

1947
NEW ZEALAND

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31st DECEMBER, 1946
(In continuation of E.-1, 1946)

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

Office of the Department of Education,
Wellington, 27th June, 1947.

YOUR EXCELLENCY,—

I have the honour, in accordance with the provisions of the Education Act, 1914, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ended the 31st December, 1946.

I have, &c.,

H. G. R. MASON.

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

REPORT

As I predicted in my last report, the year 1946, whilst one of considerable activity, was not marked by any radical changes in educational policy. Energies were directed rather to providing the ways and means of putting into fuller operation the policy laid down in recent years. The achievements for the year, however, are by no means inconsiderable.

Buildings

In spite of acute difficulties arising from shortages of labour and materials, a very creditable volume of building work was done, no less than £992,275 being expended from the Public Works Account on the erection and improvement of buildings for educational purposes. The corresponding figure for the year ending 31st March, 1946, was £1,187,823, but some £240,000 of that was accounted for by the purchase from the War Assets Realization Board of the already existing buildings for the Avondale Technical High School and the Avondale Intermediate School.

Major building works completed during the year include—

Primary Schools : Kamo, Otahuhu South, Dyer Street, Waddington (temporary school), and Strathmore Park.

Intermediate Schools : Balmoral and Matamata.

District High Schools : Kaitaia, Rawene, Te Puke, and Waitara.

Secondary Schools : Epsom Girls' Grammar School, Wellington Girls' College, and Rangiora High School.

Technical Schools : Kaikohe and Petone.

The following were among major works in progress at the end of the year—

Primary Schools : Rotorua South, Stratford, Taita No. 1, Taita North, Khandallah, Ashburton, and Limehills.

Intermediate School : Hutt.

Secondary Schools : Auckland Girls' Grammar School, Hastings High School, Rangiora High School, Timaru Girls' High School, and Southland Girls' High School.

Technical Schools : Dunedin and Invercargill.

Particularly difficult problems have had to be surmounted in providing adequate school accommodation in the rapidly developing Government housing estates in the vicinity of Auckland and Wellington, but, thanks largely to the work of the Architects of the Education Boards concerned, of the Commissioner of Works' Office and the Public Works Department and of the Education Department, the demand has been adequately met up to the present in spite of a few minor crises. It appears that the situation will be fairly well in hand during 1947, but the strain on all the organizations concerned is very considerable, since they are having to meet at the same time the special problems created by the rapid increase in the number of births. By 1952-54 the pressure on school accommodation resulting from the peak birth-rates centring on the years 1941 and 1946 will be acute in the lower ends of both the primary and the post-primary schools.

Great, and often ingenious, use has been made during the year of disused buildings originally erected for war purposes and now adapted to a wide variety of school uses.

Finance

The total expenditure on education, including revenue from reserves vested in post-primary schools and University colleges, was £8,771,503 for the year ending 31st March, 1947. The corresponding figure for 1945-46, including £29,447 expended from the War Expenses Account, was £7,945,773.

The Teaching Profession

During the year the Government set up, under the chairmanship of Mr. A. F. McMurtrie, Assistant Director of Education, a Consultative Committee on Teachers' Salaries, representative of the Department and of all three branches of the teaching service. It was instructed "to inquire into and report on the scales of salaries for primary and post-primary teachers, inspectors of schools, and Vocational Guidance Officers, and professional officers drawn from the teaching service, with reference to the adequacy of existing rates, to the suitability of the present types of salary scales, and to the desirability of devising a scale or scales that shall have a common basis for the primary and the post-primary services; and on the basis of this inquiry to formulate a scale or scales for presentation to the Government."

The Committee worked extremely hard, and, whilst it found it impossible, because of varying conditions, to produce a scale common to all the services, it did manage to work out a primary scale and post-primary scale which had a common basic scale and which keyed into each other at certain points. After the proposals had been submitted to the Stabilization Commission, the Government found itself unable, because of stabilization policy, to accept the Committee's scales in full, but it agreed to modified scales which give substantial increases to all branches of the Service. The new scales are, in general, simpler than the old ones, but I must admit that they are still more complicated than I would wish. They will be embodied in regulations in 1947, but payments at the new rates began as from 1st April, 1946. I should like to express my gratitude to the Chairman and members of the Committee for the excellent work they did.

The report of the Committee on Grading which was presented during the year, has since been published, and teachers have been invited to comment on it. If the scheme proposed by the Committee is found to be a real improvement on the existing one, I hope to be able to act in the matter in 1947.

The policy of giving financial assistance to teachers' refresher courses, which was begun in 1945, was extended in 1946. A sum of £2,000 was put at the disposal of the teachers' organizations, who used it to conduct two major refresher courses in general science for secondary, technical, and district high school teachers, as well as to assist other smaller courses. The courses were most successful, and £3,000 was put on the estimates for 1946-47 to allow of an expansion of the scheme in January, 1947.

I have described in earlier reports the steps taken to safeguard the rights of teachers entering the Armed Services during the war. Whilst expressing great satisfaction with the general provisions made, the New Zealand Educational Institute thought that certain of the younger and more efficient soldier-teachers had probably lost grading marks owing to the automatic method of awarding them that had of necessity been adopted. I agreed, therefore, to set up a special grading Adjustment Board to consider appeals by soldier-teachers. It is expected to complete its sittings early in 1947.

Post-primary Schools

It is in the field of post-primary education that perhaps the greatest advances were made during the year. The post-primary schools are still adapting themselves to the changed conditions resulting from the introduction in 1944 of accrediting for University Entrance and from the consequent alterations in the post-primary curriculum. Indeed, it was only during 1946 that the School Certificate Examination was set for the first time under the new prescriptions.

Every effort is being made to help the post-primary schools to meet the new demands made upon them by the fact that they now cater for almost the whole population instead of for a selected group. In 1916, for instance, only 37 per cent. of the children leaving primary schools went to some form of post-primary education; in 1946 the percentage, including children leaving intermediate schools and departments, was 85. Since the 37 per cent. who went beyond Standard 6 in 1916 were, on the whole, selected for their ability, it follows that the average level of intelligence of Form III to-day cannot be as high as it was thirty years ago, and that the range of ability within the form must be greater than ever before. This means that we must have far more varied courses in each school and far more opportunities for practical activities. It also means, incidentally, that, however good the teaching, the average level of academic ability in Form III cannot well reach the level it did a generation ago. This is a factor which is generally overlooked by those who criticize the standard of work in the schools. The task of the post-primary-school teacher is obviously very different from what it was thirty years ago, and he needs all the help that can be given him to adapt his teaching to the new situation. Developments in this field during 1946 include the following:—

(1) A new staffing schedule gave about fifty additional teachers in secondary schools and about seventy in technical schools.

(2) A system of technical bursaries was instituted for pupils following senior technical courses in agriculture, art, building construction, engineering, and homecraft. In 1943 secondary-school bursaries of £40 a year were introduced to enable country children who had passed the School Certificate Examination to attend the Sixth Form at a school on the accrediting list. The technical-school bursaries are of the same value and are intended to provide similar facilities to country children wishing to take more practical courses. They are open to all children who have completed an approved two years' course at a post-primary (including district high) school, and who cannot attend a school giving technical courses without living away from home. This is a logical outcome of the policy to provide for every child the course for which he is best fitted.

(3) Another essential in an education system that gives full secondary education to all without selective examinations is a system of educational and vocational guidance. Approval has been given for careers teachers to be appointed in 1947 in all post-primary schools, including district high schools with at least two hundred secondary pupils. Up till now they have been officially approved and paid only in the schools in the four main centres.

(4) Special annual grants to all post-primary and district high schools were instituted for the purchase of materials for the teaching of social studies and school music. District high schools, in addition, received special grants for their libraries.

(5) Large quantities of scientific, mechanical, and other equipment was purchased during the year from the War Assets Realization Board for free distribution to post-primary schools.

(6) The Publications Branch of the Department began the fortnightly production of post-primary school bulletins for free distribution to all State and private post-primary schools. These bulletins had their origin in the current affairs bulletins issued during the war by the A.E.W.S. They will, as far as possible, cover those portions of the new post-primary curriculum that are not ordinarily dealt with in the usual text-books. The standard of the first few issues has been extremely high.

(7) On 1st July, 1946, the Department took over the responsibility for the study courses previously conducted by the A.E.W.S. A Technical Correspondence School was established to develop these courses for men in the Armed Services, and also to provide correspondence instruction in vocational and technical subjects for apprentices and advanced students unable to attend technical schools. There is growing evidence that this School is meeting a real need throughout New Zealand.

(8) As a result of close collaboration between the educational authorities and the New Zealand Motor Trade Certification Board considerable advances are being made in the provision of special training for apprentices in the motor trade. There are now some thirty-five post-primary schools in which organized training for these apprentices is being carried out. Army buildings have been widely used to provide the necessary accommodation, and the Government has approved a grant of £13,000 for the purchase of special equipment. I have been pleased to assist a trade that has realized so fully the necessity for systematically training its young workers.

(9) With the recasting of the School Certificate Examination it became possible to revise the Department's Technological Examinations to bring them into closer relation with the demands of industry and with the changed concepts of post-primary education. So in October I set up a Consultative Committee to report on these examinations. The Chief Inspector of Post-primary Schools is the Chairman, and there are six members representative of employers and workers in various groups of industries, three members nominated by the New Zealand Technical School Teachers' Association, and two others representative of the Department. Pending the Committee's report, the Technological Examinations and the City and Guilds Examinations, both of which were discontinued during the war, will be re-instituted in 1947.

(10) Increasing difficulty has been found in selecting students for special bursaries at the University. It became necessary to institute a special examination for this purpose in 1946.

(11) A Board of Moderators, consisting of representatives of secondary and technical schools and of the Department, was set up to ensure that the papers set for the School Certificate Examination are of a satisfactory standard and fairly test the work done in the schools under the new prescriptions.

(12) A training scheme for teachers of woodwork and metalwork, the first of its kind in New Zealand, was instituted at the Auckland Technical School.

