

1939.  
NEW ZEALAND.

# REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31ST DECEMBER, 1938.

[In continuation of E.-1, 1938.]

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

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Office of the Department of Education,  
Wellington, 18th July, 1939.

YOUR EXCELLENCY,—  
I have the honour, in accordance with the provisions of the Education Act, 1914, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ended the 31st December, 1938.

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

I have, &c.,  
P. FRASER.

## REPORT.

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### I. INTRODUCTORY AND GENERAL.

SINCE this report covers the third year of the Government's administration of education it is fitting that I should not only list the achievements of the past year, but also try to indicate in a general way the extent to which I have been able, during my first term of office, to carry out the policy laid down three years ago.

#### EDUCATIONAL POLICY.

The educational policy put forward by the Government at the end of 1935 could be summed up as:—

- The readmission of the five-year-olds to public schools and the extension of kindergarten training.
- The extension of teacher-training facilities to provide the necessary staff for smaller classes.
- The rebuilding and reconditioning of old and unhygienic buildings.
- More liberal supplies of equipment, including adequate library facilities.
- The extension of dental treatment to all school-children.
- Standard rates of pay to all teachers now serving under the rationing scheme.
- Right of appeal against non-appointment.
- Improvement of the standard of teachers' residences.

#### IMPLEMENTING OF POLICY.

While this policy is so comprehensive and continuous that it can never be completed in an absolute sense in any given time, it may be claimed that during the past three years great advances have been made under all these headings. One of the first acts of the Government was to readmit the five-year-olds to the public schools in 1936. At the same time the Wellington and Dunedin Training Colleges were reopened, and all the Training Colleges are now working to capacity to provide sufficient teachers to enable classes to be reduced to a reasonable size. In no field has there been more activity than in that of school buildings and sites. Up to the end of 1938 the Government had given approval for capital works in connection with school buildings amounting to £2,511,428, of which £1,441,411 had been expended and fine new schools and teachers' residences are springing up throughout the country. It is recognized that there is still a heavy leeway to be made up, but the work of bringing buildings and grounds up to date is being pressed on as rapidly as the facilities of the building industry permit. Liberal allowances for equipment and libraries have been made to all types of State schools. The number of trainees in the Dental Clinic rose from 53 in 1935 to 138 in 1938, and new clinics have been established in the schools as quickly as staff could be trained. The rationing scheme for unemployed teachers was abolished, and primary-school teachers not able to secure permanent positions are now employed at a living wage as probationary assistants or relieving teachers. Provisions for right of appeal against non-appointment were incorporated in the Education Amendment Bill that was brought down and fully discussed during the past year.

#### OBJECTIVE.

These, then, are some of the efforts the Government has made to carry out its specific promises, but much more than this has been done. The Government's objective, broadly expressed, is that every person, whatever his level of academic ability, whether he be rich or poor, whether he live in town or country, has a

right, as a citizen, to a free education of the kind for which he is best fitted, and to the fullest extent of his powers. So far is this from being a mere pious platitude that the full acceptance of the principle will involve the reorientation of the education system. The structure of the New Zealand school system as originally laid down (and, indeed, of practically all the school systems of the world) was based on the principle of *selection*. An elementary education in the three Rs was given to all the population, but, beyond that, schooling had to be either bought by the well-to-do, or won, through scholarships, by the specially brilliant. Under such a system post-primary education was a thing apart from primary education and tended to be verbal and academic in nature. A definite penalty was placed on the children of the poor, especially on those who lived outside the main centres of population.

From the beginning of this century the rigour of this selective system has been progressively relaxed. New Zealand has moved far more rapidly in this respect than the countries of the Old World, and had, even before 1935, given a large measure of free education even at the higher levels. Yet the principle of selection for post-primary and higher education remained, and the present Government was the first to recognize explicitly that continued education is no longer a special privilege for the well-to-do or the academically able, but a right to be claimed by all who want it to the fullest extent that the State can provide. Important consequences follow from the acceptance of this principle. It is not enough to provide more places in schools of the older academic type that were devised originally for the education of the gifted few. Schools that are to cater for the whole population must offer courses that are as rich and varied as are the needs and abilities of the children who enter them: this means generous equipment, more and better-trained teachers, and some system of guidance to help pupils to select the schools and courses that will best cater for their abilities. It means also, if there is to be true equality of opportunity, that, by one method or another, the country child must be given access to the facilities from which he has always tended to be barred by the mere accident of location. Most important of all, perhaps, it means that the system of administrative control must be such that the whole school system is a unit within which there is free movement.

It is only against this historical background that the Government's policy in education can be fully understood. It was necessary to convert a school system, constructed originally on a basis of selection and privilege, to a truly democratic form where it can cater for the needs of the whole population over as long a period of their lives as is found possible and desirable. I would wish the achievements of the past year, as outlined in this report, to be seen against this background and to be judged according to their furtherance of the aims here discussed.

## LEGISLATIVE CHANGES.

### EDUCATION AMENDMENT BILL.

The present system of educational administration under which the post-primary schools are controlled by local authorities that are quite independent of those controlling the primary schools is a relic of the period when the post-primary schools were thought of as providing for a selected few an education alternative to rather than subsequent to that given in the primary schools. As soon as it is recognized that every child should have post-primary education of a kind for which he is best fitted a closer relationship between all schools, primary and post-primary, becomes essential, in order that the individual should be free to move easily from school to school or from course to course with adequate guidance at each stage. It therefore becomes necessary to place all the schools in an area under a single controlling authority. This was the main purpose of the Education Amendment Bill introduced during the year. After its first reading the Bill was referred to the Education Committee of the House of Representatives, which proceeded to consider its provisions and to take evidence from a wide range of interested bodies. To facilitate full and free discussion of the Bill I approved of the Technical Education Association and the Boards in control of secondary schools spending public funds to arrange meetings

in Wellington. A remarkably wide range of persons and institutions gave evidence before the Committee. It was the first time for some years that an opportunity had occurred for all educational authorities to express their considered opinions on matters of educational organization and administration, and I am very grateful to them for the very valuable help they gave in the clarifying of the situation.

Besides providing in some detail for the unification of controlling authorities under twelve Education Boards, the Bill also made the following proposals:—

- (a) The establishment of an Advisory Council of Education and of a special Advisory Council of Adult Education (with local Committees).
- (b) The appointment for each education district of an officer of the Department of Education, to be known as "the Education Officer."
- (c) The constitution of a special Board of Appeal to hear appeals from teachers against non-appointment.
- (d) The raising of the school-leaving age to fifteen years.
- (e) Allowing religious instruction to be given in public schools (for half an hour on two days each week) by approved persons.
- (f) Removal of restrictions against the employment of married women as teachers.

After giving very careful consideration to the evidence placed before it, the Education Committee recommended to the House that the Bill be allowed to proceed without amendment. In view of the rather chaotic state of educational legislation generally, I arranged for it all to be reviewed during the year with the object of bringing down a consolidating measure embodying the provisions of the Bill considered by the Committee.

#### EDUCATION AMENDMENT ACT, 1938.

In the meantime, when the session was resumed later in the year, the Education Amendment Act, 1938, a shorter measure dealing with immediately urgent matters, was passed. It provided for:—

- (a) Increasing the grants to Education Boards for general purposes and also the grants for incidental expenses of School Committees.
- (b) Repealing the provisions as to the contributions by parents towards the salary or board of teachers in Grade O schools.
- (c) Extending the power to make regulations in relation to the appointment of teachers in public schools.
- (d) Contributions to the Teachers' Superannuation Fund and retiring-allowances to be computed on reduced salaries in certain cases where contributors did not elect to contribute on house allowance.
- (e) Repealing the provisions placing restrictions on the employment of married women as teachers.
- (f) Establishing the Council of Adult Education.

#### TEACHERS' SALARIES REGULATIONS 1938.

The Teachers' Salaries Regulations 1938 (which became operative as from 1st October, 1938) had two major aims—firstly, to raise the salaries in the primary-school service, and, secondly, to alter the method of computing salaries in such a way as to make it unnecessary for teachers to be constantly changing schools in order to improve salary and status. The teachers affected are those in primary schools, intermediate schools and departments, Native schools, district high schools, training-colleges, and the Department's Correspondence School. Under the new scheme each teacher is paid a basic salary dependent upon years of service, and he may receive, in addition, a position salary which depends upon the post he holds. An allowance as country salary has been provided for assistants in approved country schools with the idea of attracting well-qualified teachers to schools in the isolated districts. I am confident that the new salary scale will make for more stability in the teaching staffs of public schools and will result in a better distribution of teaching skill throughout the country.

## OTHER REGULATIONS.

Other regulations of minor importance were made during the year concerning the following matters :—

- (a) To allow teachers to advance to their correct relative positions on the grading-list, provision was made to grade a teacher in the grading group next higher to the one in which he would have been placed according to the grade of his salary even though he had not received the maximum marks for teaching, personality, and powers of organization as required by regulation.
- (b) The abolition of the fee of 10s. 6d. that had to be paid by a teacher before he could appeal against his grading.
- (c) Amendments designed to improve the application of the Teachers' Salaries Regulations 1938.
- (d) The grading groups in the regulations for the grading of public-school teachers were not applicable to the new scale of salaries, and as it was not possible to devise a new grading scheme in the time available a regulation was made authorizing the classification of teachers in groups for the 1939 grading according to the grades of salaries that would have been payable to them under the old regulations for teachers' salaries.
- (e) The removal of the salary bar in the case of certain qualified teachers in technical schools and combined schools.
- (f) The granting of special leave of absence to teachers with salary in cases approved by the Minister.
- (g) The payment of an allowance equal to the amount of the adult basic weekly wage to male training - college students, probationary assistants, and relieving teachers who are married.
- (h) The increase of the payments by approximately 100 per cent. to secondary schools for the supply of material for practical and science subjects.
- (i) The rearrangement of the groups of compulsory and optional subjects for the Class C Examination because of the abolition of the Training College Entrance Examination.
- (j) The payment of the general grant to Education Boards for general purposes on the roll number on the 16th September, 1938 (on which the schools were staffed for the year 1939), which provided a very favourable basis for the computation of the grant.

## RURAL EDUCATION.

## CONSOLIDATION OF SCHOOLS.

Although I am well aware of the very fine work being done in some sole-charge and two-teacher schools, I am yet of the opinion that, other things being equal, better results can be achieved in the larger schools than in the smaller rural schools because of the greater possibilities for social contacts, special equipment, and specialized teaching. So the consolidation of small schools is being pressed forward wherever it appears to be justified, provided that the majority of the parents concerned favour the change. Approval was given during the year for the consolidation of 113 small schools on 73 centres. The difficulty of providing extra accommodation quickly enough may slow down the programme of consolidation somewhat during the next year or so.

## CONVEYANCE.

A natural consequence of consolidation is the provision of adequate conveyance facilities to bring the children into the centres. This is an aspect of rural education that is demanding ever-increasing attention and the expenditure of considerable sums. It is, however, giving to the country child ever-increasing freedom of access to the rich and varied education, post-primary as well as primary, enjoyed by the city child. Where conveyance systems have grown up around post-primary

schools, as at Dannevirke, Pukekohe, Ashburton, &c., there has developed in the outlying districts a strong demand for post-primary education. The provision of even meagre transport facilities seems to give an impetus in a district to the desire for post-primary education, and it is not long before increasing numbers necessitate the working-out of new and more extensive conveyance routes. In 1935 there were 31,500 pupils in attendance at post-primary schools, exclusive of the Correspondence School; in 1938 there were 34,200, and this in spite of the increasing demands of industry for adolescent labour. District high schools must necessarily be affected by this development of conveyance. Some have been consolidated on the nearest post-primary schools, as in the case of Norsewood and Manaia; the attendance at others has been reduced by the tendency of pupils to make use of regular passenger services to desert established district high schools in order to attend bigger schools offering more diversified courses of instruction; in other districts, as for example around Levin, the provision of transport for post-primary pupils has made it unnecessary to establish district high schools in the smaller places. There is, I think, no need to regret the effect of conveyance on the district high schools. Their main function has always been to provide for country districts as good an education as possible until such time as more fully equipped and staffed post-primary schools could be established. Many of our large post-primary schools began life as district high schools. It has been noticeable throughout this century that as district high schools became converted into full post-primary schools other district high schools sprang up in smaller centres, and already the growth of the conveyance system, as it closes some district high schools, is making possible the opening or the building up of others in more scattered or isolated districts.

The growth of conveyance services, both primary and post-primary, is shown by the number of contracts arranged over the past three years—in December, 1936, there were, in round figures, 260 contracts; in 1937, 490; and in 1938, 640. Nineteen school buses were constructed for the Department and placed in service in 1938.

The full cost of conveying pupils to manual-training centres for manual and technical classes was taken over by the Government in 1938 at an additional annual cost of approximately £600.

#### AGRICULTURAL CLUBS.

To say that the Government is determined that the country child shall have as good an education as the town child is not to say that he shall invariably have exactly the same education in every detail. Every effort is being made to adapt the curriculum to the social and economic background of each school. The teaching of agriculture is made a special feature in the rural schools, and the growth of the boys' and girls' agricultural clubs is evidence that success is being achieved. In the year 1935-36 there were 5,210 entries for competitions from these clubs, and 4,000 completed projects; in 1936-37 the corresponding figures were 9,000 and 6,750; in 1938 they were 19,558 and 15,188. Projects were undertaken in the rearing of calves, lambs, chickens, bees, and pigs, and the production of crops. More valuable work than this in relating the activities of the school to the life of the community it is difficult to imagine.

#### CORRESPONDENCE SCHOOL.

In the very remote areas where neither a local school nor conveyance can be provided the Correspondence School continues to do most useful work, as it does also in the case of children unable to attend school through lengthy illness or for other causes. Craft and club activities of a kind not usually associated with correspondence courses have been developed, and efforts have been made to generate a corporate school spirit. To assist in this direction I approved of the holding of a vacation school for Correspondence School pupils at Gisborne in May, but the floods in that area made it necessary at the last moment to abandon the idea. I have since approved of a vacation school in New Plymouth in May, 1939. Another method of developing the personal contacts that are essential in education has been to send senior Correspondence School teachers into the field to visit pupils

and parents in their homes. During the year five teachers have travelled extensively under this scheme, and there is evidence that their work has been appreciated in the backblock districts. Weekly radio lessons from the Correspondence School have served a similar purpose in making the pupils feel that they belong to an institution that has a corporate living existence. In August the Headmaster attended the first International Conference on Correspondence Education held at Victoria, British Columbia. His report was most informative and valuable.

## ADULT EDUCATION.

### COUNCIL OF ADULT EDUCATION.

A Government that believes it is the right of every citizen to be given all the education from which he can benefit cannot limit its activities to the schools, and during the past three years I have been anxious to put adult education on a firmer and more permanent basis. Statutory authority for the establishment of the Council of Adult Education was included in the Education Amendment Act, 1938. The Council consists of the Director of Education, the Director of Broadcasting, two representatives of the Senate of the University of New Zealand (Dr. Elizabeth Bryson and Professor T. A. Hunter), one representative of the Dominion Council of the Workers' Educational Association (Mr. P. M. Smith), and two persons appointed by the Minister of Education (Mrs. N. A. R. Barrer and Mr. W. G. Simpson).

Although the Education Amendment Act, 1938, was not passed until September, the Council had functioned from the beginning of the year and had investigated the whole field of adult education. An amount of £7,000 was made available for adult education, and the Council arranged for its disbursement amongst the agencies and organizations responsible for carrying on work in this field. In addition to providing for the needs of the four University colleges, which had been assisted financially in the past, the Council considered requests for assistance from the Women's Division of the Farmers' Union, the Federation of Women's Institutes, and the British Drama League, and also requests on behalf of Maori adult education and the Box Scheme. It is hoped that in the coming year, with the appointment of district advisory committees, there will be marked advances in the sphere of adult education. I am particularly desirous of seeing more classes organized in Public Works camps.

### COUNTRY LIBRARY SERVICE.\*

In May the Right Hon. the Prime Minister formally inaugurated the Country Library Service, which has, under the control of Mr. G. T. Alley, established itself rapidly during the year. Its books are being distributed by means of two specially built vans, one in the North Island and one in the South. The effects of the service are to be seen not only in the appreciation by country people of the books sent out, but also in the general stimulation and awakening that is occurring in rural and small-town libraries. The amount appropriated for the service for the year 1938-39 was £8,766. The library contained 16,533 volumes at the end of 1938.

### FEILDING COMMUNITY CENTRE.

New Zealand has not yet developed an ideal system of adult education, especially as far as the rural areas are concerned. Experimentation will be necessary over a long period. One bold experiment was started during the year at Feilding, where Mr. and Mrs. H. C. D. Somerset were appointed to the staff of the Feilding Agricultural High School for the special purpose of trying out a new method of organizing adult education in a district. They spend half a day each per week in class-teaching in order to maintain contact with the older pupils; the remainder of their time is spent at the Community Centre, which is a building in the town that was originally used as a technical school but has now been structurally altered and specially equipped to cater for adult education in the fullest sense.

\* For report on Country Library Service see H.—32A.

Classes are conducted at the centre in drama, child-care, literature, art appreciation, physical welfare, and the like, and courses are also run in outlying areas. But the experiment means more than the mere delivering of lectures. The ultimate aim is to gather around the Community Centre all the educational and cultural activities in the district. One room has already been comfortably furnished as a reading-room, and the centre serves not only as a meeting-place for such organizations as the New Education Fellowship and the Workers' Educational Association, but also as a place where any individual can drop in for advice and guidance on such matters as the choosing of books, the care of children, the decoration of the home, or any matter in which two well-qualified people can help. It is hoped in the near future to provide a gymnasium, a nursery class for small children on sale days, facilities for play-production, and materials and instruction for various kinds of crafts. Already full use is being made of the art set provided by the Carnegie Corporation of New York. It may be three or four years before the real value of the experiment can be gauged. I am desirous that in the early stages it should be regarded as an experiment and its structure left as flexible as possible. If it is successful it may have very far-reaching effects upon adult education in New Zealand.

