

1944
NEW ZEALAND

EDUCATION: PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E. 2 of 1943]

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

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

REPORT OF THE CHIEF INSPECTOR OF PRIMARY SCHOOLS (MR. G. E. OVERTON) FOR THE YEAR 1943

SIR,—

I have the honour to present the following report on the primary schools in New Zealand for the year ending 31st December, 1943 :—

Biennial Plan of Inspection.—Although this has been introduced under difficult conditions, especially restriction of transport, Inspectors agree that the greater elasticity has enabled them to broaden the scope of their work. A more comprehensive view of the working of the schools is obtained, more time is available for practical assistance and demonstration where most needed, and there is greater opportunity for encouraging the introduction of worth-while innovations in school organization and practice. In some instances the routine of ordinary inspection has been varied. One Inspector has visited a larger type of school alone and has been better able to see the working of the school as a unit, and to give advice to obtain appropriate co-ordination of the work from class to class. One Inspector has, in other cases, carried out a survey of some particular phase of the instruction right throughout the school. Perhaps one of the best features of the plan is that there is more time for full discussion with head teachers and members of the staff on their work and also on modern methods of education.

Wider contacts have been made by Inspectors. Primary-school Inspectors have joined with their post-primary colleagues in visits to secondary and technical schools, and have attended combined meetings of post-primary and primary head teachers to discuss means of obtaining a better linking up of the work of the schools. In addition, every opportunity has been taken to meet groups of teachers, branches of the New Zealand Educational Institute, members of School Committees, home and school associations, and other bodies interested in education. In passing, it is gratifying to note an increase in the number of parent-teacher associations. It is important that parents should be kept informed of developments in the education of their children, especially when new methods or courses of work are introduced. Much misunderstanding can, in this way, be removed.

War Conditions.—Right from the beginning of the war the teaching service has given up to the Armed Forces practically all the young men teachers as they have completed their training, and in many cases before they have done so. Some schools, especially those in remote sawmilling and farming districts, which, owing to difficulties of accommodation often involving “baching,” can be staffed only by single men teachers have had to be closed, or have been kept open only by temporary expedients. It will be impossible to keep all these schools adequately staffed unless a number of teachers, unfit for service overseas, are released from the Forces.

It would be idle to say that there has been no loss of efficiency in the schools as a result of war conditions through depletion and changes of trained staffs, and it speaks well for the fine work accomplished by the great body of teachers that the decline has been less than expected. Many staff changes have been brought about by the calling-up of men teachers. The system of temporary war appointments has operated successfully, the permanent positions of teachers in the Forces being kept open for them on their return.

The interests of soldier teachers have been well safeguarded by various other means. They may lodge general applications for promotion to higher positions, and be appointed to these in their absence. Their marks for efficiency are automatically increased at each grading, superannuation payments are made for them, and military service counts as teaching service for computation of salary increments. During the year, further amendments to regulations were made to cover the cases of training-college students whose studies have been interrupted by military service. On resuming their training they are paid the salary or allowances they would have been entitled to had military service not intervened. As in the case of soldier teachers, their rights as teachers have been preserved and concessions made in the length of the period of training service, and, where warranted, in examination requirements for certificates.

Perhaps the most regrettable feature of war conditions has been the inability to train and retain a sufficient number of teachers to reduce the size of the large classes in the schools in the upper middle and higher grades. The training colleges are filled to capacity, as the young men must be afforded the opportunity of training, but, as stated before, their services are soon lost to the schools. Each year a large number join the Forces, and there are now between 800 and 900 young teachers in the Forces who have not yet completed their training, or who do not hold permanent positions, but occupy only nominal ones to safeguard their status as teachers. When the war is over there will be an ample number of teachers to provide a more liberal staffing schedule and to augment the educational facilities of the schools.

At present consideration is being given to the question of the rehabilitation of soldier teachers. A few have already returned. The proposals include provision for those who desire to spend a period in a training college, in selected schools, or in both, in order that they may be able to settle down again in the profession as smoothly and efficiently as possible.

The Curriculum and the Child.—The beneficial results of the freedom accorded to teachers are becoming more discernible. The curriculum has been enriched and expanded. While there have been some losses, there has been a greater number of gains. The biggest handicaps, as most teachers assert, are the large classes, congested class-rooms, and the youth and inexperience of a large section of the teaching personnel. The chief gains may be summed up in the words of one Senior Inspector: "Teachers can organize group activities, develop individual responsibility and leadership, encourage independent investigations in the form of projects, visits, and rambles, arrange debates and discussions, make contacts with other schools, organize pupil councils and committees, and at all times stimulate the habit of reading and the power of expression. It is a delight to spend a day in such schools where the children do so much, and the teacher (apparently) so little, where personality, general interests, and general character are being fully developed, and where education in the best sense is being carried on." The losses mentioned in one or two district reports are somewhat less ability on the part of pupils to concentrate on and carry out the more serious forms of mechanical tasks, and less accuracy in spelling and arithmetic. In other districts it is asserted that there is no marked falling off in accuracy, but that apparent loss is accounted for by the fact that there is a wider range of ability among pupils of to-day in, for instance, Form II than there was in the days of the Proficiency Examination, when pupils were not so readily promoted and given the opportunity of working in higher classes. The transition from the old to the new is still in process, and when it is clearly understood that the schools of to-day are, or should be, organized to give educational opportunities to every pupil whether bright, average, or backward, there is no real cause for alarm. The privilege and responsibility for granting Primary School Certificates (replacing the old Proficiency) are in the hands of the teachers, and in general this is wisely carried out. A few instances of misuse are not adequate grounds for making general statements that standards of school work are falling. It must be stressed, too, that there is nothing in modern educational thought and practice that condones slipshod or inaccurate work on the part of the pupils. Primacy of place in the various aims of education must be accorded to that which states that every child is expected to do the very best work he can, according to his ability. To quote one instance of how children less academically gifted than their fellows were given an opportunity, a group of older Standard IV boys, who apparently had reached their limit in academic school work in this class, was drafted to the Form III engineering class in a technical school, where they made fine progress. To judge these boys educationally on Form III academic standards would be both harsh and unfair.

During the year a new syllabus in arithmetic for primary schools was issued, its purpose being to provide a foundation of mechanical accuracy as a basis for application to processes in practical and social situations of real life. Formal number in infant classes is to be abolished, and the approach made through play-way activities and experiences to develop an understanding of the use of number. The syllabus will not be made compulsory until the new text-books have been issued and an adequate supply of material and apparatus provided. In this connection, much material, including toys, has been made for the use of infant classes.

A committee set up to revise the syllabus for health-teaching in the schools has almost completed its work. It is desired to inculcate health habits through healthy living, and to effect a greater co-ordination between the work of the Health Department and that of the schools.

District High and Intermediate Schools: Special Classes.—With the abolition of the requirement for a compulsory foreign language for University Entrance and for most of the University courses, teachers in district high schools will be able to frame courses that fit to a greater degree the needs of the pupils. These schools are one of the best features of our educational system, but owing to the restrictive influence of external examinations the staffs, often comprising one, two, or three teachers, have been unable to find time for the provision of more liberal courses, including agricultural and domestic pursuits and the more cultural studies in art, crafts, and music.

Fine work is being accomplished in the intermediate schools, which are also becoming a special feature of education in New Zealand. Two large new schools were opened during the year, and there is a demand for more in various districts. One of the outstanding trends in these schools is the important place given to practical forms of instruction. A varied range of crafts includes even bookbinding and printing, some of the pamphlets and magazines produced comparing most favourably with those printed by the trade. Homecrafts have been extended to include the running of model flats, and even a nursery centre for a period each week.

Despite war conditions, facilities for the education of handicapped children have been extended. Forty-eight special classes for backward children, as well as three occupation centres for children too backward for special classes, are in operation; thirteen speech clinics for the treatment of speech defects are functioning, four new ones being opened during the year. There are now two schools for the deaf, one in each Island. Nineteen classes are attached to hospitals, and there is one full-time health-camp school fully staffed and equipped, and for most of the seasonal or short-period health camps educational facilities are provided. A full-time school for physically-handicapped children has accomplished valuable experimental work in ascertaining the most suitable forms of diet. The Correspondence School assists with the education of those unable to attend special classes or schools and has taken over the greater part of the education of crippled children.

The Correspondence School, established in 1922, has completed twenty-one years of service, providing educational facilities for students unable, on the grounds of distance or disability, to attend for classroom instruction. The total on the roll for 1943 exceeded 3,400. Over 400 of these suffer from physical disabilities. Over 1,000 are engaged in farm or home duties or in factories or offices, and carry on their studies in the evenings. The school provides serial instruction, personal correction, library facilities, vacation schools when possible, broadcast lessons, and visiting teachers, of whom four are continuously in the field. There is a wide range of extra-mural activities, including Scouts, Guides, Red Cross, S.P.C.A., Garden, Meeuno, Stamp, Camera, Naturalist, and International Penfriendship Clubs. Besides full-time primary and post-primary courses, the school has developed short practical courses in various branches of farming, woodwork, housecraft, needlework, as well as in fine arts and crafts. The library comprises 9,200 volumes, with a circulation for 1943 of more than 24,000 mailing deliveries. The school store supplies all necessary text-books and school stationery, including scientific apparatus and craft tools and materials. All instruction papers issued are prepared and cyclostyled at the school, the average daily output being 50,000 imprints. There is a staff of 120, of whom 90 are teachers and 30 clerical officers.

Interesting Developments.—There has been a revival of the adopted-school scheme, the purpose of which is to enable inexperienced teachers in small country schools to obtain assistance from experienced teachers in parent schools. The "adopted" teachers make at least a one-day visit each year to the parent schools to observe methods and organization and to discuss problems and difficulties. At intervals they forward samples of pupils' work to parent teachers, and in return receive samples of work from parent schools for comparison. Where possible, adopted teachers bring all their pupils on a whole day's visit to the parent school, where the pupils intermingle, and the teachers collaborate in the day's work. All speak highly of the great educational benefits derived from the scheme.

The movement of inter-school visits has also been extended. To give one example, a number of small country schools gathered at a central school to follow programmes of combined activities under specialized direction in art, crafts, physical education, verse-speaking, singing, and use of school films, and later in the year for a field-day in connection with calf and lamb clubs, and a vegetable and flower show. In another district a community week was held, the pupils and teachers of five country schools being billeted by parents of the central school, and the children of all the schools participated in combined work that can be undertaken only with larger groups of pupils. The movement has not been confined to country schools. In one city, as part of the February programme, senior pupils of various schools joined in physical instruction, games, and also visits to factories and institutions. An interesting innovation, initiated by the Principal of a girls' college, was a special community week for a group of fifty girls from district high schools. The visiting girls with their teachers were billeted, and the scholars of the girls' college collaborated in a suitable programme of work and activities.

