

1949

NEW ZEALAND

EDUCATION:  
**PRIMARY AND POST-PRIMARY EDUCATION**

[In continuation of E-2 of 1948]

*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—see 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. D. G. BALL) FOR THE YEAR 1948

SIR,—

I have the honour to present my report for the year ended 31st December, 1948:—

BASIC PRINCIPLES

Recent world events have put emphasis on education for democracy. Democracy needs not only more education, but education of a kind suitable to its purposes if the threat to its existence by internal stresses and strains, social and economic, is to be removed. All who plan the work of our schools must now more than ever before bear in mind the needs of the individual person and the needs of a changing democratic society. It is a democratic ideal to provide the means so that each child may develop to his fullest stature according to his innate endowment, and, since individual differences in mental ability and in emotional and physical constitution are so great, the good school is a flexible, many-sided institution.

The aim of full personal development is, however, much more than a democratic ideal. It is also, from a pedagogical point of view, sound method. Only in comparatively recent times have educationists fully realized that the highest efficiency in formal or tool subjects comes from total all-round growth and development. The child who is identifying himself completely with the aims and purposes of the school (and he can do this if the school has been adjusted to his needs) is enjoying an intellectual and emotional harmony which will help him to bring to the tasks in hand the whole of his capacity whatever it may be. Consequently, the school must seek to discover potentialities and to take into account the

various capacities and interests of its pupils. Some of the studies and activities have to do with personal happiness and with life for its own sake, some with service or citizenship according to the requirements of the community. A recent comprehensive report on primary education in Scotland\* stresses this point of view :—

What requires emphasis is (1) that, in the school, curriculum and methods should follow the child's natural line of development; and (2) that, while the child is receiving the richest of all gifts it is in our power to bestow, a literary education . . . we should not destroy or needlessly impair those primitive powers and graces, those qualities of initiative, curiosity, ingenuity, and self-dependence that are also an essential part of his heritage.

Specific training and drills find their place—an important one—but technical efficiency in the world of business or in the private lives of people is much more the outcome of all-round growth than of direct training alone. The modern school is not wrong in its purposes when it sets itself the wider functions, and criticism should be directed not at the aims, but rather at the means. Teachers, Inspectors, and administrators should thus be the chief critics. The supply and training of teachers, the adequacy of buildings and equipment, and the nature of the curriculum require the closest attention in order that the means may be adequate to the ends in view.

The Scottish report already mentioned states very clearly the relationship of subject-teaching to education in its fullest sense, as the following quotations indicate. They give, moreover, strong confirmation of the educational policy we have been following in this country :

We believe that the object to be achieved is to awaken the interest in the child, or make him aware of needs demanding fulfilment, so that he will either spontaneously or with suitable encouragement persevere along profitable lines of activity suitable to his stage of development and his native genius.

\* \* \* \* \*

The general purpose of the curriculum must direct the special approach to each "subject." This purpose is surely to give meaning to the apparently chaotic, to give direction and discipline to natural activity; to make what seems complex, difficult, and awkward into something that is simple, easy and graceful; to give a sense of mastery over self and circumstance.

\* \* \* \* \*

As we have already hinted, we discard with little regret the narrow and obsolete view that reading, writing, and arithmetic are the three fundamentals of education. A half-truth of this kind does more harm than good if it leads to the notion that every effort must first be concentrated on these subjects, that on them alone can any sound superstructure be built, and that all other subjects are more or less "frills."

\* \* \* \* \*

If it is necessary, having regard to what we have already said above, to talk about any subject at all being more fundamental than another, we would suggest tentatively, and as a basis for clearer thinking on the subject, that the three fundamental subjects are physical education, handwork, and speech. While recognizing a certain artificiality even in this division, we think it may be worthwhile to consider it in a little more detail.

The report goes on to show how on the threefold foundation of physical education, handwork, and speech it is proposed to plan the whole superstructure of Scottish education. From physical education emanates harmonious physical development, good personal habits, knowledge of hygiene, suitable exercise and games, a healthy environment; from handwork the curriculum expands into skills and studies associated with the hands or with machines operated by the human hand, into mathematics, arithmetic, many sciences, and into the arts of the painter, sculptor, architect, and musician; from speech, which is the foundation of human communication and the vehicle of thought, develop reading, oral and written expression, literature, history, &c.

---

\* *Primary Education: A Report of the Advisory Council on Education in Scotland.* His Majesty's Stationery Office, Edinburgh, 1946.

It is many years since New Zealand embarked on the reforms which Scotland is just now adopting. The fact that Scotland, with its well-recognized respect for learning and for education, should condemn its primary system as "academic" and verbal, cut off from the living interests of childhood, and should set out to revise, in the manner indicated above, the content of the curriculum and methods of instruction, should banish the doubts of those who question the wisdom of recent trends in the development of our education.

The full benefit of the changes we have made, and are still making, will not be realized, despite all that administration has been able to accomplish, until time and experience have come to our aid. Teachers versed in the traditional instructional processes cannot easily adopt the methods in which self-directed effort is emphasized, and in which activity and questioning are encouraged rather than passivity and the listening attitude. There is evidence throughout the various education districts of a deeper understanding of the fundamental principles among teachers, who are in general gladly accepting the challenge of the wider responsibilities involved and of the unfamiliar methods in the new approach. The training colleges are laying sound philosophical foundations and developing professional attitudes, and young teachers are entering the service eager to practise techniques that were unknown to the older generations of teachers. For teachers in service local and national refresher courses have been instituted on an increasing scale, specialist services are being increased as quickly as the supply of teachers will permit, and both the Publications Branch of the Department and the teachers' organization are publishing a great number of explanatory and interpretative articles that should be very helpful to teachers. The curriculum, too, has been under revision. It can be confidently stated that the aims and purposes of the primary school are being more clearly defined, and that school organization and methods consonant with the larger conception of education are being successfully devised.

In accepting its wider role, the school becomes to a large extent an organ of the community, and it can fulfil its mission only in the closest relationship with parents through parent-teacher groups, home and school associations, or in similar ways. The number of such associations seems to be increasing rapidly, and it is pleasing to note that they are becoming increasingly interested in addresses by teachers and Inspectors on the aims of modern education.

Learning and teaching are inseparable in education. When the teacher is predominant, the process is one of instruction, and when the pupil is active the process is one of learning. In recent years the change of emphasis has been taking place, and modern techniques are concerned with pupils' interests, natural activities, and self-directed effort, whereas a generation ago almost the whole of a text-book on teaching method would have been devoted to the art of instruction. Both these aspects of the educational process are essential, and the skilled teacher keeps the balance. The teacher's part is now more difficult: it was comparatively easy to present oral lessons and to assign exercises; it is not so easy to plan programmes of work so as to have the materials, the furniture, apparatus, illustrations, and reference books at hand when necessary and to keep the activity programme smoothly graded and directed towards the right goals. Teachers are learning to do this and are finding satisfaction in this way of teaching. Parallel with this development, and largely the outcome of it, there have been in some schools considerable modifications of class-room organization. The whole class is no longer the only teaching unit: the practice is growing of dividing the class into streams according to ability and of planning work and rate of progress to suit each group. An alternative method of organization is to have different groupings for each subject, and many teachers are achieving fine results by this method. A close analysis of learning individually and in small, homogeneous groups would show that they have advantages for democracy, for they foster independence of thought and the spirit of co-operation and avoid the conditioning which is apt to result from large-group and mass teaching.

During recent years teachers and Inspectors have, more and more, met together to discuss the revision of the subject syllabuses and new teaching procedures. These discussions are most valuable for they arouse professional interest, deepen understanding, and strengthen co-operation and team work. In order to assist the development of discussion and group thinking, plans have been made to conduct a residential staff school in which small groups of headmasters and Inspectors will meet to discuss important aspects of educational thought and to experiment with discussion procedures. Within the primary service, the influence of the headmaster is crucial, and the progress of the revised curriculum and the introduction of modern learning methods depend largely on his understanding and leadership. Furthermore, for changes in the curriculum and in method to reach their fullest fruition, care must be taken to ensure that what might be termed the pedagogical security of the teacher is respected. This security cannot, of course, be divorced from professional responsibility, but to a great extent depends upon the calibre of the headmasters and their power to develop healthy, happy, human relationships within the school.

#### TRAINING OF TEACHERS

Two years ago the training colleges were asked to make suggestions for the revision of their subject syllabuses. After deliberations lasting more than a year, the staffs of the colleges presented individually revised prescriptions for each subject, and at this stage a conference of the principals of the colleges was called. The conference discussed policy relating to certification, curriculum, and staffing, and it set up collating committees to draw up from the various recommendations syllabuses which would be operative until the Consultative Committee on Teacher Training should make its report, probably towards the end of 1950. In the meantime the provisional arrangements approved by the Acting-Director will enable the colleges to keep in line with modern developments. The Consultative Committee began its deliberations in December, 1948, and plans to make investigations in the Auckland, Ardmore, and Wellington Training Colleges early in 1949. In order to train additional teachers to meet the increase in school population a fifth Teachers' Training College was opened at Ardmore in March, 1948. A co-educational, residential training college, this was a new departure in teacher-training for the Dominion, and new problems raised by housing and domestic matters, equipment, staffing, transport, and accommodation all called for intense effort. The major burden of these problems fell on the Auckland Education Board and its officers, who are to be congratulated on the expeditious way in which all the difficulties were overcome. The Auckland University College Council assisted materially in the success of the first year by permitting instruction at Stage I in education, English, and history at Ardmore itself.

#### SUPPLY OF TEACHERS

Four factors have an important bearing on the supply of teachers—viz., the trend of the school population, the size of classes, the length of service of those entering the profession in primary schools, and the special problems connected with the staffing of country schools. In the ten years 1936 to 1945 the total primary-school population was stationary (approximately 220,000). With the rising birth-rate from 1940 onwards, the total increased to 240,000 in 1948; as children born after 1940 go through our primary schools the rolls will show accumulated increases, and are expected to be near 300,000 in 1952–53. The total of approximately 7,000 class-teachers, which was sufficient to keep all schools adequately staffed in 1945, will have to be increased to 9,600 by 1952–53. A further increase in the numbers of primary-school teachers will be necessary before the full staffing provided by the Education (Salaries and Staffing) Regulations 1948 can be put into operation. Moreover, provision has to be made for maintaining and expanding the specialist services which have been built up in recent years. Between

1936 and 1940 the proportion of women students admitted to the training colleges was about 160 to every 100 men. During the war years the proportion of women students was increased to almost three to one. For various reasons, the number of women teachers who leave the service after only a few years is relatively high. The very years in which the increasing rolls created a demand for additional staff saw a considerable loss from this source. It is estimated that of all women entering the training colleges in the five years 1941 to 1945 only 49 per cent. were still teaching in the primary schools in 1948, while about 38 per cent. had given up teaching and about 13 per cent. had taken up specialist work or gone to post-primary and private schools and into other educational services. The number of sole-charge and two-teacher rural public primary schools fell from 1,670 in 1938 to 1,303 in 1948. This reduction is due chiefly to consolidation, but nevertheless difficulties were experienced in keeping country schools adequately staffed. The proportion of positions filled by relieving teachers increased, and there remained vacancies for which no teachers could be found. These difficulties are partly due to lack of suitable board and accommodation, and partly to the reluctance of younger teachers who are studying for the University degrees to accept positions in country schools. The whole question, which it would seem cannot merely be solved by salary adjustments, has received urgent consideration.

All the above factors affecting teacher supply are being carefully examined, and action has been taken to meet the shortages disclosed. First of all, measures were taken to increase the number of trainees. The number of students admitted to the training colleges had been increased by 50 in 1947, and the opening of the fifth training college at Ardmore at the beginning of 1948 made it possible to increase the number of entrants by a further 300, making a total of 1,050. As a temporary measure the number of specialist third-year students had to be reduced to 21. It has been possible to find sufficient applicants for the increased intake in 1948 without lowering the standard of qualification for admission to the training college. To meet the immediate shortages in the supply of teachers, married women were encouraged to resume teaching in relieving positions, and the existing regulations governing a married teacher's salary were eased for this purpose. Moreover, a number of second-year students volunteered to act as relieving teachers for short periods during the third term in 1948. More detailed plans have been made to meet the shortage of teachers which it must be expected will continue to exist in 1949.

#### THE SYLLABUS AND PUBLICATIONS

The whole of the primary-school curriculum has now come under review. During the year committees comprising teachers and officers of the Department were set up to revise the syllabuses in speech-training, in woodwork and metalwork, and in domestic science. The Reading Syllabus Revision Committees reported in September, 1948, and their reports were circulated to teachers for comment through *National Education*. Comment was similarly invited on the Report of the Physical Education Syllabus Revision Committee. Towards the end of the year the Music Syllabus Revision Committee submitted a comprehensive report, which will be published as soon as possible. The Art and Crafts Syllabus Revision Committee's report is to be published early in 1949.

During the year teachers welcomed the publication of a booklet which included syllabuses in health education, oral expression, written expression, spelling, arithmetic, history and geography, and needlework. It was followed by the revised syllabus in nature-study in similar form. The publication of text-books and teachers' manuals to meet the demands of the revised syllabuses has been continued. During the year text-books in English for Standards 3 and 4 and reprints of the arithmetic text-books for Standards 1 and 2 were put into the schools. Towards the end of the year the copy

for the Forms I and II English text-books was in the hands of the printer. The text of a handbook on needlework for teachers was completed, and that of a teachers' handbook based on the revised syllabus in nature-study was well advanced, while the preparation of a text-book on health education, entitled "Human Nature-study," was also completed. To provide material on the New Zealand topics of the revised syllabus in history and geography several issues of Parts III and IV of the *School Journal* were converted into special bulletins—eight in all. In November a further step was taken when the issue of a new series of primary-school bulletins was begun. To mark the occasion of the Royal visit to New Zealand a special supplement to the *School Journal* was also prepared, but its publication has been postponed. *Education*, a magazine for teachers published five times a year, was added to those sent regularly to schools. Its main purpose is to bring before teachers the new values and the changed attitudes needed for the full development of the revised syllabuses for our primary schools. It is planned to enlarge it next year and to alter its format.

### THE WORK OF THE SCHOOLS

Here are some comments on the work of the primary schools taken from the annual reports of the Senior Inspectors in the various Education Board districts :—

Considerable progress has been achieved in inspection methods. Efforts to make the teachers realize that they are part of a co-operative concern have been very successful. At conferences with headmasters, infant-mistresses, and local branches of the New Zealand Educational Institute, teachers have been made cognizant of the aims and plans for the development of modern education in practice.

\* \* \* \* \*

Emphasis has been increasingly focused on the welfare of the individual child. At the same time standards of work in the basic skills have been carefully watched.

The stress laid on the necessity of associating the child's written expression with real situations, and thereby encouraging sincerity in all written work, has resulted in an increase of fluency and a general liking for the subject.

The issue in compact form of major new prescriptions and publication of new text-books have replaced uncertainty by definiteness. From trial and error during the war years ideas have begun to crystallize as to what is essential, and so we can say without any hesitation that standards in the basic subjects are rising.

In the core subjects we can report that teachers generally realizing the necessity for laying a sound foundation, are giving due importance to regular and systematic drills.

\* \* \* \* \*

The lively interests of the child are being harnessed to an increasing extent, and his delight in words is being wisely exploited for vocabulary enrichment along natural lines.

The new syllabus has had a fine influence in shifting the emphasis in written expression to the writing of clear, concise, practical English. There is honesty and sincerity in compositions that did not always exist when teachers were concerned too exclusively to encourage not merely imaginative writing, but colourful, even if insincere, expression. All forms of letter writing receive close attention.

\* \* \* \* \*

Teachers increasingly recognize reading to be a key subject because disability in it has very far-reaching effects, not only upon the progress of the child in school pursuits, but also upon behaviour.

The valuable work done in the three remedial reading clinics is increasingly appreciated by all services endeavouring to cope with backwardness. Progress made by children with specific disability in reading has been remarkable.

The school duplicator could be more generally used to make much poetry and prose available for study and appreciation. The special poetry number of the *School Journal* met a felt need.

\* \* \* \* \*

As the teachers of infants become assured that, for the development of the child's innate powers, the atmosphere of the school-room must become less formal, we find more and more reliance placed upon the value of experience and opportunity for experimentation and discovery.

Teachers generally are becoming more aware of the need to provide wide preparatory experiences before attempting to teach reading.

It should be said at once that the recent emphasis upon approach to Infant Number through the concrete is universally appreciated and practised; but some teachers have not yet an understanding of the need for logical progression in their work. Our experience tends to show that unless pupils by the age of eleven acquire a quick, accurate, automatic response in addition and subtraction facts and in "times" tables, as a general rule they are past the stage when they have any interest in learning these things.

\* \* \* \* \*

*Boys' and Girls' Agricultural Clubs.*—That the work of the boys' and girls' agricultural clubs continues to flourish is indicated by the creation of a new record for the number of completed projects in the 1947-48 season. Undiminished interest is displayed by farmers, committeemen, parents, and teachers.

\* \* \* \* \*

*Testing and Recording.*—What is expected now is a record of progress throughout the year. As much as possible should be found out about the child so that teaching can be adjusted accordingly and complete but confidential information should be handed on from class to class and school to school.

\* \* \* \* \*

*Visiting Teachers.*—On all sides we hear favourable and well merited comment upon the work being done by our visiting teachers.

\* \* \* \* \*

*Libraries.*—During the period a worthy advance has been made in providing more and better books. The chief sources have been (a) liberal grants made through the Department, and (b) funds raised locally and carrying subsidy. The schools are becoming library conscious, and great satisfaction with the improved stocks has been expressed by the teachers.

The placing of books in our schools creates a problem of suitable storage and display. In our larger schools we believe that nothing short of large and suitably-equipped library rooms will meet the need.

\* \* \* \* \*

*Social Studies.*—The memorization by rote and meaningless recitation of facts in history and geography, though met with on occasions, is disappearing from the school, and the emphasis is shifting to the awakening of curiosity, to the learning through experience, and to the development of understanding. This by no means implies that the factual aspect of social studies can be neglected, but rather insists that facts gained through vital experience have significance to the child, develop right attitudes and sound understanding, and provide growing points for further knowledge and deeper realization.

Much valuable work is being done along project lines, the most successful where there is full encouragement and adequate guidance on the part of the teacher. It should be realized that projects are not confined to book work. Projects of the activity type, often linked with the work in art and crafts—e.g., setting up in the sand-tray the farm with its fields and its animals, or the making of models to illustrate the development of transport—are exercises of paramount import in all classes, and particularly to the non-verbal type of pupil.

\* \* \* \* \*

*Health and Physical Education.*—The provision in some schools of some form of school meal or refreshment, often with primitive equipment and at great personal inconvenience to teachers and other helpers, is but one instance of a solicitude for the pupils' welfare. Parent-teacher associations have done valuable service in linking the work of the school and the Health Department with the home, which can do so much more than the school to ensure that favourable conditions exist for maximum physical development. Good health habits are practised, and every effort has been made to establish that sense of security and group well-being that is of vital importance to the child's educational development.