## THE TEACHING PROFESSION.

### CONSULTATION WITH TEACHERS.

Throughout my administration I have held it as a fundamental tenet that the teaching profession should be fully consulted when changes of educational policy are contemplated. This is essential if it is to be regarded as a profession in any real sense of the term. During the year I have been in constant touch with the teachers' organizations over the Education Bill, the salary scales, the text-books scheme, and many other smaller matters; and I wish to express my gratitude for the reasonable and friendly attitude they have always adopted and the very valuable help they have given. I may at the same time thank the Secretaries of the Education Boards for their assistance with the Teachers' Salaries Regulations 1938, especially Mr. W. L. Dunn, Secretary of the Hawke's Bay Education Board, who played a most important part in the preparation of the Regulations.

### SALARIES OF SECONDARY AND TECHNICAL SCHOOL TEACHERS.

In fulfilment of a promise given to representatives of the Secondary Schools' Association and the Technical School Teachers' Association I appointed a committee to investigate the whole question of staffing and salaries in post-primary schools. It was not until the end of the year that the Committee had gathered all the relevant information, and I hope that a schedule of staffing and a scale of salaries will be formulated that will prove satisfactory to every one concerned.

### EXCHANGE OF TEACHERS.

Under the scheme for the exchange of positions between New Zealand teachers and those in other parts of the Empire, thirty New Zealand teachers served abroad during the year. Nineteen were in Great Britain, three in Canada, and eight in Australia. Four of the English exchanges were of post-primary teachers, the remainder being primary. Arrangements were also made for the lecturers in geography at the Auckland Training College and the Cortland State Normal School, United States of America, to exchange positions for a year.

### TRAINING OF TEACHERS.

The Government's policy of extending the school system and at the same time reducing the teaching load of the individual teacher has thrown a very heavy strain on the four teachers' training colleges. If legislative authority is given in the near future for the raising of the school-age to fifteen years, the demands made on the colleges will be still further intensified. I am confident that with the additional



facilities that can now be offered them the colleges will prove equal to the task. In 1935 there were 428 students in training; at the end of last year there were 1,526 students at the training colleges, of whom 57 were Division C (graduate) students and 62 were spending a third year at college specializing in some subject of the school curriculum. Next year it is intended to admit to the training colleges as many students as space will permit and to approve of seventy students remaining on for a further year of specialist training. With the broadening and enriching of the curriculum that is taking place on all sides it is essential that well-trained specialists should be available in the schools, particularly in the newer and less academic fields of work.

#### CONFERENCE OF INSPECTORS.

In any movement for educational reform one key position is held by the persons who select and train the teachers of the future; another position, no less important, is held by the Inspectors of Schools who assess the work of the teachers, and who should be the leaders of the movement and the prime agents for exchange of ideas. It was decided, therefore, to call a conference of Inspectors of Schools, which met in Wellington during the May vacation. (The previous conference of Inspectors was held in 1932.) Among the topics discussed were the new freedom and inspection, the curriculum, the training of teachers, modernization of school buildings and equipment of schools, staffing of schools, rural education, grading of teachers, and physical education and health.

#### WOMEN ADVISERS AND INSPECTORS.

A full year's work has now been completed by the three women advisers to infant departments and kindergartens and also by the Woman Inspector of Home Science and the Woman Supervisor of Domestic Subjects. Since no provision had been made for many years for the type of work they are doing it is expected that marked advances will be seen as a result of the stimulation and guidance they have been able to give.

#### THE NEW FREEDOM.

It is too early as yet to estimate in any general and systematic way the extent to which teachers have availed themselves of the new freedom offered to them by the present Administration, but heartening reports are coming in of teachers throughout the country who are taking advantage of the absence of external pressure and external examinations to break new ground and experiment in methods and curricula. Educational progress seldom takes place along a solid front; if scouting parties can be encouraged to explore new ground the main body can be trusted to follow as soon as the trails are blazed. Teachers and parents have been particularly appreciative of the freedom that was given the schools this year to modify the time-tables during February. Teachers were advised to take advantage of this freedom by encouraging swimming and other outdoor activities making for physical and emotional welfare. I have promised that the privilege of modifying time-tables during February will be given again in future years.

#### TEACHING AIDS.

##### TEXT-BOOKS.

There is no line of action capable of producing such immediate results in the schools as the revision and reform of text-books, which are, and will for a long time continue to be, the main tool of the teacher. As I stated in my last report, a committee consisting of representatives of the Department and of the New Zealand Educational Institute has been considering the provision of new text-books for the primary schools. As a result of the Committee's recommendations the sum of £1,000 was appropriated for work on text-books in 1938-39, and additional staff was appointed to test and carry out the scheme put forward.

## VISUAL AIDS.

The task of producing a complete policy in connection with visual aids in education has proved more difficult and lengthy than was anticipated. The field is beset with a multitude of legal and technical difficulties even after the strictly educational questions are settled. However, the Committee I appointed to look into the matter has done a large amount of work during the year, especially on the types of projectors available, the sources from which films can be procured, and the educational possibilities of the film-strip. A number of film-strips have been prepared with the assistance of the training-college staffs, and small supplies have been purchased overseas. The training colleges have been provided with special equipment to enable them to experiment with visual aids. Very good pioneer work has been done by other groups, the most notable being the Visual Education Association in Auckland, which runs a circuit of silent films covering some fifty schools. Committees and associations connected with some schools have worked hard to procure projectors and other equipment. I shall announce the Department's considered policy as early as possible, and shall arrange for help and guidance in the sphere of visual aids to be given through the *Education Gazette* and in other ways.

## MUSEUM OFFICERS.

Projectors and films are not the only visual aids. The seeing and handling of real objects is even more important to children than the viewing of pictures, and for this reason I approved of the appointment in February last of an Educational Officer attached jointly to the museum and the training-college in each of the four centres. Half the salaries of these officers is paid by the Department and half by a grant from the Carnegie Corporation of New York, which has also provided funds for the preparation of museum boxes for circulation to schools. The function of the officers is to form a link between the schools and the museums, to encourage in children a vivid interest in all that museums can offer, and to train teachers in the use of museums and visual aids generally. The initial grant from the Carnegie Corporation was for a three-year experimental period, and the experiment is being watched with interest with a view to incorporating it permanently in the education system if it proves satisfactory.

## ART AND MUSIC SETS.

The Carnegie Corporation again made several gifts of art and music sets to schools and training colleges during the year. They are being used in the spirit in which they were given, to develop the appreciation of art and music not only in the schools, but also in the local communities of which the schools are a part.

## NATIVE SCHOOLS.

Over the past three years there has been rapid development within the Native-school service. The Native schools have always had a fairly close contact with their village communities, but in 1936 it was laid down as a definite policy that curricula and methods in the schools should be related as closely as possible to Maori life and culture. The result has been very gratifying, and there are no schools in the country making bolder experiments than the Native schools, especially along the lines of projects, crafts, and social activities related to village life.

## HEALTH AND BUILDING.

For the Maori, problems of health and of education cannot be separated, and efforts are being made to provide for Native schools domestic facilities that are not only useful for training the young, but also as models for the adult communities. Special buildings have been erected at six Native schools to house under one roof a cookery room, a woodwork room, hot and cold showers, separate baths for boys and girls, and a laundry. The baths and showers are made available to adults as

well as to children. The erection of similar buildings has been approved at nine other schools. Five schools have model cottages. The institution of permanent water-supplies has been pushed forward vigorously ; and the provision of necessary equipment for the supply of malted milk in Native schools that cannot secure pasteurized milk is being made as rapidly as possible.

#### NATIVE-SCHOOL TEACHERS.

Next year provision will be made for the special training of teachers for Native schools by the institution of third-year studentships at a training college, the appointment of probationary assistants to Native schools, and the admission under a special quota of Maori girls and boys to training colleges. A refresher course for teachers in Native schools will be held at Rotorua in February.

A comprehensive report on the present facilities for the post-primary education of the Maori is being prepared by the Department as a basis for future policy. In the meantime the scholarship system has been extended.

#### SCHOOL BUILDINGS.

It is not easy for teachers to develop their work along modern, active lines in schools that were devised for paper-and-pencil teaching to large passive classes, and that, even according to those old-fashioned standards, may be aged and decrepit. So the building programme has been kept in the forefront of the movement for educational reform. The expenditure on public school buildings in 1938 was higher than ever before, and the quality of the new buildings conforms to a standard never before known in New Zealand. Additional buildings have also been provided for secondary and technical schools and at the Auckland and Wellington University Colleges. Substantial building programmes were also undertaken in Native schools and in institutions administered by the Child Welfare Branch. Further buildings are being erected at the New Zealand Institute for the Blind in Auckland.

There is still, however, much to be done. Many classes are housed in unsuitable rented buildings, and in other cases serious overcrowding exists. School residences are often far from satisfactory. A comprehensive list of requirements has been prepared, and the proposals will be examined in their order of urgency.

#### CHILD WELFARE BRANCH.

##### PREVENTIVE WORK.

There are some 4,250 children under the legal guardianship of the Superintendent of Child Welfare, while another 3,400 are under supervision in some form or other. Within recent years the Branch has concentrated more and more on the preventive side of its work. Unfortunately, public opinion has come to associate the Branch and its Child Welfare Officers almost exclusively with the Children's Courts and juvenile delinquency. It is essential that the public should be made to realize that the officers of the Branch are there to help parents and children generally, that the punitive aspect of their work is a very minor one, and that no stigma need attach to any child who is referred to them for help and guidance. In their work during the past year they have saved scores of difficult or maladjusted children from appearing before the Courts at all, simply because they were given the opportunity of dealing with the cases early enough.

##### BOYS' TRAINING FARM.

The buildings at the Boys' Training Farm at Weraroa are out of date and most unsuitable for the new scheme of training that is projected. It is planned to build separate villas that will allow of better classification of the boys and will permit of a more positive plan for helping them to rehabilitate themselves. Technical instruction will be provided for the boys in the coming year.

## CHILDREN'S COURTS.

Particulars regarding the work of the Children's Courts for the year are contained in the report of the Superintendent of Child Welfare, but I wish to acknowledge here the co-operation and assistance given to the Department by Stipendiary Magistrates, Associates, Special Justices, and honorary officers throughout the Dominion. There are now two hundred honorary Child Welfare Officers, men and women, who give their time and energy unsparingly to the children in the districts where professional officers are not in constant attendance.

## TRAINING.

The provision of some system of training for field and institution officers will have to be considered in the near future.

## MISCELLANEOUS.

## APPOINTMENT OF ASSISTANT DIRECTOR OF EDUCATION.

As from the 1st September, 1938, Dr. C. E. Beeby was appointed Assistant Director of Education. Dr. Beeby was the first Director of the New Zealand Council for Educational Research and brings to his new position a wealth of experience in the field of education.

## VOCATIONAL GUIDANCE.

As stated earlier in this report, the provision of a highly differentiated system of post-primary education for all who wish to take advantage of it necessarily involves some attempt to help children to choose the schools and courses, and ultimately the occupations, for which their natural abilities best fit them. Educational and vocational guidance must be thought of as one of the basic functions of such an educational system, and not as something added to it as an external luxury. Guidance must necessarily take place in every school, whether consciously or unconsciously. It was decided to start at the beginning of 1938 an experiment in a more explicit and formal type of guidance. The structure of the Youth Centres and the functions of vocational guidance officers and careers advisers were discussed in my last report. The system has not yet been extended beyond the four main cities, in spite of many applications from schools to be allowed to appoint careers advisers. It is felt that it would be wiser to allow the work to proceed experimentally for a year and to review the whole situation some time in 1939.

## ACKNOWLEDGMENTS.

The advances outlined in this report could never have been made without the fullest co-operation from a multitude of individuals and organizations. The Director and officers of the Department have continued to give loyal and enlightened service to the cause of education. With the controlling authorities relations could not be bettered; the Education Boards, the Boards controlling post-primary schools, the Senate of the University of New Zealand, the University College Councils, the School Committees, and the bodies controlling the non-State schools have worked in the closest possible harmony with the Department and with me. The teachers, both individually and in their associations, the New Zealand Educational Institute, the Secondary Schools' Association, the Technical School Teachers' Association, the Women Teachers' Association, the Men Teachers' Guild, and the Registered Private School Teachers' Association, have given the generous assistance that one has come to expect of their profession. Less formal organizations such as Parents' Associations and Home and School Associations have performed very useful functions that fall outside the sphere of the more official bodies. The work of adult education has been energetically conducted by the Workers' Educational Association, the Association for Country Education, the New Zealand Library Association, the Women's Institutes, the Women's Division of the Farmers' Union, the Drama League, and numerous other organizations. The New Zealand Council for Educational Research has continued its valuable survey of New Zealand education. I should like here to give official acknowledgment to these institutions and individuals and to all the people, paid and unpaid, who have been so often happy to place the welfare of the children before their own immediate personal interests or convenience.

## 2. TYPES OF SCHOOLS.

The present position in regard to our school system is outlined below.

The Native schools and the Correspondence School are under the direct control of the Department; the other schools given in Table A are controlled by the various Boards in accordance with the Act and the regulations made thereunder.

The primary schools in the Chatham Islands have since 1929 been controlled by the Department.

In addition to the types given in that table there exist a number of private primary schools, private secondary schools, and private Native schools (both primary and secondary). These are under the control of various private bodies, but the range of classes is substantially the same as that given for corresponding schools in the table. Some private secondary schools are "endowed"—*i.e.*, maintained partly by revenues derived from grants of land made by the State.

Apart from certain special schools for the mentally backward (two) and for the deaf (one) the following are the types of State schools that are at present in operation. The New Zealand Institute for the Blind is privately controlled.

TABLE A.

Type of School.	Lowest Class.	Highest Class.
1. Primary ( <i>a</i> ) . . . . .	Preparatory division	Form II (Standard VI).
2. Native . . . . .	Preparatory division	Form II (Standard VI).
3. Intermediate ( <i>b</i> ) . . . . .	Form I (Standard V)	Form II (Standard VI).
4. District High School—		
(i) Primary Department . . . . .	Preparatory division	Form II (Standard VI).
(ii) Secondary Department ( <i>c</i> ) . . . . .	Form III . . . . .	Form V.
5. Secondary . . . . .	Form III . . . . .	Form VI.
6. Technical High . . . . .	Form III . . . . .	Form VI.
7. Combined ( <i>d</i> ) . . . . .	Form III . . . . .	Form VI.
8. Correspondence School—		
(i) Primary . . . . .	Preparatory division	Form II (Standard VI).
(ii) Secondary . . . . .	Form III . . . . .	Form VI.

(*a*) A few primary schools have a Form III, in which the work done approximates to that of Form III of a post-primary school. Some primary schools have become contributing schools—*i.e.*, have lost Forms I and II, these classes having been transferred to intermediate schools or departments.

(*b*) Intermediate departments include Forms I and II only, Form III being considered part of the post-primary school to which the intermediate department is attached. Intermediate schools have, however, a Form III in cases specially approved by the Department.

(*c*) In secondary departments of some district high schools there are a few pupils doing work in advance of that of Form V. One district high school—Waihi—has an intermediate department but no primary department.

(*d*) Secondary and technical schools amalgamated under a single governing body.

## 3. COST OF EDUCATION.

The appendix to this report shows in detail under various headings the expenditure on education during the financial year ended 31st March, 1939. The total expenditure, including endowment revenue, amounted to £5,157,224 as against £4,679,168 in the previous year, an increase of £478,056.

An analysis of expenditure is shown in the following table :—

TABLE B.—ANALYSIS OF EXPENDITURE ON EDUCATION FOR THE YEAR ENDED 31ST MARCH, 1939.  
(For more details see appendix to this Paper.)

Branch of Education.	Total Expenditure (Net).*	Expenditure expressed as Percentage of Total Expenditure.	Expenditure per Head of Population.†		
	£		£	s.	d.
Departmental administration .. .. .	45,244	0·88	0	0	7
Boards' administration .. .. .	69,190	1·34	0	0	10
Cost of inspection—					
Primary .. .. .	37,966	0·73	0	0	6
Native .. .. .	3,007	0·06	‡		
Post-primary .. .. .	7,749	0·15	0	0	1
Primary education—					
Public schools .. .. .	2,564,112	50·01	1	12	0
Departmental Correspondence School .. .. .	15,232				
Native education—					
Native schools .. .. .	129,995	2·69	0	1	9
Scholarships and bursaries .. .. .	8,778				
Post-primary education—					
Secondary, technical, and combined schools .. .. .	762,298	17·43	0	11	2
Secondary departments of district high schools .. .. .	115,493				
Correspondence School .. .. .	16,676				
Scholarships and bursaries .. .. .	4,663				
Higher education .. .. .	152,989	2·97	0	1	11
Training of teachers .. .. .	185,276	3·59	0	2	4
Special schools .. .. .	37,027	0·72	0	0	5
Child welfare .. .. .	140,704	2·73	0	1	9
Superannuation .. .. .	167,064	3·24	0	2	1
Miscellaneous .. .. .	6,041	0·12	0	0	1
Country Library Service .. .. .	7,597	0·15	0	0	1
Capital expenditure on school buildings .. .. .	680,123	13·19	0	8	5
<b>Total*</b> .. .. .	<b>5,157,224</b>	<b>100·00</b>	<b>3</b>	<b>4</b>	<b>0</b>

\* This includes revenue from endowments administered by the various Boards, &c., as well as direct expenditure from public funds

From public funds as shown in appendix .. .. .	£ 5,099,523
Endowments—	
Post-primary schools .. .. .	41,490
University colleges .. .. .	16,211
	<u>5,157,224</u>

† Mean population for twelve months ended 31st March, 1939, was 1,611,362.

‡ No significant amount.

From the statement of expenditure and recoveries the cost of primary education per pupil in the primary schools based on average attendance was £14 18s. 9d. excluding buildings, and £17 9s. 10d. including buildings.

#### 4. SCHOOL BUILDINGS AND SITES.

The net capital expenditure on the erection of school buildings, additions, and teachers' residences and the purchase of sites for the financial year ended on 31st March, 1939, totalled £680,123, as against £561,532 for the previous year. The work for the year included the erection of modern buildings to replace worn-out and out-of-date structures, the replacement of unsatisfactory rented accommodation, the erection of consolidated schools to house the children from small country schools, the provision of additional class-rooms where needed, and the erection of residences for teachers in centres where it is not possible to secure rented accommodation.

