

1945

NEW ZEALAND

EDUCATION: PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E.-2 of 1944]

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 1944

SIR,—

I have the honour to present the following report on the primary schools in New Zealand for the year ending 31st December, 1944 :—

War Conditions.—The teaching service has made a generous contribution to the man-power of the Armed Forces, up to 70 per cent. of the total male personnel. To pretend that this withdrawal of men from the education service has had little effect on the schools would be a poor tribute to the teachers in the Forces. It is a matter for satisfaction, however, to record that the effect on the schools has not been as serious as was anticipated. Our troubles in New Zealand, moreover, are smaller than those in other lands. In one large State of Australia over two hundred country schools have been closed for the want of teachers. The teaching staffs, in general, have shown commendable devotion and skill. Many married women have returned to the service, and many young women have accepted positions in remote country schools, normally staffed by men. In numbers of cases Inspectors report considerable strain arising in the case of women teachers doing the work of men. With the war position becoming easier, it should be possible to release from the Forces teachers who are ineligible or unfit for overseas service or who have returned after serving three or more years overseas. It must be remembered that there is practically no recruitment of young men teachers to the teaching service, as all fit men on completion of their training as teachers, and sometimes before completion, are drafted into the Forces.

The policy laid down early in the war with respect to safeguarding the interests of soldier teachers and students has been successfully followed, and many returned men have expressed appreciation of what has been done. The guiding principle has been to place the teacher as closely as possible at the stage in his professional career that he would have reached if military service had not intervened. Military service counts as teaching service for purposes of salary increments, grading, and superannuation. Grading is safeguarded by a system of automatic increases. General or specific applications for positions or for promotion may be lodged, and many teachers in their absence have received appointments. Concessions in examination requirements for teachers' certificates are granted. To assist in the rehabilitation of returned men, refresher courses are provided so that observation and practice can be undertaken at teachers' training colleges or at selected schools, permanent rates of salary being payable during the period of the courses. Various benefits for University studies ranging from cost of fees and books to full-time bursaries with payments up to £5 5s. per week during the college year as well as fees are provided through the Rehabilitation Board. Similar facilities for selected students to pursue their studies overseas are also available. Some teachers on returning may find it difficult to settle down, and when they express a wish to resign, their resignations may be held over for twelve months to enable them to make up their minds whether they desire to leave the profession permanently.

Standards of Work. During the past two years there has been considerable criticism of the standard of attainment in the essential skills of English and arithmetic. There is some deterioration reported in some districts, while in others the level of attainment is regarded as being maintained or even rising. A careful analysis of the whole situation reveals no cause for concern, but a need for constant care to obtain from the pupils the best they can achieve according to their respective abilities. Inspectors throughout all districts report that during the past year they have given special attention to English and arithmetic.

As mentioned previously, the withdrawal of so many men from the service has added greatly to the difficulties of the schools. Another handicap has been the inability to reduce the size of classes in our larger schools. There are enough trained teachers in the Forces without permanent positions to bring into operation a liberal staffing schedule for this purpose, and thus ensure that pupils are given adequate individual attention. A further difficulty due to prevailing conditions has been experienced in the compiling and issuing of new text-books in English and arithmetic, and also in manufacturing or procuring apparatus and equipment used in modern teaching.

Some of the criticism is based on a misunderstanding of what the schools are setting out to achieve. In the days of the Proficiency Examination it was extremely rare for a backward pupil to progress beyond Standard 4 or at the most Standard 5. This thinning-out process in order to obtain high examination results has practically disappeared. Backward pupils are now given full educational opportunities, even in Standard 6. It would be unreasonable to expect from these pupils the same standards of achievement as those of the more gifted pupils, and certainly unreasonable to compare the general standards of heterogeneous groups with those of selected groups of former days.