\* \* \* \* \*

*Music.*—Very creditable, happy festivals have been held. The interest engendered in music through them will do much to foster a love for music that will carry over into adult life.

In many schools, both country and city, the Department's radio lesson fills a real need. When the lesson is intelligently prepared for and followed the results are generally good. The training colleges and the schools in the main centres were privileged to have a visit from Miss Louie de Russette, an English teacher who has done much in percussion-band work.

\* \* \* \* \*

*Group Teaching and Class-room Recognition of Individual Differences in Capacity of Pupils.*—In co-operation with the Psychological Division of the Education Department, a full-scale experiment in stream or ability-attainment grouping was well begun in 1948 at Oxford District High School, where Standard I to Form II were reorganized into A, B, and C streams. This plan has been taken up enthusiastically by the headmaster and his standard class assistants, each of whom teaches a composite class of as nearly equal ability as relative attainments and numbers permit. This experiment is being persisted with very painstakingly, and a worthwhile result is anticipated.

*Parent-Teacher Bodies.*—The movement to form these bodies continues to grow, and is regarded as one of the important signs of educational progress in this district. Inspectors have attended meetings from time to time, and there is a good deal of evidence to show that through addresses on, and discussion of, common problems a very real sympathy and understanding have been built up between home and school.

\* \* \* \* \*

*Joint Committee.*—The Joint Committee (Dunedin), comprising representatives from the Training College, the Headmasters' Association, and the inspectorate under the chairmanship of the Principal of the Training College, continues to meet monthly. Standards of work in the basic subjects, the infant reading report, and Standard I arithmetic were the main topics this year. This bringing together of the three branches solely for the purpose of discussing current educational problems affecting the primary-school child has proved highly successful and has been most productive.

\* \* \* \* \*

*Buildings, Furniture, and Equipment.*—Increasing awareness of the importance of school buildings, furniture, and equipment has revealed itself in modifications of design and additions to equipment during recent years. It behoves all engaged in education to help to find a solution so that, on the one hand, floor space is available for activities such as project work, practical arithmetic, and dramatization, and, on the other, adequate surfaces are available for art and handwork. If our schools are less attractive than other public buildings as regards floors, mural decorations, and general facilities, the efforts being made by the Department, the Board, and many of our teachers encourage the hope that before long no child will be asked to work in conditions that are unhygienic or unattractive.

"Form follows function" has become the basic principle in planning. This involves constructive criticism by those who actually use the facilities provided so that there shall be no physical impediment to those who desire to introduce activity and groupwork into their daily programme.

\* \* \* \* \*

### EDUCATION OF HANDICAPPED CHILDREN

The existing services for the education of handicapped children, in special classes, schools for the deaf, occupational centres, and speech clinics have been maintained. To allow for an extension of these services in the education of the deaf, and in speech remedial work, more specialist teachers are being trained. A beginning has been made in providing special education for myopic children by the establishment of two sight-saving classes, and the class-rooms are being fitted with the special equipment and lighting necessary for the protection of the limited vision of these young people. It is proposed to extend this service when surveys have been made by the Medical Officers of Health in the various districts. Classes for spastic cases and hard of hearing pupils are also under consideration.

### INTERMEDIATE SCHOOLS

One large intermediate school (at Lower Hutt) was opened during the year, and plans are well advanced for several new intermediate schools in various centres. The raising of the school-leaving age has inevitably led to expansion at the top of some of the older intermediate schools to accommodate pupils who will not continue their schooling after the age of fifteen. The provision of a curriculum suited to the needs of these pupils has led to some interesting modifications of the usual syllabus.

### PHYSICAL EDUCATION

Teachers are showing greater interest in the aims of physical education, and in many schools excellent work is being done. Appropriate costume is still needed in some schools. Equipment issued by the Department included small balls and ropes to all schools, and mats to sole-charge and two-teacher schools. Now that equipment is more readily available it is hoped that all schools will be fully supplied by the end of 1950. Special emphasis was given to the Learn-to-Swim Campaign in February. Teachers and training-college students gave instruction to children in schools throughout the Dominion.



## ART AND CRAFTS

During the year the work of the art and craft specialists was extended to Tauranga, Motueka, and Temuka. In the centres opened previously the specialist instruction was consolidated and has resulted in some interesting work from the pupils. Exhibitions of children's art and craft work were held in city and country centres, and in a number of cases the specialists have played an important role in the cultural activities of their communities. In January a successful refresher course for both primary and post-primary specialists was held at Feilding, and, arising from the requests of post-primary specialists, a start has been made in extending the primary scheme into the post-primary schools.

## CORRESPONDENCE SCHOOL

The Correspondence School continues to fulfil its important functions in serving the isolated and otherwise handicapped children throughout the country. In 1948 enrolments were well maintained, the peak roll being over five thousand. During the year teams of visiting teachers (five or six each term) have travelled in different districts, making personal contacts, helping pupils, and advising their parents. For the first time official cars were made available in Auckland and Wellington for visiting purposes, making it possible for Correspondence School teachers to call more frequently on handicapped pupils. The appointment of permanent visiting teachers, recently authorized, will permit the extension of this service.

During October the Headmaster attended the Second International Conference on Correspondence Education at Lincoln, Nebraska, U.S.A. An invitation from the New Zealand Government to hold the Third International Conference in Christchurch, New Zealand, in April, 1950, was accepted, and Dr. Butchers, as President-elect, has been authorized to proceed with the organization.

## TEMPERANCE

Temperance, as part of health education, is being treated in its widest aspect--that is, as the avoidance of over-indulgence in any activities of life. That parent-teacher associations have included talks on this aspect at their regular meetings is encouraging, as in all phases of health education the co-operation of the home is essential. Specific teachings on the effects of alcohol is being carried out in senior classes, where the emphasis is on simple facts that do not lend themselves to mis-interpretation. I am grateful to the school medical officers who are co-operating by giving talks to pupils on temperance in the widest sense.

## POLIOMYELITIS EMERGENCY

On the closing of the schools for varying periods early in 1948, on account of the spread of poliomyelitis, the Department quickly launched a scheme for alternative education for primary pupils by correspondence. Assignments used by the Correspondence School were adapted for general use, printed, and despatched. The success of this national scheme of correspondence education depended almost wholly on the fine spirit of co-operation shown by Education Boards, teachers, the Government Printer, and the postal and railway authorities, and last, but not least, the parents. I believe it will be true to say that many parents, through having to supervise work done at home, gained a valuable insight into the work of a modern primary school. In all districts Inspectors met groups of teachers while the schools were closed and discussed with them phases of school work.

## GRADING OF TEACHERS

The Education (Grading of Public-school Teachers) Regulations were gazetted on 29th April, 1948. The aim of the new grading scheme, to put all teachers in their correct relative position on the grading register, can be achieved only if the scheme operates without essential changes for a relatively long period.

## THE INSPECTORATE

In January, 1948, Mr. C. Robertson was appointed Senior Inspector, Head Office, a position which he had capably held in a relieving capacity. Mr. T. Wilson, Staff Inspector, Christchurch, was appointed in March to the important post of Principal of the newly-established training college at Ardmore. In April Mr. W. Parsonage, who held the position of Officer for Islands Education, was promoted to Senior Inspector of Maori Schools. New appointees to the inspectorate during the year were Messrs. J. L. Ewing, A. H. Forbes, and D. G. McIvor.

I have, &c.,

D. G. BALL,

Chief Inspector of Primary Schools.

The Acting Director of Education, Wellington C. 1.

REPORT OF THE CHIEF INSPECTOR OF POST-PRIMARY SCHOOLS  
(MR. G. V. WILD) FOR THE YEAR 1948

SIR,—

I have the honour to present my report for the year 1948.

The year may be briefly described as a period of consolidation following the great changes in curriculum and in school population referred to in recent reports, a period of development and reconstruction in the constitution and location of the inspectorate, and a period of preparation for the expansion of the post-primary population which is shortly expected.

The establishment of a branch of the Department in Auckland early in 1948 was preceded by the transfer of several post-primary Inspectors to Auckland. This team was subsequently built up to full strength, though some of its members continue to have inspection duties outside the Auckland district.

Refresher courses have been continued to the great profit of the service. The courses for post-primary teachers have been well attended. A development of great interest and importance was the holding of refresher courses for part-time teachers of motor engineering, one in each Island. These part-time teachers are tradesmen who undertake the training of motor apprentices in technical evening classes. They have had no training as teachers, so the refresher courses were of great value. The response to the establishment of the courses was most gratifying, and the helpful co-operation of the men and their employers is much appreciated.

Legislation passed during 1948 resulted in the establishment of a New Zealand Trades Certification Board, of which the first Chairman is Mr. E. Caradus, formerly Chief Inspector of Post-primary Schools.

The rolls of post-primary schools have shown little change since 1945, and considerable increases are not anticipated before 1952, though local variations are to be expected. The following table shows the total post-primary population in recent years, and the anticipated enrolments in future years. Figures for past years are as at 1st March.

The figures for future years presume that the length of stay at school will remain as at present, and that the percentage coming on from primary schools will remain constant. The total population, Maori and pakeha, is included in these figures :—

1945	..	..	56,034	1950	..	..	57,700
1946	..	..	57,035	1951	..	..	59,000
1947	..	..	58,465	1952	..	..	60,500
1948	..	..	57,515	1955	..	..	70,000
1949	..	..	56,600	1960	..	..	84,000

These figures emphasize the very great building programme required for the needs of post-primary schools.

Other matters of interest are discussed in the paragraphs below.

### THE POST-PRIMARY SCHOOL

Like other growing and developing organizations, the New Zealand post-primary school has been shaped by heredity and modified by environment. The earlier schools were strongly academic in character, as was to be expected of schools which had as their model, if not as their parent, the English public school, and which were designed to prepare pupils for a University education. The technical high schools were a later development, first as short-course day schools for young people soon to go into industry, later also for pupils preparing for the University but anxious to associate the pre-University studies with more practical aspects of their future calling. These schools made an immediate appeal to the average boy or girl who delights in the concrete rather than in the abstract. It was, however, clearly impossible to justify both types of schools in country districts and small towns. The country technical high school, therefore, provided a full academic course, with some art and handwork, as well as one or more pre-vocational courses. The older country secondary school first added manual training (woodwork and cookery), and then adopted and developed technical courses backed by extensive workshops and equipment. It is therefore true to say to-day that there is little difference in many cases between schools established as secondary schools and schools established as technical schools, but as the schools have travelled along different roads to this point, the resemblances are occasionally superficial and the differences deep-seated and more elusive. There can be no doubt, however, that all post-primary schools that are called upon to serve the needs of all pupils in their community will become indistinguishable except for those desirable modifications which the particular needs of the district or the personal views of a headmaster will call into being. New Zealand will then have developed and perfected a type of multi-purpose school which has been an object of interest and occasionally of admiration to visitors from Britain.

The position in the cities of New Zealand is, however, somewhat different. Here the technical school has accepted the responsibility for providing part-time technical education, mainly in evening classes hitherto, and the secondary school has concentrated on studies leading to the public examinations, more particularly University Entrance and University Entrance Scholarship. Further duties are now being undertaken by the city technical schools (and by many all-purpose schools in other centres) in the daylight training of apprentices and the full-time day training of students for certain professional examinations. Some of these developments are referred to elsewhere in this report. It is perhaps idle to speculate on the future work and status of the city technical schools, for aspirations may well be negated by extreme pressure on all available buildings; but it is certain that, however much rural post-primary schools may move towards one another, city technical schools and city secondary schools are likely to diverge.

The differences between our solution of the problem of the education of the adolescent and that adopted in England are not always understood. The impact of environmental conditions on the developing system in England has produced three

types of State secondary schools—grammar, technical, and modern—sharply separated according to the intellectual capacities of the pupils. The important system of non-State schools has also to be considered. Again, post-primary education in England begins at Form I, and there is a highly competitive and selective examination for all pupils in the class corresponding to our Standard 4. Educational opinion is by no means unanimous in favour of this tripartite system, however, and there are powerful arguments in favour of multilateral, comprehensive, or omnibus schools.

The picture of post-primary education in New Zealand would not be complete without reference to the district high schools. These are primary schools with a secondary department under one headmaster. The secondary department varies in size from about a dozen pupils to 250 or more, and the schools therefore vary extremely in their organization and scope. They provide educational opportunities for young people in the villages and rural districts. They are necessarily multi-purpose, but cannot be equipped to provide the technical courses found in the cities. Even the agricultural course, which should perhaps flourish in district high schools, has not made the progress originally expected. Nevertheless, these schools have done excellent work in conditions that have often been difficult and never luxurious. Their further improvement depends on the provision of better equipment and a more varied staff.

#### THE INSPECTORATE

During 1948 Mr. E. Caradus, O.B.E., retired on superannuation from the position of Chief Inspector of Post-primary Schools. Mr. Caradus had a varied and distinguished career, first as an industrial chemist, then as a teacher, and later as Inspector and administrator. Prior to the second world war he became interested in the education of Air Force personnel, to which he devoted much attention while still carrying out his duties as an Inspector of Secondary Schools. After the outbreak of war he became more deeply involved in the training of pilots and navigators and in the pre-entry training of Air Force recruits, and he finally joined the Air Force as Director of Educational Services with the rank of Wing Commander. In this capacity he controlled a large staff and built up a system of training that received high commendation. For his services Mr. Caradus was made an Officer of the Military Division of the Order of the British Empire. He returned to his duties as Chief Inspector of Secondary Schools at the end of the war, and later became Chief Inspector of Post-primary Schools, thus bringing permanently under one control the work in both secondary and technical schools.

The most important change affecting the inspectorate in 1948 was the establishment of a branch of the Department in Auckland, and the transfer there of some Inspectors with duties confined to the Auckland Education District. This first year has been a difficult one. The transfer was not effective until April. The team of Inspectors was at no time at full strength (though it received some assistance from headquarters), and half the year was spent in temporary quarters remote from the administrative staff. Mr. Ensor was appointed Senior Inspector of Post-primary Schools in Auckland. Several Inspectors stationed in Wellington were transferred to Auckland, and others were appointed in the course of the year.

The establishment of the Auckland branch has undoubtedly resulted in a lessening of the pressure of work in the Head Office, and has produced at the same time closer contact between the Department and the schools. For the time being it is certain that the total volume of work is much greater, but, when the Auckland office is well established, the most important result should be the closer contact between the school and the Inspectors. One most useful contact established in 1948 was with the Post-primary Committee of the Auckland Education Board, which controls directly seven post-primary schools. A post-primary Inspector attends the meetings of this committee.

The whole team of Inspectors has worked very hard and willingly throughout the whole of the year. Their duties frequently take them away from their headquarters, and travelling has become a labour involving early preparation of detailed plans. In

the office between trips and in school holidays they have many duties thrust upon them, and have as well to keep up to date in their subjects and maintain close contact with many schools and teachers. The service is fortunate in having a group of conscientious and alert Inspectors, and I am personally deeply grateful to them for their forbearance and co-operation.

#### SCHOOLS AND SCHOOL ROLLS

No new post-primary schools were established during 1948, and only one new secondary department (Mangakino). There was one addition to the list of registered post-primary schools (Hato Paora).

The following table gives the numbers enrolled on 1st March for the past five years in the various types of schools. The numbers of schools in each year are shown in brackets :—

#### *Rolls of Post-primary Schools, 1st March,*

	1944.	1945.	1946.	1947.	1948.
Secondary schools ..	18,573 (39)	20,042 (39)	20,225 (40)	20,242 (40)	19,972 (40)
Technical schools ..	12,530 (21)	14,295 (23)	14,943 (25)	15,862 (28)	15,096 (28)
Combined schools ..	3,639 (7)	3,843 (7)	3,839 (7)	3,869 (7)	3,828 (7)
Secondary departments of district high schools ..	7,356 (101)	8,708 (104)	8,375 (103)	8,329 (107)	8,642 (108)
Registered private post-primary schools (including two endowed schools) ..	7,978 (67)	9,146 (75)	9,623 (80)	10,133 (82)	9,977 (83)
Totals ..	50,076	56,034	57,035	58,465	57,515

As stated earlier, the distinctions between secondary and technical schools are now often not of sufficient importance to make this classification significant. It differentiates rather between the methods of establishment than between curricula. Some other method of classification will no doubt later prove desirable and feasible.

#### SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS

One new department, at Mangakino, was opened in 1948, bringing the total number to 108. Of these, 5 had rolls in excess of 200, and 11 others in excess of 150.

These departments are now visited annually by the Inspectors of Post-primary Schools; in addition, very many of them were specially visited in the first month in order to assist the teachers with the organization of their work for the year. Discussions were also held on the teaching of the main subjects of the curriculum.

The teachers in many secondary departments have helped to solve the problems caused by the introduction of the new prescriptions by—

- (i) Simplifying the courses offered to their pupils.
- (ii) Encouraging pupils who have passed the School Certificate Examination to take advantage of Secondary School Bursaries.

The extra equipment purchased from the special grants for social studies, music, libraries, and physical education is being well used and is proving of great value.

Although staffing has on the whole been more stable, many schools are experiencing difficulty in obtaining qualified permanent teachers. With the coming into force of the Country Service Regulation on 1st February, 1949, the position should improve considerably.

#### CURRICULUM AND STANDARDS

There has been no change in the curriculum during 1948. All pupils take the common core of studies, and a group of optional subjects, so that it is possible for any pupil to sit the School Certificate Examination if he remains at school for not less than three years.

The schools are, however, faced with the task of devising suitable work for the short-course pupils, who have enrolled in much greater numbers since the school-leaving age was raised. For the majority of these pupils the School Certificate Examination will be of little interest—they will not stay long enough at school to enter for it. The problem is, therefore, to improve their standards in basic subjects, to fit them as fully as possible for the parts they will play in the world, and to create an interest in further educational activities. The subjects of the common core are the key to these problems, and it is to the content of these subjects and the teaching methods required that most thought must be given. A great deal of progress has been made, particularly in the teaching of general science, physical education, art and music, but further experimental work is needed in the teaching of English, elementary mathematics, and social studies, particularly because of the extreme variation in ability among those coming on to post-primary schools. We have had and have valued greatly the advice of our colleagues in the primary service in these matters.

Complaints are occasionally made of the lower standard of attainment apparent in pupils leaving our schools. Critics do not always recognize that many pupils now enter post-primary school who only a few years ago would have gone straight to work. It is reasonable to assume that the natural intellectual ability of these pupils is, in many cases, comparatively low. Many of them are incapable of reaching a high standard in fundamental subjects, but there can be no doubt that they gain in confidence and in initiative by their stay at post-primary school. The standard of the average or better pupil is high, and he is in the fullest sense better educated than his predecessor of a generation ago, for the standard of education is, in the long run, fixed by the standard of the teacher, and the community has every reason to be pleased with the calibre and the devotion of members of the teaching profession. In the upper school, the standard in individual subjects is higher than it used to be. That is due to a number of related causes, chiefly concerned with curriculum and syllabus changes. A high standard in a limited range of subjects may, however, be obtained at the expense of a broader and more liberal education, and the work in the upper school is therefore constantly under critical review.