In addition to this work, extensive improvements to school-grounds at all types of schools have been undertaken during the past two years. The work done has been of permanent value to the schools and in many cases involved the making of concrete retaining-walls in order that larger level areas could be provided for recreation. A substantial portion of the labour-cost was paid for out of the Employment Promotion Fund.

The larger works carried out in the Auckland district included new primary schools at Orakei and Richmond Road (Auckland), Howick, Okaihau Consolidated School; additional accommodation at Ngatea, Otorohanga, Taumarunui, Tauranga, and Matamata District High Schools, and a new site has been purchased in

Ponsonby, Auckland, for the erection of a new intermediate school. Additional class-rooms have been provided, and a new technical block is in course of erection at Rotorua High School. The primary school in Rotorua is also being rebuilt, and a new intermediate school is to be opened in Te Awamutu. Additions are being proceeded with at Auckland Training College. It is anticipated that the following works will be put in hand shortly: New schools at Hamilton West and at Morrinsville, the rebuilding of Mount Albert, Mount Eden, and Newton West Schools in Auckland, and the erection of an intermediate school at Onchunga, the rebuilding of Taneatua School, a new consolidated school at Waipa, and substantial additions at Wellsford District High School.

In Taranaki new primary schools have been provided at Inglewood and Kaponga. Additional laboratories and other accommodation have been erected at New Plymouth Girls' High School, and further additions are contemplated. At the Boys' High School a library building is being provided, also substantial additions to the hostel. Further additions to the boys' school are also being considered. At Stratford Technical School further buildings are being provided, and at Hawera Technical School work is to commence as soon as arrangements can be made.

In the Wanganui district additions are being erected at Marton District High School; further accommodation is being provided at Feilding Technical School hostel; and work is now proceeding on the new intermediate school in Palmerston North.

In the Hawke's Bay district a new primary school has been erected at Hastings Central, a new infant building at Gisborne, additional accommodation at Dannevirke High School, and a start has been made with the erection of the new intermediate school in Gisborne. A new secondary department and manual-training rooms are to be provided at Wairoa, and additional accommodation at Gisborne High School. The new hostel for Napier Girls' High School will be put in hand as soon as possible.

The new Education Board's offices in Wellington are now under way, a new primary school has been provided on a new site at Hutt Central, additional land has been secured at Mount Cook Primary School and additional accommodation is under consideration. Unsatisfactory class-rooms at Island Bay have been replaced, a new school is being erected at Newtown, a new school has been completed at Miramar North, and a manual-training centre in Miramar. Additional accommodation is to be provided at Karori West and at Clyde Quay. The final portion of Wellington Technical College has now been added, and a new school has been commenced at Gracefield. A site has been secured in Karori for the erection of a new training college to replace the present building in Kelburn, and plans are in course of preparation for improved accommodation at Wellington Girls' College. In the Wellington Education District additions have been erected at Carterton District High School; a new school at Blenheim has been completed, and additions are to be provided at Featherston District High School. Good progress is now being made with the rebuilding of Marlborough College. Horowhenua College at Levin will be completed this year.

It is expected that an early start will be made with the rebuilding of Nelson Boys' College, which was seriously damaged by earthquake. A new workshop block was erected during the year. The Nelson Education Board has carried out the erection of a new school at Richmond, and at Granity a new school is nearing completion. A new primary school is to be provided at Denniston, and negotiations are proceeding for the purchase of additional land for Nelson Central School.

In the Canterbury Education District the following large works have been carried out: The rebuilding at Belfast (main school), Christchurch East (infant and main schools), remodelling and additions at Geraldine, also a workshop block at Greymouth Technical School. Additional laboratories and class-rooms have been added to Avonside Girls' High School, and substantial additions at Christchurch Girls' High School. Work in progress includes a new infant school at Hokitika, the rebuilding of the primary schools at St. Andrews and Waimate, the erection of a new intermediate school in Sydenham, Christchurch, also an assembly hall and shelter accommodation at Christchurch Boys' High School. It is proposed to rebuild Waltham Public School and provide further additional accommodation at Greymouth Technical School.

In Otago additions have been completed at Pine Hill School, Dunedin. A new consolidated school to serve the Clutha Valley is nearing completion. Mosgiel Primary School is being rebuilt and additional accommodation is being erected at Wakari. The new training college in Dunedin is now under way, and a new intermediate school is to be provided in South Dunedin.

In Invercargill a new school is being erected for the children in the eastern portion of the city, and plans are being prepared for the erection of intermediate schools to give relief to overcrowding in the public schools.

The Department has also made substantial progress with the improvement of the accommodation provided for the children attending the Native schools under its control. New schools have been erected at Mochau and Punaruku. Additional class-rooms have been provided at Awarua, Huiarau, Maraeroa, Oromahoe, Paeroa, Rangitahi, Te Kaha, Te Whaiti, Tokomaru Bay, and Waimamaku. Work is nearing completion at Ahipara (additions), Hiruharama (new), Okauia (school and residence), Ruatoki (new), and is proceeding at Te Kao (additions) and Te Waotu (addition and residence). A new residence has been provided at Waimamaku, while special works have been completed as follows: Erection of model cottage at Horohoro: manual-training facilities at Paeroa and Rangitahi; dining-hall, also facilities for bathing and teaching of cookery at Te Hapua; and a dental clinic at Tokaanu.

Consideration is being given to the following works: Matihetihe (school and residence), Papamoa (school and residence), Te Kotukutuku (additions), Te Matai (school and residence), Te Teko (new school), Tikitiki (school and residence), Wharekahika (school and residence), and a new school and residence on a new site at Whakarewarewa.

Further substantial progress has been made with the building of the new science block at Auckland University College, while the biology and administration block at Victoria College and the second lecture theatre at Otago University are practically completed. Consideration is to be given to the erection of University Libraries at Canterbury College and at Otago University.

During the year £12,240 was expended on the replacement of school buildings destroyed by fire, while £13,240 was recovered from the Government Fire Insurance Fund, part of which was on account of expenditure incurred in the previous year. These amounts are not included in the figures below.

The following table shows the capital expenditure on new buildings, additions, teachers' residences, and sites for the financial years ended 31st March, 1935, 1936, 1937, 1938, and 1939:—

	1934-35.	1935-36.	1936-37.	1937-38.	1938-39.
	£	£	£	£	£
Public schools .. .. .	35,105	87,908	162,894	331,558	467,255
Secondary schools .. .. .	14,679	23,516	24,092	58,924	56,819
Technical schools .. .. .	12,851	59,350	77,836	97,740	82,568
Training colleges .. .. .	..	610	6,730	1,984	27,071
Native schools .. .. .	5,419	8,399	12,172	34,180	39,632
University Colleges .. .. .	..	..	3,022	39,086	58,710
Massey Agricultural College .. .. .	..	..	525	..	..
Child-welfare institutions .. .. .	..	221	..	351	..
School for the Deaf .. .. .	..	..	..	4,841	6,295
Schools for feeble-minded .. .. .	..	..	2,473	312	840
Kindergartens .. .. .	..	..	..	881	1,181
N.Z. Institute for Blind .. .. .	..	..	..	..	1,000
Wellington Education Board office building .. .. .	..	..	..	..	5,350
Gross total .. .. .	68,054	180,004	289,744	569,857	746,721
Less credits-in-aid .. .. .	10,894	48,547	7,848	8,325	*66,598
	£57,160	£131,457	£281,896	£561,532	£680,123

\* Includes £51,000 sale of Education Board's office building, Wellington.

## 5. NUMBER OF SCHOOLS.

The following table gives the number of public primary schools in December, classified according to range of roll. The total average attendance for each grade and subgrade of school for the year ended 31st August, 1938, is also given.



TABLE C 1.—NUMBER OF PUBLIC PRIMARY SCHOOLS.

Grade of School and Range of Roll.	Number of Schools.*		Total Average Attendance.†					
			Primary Department.‡		Secondary Department.§		Totals.	
	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.
I (1-8)	136	136	932	932	..	..	932	932
II (9-24)	761	761	11,562	11,562	..	..	11,562	11,562
IIIA (25-30)	176	773	4,333	29,470	40	40	4,333	29,510
IIIB (31-70)	597		25,137				25,177	
IIIA (71-110)	181	318	13,868	31,142	695	1,221	13,939	32,363
IIIB (111-150)	86		9,635				10,330	
IIIC (151-190)	51	118	7,639	27,198	369	1,972	8,094	29,170
IIIA (191-230)	31		5,567				6,102	
IIIB (231-270)	33	118	7,197	27,198	632	1,972	7,566	29,170
IIIC (271-310)	32		7,971				8,603	
IIID (311-350)	22	118	6,463	27,198	436	1,972	6,899	29,170
IIIE (351-390)	21		6,966				7,362	
IIIF (391-430)	24	118	8,704	27,198	176	1,972	8,880	29,170
IIIG (431-470)	26		10,420				10,915	
IIIH (471-510)	22	118	9,606	27,198	61	1,972	9,667	29,170
IIII (511-550)	27		12,693				12,693	
IIII (551-590)	13	118	6,626	27,198	422	1,972	7,048	29,170
IIII (591-630)	14		7,490				7,601	
IIII (631-670)	9	118	5,252	27,198	40	1,972	5,292	29,170
IIII (671-710)	3		1,792				1,792	
IIII (711-750)	1	118	695	27,198	..	1,972	695	29,170
IIII (751-790)	4		2,620				2,620	
IIII (791-830)	2	118	1,422	27,198	..	1,972	1,422	29,170
IIII (831-870)	1		731				731	
IIII (871-910)	..	118	..	27,198	..	1,972	..	29,170
IIII (911-950)	..		..				..	
IIII (951-990)	1	118	831	27,198	..	1,972	831	29,170
Totals, 1938	2,274		2,274				176,152	
Totals, 1937	2,378	2,378	183,350	183,350	4,493	4,493	187,843	187,843
Difference	-104	-104	7,198	7,198	+441	+441	-6,757	-6,757

\* Four half-time and thirty-nine schools with side schools attached are counted as separate schools.

† The average attendance shown under this heading is the average attendance for the year ended 31st August, 1938, computed and adjusted in accordance with the regulations governing the staffing of schools. The unadjusted total average attendance for the year ended 31st December, 1938, was: Primary departments, 173,613; secondary departments, 5,013.

‡ The average attendance shown under this heading includes any pupils in Standard VII or in special classes.

§ This refers to secondary classes conducted mainly in rural areas in district high schools.

Table C 2, below, gives the number of schools other than public primary schools in the years 1937 and 1938:

TABLE C 2.—NUMBER OF SCHOOLS OTHER THAN PUBLIC PRIMARY SCHOOLS.  
(All schools not marked as "private" are State controlled.)

Type of School.	Type of Education given.	Number of Schools in December, 1937.				Number of Schools in December, 1938.			
		Boys' Schools.	Girls' Schools.	Mixed Schools.	Total.	Boys' Schools.	Girls' Schools.	Mixed Schools.	Total.
Chatham Islands	Primary	..	..	5	5	..	..	6	6
Intermediate schools and departments*	Intermediate	2	1	13	16	2	1	13	16
Secondary departments of district high schools	Post-primary	..	..	86	86	..	..	88	88
Secondary	Post-primary	11	12	17	40	11	12	16	39
Combined	Post-primary	3	3	..	6	3	3	1	7
Technical	Post-primary	..	..	21	21	..	..	20	20
Native village	Primary	..	..	141	141	..	..	143	143
Native mission and boarding (private) †	Primary	1	..	10	11	1	..	10	11
Native post-primary (private) ..	Primary and post-primary	3‡	5	..	8	3‡	5	..	8
Lower departments of secondary schools (private)	Primary	3	3	..	6	3	3	..	6
Private primary	Primary	43	39	224	306	43	49	216	308
Endowed and registered private secondary schools	Post-primary	20	36	1	57	20	36	1	57
Special§	Primary	1	1	2	4	1	1	2	4

\* Ten of these in 1938 were intermediate departments.

† These are also included in the figures for Private Primary Schools.

‡ Two of these are included in the numbers of Registered Private Secondary Schools.

§ Two of these are schools for the mentally backward, one a school for the blind, and one a school for the deaf. The New Zealand Institute for the Blind is privately controlled.

## 6. ENROLMENT AT EDUCATIONAL INSTITUTIONS.

The following tables (D to F) give some details as to numbers on the roll at recognized educational institutions, numbers of full-time pupils in the various standards and forms, the ages and classification of pupils, and median ages of full-time pupils in the various standards and forms in the different types of schools.

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

Type of School.	Total Number on the Roll on the 1st July, 1937.	Total Number on the Roll on the 1st July, 1938.	Children.					Adolescents.					Adults.				
			Under 10 Years.	10-11 Years.	11-12 Years.	12-13 Years.	13-14 Years.	14-15 Years.	15-16 Years.	16-17 Years.	17-18 Years.	18-19 Years.	19-20 Years.	20-21 Years.	21 Years and over.		
Public primary schools ..	197,000	194,632	108,280	23,529	22,724	20,884	13,520	4,802	808	72	13						
Special classes for backward children	561	653	122	109	113	114	123	51	15	5	1						
Native village schools (primary) ..	9,521	9,768	5,572	1,025	936	965	799	367	95	8	1						
Native mission and boarding schools (private primary)*	662	673	386	76	60	47	49	39	11	2	3						
Public primary schools, Chatham Islands	163	151	77	15	15	21	16	5	1		1						
Secondary schools, lower departments	215	216	47	33	38	47	34	9	8								
Private primary schools* ..	26,510	27,279	14,527	3,273	3,182	3,008	2,145	908	194	29	11						
Intermediate schools and departments	4,566	4,523		32	794	1,723	1,347	510	107	10							
Secondary departments of district high schools	4,949	5,585			5	187	1,273	1,765	1,319	715	239				73	6	3
Secondary schools ..	15,327	15,649		1	6	497	3,189	4,492	3,775	2,421	950				267	42	8
Combined schools ..	2,330	3,003			4	114	560	868	770	428	204				49	5	1
Technical high and day schools ..	9,408	9,965			6	280	2,367	3,508	2,462	957	247				87	18	6
Technical schools and combined schools (part-time students at day and night classes)	13,430	15,552			31	39	128	715	1,920	2,975	2,835				1,951	1,172	732
Native secondary schools*—																	
Primary ..	120	103	13	6	11	16	16	19	11	8	3						
Post-primary ..	393	472				4	34	83	136	115	56				23	8	3
Endowed and registered private secondary schools*	5,202	5,587		1	11	190	995	1,481	1,318	972	480				118	16	3
Correspondence school—																	
Primary ..	1,701	1,793	1,017	172	188	164	126	65	32	9	13				3	4	
Secondary ..	961	949			4	38	189	214	150	99	74				60	35	24
Training-colleges ..	1,346	1,522									199				388	317	186
Schools for mentally backward, &c.	227	236	14	11	31	41	53	36	18	9	11				5	4	3
School for the deaf ..	108	111	34	13	10	14	7	11	5	10	7						
New Zealand Institute for the Blind	31	30	11	3	3	3	2	3	1	3	1						
Grand totals ..	294,731	298,452	130,100	28,299	28,172	28,396	26,972	19,951	13,156	8,847	5,349				3,026	1,627	969
Estimated population (inclusive of Maoris) at 1st July, 1938			1,604,485†	136,500			114,000	28,800	28,900	29,400	29,400				28,000	26,800	27,200

\* Native mission schools are registered private primary schools, and three Native secondary schools are registered private secondary schools, but in this table these schools are considered, respectively, mission schools and Native post-primary schools. † Estimated population five years of age but under ten years of age. ‡ Estimated population twenty-one years of age and under twenty-two years of age.

TABLE E. I.—NUMBERS OF FULL-TIME PUPILS IN THE VARIOUS STANDARDS AND FORMS AS AT 1ST JULY, 1938.

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Form IV.		Form V.		Form VI.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Public primary ..	409	244	31,533	27,224	14,491	13,683	12,351	11,619	12,340	11,618	11,108	10,209	10,492	9,890	8,984	8,888	103	149	..	..	..	..	..	..	..	101,761	93,524
Native—European ..	..	..	208	170	55	53	56	68	58	68	46	58	54	52	41	34	1	3	..	..	..	..	..	..	..	519	506
Maoris ..	..	..	2,195	2,022	640	565	511	469	451	414	332	368	198	264	130	169	8	7	..	..	..	..	..	..	..	4,465	4,278
Public primary—Chatham Islands	..	..	28	29	15	8	7	8	12	8	5	6	5	8	6	4	1	1	..	..	..	..	..	..	..	79	72
Private primary and lower departments of secondary	..	..	3,635	3,585	1,811	1,861	1,676	1,792	1,689	1,797	1,564	1,738	1,650	1,778	1,558	1,670	98	369	..	..	..	..	..	..	..	13,681	14,590
Intermediate ..	..	..	..	..	..	..	..	..	..	..	..	..	1,152	930	1,242	1,056	45	98	..	..	..	..	..	..	..	2,439	2,084
Secondary departments of district high schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,245	1,322	742	920	541	658	..	..	..	..	2,585	3,000
Secondary ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,715	2,810	2,285	2,273	2,507	1,984	564	511	8,071	7,578	
Combined ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	621	497	524	388	484	336	78	75	1,707	1,296	
Technical ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,809	2,115	1,740	1,470	863	762	123	83	5,535	4,430	
Endowed and registered private secondary	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	944	1,036	838	1,005	814	765	189	243	2,785	3,049	
Correspondence—Primary ..	34	37	319	347	112	135	105	104	70	95	72	88	61	93	43	71	7	..	..	..	..	..	..	..	..	823	970
Secondary ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	242	319	71	93	62	79	10	73	..	385	564
Totals ..	443	281	37,918	37,717	17,124	16,305	14,706	14,060	14,620	14,000	13,127	12,467	13,015	11,954	11,892	8,839	7,266	2,909	6,149	5,271	4,584	1,021	1,035	144,835	135,941		

\* Adult section. \* Includes 30 junior assistant teachers in Native schools.