Revision of the Curriculum. One of the major problems confronting educationalists at present is devising a liberal, well-balanced curriculum that can be covered in the time available. Life is much more complex than it was a generation ago. The child of to-day must be taught to live in the present, and therefore new features to meet changing conditions must be introduced into the curriculum. In addition to ordinary school subjects, there are such features as milk in schools, apples in schools, school savings-banks, medical inspection, dental treatment, road-safety instruction, fire drills, organized visits to museums or institutions, manual training, swimming, additional physical education, health, first aid, &c. What has been aptly termed "the crowded life of the modern school" has to be compressed into the time-limits of the school day, which has remained unaltered in length for many years. The reaction to these demands has been a searching scrutiny into the scope of work in various subjects which have hitherto usurped an undue share of school time. Arithmetic, which a generation ago was given five to six or even more hours per week, has now a little more than half that amount. The revised courses of work in arithmetic and those projected in written English, though reduced in content, contain all the fundamental requirements, linked, as far as possible, with the conditions and situations of real life. Sound mechanical drilling in the four operations in number merges into the working of every-day problems in which quick, accurate computation is required. The main aim in written English is to ensure that every child can write clearly, concisely, and correctly on familiar topics and real experiences, the emphasis being focused on the simple, accurate English of communication. There is nothing in the aims, treatment, or content of these subjects that condones slipshod, inaccurate, or badly executed work on the part of the pupils. A reduction in content but not in quality is intended. A new syllabus for health teaching has been prepared. Preliminary work in connection with bringing art and crafts, including needlework, into line with modern ideals has been undertaken. The prescriptions in history, civics, and geography, which have an important social bearing, are also to be revised. Other aspects to be reviewed are speech, reading and literature, writing, and spelling.

Another important consideration has been how to obtain a better articulation between the primary and the post-primary curricula. In various districts, meetings between post-primary and primary head teachers have been held to discuss the matter, and in another district there is close liaison between each district high school and the adjacent primary schools in order to work on uniform lines in basic subjects. An outstanding example of co-operation is one in which a large post-primary school has established a special form for pupils who left primary school without obtaining the Primary School Certificate. These pupils will in their secondary education undertake courses of work designed to remove this handicap.

Interesting features in the Work of the Schools. (a) *Extension of Library Services:* During the war period it has been difficult to obtain supplies of new books, but it is gratifying to know that there has been a noteworthy advance made in the provision of facilities for the children. There has been an increase in the number of schools linked up with the Country Library Service, which is providing an attractive range of excellent books for the use of children. More schools are asking for the service than can at present be served. In some parts of the country municipal libraries are providing a fine service to schools. Increased grants have been made to Education Boards to purchase books of reference and also supplementary readers for class use. It has been stated that a "quiet revolution" is taking place in the reading habits of the children. It is certain that reading is now wider and more diversified than ever before.

(b) *Museum Services to Schools:* There has been renewed interest in this work, and several additional teachers have been required. One centre reports that for 1944 there were 30,000 pupil attendances. Classes of pupils attend at the museum for observation and instruction, and service is provided to country schools by means of box material. The children display a keen interest, and the movement is particularly valuable in making certain phases of education more real.

(c) *Road-safety Instruction:* Collaboration among the Transport and Education Departments, Education Boards, local bodies, and automobile associations has resulted in a co-ordination of the instruction with an adequate coverage for the whole of New Zealand. The work is supervised by four Road Traffic Instructors for schools, who work in close association with the local authorities. Instruction is actually given by these officers and also by officers of local bodies and of automobile associations. Besides, talks are given to children in all classes and films are shown. Special attention is now being given to the training of school patrols, which operate at crossings near the schools. These measures are very successful, and our children are acquiring a road sense. The success of the scheme is largely due to the whole-hearted co-operation of the teachers.

(d) *Visiting Teachers:* This innovation has proved worth-while in the seven education districts in which it has been tried, and Education Boards have asked that the positions be made permanent. Experienced women teachers who possess tact and understanding have been attached to selected schools to act as the intermediary between the school and the home where problems arise in connection with the progress, attendance, or behaviour of children. Attendance at school has been better, and much has been done to adjust these pupils more happily to their school environment.

(e) *Infant Work:* New techniques of infant-teaching are being developed, and a modern outlook is general. Considerable quantities of toys and equipment have been supplied, and teachers continue to supplement these with material they themselves prepare. The play activity period, with its all-round development, is now being freely adopted. The modern infant-room is a happy place where pupils are trained to be natural, responsive, and self-reliant. Healthy living and social adjustment are given early and constant attention. The advisers to infant departments have carried out valuable work, and short refresher courses for infant-teachers have been held in several districts. Reading, speech, and associated work continue to be strong features of infant work, although the shortage of class and supplementary readers has caused some inconvenience.