Despite war conditions, club work in the schools has continued to flourish. In connection with calf clubs and home gardens, generous support has been given by parents and various public bodies. In progressive schools, the special interests and aptitudes of the children are further provided for in such clubs as art, crafts, dramatic work, literature, nature-study, and Junior Red Cross, the last being a valuable aid in giving a practical basis to the teaching of health. A commendable feature of all these pursuits is that many pupils who are unable to cope with the ordinary academic school work find compensation, and even become leaders, in practical activities.

Holiday recreation schemes have been successfully inaugurated in several centres, partly in connection with the Church Youth Movement. In order to keep children usefully and happily occupied during school vacations, there is a real need for these amenities. Parents have shown willing co-operation and appreciation, and it is hoped that an extension of the movement can be made.

Teaching Aids: Handwork.—Cinematograph films, 16 mm., both sound and silent, are being increasingly used in the schools. In the National Film Library there are nearly a thousand films, more than half of which are owned by the Education Department. The number of film-strip projectors in use is steadily increasing, and new film strips have been added to the Education Boards' film-strip libraries each month. All films and film strips are lent, free of charge, to schools and to any organizations interested in adult education.

The School Library Service now provides hampers of books, exchanged at regular intervals, for over six hundred schools. This number is increasing as rapidly as books can be obtained from overseas.

Radio broadcasts to schools, provided by the National Broadcasting Service, have continued through the year in seven sessions a week. Teachers are becoming more appreciative of the high quality of the programmes.

The Museum Education Service has been extended by the appointment, for one year, of an assistant to each of the four Museum Education Officers. This has made possible visits by many more classes from city schools, and the provision of more museum cases for circulation to rural areas.

Although art on the new lines, and various kinds of handwork, are very successfully taught in various schools, it has become necessary to reorganize the teaching to ensure continuity and progression, and to make the best use of local materials, as supplies from overseas are, in some cases, unprocurable. As an exploratory measure, a specialist in art and handwork was appointed to the staff of a large school of 650 pupils to give full time to the teaching of these subjects in all classes. Not only was fine work done by pupils in art, bookcraft, modelling, and spinning and weaving, but arrangements were made for teachers of other schools to see the specialist at work and to participate in the work. The experiment has proved so successful that an extension has been planned to provide instructional courses for selected teachers from sixteen schools in the whole area. To carry this out, an Assistant Area Organizer in Art and Handwork has been appointed, this being the first appointment of its kind in the Dominion.

Physical Education in the primary schools has progressed steadily in spite of the grave shortage of certain types of equipment, such as balls and bladders, and of the travelling difficulties of the itinerant specialists. Many one-day refresher courses have been held by Area Organizers and their assistants. A noteworthy development has been the increase of inter-school physical-education meetings, where whole schools have visited others for a friendly day together of physical-education activities in which every child takes part. Organizers of Physical Education have paid particular attention to the continuation of the new work into the upper forms of district high schools, where the work is proving very popular. More schools have adopted suitable costumes for physical-education periods, although footwear remains a problem. Altogether there has been a steady year of consolidation of the new work, which is now, to

some degree, being done in practically every school in the Dominion. Special attention has been paid to the teaching of swimming, with gratifying results. An interesting experiment has been begun at one centre in which physical education from early childhood to adulthood has been co-ordinated and developed with considerable success under the direction of an Assistant Organizer. The district selected is fortunate in having a community centre, a large post-primary school, and several large and a number of neighbouring small primary schools. The working of this experiment will be followed with interest.

Safety Instruction.—Until 1943 the assistance given to teachers has lacked purposeful co-ordination and adequate coverage. In some districts, automobile associations and local bodies have helped a great deal, while in others, nothing of this nature has been done. The Transport Department, in collaboration with the Education Department, has worked out a scheme to cover the whole of New Zealand. Four Road Traffic Instructors of Schools, officers of the Transport Department, have been stationed at the four main centres to organize and supervise the work in all schools, public and private. Officers of automobile associations and of local bodies will continue to assist, but the officers of the Transport Department, as well as participating in the instruction, will have general oversight. In each education district a committee, comprising the Chairman and the Secretary of the Board, the senior Inspector of Schools, and the Road Traffic Instructor of the area will examine and certify for fitness all persons nominated to assist teachers and to give instruction in the schools. Courses of instruction for both primary and post-primary schools have been drawn up and approved, and the work generally put on a sound, systematic basis. The Road Traffic Instructors will, through their Department, report periodically on the work to the Education Boards. Fine work has been accomplished in recent years by teachers and voluntary helpers, and further progress is noted. Children are acquiring a real road sense, and the number of accidents affecting child pedestrians and cyclists shows a marked decline. To quote from the report of one of the experienced Instructors of the Transport Department: "Primary-school pupils in general display a keen interest in the subject, and it seems that their questions indicate a much more serious approach to the subject than was noticed a few years ago."

Safety-first instruction in the schools also includes teaching on dangers arising from careless use or handling of matches, and fires, electrical appliances and broken wires, detonators, and even unexploded projectiles. The brief summary of this important phase of school work will give an indication of how civic training in the schools must be brought into line with the conditions of modern life.

I have, &c.,

G. E. OVERTON,

Chief Inspector of Primary Schools.

REPORT OF THE SUPERINTENDENT OF TECHNICAL EDUCATION (MR. F. C. RENYARD), AND EXTRACTS FROM THE REPORT OF THE SENIOR INSPECTOR OF SECONDARY SCHOOLS FOR THE YEAR 1943

SIR,—

I have the honour to present my report and extracts from the report of the Senior Inspector of Secondary Schools for the year 1943.

TECHNICAL AND COMBINED SCHOOLS

Inspectorial Staff.—In October Mr. H. B. Toulinson, M.A., Inspector of Technical Schools, retired from the service on superannuation. His position remained vacant during the remainder of the year, but steps will be taken to make a new appointment early in 1944.

School Rolls and Staffing.—During the year significant increases in day-school rolls were reported from almost all schools; in some cases heavy increases were reported, and no school suffered a decrease. These increases were due not only to a larger intake from primary schools, but also to longer retention of pupils for the completion of courses started in previous years. This change is a significant one, and if continued in future years will tend to remove one of the most deplorable weaknesses of technical education—that of too early abandonment of courses started, with consequent great loss to individuals and to schools.

Evening-school Classes.—Technical classes, which had dropped continuously during the war years until 1942, showed a general improvement during 1943, although they did not by any means reach the pre-war level.

These numbers were swelled in many places by enrolments of Service men and women attending ordinary classes, and by enrolments in classes specially arranged on their behalf by the Army Education and Welfare Service. Some complaint was made on account of irregular attendance of students enrolled and of the early collapse of classes owing to withdrawals due to causes doubtless beyond the students' control, whereby time and effort were wasted and increased strain placed upon administrative and teaching staffs. It is recognized, however, that some disorganization was to be expected and was indeed inevitable in war conditions.

Staffs.—School staffs were maintained during the year by calling upon persons who had left the profession and others who in normal times would not have been regarded as adequately trained. Some relief was afforded towards the end of the year by the return of a few teachers from the Services, and schools were glad to welcome back members of their staffs who, in many cases, had seen active service. Technical schools generally, however, are short of trained teachers of science, mathematics, engineering, and woodwork, as men with qualifications in these subjects are eagerly sought by the Services, and cannot easily be replaced from the remaining body of men available for all civilian purposes. These teachers form the backbone of technical-school staffs, and schools have had a difficult task in trying to carry on without them. It may be mentioned here that during part of 1943 the Auckland Technical School had seventeen male and one female teacher away with the Armed Forces or in industrial undertakings directly related to the war, most of them being teachers of science, mathematics, and technology. It is hardly to be hoped that the standard of teaching has been fully maintained, but efforts have been made to lessen the severity of the impact upon the schools by spreading the remaining teaching-power available more thinly over a wider field. The process cannot, however, be continued indefinitely, and there is clear evidence that unless the pressure is relieved some deterioration in standards cannot be avoided.

Auxiliary Workers' Training Classes. These classes were continued during the year with reduced numbers at Wellington, Christchurch, and Dunedin, the subjects taken being fitting and turning and electrical and acetone welding. Returned men were admitted to the courses in increased numbers, while the supply of civilian trainees diminished towards vanishing-point, and it became evident that the training schemes were taking on the functions of rehabilitation to the exclusion of the training of civilians for special war jobs.

Sites, Buildings, and Equipment.—It will be clear from what has been said on the subject of roll numbers that the problem of accommodation in the main centres, and particularly in Auckland, Wellington, and Christchurch, remains acute. If additional accommodation, particularly of workshops and laboratories, is not provided in these places, and in such centres as Palmerston North, Invercargill, and Timaru, it will be impossible to accommodate the students desiring to attend both in day and evening classes. The effects of raising the school leaving age must be considered in this connection, as well as the possibility of day training of apprentices in the not-distant future. During the year no buildings of major importance were erected and only necessary maintenance works were carried out.

Few requests for additional equipment have been received during the year. This is no doubt due to the fact that it is generally recognized that none is available. Arrangements have been made in the larger technical schools to manufacture certain simple machines such as drill presses, wood-turning lathes, vices, and so forth, and to distribute these to schools needing them. Some distributions under this scheme have already been made.

Classification of Teachers.—Since 1920, teachers in technical schools have been classified in two divisions—Division I, graduate; and Division II, non-graduate—and the scale of salaries was substantially lower for the non-graduates than for graduates. This has been a source of irritation to teachers for some years not only on account of the lower salary range, but because it was thought that an unwarranted distinction was embodied in the regulations. Of recent years, too, there have been many cases of difficulty, borderline cases in which it was difficult to say in which category a teacher should be placed. The Technical School Teachers' Association has repeatedly urged the abolition of the grading in two divisions, and by amendment to regulations gazetted in October, 1943, provision was made for the classification of all technical-school teachers in one division as from 1st December, 1943. Though the change brought little immediate financial benefit to non-graduate teachers, it did show some advance and certainly opened up a wider horizon for the future and was therefore welcomed by the great body of teachers. I regard this as one of the most important steps that have recently been made for the advancement of technical education, enabling the Department to offer conditions of service much better calculated to draw suitable men from industry to be trained as technical-school teachers and, what is equally important, to retain them in the service.

Vocational Guidance.—As from the 1st April, 1943, the administration of Youth Centres, which had previously been under the joint control of the National Service and Education Departments, was taken over by the Education Department, and full-time Vocational Guidance Officers with suitable staffs were appointed to centres in Auckland, Wellington, Christchurch, and Dunedin.

It is expected that the change will enable guidance work, both educational and vocational, to be more effectively carried out, and will facilitate its extension. Careers teachers continue to be appointed to certain schools in the city areas to act in co-operation with the Vocational Guidance Officers. Duties imposed by wartime conditions have somewhat hampered the free expansion of the work of the Vocational Guidance Centres, but such experience is being gained as will make a forward move possible on sure ground when conditions again become favourable.