TABLE E.2.—AGE AND CLASSIFICATION OF PUPILS ATTENDING PUBLIC PRIMARY SCHOOLS AS AT 1ST JULY, 1938.

Age.	Special Classes for Backward Children.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Totals.													
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.												
5 and under	1	2	9,036	8,405																	9,037	8,410										
6	1	2	11,082	10,008	228	390	2	2													11,263	10,402										
7	9	6	7,683	6,184	4,276	4,748	203	332	4	2											12,175	11,272										
8	28	18	2,818	1,942	6,229	5,650	2,481	3,090	147	183											11,706	11,157										
9	33	22	671	447	2,688	1,889	5,710	5,585	2,432	3,140	4										11,692	11,288										
10	62	47	183	144	731	481	2,786	1,942	5,621	5,477	220										12,121	11,517										
11	71	42	64	49	221	151	832	516	2,682	1,985	3,128										11,872	10,965										
12	79	35	35	33	80	51	242	144	1,043	610	4,555										11,313	10,140										
13	79	44	6	8	39	13	73	39	322	189	1,894										11,313	10,140										
14	31	20	3	4	7	2	17	19	78	28	648										7,464	6,179										
15	11	4	2	..	1	2	2	..	10	3	147										49	2,958										
16	3	2	..	..	..	..	2	..	..	..	43										554	269										
17	1	..	..	..	..	..	1	..	..	..	4										50	27										
Totals	409	244	31,533	27,224	14,491	13,683	12,351	11,619	12,340	11,618	11,108	10,269	19,492	9,890	8,934	8,888	103	149	101,761	93,524												
Median age, in years and months	12	0	11	7	6	6	8	5	8	3	9	7	9	5	10	8	11	8	11	5	12	6	12	4	13	3	13	1	13	11	14	0

TABLE E 3.—AGE AND CLASSIFICATION OF PUPILS ATTENDING INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1938.

	Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 10 years ..	..	..	..	..	..	..	..	..
10 and under 11 ..	18	14	..	..	..	..	18	14
11 " 12 ..	344	368	37	45	..	..	381	413
12 " 13 ..	470	374	449	425	2	3	921	802
13 " 14 ..	242	152	473	427	16	37	731	616
14 " 15 ..	70	18	219	142	18	43	307	203
15 " 16 ..	8	4	56	17	7	15	71	36
16 " 17 ..	..	..	8	..	2	..	10	..
17 " 18 ..	..	..	..	..	..	..	..	..
Totals ..	1,152	930	1,242	1,056	45	98	2,439	2,084
Median age, in years and months	12 5	12 3	13 3	13 2	14 3	14 3	..	..

TABLE E4.—AGE AND CLASSIFICATION OF PUPILS ATTENDING PUBLIC POST-PRIMARY SCHOOLS AS AT 1ST JULY, 1938.

	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary schools—										
Under 11 years	1	..	..	..	..	..	..	..	1	..
11 and under 12	..	5	..	..	..	..	..	..	..	5
12 .. 13	211	273	9	4	..	..	..	..	220	277
13 .. 14	1,225	1,387	254	309	4	10	..	..	1,483	1,706
14 .. 15	898	897	1,041	1,161	228	264	..	3	2,167	2,325
15 .. 16	324	216	750	630	943	809	62	41	2,079	1,696
16 .. 17	50	31	210	150	902	679	191	208	1,353	1,068
17 .. 18	5	1	21	17	343	183	199	181	568	382
18 .. 19	..	..	..	2	73	36	87	69	160	107
19 .. 20	..	..	..	..	13	3	20	6	33	9
20 .. 21	..	..	..	..	1	..	4	3	5	3
21 and over	..	..	..	..	..	..	1	..	1	..
Totals .. .. .	2,715	2,810	2,285	2,273	2,507	1,984	564	511	8,071	7,578
Median age, in years and months	13 11	13 10	14 10	14 9	16 1	15 11	17 2	17 0	..	..
Combined schools—										
Under 11 years	..	..	..	..	..	..	..	..	..	..
11 and under 12	4	..	..	..	..	..	..	..	4	..
12 .. 13	61	50	2	1	..	..	..	..	63	51
13 .. 14	228	243	39	50	..	..	..	..	267	293
14 .. 15	222	148	230	200	33	35	..	..	485	383
15 .. 16	88	50	196	111	169	141	7	8	460	310
16 .. 17	11	6	50	24	172	109	36	20	269	159
17 .. 18	6	..	5	2	85	49	22	35	118	86
18 .. 19	1	..	1	..	22	2	12	11	36	13
19 .. 20	..	..	..	..	3	..	1	1	4	1
20 .. 21	..	..	1	..	..	..	..	..	1	..
21 and over	..	..	..	..	..	..	..	..	..	..
Totals .. .. .	621	497	524	388	484	336	78	75	1,707	1,296
Median age, in years and months	14 1	13 10	15 0	14 9	16 3	15 11	16 11	17 3	..	..
Technical high schools—										
Under 11 years	..	..	..	..	..	..	..	..	..	..
11 and under 12	4	2	..	..	..	..	..	..	4	2
12 .. 13	128	149	2	1	..	..	..	..	130	150
13 .. 14	1,086	995	118	162	4	2	..	..	1,208	1,159
14 .. 15	1,120	731	759	701	106	90	1	..	1,986	1,522
15 .. 16	411	205	655	462	361	344	14	10	1,441	1,021
16 .. 17	55	29	179	131	278	219	44	22	556	401
17 .. 18	4	4	24	10	86	74	30	15	144	103
18 .. 19	1	..	3	3	24	19	21	16	49	38
19 .. 20	..	..	..	..	2	5	6	5	8	10
20 .. 21	..	..	..	..	..	1	2	3	2	4
21 and over	..	..	..	..	2	8	5	12	7	20
Totals .. .. .	2,809	2,115	1,740	1,470	863	762	123	83	5,535	4,430
Median age, in years and months	14 2	13 11	15 0	14 10	15 11	15 10	17 1	17 8	..	..
District high schools—										
Under 11 years	..	..	..	..	..	..	..	..	..	..
11 and under 12	3	2	..	..	..	..	..	..	3	2
12 .. 13	74	107	1	5	..	..	..	..	75	112
13 .. 14	486	579	83	123	..	2	..	..	569	704
14 .. 15	458	438	325	402	55	86	1	..	839	926
15 .. 16	185	157	229	298	196	239	7	8	617	702
16 .. 17	33	38	91	78	194	235	16	30	334	381
17 .. 18	6	1	12	13	76	79	15	37	109	130
18 .. 19	..	..	1	..	18	16	14	24	33	40
19 .. 20	..	..	..	1	1	1	3	..	4	2
20 .. 21	..	..	..	..	1	..	1	1	2	1
21 and over	..	..	..	..	..	..	..	..	..	..
Totals .. .. .	1,245	1,322	742	920	541	658	57	100	2,585	3,000
Median age, in years and months	14 2	13 11	14 11	14 10	16 1	16 0	17 4	17 4	..	..

TABLE F I.—AGE AND CLASSIFICATION OF PUPILS ATTENDING REGISTERED PRIVATE PRIMARY SCHOOLS AND LOWER DEPARTMENTS OF SECONDARY SCHOOLS AS AT 1ST JULY, 1938.

	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 years and under	1,204	1,333	2	116	..	4	..	..	..	..	..	..	..	..	..	..	1,206	1,333
6	1,337	1,333	81	768	5	101	3	8	..	..	..	..	..	..	..	..	1,423	1,433
7	794	700	636	695	57	685	71	97	2	6	1	..	..	..	..	..	1,490	1,578
8	228	162	698	214	555	703	631	69	69	102	69	16	7	..	..	..	1,556	1,648
9	50	38	287	49	682	238	727	471	471	603	74	120	16	2	..	..	1,575	1,711
10	17	10	81	13	279	46	331	226	584	650	513	603	84	1	..	..	1,629	1,759
11	3	3	18	6	68	10	88	74	302	284	568	606	521	4	10	10	1,605	1,686
12	1	4	5	..	7	3	26	27	106	71	328	320	576	15	32	32	1,520	1,598
13	1	2	3	..	3	1	11	4	24	18	120	99	286	45	125	119	1,092	1,152
14	..	..	..	..	3	1	1	3	4	2	18	10	53	9	67	466	509	
15	..	..	..	..	..	1	1	..	..	1	5	1	13	1	11	85	139	
16	..	..	..	..	..	..	..	..	..	..	3	1	6	1	5	20	19	
17	..	..	..	..	..	..	..	..	..	..	2	..	..	1	..	12	5	
18	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	3,635	3,585	1,811	1,861	1,676	1,792	1,689	1,797	1,564	1,738	1,650	1,778	1,558	1,670	98	369	13,681	14,590
Median age, in years and months	6	6	8	8	9	9	10	10	11	11	12	12	13	13	13	14	..	..

TABLE F 2.—AGE AND CLASSIFICATION OF PUPILS ATTENDING REGISTERED PRIVATE SECONDARY AND ENDOWED SCHOOLS AS AT 1ST JULY, 1938.

	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
10 years and under 11 ..	1	..	..	..	..	..	..	..	1	..
11 " 12 ..	5	5	..	1	..	..	..	..	5	6
12 " 13 ..	79	102	10	2	..	..	..	..	89	104
13 " 14 ..	352	461	73	122	1	4	..	..	426	587
14 " 15 ..	301	339	331	406	82	62	3	1	717	808
15 " 16 ..	162	114	293	311	227	258	18	11	700	694
16 " 17 ..	28	15	93	135	286	308	74	76	481	534
17 " 18 ..	10	..	27	25	160	119	51	116	248	260
18 " 19 ..	2	..	7	3	46	14	28	34	83	51
19 " 20 ..	2	..	2	..	11	..	2	5	17	5
20 " 21 ..	1	..	2	..	..	..	3	..	6	..
21 and over ..	1	..	..	..	1	..	10	..	12	..
Totals .. ..	944	1,036	838	1,005	814	765	189	243	2,785	3,049
Median age, in years and months	14 1	13 11	15 0	14 11	16 4	16 2	17 0	17 4	..	..

7. REGULARITY OF ATTENDANCE.

The attendance at primary schools and intermediate schools and departments was seriously affected during the year by the illness of pupils. During the winter term an epidemic of measles caused attendances to drop in all districts. In some education districts the regularity of attendance was the lowest recorded for many years.

8. STAFFS OF SCHOOLS.

The following table shows the number of teachers in the public primary schools of the different grades.

TABLE H 1.—NUMBER OF TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS, DECEMBER, 1938.

Grade of School.*	Sole Teachers.		Head Teachers.		Assistant Teachers.		Probationary Assistants.		Total Teachers.		
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade I (1-8) ..	43	83	..	..	..	..	..	..	43	83	126
Grade II (9-24) ..	470	280	..	1	..	1	..	..	470	282	752
Grade III (25-70) ..	161	81	380	132	11	510	3	5	555	728	1,283
Grade IV (71-190) ..	1	..	280	23	46	592	56	57	383	672	1,055
Grade V (191-350) ..	..	..	114	2	148	408	55	89	317	499	816
Grade VI (over 350) ..	..	..	173	..	540	1,264	128	226	841	1,490	2,331
Totals, 1938 ..	675	444	947	158	745	2,775	242	377	2,609	3,754	6,363
Totals, 1937 ..	713	511	936	160	860	3,046	†	†	2,509	3,717	6,226
Difference ..	-38	-67	+11	-2	-115	-271	+242	+377	+100	+37	+137

\* The grade of school given above is the grade in which the school is placed when all attached side schools are included, while part-time schools taught by the same teacher are counted as one school.  
 † These figures were included under "Assistant Teachers" in 1937.



The following table indicates the number of women teachers for each 100 men teachers :—

TABLE H 2.—RATIO OF WOMEN TO MEN TEACHERS IN PRIMARY SCHOOLS.

	1931.	1932.	1933.	1934.	1935.	1936.	1937.	1938.
Teachers—								
All schools .. .. .	174	167	157	156	148	153	148	144
Schools with roll 1-24 .. .	156	120	103	89	78	83	78	71
Schools with roll over 24 .. .	178	177	170	173	166	169	164	162
Training-college students .. .	226	201	163	*	187	166	151	166

\* All training colleges were closed during 1934.

TABLE H 3.—NUMBER OF FULL-TIME TEACHERS EMPLOYED IN DEPARTMENTAL SCHOOLS, DECEMBER, 1937, AND DECEMBER, 1938.

Type of School.	December, 1937.						December, 1938.					
	Principals and Sole and Head Teachers.		Assistant Teachers.		Total Teachers.		Principals and Sole and Head Teachers.		Assistant Teachers.		Total Teachers.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Public (primary) .. .. .	1,649	671	860	3,046	2,509	3,717	1,622	602	987	3,152	2,609	3,754
Intermediate* .. .. .	5	..	63	60	68	60	6	..	65	61	71	61
Secondary departments of district high schools	†1	..	127	93	128	93	†1	..	146	102	147	102
Secondary .. .. .	28	12	337	277	365	289	27	12	326	280	353	292
Combined .. .. .	4	3	55	39	59	42	5	3	72	50	77	53
Technical .. .. .	21	..	253	151	274	151	20	..	266	154	286	154
Native (primary) .. .. .	112	29	14	104	126	133	116	27	21	144	137	171
Chatham Islands .. .. .	5	..	1	2	6	2	6	..	..	2	6	2
Correspondence—												
Primary .. .. .	1	..	7	33	8	33	1	..	5	34	6	34
Secondary .. .. .	..	..	17	17	17	17	..	..	17	21	17	21
Special .. .. .	1	3	7	13	8	16	1	3	7	12	8	15
Total .. .. .	1,827	718	1,741	3,835	3,568	4,553	1,805	647	1,912	4,012	3,717	4,659

\* Where the intermediate department is attached to a secondary, technical, or district high school only the teachers of Forms I and II are included here.

† This is the head teacher of the Waihi District High School, which has an intermediate department but no primary department.

In addition to the above the following numbers of teachers were also employed :—

	1937.		1938.	
	M.	F.	M.	F.
Manual instructors .. .. .	99	79	106	79
Student teachers in technical schools .. .	4	6	2	9
Junior assistant teachers in Native schools .. .	6	140	3	116

### 9. NUMBER OF PUPILS AND TEACHERS IN THE PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS IN THE DIFFERENT EDUCATION DISTRICTS.

The following table gives the number of children attending public primary schools and intermediate schools and departments in the different education districts and the number of teachers in these schools at the end of 1938. The figures are exclusive of the secondary departments of district high schools.

TABLE J.

Education District.	Enrolment.	Schools and Departments.	Teachers.
Auckland .. .. .	67,510	695	2,075
Taranaki .. .. .	11,161	150	364
Wanganui .. .. .	15,220	188	498
Hawke's Bay .. .. .	15,112	180	482
Wellington .. .. .	26,894	219	816
Nelson .. .. .	6,599	132	265
Canterbury .. .. .	33,774	342	1,033
Otago .. .. .	18,320	221	612
Southland .. .. .	11,412	163	381
Totals .. .. .	206,002	2,290	6,526

### 10. SIZE OF CLASSES.

The following table shows the average number of children per adult teacher in public primary schools.

TABLE K 1.—AVERAGE NUMBER OF CHILDREN PER CLASS-TEACHER IN PUBLIC PRIMARY SCHOOLS.

Grade of School.	Number of Teachers.			Total Average Attendance for Year ended 31st August, 1938 (Primary only).	Average Number of Children per Class-teacher.
	All Teachers.	Head Teachers excluded.	Class-teachers.		
I (1-8) .. .. .	126	..	126	867	7
II (9-24) .. .. .	752	..	752	11,390	15
III (25-70) .. .. .	1,283	..	1,283	28,705	22
IV (71-190) .. .. .	1,055	..	1,055	29,483	28
V (191-350) .. .. .	816	25	791	26,604	34
VI (over 350) .. .. .	2,331	156	2,175	79,103	36
Totals .. .. .	6,363	181	6,182	176,152	28

N.B. The average attendance shown for each grade of school in the above table does not correspond with that shown in Table C 1, owing to the fact that in Table C 1 part-time and side schools are taken separately, thus altering the grades of various schools for the purpose of that table.

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

Number of Children.	February, 1933.		February, 1938.		February, 1939.*	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31 .. .. .	387	12·8	614	18·8	654	19·4
31-40 .. .. .	911	30·0	1,136	34·9	1,169	34·6
41-50 .. .. .	1,106	36·5	1,145	35·2	1,194	35·4
51-60 .. .. .	575	19·0	355	10·9	354	10·5
61 and over .. .. .	52	1·7	6	0·2	3	0·1
Totals .. .. .	3,031	100·0	3,256	100·0	3,374	100·0

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

TABLE K 3.—CHANGE IN AVERAGE NUMBER OF PUPILS PER TEACHER IN PUBLIC PRIMARY SCHOOLS.

Year.	Average Attendance for Year ending 31st August.	Number of Teachers.	Number of Pupils per Teacher.
1935 .. .. .	174,872	6,048	28·9
1936 .. .. .	181,981	6,113	29·8
1937 .. .. .	183,350	6,226	29·4
1938 .. .. .	176,152	6,363	27·7

## II. CLASSIFICATION OF TEACHERS.

The following tables give the status in regard to certificates of teachers in primary schools, intermediate schools and departments, secondary departments of district high schools and Native schools, and the classification of teachers in secondary, technical, and combined schools:—

TABLE L 1.—STATUS IN REGARD TO CERTIFICATES OF TEACHERS IN PRIMARY SCHOOLS AND FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS IN DECEMBER.

	1936.		1937.		1938.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers .. .. .	6,053	96·63	5,737	89·93	5,698	87·38
II. Uncertificated teachers .. .. .	211	3·37	642	10·07	823	12·62
Totals .. .. .	6,264	100·00	6,379	100·00	6,521	100·00

TABLE L 2.—CERTIFICATES HELD BY TEACHERS IN PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS AS IN DECEMBER.