#### THE SCHOOL CERTIFICATE EXAMINATION

This examination was introduced to provide a certificate of attainment for pupils who are not proceeding to the University, and thus to remove from the University Entrance Examination itself large numbers of candidates whom it did not concern.

What we have to look for, therefore, in gauging the success of this change is a considerable reduction in the numbers qualifying for University Entrance. There might well have been also a reduction in the numbers taking School Certificate, for a complete pass in that examination is not essential to those going on to the University Entrance, even by examination. The figures given below do show a substantial drop in University Entrance candidates. There is also, however, a very large increase in the numbers entering for School Certificate, so that it would appear that the change has been effective in both directions.

The tables immediately following give the numbers entering for School Certificate and (by courtesy of the University of New Zealand) the numbers entering for University Entrance in each second year since 1940:—

Year.				Number Entering For	
				School Certificate.	University Entrance.
1940	..	..	..	5,028	5,191
1942	..	..	..	4,942	4,947
1944	..	..	..	6,052	543*
1946	..	..	..	8,300	3,257
1948	..	..	..	8,592	3,711

\* Candidates under old regulations entered for the School Certificate Examination.

In last year's report the School Certificate subjects were grouped in eight sections, and the number of candidates in each subject was given. This arrangement is again followed, and the numbers of candidates in 1947 and 1948 are both given:—

		1947.	1948.
<i>A. Subjects Closely Associated With Core Syllabus—</i>			
English .. .. .		8,447	8,369
History .. .. .		5,362	4,721
Geography .. .. .		4,767	4,769
Mathematics .. .. .		4,035	3,920
General science .. .. .		1,774	1,747
<i>B. Fine Arts Subjects—</i>			
Drawing and design .. .. .		1,081	982
Music .. .. .		175	197
Embroidery .. .. .		23	49
<i>C. Science Subjects—</i>			
Applied mechanics .. .. .		241	255
Biology .. .. .		1,305	1,579
Chemistry .. .. .		2,887	2,737
Electricity and magnetism .. .. .		615	621
Heat, light, and sound .. .. .		150	132
Physiology and hygiene .. .. .		305	360
<i>D. Agricultural Subjects—</i>			
General agriculture .. .. .		370	307
Animal husbandry .. .. .		90	117
Dairying .. .. .		150	147
Horticulture .. .. .		60	90
<i>E. Trades and Industrial Subjects—</i>			
Engineering-shop work .. .. .		222	249
Heat engines .. .. .		35	38
Technical drawing .. .. .		458	491
Technical electricity .. .. .		130	140
Woodwork .. .. .		187	212
<i>F. Home-course Subjects—</i>			
Homecraft .. .. .		453	448
Clothing .. .. .		599	605
<i>G. Commercial Subjects—</i>			
Commercial practice .. .. .		632	808
Book-keeping .. .. .		1,211	1,166
Shorthand and typewriting .. .. .		351	368
<i>H. Foreign Languages—</i>			
French .. .. .		2,904	2,763
German .. .. .		32	29
Greek .. .. .		1	1
Latin .. .. .		1,002	1,004
Maori .. .. .		88	117

In all there were 8,592 candidates in 1948 and 8,706 in 1947. It will be seen that there is little change in many subjects, but where there is an upward tendency it is found in the newer subjects.

The fact that 360 candidates offered physiology and hygiene shows that there is a definite desire to retain such a subject in the list of options for examination. With a revised prescription, it becomes human biology from 1949.

Although the number of pupils taking languages for School Certificate has shown little change since last year it is considered that the general position of foreign language teaching has improved. The number of pupils taking French in junior forms has increased,

and some district high schools which had dropped the subject are now restoring it as a curriculum subject for academic pupils or utilizing the Correspondence School course where there are too few pupils to form a class. More schools have taken up the teaching of German, mainly at the Sixth Form level. Latin appears to have reached a stable position. The development of the secondary departments of Maori district high schools is reflected in the noticeable increase in the number of School Certificate candidates offering Maori.

#### POLIOMYELITIS EPIDEMIC

The epidemic which began in 1947 carried over into 1948, and the reopening of schools was delayed until 1st March. The experience gained with assignment work by correspondence in 1947 was immediately used in 1948. Except in the Auckland Province, and in one or two other isolated cases, schools reopened early in March; in Auckland schools remained closed for varying periods, in most cases for the greater part of the first term. There were a few cases of the closing of schools in each month until October. Correspondence work was strongly developed when the pupil proved thoroughly keen.

The epidemic had its effect on the rolls of schools. A number of pupils who had secured temporary employment during the vacation were encouraged by the late opening of schools to remain in employment rather than work by correspondence, and many severed their connection with school completely. Schools were permitted to staff on the figures for 1947, and thus to retain their existing staff.

Consideration was also given to the effect on pupils sitting for examinations in 1948. After discussion with representatives of the University of New Zealand, a concession was agreed on which was applied to both School Certificate and University Entrance candidates. The concession took into account the varied lengths of time during which schools were closed. The effect on the School Certificate Examination was as follows:—

Number of candidates	..	..	..	..	8,592
Number of passes without adjustment	..	..	..	..	4,778
Number of additional passes on account of poliomyelitis concession	..	..	..	..	317

The arrangements made appear to have given satisfaction.

#### ACCREDITING FOR UNIVERSITY ENTRANCE

Accrediting proceeded smoothly in 1948. There were many comments on the working of the scheme, as is perhaps inevitable when it remains open to question and decision whether a school should be admitted to the list of accrediting schools or left out. For the most part those schools that have been so admitted are content to exercise the responsibilities and privileges while gaining experience of the operation of accrediting. Schools not yet admitted, however, may resolve with equal and opposite force either that all schools of their type should have the right to accredit or that the system should be abolished. It has therefore been observed with interest that the Senate of the University of New Zealand has decided to set up a committee to investigate the whole accrediting system.

Some statistical information concerning the University Entrance Examination for the years 1947 and 1948 is given below:—

Year.		Total Number of Candidates.	Number Accredited.	Number Passed Examination.	Percentage Accredited.
1947	.. ..	3,500	1,844	491	52.7
1948	.. ..	3,711	1,872	626	50.4



The percentage accredited has dropped steadily since 1945 (55·5 per cent.), but this appears to be due to an increase in the number sitting for the examination, and not to a decrease in the number accredited.

#### SUPPLY AND TRAINING OF TEACHERS

Recruitment of teachers for the post-primary schools has not hitherto been well organized. The majority of teachers probably entered the service after a University training with or without a period at a teachers' training college. More recently large numbers have been recruited from the primary branch of the service. Many others required for the practical courses in the post-primary schools have been recruited direct from trade, industry, or commerce. It is clear that this method of recruitment is not entirely satisfactory, and the aim must be kept in view of developing training courses for all types of teachers, including part-time teachers.

A beginning was made several years ago by recruiting graduates and giving them a one-year training-college course. Since 1944 these Division "C" students, as they are called, have been concentrated in the Auckland Training College. The following table shows the numbers enrolled each year according to the University college from which they graduated :—

Year.	Auckland.	Victoria.	Canterbury.	Otago.	Total.
1944 ..	19	11	7	7	44
1945 ..	20	7	7	3	37
1946 ..	31	10	9	4	54
1947 ..	19	9	9	8	45
1948 ..	35	6	9	11	61
1949 ..	21	16	23	17	77

The 77 students enrolled in 1949 include 38 men and 39 women, and the following faculties are represented :—

	M.	W.
Arts .. .. .	21	35
Science .. .. .	13	2
Home science .. .. .	..	2
Agriculture .. .. .	2	..
Music .. .. .	1	..
Fine arts .. .. .	1	..

The increasing numbers entering this training course and the satisfactory spread through the four districts of New Zealand hold out some hope for an improvement in the supply of teachers. There has also been a marked and very pleasing change in the proportion of these students qualified in science, as the following figures show :—

#### *Analysis of Division "C" Students According to Degree Held*

Year.	Arts.	Science.	Agriculture.	Music.	Commercial.	Fine Arts.	Total.
1944 ..	42	1	..	1	..	..	44
1945 ..	31	6	..	..	..	..	37
1946 ..	46	6	..	..	2	..	54
1947 ..	36	9	..	..	..	..	45
1948 ..	42	15	1	1	2	..	61
1949 ..	56	17	2	1	..	1	77

It is evident from these figures that four and five years ago most of the students came from Auckland, and the arts faculty provided almost all of them. There is now a much better geographical distribution of students, and faculties other than arts are securing representation.

A detailed investigation of the destinations of the graduates after their year at Auckland Training College discloses the fact that Auckland, which has provided most of the students, secures most of them as teachers. Unless the better spread of recruitment evident in 1949 can be made permanent, some thought may have to be given to the development of a similar graduate course in the South Island.

#### POST-PRIMARY TEACHERS' BURSARIES

In order to encourage an improved supply of graduate teachers Post-primary Teachers' Bursaries were instituted in 1947. The response from the schools and from students at the University was very gratifying. The following table gives the number of Bursaries awarded in the last two years :—

Status of Student at Time of Selection.	1947.	1948.
Still at school .. ..	25	29
First University year ..	15	8
Second University year ..	17	2
Third University year ..	8	11
Total .. ..	65	50

An analysis of the bursars according to the course they are following is also of interest, as it is most desirable that this training scheme should be used at least in part to meet the needs of the schools. This information is given in the table below :

Main Subjects Taken or Course Followed.	1948.	1949.
Languages, including English ..	18	19
History and/or geography ..	16	9
Mathematics and/or science ..	23	16
Home science .. ..	2	1
Music .. ..	1	2
Agriculture .. ..	4	1
Art .. ..	1	..
Commerce .. ..	..	2
Total .. ..	65	50

The number of applications received in 1948 for the bursaries was 264. These were carefully analyzed, and a selection of 160 applicants was made for interview. The selection committee spent three weeks in a tour of New Zealand and interviewed candidates in fourteen towns. An interesting feature of the awards made to applicants from schools was the wide spread of schools represented. Successful applicants included pupils from district high schools, and others, who had gone from district high schools to accrediting schools with secondary-school bursaries in the Sixth Form.

In awarding the bursaries the Department retains the right to suggest the course which the student is to follow, so that useful teaching subjects are taken, and an attempt is made to secure applicants for the various faculties in proportion to the known needs. The bursars will complete their training with a year at the Teachers' Training College in Auckland, and will then be required to teach for a period in proportion to the number of years the bursary was held.

#### BURSARIES FOR PHYSICAL EDUCATION

As there is a great need of a number of highly-qualified specialists in physical education for work in post-primary schools, bursaries have been offered to a number of suitable applicants.

Twenty-one bursaries were awarded towards the end of 1948 for entry to the University of Otago School of Physical Education. Fourteen awards went to women and seven to men. Four of the successful applicants were already students of the course, so that the new intake of bursars is 17. There were therefore thirteen other places available at the school. The bursaries are similar to the Post-primary Teachers' Bursaries, and are tenable for three years. On the completion of their diploma course bursars may be required to undertake a course of training for a year at a teachers' training college.

#### TRAINING AND SUPPLY OF HOME SCIENCE AND HOMECRAFT TEACHERS

There are two systems of training home-science and homecraft teachers—

(1) Teachers of home science are trained at the University of Otago, which offers two courses—

- (a) *Diploma of Home Science*: This is a three-year course, which can be taken as a specialized course leading to teaching, institutional management, or home-making.
- (b) *Degree in Home Science*: This is a four-year course, with specialization in scientific subjects, leading in the fifth year to the degree of M.H.Sc.

The following figures show the numbers from these two courses taking up teaching:

Year.	Total Number of Home-science Students.	Final-year Students.	Number of Final-year Students Taking Teaching Course.
1944 .. ..	189	54	28
1945 .. ..	178	38	31
1946 .. ..	186	53	38
1947 .. ..	157	92	39
1948 .. ..	144	49	28

(2) Homecraft teachers are trained for the first year of their course at the Dunedin Training College, where they receive some instruction in homecraft subjects as well as in teaching methods and psychology. During the second year they go either to Seddon Memorial Technical College, Auckland, or to the Christchurch Technical College. In these schools they receive further instruction in homecraft subjects and are prepared for the Homecraft Teachers' Certificate Examination, which is usually completed by the end of this year.

During the third year the students are drafted to approved schools as probationary assistants. This year is spent in observing and assisting, and at the end of it the student is awarded a Homecraft Teacher's Certificate, and is eligible to apply for teaching positions in manual training centres or in post-primary schools.

The number of teachers entering the profession from this source is shown in the following table:—

	Number of Students.	Number Still Teaching.
1943 .. .. .	24	14
1944 .. .. .	17	11
1945 .. .. .	20	17
1946 .. .. .	20	16
1947 .. .. .	35	33*
1948 .. .. .	36	36*
Six years ..	152	127

\* In training.

From both sources an average of 51 teachers have been trained each year for home science and homecraft work, but many more could be absorbed into the teaching service.

#### TRAINING OF WOODWORK AND METALCRAFT TEACHERS

The Practical Teacher Training Course, initiated by the Department in Auckland at the beginning of 1946 to meet an increasing demand for trained woodwork and metalwork teachers, has now been in operation for three years. During this time 55 woodworkers and 18 metalworkers have completed the course, and in 1948 a further 18 woodworkers were selected from a total of 55 applicants for the 1949 course.

The increasing demand for woodwork instructors has been brought about by an increase in the roll, the development of woodwork in the district high schools, and the broadening of the curriculum in the post-primary schools.

The trainees, the majority of whom are ex-servicemen, are men who have completed apprenticeships and have had further trade experience as journeymen. There is no doubt that the training received enables them to carry out their duties efficiently and to take their proper place in the normal life of the school.

The following table shows the number of trainees for the last four years:—

	Woodworkers.	Metalworkers.	Total.
1946 .. .. .	15	5	20
1947 .. .. .	16	9	25
1948 .. .. .	24	4	28
1949 .. .. .	18	..	18

#### TRAINING COURSES FOR COMMERCIAL TEACHERS

Boards have for some years experienced difficulty in filling positions for teachers of shorthand, typewriting, book-keeping, and commercial practice, and appointments in most cases have had to be made either from those who have had several years of office experience, but no training as teachers, or from those who have been trained as teachers and have studied one or more commercial subjects in their spare time, but have no practical knowledge of business conditions and organization.

To overcome this difficulty, and to assist in increasing the general supply of teachers, a training course was established at the Wellington Technical College in February, 1948, for the purpose of training as teachers of commercial subjects adult students who had already had a number of years of business experience, and who held qualifications in accountancy or in shorthand and typing. Of 88 applicants, 22 were selected. Eight withdrew, so that finally 14 students, 3 men and 11 women, completed the year's training.

Though largely experimental, the course was highly successful. Developed by the Director of the Wellington Technical College, and supervised by the head of the commercial department, it gave training in commercial subjects, and also in English, education, and general teaching methods. All State post-primary schools in Wellington co-operated in providing opportunities for observation and practice in teaching.

The course will be continued in 1949.

#### REFRESHER COURSES FOR POST-PRIMARY TEACHERS

Refresher courses are now well established annual events. In January, 1949, the following courses of interest to post-primary teachers were held :-

Woodwork	..	..	} Avondale College.
Engineering	..	..	
Engineering	..	..	King Edward Technical College.
Part-time motor engineering			Seddon Memorial Technical College.
Part-time motor engineering			King Edward Technical College.
Teacher-Librarians	..	..	} Wellington. Dunedin.
Astronomy	..	..	
			Carter Observatory, Wellington.

In addition, the following courses (postponed from January, 1948, because of the poliomyelitis epidemic) were held in the North Island :-

Arts and crafts	..	..	Feilding.
Geography	..	..	New Plymouth.
Commercial	..	..	New Plymouth.

As in the past, arrangements were in the hands of the Teachers' Refresher Course Committee. All the courses were well attended. Teachers showed great interest in the meetings and expressed their satisfaction at the benefits accruing from them.

Early in 1948 a series of one-day refresher courses was arranged for engineering instructors at Auckland, Hamilton, Hawera, Masterton, Petone, Christchurch, and Dunedin. In the northern area particularly, and in Christchurch, the courses were a great success. At Dunedin, owing to the fact that the schools opened suddenly, it was not possible to bring in all the instructors.

Two refresher courses for part-time instructors in motor engineering were also held in January, 1949, one at Dunedin and the other at Auckland. These conferences were so successful that similar courses are being considered for other centres during 1949. As January is not a convenient time for the men concerned it is hoped that future courses may be held during the winter months, when work in the trade is slack.

It will be clear from this account of several training schemes that progress has been made in recent years towards organizing the training of post-primary teachers; what may still be done will no doubt be discussed by the Consultative Committee on the Training of Teachers, recently appointed to inquire into "the provision made for the recruitment, education, and training of teachers in New Zealand." Such a comprehensive survey will gather together valuable information concerning the training of teachers. At the same time the findings of the Committee and its general recommendations may be able to indicate how best to increase the supply, which at present falls far short of the demand for trained teachers. For some time to come increasing rolls will tend to increase our difficulties. The needs for woodwork and metalwork have probably been anticipated with success, but in all branches of science and in engineering both an insufficiency of graduates and the demands by other Government Departments and by industry make the shortage acute. In the next decade a great increase in the numbers of teachers will be necessary if that very desirable objective of a complete and fully qualified staff for every school is to be achieved.

## SCIENCE IN POST-PRIMARY SCHOOLS

Prior to the publication of the Consultative Committee's report and the Education (Post-primary Instruction) Regulations 1945 the type of science instruction given in post-primary schools had been stable for at least twenty years. General experimental science, chemistry, and one or more branches of physics were most widely taught in boys' schools; home science, general experimental science, and botany or physiology and hygiene were most widely taught in girls' schools. In mixed secondary schools various combinations were taught, but chemistry usually featured prominently. In district high schools chemistry and agriculture or home science were the most popular. All pupils usually took a science for at least two years. In technical schools the sciences were more directly related to the courses followed, so mechanics and electricity were favoured in engineering courses with home science in the girls' home courses.

As a result of the 1945 regulations general science was introduced into the curriculum of all post-primary schools as a core subject. In the first year of any post-primary course the regulations require that at least 3.5 units should be devoted to general science and elementary mathematics, and any candidate entering for the School Certificate Examination must complete a course in these two subjects involving at least 8 units.

This was a major change, for it shifted the emphasis in science teaching from the class-room and laboratory to the pupils' environment for at least the first two years at post-primary school. Laboratory work is still very important, but with the appearance in the schools of such things as aquaria, terraria, and insect boxes, and the development of field-work as part of the school programme, general science is more closely related to the pupils' immediate interests than the rather academic science, often divorced from experience, that had previously been taught.

It was a major change for teachers also. Many had been brought up on traditional chemistry and physics, and now found themselves only partially equipped to teach the new work. Generally speaking, teachers welcomed the change and were not slow in preparing themselves for the new syllabus and the new approach to elementary general science teaching, and few who have tried to comply with the spirit as well as the letter of the regulations remain unconvinced that biology properly taught can be both instructive and interesting, that all pupils should have an elementary knowledge of the principles of nutrition, and that the chemistry and physics of the home and its environment can provide the background for good science teaching.