(13) During the year Parliament passed the Apprenticeship Amendment Act, which was based on the report of the Commission on Apprenticeship. This report made five recommendations dealing with education. They concerned careers work in schools, technical bursaries, the revision of the Technological Examinations, technical correspondence courses, and the salaries of technical teachers. It is gratifying to be able to report that action has been taken, as indicated above, in connection with every one of these recommendations.

(14) Important steps were taken during the year towards the unifying of the secondary and the technical school systems. On the resignation of Mr. F. C. Renyard from the position of Superintendent of Technical Education, Mr. E. Caradus was appointed Chief Inspector of Post-primary Schools and placed in charge of the combined branches. At the same time the secondary and technical inspectorates were strengthened numerically and amalgamated. When the time comes for the larger technical colleges to drop their junior work and develop as senior technical institutions it is probable that the position of Superintendent of Technical Education will be revived. As a further measure of unification, the grants to secondary and technical schools for incidental expenses were for the first time made on the same basis. The secondary departments of district high schools, moreover, were brought within the post-primary field proper for the purposes of staffing, salaries, and grading of teachers.

(15) Two district high schools were changed during the year into full post-primary schools—Matamata College and Tauranga College. Whangarei High School was split into separate boys' and girls' schools. The buildings at Kaikohe, originally erected as a military hospital, were converted for school and hostel purposes and will open in 1947 as a technical and agricultural high school to cater for both Maoris and pakehas in Northland.

Primary Schools

It is not generally recognized that the classes of the primary school, like the lower forms of the secondary school, are constituted very differently now from what they were a generation ago. The following figures give, for example, the children in Standards 3, 4, 5, and 6 in 1916 and 1946 respectively, expressed as percentages of the total school rolls:—

Year.	Percentage of Children in—			
	Standard 3.	Standard 4.	Form I.	Form II.
1916	11.9	10.9	9.3	6.1
1946	11.4	10.8	10.7	9.7

These figures would have to be corrected, of course, to allow for varying birth-rates over the four-year periods, but they are accurate enough to show that very many children now reach Form II who thirty years ago would have finished with schooling entirely in Standard 4 or Form I. This may be in part due to improved teaching methods, but it

is in large measure the result of the deliberate policy of promoting children on the basis of age and physical and emotional development rather than on academic attainment. It is now very rare to find the "dunce" of thirteen or fourteen dragging out in Standard 4 the miserable days before he is legally permitted to leave school. He is promoted to a higher class and allowed to work there at his own best rate. I thoroughly approve of this policy on general educational and humanitarian grounds, but there is no denying that it creates special problems for the teacher of the higher classes, and that the average level of academic ability in Forms I and II is reduced by the admission of pupils who are not intellectually up to the standard required for the work of these classes. In any discussion of comparative standards of work it would be unfair to the primary schools to overlook this factor.

With reference to the moot question of standards of work, my report for the year 1944-45 showed the influence of the war on the work of the schools and set out in some detail the steps being taken by the Department to maintain and improve standards in the "tool" subjects. There is evidence that this drive for better standards is having effect. The steps taken during the year to assist teachers to raise standards in the primary school include the following :—

(a) The staffing schedules were improved by making provision for some 450 new positions for men teachers, 200 of them being Grade A positions. This move not only made for a reduction in the size of classes, but also gave new openings for returned servicemen.

(b) The revision of the primary-school syllabus by joint expert committees of departmental officers and teachers was pressed forward in 1946. The committees on spelling, needlework, and history and geography reported during the year, and their reports have been published in a preliminary form for the comment and criticism of the teaching profession. A tentative art scheme has been issued. The work of the committees on nature study and elementary science and on reading and literature is nearing completion, and a new committee has been set up to deal with the teaching of writing.

(c) It was planned to follow up the work of each committee by issuing new text-books and teachers' manuals based on the new syllabus and the new methods adopted. Unfortunately, difficulties of printing and binding have slowed down the publication programme. During the year the last of the series of arithmetic books was issued, and the Standard 1 text-book in written English was put into the schools. All the rest of the English books have been prepared, and some have been printed and only await binding. The *School Journal* was virtually doubled in size as from February.

(d) Initial steps have been taken in some districts towards the preparation of standardized tests in the tool subjects. The issue of formal tests and norms will have to be delayed in some subjects until the changes resulting from the Syllabus Committee's reports have become established in the schools. It has been felt up to the present that the nation-wide use of standardized tests might unduly restrict teachers who were struggling to rid their teaching of the evil effects of the old Proficiency Examination. It seems, however, that the time has now arrived when the judicious use of standardized tests in the tool subjects would help teachers to plan their work more effectively.

(e) Funds were granted to enable two refresher courses for primary-school headmasters to be held during January, 1947.

(f) Inspectors of Schools have been instructed to pay special attention to the teaching of the tool subjects in their districts.

Among advances of a more general nature made in the primary-school service during the year are the following :—

(1) Greatly increased maintenance grants for school buildings were made to Education Boards to enable them to overtake arrears of work that had accumulated during the war. The total maintenance grant paid out for the year ending 31st March, 1947, was £288,692, as against £250,888 for the previous year.

(2) Increased grants were made to School Committees for incidentals. The grant for 1946-47 was £242,932; the figure for 1945-46 was £197,511. One purpose of the increase was to make it possible and obligatory for all School Committees to pay full award rates to caretakers and cleaners, and to establish higher standards of cleanliness in the schools.

(3) Provision has been made for granting financial assistance to groups of school-children going on approved educational visits under the supervision of teachers.

(4) The return of ex-servicemen to the schools has made it possible to build up a strong field staff in physical education and to give greater assistance than ever before to the post-primary schools. The itinerant field staff in physical education numbered eighty last year, and a record number of forty-two specialists were trained.

(5) The new scheme of art and crafts is now well past the experimental stage and was introduced with considerable success into 250 more schools during the year. The specialist staff has been strengthened, and short training courses for practicing teachers are held in each new area before it comes into the scheme.

(6) The Department took over during the year full responsibility for the National Film Library. Some 2,500 films, both sound and silent, are sent out free to the schools every month, and there are about 2,000 films altogether in the library. In addition, libraries of film strips are being built up in every Education Board district for free distribution to the schools.

Teacher Training

The supply of teachers is a matter for some concern. We have for several years been training a number of teachers far in excess of what would normally be required for replacements, but the number of resignations, due particularly to the marriage of women teachers, has been extraordinarily high and quite unpredictable. In July, 1946, there were 1,575 students in the four training colleges, of whom 730 could be expected to enter the schools in 1947. In addition some 500 returned soldier-teachers were expected to become available at the same time. The normal rate of wastage before the war was in the region of 500 teachers a year. Yet the adequacy of the supply for 1947 depends on factors such as marriage, which no one can foretell. If the shortage should continue into 1947, it will be necessary to give serious consideration to the possibility of opening another training college. A greatly increased number of teachers will be necessary to enable the size of classes to be reduced and the period of teacher training to be extended by a year and to deal with the increased rolls resulting from the rising birth-rate.

Rural Education

Country schools have shared with town schools the advances already mentioned, and country children have gained most from the more generous bursary provisions. In addition, there have been certain developments benefiting country children, specifically :—

(1) For the year ending 31st March, 1947, £466,275 was spent on school conveyance by rail or by road; in the previous year the expenditure was £407,187.

(2) The Department's Correspondence School is growing rapidly on the post-primary side, largely as a result of the new demands made upon it by the raising of the school leaving age. With the end of the war it has been found possible to restore some of the special services to pupils which had been suspended. The total roll is now 4,492, of whom 1,851 are in the primary department and 2,635 in the post-primary. In 1947 the School will celebrate its jubilee, to the expenses of which a special grant is being made.

(3) The establishment of six new district high schools was approved during the year. District high schools have gained marked advantages through becoming in effect part of the post-primary school system proper. They have been given grants for many

purposes on a more generous basis than ever before. There is, unfortunately, no small difficulty in staffing the secondary departments of district high schools adequately. Teachers are showing some reluctance to offer themselves for this very important branch of the service, in spite of the improved prospects there.

Native Schools

The number of children in the Native schools continues to increase, there being 12,654 in 1946, as against 12,190 in 1945. The following developments took place in the service during the year :—

(1) Three Form III classes, with a total roll of 34, were established during the year at Te Kaha, Ruatoki, and Murupara. They will become district high schools in 1947. The rolls of the Native district high schools are still growing steadily.

(2) Authority was given to increase the number of junior scholarships for Native schools from 174 to 200 over a two-year period.

(3) Twenty-nine Maori students entered training college in 1946, compared with 16 in the previous year. There is also an increasing demand amongst Maoris for University education, seven scholarships being current during the year.

(4) The new secondary school curriculum is allowing the district high schools to develop a practical course satisfactory to the majority of Maori pupils at the same time that they prepare the more academically able children to sit for the School Certificate. This appears to be meeting the objections originally raised by some Maori parents and may account for the flourishing state of the district high schools.

(5) A successful refresher course for Native-school teachers was held at Rotorua in February.

(6) An interesting new development was the appointment of two Maoris in Northland and one on the East Coast as itinerant instructors in Maori arts and crafts.

(7) Three specialist teachers of physical education (one of them a Maori girl) have been appointed, each to cover a group of Native schools.

Islands Education

In 1946, following a report by a team of Education Department officers on education in those Pacific Islands for which New Zealand is responsible, an Officer for Islands Education was appointed to the staff of the Department. Working in conjunction with the Island Territories Department and with the local authorities, he has the task of developing and supervising the education systems of the Islands. In 1946-47, the Government made available a sum of £16,700 to provide for an extension of the scholarship scheme begun in 1945, for supplying much-needed teaching materials (projectors, infant apparatus, text-books, &c.) and for the training in New Zealand of specially selected Native teachers.