Class of Certificate.	1937.			1938.		
	M.	F.	Total.	M.	F.	Total.
A .. .. .	70	9	79	72	12	84
B .. .. .	900	437	1,337	915	477	1,392
C .. .. .	1,206	2,285	3,491	1,219	2,223	3,442
D .. .. .	205	620	825	188	591	779
E .. .. .	1	7	8	1	5	6
Totals .. .. .	2,382	3,358	5,740	2,395	3,308	5,703

TABLE L 3.—CERTIFICATES HELD BY ASSISTANT TEACHERS IN THE SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Class of Certificate.	1937.			1938.		
	M.	F.	Total.	M.	F.	Total.
A .. .. .	13	4	17	8	7	15
B .. .. .	102	81	183	121	85	206
C .. .. .	10	6	16	14	9	23
D .. .. .	..	1	1	2	..	2
E .. .. .	..	..	..	..	..	..
Totals .. .. .	125	92	217	145	101	246

The difference between the totals here and in Table H 3 is due to the fact that two teachers in these schools are not the holders of teachers' certificates.

TABLE L 4.—CERTIFICATES HELD BY TEACHERS IN NATIVE PRIMARY SCHOOLS. (JUNIOR ASSISTANT TEACHERS ARE EXCLUDED.)

Class of Certificate.	1937.			1938.		
	M.	F.	Total.	M.	F.	Total.
A .. ..	1	..	1	1	..	1
B .. ..	21	10	31	29	15	44
C .. ..	69	59	128	77	83	160
D .. ..	22	31	56	19	34	53
E .. ..	..	1	1	..	..	..
Total certificated teachers ..	113	104	217	126	132	258
Uncertificated teachers ..	13	29	42	11	39	50
Grand totals ..	126	133	259	137	171	308

TABLE L 5.—GRADING OF FULL-TIME ASSISTANT TEACHERS IN SECONDARY SCHOOLS AS IN DECEMBER AND PRIOR TO THE ISSUE OF THE ANNUAL GRADING LIST.

Grade of Teacher.	1937.			1938.		
	M.	F.	Total.	M.	F.	Total.
A .. ..	105	58	163	108	60	168
B .. ..	92	55	147	89	55	144
C .. ..	90	77	167	87	81	168
D .. ..	49	88	137	42	84	126
Totals ..	336	278	614	326	280	606

TABLE L 6.—CLASSIFICATION OF FULL-TIME ASSISTANT TEACHERS IN TECHNICAL HIGH AND DAY SCHOOLS AND IN COMBINED SCHOOLS AS IN DECEMBER, 1938, AND PRIOR TO THE ISSUE OF THE ANNUAL CLASSIFICATION LIST.

Class .. ..	VII.	VI.	V.	IV.	III.	II.	I (the lowest).	Totals.
<i>Technical, High, and Day Schools.</i>								
Division I .. ..	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.
Division II .. ..	0 7	37 7	45 12	43 14	41 18	12 19	17 19	195 96
Totals ..	0 20	51 18	68 20	55 23	50 30	17 22	25 21	266 154
<i>Combined Schools.</i>								
Division I .. ..	0 5	14 3	11 6	15 8	8 7	3 6	8 4	59 39
Division II .. ..	0 1	3 1	4 3	2 1	2 3	2 2	0 0	13 11
Totals ..	0 6	17 4	15 9	17 9	10 10	5 8	8 4	72 50

NOTE.—To be classified in Division I a teacher must be the holder of a University degree or equivalent qualification.

TABLE L 7.—CLASSIFICATION OF FULL-TIME TEACHERS OF MANUAL-TRAINING CLASSES AS IN DECEMBER, 1938, AND PRIOR TO THE ISSUE OF THE ANNUAL CLASSIFICATION LIST.

Class .. .. .	VII.		VI.		V.		IV.		III.		II.		I (the lowest).		Totals.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Division I .. .. .	0	0	4	1	4	3	7	5	1	9	2	10	2	16	20	44
Division II .. .. .	2	1	19	10	21	7	16	5	9	4	11	2	8	6	86	35
Totals .. .. .	2	1	23	11	25	10	23	10	10	13	13	12	10	22	106	79

Of the 185 teachers in the above table, 24 are agricultural instructors, 77 are woodwork instructors, 4 are metalwork instructors, 76 are cookery instructors, 1 is an art instructor, and 13 are commercial instructors.

NOTE.—(1) To be classified in Division I a teacher must be the holder of a University degree or equivalent qualification.

(2) In 1938 seven of the men and five of the women were attached to certain intermediate schools or departments under the control of the Auckland Education Board. These are included also among the staffs of those intermediate schools or departments.

## 12. SALARIES OF TEACHERS.

The following table shows the average salaries of teachers in public primary schools as at the end of the present year. The figures for the years 1937 and 1914 are also given for purposes of comparison. In the introduction to this report reference is made to the new regulations relating to teachers' salaries. The figures for the year 1938 have been compiled on salaries payable under the new regulations.

TABLE M 1.—AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS (EXCLUSIVE OF TEACHERS IN INTERMEDIATE SCHOOLS AND DEPARTMENTS AND SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS) AS IN DECEMBER.

	1914.	1937.	1938.
	£	£	£
(1) Teachers in all schools—			
(a) Men and women .. .. .	163	295	308
(b) Men .. .. .	224	355	367
(c) Women .. .. .	128	251	265
(2) Teachers in schools with average attendance over eight—			
(a) Men and Women .. .. .		299	311
(b) Men .. .. .		359	370
(c) Women .. .. .		256	268
(3) Teachers in schools with average attendance over twenty-four*—			
(a) Men and women .. .. .		303	313
(b) Men .. .. .		377	388
(c) Women .. .. .		254	264
(4) Head teachers—			
(a) Men .. .. .		448	468
(b) Women .. .. .		398	411
(5) Sole teachers—			
(a) Men .. .. .		289	304
(b) Women .. .. .		265	286
(6) Assistants (excluding probationary assistants)—			
(a) Men .. .. .		354	366
(b) Women .. .. .		254	269

\* In 1937 the figure was 20.

TABLE M 2. — AVERAGE SALARIES (INCLUDING OF ALL ALLOWANCES AND VALUE OF RESIDENCE FOR PRINCIPALS WHERE PROVIDED) OF FULL-TIME TEACHERS IN INTERMEDIATE AND POST-PRIMARY SCHOOLS AND OF MANUAL INSTRUCTORS AS AT 1ST DECEMBER.

	1937.										1938.									
	Principals.			Assistants.			All Teachers.			Principals.			Assistants.			All Teachers.				
	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.		
Intermediate schools and departments .. .. .	£ 593	£ ..	£ 593	£ 375	£ 300	£ 339	£ 391	£ 300	£ 349	£ 607	£ ..	£ 607	£ 384	£ 317	£ 354	£ 402	£ 317	£ 366		
Secondary departments of district high schools .. .. .	£ ..	£ ..	£ ..	£ 383	£ 305	£ 351	£ 383	£ 305	£ 351	£ ..	£ ..	£ ..	£ 402	£ 314	£ 364	£ 402	£ 314	£ 364		
Secondary schools .. .. .	£ 820	£ 594	£ 752	£ 423	£ 289	£ 362	£ 453	£ 302	£ 386	£ 838	£ 589	£ 762	£ 428	£ 291	£ 365	£ 447	£ 304	£ 389		
Combined schools .. .. .	£ 849	£ 570	£ 729	£ 440	£ 287	£ 377	£ 468	£ 308	£ 401	£ 854	£ 583	£ 753	£ 437	£ 287	£ 375	£ 464	£ 303	£ 398		
Technical schools .. .. .	£ 762	£ ..	£ 762	£ 430	£ 276	£ 373	£ 456	£ 276	£ 392	£ 771	£ ..	£ 771	£ 430	£ 273	£ 373	£ 454	£ 273	£ 391		

MANUAL INSTRUCTORS.—AVERAGE RATE OF SALARY OF MANUAL INSTRUCTORS AS ON 1ST DECEMBER.

	1937.			1938.		
	Men	Women	Men and women	£	£	£
Men .. .. .	£ ..	£ ..	£ ..	£ 373	£ 371	£ 371
Women .. .. .	£ ..	£ ..	£ ..	£ 248	£ 249	£ 249
Men and women .. .. .	£ ..	£ ..	£ ..	£ 318	£ 319	£ 319

TABLE M 3.—AVERAGE SALARIES (INCLUDING HOUSE ALLOWANCES, VALUE OF RESIDENCES, AND ALL OTHER ALLOWANCES) OF ADULT TEACHERS IN NATIVE SCHOOLS AS AT 31ST DECEMBER.

	1937.	1938.
	£	£
1. Teachers in all schools—		
(a) Men and women .. .. .	297	303
(b) Men .. .. .	359	372
(c) Women .. .. .	237	248
2. Head teachers—		
(a) Men .. .. .	386	399
(b) Women .. .. .	356	382
3. Sole teachers—		
(a) Men .. .. .	263	240
(b) Women .. .. .	232	255
4. Assistants—		
(a) Men .. .. .	211	233
(b) Women .. .. .	209	226

### 13. PUPILS LEAVING PUBLIC PRIMARY SCHOOLS.

In 1938 20,542 pupils (10,536 boys and 10,006 girls) left public primary schools. Of these, 17,145 (83 per cent.) had passed Form II. In the last five years the numbers leaving have been as follow :—

Year.	Total Number leaving.	Number who passed Form II.	Percentage who passed Form II.
1934 .. .. .	22,665	17,980	79
1935 .. .. .	22,108	17,708	80
1936 .. .. .	21,819	17,600	81
1937 .. .. .	20,689	17,218	83
1938 .. .. .	20,542	17,145	83

### 14. PUPILS COMMENCING POST-PRIMARY COURSE IN STATE SCHOOLS.

In 1938 14,814 pupils (7,743 boys and 7,071 girls) commenced post-primary education in State post-primary schools. In the last five years the numbers commencing post-primary education in these schools have been as follow :—

Year.	Total Number commencing Post-primary Course.	Number of these coming from Public Primary Schools.	Percentage coming from Public Primary Schools.
1934 .. .. .	12,686	12,143	96
1935 .. .. .	13,177	12,632	96
1936 .. .. .	13,466	12,849	95
1937 .. .. .	14,315	13,809	96
1938 .. .. .	14,814	14,303	97

NOTE.—The figures for 1937 and 1938 include pupils attending the Education Department's Correspondence School.

The ages at which pupils commenced their post-primary course at public post-primary schools are given in the following table:—

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

Type of School.	Age at which Post-primary Course commenced.										Total Numbers commencing Post-primary Education.	
	Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary ..	27	52	513	709	1,280	1,411	708	528	197	120	2,725	2,820
Combined ..	4	1	97	119	297	252	198	103	50	30	646	505
Technical ..	11	12	359	358	1,337	1,075	933	532	257	126	2,897	2,103
District high ..	13	14	236	348	645	659	307	280	104	79	1,305	1,380
Correspondence ..	3	6	29	62	76	114	38	57	24	24	170	263
Totals—1938 ..	58	85	1,234	1,596	3,635	3,511	2,184	1,500	632	379	7,743	7,071
Totals—1937 ..	79	83	1,252	1,544	3,407	3,328	2,091	1,494	660	377	7,489	6,826
Difference ..	-21	+2	-18	+52	+228	+183	+93	+6	-28	+2	+254	+245

In 1937 21 per cent. and in 1938 20 per cent. of those commencing a post-primary course did so under the age of thirteen years.

### 15. DESTINATION OF PUPILS LEAVING SCHOOL.

A summary of the destination returns obtained from the schools, through the various Boards, is given in the following tables:—

TABLE O 1.—PROBABLE DESTINATION OF PUPILS LEAVING PUBLIC PRIMARY SCHOOLS DURING OR AT END OF YEAR 1938.

Destination.	With Primary School Certificate.		Without Primary School Certificate.		Totals.			
					Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	Number.	Per-centage.	Number.	Per-centage.
Post-primary ..	6,607	6,586	171	119	6,778	64	6,705	67
Commercial occupations								
(a) Clerical (including typing) ..	23	30	6	5	29	*	35	1
(b) Shop and warehouse assistants	327	212	189	118	516	5	330	3
Trades—								
(a) Engineering ..	94	..	48	..	142	1	..	..
(b) Building ..	55	4	25	2	80	1	6	*
(c) Other ..	184	86	125	50	309	3	136	1
Agricultural and pastoral	814	49	746	57	1,560	15	106	1
Other occupations ..	264	261	273	212	537	5	473	5
Home ..	187	1,246	226	833	413	4	2,079	21
Not known ..	67	49	105	87	172	2	136	1
Totals, 1938 ..	8,622	8,523	1,914	1,483	10,536	100	10,006	100
Totals, 1937 ..	8,651	8,567	1,985	1,486	10,636	100	10,053	100
Difference ..	-29	-44	-71	-3	-100	..	-47	..

\* Insignificant percentage.



TABLE O 2.—PERCENTAGES OF PUPILS LEAVING PRIMARY SCHOOLS IN 1935-38 WHO PROCEEDED TO THE VARIOUS DESTINATIONS AND OCCUPATIONS.

Destination.	Boys.				Girls.			
	1935.	1936.	1937.	1938.	1935.	1936.	1937.	1938.
Post primary .. ..	57	58	62	64	57	60	65	67
Commercial occupations—								
(a) Clerical (including typing)	*	*	1	*	*	1	1	1
(b) Shop and warehouse assistants	4	5	4	5	3	3	3	3
Trades—								
(a) Engineering ..	1	2	2	1	*	*	*	..
(b) Building ..	1	1	1	1	*	*	*	*
(c) Other ..	2	4	3	3	1	1	1	1
Agricultural and pastoral	21	18	16	15	1	1	1	1
Other occupations ..	6	6	5	5	6	6	5	5
Home .. ..	6	4	5	4	31	26	23	21
Not known .. ..	2	2	1	2	1	2	1	1
Totals .. ..	100	100	100	100	100	100	100	100

TABLE O 3.—PROBABLE DESTINATION OF PUPILS LEAVING INTERMEDIATE SCHOOLS AND DEPARTMENTS DURING OR AT END OF 1938.

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Percentage.	First Year.	Second Year.	Third Year.	Total.	Percentage.
Continued full-time education	73	1,012	4	1,089	77	68	823	15	906	74
Commercial (clerical, typing, shop, and warehouse)	15	65	21	101	7	7	58	28	93	8
Trades .. ..	16	63	21	100	7	3	14	13	30	2
Agricultural and pastoral	10	29	4	43	3	..	..	..	..	..
Home .. ..	1	15	1	17	1	15	99	21	135	11
Miscellaneous ..	8	25	..	33	3	4	32	14	50	4
Not known .. ..	5	23	1	29	2	1	7	1	9	1
Totals, 1938 ..	128	1,232	52	1,412	100	98	1,033	92	1,223	100
Totals, 1937 ..	118	1,170	57	1,345	..	103	896	73	1,072	..
Difference .. ..	+10	+62	5	+67	..	5	+137	+19	+151	..

TABLE O 4.—PERCENTAGES OF PUPILS LEAVING INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1935-38 WHO PROCEEDED TO VARIOUS DESTINATIONS AND OCCUPATIONS.

Occupation.	Boys.				Girls.			
	1935.	1936.	1937.	1938.	1935.	1936.	1937.	1938.
Continued full-time education ..	Per Cent. 69	Per Cent. 68	Per Cent. 76	Per Cent. 77	Per Cent. 68	Per Cent. 67	Per Cent. 71	Per Cent. 74
Commercial (clerical, typing, shops, and warehouses)	8	8	7	7	4	6	7	8
Trades .. ..	7	10	6	7	3	5	2	2
Agricultural and pastoral ..	5	5	3	3	..	..	..	..
Home .. ..	4	2	3	1	19	15	14	11
Miscellaneous .. ..	4	3	2	3	4	4	4	4
Not known .. ..	3	4	3	2	2	3	2	1
Totals .. ..	100	100	100	100	100	100	100	100

TABLE O 5.—PROBABLE DESTINATION OF PUPILS LEAVING POST-PRIMARY SCHOOLS DURING OR AT THE END OF THE YEAR 1938.

Occupation.	Secondary Schools.				Combined Schools.				Technical High and Day Schools.				Secondary Departments of District High Schools.				Totals.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Per Cent.	Num. ber.		
	Num. ber.	Per Cent.	Num. ber.	Per Cent.	Num. ber.	Per Cent.	Num. ber.	Per Cent.	Num. ber.	Per Cent.	Num. ber.	Per Cent.	Num. ber.	Per Cent.	Num. ber.	Per Cent.				
University College ..	183	6.9	96	3.9	26	4.0	15	3.7	26	1.1	5	0.3	6	0.6	8	0.8	241	3.5	124	2.2
Teaching or training college ..	123	4.6	193	7.8	11	1.7	26	6.3	27	1.1	18	0.9	31	3.1	67	7.0	192	2.8	304	5.3
Clerical—																				
Government or local body ..	334	12.5	54	2.2	53	8.2	11	2.7	85	3.4	35	1.9	136	13.5	8	0.8	608	9.0	108	1.9
Banking, insurance ..	123	4.6	25	1.0	11	1.7	3	0.7	13	0.5	10	0.5	7	0.7	..	..	154	2.3	38	0.7
Legal ..	31	1.1	17	0.7	8	1.2	4	1.0	2	0.1	13	0.7	1	0.1	12	1.3	42	0.6	46	0.8
Commercial ..	460	17.3	448	18.2	103	15.9	79	19.2	207	8.4	550	29.3	38	3.7	125	13.0	808	11.9	1,202	21.0
Engineering, surveying, and architecture ..	53	2.0	1	*	53	8.2	..	..	283	11.4	..	..	28	2.8	..	..	417	6.2	1	*
Various trades and industries ..	397	14.9	106	4.3	66	10.2	10	2.4	761	30.7	280	14.9	170	16.8	32	3.3	1,394	20.5	428	7.5
Shops and warehouses ..	352	13.2	282	11.5	71	11.0	58	14.1	363	14.7	266	14.2	143	14.1	132	13.8	929	13.7	738	12.9
Farming ..	340	12.8	..	..	135	20.9	..	..	367	14.8	3	0.2	336	33.3	2	0.2	1,178	17.3	5	0.1
Home ..	74	2.8	639	26.0	14	2.2	121	29.5	58	2.3	522	27.8	37	3.7	495	51.6	183	2.7	1,777	31.1
Other occupations ..	50	1.9	431	17.5	26	4.0	47	11.4	141	5.7	88	4.7	30	3.0	42	4.4	247	3.6	608	10.7
Not known ..	143	5.4	169	6.9	70	10.8	37	9.0	143	5.8	87	4.6	47	4.6	36	3.8	403	5.9	329	5.8
Totals, 1938 ..	2,663	100.0	2,461	100.0	647	100.0	411	100.0	2,476	100.0	1,877	100.0	1,010	100.0	959	100.0	6,796	100.0	5,708	100.0
Totals, 1937 ..	2,407	..	2,293	..	471	..	301	..	2,261	..	1,749	..	834	..	811	..	5,973	..	5,154	..
Difference ..	+256	..	+168	..	+176	..	+110	..	+215	..	+128	..	+176	..	+148	..	+823	..	+554	..