Prescriptions for the School Certificate Examination include the following sciences: biology; chemistry; electricity and magnetism; general science; heat, light, and sound; and technical electricity. As a result of requests made by the teachers themselves human biology has been added to this list in the place of physiology and hygiene, and the first examination on the new prescription for this subject will be held in 1949. In most schools where a science is taught to School Certificate standard the aim is to concentrate on elementary general science in the first two years, enabling a full allocation of time to be given to the chosen School Certificate option in the Fifth Forms. In general, the science option chosen is the one having the greatest bearing on future occupations, but the smaller schools are not able to provide the wide range of sciences that can be developed in our larger post-primary schools. The outstanding feature of the science for School Certificate over the last three years has been the greater increase in the numbers presenting general science and biology compared with the numbers presenting other science subjects. Chemistry still remains the most popular, but chemistry and heat, light, and sound are the only two science subjects showing a decrease in the number of entries in 1948 as compared with 1947.

In the Sixth Forms home science has disappeared, as it, with agriculture, is no longer included in the University Entrance and scholarship prescriptions. Zoology is securing increased attention at this higher stage, though zoology and botany are still mutually exclusive subjects for the Entrance Scholarship Examination. A new subject, physics,

has appeared for University Entrance, and it will shortly be possible to carry on with biology to this stage. Changes have also taken place in the prescriptions of the longer-established University Scholarship subjects, chemistry and electricity and magnetism. Both show developments corresponding with the progress of knowledge in these subjects, and teachers who have not attended University recently find that they have to do a great deal of reading if they are to remain efficient.

The introduction of general science into the curriculum has increased the need for equipment and apparatus necessary for teaching all aspects of the subject, particularly biology and the various branches of physics. These needs have so far as possible been met by the provision of special grants for equipment. Much material has also been distributed free to the schools, material that has been purchased by the Department through the War Assets Realization Board. When School Boards or science teachers have wanted information on laboratory design, the plans and specifications drawn up by a special committee of science teachers, and approved by the Department, have been available. Some of the post-primary bulletins issued by the School Publications Branch of the Department have been designed specifically for use in science teaching. These include the "Living Environment" series and a number of issues dealing with scientific institutions in New Zealand.

#### COMMERCIAL EDUCATION

Since 1945 when, by the Education (Post-primary Instruction) Regulations, commercial practice was added to the three long-established subjects book-keeping, shorthand, and typewriting, there has been developed in many post-primary schools a more clearly-defined commercial course than was commonly found previously. At the same time the requirement of a compulsory core of studies has prevented such a course from becoming too narrowly vocational. Prior to 1945 commercial courses were largely restricted to girls: for boys, there was a general course with book-keeping as an option. The 1945 regulations gave an opportunity to all schools to introduce a range of commercial subjects and to develop a planned commercial course for all pupils desiring it. The new subject, commercial practice, has proved a popular addition and, up to the present time, has been developed in schools as an additional subject to book-keeping and not at the expense of book-keeping. The following table gives, for the last three years, the numbers of candidates sitting the School Certificate Examination in each of the commercial subjects:—

Subject.	Number of Candidates.		
	1946.	1947.	1948.
Commercial practice ..	385	629	808
Shorthand-typewriting ..	276	343	368
Book-keeping ..	1,016	1,173	1,166

The lower numbers sitting in shorthand-typewriting are explained by the fact that the subject is, in practice, restricted to girls, and by the fact that in some schools the Public Service Junior Shorthand and Typewriting Examination, and not the School Certificate Examination, is made the objective.

The requirement by the New Zealand Society of Accountants of the University Entrance Examination as a prerequisite for its professional examinations and the postponement of the Entrance Examination to the post School Certificate year have resulted in a decrease in the number of pupils in Form VI who are preparing for accountancy examinations.

Evening class part-time instruction in commercial subjects has shown continuing development. Almost all centres have sufficient numbers to maintain classes in shorthand and typewriting at both introductory and advanced stages. Classes are also available in almost every centre for the subjects of the Professional Accountants' Examination; these classes, though often with small enrolments, are invariably attended regularly. The increasing popularity of the Professional Examination has been reflected in a markedly increased demand for part-time instruction over the past three years.

#### LIBRARIES

The libraries of all post-primary schools benefited this year from an additional supplementary grant, bringing the total library capitation for the year up to 5s. a pupil. Book stocks, in range and quantity, are now showing the valuable results of a firm capitation allowance since 1945. Those schools, however, which had no initial book stock, particularly district high schools, are still under a disadvantage. In this latter group of schools the problem of book storage and accessibility is becoming urgent, as few have even a small, separate room that could be called a library.

In January, 1949, teachers were given the opportunity to learn some of the duties and techniques of the teacher-librarian at two refresher courses held in Wellington and Dunedin respectively. The Wellington course emphasized the more technical aspects of library practice; the Dunedin course covered a wider and more general field. Both courses were eminently successful, and it is expected that school library organization will show immediate beneficial results. The Department wishes to acknowledge the invaluable assistance and interest of the National Library Service and the Library School in the planning and operation of both courses, and of the various librarians of Dunedin in the operation of the Dunedin course.

It is expected that closer co-operation in school library matters between the National Library Service and the Department will be established during the coming year. Two experienced members of the former's staff have been made available at intervals for actual organizing assistance in post-primary school libraries, and some schools have already benefited. A detailed manual of library practice, adapted to school needs, is in course of preparation, and the Buildings Branch of the Department has been in frequent consultation with the National Library Service staff on the planning of libraries for new schools.

#### SIXTH FORM : LINK WITH THE UNIVERSITY

As much of the work of the Sixth Form is a preparation for University studies, a link between the school and the University is very desirable, and the valuable work of the liaison officers in this connection has been much appreciated. There is now a steady flow of information to the schools, so that in most cases intending University students now know quite clearly what subjects they should take for the degree they seek, the particular requirements of each college in regard to the degree, and even which subjects they should take in any particular year.

One possible danger arising from the very closeness of this link is that the course chosen may tend to become too narrowly specialized—the intending science student may desire to concentrate entirely on these subjects in Form VI, and thus take no further interest in other cultural subjects. Most Principals are watching this matter very closely, so that there is probably little to fear.

#### POST-PRIMARY BULLETINS

Nineteen ordinary bulletins and two technical ones were produced in 1948, the second year of operation. The topic system has again proved very popular, and the following subjects were covered: Our Living Environment (three bulletins), Government (two bulletins), General English (How to Read, How Words Work, Fact and



Opinion in Newspapers, Writing English), Towards World Unity (two bulletins). In addition, a number of single issues covered the following topics: Music, Play Production, Statistics, New Zealand in the World, Scientific Institutions in New Zealand, China, Something About the Pacific, and the Office Worker (Social Studies).

Because they are prepared by experts in their respective fields, these bulletins are an extremely valuable and much appreciated addition to the factual literature available in post-primary schools. Their reliable and up-to-date background material, not readily accessible to the ordinary classroom teacher, is appreciated by teachers and pupils. Overseas teachers have spoken enthusiastically about them and have asked for samples to take home with them.

One of the two technical bulletins dealt with plating, and the other was a composite bulletin on moulding and casting, pattern-making, and a special electrical drive for woodworkers' grinding-stones. Several other bulletins are being prepared, and it is hoped that it may be possible to continue a series of them in the future.

The standard of printing and illustrations has been maintained at the high level established by the School Publications Branch.

#### THE CORRESPONDENCE SCHOOL

The post-primary division of the Correspondence School continues to meet a need in remote districts and among children with various disabilities. It has also been called upon for assistance in the secondary departments of district high schools when there is a need for a subject which cannot be met by the staff.

The total roll in the post-primary division in 1948 at 31st May was 3,290, of whom 801 were full-time and the remainder part-time. The full-time pupils came under four sections—Academic, Commercial, Country Life, and Home Life. Part-time pupils were in these sections also, but large numbers belonged to special groups, as follows:—

Group.	Number.
Army personnel .. .. .	91
Maori School assistants .. .. .	57
Post-Office cadets .. .. .	333
Public Service (temporary officers) .. .. .	250
Public Service senior .. .. .	282
District High School pupils .. .. .	310
	1,323

The full-time and part-time enrolments in the main courses were as follows:—

Course.	Full-time.	Part-time.
Academic .. .. .	181	593
Commercial .. .. .	161	190
Country Life .. .. .	180	138
Home Life .. .. .	279	245

The course for full-time pupils includes core subjects in each case, and the following special subjects:—

Academic .. .. .	Mathematics and/or foreign language.
Commercial .. .. .	Commercial practice. Book-keeping, shorthand, and typewriting are added later if desired.
Country Life .. .. .	General agriculture. Dairying, animal husbandry, and horticulture may be added later.
Home Life .. .. .	Two art or craft subjects.

The staff for the post-primary division includes 90 teachers. The pupils are prepared for many public examinations, including School Certificate, University Entrance, Teachers' "C," and various commercial and Public Service Examinations. The following passes were recorded :—

University Entrance	..	$\left\{ \begin{array}{l} 15 \text{ by accrediting.} \\ 18 \text{ by examination.} \end{array} \right.$
School Certificate	..	
Public Service (temporaries)	75	complete passes.
Post Office Cadets	..	95 complete passes.

These results show that the School is providing opportunities for advancement to many people who would otherwise find it very difficult to study.

#### TECHNICAL CORRESPONDENCE SCHOOL

The Technical Correspondence School, now in its third year, has gradually widened its range of work and increased its number of students. On 1st December, 1948, the roll stood at 765, an increase of 92 over the corresponding figure for the previous year; 11 full-time teachers, 9 part-time tutors, and a clerical staff of 7 were then employed.

Most of the survey cadets in New Zealand are on the school roll. Complete courses are offered in eight subjects for the Land Surveyors' Examination, and courses in two of the remaining subjects (Land Classification and Utilization, and Surveying Laws and Regulations) will begin shortly. Courses in five subjects for Section A of the examinations of the principal Engineering Institutions have reached the second-year stage. Two new courses have been provided for students taking the Intermediate Examination of the Royal New Zealand Institute of Horticulture—one on Principles of Botanical Classification—the other, a short course, on Surveying, Levelling, and Drainage. A course for employees in commercial gardens is planned to begin by July, 1949.

The preparation of seven courses relating to the wool textile industry has been authorized. This new field for correspondence instruction is one in which Scotland and Australia, as well as New Zealand, are active. Difficulty is being experienced in finding qualified persons within the Dominion who can spare sufficient time to deal adequately with these subjects. Progress has been made locally with two of the courses, those on Raw Materials of the Woollen Industry, and Weaving; they are expected to operate from May, 1949. The New Zealand Woollen Mill Owners' Association has offered, on certain conditions, a substantial sum annually to help the best students to go overseas for further study.

The largest groups of students of the school are motor trade apprentices, electrical trade apprentices, and Army students who wish to qualify for promotion. Other groups include survey cadets, engineering cadets, building-trade apprentices, and adult students of agriculture or horticulture. The school has no full-time pupils; its students are all employed in industry or the armed Services and take subjects which relate directly to their occupation.

The first-year series of lessons on motor engineering has been bound in handbook form and distributed to schools at the request of the Motor Trade Certification Board to serve as an instructor's manual. A similar procedure is to be followed with the second-year lessons. Two text-books, the preparation of which has been arranged by the school, will appear shortly; these are "Paint and Painting," by J. M. C. Tingey, and "The Principles and Practice of Animal Nutrition," by I. E. Coop. Other text-books, chiefly on agricultural subjects, will be issued at intervals.

## TECHNICAL AND CONTINUATION CLASSES

Classes approved under the regulations for manual and technical instruction are held not only in technical schools, but in many secondary schools (in centres where there is no day technical school), and in an increasing number of small centres particularly in the Auckland district. There are now very few continuation classes as the raising of the school-leaving age to fifteen has eliminated the need for the former compulsory classes in English and history. There are, however, examination classes in School Certificate and University Entrance subjects, as well as in subjects for preliminary and higher engineering qualifications. In small centres there are many hobby classes in woodwork and well-attended classes in dressmaking, and frequently classes in commercial subjects. In the larger centres most of the classes are technical in nature—that is, they are directly related to a trade and are designed to improve the trade knowledge and skills of those attending them.

In the Auckland Education District technical classes are held in 13 post-primary schools and in 24 small centres. This latter number is larger than will be found in other districts, and is therefore not altogether typical, but it emphasizes the fact that technical education is reaching the smaller townships, including some that are relatively remote.

At the other end of the scale the Auckland Technical School has approximately 300 technical classes spread over four evenings in two sessions each evening. This is in itself a large school, representing nearly 5,000 weekly attendances, and requiring a large and extremely varied staff. The following analysis will give some idea of the variety of classes offered:

	Classes.
Art classes .. .. .	8
Commercial classes, including accountancy .. .. .	64
Homecraft classes .. .. .	13
General technical classes covering many trades .. .. .	160
Other classes, mainly for public examinations .. .. .	50

## CONSULTATIVE COMMITTEES

During 1948 there were two consultative committees on which post-primary interests were represented, and whose findings are likely to be of great interest to our schools. One committee investigated the scientific man-power resources of New Zealand. Its report, made available early in 1949, has some comments on the type of training that should be given in the schools to future scientists, and it is of particular interest to note the stress on breadth of education rather than on a narrow specialization. The other committee considered the training of professional engineers. Its report will be available in 1949.

## ENDORSED AND HIGHER SCHOOL CERTIFICATES

The numbers of these certificates awarded in the last three years are shown in the following table:—

	1946.		1947.		1948.	
	Endorsed School Certificates.	Higher School Certificates.	Endorsed School Certificates.	Higher School Certificates.	Endorsed School Certificates.	Higher School Certificates.
Secondary and combined schools	1,550	367	1,638	469	1,740	547
Technical schools ..	250	34	330	31	359	63
District high schools ..	131	15	142	9	144	17
Endowed and registered private secondary schools	492	87	592	132	472	125
Correspondence School	12	..	19	3	24	..
Totals ..	2,435	503	2,721	644	2,739	752

## EDUCATIONAL BURSARIES

The following table shows the numbers of the various types of educational bursaries current or awarded in the last two years. Those in the first group apply to students who have entered upon University studies; the two in the second group concern pupils still at school :—

	Current in—		Awarded at Beginning of—	
	1948.	1947.	1949.	1948.
Agriculture .. .. .	53	42	19	20
Architecture .. .. .	10	10	10	5
Engineering .. .. .	54	47	25	15
Fine arts .. .. .	24	20	15	10
Home science .. .. .	61	63	18	20
Physical education .. .. .	20	..	21	20
Post-primary teachers .. .. .	63	..	52	63
Science .. .. .	60	57	20	20
National boarding .. .. .	217	218	65	65
Ordinary national .. .. .	2,469	2,593	*	1,043
Total .. .. .	3,031	3,050	*	1,281
Secondary school bursaries .. .. .	279	321	*	235
Technical bursaries .. .. .	168	156	*	118
Grand total .. .. .	3,478	3,527	*	1,634

\* Not available.

## TECHNOLOGICAL EXAMINATIONS

The following table shows the numbers of candidates in the Department's technological examinations in 1948. These examinations will probably shortly be replaced by the examinations of the New Zealand Trades Certification Board, which is established under the Trades Certification Act, 1948 :—

Preliminary—				Sat.	Passed.
Carpentry and joinery .. .. .	..	..	..	59	21
Mechanical engineering .. .. .	..	..	..	10	4
Plumbing .. .. .	..	..	..	27	18
Painting and decorating .. .. .	..	..	..	3	3
				<u>99</u>	<u>46</u>
Intermediate—					
Cabinetmaking .. .. .	..	..	..	20	9
Carpentry and joinery .. .. .	..	..	..	74	19
Mechanical engineering .. .. .	..	..	..	31	11
Plumbing .. .. .	..	..	..	14	7
Electrical fitting .. .. .	..	..	..	1	..
				<u>140</u>	<u>46</u>
Final—					
Cabinetmaking .. .. .	..	..	..	9	5
Carpentry and joinery .. .. .	..	..	..	16	4
Mechanical engineering .. .. .	..	..	..	5	3
Plumbing .. .. .	..	..	..	3	1
Building construction .. .. .	..	..	..	3	1
				<u>36</u>	<u>14</u>
Total .. .. .	..	..	..	275	106

## CITY AND GUILDS OF LONDON EXAMINATIONS

There was increased interest in these examinations in 1948, 16 separate subjects or sections being taken (9 in 1947). The following table shows the number of candidates and of passes :—

	Sat.	Passed.
Electrical engineering practice		
Preliminary—		
D.C. .. .. .	57	39
A.C. .. .. .	23	17
Intermediate—		
D.C. .. .. .	18	7
A.C. .. .. .	18	7
Final—		
Part I .. .. .	2	2
Part IIb .. .. .	1	1
Part IIc .. .. .	2	2
Part IIe .. .. .	1	1
Telecommunications --		
Practice elementary .. .. .	2	2
Principles .. .. .	2	1
Telephone exchange systems .. .. .	1	1
Hand embroidery : Intermediate .. .. .	2	2
Radio : Grade I .. .. .	2	2
Milk processing and control : Final section, A and B	1	1
Machine design : Intermediate .. .. .	1	..
Principles and practice of metallurgical operations :		
Sections B, C, D .. .. .	1	..
Number of candidates 95 (75) ..	134 (98)	85 (39)

Figures for 1947 are given in brackets.

## NEW ZEALAND TRADES CERTIFICATION BOARD

Following the report of the Consultative Committee referred to in the last annual report, the Trades Certification Act, 1948, was passed providing for the setting-up of a Board, the functions of which are—

- (a) To make provision for the examination of persons practising or intending to practise any trade who desire from time to time to present themselves for examination :
- (b) To grant or issue, either independently or in conjunction with any other examining body, diplomas or certificates to any such person in recognition of his proficiency in any trade, or in any art, science, or matter relating to any trade.

In December, 1948, Mr. E. Caradus was appointed Chairman of the Board. After nominations had been called from the organizations mentioned in the Act, additional appointments were made, broadly representing trade, industry, and technical education, and including the Commissioner of Apprenticeship.

The development of the work of this Board will be of great importance to technical education and will be watched with interest.

## DEVELOPMENT OF APPRENTICE TRAINING

Dominion Apprenticeship Orders have now been made in the following trades and occupations:—

- Baking and pastrycooking.
- Bootmaking and repairing.
- Coach-building.
- Furniture-making, &c.
- Gardening and horticulture.
- Leather, saddlery, and canvas-goods making.
- Mechanical dentistry.
- Men's hairdressing.
- Motor engineering.
- Painting and decorating.
- Photo engraving and printing.
- Plumbing and gasfitting.
- Sheet-metal working.
- Ship, yacht, and boat building.
- Watch making and repairing and manufacturing jewellery.

In all but three of these some reference is made to daylight training in technical schools, when the accommodation and equipment are available. Early in 1949 this work began in a number of centres in connection with motor engineering and plumbing. Little difficulty was experienced in those centres where the apprentices were sufficiently numerous to form a class, because, with the co-operation of the trades concerned, evening classes have been conducted for many years; accommodation and equipment were therefore already available and not normally used by day-school pupils. For example, in the motor-trade there are now forty-six school centres at which evening classes for theory and practice are being held. Seven of these schools are approved for day training and many others will qualify as soon as suitable accommodation can be found for the practical classes.