Under the scholarship scheme selected pupils from Samoa, Cook Islands, and Niue Island have been admitted to New Zealand schools for further education. The following table summarizes the position up to the end of 1946 :—

Scholarship tenable in New Zealand

Year.	Samoan Pupils.	Cook Island Pupils.	Niue Island Pupils.
1945	14	..	2
1946	13	5	2
Total	27	5	4

In 1946 three Samoan teachers were placed in New Zealand Native schools for training in modern teaching methods, and arrangements were made for two Samoan Inspectors and two Cook Islands teachers to spend the first term of 1947 in selected New Zealand Native schools. It is intended to bring four Samoan and four Cook Islands teachers to New Zealand each year for a three months' course of training.

During the year there were discussions with the local Islands authorities (including mission representatives) on such matters as curriculum revision, teacher training, Native teachers' salaries, text-books, post-primary education, and manual and technical education; and the first steps were taken to introduce improvements in these aspects of the work.

Higher Education

Enrolments in the University colleges and in the two agricultural colleges showed further increases during 1946. There is some reason to believe, however, that the post-war peak has been reached and that a slight decline in numbers may now take place.

Very large increases were made in the grants to the University, the University colleges, and the agricultural colleges. In 1946-47 nearly £80,000 more was made available than in 1945-46. These increases were intended to provide, among other things, for increased staffing, improved salary scales, "refresher" leave for academic staffs, increased administration expenses, better libraries, and the appointment of full-time academic heads for the four University colleges. Of special importance was a lump-sum grant of £10,000 to the University for research purposes. This is the first grant of the kind that the University has ever received. Some of the items agreed to by the Government involve even bigger grants in 1947-48.

In addition, emergency capital grants totalling nearly £46,000 were made for the provision and replacement of equipment. None of the amounts already referred to, however, covers capital expenditure on buildings. In 1946-47 this amounted to £146,419, which is more than double the sum expended on University buildings in each of the two years before the war. Owing to the acute shortage of materials and man-power, progress on the erection of permanent University buildings has been much slower than could be desired. In order to meet the emergency large numbers of temporary buildings, many of them secured from the War Assets Realization Board, have been erected or authorized in all the colleges.

The value of University National Scholarships, including the boarding-allowance, was raised from £60 to £90. The value of boarding bursaries was increased from £30 to £50 a year, exclusive of fees, and it was decided to give to holders of Higher School Certificates who are on full-time University courses a bursary allowance of £20 a year, in addition to the fees up to a limit of £20.

Funds were provided in November for a School of Physical Education at the University of Otago. It will provide, as from the beginning of 1948, a three-year course leading to a diploma, and it is hoped that it will produce the type of specialist teacher of physical education who is so badly needed in the post-primary schools.

The increased interest in adult education is reflected in an increase of £10,000 in the grant for 1946-47. The Consultative Committee on Adult Education which was, at my suggestion, set up by the Council of Adult Education, brought down its report towards the end of the year. When full opportunity has been given for interested organizations and individuals to comment on the report it is hoped that it will form the basis for great developments in the field of adult education. The Chairman of the Committee was Mr. W. H. Cocker, President of Auckland University College Council.

Pre-school Services

The Consultative Committee in Pre-school Educational Services, under the Chairmanship of Professor C. L. Bailey, of Victoria University College, also reported late in 1946. Their report will be printed and full opportunity will be given for public discussion of its recommendations before any further action is taken.

As recommended by the 1944 Education Conference, I gave approval for the appointment to the Department of a Supervisor of Pre-school Services. Already her work is making possible the development of a more definite policy of pre-school educational services.

The number of kindergarten trainees was increased from 80 in 1945 to 100 in 1946, and the total grants to kindergartens were increased from £26,907 to £31,275. For the first time a grant was approved for the New Zealand Federation of Play Centres Associations.

Vocational Guidance

With the return of more normal conditions the Vocational Guidance Centres have been able to shed some of the special responsibilities connected with juvenile employment which they undertook as a war measure. The volume of work arising from the rehabilitation of servicemen and servicewomen from the Services has also declined during the year. It has therefore become possible for Vocational Guidance officers to concentrate on their primary function of guidance in post-primary schools, and, despite serious shortages of staff considerable progress has been made.

A special effort has been made to extend vocational guidance facilities for Maori boys and girls, and plans have been laid for further development in this direction in 1947. In response to local demand, a new vocational guidance centre was opened at Wanganui, which had previously been served from Wellington. At the request of the Health Department, work has been begun on an experimental basis with patients in certain of the main sanatoria.

Two booklets, "Careers for Boys" and "Careers for Girls," were published, giving in summarized form educational and vocational information of value to pupils, parents, and teachers. They have been distributed free to all post-primary schools.

Child Welfare

My last two reports recorded substantial decreases in the figures for children appearing for offences before the Children's Courts, and it is gratifying to note that this downward trend has been maintained during the past year. Indeed, the figures for juvenile delinquency have now dropped to a point considerably below the pre-war level. The numbers of appearances before Children's Courts for the years ending on the 31st March preceding and immediately following the outbreak of war were: 1938, 2,447; 1939, 2,248; 1940, 2,464. The peak figure of 2,493 occurred in 1944, and since then the comparable figures have been: 1945, 2,012; 1946, 1,786; and 1947, 1,568. This represents progressive decreases of 19, 11, and 12 per cent. respectively. A slightly greater percentage decrease is noted in the number of children appearing for more serious offences. The figures for these over the past four years are 1,614, 1,402, 1,243, and 1,086. The total number of children under the control and supervision of the Branch declined last year from 8,048 to 7,525.

The falling birth-rate up to the year 1935 may, of course, account for some of the gross decrease in juvenile delinquency figures during the last three years, but since the total drop in the number of births between 1928 and 1935 was less than 12 per cent., this cannot be a major factor. The return of fathers from war service must also have had some influence. One hesitates to make specific claims in a complex social situation, but I cannot feel it to be a mere coincidence that such a substantial drop in the figures followed immediately on the intensified drive made by the Child Welfare Branch in its preventive work. With new child welfare districts established and with the staffing built up to 105 field officers, generously assisted by some 230 honorary officers, it has been possible for the Branch to concentrate more effectively on the preventive work which it has for many years claimed to be its main function.

Although circumstances have retarded the Branch's building programme, renovations and alterations have been carried out in several institutions, and a new block has been opened at the Girls' Training Centre, Burwood, for use as a hostel for older girls working outside the institution in the daytime. A building purchased at Palmerston North was opened during the year as a receiving home serving the districts on the West of the North Island.

UNESCO

The New Zealand representatives to the first General Conference of the United Nations Educational, Scientific, and Cultural Organization in Paris in November-December, 1946, were Dr. C. E. Beeby, Director of Education, Dr. R. A. Falla, Curator of the Canterbury Museum, and Miss Lorna McPhee, Information Officer at the High Commissioner's Office in London. The Government is hopeful that UNESCO will, in terms of its constitution, "contribute to peace and security by promoting collaboration among the nations through education, science and culture . . ." As a small nation New Zealand has much to gain from membership of such an organization. I also like to think that it has something worth while to give.

Retirement

Mr. F. C. Reynard, B.Sc., retired during 1946 from the position of Superintendent of Technical Education which he had held for eight years. I should like to pay a tribute here to the good work he did in this important office.

Acknowledgments

The number of persons of whom special mention should be made for their work in education during this very fruitful year is legion. The children of New Zealand owe much to the devoted work on their behalf of members of controlling bodies, of School Committees and parents' associations, of the many consultative committees that have freely given their time and energies to the consideration of educational problems, of administrative staffs, and of the teachers with whom, after all, the final responsibility rests. To them all I offer the Government's sincere thanks.

TABLES

TABLE C 1.—PUBLIC PRIMARY SCHOOLS BY GRADE, DECEMBER, 1946

Grade.		Number of Schools.	Grade.		Number of Schools.
I (1-8) ..	..	92	VA (191-230) ..	..	32
II (9-24) ..	..	631	VB (231-270) ..	..	33
IIIA (25-30) ..	..	119	VC (271-310) ..	..	33
IIIB (31-70) ..	..	527	VD (311-350) ..	..	26
IVA (71-110) ..	..	175	VI (351-510) ..	..	109
IVB (111-150) ..	..	105	VII (511-910) ..	..	66
IVC (151-190) ..	..	54			
			Total ..	..	2,002

Thirty-seven schools with side schools attached are counted as separate schools.

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

Type of School.	Total Number on the Roll on the 1st July, 1945.	Total Number on the Roll on the 1st July, 1946.	Children.				
			Under 10 Years.	10-11 Years.	11-12 Years.	12-13 Years.	13-14 Years.
Public primary schools	189,274	194,810	123,809	21,178	18,628	16,041	9,941
Special classes for backward children	900	905	175	105	140	163	159
Native village schools (primary)	11,830	12,218	6,429	1,245	1,228	1,143	1,097
Native mission and boarding schools (private primary)*	683	706	388	57	78	60	70
Public primary schools, Chatham Islands	111	128	60	12	12	17	11
Secondary schools, lower departments	164	170	36	18	32	41	26
Private primary schools*	28,712	29,671	17,047	3,120	3,242	3,116	2,070
Intermediate schools and departments	9,604	10,010	..	144	2,185	3,689	2,451
Secondary departments of district high schools	8,046	7,724	..	..	1	155	1,474
Secondary schools	19,126	19,389	..	..	7	308	3,425
Combined schools	3,626	3,648	..	..	..	55	614
Technical high and day schools	12,759	13,575	..	..	1	221	2,619
Schools of Art‡	297	246	..	..	..	..	1
Part-time students at day and night classes	16,463	18,672	..	..	26	24	32
Native secondary schools*—							
Primary	24	34	..	..	1	11	11
Post-primary	509	590	..	..	..	2	35
Endowed and registered private secondary schools*	8,424	8,834	..	..	5	233	1,341
Correspondence school—							
Primary	1,840	1,869	1,077	133	150	123	141
Secondary	878	839	..	..	3	15	136
Training colleges	1,431	1,575	..	..	..	..	..
Schools for mentally backward, &c.	204	192	18	15	19	19	30
Schools for the deaf	212	237	148	15	14	9	14
New Zealand Institute for the Blind	32	32	10	1	2	5	5
Grand totals	315,149	326,074	149,197	26,043	25,774	25,450	25,703
Estimated population (inclusive of Maoris) at 1st July, 1946		1,761,259	154,800†			129,000	