(f) *School Music*: Greater interest is being shown in school music and generally there is an improvement in the teaching, although the standard varies considerably from school to school. Fine results have been obtained where music specialists have been employed. In one district high school a specialist has charge of the musical education of the children from the infants to Form VI, and the pupils are being trained in instrumental as well as vocal music. In another district several district high schools have organized brass bands, one school having as playing members every boy from Standard 4 to Form VI. In many schools, and in the smaller ones in particular, the weekly broadcasts of music lessons have proved of the greatest benefit to teachers, especially where the work is prepared and followed up and the principles applied in the regular music lessons. The standard of work set through the broadcast lessons is undoubtedly an inspiration to many teachers, and assists much in raising the general level of achievement in music.

Rural Education. Mention must be made of the fine work being done by young women teachers, many fresh from training, who have taken over sole-charge schools, some in remote localities. There are many sole-teacher schools in New Zealand, numbering half or more of the total in some education districts. Sole teaching is arduous, and requires both a sound knowledge of methods for all classes and real organizing ability. To assist some of these young teachers, and particularly the untrained teachers in Grade I schools (roll, 5 to 8), the adopted-school plan has been successfully used in most of the education districts, the largest one having sixty-nine adopted schools. Adopted schools are attached to parent schools, preferably nearby efficiently conducted sole-charge schools. Regular exchange of pupils' work is made, and, as far as possible, teachers and children visit the parent schools to observe or participate in the work. Young teachers are in this way able to get better ideas of good standards of work. Inspectors assist in various ways, and in one district an Inspector receives pupils' work as often as monthly from small, remote schools, and returns it with helpful suggestions and comments. The raising of the school age has brought problems to the small schools, as provision has to be made for Form III pupils who cannot attend post-primary schools. Helpful suggestions for programmes of work and methods have been supplied in *National Education*, the official organ of the New Zealand Educational Institute, and in the *Education Gazette*. When pupils require a course lasting a year or more, they are enrolled in the Correspondence School.

Agricultural-club activities throughout New Zealand show marked extension, particularly in calf-rearing and in home-garden competitions. Some enthusiasts include lamb-rearing, poultry-raising, and beekeeping. Strong interest is shown by parents and by farmers, who willingly assist. The influence of these clubs is far reaching. Home and school are brought together through common interests, and a wider conception of education is engendered. In some localities the home-garden campaign is officially sponsored as a wartime effort. Important food crops are grown, especially potatoes, onions, and root vegetables. Propagation of hedge and shelter trees is undertaken. At a time like the present, when there exists as never before the need to increase food production to the highest pitch, the importance of fostering instruction in agriculture cannot be over-stressed.

Physical Education. The physical-education staff of sixty, consisting of area organizers, assistant organizers, and additional assistants, continues to give very efficient service. Travelling conditions are difficult, as no cars have been available for the use of the staff. It has been difficult to obtain equipment, and much has to be improvised. Play-balls have been distributed to schools for ball-handling practice, and small-size basketballs have also been obtained. The staff has shown considerable enterprise in locating equipment and material in shops and warehouses, so that, despite war conditions, many schools are reasonably equipped. Initial difficulties about the adoption of costume by the children for physical lessons are gradually being overcome. The new syllabus of physical education is now understood by the majority of the teachers, and visiting specialists have been able to give attention to details of class organization, leader training, and the development of style. Special attention has been given to secondary classes of district high schools. Short refresher courses for all teachers have been continued, as far as conditions permit. One large district has had sixty-seven such courses in the past biennial period. The young teachers completing their training and entering the schools are well fitted to carry on the work of the new syllabus.

Instruction in swimming is receiving increasing attention. Throughout the whole Dominion there has been a considerable increase in the number of learners' pools, the type of bath most favoured, because children of all classes from infants upward can be instructed with confidence and safety. Particularly pleasing is the progress made in the far South, where climatic conditions are a limiting factor. During the swimming season all the physical-education staff concentrates, as far as possible, on swimming instruction.

