

as they do at present, they will, in 1960, have about 123,000 more children on their rolls than they had in 1949. The major share of the responsibility for providing the additional teachers, class-rooms, subsidiary buildings, teaching materials, and other educational services falls on the Government and on the local governing bodies which function under the Education Act. The chief implications of that fact, for Government, will in this Part be discussed under the three headings of (1) demand for teachers, (2) school accommodation, and (3) finance.

DEMAND FOR TEACHERS

To understand the significance of the figures that follow it is necessary to know the ways in which teachers are at present recruited and trained. Primary-school teachers enter the service in either of two ways. The great majority, on leaving post-primary school, spend two years at a teachers' training college, followed by a year as a probationary assistant in a State school. In 1949 a special emergency training course of one year was instituted to cater for more mature entrants from other occupations. A small number of uncertificated teachers are employed in special circumstances. Entrance to the post-primary service is more varied. Some teachers are recruited directly from the primary service, whilst others spend one year at Auckland Teachers' Training College after having completed a degree. Recently a system of post-primary teachers' bursaries has been instituted to assist some of these students while they are studying full time for a degree prior to entering training college. Some home-science teachers are trained at the School of Home Science at Otago University, and others have one year of training at a training college and a second year at a selected technical school. Teachers of woodwork, metal-work, and commercial subjects are sometimes appointed straight from industry and sometimes are given a year of training in teaching before being employed in the schools. It is still possible, in theory at least, to become a post-primary teacher in any subject without any training in teaching.

Staffing of primary and of post-primary schools must be considered separately. Estimates of the numbers of teachers required can conveniently be based on the present ratio of pupils to teachers. In 1948 the ratios were 33 pupils to one teacher in public primary schools and 20.5 to 1 in public post-primary schools. While these are over-all averages obtained by dividing the total number of pupils by the total number of teachers, they do not mean that the average sizes of classes are 33 and 20½ respectively. The total of primary school teachers includes certificated teachers only—that is, it excludes probationary assistants, junior assistants at Maori schools, and other uncertificated assistants, but it includes head teachers freed from class teaching as well as itinerant specialists who are not in charge of classes. The total for post-primary teachers includes specialists with a post-primary grading such as manual-training instructors and also those who teach part-time students not included in the numbers of full-time post-primary pupils. Therefore the ratios of pupils, while valid for the purpose of estimating the future need for teachers, are not a guide to the average size of classes, nor do they give an indication of the great variations in the size of classes.

TABLE II—ADDITIONAL NUMBERS OF TEACHERS REQUIRED TO MEET THE INCREASES IN SCHOOL POPULATION

Year.	Public Primary.	Public Post-primary.	All Public Schools.
1951	300	85	385
1952	410	100	510
1953	450	145	595
1954	390	220	610
1955	310	235	545
1956	280	80	360
1957	260	..	260
1958	220	70	290
1959	160	155	315
1960	70	310	380
Ten-year totals	2,850	1,400	4,250