Technological Examinations. Again there was a very restricted demand for these examinations, but final examinations were held in the subjects of cabinetmaking and mechanical engineering, in which there were two and four candidates respectively.

Schools were allowed to accredit their students for preliminary and intermediate grades, subject to the approval of the papers and standard of marking adopted by each school. Several schools took advantage of this concession and passes were recorded.

Home-craft Teachers.—By regulations gazetted on 17th February, 1943, a Home-craft Teacher's Certificate was inaugurated. The regulations prescribe the pre-entry conditions and the course of training necessary. The training is to be taken partly at a teachers' training college and partly at an approved post-primary school. The object of the certificate is to regulate the training of girls wishing to become teachers of domestic arts in manual-training centres and in intermediate and post-primary schools, but who do not wish to take the degree or diploma courses provided at the University of Otago. The regulations provide for a minimum of two years study in the training college and post-primary school, followed by a year of probationary teaching before the certificate is issued. Twenty-four students entered on the course in 1943 and were, with few exceptions, well reported on at the end of the year.

It is hoped by this method to augment the supply of suitably-trained teachers of domestic arts and science, which has in recent years been insufficient for the demand.

Vacation Course in Veterinary Science.—A short course in veterinary science, with special reference to the dairy cow, was held at the Hawera Technical School during May. The course was an intensive one lasting for one week and requiring attendance at morning, afternoon, and evening lectures and demonstrations on each day, evening lectures only being open to the general public.

A total of 103 farmers attended the course, which was conducted by a competent veterinary surgeon and assistant demonstrators.

The course was such a success that it was proposed to repeat it in subsequent years; and as it is the first course of its kind to be so conducted it is thought worthy of being placed on record.

SECONDARY SCHOOLS

Staff.—A number of changes have taken place in the personnel of the Inspectorate. Miss L. A. S. Hurle, M.A., Principal of Timaru Girls' High School, took up her duties in February as successor to Miss Hetherington, who retired at the end of 1942. Mr. J. E. Leaming, M.A., who had been on the staff since 1935, retired at the end of February, his place being taken by Mr. J. L. Cameron, M.A., of the Southland Boys' High School. Mr. Cameron took up his duties in May. In the interval, Mr. H. B. Tomlinson, M.A., Inspector of Technical Schools, assisted in the inspection of secondary schools. In October, Wing Commander E. Caradus, B.Sc., Chief Inspector of Secondary Schools, took up full-time duties as Director of the Royal New Zealand Air Force education services. Mr. H. Henderson, M.A., B.Sc., was appointed Acting Senior Inspector of Secondary Schools. To fill the vacancy thus created, Mr. A. M. Nicholson, M.A., B.Com., of the Auckland Grammar School, was appointed Temporary Inspector of Secondary Schools and took up his duties in February of this year.

Raising of Leaving Age.—The regulations gazetted raising the leaving age to fifteen years come into force in 1944. The full impact of the new regulations will not be in evidence till 1945, but already rolls have been largely increased. The position in the main centres is such that special measures will be needed in 1945 to cope with the problem. In Auckland all secondary and technical schools have reached the limit of their capacity, and it seems that the opening of new post-primary schools is the only means of providing for the full influx to be expected in 1945. In Wellington the position is similar, and is complicated by the existence of the two main areas of population, the Hutt Valley and Wellington City. Provision is called for in both centres. In Christchurch it is possible that accommodation can be found by additions to existing schools. The position in Dunedin is satisfactory.

University Entrance Examination and Accrediting.—Arrangements for accrediting for entrance to the University were completed during the year, and the new scheme will come into operation in 1944. Certain matters have been clarified. The University has agreed that in 1944 pupils in their fourth or subsequent year of secondary tuition shall be permitted to compete for University Entrance under the old regulations by sitting in the appropriate subjects in the School Certificate Examination conducted by the Department. Such candidates as satisfy the conditions previously in force for a pass in University Entrance shall be entitled to matriculate, notwithstanding the new prescriptions now in force. The same privilege has been extended to candidates who have had four years' instruction in a secondary school but are at present preparing privately or in evening classes. The conditions of entrance to the special schools have been completed. No special requirements are enforced by any of these schools, except that candidates are advised that certain subjects should be included in their school courses. Thus students who propose to take the M.B. or Ch.B. degrees are advised to take the following subjects in their entrance courses: English, a foreign language, mathematics, and either chemistry or physics. For engineering degrees the subjects advised are English, mathematics, and physics or chemistry or mechanics. For the home science degree, English, mathematics, and a science are recommended. The University has taken one further important step in liberating the curriculum from restrictions imposed by the degree prescription. It is proposed that a foreign language be no longer compulsory for the B.A. degree, provided that English is taken. Compulsory Latin still remains in the prescription for the degree of LL.B.

The right to accredit for University Entrance has been offered to certain schools, and it is understood that all such schools have accepted the invitation of the University. Four liaison officers have been appointed to supervise the system of accrediting, one being associated with each of the four main University Colleges. All four liaison officers have been drawn from the staffs of secondary schools, Mr. J. Thompson, M.A., L. ès. L., B.Com., from Takapuna Grammar School, being appointed to Auckland University College; Mr. A. H. Thom, M.A., of Wellington College, to Victoria University College; Mr. G. S. Troup, M.A., of Christchurch Boys' High School, to Canterbury University College; and Dr. B. Howard, M.A., Litt.D., of King's High School, to Otago University.

Educational Bursaries.—The total expenditure on national bursaries and special bursaries during the financial year was £40,552, as compared with £36,462 in the previous year.

The number of bursaries current during 1943 and the further awards at the close of the year are given in the following table, the figures in parentheses being those for the previous year:—

—	Current during 1943.	Awards at beginning of 1944.
Agriculture	24 (18)	10 (10)
Architecture	3 (3)	2 ..
Engineering	13 (12)	10 (4)
Fine arts	10 (13)	4 (4)
Home science	49 (61)	20 (20)
Science .. .. .	.. ..	15 ..
National boarding	187 ..	65 (65)
Ordinary national	1,498 (1,517)	* (573)
	1,784 (1,624)	.. (676)

* Not available.

Special bursaries in science were instituted in 1943, and the award of 15 bursaries has recently been made. The demand for these bursaries has been particularly keen, about 180 applications having been received. This is a fitting commentary on the remarks on the subject of bursaries in pure science made in the previous report by Wing Commander Caradus.

The whole question of special bursaries calls for review. As candidates for special bursaries in general apply for one bursary only, many excellent candidates are passed over, while candidates of more modest qualifications gain success. It may be worthy of consideration to grant special bursaries in a general list, candidates to state the courses they prefer to follow and giving alternative choices. Except in the case of fine arts, the above bursaries are of a generally similar character, and, failing to obtain his first choice, a good candidate might willingly accept an alternative.

Secondary-school Bursaries.—During the year regulations were issued establishing bursaries for pupils in districts where there is no school on the accrediting list in order that they might attend a school where they could have the advantages of accrediting for University Entrance. Such bursaries are tenable for a period not exceeding two years. Applicants are required to have received instruction at an approved school for three years and to have passed the School Certificate or University Entrance Examination. The regulations originally provided that the bursaries should be tenable only at public schools on the accrediting list. This has recently been amended to include private registered schools on the list. The purpose of the bursaries is to give a pupil the right to be accredited and the opportunity of being a candidate by examination for a University Entrance scholarship or a national boarding bursary. The institution of these bursaries will enable small schools and the secondary departments of the smaller district high schools to limit their instruction to the standard of the School Certificate. Pupils of Sixth Form standard will have the advantage in larger schools of specialized instruction and a greater degree of competition.

Changes in the Schools.—The following changes took place in the Principalships of the secondary schools during 1943: Mr. E. N. Hogben commenced his duties as Principal of Wellington College, and Mr. T. D. Scott succeeded him at the Dannevirke High School. Miss V. F. Townsend took up her duties as Principal of Timaru Girls' High School in succession to Miss L. A. S. Hurlé, appointed to the Inspectorate. During the year Mr. J. Hutton resigned his appointment as Principal of Gisborne High School, and was succeeded by Lieutenant-Colonel J. Leggat, formerly of the staff of New Plymouth Boys' High School, and recently returned from military duties in the Middle East. Miss A. R. Allum, of Auckland Girls' Grammar School, succeeded Miss D. A. Allan as Principal of New Plymouth Girls' High School. Mr. F. J. Gair, the Acting-Principal of Wairarapa College, relinquished this position at the beginning of 1944 on the return from military service of Major G. C. Hancox, the Principal. Major M. Leadbetter returned to his duties as Principal of Waimate High School, and Mr. D. D. A. Bird, who had been acting in that capacity, returned to his position as assistant in Ashburton Technical School. It is with much regret I have to record that Mr. Bird died after a short illness soon after the resumption of his duties at Ashburton. Dr. B. H. Howard, who had been Acting-Principal of King's High School, relinquished that appointment on the return from military service of the Principal, Lieutenant-Colonel D. S. Chisholm.

Many changes in curricula, not so much in the subjects taught as in the time given to them and the value placed upon them, are foreshadowed in the report of the Committee appointed by the Minister of Education in November, 1942, on the Post-Primary School Curriculum. Some schools, anticipating and appreciating the proposed changes, have already begun adapting their courses in languages, sciences, history, geography, and physical education, and there is evidence of a general willingness to implement as soon as possible, within the means at present at their disposal, any changes approved by the Department. The introduction of accrediting, to begin in 1944, has also created much interest. Not for many years has there been so much thoughtful searching of possibilities and responsibilities as during 1943. Now within sight is that freedom from restraint that has bound secondary schools for so long. The question that remains to be answered is whether or not the new opportunities will be seized with boldness and imagination. There is an easy road and a hard one. A school that takes the easy road will continue to accept uncritically the standards and objectives and the curricula and methods hitherto largely imposed from without and will be content with minor adjustments. A school that takes the hard road will re-examine its whole theory and practice, make up its mind about the real needs of its pupils and the means by which they can best be met, and then act courageously in accordance with its findings.

Buildings.—There is very little to report under this heading. Work on the new block at New Plymouth Girls' High School has been resumed and an additional dormitory provided at Timaru Girls' High School. Marlborough College and the boys' school at Whangarei have been handed back to the schools by the military authorities, the latter school needing much restoration to refit it for school use.

The War.—There was less disturbance in secondary schools due to the war than in the previous year. Marlborough College and Whangarei High School have resumed possession of their buildings. Out of a total of 501 male teachers recorded as holding permanent or war appointments on the staffs of secondary and combined schools, 149, or 30 per cent., were, in December, 1943, still absent from their schools on war service. Of these, 65 were permanent teachers serving overseas, 53 were permanent teachers serving in New Zealand and 31 were holders of war vacancies serving either overseas or in New Zealand. The effect of military service is reflected in the grading list, where the number of men in the D grade is reduced to 50, a low number, due to the lack of new male entrants to the service.