Training of Teachers.—Accommodation at the four training colleges has been fully used for the training of nearly 1,700 students. Practically all schools within convenient access are used for teaching practice. College staffs have been strengthened to extend the courses in art, crafts, and needlework, and to provide individual attention for returned soldier teachers undertaking refresher courses. A librarian has been appointed to each college to supervise library work for students and to arrange a library service for teachers in the schools. A larger number of specialist studentships have been awarded for an additional year's training in the following fields of education: physical training, art and crafts, music, education of the deaf, and speech therapy. An important change was the concentrating at one college of all the training of graduate students for service in post-primary schools.

Training-college lecturers have given much assistance in refresher courses for teachers at various town and country centres, particularly in special subjects. Experimental work in modern art has been successfully carried out in one centre, where an art specialist works full time in a large school in collaboration with the lecturer in art.

An interesting type of training course has been carried out in a group of sixteen town and nearby country schools. Two periods each of three weeks were devoted to the training of teachers in art and handwork. Special handwork grants were made to the schools concerned for follow-up work. A combined display of work towards the end of the year testified to the value of the courses, which will provide the pattern for projected extension to other localities.

District High Schools. There are now over one hundred district high schools, which continue to do a really fine service in the rural communities, and this service has been extended in some cases by the teachers giving valuable assistance in adult education. The raising of the school age has resulted in a substantial increase of roll numbers. A beginning has been made in lower forms in modifying the courses of work in conformity with the suggestions given in the report of the Consultative Committee on Post-primary Education. The general plan is that of a "common core" which provides a broad liberal programme for all courses, to which is added the special subjects or options which differentiate one course from another. In many districts, conferences of headmasters and senior secondary assistants have been held and the discussions have been helpful. It is in the teaching of science and social studies on the new lines that assistance is specially needed. The practical and sympathetic co-operation of the Secondary Inspectors has been much appreciated. A disappointing feature in connection with most of the district high schools has been the lack of support given to the farm course where this option is offered. In very few schools can it be said that the work is a real success. The economic factor is important, and it is not easy for young people who do not already live on the land to acquire farms for themselves in later life. Another limiting factor in providing full differentiated courses is that of staffing. Most of the secondary departments are staffed with one to three or four assistants, and very few have larger staffs. It is a tribute to the versatility of the staffs that they can attempt so much with such a measure of success. Increased grants are being made for libraries and for science equipment, and when more trained specialist teachers are available it is hoped that staffing can be improved where most required. An event worthy of special comment was the holding of a "culture week" at a district high school centrally situated. Upwards of 200 pupils from different secondary departments, about half of whom were billeted, attended lectures and took part in physical and social activities. The panel of lecturers included representatives from two training colleges, an agricultural college, the Association of Country Education, and a Vocational Guidance Centre. It was a worth-while experience for the pupils.

Intermediate Schools.—Intermediate schools and departments have clearly shown that the movement is serving a most useful purpose in the general organization of education and that the pupils are deriving material benefit from the more liberal programmes, smaller classes, and homogeneous classification. A closer liaison is possible between the intermediate and secondary schools than between the older type of primary school taking pupils up to Form II and the post primary schools. A type of school that is proving interesting and successful is a consolidated school with intermediate and secondary departments but no primary classes. It is especially suitable for country towns where surrounding schools are within convenient transport distance. The separate intermediate school is a fine unit, and perhaps more than any school has benefited by the abolition of the Proficiency Examination. The favoured trend of organization is towards ordinary class-teaching in English, arithmetic, and social studies, and confining specialization more to music, physical education, art, crafts, including homecrafts, woodwork, and horticultural pursuits. In several schools a six- or seven-day cycle instead of the usual five day is used in planning time-tables. Club, hobby activities, visual, and health education are featured. With the raising of the school age there has been an increase in the number of Form III classes, which contain pupils who do not intend to continue their education beyond the age of fifteen years. Schools that have facilities for additional work in homecraft for girls are doing particular useful work for the girls.