\* Insignificant percentage.

TABLE O 6.—PERCENTAGES OF BOYS LEAVING POST-PRIMARY SCHOOLS IN 1935-38 WHO PROCEEDED TO THE UNIVERSITY OR TO EMPLOYMENT IN THE THREE MAIN OCCUPATIONAL GROUPS.

Class of School.	University.				Clerical, Professional, Shop, and Warehouse.				Farming.				Trades and Industries.			
	1935.	1936.	1937.	1938.	1935.	1936.	1937.	1938.	1935.	1936.	1937.	1938.	1935.	1936.	1937.	1938.
Secondary .. ..	5	4	5	7	55	60	59	55	13	12	14	13	16	16	12	15
Combined .. ..	7	4	4	4	48	59	51	48	17	16	16	21	17	10	12	10
Technical .. ..	*	*	1	1	39	44	44	40	15	14	14	15	29	28	29	31
District high .. ..	2	1	1	1	37	43	43	38	31	29	31	33	16	16	16	17
All schools .. ..	3	2	3	4	46	52	51	47	17	15	16	17	20	20	19	21

It will be observed from Table O 2 that there continues to be an increase in the percentage of pupils leaving public primary schools and intermediate schools and departments and proceeding to further post-primary education.

In connection with boys leaving post-primary schools the most noticeable features are the increases in the percentage proceeding to whole-time study at a University college, to farming pursuits, and to positions in trade and industry, with a distinct drop in the percentage who proposed to enter the occupational group "Clerical, professional, shop, and warehouse."

## 16. VOCATIONAL GUIDANCE AND PLACEMENT.

The table below gives a summary of the percentages of pupils in the various types of schools who are known to have proceeded to further full-time education of a higher grade or who intend to engage in some definite occupation. It will be observed that a comparatively high percentage of pupils leaving school is accounted for in the various types of schools.

The work of the special vocational guidance officers and careers teachers, wherever their services are available, has been of the greatest value to pupils and parents alike. Co-operation with the Youth Centres enables the work of placement to proceed with very satisfactory results.

TABLE P.—PERCENTAGES OF PUPILS LEAVING PRIMARY, INTERMEDIATE, AND POST-PRIMARY SCHOOLS IN 1935-38 WHO ARE KNOWN TO HAVE PROCEEDED TO FURTHER FULL-TIME EDUCATION OF A HIGHER GRADE OR TO SOME DEFINITE OCCUPATION (HOME EXCLUDED).

Class of School.	Boys.				Girls.			
	1935.	1936.	1937.	1938.	1935.	1936.	1937.	1938.
Primary .. ..	92	94	94	94	68	72	76	78
Intermediate .. ..	93	94	94	97	79	82	84	88
Secondary .. ..	91	93	91	92	57	66	69	67
Combined .. ..	94	93	88	87	58	59	55	62
Technical .. ..	90	90	92	92	58	66	71	68
District High .. ..	89	92	92	92	35	44	45	45
All post-primary schools	90	92	91	91	53	62	65	63

## 17. LENGTH OF POST-PRIMARY COURSE.

The returns compiled in 1938 by teachers show also the duration of the post-primary course taken by pupils who have now left school. Summarized, the position is as follows:—

TABLE Q 1.

	Secondary Schools.		Combined Schools.		Technical High and Technical Day Schools.		District High Schools.		All Schools.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
Leaving in first year ..	683	13	194	18	1,190	27	640	32	2,707	22
Leaving in second year ..	1,357	27	321	31	1,717	40	608	31	4,003	32
Leaving in third year ..	1,216	24	311	29	964	22	336	17	2,827	22
Leaving in fourth year or later	1,868	36	232	22	482	11	385	20	2,967	24
Totals, 1938 ..	5,124	100	1058	100	4,353	100	1,969	100	12,504	100
Totals, 1937 ..	4,700	..	772	..	4,010	..	1,645	..	11,127	..
Difference ..	+424	..	+286	..	-343	..	+324	..	+1,377	..

No returns have been obtained from post-primary schools giving the actual length of school life of each individual pupil, but from the information summarized in the above table it is possible to give an approximation of the average length of the school life of those pupils who left school in 1938.

For this purpose a pupil leaving in his first year is taken to have a school life of one year and so on till those leaving in a fourth year or later are taken as four years only. Some pupils stay for five or six years, but this fact is compensated for when it is considered that many pupils leaving in their first and second year cannot be said to have a school life of one and two years respectively.

The following figures are given, therefore, with the reservation that they are not compiled from exact information, but they are nevertheless not far from being correct:—

	Average Length of School Life.	
	Y.	M.
Secondary schools .. .. .	..	2 10
Combined schools .. .. .	..	2 7
Technical high and day schools .. .. .	..	2 2
Secondary departments of district high schools .. .. .	..	2 3
All post-primary schools .. .. .	..	2 6

Table Q 2 concerns those pupils who commenced and finished their courses in the same year, while Table Q 1 also includes in "leaving in first year," pupils who, though in the first year of their course when they left, actually commenced that course in a previous calendar year or at a private secondary school. This explains the difference in the figures in the two tables.

TABLE Q 2.—NUMBER OF CHILDREN WHO COMMENCED POST-PRIMARY COURSES IN 1938 AND WHO DEFINITELY LEFT IN THE SAME YEAR.

	Secondary Schools.		Combined Schools.		Technical High Schools.		District High Schools.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Totals, 1938 ..	364	301	107	67	708	464	349	273	1,528	1,105
Totals, 1937 ..	318	338	89	47	731	451	270	233	1,408	1,069
Difference ..	+46	-37	+18	+20	-23	+13	+79	+40	+120	+36

NOTE.—As the various schools opened at different dates in 1937 owing to the infantile paralysis epidemic, and also in 1938 owing to the measles outbreak, the figures concerning the children leaving in each month of the course have not been included.

### 18. FREE PLACES IN POST-PRIMARY SCHOOLS.

The following table gives the number of free-place holders in post-primary schools in 1937 and 1938 :—

TABLE R.—FREE-PLACE HOLDERS AS AT 1ST JULY.

	Secondary Schools.		Combined Schools.		Technical High and Day Schools.		Secondary Departments of District High Schools.		Correspondence School.		All Post-primary Schools.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Free-place holders .. .. .	8,058	7,562	1,705	1,296	5,527	4,413	2,580	2,996	321	465	18,191	16,732
Grand totals, 1938 .. .. .	15,620		3,001		9,940		5,576		786		34,923	
Grand totals, 1937 .. .. .	15,195		2,309		9,345		4,918		895		32,662	
Difference .. .. .	+425		+692		+595		+658		-109		+2,261	

On the 1st July, 1938, 35,151 children were in attendance at *public* schools providing secondary education, and of these 34,923 held free places and 228 were paying pupils. Ninety-nine per cent. of the children were thus receiving free secondary education.

In 1937 313 out of the 32,662 children in attendance were paying pupils. The percentage of children receiving free education in 1938 was the same as that of the previous year.

### 19. SPECIAL CLASSES FOR BACKWARD CHILDREN.

A further increase in the number of children attending special classes for backward children attached to public schools is recorded this year, due to the establishment of additional classes. There were 653 pupils (409 boys and 244 girls) on the rolls of these classes on 1st July, 1938, as compared with 561 at that date in the previous year and with 551 in 1936.

The value of the special individual tuition in these classes is now fully recognized as filling a need which could not be met by the usual type of class-teaching.

### 20. INTERMEDIATE SCHOOLS AND DEPARTMENTS.

During the year the report of the investigation into the intermediate-school system was issued by the New Zealand Council for Educational Research. This report is a valuable contribution to the list of publications available on the subject and presents, in addition, much statistical information not hitherto published.

The number of intermediate schools and departments remained the same as that for the previous year. The section earlier in this report dealing with school buildings and sites makes reference to the work accomplished or about to be undertaken in respect to intermediate schools. Those works may be summarized as follows: A new site has been purchased in Ponsonby, Auckland, on which it is proposed to erect an intermediate school; an intermediate school is to be opened next year at Te Awamutu; the erection of an intermediate school at Onehunga, Auckland, is to be proceeded with; work is proceeding satisfactorily on new intermediate schools at Palmerston North and at Gisborne, and Milne Street, Sydenham, Christchurch, while a new intermediate school is to be built in South Dunedin.

There was a slight drop in the rolls of intermediate schools and departments this year when compared with those of last year. On 1st July, 1938, the roll was 4,523, as against 4,566 for the previous year.

## 21. POST-PRIMARY EDUCATION.

As from the beginning of the year Masterton Technical School and Wairarapa High School, which up to that time had functioned as separate institutions under a single governing body, were combined into one school, named the Wairarapa College, to be administered by the Wairarapa College Board. The numbers of secondary and technical high schools were therefore each reduced by one, while the number of combined schools was increased by one. The establishment of district high schools at Raglan and at Wellsford under the control of the Auckland Education Board was approved as from the beginning of the year.

The roll numbers of full-time pupils attending the various types of schools or departments on 1st July, 1938, and on the same date in the previous year were as follows :—

	1937.	1938.
Secondary .. .. .	15,327	15,649
Combined .. .. .	2,330	3,003
Technical .. .. .	9,408	9,965
Secondary departments of district high schools .. .. .	4,949	5,585
Endowed schools and registered private secondary schools	5,419	5,834
Correspondence school .. .. .	961	949
<b>Totals .. .. .</b>	<b>38,394</b>	<b>40,985</b>

## 22. EVENING TECHNICAL CLASSES AND PART-TIME DAY CLASSES.

Evening technical and part-time day classes were conducted at 132 centres during the year, an increase of 39 over the previous year. As at 1st July there were 15,552 students on the rolls of these classes in comparison with 13,430 students in 1937. Of the 15,552 students 9,541 were males and 4,685 were females; 5,860 of the males and 2,427 of the females held free places, a total of 8,287, compared with 7,814 in 1937.

The table in E 2 giving the classification of students according to their occupations shows that the greatest increase in the number of students was recorded under the heading "Domestic pursuits," while large increases were also recorded under "Woodworkers," "Professional pursuits," "Painters, plasterers, &c.," and "Agricultural pursuits."

The increase under "Domestic pursuits" is due to the approval of additional classes in dressmaking, particularly in country centres.

## 23. NATIVE SCHOOLS.

At the end of 1938 the Department directly controlled and maintained 143 Native schools for the primary education of Maori children in districts where the Maori race predominates.

The following table shows the number of schools, with the enrolment, as at the 1st July, 1937, and 1st July, 1938 :—

	1937.		1938.	
	Schools.	Roll.	Schools.	Roll.
Native village schools .. .. .	140	9,521	143	9,768
Mission and boarding schools (primary) .. .. .	11	662	11	673
Public schools with Native children enrolled	861	10,995	854	11,452
<b>Totals .. .. .</b>	<b>1,012</b>	<b>21,178</b>	<b>1,008</b>	<b>21,893</b>

European children to the number of 1,025 were in attendance at Native village schools at 1st July, 1938, and are included in the above figures. If these be deducted, the total enrolment of Native children in all primary schools at 1st July becomes 20,868, compared with 20,094 in 1937. In addition there were 103 pupils in the primary department of Maori secondary schools.

The average attendance at Native schools was 86.6 per cent. of the average weekly roll. The attendance was affected to a considerable extent by the illness of pupils caused chiefly by the epidemic of measles. In the circumstances the regularity of attendance, although low when compared with that of previous years, was commendable.

Boarding schools for the secondary education of the Maoris have been established by religious denominations, and the Government provides a number of scholarships tenable at these schools, which are inspected by the Department's officers. There were eight schools at the end of last year with an enrolment of 560 pupils, of whom 229 held Government scholarships. Six Maori boys held University scholarships—two at Auckland University College, and four at Otago University, those at Auckland taking a course in arts and of those at Otago two taking a medical course and two a dental course. Seven Maoris held agricultural scholarships—four being tenable at St. Stephens' College, and three at Wesley College.

Ten Maori girls were holding nursing scholarships—four being held at St. Joseph's School, Napier, two at Queen Victoria School, Auckland, two at Turakina School, Marton, and two at Hukarere School, Napier.

#### 24. REGISTERED PRIVATE PRIMARY SCHOOLS.

The following table summarizes the returns furnished by registered private primary schools with respect to the year 1938 :—

TABLE S.

	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools .. .. .	26	226	55	307
Roll at December—				
Boys .. .. .	389	11,749	1,605	13,743
Girls .. .. .	599	12,323	1,721	14,643
Totals .. .. .	988	24,072	3,326	28,386
Average attendance .. .. .	824	20,729	2,889	24,442
Teachers (inclusive of head teachers)—				
Men .. .. .	10	60	68	138
Women .. .. .	60	709	139	908
Totals .. .. .	70	769	207	1,046

The number of schools at the end of the previous year was 306, and the total enrolment 27,931.

There has been an increase of one in the number of registered private primary schools when compared with the number at the end of 1937.

## 25. ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY SCHOOLS.

The following table summarizes the returns furnished by endowed schools and registered private secondary schools with respect to the years 1937 and 1938 :—

TABLE T.

					1937.	1938.
Number of schools	..	..	..	..	57	57
Roll at 1st July	..	..	..	..	5,419	5,834
Average attendance	..	..	..	..	5,167	5,315
Teachers (inclusive of head teachers)—						
Men	..	..	..	..	154	157
Women	..	..	..	..	204	215
Totals	..	..	..	..	358	72

## 26. CORRESPONDENCE SCHOOL.

On the 1st July, 1938, there were 1,793 primary pupils and 949 secondary pupils on the roll of the Correspondence School. These figures represent an increase of 92 and a decrease of 12 respectively when compared with the figures for the previous year. When the roll at 1st December is considered, however, an increase of 76 pupils is recorded over that of the previous year. The work of the school proceeded satisfactorily during the year, and the school continues to bring to its pupils the benefits of instruction in subjects of a varied curriculum.

## 27. KINDERGARTEN SCHOOLS.

The number of schools, pupils on the roll, average attendance and average weekly roll at schools conducted in 1938 by recognized kindergarten associations were as follows :—

TABLE U.

Association.	Number of Schools.	Pupils on Roll at End of 1938.	Average Attendance, 1938.	Average Weekly Roll, 1938.
Auckland .. ..	11	497	380	475
Hastings .. ..	1	48	37	47
Hutt Valley .. ..	1	48	37	45
Wellington .. ..	7	299	257	300
Christchurch .. ..	7	401	306	384
Dunedin .. ..	6	314	249	307
Invercargill .. ..	4	149	114	139
Totals, 1938	37	1,756	1,380	1,697
Totals, 1937	36	1,687	1,323	1,582
Difference..	+1	+69	+57	+115

## 28. CONSOLIDATION OF SCHOOLS.

The consolidation of small schools on a central school was continued during the year. As stated in the Introduction to this report, 113 small schools were consolidated on seventy-three centres, which represents considerably increased progress when compared with the number of schemes for consolidation approved in previous years.



### 29. CONVEYANCE AND BOARD OF SCHOOL-CHILDREN.

The following tables give the cost of conveying pupils to school and the cost of board of school-children attending public schools.

TABLE V 1.—COST OF CONVEYANCE OF PUPILS TO SCHOOLS AND TO MANUAL CLASSES BY RAIL, MOTOR-VEHICLE, ETC.

Type of School.	1937-38.			1938-39.		
	Rail.	Other.	Total.	Rail.	Other.	Total.
	£	£	£	£	£	£
Public primary .. .. .	2,576	101,641*	104,217†	1,970	146,018*	147,988†
Private primary .. .. .	3,238	..	3,238	2,317	..	2,317
Manual classes in connection with public primary	6,173	4,243	10,416	4,297	4,844	9,141
Manual classes in connection with private primary	118	..	118	25	..	25
Secondary departments of district high ..	1,318	2,280	3,598	910	4,301	5,211
Secondary .. .. .	5,998	4,618	10,616	3,266	7,165	10,431
Combined .. .. .	1,642	515	2,157	1,245	1,094	2,339
Technical .. .. .	7,484	3,644	11,128	4,096	6,070	10,166
Private secondary .. .. .	1,642	..	1,642	836	..	836
Native .. .. .	89	8,971	9,060	61	9,877	9,938
Totals .. .. .	30,278	125,912	156,190	19,023	179,372	198,395

\* This sum includes £303 for 1937-38 and £372 for 1938-39, the cost of conveyance of children to intermediate departments of secondary schools.

† This sum includes the cost of conveyance of children to consolidated schools and intermediate schools.

TABLE V 2.—COST OF BOARD OF PUPILS ATTENDING SCHOOLS.

	1937-38.	1938-39.
	£	£
Public primary .. .. .	4,927	8,010
Secondary departments of district high ..	2,380	4,254
Secondary .. .. .	11,364	21,933
Combined .. .. .	4,052	7,818
Technical .. .. .	5,115	7,202
Native .. .. .	1,102	1,556
Totals .. .. .	£28,940	£50,773

### 30. MANUAL INSTRUCTION.

During the year the usual instruction was given by class teachers in primary schools in the subjects elementary science and agriculture under the supervision of twenty-four itinerant agricultural instructors, one more than in the previous year.