Equipment to the value of approximately £24,000 has been supplied by the Department and distributed to the forty-six centres according to their requirements. An additional list of equipment is now being prepared, and, subject to approval, it will be supplied to equip the centres completely for both day and evening training.

During 1948 Motor Trade Examinations in line with the recommendations of the Consultative Committee on the Technological Examinations were held for the first and second qualifying examinations, as well as for the Certified Motor Mechanics Examination. The examinations were conducted by the Education Department on behalf of the Motor Trade Certification Board, with the following results:—

Examination.	Passes.	Fail.	Total.	Percentage of Passes.
First Qualifying ..	222	109	331	67
Second Qualifying ..	97	55	152	63·8
Certified Mechanics ..	175	85	260	67·3

Preliminary discussions have taken place concerning apprentice training in the baking trade. Fortunately, again, some experience has been gained in recent years through the development of adult training by the Wheat Research Institute in Christchurch. The Institute, though primarily designed for research under the Department of Scientific and Industrial Research, has been able to take a small number of trainees from time to time. It is proposed to use the resources in staff equipment and accommodation of the Wheat Research Institute for the training of all bakery apprentices in the Dominion, who will be brought to Christchurch by the Labour Department for approximately four weeks' training each year. The training will therefore be a joint effort of three instead of two Departments.

## BUILDINGS

The year was one of great activity in building. Many of the more obvious needs of schools which could not be met during the war were dealt with by the provision of Army buildings. Some very good work was done in transforming these for school purposes. It must be admitted, however, that some temporary buildings are far below our standards of comfort and convenience. A very extensive building programme must be faced if reasonable facilities are to be provided for the large numbers of post-primary pupils expected in the next decade.

The following building works were completed during 1948 :—

## Auckland district—

Northcote College	..	..	Assembly hall.
Pukekohe High School	..	..	Motor engineering room.
Thames High School	..	..	Assembly hall.
Tauranga College	..	..	Assembly hall.

## Central district—

Hawera Technical School	..	..	Gymnasium ; two class-rooms.
Wellington Girls' College	..	..	Remodelling two class-rooms to provide a library.

Steel huts were erected at the following schools :—

Horowhenua College	..	..	For motor engineering.
Hutt Valley High School	..	..	For arts and for crafts.
Palmerston North Boys' High School	..	..	For woodwork.
Palmerston North Technical School	..	..	For motor engineering.
Wanganui Technical School	..	..	For two dormitories.
Wanganui Technical School	..	..	For welding.

## Southern District—

Nelson College	..	..	Kitchen replaced after fire.
Rangiora High School	..	..	Hostel for boys.
Christchurch Technical College	..	..	Steel hut for homecrafts.
Timaru Girls' High School	..	..	Hostel additions.
Dunedin Technical College	..	..	Home science block.
Gore High School	..	..	Two steel huts.
Southland Girls' High School	..	..	New school.

Major works at present in progress :—

## Auckland District—

Whangarei Boys' High School	..	..	Temporary accommodation for engineering.
Whangarei Girls' High School	..	..	Remodelling old hostel for home science.
Epsom Girls' Grammar School	..	..	Temporary accommodation.
Seddon Memorial Technical College	..	..	Temporary class-rooms ; remodelling science laboratories.
Avondale College	..	..	New pottery room.
Elam School of Art	..	..	Remodelling of Newton West School for temporary quarters.
Otahuhu College	..	..	Provision of further facilities in Engineering block ; extension to hall ; new wing, making provision for two laboratories, geography and commercial rooms, and staff common room.

Pukekohe High School	..	Additions to engineering and wood-work block; remodelling laboratories.
Thames High School	..	Remodelling gymnasium and home-science room; general science laboratory.
Tauranga College	..	Home life block and new laboratories.
Matamata College	..	Additions to engineering and wood-work block; additional class-rooms and laboratories.
Te Awamutu College	..	Home life block; workshop additions; motor engineering room.
Central District—		
New Plymouth Boys' High School		Four class-rooms.
Wanganui Technical College	..	Alterations to workshop.
Wanganui Girls' College	..	New school.
Dannevirke High School	..	Additions to hostel.
Wairarapa College	..	Dining-room for girls' hostel.
Wairarapa College	..	Motor workshop.
Hutt Valley Memorial Technical College		Alterations to provide laboratories.
Wellington East Girls' College	..	Earthquake strengthening.
Wellington Technical College	..	Gymnasium.
Southern District—		
Marlborough College	..	Domestic science block.
Greymouth Technical School	..	Conversion of class-room into laboratory.
Christchurch Technical College	..	New workshops.
Timaru Technical School	..	Assembly hall.
King's High School	..	Laboratory.
Gore High School	..	Preparation room for hostel.
Gore High School	..	New school.
Southland Girls' High School	..	Additions to new school.
Southland Technical College	..	Additions.

### SCHOOL HOSTELS

Pupils boarding at school hostels in 1947 and 1948 are shown in the following table:—

	1947.	1948.		
		Boys.	Girls.	Total.
Secondary schools ..	1,634	997	683	1,680
Combined schools ..	990	655	333	988
Technical schools ..	376	342	66	408
Totals ..	3,000	1,994	1,082	3,076

### REPORT OF THE SENIOR INSPECTOR, AUCKLAND

The following extracts from a report by Mr. Ensor will serve to emphasize some of the points made in this report:—

*District High Schools.*—The staffing position is beginning to stabilize, as under the post-primary regulations it is possible for a teacher to advance steadily in the one post without frequent changes encountered under the former system. There is still a shortage of suitably-qualified graduates, especially women.



An interesting and successful attempt at co-ordinating the syllabuses of primary and post-primary departments was recently made at Dargaville, where a conference of teachers from adjacent schools was held. Departmental Inspectors and lecturers from the Auckland Teachers' Training College attended and participated in the discussions.

With the advent of the new curriculum the district high schools, considering the limitations of the staff, have been able to give a generous and well-balanced education—not always as rural in its outlook as one would desire—but well fitted to the majority of its pupils. Most schools have to conserve the teaching-power of the staff by not spreading it among too many subjects. At the same time it is necessary to select subjects so as to utilize the special qualifications of teachers as far as possible, while at the same time considering the wishes of the parents.

As a result of the new School Certificate prescriptions, pupils are choosing subjects for which they have a real aptitude, with the certainty that no course is a "dead-end" course.

The subjects for School Certificate arise largely from the core—English, history or geography, general science or biology or horticulture. Further options then are mathematics and/or French for the *General Course*; agriculture and/or dairy science for the *Agricultural pupil*, and commerce and/or book-keeping or typing and shorthand for the *Commercial Course*. Homecraft and/or clothing is a popular variant for girls if a suitable teacher is available.

*Zoning*.—The zoning of pupils to schools in the Auckland district has had to be continued. The boundaries of the various schools were examined, and in some cases redrawn. Parents who objected to any particular school were given every opportunity to discuss their case, and in the great majority of cases an amicable agreement was reached.

In spite of zoning, Auckland Girl's Grammar roll rose by 68 pupils over last year. It will not, however, be possible to reduce this roll until new schools are built.

*Buildings and Grounds*.—Birth-rate statistics show that there will be a greatly increased demand for post-primary school buildings in the near future, and the activities of an energetic Building Branch are being devoted to the necessary planning. It appears that in the next ten years the number of post-primary schools in Auckland will need to be doubled.

Active steps are being taken to acquire suitable sites, and every endeavour is being made to cope with the necessary preparation of plans.

The provision of rooms for the daylight training of apprentices is being allowed for, and immediate needs are being met by the provision of prefabricated rooms.

Excellent initiative has been displayed by the Building Branch (in collaboration with Mr. Miller, Architect to the Auckland Education Board) in getting an initial contract let for fifty prefabricated rooms. These are considerably in advance of earlier designs, and are allocated to schools while the permanent buildings are designed and erected.

*Technical Schools* in country centres are very similar to high schools in their organization and curriculum, except perhaps that in the technical school the industrial (boys) and commercial (girls) courses play a larger part. Both types of schools have a vigorous multi-course programme. Technical schools have in the past done excellent work in providing courses of work for types of pupils that were not catered for in the older type of high school. The large urban technical schools have developed many courses, but still retain their practical bias because of the influence of many teachers with trade experience. There is a tendency for pupils to stay longer at school, so that the influence of the courses is increasing.

An interesting development in recent years has been the increase in the number of students studying at the technical schools for the professional examinations in engineering. These classes are held both in the day-time and in the evening, and, though most students can attend only part time, there are some who have been enabled to devote their full attention to these studies.

The introduction of daylight training classes for apprentices has also helped to alter the character of the technical school. Further developments of a like nature will almost certainly make necessary a reduction in the technical high school roll, so that it can be said with some confidence that we are witnessing the first steps in the development of senior technical schools and perhaps of technological institutes.

*High Schools* in the main centres are developing a wider course of studies and a better-balanced education—crafts, music, and art are all playing a more significant part.

The *Correspondence School* (Secondary Department) has done excellent work in providing for the education of pupils in remote areas and for those who are crippled. It has also provided a service for district high schools by teaching occasional subjects for which there is no qualified teacher.

I have, &c.,

G. V. WILD,

Chief Inspector of Post-primary Schools.

The Acting Director of Education, Wellington C.I.

TABLE A 1—PUBLIC PRIMARY SCHOOLS BY GRADE, AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1948

Grade or Subgrade of School.	Roll for Determining Grade of School.			Education District.								Total Number of Schools, December, 1948.	
				Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.		Southland.
I	1-8	..	..	6	3	17	5	12	13	6	10	7	79
II	9-24	..	..	112	26	50	53	56	23	104	45	46	515
IIIA	25-30	..	..	45	8	11	8	10	4	21	8	7	122
IIIB	31-70	..	..	180	45	40	34	30	23	72	48	44	516
IVA	71-110	..	..	69	12	16	14	24	5	28	12	11	191
IVB	111-150	..	..	35	9	7	8	2	6	8	10	10	95
IVC	151-190	..	..	21	5	4	5	8	2	7	6	2	60
VA	191-230	..	..	13	2	1	5	6	4	2	3	3	39
VB	231-270	..	..	3	..	5	1	6	..	8	2	1	26
VC	271-310	..	..	15	3	1	4	5	..	5	4	1	38
VD	311-350	..	..	6	2	3	2	4	1	7	1	1	27
VIA	351-390	..	..	9	1	..	3	7	1	1	4	2	28
VIB	391-430	..	..	9	1	2	4	5	..	3	6	..	30
VIC	431-470	..	..	3	..	1	2	10	1	6	1	2	26
VID	471-510	..	..	9	2	4	..	2	1	3	3	1	25
VIIA	511-550	..	..	12	1	2	..	4	..	2	1	..	22
VIIb	551-590	..	..	4	1	..	..	2	1	5	..	2	15
VIIc	591-630	..	..	4	1	2	..	2	1	3	..	..	13
VII d	631-670	..	..	8	..	..	..	2	..	1	..	..	11
VIIe	671-710	..	..	3	..	1	1	..	..	2	..	..	7
VII f	711-750	..	..	1	..	..	..	..	..	..	1	..	2
VII g	751-790	..	..	4	..	..	2	..	..	2	..	..	8
VII h	791-830	..	..	1	..	..	..	..	..	2	..	..	3
VII i	831-870	..	..	3	..	..	..	..	..	..	..	..	3
VII j	871-910	..	..	..	..	..	..	..	..	..	..	..	..
VII k	911-950	..	..	..	..	..	..	..	..	..	..	..	..
VII l	951-990	..	..	1	..	..	..	..	..	..	..	..	1
VII m	991-1,030	..	..	1	..	..	..	..	..	..	..	..	1
	Intermediate schools and departments	..	..	14	..	2	2	4	..	2	4	1	29
	Totals	..	..	591	122	169	153	201	86	300	169	141	1,932

NOTE.—In the above table side schools have not been counted as separate schools.

TABLE A 2—**ATTENDANCE** AT PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1948  
(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, 1948.				Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).		Average Attendance as Percentage of Average Weekly Roll, 1948.	
	Pupils at 31st December, 1947.	Pupils at 31st December, 1948.	Boys.		Girls.		Boys.	Girls.		Total.
			Total.	Total.	Total.	Total.				
Auckland	77,089	79,313	39,101	36,444	75,545	34,724	32,213	66,937	88.6	
Parauaki	11,646	11,910	5,987	5,473	11,460	5,509	5,023	10,532	91.9	
Waikamini	15,504	15,876	7,854	7,419	15,273	7,189	6,739	13,918	91.1	
Hawkes Bay	15,749	15,870	8,022	7,350	15,372	7,254	6,583	13,837	90.1	
Wellington	28,706	29,387	14,648	13,427	28,075	13,414	12,194	25,608	91.2	
Nelson	7,053	7,251	3,562	3,373	6,935	3,287	3,109	6,396	92.2	
Canterbury	33,698	34,888	17,255	16,111	33,366	16,051	14,914	30,965	92.8	
Otago	17,068	17,290	8,662	7,912	16,574	8,032	7,308	15,340	92.6	
Southland	10,448	10,649	5,251	4,959	10,210	4,838	4,533	9,371	91.8	
Intermediate schools and departments	9,617	10,371	5,473	4,983	10,456	5,117	4,631	9,748	93.2	
Totals	226,578	232,805	115,815	107,451	223,286	105,415	97,237	202,652	90.8	

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G 1 on page 53 of this paper, and the corresponding figures for Forms III and IV of the separate intermediate schools in Table B 1 on page 43 of this paper.

TABLE A 3—AGE AND SEX OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1948  
(Including Standard VII, Special Classes, and Forms I and II of Intermediate Schools and Departments)

Education district—	5 and Under 6 Years.	6 and Under 7.	7 and Under 8.	8 and Under 9.	9 and Under 10.	10 and Under 11.	11 and 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 ..	4,498 4,074	5,612 5,267	5,753 5,551	5,179 4,759	4,398 4,352	4,298 4,091	3,497 3,304	2,843 2,583	1,811 1,413	884 608	179 117	22 22	38,974 36,141	75,115
.. Boys	2,074	2,612	2,753	2,179	1,398	1,298	1,097	843	511	284	69	11	19,464	
.. Girls	2,424	2,655	2,800	3,000	3,000	3,000	2,207	2,000	1,300	400	110	11	19,477	
Taranaki ..	593 858	753 1,152	708 1,117	681 1,049	563 848	642 896	583 747	492 538	384 384	104 167	10 24	2 3	5,910 7,783	11,324
.. Boys	293	453	408	289	208	296	247	192	144	44	4	1	3,357	
.. Girls	300	300	300	390	340	300	240	240	240	60	20	1	4,327	
Wanganui ..	835 905	1,133 1,153	1,039 1,113	977 1,024	899 930	856 875	703 743	586 546	398 290	197 130	40 37	3 4	7,968 7,289	15,257
.. Boys	405	583	544	487	469	441	374	300	200	100	20	1	4,489	
.. Girls	430	550	489	487	430	435	369	286	198	97	17	2	3,357	
Hawkes Bay ..	814 1,765	1,034 2,124	1,036 2,100	992 1,899	863 1,723	830 1,554	714 1,337	546 1,057	290 633	130 230	37 34	4 4	14,489 13,329	27,818
.. Boys	407	527	527	407	327	327	257	157	107	57	29	2	3,535	
.. Girls	407	597	503	492	536	507	457	389	223	173	8	2	3,384	
Wellington ..	1,668 367	2,000 470	1,944 473	1,752 459	1,588 356	1,446 393	1,227 355	1,013 340	470 213	190 89	29 20	..	3,535 3,384	6,919
.. Boys	834	1,034	1,036	792	688	646	514	389	213	107	10	1	1,703	
.. Girls	834	970	908	667	892	792	813	623	257	83	19	1	1,681	
Nelson ..	393 1,892	476 2,432	435 2,447	427 2,102	382 1,860	375 1,752	351 1,625	311 1,488	157 951	66 423	10 60	1 7	17,039 16,016	33,055
.. Boys	193	247	247	182	132	132	107	73	42	23	3	1	3,384	
.. Girls	200	225	190	220	248	241	218	175	109	40	7	6	12,632	
Canterbury ..	1,798 993	2,275 1,223	2,324 1,235	1,935 1,185	1,887 988	1,791 1,018	1,595 771	1,384 723	723 347	273 172	22 31	9 1	16,016 8,612	16,457
.. Boys	893	1,223	1,235	925	942	942	726	590	289	117	9	5	7,845	
.. Girls	905	1,052	1,090	1,010	946	849	645	442	258	160	11	3	8,612	
Otago ..	580 536	718 735	769 661	641 643	573 696	601 548	509 459	442 404	258 197	105 70	11 11	..	8,612 4,870	10,080
.. Boys	280	338	338	280	280	280	210	140	80	40	..	6	5,477	
.. Girls	300	397	431	361	293	268	240	204	177	65	11	..	3,384	
Intermediate schools and departments	..	..	..	..	..	..	..	..	..	..	..	..	..	10,462
.. Boys	..	..	..	..	..	..	..	..	..	..	..	..	..	
.. Girls	..	..	..	..	..	..	..	..	..	..	..	..	..	
Totals ..	12,462 11,624	15,649 14,801	15,787 14,912	14,235 13,153	12,305 12,065	12,108 11,644	11,372 10,952	10,662 9,912	6,819 5,175	3,038 2,036	510 306	50 50	114,997 106,630	221,627
.. Boys	6,231	7,824	7,893	6,117	5,152	4,954	4,676	4,456	2,909	1,519	250	25	57,347	
.. Girls	6,231	7,824	7,893	6,117	5,152	4,954	4,676	4,456	2,909	1,519	250	25	57,347	
Percentage of pupils of each age	10.9	13.7	13.8	12.4	11.0	10.7	10.1	9.3	5.4	2.3	0.4	*	100.0	..
Totals, 1947 ..	14,306 13,716	15,822 14,699	14,222 13,212	12,411 12,086	12,158 11,524	11,542 11,098	10,959 10,452	10,443 9,572	6,860 5,426	3,124 2,014	570 299	63 58	112,480 104,156	216,636†
.. Boys	7,153	7,911	7,111	5,205	4,259	4,049	3,829	3,636	2,430	1,262	299	31	56,176	
.. Girls	7,153	7,911	7,111	5,205	4,259	4,049	3,829	3,636	2,430	1,262	299	31	56,176	
Difference ..	-1,844 -2,092	-173 +102	+1,565 +1,700	+1,824 +1,067	+147 +541	+566 +546	+413 +300	+219 +340	-41 -251	-86 +22	-60 +7	-13 -8	+2,517 +2,474	+4,991
.. Boys	-1,844	-173	+1,565	+1,824	+147	+566	+413	+219	-41	-86	-60	-13	+2,517	
.. Girls	-2,092	+102	+1,700	+1,067	+541	+546	+300	+340	-251	+22	+7	-8	+2,474	

\* Insignificant percentage.

† Amending E-2, 1948.