During the year five teachers from the secondary service lost their lives on active service. They were Major J. J. G. Britland and Lieutenant D. P. Lindsay, both of Dannevirke High School; 2nd Lieutenant K. J. Barling, of Hamilton High School; Lieutenant D. E. Murray, of Otago Boys' High School; and Pilot Officer J. M. Paape, of Waitaki Boys' High School.

I have, &c.,
F. C. RENYARD,
Superintendent of Technical Education.

TABLE A 1.—PUBLIC PRIMARY SCHOOLS BY GRADE, AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1943

Grade or Subgrade of School.	Roll for determining Grade of School.		Education District.									Total Number of Schools, Dec., 1943.
			Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	
I	1-8	.. ..	16	5	12	13	17	21	10	16	10	120
II	9-24	.. ..	165	32	62	62	53	33	114	77	49	647
IIIA	25-30	.. ..	47	10	7	12	14	3	23	8	14	138
IIIB	31-70	.. ..	197	44	44	33	41	27	78	37	47	548
IVA	71-110	.. ..	60	11	17	16	18	6	26	22	10	186
IVB	111-150	.. ..	30	11	7	5	8	5	4	9	5	84
IVC	151-190	.. ..	15	4	1	4	9	4	5	5	6	53
VA	191-230	.. ..	8	3	3	3	4	..	6	2	1	30
VB	231-270	.. ..	13	3	2	6	4	..	11	3	1	43
VC	271-310	.. ..	7	..	3	3	5	..	3	2	1	24
VD	311-350	.. ..	5	..	1	..	4	2	2	5	..	19
VI	351-870	.. ..	62	7	12	11	29	4	30	13	7	175
	Intermediate schools and departments		10	..	2	2	2	..	2	4	1	23
	Totals		635	130	173	170	208	105	314	203	152	2,090

NOTE.—Two half-time schools and thirty-eight main schools with side schools attached are counted separately, and are included in the separate grades determined by the separate average attendance of each school.

TABLE A3.—AGE AND SEX OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1943

(Excluding Secondary Departments of District High Schools and Form III of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Departments, and Standard VII)

	5 and under 6 Years.				7 and under 8, 8 and under 9, 9 and under 10, 10 and under 11, 11 and under 12, 12 and under 13, 13 and under 14, 14 and under 15, 15 and under 16, 16 Years and over.				Totals of all Ages.																			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.													
Education district—																												
Auckland ..	3,623	3,493	3,955	3,760	3,869	3,696	3,727	3,579	3,809	3,641	3,650	3,561	3,466	3,286	3,365	3,090	2,573	2,130	931	657	154	113	16	25	33,138	31,033	64,171	
Taranaki ..	556	537	619	604	595	548	634	536	580	562	579	604	608	563	632	563	443	415	182	98	31	17	2	..	3,455	3,047	10,502	
Wanganui ..	748	682	860	840	828	810	887	772	795	755	815	757	694	636	655	533	485	370	160	111	24	20	..	..	6,951	6,286	13,237
Hawke's Bay ..	710	680	828	752	829	788	842	740	807	727	763	713	764	700	665	567	465	391	166	116	33	20	3	4	6,875	6,198	13,073	
Wellington ..	1,489	1,496	1,391	1,429	1,374	1,426	1,303	1,500	1,270	1,504	1,381	1,436	1,407	1,410	1,356	1,018	930	343	215	55	26	4	2	13,092	12,016	25,108		
Nelson ..	323	318	377	361	359	322	322	307	329	343	343	340	366	321	334	345	250	203	95	60	22	5	..	..	3,120	2,925	6,045
Canterbury ..	1,618	1,609	1,778	1,744	1,711	1,669	1,754	1,566	1,732	1,661	1,749	1,622	1,671	1,627	1,682	1,577	1,215	1,102	431	258	72	23	11	7	15,424	14,465	29,889	
Otago ..	929	869	994	969	898	872	895	884	872	915	941	877	922	749	844	689	573	524	220	150	34	15	3	7	8,125	7,460	15,585	
Southland ..	457	442	490	464	424	445	565	477	559	517	595	568	559	470	505	513	433	375	170	102	23	7	5	3	4,794	4,383	9,177	
Intermediate schools and departments	..	..	..	..	..	..	..	..	..	..	58	65	701	854	1,646	1,525	1,517	1,267	538	337	92	35	10	2	4,622	4,085	8,707
Totals ..	10,438	9,993	11,406	10,825	10,633	10,524	11,052	10,164	10,983	10,391	10,997	10,488	11,247	10,613	11,738	10,758	8,972	7,707	3,236	2,104	540	281	54	50	101,596	93,898	195,494	
Percentage of pupils of each age	10·5	11·4	11·0	10·8	10·9	11·0	11·2	11·5	8·5	2·7	0·4	0·1	100·0
Totals, 1942 ..	10,083	9,579	11,065	10,570	11,179	10,261	10,919	10,522	11,072	10,452	11,504	10,693	12,242	11,406	11,588	11,068	9,011	7,724	3,251	2,140	490	292	78	48	102,482	94,755	197,237	
Difference ..	+355	+414	-341	-255	-246	+263	+133	-358	-89	-61	-507	-205	-995	-793	+150	-310	-39	-17	-15	-36	+50	-11	-24	+2	-886	-857	-1,743	

TABLE A 4.—STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1943

(Excluding Secondary Departments of District High Schools and Form III of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Departments and Standard VII)

	Pupils at 1st July in Standards and Forms.										Totals.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Pupils in Preparatory Classes.					Standard I.											Standard II.					Standard III.					Standard IV.					Form I.					Form II.					Form III.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.							Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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TABLE A 2.—ATTENDANCE AT PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1943

(Excluding Form III pupils of Intermediate Schools, Secondary Departments of District High Schools, but including pupils in special classes and Standard VII)

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Three Terms, 1943.			Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1943.
	Pupils at 31st December, 1942.	Pupils at 31st December, 1943.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	66,774	66,291	33,335	31,260	64,595	29,540	27,473	57,013	88.26
Taranaki	10,859	10,887	5,498	5,062	10,560	4,948	4,574	9,522	90.17
Wanganui	13,837	13,726	6,971	6,338	13,309	6,244	5,640	11,884	89.29
Hawke's Bay	13,754	13,856	6,937	6,300	13,237	6,119	5,547	11,666	88.13
Wellington	26,405	26,629	13,134	12,045	25,179	11,803	10,597	22,400	88.96
Nelson	6,355	6,322	3,143	2,938	6,081	2,833	2,647	5,480	90.12
Canterbury	31,358	31,153	15,490	14,515	30,005	13,998	13,045	27,043	90.14
Otago	16,437	16,208	8,145	7,497	15,642	7,278	6,671	13,949	89.11
Southland	10,834	10,318	5,198	4,887	10,085	4,737	4,385	9,122	90.45
Intermediate schools and departments	7,229	8,608	4,616	4,059	8,675	4,320	3,772	8,092	93.28
Totals, 1943	203,842	203,998	102,467	94,901	197,368	91,820	84,351	176,171	89.26

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G I on page 17 of this paper, and the corresponding figures for Form III of the *separate* intermediate schools in Table B I on page 14 of this paper.

TABLE A 8.—AGE AND ATTAINMENT OF PUPILS LEAVING PRIMARY SCHOOLS DURING 1943

Age.	In Form II.				In Form I.	
	With Primary School Certificate.		Without Primary School Certificate.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
15 years and over	837	480	132	80	198	92
14 „ „ under 15	2,801	2,380	227	249	490	348
13 „ „ „ 14	3,662	4,210	27	17	25	20
12 „ „ „ 13	1,039	1,487	3	4	11	11
11 „ „ „ 12	33	60	..	1	3	3
Under 11 years .. ..	..	..	..	..	1	..
Totals, 1943	8,372	8,617	389	351	728	474
Totals, 1942	8,356	8,393	487	436	832	565
Difference	+16	+224	—98	—85	—104	—91

Age	In Standard IV.		In Standard III.		In Standard II or lower.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over	41	22	10	4	5	4	1,223	682	1,905
14 „ „ under 15	219	115	70	33	22	8	3,829	3,133	6,962
13 „ „ „ 14	12	10	6	5	3	2	3,735	4,264	7,999
12 „ „ „ 13	3	3	..	..	3	1	1,059	1,506	2,565
11 „ „ „ 12	4	1	2	3	2	2	44	70	114
Under 11 years .. ..	..	..	3	2	9	11	13	13	26
Totals, 1943	279	151	91	47	44	28	9,903	9,668	19,571
Totals, 1942	322	194	116	83	63	44	10,176	9,715	19,891
Difference	—43	—43	—25	—36	—19	—16	—273	—47	—320

TABLE A 15.—REGISTERED PRIVATE PRIMARY SCHOOLS
NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1943

District.	Number of Schools.				Roll Number at End of Year.						Average Attendance.	Number of Teachers.						
	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total Roll.				Undenominational Schools.	Catholic Church Schools.		Other Church Schools.			
								Boys.	Girls.	Total.			M.	F.	M.	F.	M.	F.
Auckland ..	4	57	16	77	187	7,406	1,162	4,281	4,474	8,755	7,727	..	12	14	194	16	38	
Taranaki ..	..	11	2	13	..	1,318	56	652	722	1,374	1,242	..	..	..	39	..	4
Wanganui ..	2	18	7	27	98	1,668	354	1,059	1,061	2,120	1,898	..	5	4	50	13	10	
Hawke's Bay ..	2	14	6	22	37	1,497	245	866	913	1,779	1,572	..	3	6	37	7	9	
Wellington ..	2	42	8	52	153	4,482	939	2,532	3,042	5,574	4,905	5	3	12	124	..	30	
Nelson ..	..	5	1	6	..	547	17	279	285	564	486	..	..	..	16	..	2
Canterbury ..	5	51	11	67	271	4,700	841	2,851	2,961	5,812	5,049	3	14	15	127	9	28	
Otago ..	1	23	3	27	43	1,980	196	1,064	1,155	2,219	1,924	..	3	7	67	..	10	
Southland ..	1	10	..	11	45	1,086	..	530	601	1,131	988	..	3	4	31	..	..
Totals, 1943	17	231	54	302	834	24,684	3,810	14,114	15,214	29,328	25,791	8	43	62	685	45	131	
Totals, 1942	19	230	51	300	745	24,140	3,582	13,868	14,599	28,467	24,663	6	42	60	685	40	127	
Difference	- 2	+ 1	+ 3	+ 2	- 89	+ 544	+ 228	+ 246	+ 615	+ 861	+ 1,128	+ 2	+ 1	+ 2	..	+ 5	+ 4	

TABLE D 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS, BOARDERS, STAFF, AND PART-TIME PUPILS OF PUBLIC POST-PRIMARY SCHOOLS (EXCLUSIVE OF DISTRICT HIGH SCHOOLS)