Type of School.	Adolescents.				Adults.			
	14-15 Years.	15-16 Years.	16-17 Years.	17-18 Years.	18-19 Years.	19-20 Years.	20-21 Years.	21 Years and over.
Public primary schools	4,419	747	42	5	..	..	..	..
Special classes for backward children	104	27	9	23	..	..	..	..
Native village schools (primary)	765	264	43	4	..	..	..	..
Native mission and boarding schools (private primary)*	39	12	2	..	..	..	..	..
Public primary schools, Chatham Islands	12	3	1	..	..	..	..	..
Secondary schools, lower departments	13	3	1	..	..	..	..	..
Private primary schools*	850	205	20	1	..	..	..	..
Intermediate schools and departments	1,284	233	23	1	..	..	..	..
Secondary departments of district high schools	2,797	1,908	996	309	76	7	1	..
Secondary schools	5,509	4,969	3,144	1,567	412	44	1	3
Combined schools	1,110	946	563	287	63	9	1	..
Technical high and day schools	4,970	3,681	1,481	482	105	12	3	..
Schools of Art‡	19	45	42	30	25	19	10	55
Part-time students at day and night classes	64	1,152	2,209	2,617	2,360	1,549	1,006	7,633
Native secondary schools*—								
Primary	3	3	5	..	..	..	..	..
Post-primary	97	166	161	82	41	3	2	1
Endowed and registered private secondary schools*	2,384	2,326	1,596	755	164	25	3	2
Correspondence school—								
Primary	99	44	28	21	8	6	8	31
Secondary	340	174	89	42	22	7	5	6
Training colleges .. .. .	..	..	..	98	438	447	173	419
Schools for mentally backward, &c.	30	23	21	8	3	1	1	4
Schools for the deaf	17	13	7	..	..	..	..	..
New Zealand Institute for the Blind	6	..	..	2	1	..	..	..
Grand totals	24,931	16,944	10,483	6,334	3,718	2,129	1,214	8,154
Estimated population (inclusive of Maoris) at 1st July, 1946		27,700	27,900	27,700	28,000	28,200	28,100	27,800‡

* Native mission schools are registered private primary schools, and some Native secondary schools are registered private secondary schools, but in this table these schools are considered, respectively, mission schools and Native post-primary schools. † Estimated population five years of age but under ten years of age. ‡ Estimated population twenty-one years of age and under twenty-two years of age. § In other tables schools of art are classed as technical schools unless otherwise indicated.

TABLE E 1.—NUMBERS OF FULL-TIME PUPILS, 1ST JULY, 1946

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard 1.		Standard 2.		Standard 3.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary	564	341	35,478	31,220	13,353	12,424	12,395	11,789	12,094	11,386
Native—Europeans	151	135	59	56	54	41	59	46
Maoris	2,385	2,085	696	666	670	607	670	603
Public primary—Chatham Islands	25	21	11	11	9	8	5	9
Private primary and lower departments of secondary	4,331	4,495	1,774	1,888	1,629	1,861	1,666	1,883
Intermediate
Secondary departments of district high schools
Secondary
Technical
Combined
Schools of Art
Endowed and registered private secondary
Correspondence—Primary	96	120	310	392	76	97	77	74	62	104
Secondary
Totals	660	461	42,680	38,348	15,969	15,142	14,834	14,380	14,556	14,031

Type of School.	Standard 4.		Form I.		Form II.		Form III.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary	11,369	10,779	8,726	8,372	7,620	7,593	92	120
Native—Europeans	64	61	60	37	37	46	4	3
Maoris	619	547	478	501	326	390	27	35
Public primary—Chatham Islands	4	5	4	4	5	3	2	2
Private primary and lower departments of secondary	1,717	1,870	1,779	1,928	1,699	1,803	75	170
Intermediate .. .. .	..	..	2,554	2,311	2,505	2,237	121	232
Secondary departments of district high schools	..	..	..	..	..	..	1,750	1,883
Secondary .. .. .	..	..	..	..	..	..	3,044	3,238
Technical .. .. .	..	..	..	..	..	..	3,499	2,776
Combined .. .. .	..	..	..	..	..	..	661	576
Schools of Art .. .. .	..	..	..	..	..	..	1	..
Endowed and registered private secondary	..	..	..	..	..	..	1,361	1,690
Correspondence—Primary	60	80	58	66	62	80	33*	22*
Secondary .. .. .	..	..	..	..	..	..	224	351
Totals	13,833	13,342	13,659	13,219	12,254	12,152	10,894	11,098

Type of School.	Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary .. .. .	..	..	..	..	..	..	101,691	94,024
Native—Europeans .. .. .	..	..	..	..	..	..	488	425
Maoris .. .. .	..	..	..	..	..	..	5,871	5,434
Public primary—Chatham Islands	..	..	..	..	..	..	65	63
Private primary and lower departments of secondary	..	..	..	..	..	..	14,670	15,898
Intermediate	7	43	..	765	..	105	5,187	4,823
Secondary departments of district high schools	1,114	1,345	663	765	99	105	3,626	4,098
Secondary	2,814	2,943	2,757	2,609	1,210	774	9,825	9,564
Technical	2,632	2,110	1,254	885	273	146	7,658	5,917
Combined	611	481	501	475	213	130	1,986	1,662
Schools of Art	11	45	41	102	17	29	70	176
Endowed and registered private secondary	1,234	1,631	1,139	1,521	533	315	4,267	5,157
Correspondence—Primary .. .. .	..	..	..	..	..	..	834	1,035
Secondary	49	84	29	76	14	12	316	523
Totals	8,472	8,682	6,384	6,433	2,359	1,511	156,554	148,799

* Adult section.

TABLE E 2.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC PRIMARY SCHOOLS, 1ST JULY, 1946

Age, in Years.	Special Classes for Backward Children.		Class P.		Standard 1.		Standard 2.		Standard 3.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under	8	1	14,108	12,975	..	2	..	..	..	..
6 ..	7	2	13,438	12,394	376	560	8	1	..	..
7 ..	8	6	5,974	4,655	5,907	6,718	343	574	334	4
8 ..	9	19	1,462	872	4,932	3,851	5,287	6,129	334	566
9 ..	10	32	332	225	1,575	976	4,547	3,789	4,610	5,429
10 ..	11	38	103	58	404	211	1,582	966	4,391	3,703
11 ..	12	52	40	21	121	74	477	235	1,893	1,163
12 ..	13	60	14	10	22	21	113	72	651	368
13 ..	14	55	6	8	12	6	24	15	159	118
14 ..	15	64	1	2	4	3	12	7	44	32
15 ..	16	13	..	..	..	2	..	..	11	3
16 ..	17	4	..	..	..	..	..	..	..	..
17 years and over	6	17	..	..	..	..	..	1	..	..
Totals	564	341	35,478	31,229	13,353	12,424	12,395	11,789	12,094	11,386
Median age, in years and months	12 1	12 4	6 3	6 3	8 1	7 10	9 1	8 10	10 3	9 11

Age, in Years.	Standard 4.		Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under	..	..	..	..	..	..	..	..	14,116	12,978
6 ..	..	..	..	..	..	..	..	..	13,830	12,957
7 ..	..	..	..	..	..	..	..	..	12,235	11,957
8 ..	3	11	..	..	..	..	..	..	12,052	11,448
9 ..	320	510	2	9	..	..	..	..	11,441	10,970
10 ..	4,090	5,020	235	406	3	6	..	..	10,875	10,408
11 ..	4,077	3,410	2,886	3,499	290	440	1	..	9,873	8,895
12 ..	1,928	1,267	3,028	2,706	2,513	3,310	6	12	8,378	7,826
13 ..	729	409	1,681	1,229	2,906	2,581	20	38	5,641	4,459
14 ..	197	137	784	452	1,573	1,060	51	60	2,730	1,793
15 ..	24	14	105	65	315	187	13	6	483	291
16 ..	..	..	5	6	19	7	1	3	30	21
17 years and over	..	1	..	..	1	2	..	..	7	21
Totals	11,369	10,779	8,726	8,372	7,620	7,593	92	120	101,691	94,024
Median age, in years and months	11 4	11 0	12 5	12 1	13 4	13 0	14 4	14 2	..	..

TABLE E 3.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC POST-PRIMARY SCHOOLS, 1ST JULY, 1946
(Excluding Schools of Art)

Age.	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 11 years ..	..	..	..	..	..	..	..	..	..	..
11 and under 12 years ..	6	3	..	..	..	..	..	..	6	3
12 " 13 ..	315	415	2	7	..	..	..	..	317	422
13 " 14 ..	3,385	3,965	291	484	2	5	..	..	3,678	4,454
14 " 15 ..	3,785	3,241	3,216	3,542	233	366	2	1	7,236	7,150
15 " 16 ..	1,257	741	2,848	2,355	2,068	2,047	93	95	6,266	5,238
16 " 17 ..	189	98	732	446	1,997	1,772	542	408	3,460	2,724
17 " 18 ..	15	7	65	39	736	496	772	515	1,588	1,057
18 " 19 ..	2	2	12	6	127	44	336	127	477	179
19 " 20 ..	..	..	5	..	9	3	45	9	59	12
20 " 21 ..	..	..	..	..	2	1	3	..	5	1
21 years and over ..	..	1	..	..	1	..	2	..	3	1
Totals ..	8,954	8,473	7,171	6,879	5,175	4,731	1,795	1,155	23,095	21,241
Median age, in years and months	14 2	14 0	15 0	14 10	16 2	16 0	17 4	17 2	..	..