The extent to which classes in other manual subjects were taken by pupils from the different types of schools may be summarized as follows :

	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.
Public primary and Native schools .. .. .	838	15,719	14,679
Intermediate schools and departments .. .. .	16	2,421	2,030
Secondary departments of district high schools .. .. .	73	1,846	1,906
Private schools .. .. .	163	2,034	2,098
Totals .. .. .	1,090	22,020	20,713

There were 143 manual-training centres during 1938.

### 31. PHYSICAL EDUCATION.

The sound physical development of their pupils continues to be the aim of teachers in all types of schools. Not only is physical training regularly given in the schools, but children have the opportunity of taking part in organized games and sports. Steps are being taken to appoint a Superintendent of Physical Education, whose duty it will be to promulgate, organize, and control a comprehensive scheme for primary and post-primary schools and for teachers' training colleges.

### 32. SCHOOL MUSIC.

As a result of the greater emphasis placed upon the teaching of cultural subjects a higher standard of attainment is being reached in the teaching of music. School bands, orchestras, and choirs have been formed in a number of schools. Music festivals, on a non-competitive basis, are held in an increasing number of centres, and prove very popular with the adults and very inspiring to the performers and the schools they represent.

### 33. TRAINING OF TEACHERS.

The following tables summarize the position regarding the training of teachers at the end of 1937 and 1938 :—

TABLE W 1.—NUMBER OF TEACHERS IN TRAINING.

	Training-college Students.				Total.
	Division A.	Division B.	Division C.	Division D.	
1938 .. ..	1,469	..	56	..	1,525
1937 .. ..	1,268	..	76	..	1,344

TABLE W 2.—NUMBER OF STUDENTS IN THE VARIOUS TRAINING COLLEGES.

College.	1937.			1938.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland .. ..	198	262	460	220	336	556
Wellington .. ..	99	184	283	101	196	297
Christchurch .. ..	134	207	341	135	213	348
Dunedin .. ..	98	162	260	117	207	324
Totals .. ..	529	815	1,344	573	952	1,525

### 34. HIGHER (UNIVERSITY) EDUCATION.

The number of students on the books of the four University colleges affiliated to, and the two agricultural colleges established in connection with, the University of New Zealand at the end of 1938 was 5,707, as against 5,238 at the end of 1937.

The figures for each of the colleges were as under :—

					1937.	1938.
Auckland	..	..	..	..	1,247	1,340
Victoria	..	..	..	..	1,161	1,308
Canterbury	..	..	..	..	1,151	1,153
Otago ..	..	..	..	..	1,451	1,418
Massey ..	..	..	..	..	184	383
Lincoln	..	..	..	..	44	105
					5,238	5,707

The total number of students described as taking definite courses at the four affiliated colleges was 5,230. These were distributed as follows:—

Agriculture .. .. .	487	Journalism .. .. .	40
Architecture .. .. .	51	Law .. .. .	363
Arts .. .. .	1,931	Massage .. .. .	20
Commerce .. .. .	786	Medicine .. .. .	449
Dentistry .. .. .	135	Mining .. .. .	38
Diploma of Education .. .. .	31	Music .. .. .	92
Engineering .. .. .	154	Science .. .. .	511
Home-science .. .. .	139		

The following are some particulars relating to University education in the four affiliated colleges:

TABLE Y.

—	1935.	1936.	1937.	1938.
Number of students in actual attendance at lectures	4,109	4,377	4,462	5,134
Number of exempted students .. .. .	709	590	548	573
Percentage of students—				
Men .. .. .	74	75	76	76
Women .. .. .	26	25	24	24
Percentage of students actually attending Universities receiving free education*—				
Men .. .. .	19	22	40	38
Women .. .. .	32	42	58	63
All students .. .. .	22	27	45	44
Occupations of students expressed as percentages—				
(1) Full-time students .. .. .	M. 44 F. 55	M. 40 F. 44	M. 36 F. 46	M. 34 F. 43
(2) Teachers and training-colleges .. .. .	M. 12 F. 28	M. 17 F. 39	M. 18 F. 38	M. 17 F. 38
(3) Government and local bodies .. .. .	M. 16 F. 3	M. 16 F. 4	M. 22 F. 4	M. 24 F. 5
(4) Other .. .. .	M. 25 F. 7	M. 25 F. 8	M. 23 F. 8	M. 23 F. 10
(5) Not known .. .. .	M. 3 F. 7	M. 2 F. 5	M. 1 F. 4	M. 2 F. 4

\* These students hold scholarships or training-college studentships.

### 35. ANNUAL EXAMINATIONS.

Examinations conducted in 1938 comprised mainly the following:—

- (1) An August series for teachers' certificates and handicraft teachers' certificate.
- (2) A November-December series including the Training College Entrance, Public Service Entrance, School Certificate, and Technological Examinations.

Examinations were held at sixty-seven public centres in 1938.

The Intermediate Examination and the award of Intermediate certificates was discontinued in 1938. The regulations issued during the previous year relating to free places removed the distinction between junior and senior free places, and a free-place holder was relieved of the necessity of passing any outside examination during the term of his free place.

The number of candidates actually presenting themselves for the various examinations during the last three years is shown in Table Z 1 following:—

TABLE Z 1. NUMBER OF CANDIDATES FOR VARIOUS EXAMINATIONS.

Examination.	1936.	1937.	1938.
Intermediate .. .. .	1,012	1,092	..
Public Service Entrance .. .. .	..	1,095	1,517
Teachers' Class C .. .. .	87	103	93
Training College Entrance .. .. .	845	893	167
School Certificate .. .. .	4,402	4,565	4,559
London University Examinations .. .. .	2	4	3
Handicraft Teachers' Certificate .. .. .	16	11	10
Technological Examinations .. .. .	69	63	123
Naval Cadetships (Special Entry) .. .. .	2	4	2
Naval Cadetships (Junior Entry) .. .. .	..	..	1
Aircraft Apprenticeship .. .. .	2	1	4
Examinations held on behalf of City and Guilds of London Institute .. .. .	217	176	228
Totals .. .. .	6,654	8,007	6,737

TABLE Z 2.—STANDARD AND RESULTS OF EXAMINATIONS.

Examination.	Stage in Course at which Examination is normally taken.	1937.				1938.			
		Number of Candidates who presented themselves for Examination.	Number of Candidates who secured Complete Passes.	Number of Candidates who improved their Status.	Number of Candidates who failed.	Number of Candidates who presented themselves for Examination.	Number of Candidates who secured Complete Passes.	Number of Candidates who improved their Status.	Number of Candidates who failed.
Intermediate .. .. .	At end of Form IV .. .. .	1,092	567	..	525	..	..	..	..
Public Service Entrance .. .. .	At end of Form IV .. .. .	1,095	662	..	433	1,547	917	..	630
School Certificate .. .. .	At end of Form V .. .. .	4,565	2,417	804*	1,344	1,559	2,450	736*	1,373
Training College Entrance .. .. .	At end of Form VI .. .. .	893	434	345	114	167	11	53	103
Certificate for Class C and Class B .. .. .	At end of training-college course .. .. .	103	22†	62	19	93	14†	58	21
Handicraft Teachers' Certificate .. .. .	Taken by teachers .. .. .	11	..	8	3	10	..	2	8
Technological Examinations—									
Preliminary .. .. .	At end of Form IV or equivalent .. .. .	29	22	..	7	52	31	..	21
Intermediate .. .. .	Evening classes, third-year apprentices .. .. .	22	15	..	7	51	34	..	20
Final .. .. .	Evening classes, fourth-year apprentices .. .. .	12	9	..	3	17	10	..	7
Naval Cadetship (Special Entry) .. .. .	Form VI .. .. .	4	2	..	2	2	2	..	..
Naval Cadetship (Junior Entry) .. .. .	Form II .. .. .	..	..	..	..	1	1	..	..
Aircraft Apprentices .. .. .	Form V .. .. .	1	1	..	..	4	1	..	3
London University .. .. .	Post-secondary .. .. .	4	2	..	2	3	2	..	1
Examinations held on behalf of City and Guilds of London Institute .. .. .	As for technological examinations .. .. .	211‡	105	..	106	273‡	128	..	145

\* Nineteen in 1937 and 11 in 1938 passed in additional subjects.

† Includes 2 in 1937 and 3 in 1938 who passed for Class B.

‡ These numbers represent the subjects taken. The number of individual candidates was 176 in 1937 and 228 in 1938.

The examination branch of the Department assists in the arrangements necessary for carrying out the Wiremen's Registration Examinations conducted by the Electrical Wiremen's Registration Board.

In addition to those certificates issued as a result of the examinations given in Table Z 2, certificates were also issued in the following cases to candidates who were recommended by Principals of post-primary schools and approved by the Department's Inspectors.

TABLE Z 3.—NUMBER OF CERTIFICATES ISSUED BY ACCREDITING.  
(These are in addition to those awarded as a result of examination.)

Certificate.	Stage of Course at which Certificate is issued.	Number of Certificates issued.	
		1937.	1938.
Intermediate ..	At end of Form IV— <i>i.e.</i> , at the end of at least the second year of approved post-primary course	7,315	..
Higher leaving ..	At the end of Form VI— <i>i.e.</i> , at the end of at least the fourth year of approved post-primary course	1,310	1,473

In regard to examinations conducted by the University of New Zealand the following shows the position in 1937 and 1938 :—

TABLE Z 4.—UNIVERSITY EXAMINATIONS.

Examination.	Stage in Course at which Examination is normally taken.	Number of Candidates.	1937.	1938.
University Entrance Examination	At end of Form V— <i>i.e.</i> , at end of at least the third year of post-primary course (only the very best third-year pupils succeed in passing)	(a) Who presented themselves for examination	4,860	4,925
		(b) Who passed .. .. .	2,357	2,153
		(c) Who failed .. .. .	2,503	2,472
Entrance Scholarship Examination	At end of Form VI— <i>i.e.</i> , at end of at least the fourth year of post-primary course	(a) Who presented themselves for examination	213	271
		(b) Who obtained at least a pass with credit*	91	112
		(c) Who qualified only for University entrance as a result of the examination	46	24
Other University examinations	During University course ..	(d) Who failed .. .. .	76	135
		(a) Who presented themselves for examination	7,951	8,020
		(b) Who obtained complete or partial successes	4,881	4,624

\* Thirty scholarships are awarded yearly.

### 36. CHILD WELFARE.

#### NUMBER OF CHILDREN UNDER SUPERVISION.

The total number of children under the supervision of the Child Welfare Branch as at the 31st March, 1939, was 7,797, classified under the following headings :—

State wards—	
In foster-homes, hostels, and with friends .. .. .	2,628
In situations (includes 21 absent without leave) .. .. .	864
In Government institutions, receiving homes, &c. .. .. .	259
In private institutions .. .. .	170
In special schools for backward children .. .. .	236
In hospitals, convalescent homes, &c. .. .. .	125
In School for Deaf, Sumner .. .. .	4
Total .. .. .	4,286
Other than State wards—	
Young persons supervised by Child Welfare Officers in their own homes, with relatives, or with friends, pursuant to orders of Courts .. .. .	973
Infants supervised in foster-homes registered under the Infants Act .. .. .	695
Pupils at School for Deaf, Sumner (other than State wards (4) included in figures above) .. .. .	99
Pupils at schools for mentally backward—Otekaieke and Richmond (other than State wards (236) included in figures above) .. .. .	32
Children supervised as preventive cases .. .. .	1,691
Children in New Zealand Institute for Blind for whom the Department makes payment .. .. .	24
Grand total .. .. .	7,797

The total number of children that came under the control of the Branch during the year was 595. Of these, 501 were committed to the care of the Superintendent by Children's Courts. They can be classified according to reasons for committal as follows: Indigent, 153; delinquent, 33; living in a detrimental environment, 61; neglected, 58; not under proper control, 107; accused of punishable offences, 87; and breach of supervision order, 2. The remaining 94 children came into the custody of the Superintendent for the following reasons:—

- (a) Taken charge of by private agreement (section 12, Child Welfare Act, 1925), 6.
- (b) Taken charge of temporarily, 73.
- (c) Placed under supervision, and ordered by the Courts to be detained in an institution for a period, 6.
- (d) At the time of this report held on warrant, pending the decision of Children's Courts (section 13 (2), Child Welfare Act, 1925), 9.

If the 595 children are classified according to the age at the time custody was assumed there are found to be 82 under six months; 23 over six months and under one year; 82 from one to five years; 90 from five to ten years; 132 from ten to fourteen years; and 186 over fourteen years.

Of the 501 children committed to the care of the Superintendent, 84 had previously come before the Courts for other offences, for which they had received terms of supervision. The length of period in residence for children temporarily taken charge of was from one day to ten weeks. A number of these children were held on remand from Children's Courts.

At the 31st March 207 of the children in foster-homes were receiving post-primary education, and one boy was attending a University college, 48 were taking a professional course, 68 technical, 59 commercial, 3 agricultural, and 10 home science, while 19 Maori children were attending Maori colleges. In addition, 15 boys residing at a Hostel at Auckland were receiving post-primary education, and 18 children were boarded at private secondary schools.

### 37. TEACHERS' SUPERANNUATION FUND.

The position of the fund at the 31st January, 1939, and the principal figures concerning the transactions for the year, compared with those for the year ended 31st January, 1938, are given below:—

	1937-38.	1938-39.
	£	£
Balance at credit of fund at end of year .. .. .	834,465	975,494
Decrease over balance at end of previous year .. .. .	103,140	141,025*
<hr/>		
Income for the year—		
Members' contributions .. .. .	139,835	146,231
Interest .. .. .	42,759	41,315
Government subsidy .. .. .	54,824	329,675†
Total income .. .. .	£237,418	£517,221
<hr/>		
Expenditure—	£	£
Retiring and other allowances .. .. .	328,007	329,096
Contributions refunded, &c. .. .. .	36,342	41,765
Administration expenses, &c. .. .. .	3,209	3,335
Reserves for losses .. .. .	..	2,000
Total expenditure .. .. .	£367,558	£376,196
<hr/>		

\* Increase.

† This amount includes £162,417 on account of 1937-38.

		1937-38.		1938-39.
Number of contributors at 31st January	.. .. .	8,357		8,653
Number of members admitted during period	.. .. .	760		834
Number retiring from the fund during period	.. .. .	461		538
Net increase in membership at 31st January	.. .. .	299		296
Number of allowances in force at 31st January	.. .. .	2,053		2,072
Representing an annual charge of	.. .. .	£325,130		£326,500
Ordinary retiring-allowances	.. .. .	1,313	£263,098	1,314
Retiring-allowances under extended provisions of section 75 of the Act, and under section 14 of Finance Act, 1931	.. .. .	140	£22,660	139
Retiring-allowances in medically-unfit cases	.. .. .	221	£27,970	231
Allowances to widows	.. .. .	308	£9,556	313
Allowances to children	.. .. .	71	£1,846	75
Funds invested at 31st January—		£		£
At 3 per cent.	.. .. .	5,000		..
At 3 $\frac{3}{8}$ per cent.	.. .. .	5,000		5,000
At 3 $\frac{1}{2}$ per cent.	.. .. .	65,676		73,948
At 3 $\frac{3}{4}$ per cent.	.. .. .	1,200		1,200
At 4 per cent.	.. .. .	83,291		84,191
At 4 $\frac{1}{4}$ per cent.	.. .. .	383,759		416,887
At 4 $\frac{3}{8}$ per cent.	.. .. .	1,800		1,800
At 4 $\frac{1}{2}$ per cent.	.. .. .	198,965		225,650
At 4 $\frac{3}{4}$ per cent.	.. .. .	300		300
At 4 $\frac{7}{8}$ per cent.	.. .. .	100		100
At 5 $\frac{1}{8}$ per cent.	.. .. .	2,250		..
At 5 $\frac{1}{2}$ per cent.	.. .. .	2,400		2,400
At 6 per cent.	.. .. .	269		..
At 6 per cent. Subject to reduction under the National Expenditure Adjustment Act, 1932	.. .. .	211,432		152,062
<b>Total</b>	.. .. .		<b>£961,442</b>	<b>£963,538</b>
Average rate of interest (per cent.)—				
Unreduced rate	.. .. .		4.608	4.504
After reduction as shown above	.. .. .		4.378	4.346
Unclaimed contributions held at 31st January	.. .. .		£1,410	£1,408

## APPENDIX.

## STATEMENT OF EXPENDITURE AND RECOVERIES IN RESPECT OF ALL SERVICES UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF EDUCATION DURING THE YEAR ENDED 31st MARCH, 1939.