TABLE A 4—STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1948  
(Excluding Secondary Departments of District High Schools and Forms 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)

	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 ..	138	64	202	13,454	11,690	25,144	5,640	5,468	11,108	5,117	4,772	9,889	4,664	4,542	9,206
Taranaki ..	24	12	36	1,875	1,640	3,515	771	746	1,517	726	685	1,411	721	624	1,345
Waikato ..	37	17	54	2,637	2,401	5,038	1,232	1,036	2,268	960	1,043	2,003	953	939	1,892
Wairarapa ..	30	16	46	2,809	2,352	5,161	1,226	1,125	2,351	1,015	978	1,993	984	914	1,898
Hawkes Bay ..	75	37	112	4,964	4,382	9,346	2,095	1,899	3,994	1,906	1,795	3,701	1,776	1,637	3,413
Wellington ..	..	..	..	1,113	1,058	2,171	491	429	920	438	410	848	413	412	825
Nelson ..	117	94	211	5,817	5,147	10,964	2,402	2,177	4,579	2,092	2,004	4,096	1,945	1,906	3,851
Canterbury ..	93	45	138	2,849	2,488	5,337	1,275	1,162	2,437	1,113	944	2,057	1,031	979	2,010
Otago ..	27	27	54	1,647	1,452	3,099	809	709	1,518	636	640	1,276	592	602	1,194
Southland ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate schools and departments	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	541	312	853	37,165	32,610	69,775	15,941	14,751	30,692	14,003	13,271	27,274	13,079	12,555	25,634
Percentage of pupils of each standard	..	..	0.4	..	..	31.5	..	..	13.8	..	..	12.3	..	..	11.6
Totals, 1947 ..	504	313	817	38,419	34,001	72,420	14,481	13,482	27,963	13,035	12,356	25,391	12,752	12,042	24,794
Difference ..	+37	-1	+36	-1,254	-1,391	-2,645	+1,460	+1,269	+2,729	+968	+915	+1,883	+327	+513	+840

TABLE A 4—STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1948—continued  
(Excluding Secondary Departments of District High Schools and Forms 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)

	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 ..	4,466	4,302	8,768	2,935	2,833	5,768	2,545	2,457	5,002	15	13	28	38,974	36,141	75,115
Taranaki ..	659	570	1,229	601	610	1,211	526	523	1,049	7	4	11	5,910	5,414	11,324
Waikato ..	918	854	1,772	557	573	1,130	488	491	979	1	3	4	7,783	7,357	15,140
Hawkes Bay ..	863	849	1,712	569	588	1,157	471	464	935	1	3	4	7,968	7,289	15,257
Wellington ..	1,628	1,515	3,143	1,087	1,088	2,175	948	965	1,913	10	11	21	14,489	13,829	27,818
Nelson ..	381	400	781	375	344	719	324	329	653	..	2	2	3,535	3,384	6,919
Canterbury ..	1,757	1,833	3,590	1,552	1,455	3,007	1,352	1,398	2,750	5	2	7	17,039	16,016	33,055
Otago ..	1,016	982	1,998	625	605	1,230	598	629	1,227	12	11	23	8,612	7,845	16,457
Southland ..	603	560	1,163	493	451	944	397	426	823	6	3	9	5,210	4,870	10,080
Intermediate schools and departments	..	..	..	2,820	2,575	5,395	2,457	2,410	5,067	..	..	..	5,477	4,985	10,462
Totals ..	12,291	11,865	24,156	11,614	11,122	22,736	10,306	10,092	20,398	57	52	109	114,997	106,630	221,627
Percentage of pupils of each standard	..	..	10.9	..	..	10.3	..	..	9.2	..	..	*	..	..	100.0
Totals, 1947 ..	11,648	11,153	22,801	11,442	10,827	22,269	10,133	9,920	20,053	66	62	128	112,480	104,156	216,636
Difference ..	+643	+712	+1,355	+172	+295	+467	+173	+172	+345	-9	-10	-19	+2,517	+2,474	+4,991

\* Insignificant percentage.

† Amending E-2, 1948.

TABLE A 8—AGE AND ATTAINMENT OF PUPILS LEAVING PUBLIC PRIMARY SCHOOLS DURING 1948

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 .. ..	786	559	314	216	292	179	82	48
14 „ under 15 .. ..	1,936	1,491	65	43	70	52	18	12
13 „ „ 14 .. ..	3,294	3,523	9	6	9	6	..	..
12 „ „ 13 .. ..	1,243	1,735	4	3	..	..	..	..
11 „ „ 12 .. ..	30	63	1	..	..	..	..	..
Under 11 years .. ..	..	..	..	..	..	..	..	..
Totals, 1948 .. ..	7,289	7,371	393	268	371	237	100	60
Totals, 1947 .. ..	7,174	7,216	388	307	376	215	90	44
Difference .. ..	+115	+155	+5	-39	-5	+22	+10	+16

  

Age.	In Standard 3.		In Standard 2 or Lower.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over .. ..	16	15	17	13	1,507	1,030	2,537
14 „ under 15 .. ..	5	4	7	6	2,101	1,608	3,709
13 „ „ 14 .. ..	..	..	..	..	3,312	3,535	6,847
12 „ „ 13 .. ..	..	..	..	..	1,247	1,738	2,985
11 „ „ 12 .. ..	..	..	..	..	31	63	94
Under 11 years .. ..	..	..	..	..	..	..	..
Totals, 1948 .. ..	21	19	24	19	8,198	7,974	16,172
Totals, 1947 .. ..	28	15	19	13	8,075	7,810	15,885
Difference .. ..	-7	+4	+5	+6	+123	+164	+287

NOTE.—In this table both European and Maori pupils are included. Separate figures for Maori pupils leaving public primary, intermediate schools and departments, and Maori schools are given in Table H 9 in E-3, Education of Maori Children.

TABLE A 10—STAFF: PUBLIC PRIMARY AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1948 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS)

	Number of Schools.		Sole Teachers.		Heads of Schools.		Assistant Teachers.		Probationary Assistants.		Total Number of Teachers.			Percentage of Male to Female Teachers.	Yearly Average Attendance, 1948.	Average Number of Pupils Per Teacher.
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total.			
Education district—																
Auckland ..	577	33	370	33	447	1,157	82	83	1,040	1,306	2,346	79.6	66,937	28.5		
Taranaki ..	122	8	70	10	52	179	6	21	162	218	380	74.3	10,532	27.7		
Wanganui ..	167	24	76	8	74	221	10	26	219	279	498	78.5	13,918	27.9		
Hawkes Bay ..	151	20	74	7	69	211	11	17	204	255	459	80.0	13,837	30.1		
Wellington ..	197	31	106	9	181	435	47	27	385	502	887	76.7	25,608	28.9		
Nelson ..	86	14	42	1	38	96	10	15	119	126	245	94.4	6,396	26.1		
Canterbury ..	298	103	139	14	223	491	33	46	498	593	1,091	84.0	30,965	28.4		
Otago ..	165	50	81	8	91	245	43	24	265	303	568	87.5	15,340	27.0		
Southland ..	140	53	71	3	44	159	13	9	181	184	365	98.4	9,371	25.7		
Intermediate schools and departments	29	..	18*	..	184	210	..	..	202	210	412	96.2	10,030	24.3		
Totals, 1948 ..	1,932	570	1,047	93	1,403	3,404	255	268	3,275	3,976	7,251	82.4	202,934	28.0		
Totals, 1947 ..	1,963	567	1,020	107	1,422	3,288	202	337	3,211	3,990	7,201	80.5	198,842	27.6		
Difference ..	-31	-3	+27	-14	-19	+116	+53	-69	+64	-14	+50	+1.9	+4,092	+0.4		

\* There are seventeen Principals of separate intermediate schools. The other one is a head teacher of a district high school to which is attached an intermediate department, and is not shown elsewhere.



TABLE A 13—NUMBER OF TEACHERS IN PERMANENT POSITIONS IN PUBLIC PRIMARY SCHOOLS ACCORDING TO POSITION AND YEAR OF SALARY SERVICE, DECEMBER, 1948

Year of Service.	Sole Teachers and Head Teachers.							Assistant Teachers.						Grand Totals.	
	Grade.							Grade.							Totals.
	B7.	A6.	A12.	A20.	A28.	A31+.	Totals.	A.	A3.	A6.	A9.	A12.	Totals.		
First	14	1	..	..	..	..	15	..	..	..	..	..	22	37	
Second	..	..	..	..	..	..	..	167	..	..	..	..	173	173	
Third	..	..	..	..	..	..	34	46	1	..	..	..	47	81	
Fourth	..	..	..	..	..	..	57	50	..	..	..	..	248	250	
Fifth	..	..	..	..	..	..	11	235	3	..	..	..	264	275	
Sixth	..	..	..	..	..	..	8	175	2	..	..	..	215	223	
Seventh	..	..	..	..	..	..	4	32	1	..	..	..	138	142	
Eighth	..	..	..	..	..	..	3	49	15	1	..	..	83	86	
Ninth	..	..	..	..	..	..	4	61	4	1	..	..	83	123	
Tenth	..	..	..	..	..	..	4	48	8	..	..	..	78	82	
Eleventh	..	..	..	..	..	..	7	83	16	2	..	..	145	145	
Twelfth	..	..	..	..	..	..	7	56	7	..	..	..	88	95	
Thirteenth	..	..	..	..	..	..	40	24	11	1	..	..	53	93	
Fourteenth	..	..	..	..	..	..	2	38	23	2	..	..	70	72	
Fifteenth	..	..	..	..	..	..	41	11	9	3	..	..	41	82	
Sixteenth	..	..	..	..	..	..	35	10	34	5	..	..	86	70	
Seventeenth	..	..	..	..	..	..	5	22	23	1	..	..	51	86	
Eighteenth	..	..	..	..	..	..	27	5	16	3	2	..	32	59	
Nineteenth	..	..	..	..	..	..	27	10	8	3	1	..	34	54	
Twentieth	..	..	..	..	..	..	2	12	14	1	..	..	29	52	
Twenty-first	..	..	..	..	..	..	46	10	8	6	..	..	68	81	
Twenty-second	..	..	..	..	..	..	24	10	17	3	1	..	63	68	
Twenty-third	..	..	..	..	..	..	3	8	29	9	2	..	29	53	
Twenty-fourth	..	..	..	..	..	..	31	1	10	13	4	..	64	74	
Twenty-fifth	..	..	..	..	..	..	35	8	24	4	3	..	31	62	
Twenty-sixth	..	..	..	..	..	..	13	8	2	8	..	..	63	70	
Twenty-seventh	..	..	..	..	..	..	13	10	42	17	4	..	22	57	
Twenty-eighth	..	..	..	..	..	..	92	4	31	68	126	..	81	94	
Twenty-ninth	..	..	..	..	..	..	189	41	203	230	63	192	937	1,265	
Thirtieth	..	..	..	..	..	..	1,542	412	232	183	110	30	1,105	2,647	
Over thirty	..	..	..	..	..	..	226	1,243	601	376	255	196	2,741	2,967	
Totals	397	504	322	128	99	92	1,542	412	232	183	110	30	1,105	2,647	
Under thirty	90	130	6	..	..	..	226	1,243	601	376	255	196	2,741	2,967	

TABLE A 15—REGISTERED PRIVATE PRIMARY SCHOOLS: NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1948

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.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.	Boys.		Girls.		Total.	M.	F.	M.	F.	
									Total Roll.		Total.							
									U. S. Schools.	C. S. Schools.	O. S. Schools.	Total.						
Auckland	4	60	19	83	224	8,426	1,491	4,873	5,268	10,141	8,939	13	15	211	29	37		
Taranaki	..	11	2	13	..	1,379	30	651	758	1,409	1,281	..	..	37	..	3		
Wanganui	..	2	17	19	..	1,724	399	1,097	1,120	2,217	2,002	..	5	6	46	11	9	
Hawkes Bay	..	3	13	16	..	1,661	204	985	999	1,984	1,777	..	1	5	37	9	3	
Wellington	..	1	45	46	..	5,115	1,211	2,944	3,438	6,382	5,795	..	1	16	130	6	38	
Nelson	..	1	7	8	..	701	..	359	349	708	635	..	..	22	..	..	..	
Canterbury	..	3	51	54	..	5,342	1,129	3,337	3,437	6,774	6,131	..	3	10	13	140	11	29
Otago	..	..	23	23	..	2,115	330	1,241	1,204	2,445	2,164	..	..	7	66	2	..	11
Southland	..	..	11	12	..	1,241	..	626	674	1,300	1,119	..	..	4	4	37	..	..
Totals, 1948	15	238	56	309	862	27,704	4,794	16,113	17,247	33,360	29,843	7	39	66	726	68	130	
Totals, 1947	14	237	56	307	798	27,172	4,634	15,664	16,940	32,604	29,439	7	33	65	709	62	138	
Difference	+1	+1	..	+2	+64	+532	+160	+449	+307	+756	+384	..	+6	+1	+17	+6	-8	

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.	B.	G.	Total.
1,913	1,972	106	125	308	364	76	121	72	84	63	75	61	87	64	88	65	64	40	19	855	1,027	1,882	6	45	
1,857	1,784	115	99	301	339	96	111	67	92	64	90	60	77	60	67	58	77	45	16	866	968	1,834	4	46	
Difference	..	+9	-26	-7	-25	+20	-10	-5	+8	+1	+15	-1	-10	-4	-21	-7	+13	-5	-3	..	+11	-59	-48	-2	+1

TABLE B 1—ROLLS AND CLASSIFICATION OF PUPILS AND STAFFS OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1948

Intermediate School or Department.	Number of 1947 Pupils on Roll at Beginning of 1948.	Number admitted during 1948.	Number on Roll at 31st December, 1948.	Average Attendance for the Year ending 31st December, 1948.	Classification of Pupils on Roll as at 1st July, 1948.								Number of Full-time Assistant Teachers.			
					Form I.		Form II.		Form III.		All Forms.		Total.	M.	F.	Total.
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
(a) Whangarei Boys'	70	103	167	157	92	67	75	..	..	..	167	173	167	5	..	5
(a) Whangarei Girls'	104	70	173	163	169	164	118	104	134	..	287	298	173	9	10	19
(c) Auckland	244	370	567	526	106	115	80	98	..	..	195	213	408	9	16	25
(c) Belmont	192	230	396	362	186	145	140	122	19	65	345	332	677	14	16	30
(c) Mowbray	331	326	678	642	160	125	120	124	14	14	294	263	557	9	10	19
(c) Moutitu	295	320	578	553	122	112	118	109	20	12	233	233	493	10	10	20
(c) Northcote	68	120	213	199	131	110	123	108	..	9	108	110	218	3	3	6
(c) Otago	248	269	478	449	178	163	144	125	5	..	259	227	486	10	9	19
(c) Otahuhu	126	153	263	247	78	63	66	62	..	..	144	144	269	3	3	6
(c) Waikato	69	83	139	129	37	40	39	30	..	..	76	70	146	2	2	4
(c) Matamata	124	146	234	201	58	62	69	43	..	..	127	105	232	3	3	6
(c) Te Awamutu	100	127	206	195	50	52	55	50	..	..	105	102	207	3	3	6
(c) Rotorua	120	121	223	203	46	49	61	62	..	..	107	111	218	4	4	8
(c) Wanganui	188	204	339	325	86	73	86	94	..	6	176	173	349	5	10	15
(c) Palmerston North	327	376	676	652	180	176	181	155	5	..	353	299	552	11	13	24
(c) Gisborne	289	308	542	516	136	147	112	141	5	11	253	231	516	10	11	21
(c) Napier	277	268	492	471	148	100	136	116	1	15	285	231	516	6	6	12
(c) Hutt	..	546	497	471	141	137	102	119	..	..	243	256	499	8	13	21
(c) Rongotai	97	116	210	193	94	107	107	113	..	..	201	201	401	7	7	14
(c) Wellington South	206	214	373	358	83	101	78	113	2	8	163	222	385	6	7	13
(c) Marlborough	134	147	273	250	71	63	70	70	..	..	134	131	265	6	4	10
(c) Christchurch South	234	278	463	452	118	134	121	88	6	5	245	227	472	7	11	18
(c) Shirley	192	263	373	377	87	89	106	85	5	4	198	178	376	6	7	13
(c) Waitaki Boys'	67	74	136	127	58	78	..	..	..	..	136	136	272	6	6	12
(c) Waitaki Girls'	53	44	96	90	45	53	..	..	..	..	98	98	196	5	5	10
(c) Dunedin North	153	181	287	274	71	71	64	69	12	8	147	148	295	6	6	12
(c) Macandrew	297	369	614	585	144	160	177	115	17	11	338	286	624	12	10	22
(c) Tweedsmuir	218	273	454	425	116	111	117	109	5	..	238	211	449	7	8	15
Totals, 1948	5,138	6,471	10,574	10,080	2,820	2,375	2,637	2,440	120	168	5,397	5,133	10,750*	184	210	394
Totals, 1947	5,071	5,790	9,845	9,336	2,610	2,301	2,524	2,289	121	212	5,255	4,802	10,057	181	192	373
Difference	..	+67	+729	+694	+210	+274	+133	+121	-1	-44	+342	+351	+693	+3	+18	+21

(a) These are intermediate departments, consisting of Form I and Form II pupils, attached to secondary or technical schools. (c) These schools are separate intermediate schools.  
 (b) District high school with intermediate department attached. \* There were, in addition, 34 pupils in Form IV at intermediate schools; the corresponding figure in 1947 was 55.  
 † School established in 1948.