TABLE E 4.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE SECONDARY AND ENDOWED SCHOOLS, 1ST JULY, 1946

Age.	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
11 and under 12 years ..	..	5	..	..	..	..	..	..	..	5
12 " 13 ..	65	164	2	4	..	..	..	..	67	168
13 " 14 ..	446	720	50	155	3	2	..	..	499	877
14 " 15 ..	551	569	492	696	71	102	..	..	1,114	1,367
15 " 16 ..	243	189	492	560	361	593	35	19	1,131	1,361
16 " 17 ..	47	39	162	195	460	556	183	115	852	905
17 " 18 ..	6	4	30	17	177	234	221	148	434	403
18 " 19 ..	1	..	6	4	54	26	84	30	145	60
19 " 20 ..	2	..	..	..	8	7	8	3	18	10
20 " 21 ..	..	..	..	..	3	1	1	..	4	1
21 years and over ..	..	..	..	..	2	..	1	..	3	..
Totals ..	1,361	1,690	1,234	1,631	1,139	1,521	533	315	4,267	5,157
Median age, in years and months	14 4	13 11	15 2	14 11	16 4	16 1	17 3	17 2	..	..

TABLE E 5.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE PRIMARY SCHOOLS AND LOWER DEPARTMENTS OF SECONDARY SCHOOLS, 1ST JULY, 1946

Age, in Years.	Class P.		Standard 1.		Standard 2.		Standard 3.		Standard 4.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
5 years and under	6	..	1,741	1,896	..	..	..	..	..	..	..
6	7	..	1,765	1,807	66	92	..	..	..	..	..
7	8	..	704	669	827	1,100	68	117	1	..	..
8	9	..	132	101	651	539	702	990	79	131	..
9	10	..	41	17	179	122	594	589	677	907	88
10	11	..	3	3	34	22	189	123	584	586	625
11	12	..	3	2	10	7	62	30	238	191	616
12	13	..	1	..	6	5	8	11	57	52	276
13	14	..	1	..	1	1	5	1	23	13	73
14	15	..	..	..	..	..	1	..	5	2	33
15	16	..	..	..	..	..	..	..	2	1	5
16	17	..	..	..	..	..	..	..	..	..	1
17 and over	..	..	..	..	..	..	..	..	..	..	..
Totals	..	..	4,331	4,495	1,774	1,888	1,629	1,861	1,666	1,883	1,717
Median age, in years and months	..	..	6 3	6 2	8 0	7 9	9 1	8 10	10 2	9 11	11 3

Age, in Years.	Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 years and under	6	..	..	..	..	..	1,741	1,896
6	7	..	..	..	..	..	1,771	1,899
7	8	..	..	..	..	..	1,600	1,886
8	9	..	..	..	..	..	1,564	1,761
9	10	..	1	..	..	..	1,581	1,772
10	11	..	88	115	2	1	..	1,525
11	12	..	622	762	77	117	3	1,631
12	13	..	640	652	593	697	10	1,591
13	14	..	302	300	638	660	34	1,077
14	15	..	107	87	302	268	18	67
15	16	..	17	10	77	57	6	43
16	17	..	1	1	10	2	4	3
17 and over	..	..	..	..	..	1	..	..
Totals	..	..	1,779	1,928	1,699	1,803	75	170
Median age, in years and months	..	..	12 3	12 2	13 3	13 2	13 9	14 5

TABLE E 6.—AGE AND CLASSIFICATION OF PUPILS AT INTERMEDIATE SCHOOLS AND DEPARTMENTS, 1ST JULY, 1946

Age.	Form I.		Form II.		Form III.		Form IV.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 10 years .. ..	..	..	..	..	..	..	..	..	..	..
10 and under 11 years ..	55	87	..	2	..	..	..	..	55	89
11 " 12 "	947	1,076	73	89	..	..	..	..	1,020	1,165
12 " 13 "	938	821	906	1,020	..	4	..	..	1,844	1,845
13 " 14 "	400	238	961	780	24	47	1	..	1,386	1,065
14 " 15 "	186	81	462	299	67	151	6	32	721	563
15 " 16 "	24	8	93	45	27	26	..	10	144	89
16 " 17 "	4	..	10	2	3	3	..	1	17	6
17 " 18 " .. ..	..	..	..	..	..	1	..	..	..	1
18 " 19 " .. ..	..	..	..	..	..	..	..	..	..	..
Totals	2,554	2,311	2,505	2,237	121	232	7	43	5,187	4,823
Median age, in years and months	12 4	12 0	13 3	13 0	14 7	14 5	..	14 8	..	..

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

Number of Children.	February, 1936.		February, 1946.*		February, 1947.*	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31	296	10.3	751	20.8	898	22.9
31-40	802	28.0	1,385	38.5	1,606	41.0
41-50	1,173	40.9	1,252	34.8	1,257	32.1
51-60	550	19.2	214	5.9	157	4.0
61 and over	45	1.6	..	..	..	..
Totals	2,866	100.0	3,602	100.0	3,918	100.0

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

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

Type of School.	Age at which Post-primary Course begun.										Total Numbers beginning Post-primary Education.	
	Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary	14	14	453	625	1,555	1,796	854	692	212	122	3,088	3,249
Combined	2	..	108	67	312	270	183	196	49	42	654	575
Technical	7	4	307	341	1,575	1,514	1,405	839	340	126	3,634	2,824
District high	6	10	237	340	814	935	633	512	159	143	1,849	1,940
Correspondence .. ..	..	1	10	34	92	130	98	124	11	25	211	314
Totals	29	29	1,115	1,407	4,348	4,645	3,173	2,363	771	458	9,436	8,902

TABLE O 1.—PROBABLE DESTINATION, PUBLIC PRIMARY SCHOOLS' PUPILS, 1946

Occupation.	With Primary School Certificate.		Without Primary School Certificate.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.		Girls.	
					Number.	Per-centage.	Number.	Per-centage.
Post-primary	6,527	6,848	162	113	6,689	82.7	6,961	88.3
Clerical (including typing)—								
(a) Government and local body	9	4	1	..	10	0.1	4	0.1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	..	6	..	1	..	..	7	0.1
Shops and warehouse assistants ..	61	62	55	52	116	1.4	114	1.4
Manual trades—								
(a) Government and local body	15	3	5	2	20	0.3	5	0.1
(b) Building	27	1	16	..	43	0.5	1	*
(c) Motor engineering	34	..	17	..	51	0.6	..	..
(d) General engineering	5	..	3	..	8	0.1	..	..
(e) Printing	5	..	5	..	10	0.1	..	..
(f) Other trades	59	16	48	4	107	1.3	20	0.3
Farming	260	19	334	14	594	7.4	33	0.4
Factory operatives	36	54	53	56	89	1.1	110	1.4
Other occupations	46	39	83	75	129	1.6	114	1.4
At home	52	189	106	267	158	2.0	456	5.8
Not known	29	20	37	35	66	0.8	55	0.7
Totals	7,165	7,261	925	619	8,090	100.0	7,880	100.0

* Insignificant percentage.

TABLE O 2.—PROBABLE DESTINATION, INTERMEDIATE SCHOOLS AND DEPARTMENTS' PUPILS, 1946

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Per-centage.	First Year.	Second Year.	Third Year.	Total.	Per-centage.
Post-primary	20	2,132	29	2,181	84.5	5	1,901	46	1,952	83.1
Clerical (including typing)—										
(a) Government and local body	..	5	1	6	0.2	..	..	2	2	0.1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	..	1	2	3	0.1	1	7	7	15	0.6
Shops and warehouse assistants ..	3	34	23	60	2.3	3	26	47	79	3.4
Manual trades—										
(a) Government and local body	..	4	..	4	0.2	..	..	..	..	..
(b) Building	3	9	15	27	1.0	..	..	..	..	..
(c) Motor engineering	1	5	10	16	0.6	..	..	..	..	..
(d) General engineering .. .. .	..	3	6	9	0.4	..	..	..	..	..
(e) Printing .. .. .	..	2	6	8	0.3	..	2	..	2	0.1
(f) Other trades	3	25	15	43	1.7	..	6	4	16	0.4
Farming	15	40	15	70	2.7	..	..	..	..	..
Factory operatives	6	16	15	37	1.4	5	24	47	76	3.2
Other occupations	5	36	15	56	2.2	1	22	48	71	3.0
At home	2	10	5	17	0.7	14	47	63	124	5.3
Not known	5	31	8	44	1.7	4	13	2	19	0.8
Totals	63	2,353	163	2,581	100.0	33	2,051	266	2,350	100.0

TABLE O 3.—PROBABLE DESTINATION, POST-PRIMARY SCHOOLS' PUPILS, 1946

Occupation.	Secondary Schools.				Combined Schools.				Technical High and Day Schools.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.
University college	327	10.8	124	3.9	41	5.8	16	2.8	46	1.3	15	0.6
Teaching or training college ..	89	2.9	230	7.2	11	1.5	46	8.1	24	0.7	38	1.6
Professional engineering, surveying, architecture	40	1.3	..	..	2	0.3	..	..	40	1.2	5	0.2
Clerical (including typing)—												
(a) Government and local body	227	7.5	207	6.5	47	6.7	33	5.8	98	2.9	129	5.5
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	592	19.6	628	19.7	78	11.1	123	21.6	144	4.2	470	19.9
Shop and warehouse assistants	316	10.5	410	12.8	79	11.2	87	15.3	340	9.9	412	17.5
Manual trades—												
(a) Government and local body	31	1.0	10	0.3	18	2.5	..	..	90	2.6	5	0.2
(b) Building	106	3.5	..	..	50	7.1	..	..	217	6.3	..	..
(c) Motor engineering	100	3.3	..	..	51	7.2	..	..	231	6.7	..	..
(d) General engineering	62	2.1	..	..	40	5.7	..	..	291	8.5	..	..
(e) Printing	16	0.5	2	0.1	4	0.6	..	..	63	1.8	27	1.1
(f) Other trades	173	5.7	112	3.5	38	5.4	7	1.2	534	15.6	156	6.6
Farming	491	16.2	70	2.2	176	25.0	21	3.7	549	16.0	13	0.6
Factory operatives	51	1.7	92	2.9	6	0.8	4	0.7	117	3.4	157	6.7
Other occupations	186	6.2	602	18.8	19	2.7	85	14.9	232	6.8	312	13.2
Home	63	2.1	595	18.6	4	0.6	146	25.7	34	1.0	444	18.8
Not known	155	5.1	113	3.5	41	5.8	1	0.2	383	11.1	177	7.5
Totals	3,025	100.0	3,195	100.0	705	100.0	569	100.0	3,433	100.0	2,360	100.0