	£	£	£
<b>General Administration.</b>			
Salaries of Head Office staff .. .. .	37,932		
Part salaries of Inspectors attached to Head Office .. .. .	2,406		
Overtime and meal allowances .. .. .	765		
		41,103	
Office furniture and fittings .. .. .	..	569	
Postage and telegrams .. .. .	..	1,199	
Telephones .. .. .	..	362	
Travelling-expenses .. .. .	..	1,205	
<i>Education Gazette</i> —			
Salaries .. .. .	236		
Printing, postage, &c., office and other requisites .. .. .	1,412		
		1,648	
Printing and stationery .. .. .	..	1,407	
Printing and stationery—Storage with Government Printer .. .. .	..	96	
Miscellaneous .. .. .	..	6	
		47,595	
Less recoveries—			
Services rendered to Teachers' Superannuation Board and to other Departments .. .. .	1,044		
<i>Education Gazette</i> : Sales and advertising, &c. .. .. .	268		
Postage and telegrams .. .. .	147		
Printing and stationery and sale of publications .. .. .	175		
Teachers' certificates, fees for .. .. .	715		
Travelling-expenses .. .. .	2		
		2,351	
			45,244
<b>Primary Education (including Intermediate Schools or Departments under control of Education Boards.)</b>			
Teachers' salaries and allowances .. .. .	1,859,590		
Teachers' salaries and allowances—Chatham Islands schools .. .. .	2,422		
House allowances .. .. .	19,806		
		1,881,818	
Education Boards—Grants for administration and general purposes .. .. .	41,350		
Less portion chargeable to post-primary .. .. .	1,161		
		40,189	
School Committees' allowances—Cleaning, heating, &c. .. .. .	155,998		
Less portion chargeable to post-primary .. .. .	4,421		
		151,577	
School and class libraries .. .. .	..	5,000	
Supply of books in necessitous cases .. .. .	..	1,364	
Supply of meals for subnormal children .. .. .	..	25	
Removal expenses of teachers .. .. .	..	1,400	
School buildings and sites—			
Maintenance, including alterations to make safe against earthquake .. .. .	£ 217,454		
Less portion for secondary departments of district high schools chargeable to post-primary .. .. .	6,057		
	211,397		
Rebuilding or repairing buildings destroyed or damaged by fire .. .. .	7,482		
Rent of buildings and sites for school purposes .. .. .	4,816		
Valuation fees and miscellaneous .. .. .	66		
		223,761	
Boys' and girls' agricultural clubs .. .. .	..	1,056	
Grants in aid of free kindergartens .. .. .	..	6,873	
Conveyance, &c., of children—			
By rail .. .. .	8,609		
By road and water .. .. .	150,894		
Boarding-allowances .. .. .	8,010		
Purchase of new buses .. .. .	11,937		
		179,450	
Conveyance of instructors and teachers .. .. .	..	8,297	
Correspondence School—			
Salaries of teachers .. .. .	12,574		
Meal allowances .. .. .	39		
Other expenses .. .. .	2,290		
Office furniture and fittings .. .. .	114		
Travelling-expenses of teachers .. .. .	393		
Expenses of Headmaster's overseas visit .. .. .	207		
		15,617	



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

	£	£	£
<b>Primary Education—<i>continued.</i></b>			
Inspection (including compassionate allowances)—			
Salaries (less part charged Head Office Administration) ..	28,266		
Travelling and removal expenses .. .. .	9,092		
Telephones and office expenses .. .. .	134		
Clerical assistance .. .. .	403		
Postage and telegrams .. .. .	135		
Office furniture .. .. .	14		
		38,044	
<i>School Journal</i> —			
Salaries .. .. .	473		
Printing, postage, office expenses, &c. .. .. .	5,008		
		5,481	
Manual Instruction—			
Salaries .. .. .	73,200		
Material .. .. .	12,603		
Incidentals .. .. .	18,880		
		104,683	
Preparation of School Text-books—			
Salaries .. .. .	846		
Reference-books and publications .. .. .	101		
Rent of offices .. .. .	33		
		980	
Postages .. .. .		210	
Printing (register and other school books and forms) .. .. .		647	
Swimming instruction .. .. .		563	
		2,667,035	
Less recoveries—			
Teachers' salaries .. .. .	110		
On account of maintenance of buildings .. .. .	570		
Correspondence School .. .. .	385		
<i>School Journal</i> sales .. .. .	68		
Special examination fees .. .. .	2		
On account of education of foreign children .. .. .	282		
Postages, printing, and stationery .. .. .	451		
Rent of school-sites, &c. .. .. .	845		
Registration and other fees .. .. .	4		
Manual instruction—Material .. .. .	28		
Conveyance of children .. .. .	361		
Salaries and travelling-expenses of inspectors .. .. .	78		
		3,184	
			2,663,851
<b>Post-primary Education.</b>			
(Including intermediate departments attached to secondary and technical schools.)			
Teachers' salaries and allowances—			
District high schools .. .. .	93,821		
Secondary schools .. .. .	252,417		
Technical schools and classes .. .. .	217,414		
Combined schools .. .. .	52,836		
		616,488	
Grants to Boards for administrative and general purposes—			
District high schools .. .. .	1,161		
Secondary schools .. .. .	41,869		
Technical schools .. .. .	42,012		
Combined schools .. .. .	11,923		
		96,965	
School Committee allowances (portion for secondary departments, district high schools)		4,421	
Manual instruction in secondary schools .. .. .		10,074	
Conveyance of pupils—			
By rail .. .. .	10,346		
By road and water .. .. .	18,640		
Boarding-allowances .. .. .	41,207		
		70,193	
Supply of books in necessitous cases .. .. .		643	
Inspection—			
Salaries (less portion charged to Head Office Administration)	5,930		
Travelling and removal expenses .. .. .	1,623		
Postages and telegrams .. .. .	26		
Rent of offices .. .. .	170		
		7,749	
War Bursaries .. .. .		4,663	
School buildings, &c. — Maintenance of buildings (including secondary departments of district high schools)	35,023		
Rents of buildings for school purposes .. .. .	889		
Rebuilding or repairing schools destroyed or damaged by fire	966		
Valuation fees .. .. .	36		
		36,914	
Vocational guidance .. .. .		70	
Correspondence School—			
Salaries .. .. .	14,913		
Other expenses .. .. .	3,148		
		18,061	

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

	£	£	£
<b>Post-primary Education—<i>continued.</i></b>			
Reefton School of Mines—Services rendered by secondary department of district high school		100	
Marlborough High School—Grant under Marlborough High School Act, 1899		400	
Printing forms, &c., for schools .. .. .		266	
Secondary education reserves revenue distributed to High School Boards (Education Reserves Act, 1928) .. .		11,858	
Supply of typewriters for use in schools .. .. .		11,612	
Expenses of instructor taking up appointment .. .. .		72	
		890,549	
Less recoveries—			
On account of maintenance of buildings .. .. .	400		
Correspondence School .. .. .	1,385		
Teachers' salaries .. .. .	11		
Rent of school-sites, &c. .. .. .	611		
Conveyance of children .. .. .	107		
		2,514	
			888,035
<b>Higher Education.</b>			
Statutory grants—			
New Zealand University—National-endowment reserve revenue		4,844	
Auckland University College—			
Grant for general purposes .. .. .	22,283		
National-endowment reserve revenue .. .. .	2,422		
		24,705	
Victoria University College—			
Grant for general purposes .. .. .	18,089		
National-endowment reserve revenue .. .. .	2,422		
		20,511	
Canterbury College			
Grant for general purposes .. .. .	13,333		
National-endowment reserve revenue .. .. .	2,422		
		15,755	
University of Otago—			
Grant for general purposes .. .. .	29,025		
National-endowment reserve revenue .. .. .	2,422		
		31,447	
Scholarships and bursaries—			
University National Scholarships .. .. .	4,469		
Agricultural Scholarships .. .. .	38		
"Sir George Grey" Scholarships .. .. .	162		
University Bursaries .. .. .	21,700		
Agricultural Bursaries .. .. .	1,767		
Architectural Bursaries .. .. .	140		
Engineering Bursaries .. .. .	855		
Home-science Bursaries .. .. .	2,360		
Art Bursaries .. .. .	771		
		32,262	
Special assistance to deserving students .. .. .		247	
Printing forms, &c. .. .. .		7	
Adult Education—Workers' Educational Association and Public Works Camps		7,000	
			136,778
<b>Training Colleges and Training of Teachers.</b>			
Training Colleges—			
Salaries of staffs (including staffs of practising schools in excess of usual staff as public schools)		33,422	
Travelling-expenses of staff and expenses in connection with appointments		24	
Allowances to and expenses of students .. .. .		140,632	
Students' University College fees .. .. .		7,439	
Special instruction, libraries, and incidental expenses .. .		4,056	
Apparatus and material .. .. .		914	
Printing, &c. .. .. .		82	
Training classes: Fares of teachers, &c. .. .. .		425	
		186,994	
Less recoveries—			
Students' allowances .. .. .	64		
Special instruction, libraries, and incidental expenses	725		
Students' University College fees .. .. .	92		
Salaries of staff .. .. .	808		
Tuition fee of student .. .. .	29		
		1,718	
			185,276

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

	£	£	£
<b>Native Schools.</b>			
Salaries of teachers .. .. .		99,905	
Removal expenses of teachers .. .. .		1,379	
Books, apparatus, and other school requisites .. .. .		2,684	
Manual instruction .. .. .		1,517	
Conveyance and board of children .. .. .		11,494	
Purchase of food and clothing for children attending Te Hapua Native School .. .. .		48	
Sundries .. .. .		9	
Building and sites—			
Maintenance of buildings .. .. .	8,499		
Rent of buildings and sites .. .. .	319		
Rebuilding or repairing schools destroyed or damaged by fire .. .. .	3,792		
Valuation and survey fees .. .. .	186		
Equipment for supply of milk to children .. .. .		12,796	
Inspection—		305	
Salaries of Inspectors .. .. .	2,075		
Travelling and removal expenses .. .. .	920		
Postages .. .. .	12		
Scholarships .. .. .		3,007	
Printing, postages, etc. .. .. .		9,278	
		98	
		142,604	
Less recoveries			
Books, maps, &c. .. .. .	74		
Maintenance of buildings .. .. .	68		
Rent of school-sites, &c. .. .. .	37		
Transfer and travelling-expenses of Inspectors .. .. .	36		
Salaries of teachers and Inspectors .. .. .	46		
Scholarships and apprenticeships .. .. .	500		
Manual Instruction in Schools .. .. .	52		
Equipment for supply of milk to children .. .. .	11		
		824	
			141,780
<b>Physical Instruction.</b>			
Salaries of instructors .. .. .		2,977	
Travelling and removal expenses .. .. .		136	
Uniform-allowances .. .. .		35	
Sundries (advertising positions, &c.) .. .. .		49	
		3,197	
Less recoveries: Salaries .. .. .		125	
			3,072
<b>Education of the Blind.</b>			
Grant to New Zealand Institute for the Blind .. .. .		5,190	
Maintenance fees of Government pupils at Jubilee Institute .. .. .		346	
Travelling-expenses of pupils .. .. .		10	
		5,546	
Less recoveries: Maintenance fees, &c. .. .. .		350	
			5,196
<b>School for the Deaf.</b>			
Salaries of staff .. .. .		6,917	
General maintenance of institution .. .. .		2,230	
Maintenance of buildings, &c. .. .. .		1,918	
Postage and telegrams .. .. .		9	
Travelling allowances and expenses (including transit of children) .. .. .		618	
Less recoveries—		11,692	
Maintenance fees, &c. .. .. .	1,799		
Board of staff .. .. .	449		
Maintenance of Institution .. .. .	49		
		2,267	
			9,425
<b>Schools for the Mentally Backward.</b>			
Salaries of staff .. .. .		14,000	
Maintenance of institutions .. .. .		9,349	
Maintenance of buildings, &c. .. .. .		1,833	
Travelling allowances and expenses (including transit of children) .. .. .		617	
Postage and telegrams .. .. .		115	
		25,914	
Less recoveries—			
Maintenance fees, &c. .. .. .	722		
Sale of produce, &c. .. .. .	781		
Travelling-expenses .. .. .	51		
Board of staff .. .. .	1,936		
Maintenance of institution, &c. .. .. .	18		
		3,508	
			22,406

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

	£	£	£
<b>Child Welfare.</b>			
Salaries of staffs, including field officers .. .. .	.. .. .	38,237	
Wages of inmates employed in institutions .. .. .	.. .. .	363	
Travelling and removal expenses (including transit of children)	.. .. .	7,281	
Boarding-out of children .. .. .	.. .. .	80,361	
Maintenance of children in Government institutions .. .. .	.. .. .	29,413	
Maintenance of children in private institutions .. .. .	.. .. .	4,701	
Maintenance of buildings, &c. .. .. .	.. .. .	5,107	
Rent, office, requisites, telephones, &c. .. .. .	.. .. .	2,196	
Office furniture and fittings .. .. .	.. .. .	208	
Printing, postage, and telegrams .. .. .	.. .. .	1,469	
Payment to Post and Telegraph Department for services .. .. .	.. .. .	687	
Payment to Registrar-General's Department for services .. .. .	.. .. .	20	
Refunds of inmates' earnings .. .. .	.. .. .	494	
Refund of maintenance payments .. .. .	.. .. .	193	
Legal expenses .. .. .	.. .. .	50	
Sundries .. .. .	.. .. .	95	
Less recoveries—		170,875	
Maintenance fees, &c. .. .. .	17,568		
Refunds for clothing, &c., supplied .. .. .	5,732		
Refunds of boarding-out payments .. .. .	127		
Refunds of travelling-expenses .. .. .	139		
Recoveries on account of office rent, &c. .. .. .	147		
Recoveries on account of inmates' earnings .. .. .	294		
Sale of produce .. .. .	1,730		
Board of staff and others .. .. .	2,826		
Rent of land and buildings .. .. .	341		
Maintenance of institutions, &c. .. .. .	75		
Accumulated earnings of deceased inmates .. .. .	481		
		29,460	
			141,415
<b>Material and Stores.</b>			
Salaries .. .. .	.. .. .	1,058	
Stores and material purchased .. .. .	.. .. .	4,341	
Lighting, cleaning, cartage, &c. .. .. .	.. .. .	85	
		5,484	
Less stores issued and charged to other items of vote, Education .. .. .	.. .. .	6,063	
		Cr. 579	
Less recoveries : Stores sold .. .. .	.. .. .	132	
			Cr. 711
<b>Miscellaneous.</b>			
Accidents to school-children and teachers .. .. .	.. .. .	1,461	
Conference of education authorities (including expenses, Teachers' Salaries Committee) .. .. .	.. .. .	468	
Examination expenses .. .. .	.. .. .	3,428	
Expenses of Education Committee of House of Representatives on Education Bill .. .. .	.. .. .	278	
Grading of teachers, costs of appeal, inquiries, &c. .. .. .	.. .. .	373	
Gramophones and radios for schools (recoverable) .. .. .	.. .. .	2,008	
Purchase of motor-cars : Inspectors of schools (recoverable) .. .. .	.. .. .	100	
Salaries of teachers on exchange from overseas (recoverable) .. .. .	.. .. .	7,667	
Teachers' Superannuation Fund—			
Annual contribution under Act .. .. .	43,000		
Additional allowance to widows and children .. .. .	4,973		
Additional subsidy .. .. .	113,000		
Additional subsidy (loss of interest) .. .. .	6,027		
Contributions of teachers on active service, 1914-18 .. .. .	64		
		167,064	
Visual Education : Equipment for schools .. .. .	.. .. .	35	
			182,882
Less recoveries—			
Examination fees, &c. .. .. .	3,071		
Conference of education authorities .. .. .	42		
Maps and flags for schools .. .. .	1		
Purchase of motor-cars : Inspectors of Schools .. .. .	13		
Radios and gramophones for schools .. .. .	1,995		
Salaries of teachers on exchange from abroad .. .. .	7,724		
		12,846	
			170,036
<b>Country Library Service.</b>			
Salaries .. .. .	.. .. .	2,099	
Overtime and meal allowances .. .. .	.. .. .	16	
Purchase of books .. .. .	.. .. .	4,045	
Binding of books .. .. .	.. .. .	79	
Motor-vehicles—			
Purchase of .. .. .	.. .. .	863	
Maintenance and repairs .. .. .	.. .. .	205	
Freight and cartage .. .. .	.. .. .	64	
Postage, printing, and stationery .. .. .	.. .. .	206	
Office furniture and equipment .. .. .	.. .. .	274	
Telephone services .. .. .	.. .. .	22	
Travelling-expenses .. .. .	.. .. .	359	
Sundries .. .. .	.. .. .	14	
		8,246	
Less recoveries—			
Subscriptions .. .. .	635		
Salaries and postage .. .. .	14		
		649	
			7,597
Net total, excluding new buildings, &c. .. .. .	.. .. .	.. .. .	4,419,400

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

Capital Expenditure.		Public Works Fund.	Consolidated Fund : Vote, Education.	
Sites, buildings, equipment, &c.—				
Public schools .. .. .	..	455,008	12,247	
Training colleges .. .. .	..	27,071	..	
Secondary schools .. .. .	..	54,550	2,269	
Technical schools .. .. .	..	80,582	1,986	
Native schools .. .. .	..	37,672	1,960	
Universities .. .. .	..	58,710	..	
Schools for feeble-minded .. .. .	..	840	..	
School for deaf .. .. .	..	6,295	..	
Kindergartens .. .. .	..	..	1,181	
School for blind .. .. .	..	1,000	..	
Wellington Education Board Offices .. .. .	..	5,350	..	
		727,078	19,643	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years)—				
Public schools .. .. .	..	11,453	..	
Secondary schools .. .. .	..	706	..	
Technical schools .. .. .	..	3,358	..	
Native schools .. .. .	..	54	..	
Training colleges .. .. .	..	25	..	
School for deaf .. .. .	..	2	..	
Wellington Education Board : Offices .. .. .	..	51,000	..	
		66,598	..	
Net expenditure on new buildings, &c. ..	..	660,480	19,643	680,123
Net total, including new buildings, &c. ..	..	..	..	5,099,523

## SUMMARY.

Consolidated Fund—		£
Vote, Education .. .. .	..	4,097,547
Vote, Internal Affairs .. .. .	..	6,027
Finance Act, 1938 (section 9) .. .. .	..	113,000
Unauthorized .. .. .	..	3,072
Land Act, 1924 (national-endowment reserves revenue) .. .. .	..	101,721
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue) .. .. .	..	94,897
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue) .. .. .	..	11,858
Akaroa and Hokitika High Schools (reserve revenue) .. .. .	..	512
Tauranga Educational Endowment Reserves Act, 1896 (reserves revenue) .. .. .	..	292
Public Revenues Act, 1926, section 133 (Fire Insurance Fund) .. .. .	..	13,266
Public Works Fund, vote, Education buildings .. .. .	..	660,480
		5,102,672
Less—		
Consolidated Fund—		£
Recoveries on account of expenditure of previous year .. .. .	..	115
Territorial revenue .. .. .	..	153
Miscellaneous revenue .. .. .	..	2,877
Registration and other fees .. .. .	..	4
		3,149
		5,099,523
Additional amounts are available from revenue from reserves vested in post-primary schools and University colleges as follows:—		
		£
Post-primary schools .. .. .	..	41,489
University colleges .. .. .	..	16,211
Total .. .. .	..	57,700

*Approximate Cost of Paper.*—Preparation, not given; printing (1,270 copies), £80.

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