	3,182	2,845	166	253
Difference	+1,168	+1,086	+897	+897	+850	+941	+300	+243	+14	+18

* Registered as a private secondary school in 1945.

TABLE K 1.—STUDENTS IN THE FOUR TRAINING COLLEGES IN DECEMBER, 1945

Training College.	Division A.		Division C.		Totals.		Grand Totals.
	M.	F.	M.	F.	M.	F.	
Auckland—							
First year	68	179	6	18	74	197	271
Second year	87	192	..	..	87	192	279
Specialist	3	11	..	..	3	11	14
Wellington—							
First year	32	107	..	..	32	107	139
Second year	47	104	..	..	47	104	151
Specialist .. ..	..	4	..	..	..	4	4
Christchurch—							
First year	60	88	..	..	60	88	148
Second year	58	99	..	..	58	99	157
Specialist .. ..	..	10	..	..	..	10	10
Dunedin—							
First year	33	84	..	..	33	84	117
Second year	36	93	..	..	36	93	129
Specialist	11	18	..	..	11	18	29
Totals	435	989	6	18	441	1,007	1,448

NOTE.—In addition to the above, 353 ex-servicemen teachers attended refresher courses at teachers' training colleges during 1945.

Approximate Cost of Paper.—Preparation, not given; printing (860 copies), £105.

By Authority: E. V. PAUL, Government Printer, Wellington.—1946,

Price Is.]