(Statistics of part-time pupils will be found in Table E 1, *et seq.*)

School.	Roll Numbers (Full-time Pupils).			Average Attendance for 1943 (Year ending December).	Number of New Pupils admitted during 1943.	Number of New Pupils who commenced their Post-primary Education in 1943.	Number of Free Pupils on Roll at 1st July, 1943.	Full-time Staff (including Principals), (December, 1943).	Boarders, 1st July, 1943.				Technical Classes Part-time Pupils at 1st July, 1943.							
	At 1st March, 1943.	At 1st July, 1943.	Total.						December, 1943.		At School Hostels.		Privately.		Totals.					
									Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.				
A. Secondary Schools																				
Whangarei High School ..	551	521	270	210	480	487	297	266	240	521	12	10	55	57	30	29	85	86	54	29
Auckland Grammar School ..	849	834	805	791	574	291	259	259	829	31	..	..	..	..	29	..	29	..	..	..
Mount Albert Grammar School ..	691	677	653	621	431	273	245	273	676	21	4	..	66	..	52	..	118	..	..	..
Auckland Girls' Grammar School ..	647	628	..	592	387	277	254	277	628	..	24	25	..	..	..	31	..	31	..	..
Epsom Girls' Grammar School ..	663	648	618	612	408	270	237	270	619	..	25	25	..	19	..	94	..	113	..	..
Takapuna Grammar School ..	517	504	254	232	486	483	349	187	504	9	11	11	..	..	11	12	11	12	..	..
Thames High School ..	182	173	77	74	151	157	105	81	75	5	4	4	..	..	1	2	1	2	21	..
Hamilton High School ..	574	559	226	310	536	531	368	229	191	17	8	14	..	49	17	14	17	63	..	8
Rotorua High School ..	231	215	106	91	197	198	143	100	90	5	5	5	..	..	6	4	6	4	54	..
Wanganui Girls' College ..	377	370	..	345	343	343	215	164	142	370	..	15	..	121	..	45	..	166	..	..
Palmerston North Boys' High School ..	306	303	290	..	290	285	200	121	105	303	12	1	43	..	3	..	46	..	..	..
Palmerston North Girls' High School ..	257	249	235	235	165	98	92	249	..	249	..	11	..	..	..	24	..	24	..	..
Gisborne High School ..	638	604	286	269	363	565	387	260	244	604	13	11	40	29	26	27	66	56	116	76
Hastings High School ..	423	398	202	161	363	361	265	165	159	398	11	6	..	..	16	4	16	4	65	62
Dannevirke High School ..	394	378	188	164	352	365	266	168	158	376	4	12	50	..	5	31	55	31	..	..
Hutt Valley High School ..	530	513	269	202	471	475	328	210	195	513	10	10	..	..	..	4	..	4	..	..
Wellington College ..	679	671	649	..	649	629	450	244	206	671	18	6	71	..	4	..	75	..	..	..
Rongotai College ..	317	301	293	..	293	290	215	103	95	299	12	2	..	..	2	..	2	..	..	..
Wellington Girls' College ..	480	466	..	451	451	431	306	194	168	465	..	19	..	..	..	2	..	2	..	..
Wellington East Girls' College ..	388	380	..	349	349	346	242	157	137	380	..	14	..	..	..	5	..	5	..	..
Marlborough High School ..	269	263	132	114	246	237	163	112	105	263	4	7	..	..	10	13	10	13	67	17
Rangiora High School ..	152	146	55	85	140	136	85	76	70	146	6	3	..	..	1	4	1	4	..	..
Christchurch Boys' High School ..	673	656	627	..	627	610	453	229	211	656	23	2	54	69	6	..	60	..	..	..
Christchurch Girls' High School ..	519	506	..	475	475	450	335	192	174	506	..	20	..	..	..	34	..	103	..	..
Avonside Girls' High School ..	363	347	..	302	302	312	219	156	135	347	..	15	..	..	..	26	..	26	..	..
Christchurch West High School ..	542	521	266	215	481	493	325	228	219	521	10	11	..	..	8	8	8	8	..	..
Ashburton High School ..	208	201	187	93	187	185	141	74	70	201	5	5	..	..	6	15	6	15	..	..
Timaru Boy's High School ..	321	319	307	..	307	308	214	112	109	319	12	1	65	..	9	..	74	..	..	..
Timaru Girls' High School ..	320	307	..	290	290	296	211	111	105	307	..	14	..	57	..	19	..	76	..	..
Waimate High School ..	229	218	78	115	193	185	140	94	89	218	6	5	..	..	3	7	3	7	17	..
Waitaki Boys' High School ..	339	329	301	..	301	304	200	142	130	329	11	2	161	..	6	..	167	..	..	64
Waitaki Girls' High School ..	287	278	..	280	260	255	182	114	104	278	..	12	..	83	..	15	..	98	..	..
Otago Boys' High School ..	463	448	431	..	431	401	312	166	148	448	16	2	56	..	5	..	61	..	..	..
Otago Girls' High School ..	463	456	433	433	433	425	291	181	165	456	..	18	..	..	..	15	..	15	..	..
King's High School ..	258	252	240	..	240	243	178	81	78	252	11	1	..	..	7	..	7	..	..	..
South Otago High School ..	155	133	132	78	269	125	96	58	56	133	4	3	..	..	2	4	2	4	..	..
Gore High School ..	303	283	132	137	269	255	188	130	120	283	5	8	27	21	12	10	39	31	58	35
Southland Boys' High School ..	324	312	289	..	289	287	223	101	97	312	12	..	..	..	49	..	49	..	..	..
Southland Girls' High School ..	336	323	..	307	307	303	212	129	119	323	..	14	..	..	..	67	..	67	..	..
Totals, A ..	16,218	15,690	7,567	7,207	14,774	14,605	10,269	6,344	5,764	15,650	296	347	688	505	326	565	1,014	1,070	452	291

B. Combined Schools

New Plymouth Boys' High School	655	618	569	..	569	560	402	247	229	618	26	..	247	105	37	..	284	..	215	..	71
New Plymouth Girls' High School	530	504	..	466	466	474	320	224	198	504	..	..	224	..	..	..	140	..	..	..
Napier Boys' High School	305	288	288	..	288	269	186	131	120	288	13	..	131	43	7	..	50	..	98	..	50
Napier Girls' High School	293	277	..	260	260	263	168	128	116	277	..	..	128	60	..	8	..	68	..	..
Wairarapa College	484	451	235	170	405	416	484	218	196	450	9	10	218	..	9	26	54	26	120	45	
Nelson College	589	572	534	..	534	528	379	231	194	572	23	..	231	..	24	..	252	..	92	..	141
Nelson Girls' College	420	412	..	379	379	377	270	157	144	411	..	18	157	75	..	35	..	110	..	..
Totals, B	3,276	3,122	1,626	1,275	2,901	2,887	2,209	1,336	1,197	3,120	71	58	1,336	563	240	77	104	640	344	525	307

C. Technical Schools

Auckland Technical School	1,587	1,488	773	489	1,262	1,362	792	825	788	1,486	34	22	..	..	64	37	64	37	1,165	427
Elam School of Art	75	78	21	51	72	70	34	61	31	75	3	3	..	..	2	7	2	7	50	109
Otago Technical School	481	448	235	166	401	420	237	260	240	448	14	5	..	..	12	6	12	6	193	55
Pukekohe Technical School	237	238	129	92	221	220	158	107	100	236	8	4	..	..	3	4	3	4	136	102
Hamilton Technical School	580	534	275	198	473	497	326	267	245	534	14	11	..	..	19	6	19	6	262	98
Hawera Technical School	293	278	124	121	245	249	171	129	123	278	6	5	..	..	2	4	2	4	35	42
Stratford Technical School	372	347	169	141	310	316	194	189	174	347	7	8	..	..	22	9	22	9	23	12
Wanganui Technical School	602	568	343	157	500	528	318	305	287	566	20	7	..	..	13	22	68	38	208	214
Feilding Technical School	276	271	175	81	256	251	151	127	104	271	8	7	..	..	2	2	124	2	9	11
Palmerston North Technical School	477	452	170	169	339	398	226	262	251	451	11	8	..	..	5	7	5	7	331	199
Horowhenua Technical College	375	361	164	162	326	329	233	157	148	361	8	8	..	..	2	3	2	3	24	26
Petone Technical School	390	359	172	130	302	331	190	209	203	359	10	4	..	..	2	1	2	1	439	130
Wellington Technical School	1,054	982	526	363	889	905	523	572	547	982	26	16	..	..	7	1	7	1	838	295
Westport Technical School	117	108	53	40	93	98	62	61	57	108	5	2	..	..	3	..	3	..	35	31
Greymouth Technical School	374	317	145	122	267	287	229	153	144	317	10	8	..	..	6	5	24	11	50	46
Christchurch Technical School	1,463	1,362	751	376	1,127	1,214	761	750	709	1,362	33	20	25	23	35	10	60	33	1,117	443
Canterbury College School of Art	124	124	13	92	105	121	62	70	50	112	7	2	1	15	1	5	2	20	144	224
Ashburton Technical School	299	275	122	103	225	236	131	177	171	274	6	7	..	..	3	8	3	8	128	72
Timaru Technical School	234	207	108	60	168	189	122	118	110	207	8	4	..	..	4	2	4	2	155	139
Dunedin Technical School	761	702	226	197	423	628	358	405	390	700	19	12	..	..	8	13	8	13	810	505
Invercargill Technical School	608	556	221	211	432	493	294	324	322	556	15	9	..	..	44	28	44	28	163	173
Totals, C	10,799	10,055	4,915	3,521	8,436	9,142	5,572	5,528	5,194	10,030	272	172	221	60	259	180	480	240	6,315	3,353
Grand totals, 1943	30,293	28,867	14,108	12,093	26,111	26,634	18,050	13,208	12,155	28,800	639	577	1,472	805	662	849	2,134	1,654	7,292	3,951
Grand totals, 1942	28,734	26,628	12,963	11,143	24,106	24,228	17,087	12,423	11,413	26,573	592	564	1,255	671	585	739	1,840	1,410	6,275	3,806
Difference	+1,559	+2,239	+1,145	+860	+2,005	+2,406	+963	+785	+742	+2,227	+47	+13	+217	+134	+77	+110	+294	+244	+1,017	+145