TABLE D 1.—AVERAGE ATTENDANCE, ROLL, 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)

School.	Roll Numbers (Full-time Pupils).			Average Attendance for 1948. (Year ending December).	Number of Pupils on Roll at beginning of 1948.	Number of New Pupils admitted during 1948.	Number of New Pupils who commenced their Post-primary Education in 1948.	Full-time Staff (including Principals) (December, 1948).		Technical Classes Part-time Pupils at 1st July, 1948.		
	At 1st March, 1948.	At 1st July, 1948.	Total.					M.	F.	Boys.	Girls.	
												Boys.
Whangarei Boys' High School	430	374	374	386	252	186	170	21	16	147	44	
Whangarei Girls' High School	389	371	347	371	230	170	151	38				
Auckland Grammar School	874	846	846	793	622	273	222	30				
Mount Albert Grammar School	749	694	694	657	505	244	222					
Auckland Girls' Grammar School	775	697	697	726	476	299	271	32				
Epson Girls' Grammar School	717	673	673	673	466	273	215	17				
Takapuna Grammar School	666	613	279	298	430	256	235	11				
Thames High School	304	304	174	174	144	144	128	10			46	
Hamilton High School	686	666	279	320	599	610	455	207				
Rotorua High School	398	355	312	304	245	170	159	11			26	
Wanganui Girls' College	402	397	375	375	268	144	118	17				
Palmerston North Boys' High School	434	398	398	397	306	128	115	19				
Palmerston North Girls' High School	326	307	294	298	220	118	104	15				
Gisborne High School	812	764	332	711	523	294	281	22			169	
Hastings High School	587	567	497	512	347	253	234	15			83	
Panmure High School	465	406	211	156	381	141	132	15			42	
Hutt Valley High School	703	691	377	659	448	242	221	19				
Wellington College	785	764	750	753	605	193	160	32				
Rongotai College	363	353	344	339	226	145	132	17				
Wellington Girls' College	540	525	508	491	342	217	186	24				
Wellington East Girls' College	420	409	398	385	301	136	113	18				
Marlborough High School	436	417	181	389	247	196	184	10			81	
Rangiora High School	290	272	129	258	179	113	104	8			5	
Christchurch Boys' High School	807	786	756	747	559	272	230	32				
Christchurch Girls' High School	590	559	533	533	406	192	175	24				
Ayresville Girls' High School	460	432	403	410	271	197	187	15				
Christchurch West High School	719	680	603	615	447	277	265	16				
Ashtaburton High School	237	215	97	208	163	76	69	8				
Timaru Boys' High School	369	367	357	351	264	113	94	17				
Timaru Girls' High School	314	311	110	196	129	129	111	9			77	
Waimate High School	233	220	106	197	131	84	74	14				
Waikato Boys' High School	443	434	414	412	284	126	129	20				
Waikato Girls' High School	366	347	324	326	208	100	98	17			42	
Otago Boys' High School	653	618	575	572	403	228	206	22				
Otago Girls' High School	321	312	303	303	226	105	98	16				
South Otago High School	231	206	216	212	144	108	88	8			42	
Coast High School	445	416	174	183	272	183	170	14			49	
Southland Boys' High School	376	360	339	344	256	122	110	17				
Southland Girls' High School	445	427	403	408	288	170	145	20				
Totals, A	19,972	19,116	9,122	8,830	17,972	17,923	13,092	7,281	474	396	1,260	706



TABLE D 3—YEARS OF ATTENDANCE OF FULL-TIME POST-PRIMARY PUPILS AT 1ST JULY, 1948 (EXCLUDING PUPILS ATTENDING SCHOOLS OF ART)

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	3,013	3,360	2,561	2,858	1,918	1,786	1,352	1,006	734	435	63	30	9,641	9,475
Combined	687	581	594	510	373	264	233	193	117	63	24	12	2,028	1,623
Technical	3,408	2,791	2,473	2,064	1,123	890	481	352	156	93	16	4	7,657	6,194
District high schools	1,800	1,895	1,150	1,386	516	606	197	288	46	53	..	1	3,709	4,229
Totals	8,908	8,627	6,778	6,818	3,930	3,546	2,263	1,839	1,053	644	103	47	23,035	21,521

TABLE D 5—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1948

School.	Professional or General, With Two Foreign Languages.		Professional or General, With One Foreign Language.		Professional or General, Without a Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		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 Boys' High School	25	12	75	79	152	41	112	..	..	..	..	..	..	..	..	..	..	..	..	..	415	
Whangarei Girls' High School	215	..	280	..	337	..	..	..	24	..	..	..	..	..	..	..	..	..	..	..	371	
Auckland Grammar School	181	..	229	..	67	68	..	..	98	..	..	..	..	..	..	..	..	..	..	..	856	
Mount Albert Grammar School	..	134	..	214	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	717	
Auckland Girls' Grammar School	..	140	..	386	..	110	..	..	..	..	..	..	..	..	..	..	..	..	..	..	733	
Epsom Girls' Grammar School	34	37	187	159	..	..	69	..	..	..	..	..	..	..	..	..	..	..	..	..	687	
Takapuna Grammar School	..	..	24	51	..	16	64	..	..	..	..	..	..	..	..	..	..	..	..	..	322	
Thames High School	..	..	74	115	103	79	..	..	..	..	..	..	..	..	..	..	..	..	..	..	613	
Hamilton High School	47	67	40	40	41	24	92	..	..	..	..	..	..	..	..	..	..	..	..	..	174	
Rotorua High School	..	9	50	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	295	
Wanganui Girls' College	..	35	117	..	125	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	374	
Pahurua North Boys' High School	9	..	135	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	151	
Pahurua North Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	397	
Palmerston North Boys' High School	4	6	76	97	113	55	161	..	..	..	..	..	..	..	..	..	..	..	..	..	415	
Palmerston North Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	307	
Gisborne High School	35	44	42	57	156	99	55	..	..	..	..	..	..	..	..	..	..	..	..	..	357	
Hastings High School	..	..	64	50	54	19	67	..	..	..	..	..	..	..	..	..	..	..	..	..	279	
Dannevirke High School	3	2	64	30	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	288	
Hutt Valley High School	..	..	121	108	268	82	..	..	..	..	..	..	..	..	..	..	..	..	..	..	406	
Hutt Valley Girls' High School	345	..	259	..	160	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	691	
Wellington College	..	..	117	..	142	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	764	
Rongotea College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	353	
Wellington Girls' College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	525	
Wellington East Girls' College	..	..	126	..	126	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	525	
Marlborough High School	10	12	77	45	..	15	37	..	..	..	..	..	..	..	..	..	..	..	..	..	409	
Rangitara High School	7	..	2	..	7	..	73	..	..	..	..	..	..	..	..	..	..	..	..	..	417	
Christchurch Boys' High School	56	211	258	176	351	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	272	
Christchurch Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	126	
Christchurch West High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	786	
Christchurch High School	1	..	66	47	179	28	..	..	..	..	..	..	..	..	..	..	..	..	..	..	559	
Ashburton High School	6	..	90	47	167	19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	432	
Timaru Boys' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	680	
Timaru Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	215	
Waimate High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	367	
Wairaki Boys' High School	24	40	138	113	166	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	311	
Wairaki Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	101	
Waikato Boys' High School	103	81	147	194	106	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	119	
Waikato Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	434	
Otago Boys' High School	76	..	108	44	138	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	608	
Otago Girls' High School	1	..	34	..	21	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	312	
Canterbury Boys' High School	11	..	14	60	70	29	49	..	..	..	..	..	..	..	..	..	..	..	..	..	221	
Canterbury Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	416	
Southland Boys' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	360	
Southland Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	427	
Totals	1,197	1,155	2,823	2,973	3,127	1,197	989	..	..	580	2,179	714	1	..	31	..	1,841	211	98	9,641	9,475	19,116

TABLE D 5—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1948—continued

School.	Professional or General, With Two Foreign Languages.		Professional or General, With One Foreign Language.		Professional or General, Without a Foreign Language.		Industrial.		Commercial.		Agri-cultural.		Art.		Home Life.		Other.		Totals.		Grand Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
																						B.
<i>Combined Schools</i>																						
New Plymouth Boys' High School	5	87	183	102	182	57	184	..	7	129	36	..	..	..	..	154	..	64	21	661	550	661
New Plymouth Girls' High School	..	..	..	..	..	..	53	..	..	285	65	..	..	..	..	..	..	..	..	170	115	285
Napier Boys' High School	78	65	77	35	59	10	277	..	2	150	..	..	..	..	..	145	..	55	..	620	408	1,028
Napier Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	479	419	898
Nelson College	13	17	40	104	18	7	36	..	..	12	35	..	..	..	..	49	..	..	..	131	130	261
Nelson Girls' College	36	83	235	64	72	53	119	..	..	17	161	104	0	..	..	171	..	..	..	576	463	1,039
Totals	132	187	542	395	350	167	593	..	113	450	224	..	..	10	1	492	..	64	21	2,028	1,623	3,651
<i>Technical High Schools</i>																						
Northland	..	..	33	22	17	16	53	..	..	45	..	..	..	..	..	..	..	..	..	82	123	205
Auckland	..	..	77	35	59	10	277	..	..	150	..	..	..	..	..	..	..	..	..	145	145	290
Bay of Plenty	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Eastern School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Northcote	77	90	40	39	18	7	36	..	..	12	35	25	..	..	..	49	..	..	..	131	130	261
Otago	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pukekohe	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Tauranga	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Matamata	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Hamilton	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
The Awarau	21	19	10	6	14	18	40	..	..	32	198	82	..	8	11	108	..	..	..	410	325	735
Hawera	..	..	46	54	39	21	94	..	..	5	52	39	..	..	..	54	..	..	..	129	149	278
Stratford	..	..	57	44	61	36	154	..	..	..	66	78	..	..	..	91	..	..	..	229	242	471
Waingamui	..	..	47	15	176	36	..	..	..	..	..	..	..	..	..	..	..	..	..	232	177	409
Pelkling	..	..	29	34	25	11	..	..	..	..	..	..	..	..	..	..	..	..	..	202	107	309
Palmerston North	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Horoehua	..	..	50	38	33	23	259	..	..	14	101	15	..	6	3	172	..	..	..	301	283	584
Petone	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	198	215	413
Wellington	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	259	230	489
Westport	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	605	477	1,082
Greymouth	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	605	477	1,082
Christchurch	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	105	103	208
Canterbury College School of Art	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	183	181	364
Papanui	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	635	314	949
Ashburton	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	49	87	136
Timaru	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	241	140	381
Dunedin	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	130	132	262
Invercargill	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	163	102	265
Totals	164	189	547	467	785	293	4,704	..	330	2,470	959	9	198	213	..	2,699	..	55	..	7,742	6,340	14,082



TABLE D 7—PUPILS AT 1ST JULY, 1948, **BOARDING AWAY FROM HOME TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS**

School.	Boarders, 1st July, 1948.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>A. Secondary Schools</i>						
Whangarei Boys' High School .. .. .	98	..	6	..	104	..
Whangarei Girls' High School .. .. .	..	100	..	13	..	113
Auckland Grammar School .. .. .	..	..	24	..	24	..
Mount Albert Grammar School .. .. .	82	..	51	..	133	..
Auckland Girls' Grammar School .. .. .	..	..	..	34	..	34
Epsom Girls' Grammar School .. .. .	..	70	..	45	..	115
Takapuna Grammar School .. .. .	..	..	12	7	12	7
Thames High School .. .. .	..	..	3	12	3	12
Hamilton High School .. .. .	..	46	16	20	16	66
Rotorua High School .. .. .	..	..	4	1	4	1
Wanganui Girls' College .. .. .	..	112	..	25	..	137
Palmerston North Boys' High School .. .. .	50	..	3	..	53	..
Palmerston North Girls' High School .. .. .	..	..	..	23	..	23
Gisborne High School .. .. .	59	37	23	31	82	68
Hastings High School .. .. .	..	..	15	14	15	14
Dannevirke High School .. .. .	61	..	9	14	70	14
Hutt Valley High School .. .. .	..	..	..	1	..	1
Wellington College .. .. .	96	..	9	..	105	..
Rongotai College .. .. .	..	..	3	..	3	..
Wellington Girls' College .. .. .	..	..	..	4	..	4
Wellington East Girls' College .. .. .	..	..	..	4	..	4
Marlborough High School .. .. .	..	..	13	15	13	15
Rangiora High School .. .. .	11	..	3	7	14	7
Christchurch Boys' High School .. .. .	55	..	14	..	69	..
Christchurch Girls' High School .. .. .	..	73	..	17	..	90
Avonside Girls' High School .. .. .	..	..	..	16	..	16
Christchurch West High School .. .. .	..	..	5	7	5	7
Ashburton High School .. .. .	..	..	5	12	5	12
Timaru Boys' High School .. .. .	134	..	10	..	144	..
Timaru Girls' High School .. .. .	..	75	..	8	..	83
Waimate High School .. .. .	..	..	2	3	2	3
Waitaki Boys' High School .. .. .	237	..	6	..	243	..
Waitaki Girls' High School .. .. .	..	110	..	15	..	125
Otago Boys' High School .. .. .	75	..	11	..	86	..
Otago Girls' High School .. .. .	..	..	..	14	..	14
King's High School .. .. .	..	..	5	..	5	..
South Otago High School .. .. .	..	..	..	3	..	3
Gore High School .. .. .	39	30	7	15	46	45
Southland Boys' High School .. .. .	..	..	58	..	58	..
Southland Girls' High School .. .. .	..	30	..	58	..	88
Totals, A .. .. .	997	683	317	438	1,314	1,121

TABLE D 7—PUPILS AT 1ST JULY, 1948, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS—*continued*

School.	Boarders, 1st July, 1948.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>B. Combined Schools</i>						
New Plymouth Boys' High School .. .. .	243	..	10	..	253	..
New Plymouth Girls' High School .. .. .	..	139	..	33	..	172
Napier Boys' High School .. .. .	89	..	9	..	98	..
Napier Girls' High School .. .. .	..	59	..	15	..	74
Wairarapa College .. .. .	71	57	4	13	75	70
Nelson College .. .. .	252	..	12	..	264	..
Nelson Girls' College .. .. .	..	78	..	15	..	93
Totals, B .. .. .	655	333	35	76	690	409
<i>C. Technical High Schools</i>						
Northland College .. .. .	81	..	7	18	88	18
Auckland Technical School .. .. .	..	..	27	20	27	20
Avondale Technical School .. .. .	..	..	15	8	15	8
Elam School of Art .. .. .	..	..	3	8	3	8
Northcote High School .. .. .	..	..	1	1	1	1
Otahuhu Technical School .. .. .	..	..	14	6	14	6
Pukekohe Technical School .. .. .	..	..	..	1	..	1
Tauranga College .. .. .	..	..	9	12	9	12
Matamata College .. .. .	..	..	10	2	10	2
Hamilton Technical School .. .. .	..	..	30	30	30	30
Te Awamutu College .. .. .	..	..	16	9	16	9
Hawera Technical School .. .. .	..	..	5	5	5	5
Stratford Technical School .. .. .	..	..	7	6	7	6
Wanganui Technical School .. .. .	77	20	19	3	96	23
Feilding Technical School .. .. .	136	..	4	5	140	5
Palmerston North Technical School .. .. .	..	..	7	2	7	2
Horowhenua Technical College .. .. .	..	..	..	1	..	1
Petone Technical School .. .. .	..	..	..	..	..	..
Wellington Technical School .. .. .	..	..	2	1	2	1
Westport Technical School .. .. .	..	..	..	..	..	..
Greymouth Technical School .. .. .	20	20	..	1	20	21
Christchurch Technical School .. .. .	28	26	16	9	44	35
Canterbury College School of Art .. .. .	..	..	..	50	..	50
Papanui Technical School .. .. .	..	..	3	3	3	3
Ashburton Technical School .. .. .	..	..	2	5	2	5
Timaru Technical School .. .. .	..	..	11	3	11	3
Dunedin Technical School .. .. .	..	..	5	4	5	4
Invercargill Technical School .. .. .	..	..	53	37	53	37
Totals, C .. .. .	342	66	266	250	608	316
Grand totals, 1948 .. .. .	1,994	1,082	618	764	2,612	1,846
Grand totals, 1947 .. .. .	1,944	1,056	738	847	2,682	1,903
Difference .. .. .	+50	+26	-120	-83	-70	-57

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

	Average Weekly Roll	Classification According to Forms of Pupils on Roll at 1st July.												Number of Assistant Teachers (December).		
		Roll Number, December		Form III.		Form IV.		Form V.		Form VI.		Totals.				Total.
		B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.			
1947 ..	714	618	197	310	45	95	27	67	8	18	277	490	767	34	55	
1948 ..	700	691	185	334	39	102	26	51	10	31	260	518	778	35	61	
Difference ..	14	-17	-12	+24	-6	+7	-1	-16	+2	+13	-17	+28	+11	+1	+6	

NOTE.—The above table does not include part-time pupils. The number of part-time secondary pupils on the roll at 31st December, 1948, was 1,630; the corresponding number in 1947, was 2,376.

TABLE E 1—OCCUPATIONS OF PART-TIME STUDENTS AT 1ST JULY, 1948

	Business and Mechanics	Electricians	Plumbers, Metal-workers, etc.	Woodworkers	Painters, Plasterers, etc.	Printers, etc.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Tailors, 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—	3,641	1,103	1,124	1,880	205	147	591	1,118	3,409	..	116	768	1,021	155	316	215	15,809
Males ..	..	..	..	10	..	25	24	1,181	2,170	2,451	363	450	270	..	423	282	7,649
Females ..	..	..	..	..	..	..	615	2,299	5,579	2,451	479	1,218	1,291	155	739	497	23,458
Totals, 1948 ..	3,641	1,103	1,124	1,890	205	172	495	1,839	5,614	1,462	419	1,112	1,236	113	1,249	263	21,727
Totals, 1947 ..	3,450	1,133	1,037	1,930	213	162	495	1,839	5,614	1,462	419	1,112	1,236	113	1,249	263	21,727
Difference ..	+191	30	+87	-40	-8	+10	+120	+460	-35	+989	+60	+106	+55	+42	-510	+234	+1,731

TABLE F—SPECIAL MANUAL-TRAINING CENTRES : PARTICULARS FOR THE YEAR 1948

Education District.	Number of Manual-training Centres.	Public Primary and Maori 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 .. .. .	49	271	4,344	3,999	14	2,480	2,386
Taranaki .. .. .	10	76	1,012	1,014	..	..	..
Wanganui .. .. .	14	44	772	757	2	573	524
Hawke's Bay .. .. .	11	38	757	728	2	538	530
Wellington .. .. .	18	71	1,701	1,794	4	785	652
Nelson .. .. .	9	65	682	666	..	..	..
Canterbury .. .. .	26	228	2,789	2,760	2	443	405
Otago .. .. .	23	102	1,143	1,203	4	621	532
Southland .. .. .	9	106	858	835	1	238	211
Totals .. .. .	169	1,001	14,058	13,756	29	5,678	5,240

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	1,394	1,473	44	479	564	355	8,697	8,422
Taranaki .. .. .	3	238	239	11	150	168	90	1,400	1,421
Wanganui .. .. .	7	239	233	10	104	119	63	1,688	1,633
Hawkes Bay .. .. .	6	235	256	9	176	179	55	1,706	1,693
Wellington .. .. .	6	149	140	20	266	177	101	2,901	2,763
Nelson .. .. .	9	222	235	7	59	76	81	963	977
Canterbury .. .. .	14	391	437	52	647	629	296	4,270	4,231
Otago .. .. .	13	307	339	20	64	234	139	2,135	2,308
Southland .. .. .	6	85	141	10	159	196	123	1,340	1,383
Totals .. .. .	90	3,260	3,493	183	2,104	2,342	1,303	25,100	24,831