Occupation.	Secondary Departments of District High Schools.				Totals.			
	Boys.		Girls.		Boys.		Girls.	
	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.
University college	19	1.2	7	0.5	433	5.0	162	2.1
Teaching or training college ..	21	1.4	56	3.6	145	1.7	370	4.8
Professional engineering, surveying, architecture	7	0.5	2	0.1	89	1.0	7	0.1
Clerical (including typing)—								
(a) Government and local body	117	7.6	83	5.3	489	5.6	452	5.9
(b) Banks, insurance, legal, commercial, houses, shops, and warehouses	66	4.3	230	14.8	880	10.1	1,451	18.9
Shop and warehouse assistants ..	160	10.4	282	18.1	895	10.3	1,191	15.5
Manual trades—								
(a) Government and local body	45	2.9	10	0.6	184	2.1	25	0.3
(b) Building	55	3.6	..	..	428	4.9	..	..
(c) Motor engineering	73	4.7	..	..	455	5.2	..	..
(d) General engineering	33	2.1	..	..	426	4.9	..	..
(e) Printing	7	0.5	1	0.1	90	1.0	30	0.4
(f) Other trades	101	6.6	5	0.3	846	9.7	280	3.7
Farming	598	38.9	35	2.3	1,814	20.9	139	1.8
Factory operatives	39	2.5	61	3.9	213	2.5	314	4.1
Other occupations	93	6.1	179	11.5	530	6.1	1,178	15.3
Home	47	3.1	563	36.2	148	1.7	1,748	22.8
Not known	55	3.6	42	2.7	634	7.3	333	4.3
Totals	1,536	100.0	1,556	100.0	8,699	100.0	7,680	100.0

TABLE O 4.—PERCENTAGES OF BOYS LEAVING POST-PRIMARY SCHOOLS IN 1943-46 WHO PROCEEDED TO THE UNIVERSITY OR TO EMPLOYMENT IN THE THREE MAIN OCCUPATIONAL GROUPS

Class of School.	University.				Clerical, Professional, Shop, and Warehouse.				Farming.				Trades and Industries.			
	1943.	1944.	1945.	1946.	1943.	1944.	1945.	1946.	1943.	1944.	1945.	1946.	1943.	1944.	1945.	1946.
Secondary	13	15	10	11	41	38	36	42	18	17	19	16	17	18	19	18
Combined	7	9	6	6	27	27	25	31	29	25	25	25	26	30	33	29
Technical	2	2	1	1	21	17	17	19	19	18	17	16	41	44	44	45
District High	3	4	1	1	22	21	20	24	43	39	43	39	20	24	22	23
All schools	7	8	5	5	29	26	25	29	23	22	23	21	28	30	31	30

* Amending E-1, 1946.

TABLE P 2.—ENROLLEES, ETC., WITH VOCATIONAL GUIDANCE CENTRES PLACED IN EMPLOYMENT DURING 1946

Centre.	Placed by Centre.	Self-placed.	Total.
Auckland	550	542	1,092
Wellington	1,012	257	1,269
Christchurch	756	918	1,674
Dunedin	360	45	405
Invercargill	11	..	11
Totals	2,689	1,762	4,451

TABLE Q 2.—LENGTH OF POST-PRIMARY COURSE

	Secondary Schools.		Combined Schools.		Technical High and Technical Day Schools.		District High Schools.		All Schools.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
Leaving in first year	599	9.6	126	9.9	1,280	22.1	790	25.5	2,795	17.1
Leaving in second year	1,603	25.8	398	31.2	2,478	42.8	1,261	40.8	5,740	35.0
Leaving in third year	1,722	27.7	397	31.2	1,414	24.4	654	21.2	4,187	25.6
Leaving in fourth year or later	2,296	36.9	353	27.7	621	10.7	387	12.5	3,657	22.3
Totals	6,220	100.0	1,274	100.0	5,793	100.0	3,092	100.0	16,379	100.0

NOTE.—The approximate average length of school life of pupils attending post-primary schools was: Secondary schools, 2 years 11 months; combined schools, 2 years 9 months; technical high and day schools, 2 years 3 months; secondary departments of district high schools, 2 years 2 months; all post-primary schools, 2 years 6 months.

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

Year.	Number of Centres.	Number on Roll, 1st July.		Number holding Free Places.	
		Males.	Females.	Males.	Females.
1944	59	9,317	4,926	5,975	2,690
1945	65	11,066	5,397	6,681	3,071
1946	65	13,351	5,321	7,395	3,240

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

	1946.		1945.	
	Schools.	Roll.	Schools.	Roll.
Native village schools	159	12,218	158	11,830
Mission and boarding schools (primary)	10	706	10	683
Public schools with Native children enrolled	895	15,693	885	14,974
Totals.. .. .	1,064	28,617	1,053	27,487

NOTE.—Of the pupils enrolled at Native village schools, 883 in 1945 and 1,913 in 1946 were Europeans.

TABLE S.—REGISTERED **PRIVATE PRIMARY SCHOOLS, 1946**

	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools	16	234	58	308
Roll at December—				
Boys	239	12,777	2,147	15,163
Girls	535	13,538	2,270	16,343
Totals.. .. .	774	26,315	4,417	31,506
Average attendance	655	22,961	3,929	27,545
Teachers (inclusive of head teachers)—				
Men	6	60	66	132
Women	40	703	134	877
Totals.. .. .	46	763	200	1,009

The number of schools at the end of the previous year was 308, and the total enrolment 30,401.

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

	1945.	1946.
Number of schools	75	80
Roll at 1st July	8,933	9,424
Average attendance	8,269	8,827
Teachers (inclusive of head teachers)—		
Men	180	200
Women	271*	281
Totals	451	481

* Amending E-1, 1946.

TABLE U.—**KINDERGARTEN** SCHOOLS, 1946

Association.	Number of Schools.	Pupils on Roll at End of Year.	Average Attendance.	Average Weekly Roll.
Auckland	21	983	684	938
Hamilton	1	40	29	39
Hastings	1	64	43	59
Masterton	2	76	49	63
Hutt Valley	3	142	102	138
Wellington	9	437	328	421
Christchurch	16	747	569	728
Hokitika	1	25	18	25
Ashburton	1	30	27	34
Timaru	1	40	28	40
Dunedin	8	338	266	324
Invercargill	4	186	120	184
Totals, 1946	68	3,108	2,263	2,993
Totals, 1945	62	2,934	2,139	2,833
Difference	+6	+174	+124	+160

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

	1942.	1943.	1944.	1945.	1946.
Number of students in actual attendance at lectures	3,837	5,181	6,584	7,986	11,263
Number of exempted students	536	772	1,146	1,345	1,186
Percentage of students—					
Men	62	68	72	75	82
Women	38	32	28	25	18
Percentage of students actually attending Universities receiving free education*—					
Men	54	49	51	51	61
Women	67	61	56	56	59
All students	59	53	52	53	61
Occupations of students expressed as percentages—					
(1) Full-time students	M. 57 F. 48	M. 51 F. 43	M. 49 F. 46	M. 50 F. 48	M. 44 F. 58
(2) Teachers and training colleges	10 33	33 32	14 28	11 27	10 23
(3) Government and local bodies	16 9	16 9	13 9	11 9	15 7
(4) Other	15 8	14 9	21 12	24 12	29 9
(5) Not known	2 2	6 7	3 5	4 4	2 3

* These students hold scholarships or training-college studentships.

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

Year.	Number of Students enrolled.							Courses taken.															
	Auckland.	Victoria.	Canterbury.	Otago.	Massey.	Can'ty Agric.	Total.	Agriculture.*	Architecture.	Arts.	Commerce.	Dentistry.	Diploma of Education.	Divinity.	Engineering.	Home Science.	Horticulture.	Journalism.	Law.	Massage.	Medicine.	Mining.	Music.	Science.
1945	2,411	1,865	1,892	1,981	564	618	9,331	1,179	134	2,965	1,111	175	67	399	207	52	37	317	44	893	38	147	1,176
1946	3,281	2,398	2,554	2,560	737	719	12,449	1,489	221	3,825	2,162	205	103	187	207	60	74	583	43	895	63	248	1,516

* Includes 1,088 students taking short courses at agricultural colleges in 1946. The corresponding figure in 1945 was 906.

TABLE.—MANUAL INSTRUCTION

	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.
Public primary and Native schools	915	13,540	12,535
Intermediate schools and departments	28	5,181	4,809
Secondary departments of district high schools	85	3,139	3,288
Private schools	181	2,389	2,209
Totals	1,209	24,249	22,839

NOTE.—There were 164 manual-training centres during 1946.