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1943

School.	Professional or General, with Two Foreign Languages.		Professional or General, with One Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		University Degree and Advanced Work.		Other.		Totals.		Grand Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
Secondary Schools																						
Whangarei High School	39	38	138	91	76	..	..	71	26	..	..	..	..	19	6	17	..	285	236	521	..
Auckland Grammar School	444	..	313	..	..	..	..	..	..	..	..	..	..	..	17	..	..	834	..	834	..
Mount Albert Boys' Grammar School	361	..	55	178	..	..	..	71	51	..	..	..	..	..	4	8	135	677	..	677	..
Auckland Girls' Grammar School	..	235	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	628	648	..
Epsom Girls' Grammar School	..	340	..	308	..	..	..	..	..	..	..	..	..	..	..	..	..	257	247	504	..
Takapuna Grammar School	..	76	130	128	29	..	..	22	..	..	..	..	..	..	..	..	..	88	85	173	..
Thames High School	..	10	40	21	38	..	..	..	..	..	..	..	..	..	..	..	..	238	321	559	..
Hamilton High School	..	78	99	102	126	..	..	..	94	..	..	..	..	12	11	1	58	122	93	215	..
Rotorua High School	..	26	38	22	36	..	..	..	11	..	..	..	..	49	..	..	..	6	370	370	..
Wanganui Girls' College	..	103	..	120	..	..	..	..	92	..	..	..	..	..	..	..	18	303	303	303	..
Palmerston North Boys' High School	..	55	137	..	..	..	..	57	36	..	..	..	..	35	..	..	..	82	249	249	..
Palmerston North Girls' High School	..	..	70	..	122	..	..	..	33	1	..	..	..	55	..	..	..	314	290	604	..
Gisborne High School	..	48	34	111	95	..	..	105	12	..	..	..	..	14	..	..	..	221	177	398	..
Hastings High School	..	46	64	93	54	..	..	16	19	..	..	..	..	24	..	..	..	204	174	378	..
Dannevirke High School	..	45	32	67	44	..	..	1	..	..	..	..	..	..	..	..	..	291	222	513	..
Hutt Valley High School	..	67	187	93	..	..	..	37	..	..	..	..	..	..	..	..	33	671	..	671	..
Wellington College	346	..	292	..	..	..	..	..	..	..	..	..	..	..	..	..	..	301	..	301	..
Rongotai Boys' College	117	..	154	..	30	..	..	..	..	..	..	..	..	89	..	..	..	7	465	466	..
Wellington Girls' College	..	..	128	..	..	..	..	..	..	..	..	20	..	37	..	..	..	..	380	380	..
Wellington East Girls' College	..	110	145	..	..	..	..	88	..	..	..	..	..	6	..	..	..	144	119	263	..
Marborough High School	34	13	52	32	44	..	..	14	68	..	..	..	..	..	..	..	..	59	87	146	..
Rangiora High School	4	3	24	26	9	..	..	11	26	11	..	..	..	32	..	..	..	655	..	656	..
Christchurch Boys' High School	315	..	341	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	506	506	..
Christchurch Girls' High School	..	240	..	114	..	..	..	..	..	..	..	..	..	148	..	..	..	..	347	347	..
Avonside Girls' High School	..	73	..	52	..	..	..	..	..	..	..	..	..	62	..	..	..	286	235	521	..
Christchurch West High School	90	50	130	7	34	..	..	32	126	..	..	..	..	52	..	..	..	99	102	201	..
Ashburton High School	39	33	49	52	..	..	..	2	17	9	..	..	..	..	..	..	..	..	319	319	..
Timaru Boys' High School	59	..	54	..	94	..	..	83	57	29	..	..	..	..	..	..	..	319	307	307	..
Timaru Girls' High School	..	75	..	97	..	..	..	..	30	33	..	..	..	64	..	..	..	95	123	218	..
Waimate High School	22	24	36	25	..	..	..	4	30	63	..	..	..	44	..	14	..	329	278	278	..
Waitaki Boys' High School	21	..	128	..	40	..	..	63	101	..	..	..	..	31	..	..	..	448	448	448	..
Waitaki Girls' High School	..	50	..	96	..	..	..	..	..	..	..	..	..	..	..	..	59	..	453	453	..
Otago Boys' High School	389	..	..	164	..	..	..	..	60	..	..	..	..	33	..	..	..	232	232	232	..
Otago Girls' High School	..	199	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8	81	133	..
King's High School	..	90	162	..	..	..	..	..	..	4	..	..	..	1	..	..	..	52	141	283	..
South Otago High School	4	4	22	35	3	..	..	11	39	4	..	..	..	14	..	..	6	142	141	283	..
Gore High School	23	20	62	54	..	..	..	4	52	47	..	..	..	..	..	..	11	312	312	312	..
Southland Boys' High School	..	..	252	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	323	323	..
Southland Girls' High School	47	63	..	146	..	..	..	..	92	..	..	..	..	22	..	..	..	..	..	..	..
Totals	2,895	2,144	3,197	2,543	653	..	..	430	1,974	384	1	20	..	865	52	26	388	7,999	7,691	15,690	..

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

		Classification according to Standards of Pupils on Roll at 1st July.																				Total.	Number of Teachers on Staff (December)			
		Average Weekly Roll.	Roll Number at 31st December.	Special Class for Backward Children.		Class P.		S1.		S2.		S3.		S4.		F1.		FII.		Adult Section.					Totals.	
Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.	B.	G.	M.	F.					
1942 ..	1,810	1,916	65	57	294	321	107	106	65	85	75	103	79	106	71	89	59	97	13	8	828	972	1,800	2	42	
1943 ..	1,851	1,941	73	74	302	326	93	118	89	85	72	86	84	109	77	91	62	82	30	21	882	992	1,874	2	47	
Difference	+41	+25	+8	+17	+8	+5	-14	+12	+24	..	-3	-17	+5	+3	-6	+2	+3	-15	+17	+13	+54	+20	+74	..	+5	

TABLE B 1.—ROLLS AND CLASSIFICATION OF PUPILS AND STAFFS
OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1943

Intermediate School or Department.	Number of 1942 Pupils on Roll at beginning of 1943.	Number admitted during 1943.	Number on Roll at 31st December, 1943.	Average Attendance for the Year ending 31st December, 1943.	Classification of Pupils on Roll as at 1st July, 1943.											Number of Full-time Assistant Teachers.		
					Form I.		Form II.		Form III.		All Forms.		Total.	M.	F.	Total.		
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
a) Whangarei ..	186	175	356	332	87	74	100	100	..	..	187	174	361	6	7	13
c) Kowhai ..	499	470	875	840	205	186	220	211	29	44	454	441	895	13	17	30		
e) Northcote ..	137	168	281	260	87	66	65	67	..	..	152	133	285	6	5	11
e) Pasadena ..	239	292	513	477	154	106	126	123	1	3	281	232	513	7	8	15		
b) Otahuhu ..	122	167	255	239	77	54	63	73	..	..	140	127	267	3	4	7
c) Manukau ..	*	492	474	432	130	107	123	112	..	..	253	219	472	7	9	16
d) Matamata ..	101	124	204	186	61	43	55	47	..	..	116	90	206	3	5	8
e) Waihi ..	56	87	125	118	38	35	22	37	..	..	60	72	132	2	2	4
e) Te Awamutu ..	112	109	191	183	57	42	42	59	..	..	99	101	200	5	4	9
a) Rotorua ..	95	146	218	207	69	48	59	51	..	..	128	99	227	4	4	8
c) Wangamui ..	155	233	355	330	84	94	73	99	1	3	158	196	354	4	6	10		
c) Palmerston N.	364	409	710	671	171	185	197	175	..	1	368	361	729	8	15	23		
e) Gisborne ..	296	350	590	560	155	153	127	160	3	7	285	320	605	5	14	19		
e) Napier ..	264	302	512	494	137	125	138	125	..	..	275	250	525	7	11	18
a) Rongotai ..	126	141	264	251	118	..	150	..	..	..	268	..	268	8	..	8
a) Marlborough ..	102	140	221	213	62	65	54	49	..	..	116	114	230	4	6	10
e) Shirley ..	182	225	369	346	94	82	105	87	..	1	199	170	369	5	7	12		
e) Christchurch S.	308	299	558	536	123	133	156	151	..	8	279	292	571	9	12	21		
a) Waitaki Boys' ..	99	92	182	168	74	..	105	..	..	..	179	..	179	7	..	7
a) Waitaki Girls' ..	63	77	133	123	..	71	..	64	..	..	..	135	135	..	6	6
e) Dunedin North ..	173	176	317	314	94	69	82	89	..	..	176	158	334	4	8	12
c) Macandrew ..	283	318	550	518	145	135	130	140	1	1	276	276	552	8	14	22		
e) Tweed Street ..	*	446	417	384	117	106	91	87	..	..	208	193	401	6	9	15
Totals, 1943	3,962	5,438	8,670	8,182	2,339	1,979	2,283	2,106	35	68	4,657	4,153	8,810	131	173	304		
Totals, 1942	3,311	4,595	7,299	6,817	2,056	1,914	1,789	1,592	40	83	3,885	3,589	7,474	127	134	261		
Difference ..	+651	+843	+1371	+1365	+283	+65	+494	+514	-5	-15	+772	+564	+1336	+4	+39	+43		

* School first opened in 1943

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

TABLE D 3.—YEARS OF ATTENDANCE OF FULL-TIME POST-PRIMARY PUPILS AT
1ST JULY, 1943

Type of School.	First-year Pupils.		Second-year Pupils.		Third-year Pupils.		Fourth-year Pupils.		Fifth-year Pupils.		Sixth-year Pupils and Later.		Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	2,748	2,876	2,293	2,409	1,517	1,282	970	764	419	318	52	42	7,999	7,691
Combined ..	640	528	492	427	296	243	210	121	97	55	8	5	1,743	1,379
Technical ..	2,887	2,148	1,883	1,308	716	529	272	151	76	56	13	16	5,847	4,208
District high schools	1,307	1,448	722	1,020	366	461	193	223	66	102	7	8	2,661	3,262
Totals, 1943	7,582	7,000	5,390	5,164	2,895	2,515	1,645	1,259	658	531	80	71	18,250	16,540
Totals, 1942	7,027	6,693	4,527	4,420	2,759	2,555	1,696	1,290	581	508	97	115	16,687	15,581
Difference	+555	+307	+863	+744	+136	-40	-51	-31	+77	+23	-17	-44	+1,563	+959

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

—	Average Weekly Roll.	Roll Number at 31st December.	Classification according to Forms of Pupils on Roll at 1st July.												Total.	Number of Assistant Teachers (December).	
			Form III.		Form IV.		Form V.		Form VI.		Totals.						
			B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.			
1942 ..	655	554	147	285	29	110	16	83	2	7	194	485	679	15	34		
1943 ..	608	486	140	285	39	88	14	68	2	5	195	446	641	16	38		
Difference	—47	—68	—7	..	+10	—22	—2	—15	..	—2	—1	—39	—38	+1	+4		

TABLE E 1.—OCCUPATIONS OF PART-TIME STUDENTS AT 1ST JULY, 1943

—	Engineers and Mechanics.	Electricians.	Plumbers, Metalworkers, &c.	Woodworkers.	Painters, Plasterers, &c.	Printers, &c.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailorresse, &c.	Employed in Shops or in Warehouses.	Engaged in various other Trades and Industries.	Labourers.	No Occupations.	Occupations not stated.	Totals.
All schools and classes—																	
Males ..	1,749	472	344	602	29	107	325	241	1,306	..	33	595	605	65	1,557	99	8,129
Females ..	..	..	..	..	1	33	54	540	1,601	733	186	350	319	..	811	41	4,669
Totals, 1943 ..	1,749	472	344	602	30	140	379	781	2,907	733	219	945	924	65	2,368*	140	12,798
Totals, 1942 ..	1,630	502	297	529	35	123	318	581	3,216	805	244	1,075	1,036	64	738	112	11,305
Difference ..	+119	—30	+47	+73	—5	+17	+61	+200	—309	—72	—25	—130	—112	+1	+1630	—128	+1,493

* Includes 913 males and 274 females in the Armed Forces.