Education of Handicapped Children. There are fifty special classes for backward children in operation, two new classes being established in 1944. For children who are unable to profit from attending special classes there are three occupation centres where training in healthy living and in formation of good social habits is featured. One of these centres is to become residential so that country pupils can attend. There are also several schools for physically handicapped children, and one of these, working in conjunction with the School Medical Service, is carrying out useful experimental work with diet, rest, and exercise. Hospital classes are established in various hospitals where the numbers of children warrant. Crippled children who are unable to attend school are provided with suitable lessons by the Correspondence School, several teachers being engaged full time in visiting the homes to assist the children. Thirteen speech clinics are in operation, four new centres being opened during the year. Expert treatment is given to children who suffer from speech defects. Fine work is being accomplished in the clinics, and more will be opened as soon as trained specialists become available. There have been increased enrolments at the two schools for the deaf, and the number of teachers being trained for this special work has been increased.

Correspondence School.—The Correspondence School, established in 1922, is organized to provide educational facilities for persons, whether children or adults, who are unable to attend school owing to personal disability, distance, or employment. The enrolment for third term, 1944, was primary 2,009, post-primary 2,223, a total of 4,232. Of this number, over 400 are enrolled on account of physical disability, while approximately 600 are adult students. Pupils are prepared for the usual examinations and certificates, including Primary School, Secondary School and Higher Leaving Certificates, Government Shorthand Typists, Post and Telegraph, Public Service, University Entrance, Teacher's "C" Certificate, and University Scholarship Examinations. In all, last year 240 students gained successes under these headings. The year 1944 saw considerable development in the number and variety of practical subjects offered by the school. The courses include commercial, agricultural, home crafts, and other art and craft courses.

The time allotted to the Correspondence School for its broadcast lessons has been increased to two half-hour sessions per week. The number of full-time visiting teachers has been increased to six. During the spring and autumn terms visits are paid to pupils living in the back country. During the winter term the service is carried on in various urban centres for the benefit of physically handicapped and near-by country students. The school circulating library and teachers' reference library now comprises over ten thousand volumes. Extra-mural activities are of a varied nature and are closely articulated with the daily life and studies of the pupils, and include Girl Guides, Boy Scouts, Junior Red Cross, Animal Welfare, Garden Circle, Meccano, Stamp Exchange, Camera, Naturalists', and International Pen Friendship Clubs. Throughout the year there was a regular and generous despatch of garments for the benefit of bombed-out and homeless children in Great Britain and the occupied

countries of Europe. Vigorous parents' and ex-pupils' associations have co-operated in these and other fields. The publication of the school magazine, "The Postman," has been maintained. Altogether the school is performing a very useful service in the educational life of New Zealand.

Widening Contacts in Education.—The people who are most interested in the education of the children are the parents and the teachers. There has been much more in evidence a genuine desire on the part of parents to obtain a better understanding of the work of the schools. The number of parent-teacher or home and school associations shows remarkable increase. The movement follows mainly three lines of activity: social gatherings, raising of funds, and discussion groups. The development of the discussion groups is particularly valuable, as new aims and methods in education are frequently not understood by the parents, and they welcome an opportunity to gain the information at first hand. The following extract from the report of the Inspectors of one district where the number of home and school associations has more than doubled in the one year sets out clearly the purpose to be achieved:—

"School associations can, and do, contribute much to the development of modern education. From the point of view of the child, such co-operation provides unity in his life. Instead of two different points of view and two standards of conduct and work, an equilibrium can be created which is satisfying and stabilizing for his emotional development. From the teacher's standpoint they provide an enrichment of life and experience that reinforce his faith in his ideals, his profession, and his pupils. The knowledge he is able to acquire regarding the child's home conditions, his emotional background, his interests and hobbies, gives the teacher an understanding of the social setting in which his children are growing. Finally, from the parents' point of view they provide an opportunity to study child development and to become acquainted with life within the school. By these means it is possible to create and maintain an enlightened public opinion on education which will materially contribute to the fulfilment of the function of our schools as institutions of society."

Another useful activity is a Parents' Day, when parents visit the school during school hours to see the children actually at work.

All reports state that every opportunity is taken by Inspectors to meet and address not only groups of teachers, but also School Committees, home and school associations, women's institutes, public bodies, associations of businessmen, and other organizations interested in education. By such means a better understanding of the problems of education is reached by all. The biennial plan of inspection and grading has proved beneficial in this respect. Under the annual plan a rigorous itinerary had to be followed to enable Inspectors to see every school and teacher once or twice each year, and there was little time available either for personal discussions with the teachers or with various bodies interested in education. It is unfortunate that war conditions, with travel restrictions, shortage of petrol, and changes of teachers, should have intervened when the biennial plan was being tried out. For the reasons given, a fair comparison of the value of the two plans cannot be made, but Inspectors are unanimous in stating that never before have they had such opportunities to extend their activities as ambassadors in the cause of education.