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

College.	1946.			1945.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	243	320	563	164	400	564
Wellington	154	181	335	79	215	294
Christchurch	197	186	383	118	197	315
Dunedin	160	162	322	80	195	275
Totals	754	849	1,603	441	1,007	1,448

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

	1945.	1946.	1947.
State wards—			
In foster-homes, hostels, and with friends	2,502	2,444	2,322
In situations, including those absent without leave	1,022	1,006	922
In Government institutions, receiving-homes, &c.	285	316	306
In private institutions	108	105	95
In Roman Catholic institutions recognized under Child Welfare Act	90	82	74
In special schools for backward children	139	129	127
In refuges or cognate institutions	59	49	38
In hospitals, convalescent homes, &c.	36	40	32
In residential colleges (mostly Maori children)	17	13	18
Subtotal	4,258	4,184	3,934
Other than State wards—			
Young persons supervised by Child Welfare Officers in their own homes, with relatives, or with friends, pursuant to orders of Courts	1,063	1,026	915
Infants supervised in foster-homes registered under the Infants Act	799	909	788
Pupils at Schools for the Deaf, Sumner and Titirangi	215	238	250
Pupils at schools for mentally backward, Otekaike and Richmond (other than State wards included in figures above)	47	45	45
Children supervised as preventive cases	1,905	1,629	1,569
Children in New Zealand Institute for Blind for whom the Department makes payment	20	17	24
Subtotal	4,049	3,864	3,591
Grand total	8,307	8,048	7,525
British children in New Zealand	190	46	11

APPENDIX

STATEMENT OF EXPENDITURE AND RECOVERIES in respect of all Services under the Control or Supervision of the Minister of Education during the Year ended 31st March, 1947

General Administration	£	£	£
Salaries of Head Office staff	61,811		
Part salaries of Inspectors attached to Head Office	6,563		
Overtime and meal allowances	1,882		
		70,256	
Office furniture and fittings .. .. .	..	243	
Office expenses .. .. .	..	882	
Payments to Post and Telegraph Department for telephone and postal services .. .. .	..	4,674	
Travelling-expenses .. .. .	..	2,169	
<i>Education Gazette</i> —			
Salaries	568		
Printing, postage, &c., office and other requisites	2,779		
		3,347	
Printing and stationery .. .. .	..	1,673	
Printing and stationery—Storage with Government Printer .. .. .	..	207	
Rent of offices .. .. .	..	327	
Miscellaneous .. .. .	..	6	
		83,784	
Less recoveries—			
Services rendered to Teachers' Superannuation Board and to other Departments	3,279		
<i>Education Gazette</i> : Sales and advertising, &c.	90		
Postage and telegrams	116		
Printing and stationery and sale of publications	12		
Teachers' certificates, fees for	765		
Sale of surplus stores	57		
Travelling-expenses	10		
		4,329	
			79,455
Primary Education			
(Including Intermediate Schools or Departments under Control of Education Boards)			
Teachers' salaries and allowances	2,886,746		
Teachers' salaries and allowances—Chatham Island schools	2,929		
		2,889,675	
Education Boards—Grants for administration and general purposes .. .. .	..	63,324	
School Committees' allowances—Cleaning, heating, &c. .. .. .	..	242,932	
School and class libraries .. .. .	..	21,608	
Supply of books in necessitous cases .. .. .	..	1,373	
Removal expenses of teachers .. .. .	..	1,732	
School buildings and sites—			
Maintenance, including alterations to make safe against earthquake	288,692		
Rebuilding or repairing buildings destroyed or damaged by fire	9,403		
Rent of buildings and sites for school purposes	6,440		
Valuation fees and miscellaneous	520		
Grants to Fire Brigades	5		
		305,060	
Maintenance and cost of disposal of buildings not used for school purposes .. .. .	..	1,603	
Boys' and girls' agricultural clubs .. .. .	..	1,658	
Grants in aid of free kindergartens .. .. .	..	27,724	
Grant to pre-school education centre, Dunedin .. .. .	..	316	
Conveyance, &c., of children—			
By rail	7,189		
By road and water	380,172		
Boarding-allowances	14,974		
Purchase of new buses	2,062		
		404,397	
Conveyance of instructors and teachers .. .. .	..	8,908	

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

Primary Education—<i>continued</i>					£	£	£
Correspondence School—							
Salaries of staff	..	..	..	..	34,976		
Overtime and meal allowances	..	..	..	..	249		
Other expenses	..	..	..	..	4,567		
Office furniture and fittings	..	..	..	..	434		
Travelling-expenses of teachers	..	..	..	..	1,382		
						41,608	
Accidents to school-children, &c.	..	..	..	..	..	213	
Inspection—							
Salaries (less part charged to Head Office Administration) ..					41,173		
Travelling and removal expenses	..	..	..	..	9,296		
Office requisites	..	..	..	..	132		
Office furniture and fittings	..	..	..	..	350		
Payments to Post and Telegraph Department for telephone and postal services					291		
						51,242	
<i>School Journal</i> —							
Salaries	..	..	..	..	1,011		
Printing, postage, office-expenses, &c.	..	..	..	..	12,508		
						13,519	
Manual instruction—							
Salaries	..	..	..	..	144,844		
Material	..	..	..	..	26,699		
Incidentals	..	..	..	..	35,492		
						207,035	
Preparation of school text-books—							
Salaries	..	..	..	..	1,145		
Printing, &c.	..	..	..	..	2,815		
Office furniture and fittings	..	..	..	..	24		
						3,984	
Printing (register and other school books and forms)	..	..	..	..	..	725	
Swimming instruction	..	..	..	..	..	1,099	
Miscellaneous	..	..	..	..	..	3	
Less recoveries—						4,289,738	
Salaries	..	..	..	..	828		
On account of maintenance of buildings	..	..	..	..	553		
Correspondence School	..	..	..	..	2,790		
Rent of school-sites, &c.	..	..	..	..	4,099		
Manual instruction	..	..	..	..	970		
Conveyance of children	..	..	..	..	880		
Travelling and removal expenses	..	..	..	..	3		
Sale, stores	..	..	..	..	16		
School and class libraries	..	..	..	..	1,271		
Grants-in-aid of free kindergartens	..	..	..	..	140		
Sundries	..	..	..	..	2		
						11,552	
							4,278,186
Post-primary Education							
(Including intermediate departments attached to secondary and technical schools)							
Teachers' salaries and allowances—							
District high schools	..	..	..	..	175,578		
Secondary schools	..	..	..	..	457,334		
Technical schools and classes	..	..	..	..	432,659		
Combined schools	..	..	..	..	91,828		
						1,157,399	
Grants to Boards for administrative and general purposes—							
District high schools	..	..	..	..	2,502		
Secondary schools	..	..	..	..	96,461		
Technical schools	..	..	..	..	87,390		
Combined schools	..	..	..	..	17,638		
						203,991	
School Committee allowances (portion for secondary departments, district high schools)	..	..	..	..	..	9,598	
Manual instruction in secondary schools	..	..	..	..	..	548	

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

	£	£	£
Post-primary Education—<i>continued</i>			
Conveyance of pupils—			
By rail	10,942		
By road and water	45,513		
Boarding-allowances	76,213		
		132,668	
Special assistance to deserving students .. .. .	..	35	
Supply of books in necessitous cases .. .. .	..	1,715	
Inspection—			
Salaries (less portion charged to Head Office Administration)	11,970		
Travelling and removal expenses	3,213		
Payments to Post and Telegraph Department for telephone and postal services	49		
Office furniture and fittings	10		
		15,242	
War Bursaries .. .. .	..	31,434	
School buildings, &c.—			
Maintenance of buildings (including secondary departments of district high schools)	22,286		
Rents of buildings for school purposes	1,130		
Rebuilding or repairing schools destroyed or damaged by fire	144		
Valuation fees	40		
		23,600	
Correspondence School—			
Salaries	31,793		
Other expenses	6,000		
		37,793	
Technical Correspondence School—Printing, &c. .. .. .	..	2,116	
Accidents to school-children, &c. .. .. .	..	20	
School and class libraries .. .. .	..	4,683	
Reefton School of Mines—Services rendered by secondary department of district high school	..	100	
Marlborough High School—Grant under Marlborough High School Act, 1899	..	400	
Printing forms, &c., for schools .. .. .	..	576	
Secondary education reserves revenue distributed to High Schools Boards (Education Reserves Act, 1928)	..	11,560	
Secondary School bursaries .. .. .	..	11,307	
Purchase of typewriters for school purposes .. .. .	..	3,044	
Purchase of equipment from surplus stores .. .. .	..	3,173	
School Publications Bulletin—			
Salaries	617		
Printing, postage, &c.	1,583		
		2,200	
Miscellaneous .. .. .	..	37	
		1,653,239	
Less recoveries—			
On account of maintenance of buildings	37		
Salaries	33		
Rent of school-site, &c.	1,950		
Conveyance of children	9		
Travelling-expenses	29		
Manual instruction	1,243		
Technical Correspondence School	33		
Endowment revenue	866		
		4,200	
			1,649,039
Higher Education			
Grants to—			
New Zealand University	23,516		
Auckland University College	64,794		
Victoria University College	55,126		
Canterbury University College	61,138		
University of Otago	89,952		
New Zealand School of Agriculture	5,970		
Massey Agricultural College	35,855		
Canterbury Agricultural College	24,925		
		361,276	