TABLE G 1--AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1948

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year Ended December, 1948	Number of 1947 Pupils on Roll at Beginning of 1948.	Number of New Pupils Admitted During 1948.	Number of New Pupils who Commenced their Post-primary Education in 1948.	Full-time Staff (Excluding Principals), December, 1948.	
	At 1st March, 1948.	At 1st July, 1948.	December, 1948.							M.	F.
			Boys.	Girls.	Total.						
<b>AUCKLAND EDUCATION BOARD</b>											
Cambridge .. .. .	195	166	50	95	145	150	113	87	82	5	4
Dargaville .. .. .	222	203	87	87	174	180	128	98	92	6	3
Helenville .. .. .	103	118	46	64	110	107	62	70	66	3	2
Howick .. .. .	67	64	25	34	59	61	38	29	26	2	1
Hukerenui .. .. .	23	23	10	9	19	21	13	13	11	1	..
Huntly .. .. .	181	148	59	70	129	133	78	93	81	6	1
Kao .. .. .	39	34	14	12	26	29	22	17	17	2	..
Kaitiaki .. .. .	217	191	81	87	168	168	112	93	83	5	4
Katikati .. .. .	63	61	23	33	56	55	40	24	21	2	1
Kawakawa .. .. .	134	119	53	48	101	107	* 72	66	62	4	1
Mangakino .. .. .	55	57	26	25	51	49	..	63	34	2	..
Maungaturoto .. .. .	38	38	9	19	28	33	20	21	18	2	..
Morrinsville .. .. .	247	219	82	109	191	198	132	124	114	6	4
Ngatea .. .. .	128	121	50	58	108	106	66	71	61	3	1
Okaihau .. .. .	47	45	18	23	41	38	23	25	21	2	..
Opotiki .. .. .	180	173	77	66	143	155	102	85	77	7	1
Otorohanga .. .. .	133	129	61	56	117	115	64	73	68	5	1
Paeroa .. .. .	101	86	42	30	72	77	56	46	45	3	1
Piopio .. .. .	61	51	26	22	48	50	31	32	32	2	1
Putaruru .. .. .	127	101	40	51	91	88	39	83	69	3	1
Raglan .. .. .	45	34	12	20	32	30	22	14	14	2	..
Rawene .. .. .	56	64	29	27	56	53	27	47	39	2	1
Ruawai .. .. .	77	71	33	33	66	61	44	33	33	3	1
Taumarunui .. .. .	177	157	63	73	136	142	81	100	86	6	2
Te Aroha .. .. .	160	140	55	75	130	131	76	89	84	3	4
Te Kauwhata .. .. .	64	58	23	30	53	52	37	31	30	1	2
Te Kuiti .. .. .	173	168	71	73	144	144	115	67	59	5	3
Te Puke .. .. .	135	127	64	48	112	109	64	80	71	3	3
Titoki .. .. .	41	42	19	20	39	37	26	17	16	1	1
Waihi .. .. .	177	158	75	60	135	141	96	88	78	5	3
Waipu .. .. .	54	51	19	20	39	42	32	23	22	2	1
Waiuku .. .. .	116	109	39	61	100	102	72	49	42	3	2
Warkworth .. .. .	82	74	31	38	69	68	40	41	36	4	..
Wellsford .. .. .	88	80	26	50	76	74	55	37	34	3	2
Whakatane .. .. .	287	276	112	122	234	250	150	146	139	7	2
Totals .. .. .	4,093	3,756	1,550	1,748	3,298	3,356	2,148	2,075	1,863	120	53
<b>TARANAKI EDUCATION BOARD</b>											
Ohura .. .. .	42	41	13	18	31	34	20	25	23	2	..
Opunake .. .. .	165	155	62	67	129	137	104	64	58	4	3
Waitara .. .. .	173	167	66	81	147	156	108	94	87	4	3
Totals .. .. .	380	363	141	166	307	327	232	183	168	10	6

TABLE G 1—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1948—*continued*

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year Ended December, 1948.	Number of 1947 Pupils on Roll at Beginning of 1948.	Number of New Pupils Admitted During 1948.	Number of New Pupils who Commenced their Post-primary Education in 1948.	Full-time Staff (Excluding Principals), December, 1948.	
	At 1st March, 1948.	At 1st July, 1948.	December, 1948.							M.	F.
			Boys.	Girls.	Total.						
<b>WANGANUI EDUCATION BOARD</b>											
Apti .. .. .	38	47	6	8	14	14	11	7	7	1	..
Foxton .. .. .	73	67	29	23	52	60	42	43	40	2	..
Marton .. .. .	155	140	58	62	120	136	95	77	70	4	..
Ohakune .. .. .	115	103	51	38	89	95	65	53	50	4	..
Rangiwahia .. .. .	14	10	5	7	10	9	10	8	1	..	1
Raurimu .. .. .	35	30	7	19	26	27	22	15	13	1	1
Taihape .. .. .	148	129	58	53	111	110	82	63	61	3	2
Waverley .. .. .	53	49	19	23	42	44	21	32	32	2	1
Totals .. .. .	621	545	233	231	464	489	330	300	281	18	11
<b>HAWKES BAY EDUCATION BOARD</b>											
Te Karaka .. .. .	117	108	52	50	102	100	66	48	41	2	3
Tolaga Bay .. .. .	42	45	17	21	38	40	18	31	25	1	..
Tuai .. .. .	30	22	6	10	16	20	15	16	15	1	..
Waipawa .. .. .	105	100	27	58	85	89	59	51	49	2	4
Waipukurau .. .. .	76	67	29	26	55	61	41	34	33	3	2
Wairoa .. .. .	205	199	73	89	162	167	117	94	85	5	2
Woodyille .. .. .	48	40	14	11	25	34	30	18	16	1	1
Totals .. .. .	623	581	218	265	483	511	346	292	264	15	12
<b>WELLINGTON EDUCATION BOARD</b>											
Carterton .. .. .	60	56	16	29	45	42	30	40	33	3	..
Eketaahuna .. .. .	46	44	23	15	38	40	38	29	26	1	1
Featherston .. .. .	43	39	16	18	34	35	23	23	19	1	1
Greytown .. .. .	60	55	23	21	44	50	35	26	25	2	1
Martinborough .. .. .	28	23	10	9	19	21	13	16	15	1	1
Pahiatua .. .. .	79	67	37	24	61	62	42	39	36	1	3
Totals .. .. .	316	284	125	116	241	250	181	173	154	9	7
<b>NELSON EDUCATION BOARD</b>											
Collingwood .. .. .	26	25	13	9	22	23	14	14	13	1	..
Denniston .. .. .	15	11	4	6	10	11	5	7	7	1	..
Granity .. .. .	65	63	22	36	58	55	42	27	27	2	1
Karamea .. .. .	31	29	11	9	20	24	13	18	17	1	1
Motueka .. .. .	146	129	52	65	117	120	78	69	62	4	3
Murchison .. .. .	39	38	18	15	33	35	22	17	17	1	..
Reefton .. .. .	92	85	32	34	66	75	49	45	41	3	1
Takaka .. .. .	63	55	28	20	48	50	25	39	39	2	1
Tapawera .. .. .	36	36	14	18	32	31	21	17	16	1	1
Totals .. .. .	513	471	194	212	406	424	269	253	239	16	8

TABLE G 1—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1948—continued

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year Ended December, 1948.	Number of 1947 Pupils on Roll at Beginning of 1948.	Number of New Pupils Admitted During 1948.	Number of New Pupils Who Commenced their Post-primary Education in 1948.	Full-time Staff (Excluding Principals), December, 1948.	
	At 1st March, 1948.	At 1st July, 1948.	December, 1948.							M.	F.
			Boys.	Girls.	Total.						
<b>CANTERBURY EDUCATION BOARD</b>											
Akaroa .. .. .	31	26	11	14	25	25	16	17	14	1	1
Cheviot .. .. .	39	38	17	16	33	33	32	17	17	1	1
Fairlie .. .. .	56	49	23	21	44	45	34	23	19	1	1
Geraldine .. .. .	64	62	25	34	59	55	47	22	19	2	2
Hawarden .. .. .	77	75	31	43	74	70	42	35	34	3	1
Hokitika .. .. .	106	101	52	40	92	94	67	43	37	4	1
Kaikoura .. .. .	80	67	25	32	57	58	49	33	29	1	1
Lincoln .. .. .	38	38	20	14	34	34	18	24	21	1	1
Methven .. .. .	37	36	17	31	48	49	40	20	17	2	1
New Brighton .. .. .	36	37	23	26	49	50	26	31	28	..	..
Oxford .. .. .	32	29	11	12	23	25	17	15	15	..	..
Pleasant Point .. .. .	42	42	18	21	39	39	22	20	19	1	1
Southbridge .. .. .	65	62	23	32	55	55	34	32	27	2	1
Temuka .. .. .	115	109	45	48	93	104	57	63	57	3	2
Totals .. .. .	858	811	341	384	725	736	491	395	354	28	13
<b>OTAGO EDUCATION BOARD</b>											
Alexandra .. .. .	84	80	31	44	75	74	36	50	48	2	2
Clutha Valley .. .. .	30	29	9	16	25	26	14	13	13	..	..
Cromwell .. .. .	42	37	17	16	33	35	18	25	24	1	1
Kuroo .. .. .	39	36	15	19	34	34	18	25	24	1	1
Lawrence .. .. .	54	47	17	27	44	44	25	17	13	2	1
Mosgiel .. .. .	166	156	81	44	125	131	80	36	24	5	2
Owaka .. .. .	27	27	13	11	24	24	14	15	13	1	1
Palmerston .. .. .	81	72	23	38	61	64	49	32	31	3	2
Ranfurly .. .. .	25	27	9	17	26	25	9	21	18	2	..
Roxburgh .. .. .	35	33	14	12	26	28	10	25	24	1	1
Strath-Taieri .. .. .	12	11	3	6	9	10	7	6	5	1	..
Tapanui .. .. .	35	34	14	20	34	28	17	20	18	1	1
Tokomairiro .. .. .	78	65	20	30	50	59	40	41	39	3	1
Totals .. .. .	708	654	266	300	566	581	358	376	354	25	13
<b>SOUTHLAND EDUCATION BOARD</b>											
Nightcaps .. .. .	55	54	17	22	39	45	21	35	32	2	1
Queenstown .. .. .	39	34	7	20	27	30	18	21	20	1	1
Riverton .. .. .	40	38	14	16	30	34	18	22	22	1	1
Tuatapere .. .. .	20	18	4	10	14	15	6	16	12	1	..
Winton .. .. .	56	51	19	24	43	43	23	38	33	1	1
Wyndham .. .. .	39	32	7	15	22	29	24	15	15	1	1
Totals .. .. .	249	227	68	107	175	196	110	147	134	7	5
<b>MAORI DISTRICT HIGH SCHOOLS</b>											
Manutahi .. .. .	85	60	23	30	53	50	33	37	36	3	..
Rangitahi .. .. .	35	28	16	8	24	23	21	17	16	1	1
Ruatoki .. .. .	30	27	10	13	23	22	19	14	10	1	1
Tc Ararou .. .. .	58	56	25	28	53	47	26	35	31	1	1
Tc Kaha .. .. .	28	24	13	11	24	26	16	14	13	1	1
Tc Kao .. .. .	24	24	7	16	23	23	9	17	17	1	..
Tikitiki .. .. .	21	27	17	13	30	27	12	25	16	1	..
Totals .. .. .	281	246	111	119	230	218	136	159	139	9	4
Grand totals, 1948	8,642	7,938	3,247	3,648	6,895	7,088	4,601	4,353	3,950	257	132
Grand totals, 1947	8,329	7,629	3,092	3,374	6,666	6,863	4,513	4,413	3,895	236	140
Difference .. .. .	+313	+309	+155	+74	+229	+225	+88	-60	+55	+21	-8

\* Established as a district high school in 1948.

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 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.					
Auckland Diocesan High School, Auckland	205	201	188	149	59	52	13
Dilworth School, Auckland	45	44	44	26	16	16	5
Marist Convent High School, Auckland	60	66	63	34	39	30	4
Queen Victoria School, Auckland	80	79	73	49	30	20	4
Sacred Heart College, Auckland	387	380	347	233	133	124	12
Convent of the Sacred Heart, Auckland	71	71	70	60	49	49	5
St. Benedict's Technical School, Auckland	90	90	95	90	72	70	3
St. Bernollet's College, Auckland	374	373	369	271	165	149	15
St. Mary's College, Auckland	225	224	229	144	105	100	9
St. Patrick's Technical School	22	19	18	18	10	10	2
St. Peter's College, Auckland	202	195	181	126	109	82	6
St. Peter's Maori College, Auckland	52	51	50	316	209	175	20
King's College, Otahuhu	418	416	392	274	169	138	16
Wesley College, Paerata	97	88	84	69	38	33	6
St. Stephen's Maori Boys' School, Bombay	35	38	37	29	27	28	3
Marist Bros. High School, Hamilton	33	34	35	29	27	28	3
Sacred Heart Girls' College, Hamilton	118	115	106	69	48	41	2
Waikato Diocesan School, Hamilton	98	68	66	58	28	21	4
St. Michael's Convent (Technical), Rotorua	55	63	53	38	58	24	5
Sacred Heart High School, New Plymouth	39	34	33	41	26	25	2
St. Mary's Diocesan School, Stratford	97	96	94	20	14	12	4
Sacred Heart Convent High School, Wanganui	175	170	165	134	80	67	6
St. Augustine's High School, Wanganui	47	42	41	42	32	31	4
Wanganui Collegiate School, Wanganui	325	325	308	237	93	83	18
Turakina-Maori Girls' College, Marton	44	42	42	37	17	14	3
Wellington Diocesan School for Girls, Marton	120	120	126	110	36	26	10
Hato Paora College, Feilding	21	19	19	21	19	19	2
Marist Bros. High School, Invercargill	95	81	76	55	31	31	3
St. John's Convent High School, Palmerston North	63	61	57	27	27	26	3
Marist Brothers High School, Gisborne	36	33	30	19	20	20	2
St. Mary's Girls' School, Gisborne	51	53	40	31	23	23	3
Bankers' College, Napier	93	81	91	62	31	30	3
Sacred Heart High School, Napier	78	78	74	62	35	33	3
St. Joseph's Maori Girls' College, Greenmeadows	105	105	98	65	45	32	4
St. John's High School, Hastings	48	45	43	26	29	26	3
St. Joseph's Convent High School, Hastings	104	104	98	70	33	28	8
Ionah College, Havelock North	182	182	182	146	39	29	13
Woodford House, Havelock North	126	126	117	80	40	37	7
Te Aute College, Pukekohe	75	72	67	49	25	25	4
St. Brade's Convent School, Masterton	44	44	41	23	24	24	4
St. Joseph's College, Masterton	59	59	54	43	43	40	3
St. Matthew's Collegiate School, Masterton	123	121	117	85	52	40	6
Solway College, Masterton	325	322	295	197	115	86	15
St. Patrick's College, Silverstream				301		109	

\* School opened 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 1948	Number of 1947 Pupils on Roll at Beginning of 1948.	Number of New Pupils Admitted During 1948.	Number of New Pupils Who Commenced their Post-primary Education in 1948.	Full-time Staff (Including Principals), December, 1948.	
	At 1st March, 1948.	At 1st July, 1948.	December, 1948.					M.	F.
	Boys.	Girls.	Total.						
Chilton St. James School, Lower Hutt	58	58	50	52	39	17	13	..	5
Sacred Heart College, Lower Hutt	86	84	75	75	52	41	33	..	4
Marston Collegiate School, Wellington	182	183	190	173	150	64	53	..	8
Queen Margaret College, Wellington	180	178	178	170	150	59	48	..	10
Sacred Heart Convent High School, Wellington	60	60	59	58	46	22	16	..	5
St. Mary's College, Wellington	341	335	326	321	205	136	119	..	11
St. Patrick's College, Wellington	370	357	342	338	246	122	119	..	..
Scott's College, Wellington	146	144	146	139	101	49	44	..	..
St. Mary's Convent High School, Blenheim	32	31	28	29	16	16	16	..	3
Sacred Heart High School, Nelson	45	43	43	41	23	20	19	..	..
St. Mary's College, Westport	39	36	35	35	27	15	14	..	2
Marist Brothers' High School, Greytown	70	68	61	60	40	33	29	3	..
St. Mary's High School, Greytown	84	77	69	71	50	36	31	..	4
St. Mary's Convent School, Hokitika	43	43	42	40	28	18	14	..	3
Cathedral Grammar School, Christchurch	15	13	13	12	4	9	9	..	..
Hoik's Seminary, Christchurch	371	371	365	358	288	89	75	..	1
Rangiora School, Christchurch	56	54	54	52	30	26	22	..	4
Sacred Heart College, Christchurch	152	151	151	152	129	42	35	..	..
St. Peter's College, Christchurch	238	233	233	233	165	65	63	..	5
St. Paul's College, Christchurch	286	280	272	271	193	89	72	..	..
St. Margaret's College, Christchurch	283	283	272	270	217	60	56	..	14
St. Mary's College, Christchurch	40	39	35	35	39	32	29	..	4
Tr. Wai Pomana College, Christchurch	33	30	27	27	14	12	12	..	3
Villa Maria College, Christchurch	53	47	40	44	34	21	18	..	3
Xavier College, Christchurch	98	94	90	92	66	44	32	..	4
Craighed Diocesan School, Timaru	98	95	95	92	64	39	30	..	..
Sacred Heart Girls' College, Timaru	117	109	102	101	84	35	34	..	8
St. Patrick's High School, Timaru	54	53	52	50	30	24	24	..	..
Dominican College, Teschamakers	68	69	70	68	40	24	24	..	4
St. Kevin's College, Oamaru	138	138	133	128	90	54	54	..	..
Christiana College, Dunedin	140	134	126	120	86	38	36	..	5
Columbia College, Dunedin	134	134	132	122	101	38	36	..	..
John McGlashan College, Dunedin	50	51	51	48	34	18	14	..	..
St. Dominics College, Dunedin	77	77	76	76	54	25	21	..	6
St. Hilary's Collegiate School, Dunedin	80	78	78	75	62	18	12	..	7
St. Philomena's College, Dunedin	119	117	108	115	78	42	40	..	4
Marist Bros. High School, Invercargill	68	63	60	59	47	22	22	..	..
St. Catherine's Convent School, Invercargill	71	71	70	64	42	30	30	..	3
Totals, 1948	9,977	9,793	4,286	9,495	6,717	3,516	3,110	212	293
Totals, 1947	10,163	9,908	4,207	9,387	6,532	3,740	3,257	206	290
Difference	-186	-115	-119	-892	-815	-224	-147	-6	-3

TABLE K 1—STUDENTS IN THE FIVE TRAINING COLLEGES IN DECEMBER, 1948

Training College.	Division A.		Division C.		Totals.		Grand Totals.
	M.	F.	M.	F.	M.	F.	
Auckland—							
First year .. .. .	80	157	36	24	116	181	297
Second year .. .. .	100	146	..	..	100	146	246
Specialist .. .. .	1	3	..	..	1	3	4
Ardmore—							
First year .. .. .	67	113	..	..	67	113	180
Second year .. .. .	16	24	..	..	16	24	40
Specialist .. .. .	..	..	..	..	..	..	..
Wellington—							
First year .. .. .	91	132	..	..	91	132	223
Second year .. .. .	83	83	..	..	83	83	166
Specialist .. .. .	..	1	..	..	..	1	1
Christchurch—							
First year .. .. .	92	110	..	..	92	110	202
Second year .. .. .	46	90	..	..	46	90	136
Specialist .. .. .	1	11	..	..	1	11	12
Dunedin—							
First year .. .. .	100	88	..	..	100	88	188
Second year .. .. .	68	80	..	..	68	80	148
Specialist .. .. .	3	1	..	..	3	1	4
Totals .. .. .	748	1,039	36	24	784	1,063	1,847

*Approximate Cost of Paper.*—Preparation, not given: printing (1,059 copies), £188.

By Authority: R. E. OWEN, Government Printer, Wellington.—1949.

Price 1s. 3d.]