TABLE F.—SPECIAL MANUAL-TRAINING CENTRES : PARTICULARS FOR THE YEAR 1943

Education District.	Number of Manual-training Centres.	Public Primary and Native Schools.				Intermediate Schools.				Secondary Departments of District High Schools.				Private Schools.				Totals.	
		Number of Schools from which Pupils attended.		Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Boys.	Girls.
Auckland	40	234	4,596	4,079	988	9	1,727	1,565	24	998	907	44	499	527	311	7,820	7,078		
Taranaki	10	67	968	988	..	..	..	..	2	58	58	12	99	127	81	1,125	1,173		
Wanganui	12	36	826	728	..	..	554	548	6	172	164	11	199	182	55	1,751	1,572		
Hawke's Bay	10	26	752	757	2	2	537	563	5	122	162	14	181	230	47	1,612	1,712		
Wellington	19	87	2,481	2,539	2	2	378	114	6	76	132	22	338	184	117	3,273	2,969		
Nelson	9	57	626	606	..	..	..	..	8	117	154	5	61	65	70	804	825		
Canterbury	25	209	3,186	3,125	2	2	474	461	12	264	250	44	515	591	267	4,439	4,427		
Otago	22	121	1,378	1,275	4	4	617	565	13	147	142	26	121	262	164	2,263	2,244		
Southland	8	87	907	900	1	1	208	193	5	43	68	10	129	141	103	1,287	1,302		
Totals	155	924	15,720	14,997	..	22	4,515	4,909	81	1,997	2,037	188	2,142	2,259	1,215	24,374	23,302		

TABLE G.1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1943

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1943.	Number of 1942 Pupils on Roll at beginning of 1943.	Number of New Pupils admitted during 1943.	Number of New Pupils who commenced their Post-primary Education in 1943.	Number of Free Pupils on Roll at 1st July, 1943.	Full-time Staff (excluding Principals), December, 1943.	
	At 1st March, 1943.	At 1st July, 1943.	December, 1943.								M.	F.
			Boys.	Girls.	Total.							
AUCKLAND EDUCATION DISTRICT												
Cambridge	129	111	46	57	103	103	66	58	54	111	2	2
Dargaville	136	127	49	69	118	119	76	69	64	127	3	2
Helensville	55	48	15	31	46	46	32	27	26	48	1	1
Howick	22	29	11	14	25	26	17	20	16	29	1	1
Huntly	112	103	48	42	90	95	61	54	50	103	2	2
Kao	32	31	15	15	30	28	19	16	14	31	1	1
Kaikohe	81	81	36	39	75	71	39	48	40	81	2	1
Kaitiaki	94	92	40	48	88	82	51	49	41	92	1	3
Katikati	65	54	25	25	50	50	41	24	23	54	2	1
Kawakawa	72	67	30	33	63	59	44	32	28	67	1	2
Matamata	216	191	71	96	167	172	110	109	102	191	4	3
Maungaturoto	37	34	9	23	32	32	14	23	22	34	1	1
Morrinsville	147	136	56	66	122	118	91	66	61	135	1	4
Ngatea	108	101	44	43	87	88	69	44	39	101	2	2
Northcote	171	167	83	62	145	152	85	86	83	167	2	4
Opoitiki	92	90	40	45	85	85	57	37	36	90	3	1
Otorohanga	77	72	26	41	67	66	40	40	37	72	1	2
Paeora	92	86	36	40	76	79	51	44	37	86	1	3
Piopia	53	50	17	29	46	46	25	33	33	50	1	1
Putaruru	50	46	23	17	40	42	52	26	25	46	1	1
Raglan	24	19	7	11	18	18	17	10	8	19	1	..
Rawene	37	34	13	13	26	27	20	17	14	34	1	1
Ruawai	52	50	15	29	44	46	20	33	32	50	1	1
Taumarunui	119	107	49	40	89	95	77	53	47	107	2	2
Tauranga	212	207	94	94	188	180	107	123	105	207	4	3
Te Aroha	107	102	42	49	91	94	46	68	61	102	3	1
Te Awamutu	161	154	62	70	132	135	88	80	71	154	4	2
Te Kuiti	98	98	42	41	83	86	51	56	49	98	1	3
Te Puke	93	87	31	45	76	81	53	58	58	87	2	2
Waiki	92	73	22	37	59	66	48	46	41	73	2	2
Waipu	39	36	16	18	34	34	16	23	23	36	1	1
Waiuku	68	64	18	34	52	57	26	45	41	64	1	2
Warkworth	47	46	15	13	28	41	16	34	31	46	..	2
Wellsford	49	49	18	24	42	43	21	30	27	49	1	1
Whakatane	186	163	62	81	143	146	103	91	83	163	1	6
Totals	3,226	3,005	1,226	1,434	2,660	2,708	1,749	1,672	1,522	3,004	58	67
TARANAKI EDUCATION DISTRICT												
Ohura	48	40	20	17	37	37	22	28	26	40	1	1
Opunake	81	85	35	36	71	75	42	46	37	85	..	2
Totals	129	125	55	53	108	112	64	74	63	125	1	3
WANGANUI EDUCATION DISTRICT												
Apiti	21	17	5	4	9	14	11	11	11	17	1	..
Foxton	52	45	18	22	40	41	32	21	20	45	1	1
Marton	122	113	47	49	96	101	67	57	53	113	2	3
Ohakune	99	94	45	40	85	85	53	52	46	94	1	3
Rangitikei	25	23	11	8	19	19	9	16	12	23	1	..
Taharua	115	97	36	46	82	85	72	50	50	97	1	3
Waverley	32	29	14	13	27	26	18	19	16	29	1	..
Totals	466	418	176	182	358	371	232	226	208	418	8	10
HAWKE'S BAY EDUCATION DISTRICT												
Te Karaka	98	92	35	49	84	83	56	44	40	92	1	3
Tolaga Bay	31	23	7	10	17	22	14	17	17	23	1	..
Waipawa	92	87	31	49	80	82	53	43	41	87	1	3
Waipukurau	28	28	5	17	22	25	23	9	8	28	1	..
Wairoa	119	114	43	55	98	99	60	62	58	114	1	3
Woodville	36	28	15	7	22	26	15	24	20	28	1	1
Totals	404	372	136	187	323	337	221	196	184	372	6	10
WELLINGTON EDUCATION DISTRICT												
Carterton	43	42	14	24	38	39	29	18	14	42	1	1
Elketahuna	40	34	12	15	27	31	20	22	19	34	..	2
Featherston	58	56	10	37	47	48	34	25	24	56	1	1
Greytown	41	41	14	21	35	36	21	21	20	41	1	1
Martinborough	31	29	12	14	26	26	19	18	13	29	1	1
Pahiatua	81	77	26	39	65	72	33	49	49	77	..	3
Totals	294	279	88	150	238	252	156	153	139	279	4	9

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1943—continued

Name of School.	Roll Numbers (Full-time Pupils).						Average Attendance for Year ended December, 1943.	Number of 1942 Pupils on Roll at Beginning of 1943.	Number of New Pupils admitted during 1943.	Number of New Pupils who commenced their Post-primary Education in 1943.	Number of Free Pupils on Roll at 1st July, 1943.	Full-time Staff (excluding Principals), December, 1943.	
	At 1st March, 1943.	At 1st July, 1943.	December, 1943.			M.						F.	
			Boys.	Girls.	Total.								
NELSON EDUCATION DISTRICT													
Collingwood	16	14	2	12	14	14	7	10	9	14	1	..	
Dennistown	15	13	6	6	12	13	11	5	5	13	1	..	
Granity	67	58	19	38	57	55	39	30	30	58	2	2	
Motueka	89	82	30	43	73	72	60	30	28	82	2	1	
Murchison	26	22	13	10	23	22	19	8	7	22	..	1	
Reefton	55	56	21	34	55	53	26	31	30	56	2	..	
Takaka	48	44	18	22	40	40	26	24	22	44	1	1	
Tapawera	24	30	16	12	28	26	8	23	21	30	1	..	
Totals	340	319	125	177	302	295	196	161	152	319	10	5	
CANTERBURY EDUCATION DISTRICT													
Akaroa	27	25	9	13	22	21	19	7	7	25	1	1	
Cheviot	18	18	6	8	14	16	7	11	11	18	1	1	
Fairlie	40	35	11	19	30	27	28	14	13	35	1	1	
Geraldine	90	89	41	37	78	78	49	43	41	89	2	2	
Hawarden	61	59	22	30	52	55	40	25	20	59	1	2	
Hokitika	110	108	47	36	83	94	61	56	52	108	2	2	
Kaikoura	33	32	14	15	29	29	16	23	19	32	1	1	
Methven	61	57	19	34	53	57	32	31	30	57	1	2	
New Brighton	38	30	10	19	29	32	26	13	11	30	1	1	
Oxford	35	31	12	9	21	23	13	22	19	31	1	1	
Pleasant Point	61	56	22	26	48	49	41	23	21	56	1	2	
Southbridge	32	32	10	15	25	26	16	29	18	32	1	1	
Temuka	114	111	51	52	103	99	69	49	46	111	1	3	
Totals	720	683	274	313	587	606	417	346	308	683	15	20	
OTAGO EDUCATION DISTRICT													
Alexandra	96	93	42	45	87	84	58	41	40	93	2	2	
Clutha Valley	44	43	14	20	34	34	26	19	17	43	1	1	
Cromwell	39	36	15	17	32	32	26	15	14	36	..	2	
Kurow	18	18	8	9	17	15	11	9	8	18	..	1	
Lawrence	23	22	10	11	21	21	12	13	13	22	1	..	
Mosgiel	61	56	25	23	48	49	41	20	19	56	1	2	
Owaka	25	23	8	11	19	20	13	13	12	23	1	..	
Palmerston	55	53	23	21	47	46	30	32	26	53	1	1	
Ranfurly	14	14	8	4	12	12	6	10	9	14	1	..	
Roxburgh	40	37	13	15	28	33	23	17	17	37	1	1	
Strath-Taieri	16	18	7	9	16	15	10	8	7	18	1	..	
Tapuanui	19	19	6	10	16	16	8	12	11	19	1	..	
Tokomairiro	62	60	22	31	53	54	41	27	27	60	2	1	
Totals	512	492	201	229	430	431	308	236	220	492	13	11	
SOUTHLAND EDUCATION DISTRICT													
Nightcaps	39	36	8	22	30	30	23	18	17	36	..	2	
Queenstown	22	21	8	8	16	18	15	9	8	21	..	1	
Riverton	35	33	8	23	31	31	17	22	17	33	1	1	
Winton	24	23	9	11	20	20	12	12	12	23	1	..	
Wyndham	23	21	2	19	21	20	15	13	10	21	1	..	
Totals	143	134	35	83	118	119	82	74	64	134	3	4	
NATIVE DISTRICT HIGH SCHOOLS													
Manutahi	34	33	11	15	26	24	13	26	26	33	1	1	
Te Araroa	27	16	5	10	15	18	7	21	18	16	1	..	
Tikitiki	25	23	7	9	16	18	9	18	18	23	..	1	
Totals	86	72	23	34	57	60	29	65	62	72	2	2	
Grand totals, 1943	6,320	5,899	2,339	2,842	5,181	5,291	3,484	3,203	2,922	5,898	120	141	
Grand totals, 1942	6,244	5,626	2,092	2,746	4,838	5,031	3,484	3,116	2,792	5,622	115	149	
Difference	+76	+273	+247	+196	+343	+260	Nil	+87	+130	+276	+5	-8	