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

Higher Education—<i>continued</i>				£	£	£
Scholarships and Bursaries—						
University National Scholarships	..	..	..	4,437		
“ Sir George Grey ” Scholarships	..	..	..	200		
University Bursaries	..	..	..	46,497		
Agricultural Bursaries	..	..	..	2,973		
Architectural Bursaries	..	..	..	380		
Engineering Bursaries	..	..	..	2,351		
Home-science Bursaries	..	..	..	4,344		
Art Bursaries	..	..	..	877		
Science Bursaries	..	..	..	2,581		
Public Service Scholarships	..	..	..	100		
					64,740	
Special assistance to deserving students	..	..	..	..	586	
Adult Education, including Workers' Educational Association	..	..	..	..	26,965	
Otago Medical School: Grants for clinical teachers	..	..	..	..	1,650	
Less recoveries—					455,217	
Grant to Canterbury University College	..	..	..	61		
Sundries	..	..	..	1		
					62	
						455,155
Training Colleges and Training of Teachers						
Training Colleges—						
Salaries of staffs (including staffs of practising schools in excess of usual staff as public schools)	..	..	..	..	60,803	
Allowances to and expenses of students	..	..	..	..	306,231	
Students' University College fees	..	..	..	..	6,450	
Special instruction, libraries, and incidental expenses	..	..	..	..	8,050	
Apparatus and material	..	..	..	..	838	
Printing, &c.	..	..	..	..	49	
Training classes: Fares of teachers, &c.	..	..	..	..	2,406	
Accidents to students, &c.	..	..	..	..	1	
Special assistance to deserving students	..	..	..	..	240	
Miscellaneous	..	..	..	..	19	
Less recoveries—					385,087	
Students' allowances and expenses	..	..	..	147		
Special instruction	..	..	..	40		
					187	
						384,900
Native Schools						
Salaries of teachers	..	..	..	..	178,214	
Removal expenses of teachers	..	..	..	..	3,644	
Books, apparatus, and other school requisites	..	..	..	..	4,599	
Manual instruction	..	..	..	..	2,245	
Conveyance and board of children	..	..	..	..	23,817	
Buildings and sites—						
Maintenance of buildings	..	..	..	11,579		
Rent of buildings and sites	..	..	..	137		
Valuation and survey fees	..	..	..	102		
Improvements to school-grounds	..	..	..	292		
					12,110	
Equipment for supply of milk to children	..	..	..	..	39	
Inspection—						
Salaries of Inspectors	..	..	..	3,133		
Travelling and removal expenses	..	..	..	1,188		
Payments to Post and Telegraph Department for postal services	..	..	..	46		
					4,367	
Scholarships	..	..	..	..	16,225	
Printing, postages, &c.	..	..	..	..	25	
Grants to private Native schools	..	..	..	..	2,500	
Accidents to school-children	..	..	..	..	5	
Maori Battalion mobile canteen: Tour of New Zealand	..	..	..	..	182	
Miscellaneous	..	..	..	..	4	
					247,976	

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

Native Schools—<i>continued</i>						£	£	£
Less recoveries—								
Fines .. .. .	..	..	..	..	..	1		
Maintenance of buildings .. .. .	..	..	..	..	..	5		
Rent of school-sites, &c. .. .. .	..	..	..	..	..	219		
Salaries of teachers and Inspectors .. .. .	..	..	..	..	..	78		
Sale of surplus stores, &c. .. .. .	..	..	..	..	..	41		
Books, &c. .. .. .	..	..	..	..	..	15		
Travelling-expenses .. .. .	..	..	..	..	..	95		
Scholarships .. .. .	..	..	..	..	..	1,500		
Sundries .. .. .	..	..	..	..	..	50		
							2,004	
Physical Instruction								245,972
Salaries of instructors .. .. .	..	..	..	..	..		15,563	
Travelling and removal expenses .. .. .	..	..	..	..	..		4,291	
Uniform-allowances .. .. .	..	..	..	..	..		165	
Equipment .. .. .	..	..	..	..	..		1,716	
Printing, postages, &c. .. .. .	..	..	..	..	..		238	
Office furniture and fittings .. .. .	..	..	..	..	..		20	
Physical-education displays .. .. .	..	..	..	..	..		159	
Purchase of motor-vehicles .. .. .	..	..	..	..	..		362	
Less recoveries—							22,514	
Salaries .. .. .	..	..	..	..	..	140		
Equipment .. .. .	..	..	..	..	..	10		
Travelling-expenses .. .. .	..	..	..	..	..	2		
							152	
Education of the Blind								22,362
Grant to New Zealand Institute for the Blind .. .. .	..	..	..	..	..		7,603	
Maintenance fees of Government pupils at New Zealand Institute for the Blind .. .. .	..	..	..	..	..		381	
Refund of maintenance payments .. .. .	..	..	..	..	..		7	
Transport expenses of Government pupils .. .. .	..	..	..	..	..		19	
							8,010	
Less recoveries: Maintenance, fees, &c.							106	
								7,904
Schools for the Deaf								
Salaries of staff .. .. .	..	..	..	..	..		15,550	
General maintenance of institutions .. .. .	..	..	..	..	..		7,836	
Maintenance of buildings, &c. .. .. .	..	..	..	..	..		1,517	
Payments to Post and Telegraph Department for telephone and postal services .. .. .	..	..	..	..	..		194	
Travelling and removal expenses (including transit of children) .. .. .	..	..	..	..	..		1,473	
Refund of maintenance payments .. .. .	..	..	..	..	..		141	
Miscellaneous .. .. .	..	..	..	..	..		7	
Less recoveries—							26,718	
Salaries .. .. .	..	..	..	..	..	13		
Maintenance fees, &c. .. .. .	..	..	..	..	..	3,519		
Institution receipts .. .. .	..	..	..	..	..	68		
Travelling-expenses .. .. .	..	..	..	..	..	21		
							3,621	
Schools for the Mentally Backward								23,097
Salaries of staff .. .. .	..	..	..	..	..		17,051	
Maintenance of institutions .. .. .	..	..	..	..	..		11,995	
Maintenance of buildings, &c. .. .. .	..	..	..	..	..		1,647	
Travelling allowances and expenses (including transit of children) .. .. .	..	..	..	..	..		825	
Payments to Post and Telegraph Department for telephone and postal services .. .. .	..	..	..	..	..		191	
Refund of maintenance payments .. .. .	..	..	..	..	..		49	
Less recoveries—							31,758	
Maintenance fees, &c. .. .. .	..	..	..	..	..	1,173		
Institution receipts .. .. .	..	..	..	..	..	1,226		
Rents .. .. .	..	..	..	..	..	2		
Salaries .. .. .	..	..	..	..	..	15		
Sundries .. .. .	..	..	..	..	..	3		
							2,419	
								29,339

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

	£	£	£
Child Welfare			
Salaries of staffs, including field officers .. .. .	.. .. .	85,065	
Wages of inmates employed in institutions .. .. .	.. .. .	237	
Travelling and removal expenses (including transit of children) .. .. .	.. .. .	14,771	
Boarding-out of children .. .. .	.. .. .	98,096	
Maintenance of children in Government institutions .. .. .	.. .. .	69,513	
Maintenance of children in private institutions .. .. .	.. .. .	8,684	
Maintenance of buildings, &c. .. .. .	.. .. .	5,129	
Rent of offices .. .. .	.. .. .	3,415	
Office expenses .. .. .	.. .. .	1,084	
Printing .. .. .	.. .. .	727	
Payments to Post and Telegraph Department for telephone, postal, and other services .. .. .	.. .. .	4,723	
Refund of maintenance payments .. .. .	.. .. .	276	
Legal expenses .. .. .	.. .. .	126	
Sundries .. .. .	.. .. .	62	
Accidents .. .. .	.. .. .	2	
Special assistance to large families .. .. .	.. .. .	5,429	
Compensations out of actions under Crown suits .. .. .	.. .. .	321	
Office furniture and fittings .. .. .	.. .. .	442	
Less recoveries—		298,102	
Maintenance fees, &c.	22,068		
Refunds for clothing, &c., supplied	10,212		
Refunds of boarding-out payments	45		
Refunds of travelling-expenses	65		
Maintenance of buildings	7		
Rent of land and buildings	220		
Sale of furniture, &c.	1		
Salaries	99		
Unclaimed money	5		
Institution receipts	3,248		
Special assistance to large families	27		
Sundries	15		
		36,012	
Material and Stores			
Salaries .. .. .	.. .. .	1,167	
Stores and material purchased .. .. .	.. .. .	7,769	
Lighting, cleaning, cartage, &c. .. .. .	.. .. .	67	
		9,003	
Less stores issued and charged to other items of vote, Education .. .. .	.. .. .	10,239	
		Cr. 1,236	
Less recoveries: Stores sold, &c. .. .. .	.. .. .	1,014	
			Cr. 2,250
Country Library Service			
Salaries .. .. .	.. .. .	19,345	
Overtime and meal allowances .. .. .	.. .. .	44	
Purchase of books .. .. .	.. .. .	36,641	
Binding of books .. .. .	.. .. .	757	
Motor-vehicles—			
Purchase .. .. .	.. .. .	1,051	
Maintenance and repairs .. .. .	.. .. .	1,146	
Office expenses .. .. .	.. .. .	1,413	
Postage, printing, and stationery .. .. .	.. .. .	871	
Office furniture and equipment .. .. .	.. .. .	1,920	
Grant to New Zealand Library Association: Expenses of Childrens' Book Week .. .. .	.. .. .	20	
Payments to Post and Telegraph Department for telephone and postal services .. .. .	.. .. .	1,252	
Travelling-expenses .. .. .	.. .. .	914	
Sundries .. .. .	.. .. .	12	
Library School, Wellington .. .. .	.. .. .	5,549	
Rent of offices .. .. .	.. .. .	991	
Library Fellowship in the United States of America .. .. .	.. .. .	184	
		72,110	

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

	Public Works Account.	Vote, Education: Consolidated Fund.	£
Capital Expenditure			
Sites, buildings, equipment, &c.—	£	£	£
Public schools	524,362	17,377	
Training colleges	16,939	..	
Secondary schools	130,052	8,074	
Technical schools	148,052	3,815	
Native schools	18,664	2,578	
Universities	146,419	..	
Child welfare	6,770	..	
Kindergartens .. .. .	..	3,551	
School for the Deaf	277	..	
Schools for the Feeble-minded	740	..	
	992,275	35,395	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years)—			
Public schools	5,936	..	
Secondary schools	1,632	..	
Child welfare	158	..	
	7,726	..	
Net expenditure on new buildings, &c. ..	984,549	35,395	1,019,944
Net total, including new buildings, &c. ..	..	..	8,711,637

* For years 1945-46 and 1946-47.

SUMMARY

Consolidated Fund—	£
Vote, Education	7,506,579
Vote, Internal Affairs	1,470
Finance Act, 1942 (No. 2) (section 3)	98,000
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue) ..	100,000
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue)	11,560
Public Revenues Act, 1926, section 133 (Fire Insurance Fund)	9,479
Public Works Account, vote, Education buildings	984,549
	<u>£8,711,637</u>
Additional amounts are available from revenue from reserves vested in post-primary schools and University colleges as follows :—	£
Post-primary schools	42,935
University colleges	16,931
Total	<u>£59,866</u>

Approximate Cost of Paper.—Preparation, not given; printing (908 copies), £92.

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