NOTE. In other tables relating to district high schools in this report and in E. 1 pupils attending two schools which had not in fact been recognized as a district high school have been included. There were twenty-four such pupils on 1st July, 1943.

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

School.	Roll Numbers (Full-time Pupils).					Average Attendance for 1943.	Number of 1942 Pupils on Roll at beginning of 1943.	Number of New Pupils admitted during 1943.	Number of New Pupils who commenced their Post-primary Education in 1943.	Full-time Staff (including Principals), December 1943.	
	December, 1943.			Total.	M.					F.	
	At 1st March, 1943.	At 1st July, 1943.	Boys.								Girls.
Dilworth School, Auckland	34	33	27	..	27	31	12	21	21	2	2
St. Patrick's Convent, Wellington Street, Auckland (Technical)	17	15	..	15	15	15	9	9	9	..	2
Auckland Diocesan High School, Epsom, Auckland	176	174	..	174	174	163	93	87	61	..	10
St. Cuthbert's College, Epsom, Auckland	271	273	..	272	272	258	172	103	88	..	11
St. Peter's, Mountain Road, Auckland	151	151	144	..	144	140	80	64	61	4	..
St. Mary's Convent, Hamilton	104	100	..	89	89	79	72	39	39	..	4
Waikato Diocesan School for Girls, Hamilton	88	83	..	79	79	79	61	35	25	..	6
Marist Brothers' High School, Hamilton	40	37	33	..	33	33	21	16	16	2	..
King's College, Otahuhu	285	279	271	..	271	264	198	90	69	11	..
St. Benedict's Convent, Newton, Auckland (Technical)	85	84	..	85	85	79	36	49	49	..	3
Sacred Heart College, Ponsonby, Auckland	344	344	330	..	330	327	202	140	134	13	..
St. Mary's College, Ponsonby, Auckland	133	134	..	120	120	126	70	66	57	..	7
Convent of the Sacred Heart, Remuera, Auckland	44	47	..	44	44	43	36	20	14	..	5
St. Michael's Convent, Rotorua	48	42	9	32	41	37	20	23	22	..	2
Sacred Heart Convent High School, New Plymouth	52	53	..	45	45	47	22	33	29	..	3
Wellington Diocesan School for Girls, Marton	145	140	..	138	138	135	111	34	25	..	11
St. Joseph's Convent High School, Palmerston North	52	48	..	44	44	44	33	21	21	..	4
Marist Brothers' St. Patrick's High School, Palmerston North	58	56	52	..	52	50	23	22	22	2	..
Sacred Heart Convent High School, St. John's Hill, Wanganui	127	124	..	122	122	116	65	63	61	..	7
Wanganui Collegiate School, Wanganui	320	319	315	..	315	310	235	93	84	16	1
St. John's High School, Hastings	92	85	80	..	80	83	54	39	35	4	..
Iona Presbyterian College for Girls, Havelock North	76	83	..	84	84	84	42	43	30	..	6
Woodford House, Havelock North	149	150	..	149	149	142	101	53	21	..	11
Sacred Heart High School, Napier	46	46	..	38	38	41	28	16	15	..	3
Te Aute College, Pukehou, Napier	120	117	112	..	112	111	69	50	48	4	1
St. Mary's Convent High School, Blenheim	35	29	26	..	26	27	16	16	15	..	2
Sacred Heart Convent High School, Island Bay, Wellington	51	49	48	..	48	48	37	14	10	..	6
Marsden Collegiate School, Karori, Wellington	153	154	..	153	153	146	112	31	31	..	8
Sacred Heart College, Lower Hutt	98	90	..	88	88	85	54	43	40	..	3
Chilton St. James' Girls' School, Lower Hutt	50	53	..	51	51	50	36	14	13	..	5
St. Brides' Convent, Masterton	34	35	..	33	33	30	17	20	20	..	3
St. Matthew's Collegiate School for Girls, Masterton	48	46	..	46	46	44	39	19	15	..	4
Scots College, Miramar, Wellington	88	86	83	..	83	81	51	36	36	6	..
St. Patrick's College, Silverstream	248	247	242	..	242	246	143	106	89	12	..
Solvay Girls' College, Masterton	121	119	..	118	118	114	79	44	25	..	8

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

School.	Roll Numbers (Full-time Pupils).				Average Attendance for 1943.	Number of 1942 Pupils on Roll at beginning of 1943.	Number of New Pupils admitted during 1943.	Number of New Pupils who commenced their Post-primary Education in 1943.	Full-time Staff (including Principals), December, 1943.	
	At 1st March, 1943.	At 1st July, 1943.	December, 1943.						M.	F.
			Boys.	Girls.							Total.
Queen Margaret College, Wellington	123	120	..	113	110	106	38	33	..	6
St. Mary's College, Wellington	230	241	..	238	237	144	96	87	..	7
St. Patrick's College, Wellington	244	245	235	..	229	149	94	91	11	..
Sacred Heart High School, Nelson	34	34	..	33	29	20	16	13	..	2
St. Mary's College, Westport	48	44	10	33	46	25	22	20	..	3
Cathedral Grammar School, Christchurch	50	49	47	..	48	29	23	22	2	1
Christ's College, Christchurch	337	334	334	..	319	242	102	89	20	..
Sacred Heart Girls' College, Christchurch	148	144	..	137	134	79	70	63	..	5
St. Andrew's College, Christchurch	174	173	164	..	163	131	45	40	7	..
St. Margaret's College Christchurch	226	226	..	221	206	156	62	57	..	11
St. Mary's College, Christchurch	78	77	..	72	63	44	39	32	..	4
Marist Brothers' High School, Greymouth	68	63	57	..	59	38	30	30	3	..
St. Mary's High School, Greymouth	74	70	..	58	60	41	34	33	..	4
St. Bede's College, Papanui, Christchurch	238	242	240	..	245	148	101	92	9	..
Craighead Diocesan School for Girls, Timaru	70	70	..	70	67	44	26	20	..	6
Sacred Heart Girls' College, Timaru	79	79	..	67	69	40	41	39	..	4
St. Patrick's High School, Timaru	48	48	45	..	45	19	33	29	3	..
Archerfield School, Dunedin	38	37	..	37	36	31	6	5	..	4
Christian Brothers' High School, Dunedin	123	120	119	..	109	68	52	51	4	..
John McGlashan College, Dunedin	40	39	37	..	36	28	12	12	4	1
St. Dominic's College, Dunedin	80	77	..	72	75	44	37	34	..	5
St. Hilda's Collegiate School, Dunedin	38	37	..	35	35	22	16	16	..	5
St. Philomena's College, Dunedin South	81	77	..	70	76	32	50	47	..	3
St. Kevin's College, Redcastle, Oamaru	107	115	111	..	113	68	41	37	5	..
Columba College, Roslyn, Dunedin	102	99	..	100	91	52	50	36	..	5
Dominican College, Teschmakers, Oamaru	42	41	..	41	39	20	24	17	..	2
Marist Brothers' High School, Invercargill	43	43	41	..	42	30	15	14	2	..
St. Catherine's Convent, Invercargill	56	57	..	56	53	44	24	22	..	3
Totals, 1943	7,062	6,926	3,138	3,546	6,552	4,369	2,772	2,431	146	221
Totals, 1942	6,372	6,277	2,809	3,170	5,820	4,167	2,490	2,146	140	217
Difference	-630	+649	+329	+376	+732	+202	+282	+285	+6	+4

TABLE K 1.—STUDENTS IN THE FOUR TRAINING COLLEGES IN DECEMBER, 1943

Training College.	Division A.		Division C.		Totals.		Grand Totals.
	M.	F.	M.	F.	M.	F.	
Auckland (first year)	105	190	..	..	105	190	295
.. (second year)	71	242	..	..	71	242	313
.. (specialist)	4	17	..	..	4	17	21
Wellington (first year)	61	106	2	9	63	115	178
.. (second year)	80	137	..	..	80	137	217
.. (specialist) .. ..	..	..	..	..	..	..	..
Christchurch (first year)	74	115	..	..	74	115	189
.. (second year)	100	156	..	..	100	156	256
.. (specialist) .. ..	..	..	..	..	..	..	..
Dunedin (first year)	37	88	1	8	38	96	134
.. (second year)	67	147	..	..	67	147	214
.. (specialist) .. ..	..	16	..	..	..	16	16
Totals	599	1,214	3	17	602	1,231	1,833

TABLE L 4.—COST OF ADMINISTRATION AND OF INCIDENTAL EXPENSES OF EDUCATION BOARDS, 1943

Education Board.	Roll.	Administration.		Incidental Expenses of Schools.	
		Total.*	Per Unit of Roll.	Total.	Per Unit of Roll.
		£	s. d.	£	s. d.
Auckland	72,721	11,531	3 2	58,016	15 11
Taranaki	10,857	2,954	5 5	10,017	18 5
Wanganui	15,238	4,751	6 3	13,797	18 1
Hawke's Bay	15,129	3,758	5 0	12,712	16 10
Wellington	26,062	5,031	3 10	19,384	14 11
Nelson	6,608	2,196	6 8	6,458	19 7
Canterbury	32,653	7,648	4 8	28,092	17 2
Otago	17,651	4,081	4 7	14,057	15 11
Southland	10,841	2,899	5 4	10,240	18 11
Totals	207,760	44,849	4 4	172,773	16 8

* Excluding buildings and technical classes.

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