I have, &c.,

G. E. OVERTON,
Chief Inspector of Primary Schools.

The Director of Education, Wellington C. 1.

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 1944

SIR,—

I have the honour to present my report, and extracts from the report of the Senior Inspector of Secondary Schools, for the year 1944.

TECHNICAL AND COMBINED SCHOOLS

Inspectorial Staff.—Mr. C. H. Sayers, M.A., of the staff of the Auckland Technical School, was appointed to a temporary inspectorship for the year, *vice* Dr. J. Nicol, who is on military service. Mr. H. B. Tomlinson, M.A., who had retired from the inspectorate in 1943, again assisted for various periods during the year.

School Rolls.—School rolls in general showed considerable increases, one of the most important factors being the raising of the school leaving age to fifteen years.

In anticipation of these increases and of consequent shortage of school places, the Department had conducted surveys in all the main centres, which disclosed that the position in Auckland was likely to be very difficult and that, in particular, the probable demand for places at the Auckland Technical School could not be met.

A conference was therefore held in which representatives of the Education Board, the Grammar Schools' Board, the Technical School Board, and the Education Department took part. As a result certain measures were decided upon to meet the situation, and these were as follows:—

- (1) The technical-college course in business training for boys was retained for Form IV only, and is to be dropped altogether in 1945. New applicants for this course were directed to the Auckland Grammar School or to their local post-primary schools.
- (2) The technical-college course in agriculture was retained at the Form IV level for 1944, and is to be dropped in 1945. New entrants were to be directed to Mount Albert Boys' Grammar School, to Otahuhu Technical School, or to Northcote District High School.
- (3) The technical college retained the home science course girls in Forms IV and V during 1944, but as from 1945 is to retain Form V pupils only drawn from Kowhai Intermediate School.

Applicants for admission in 1944 were directed in general to Kowhai Intermediate School, but those from Northcote and Otahuhu were to attend local post-primary schools.

- (4) With the exception of pupils taking typography, south-line pupils in 1944 were directed to the Otahuhu Technical High School.

I am glad to report that, in the event, these measures proved sufficient to avoid the necessity which would otherwise have arisen, of turning away prospective pupils for post-primary education.

It is evident, however, that a permanent solution can only be found in the erection of more post-primary schools, since the existing ones are already full to overflowing and most of them do not permit of further enlargement upon present restricted sites. Similar remarks might be made with equal truth about the situation as it obtains in Wellington and Christchurch, except that some schools in these cities have sites sufficiently large to allow of additional building.

Staffs.—The increased rolls of schools brought demand for more teachers, but these demands were not easily met even in the case of general-subjects teachers, and in the case of specialist teachers of mathematics, science, and technology the supply was less adequate than in the year immediately preceding.

In this connection it may be mentioned that many teachers of science and engineering who had been given leave of absence and seconded to Government Departments to do essential work have neither returned to their teaching positions nor resigned from them. In consequence, only relieving positions in the schools can be offered to replace these teachers, and for obvious reasons relieving positions are singularly unattractive to persons engaged in industrial or professional work, with the result that the positions remain unfilled, much to the detriment of the work of the schools.

At this point, too, it may be noted that, as anticipation of the cessation of hostilities becomes more justifiable, war relieving positions become the more precarious and undesirable, and in consequence very difficult to fill.

Revised Regulations.—During the year, revised regulations affecting classification and salaries and appointments of teachers in post-primary schools and in manual-training centres and for staffing such schools were under consideration, and the new regulations were to be so designed as to effect a unification of the services affected in these regards.

The importance of this innovation justified the very full discussions which took place between the Department, the Boards, and the teachers' organizations. Finally, a substantial measure of agreement was reached upon the basis of the scale recommended by the Committee set up by the Government in 1938 to consider the salaries of post-primary teachers, which submitted its report in 1939. The salary scale finally agreed upon was more liberal than that recommended by the 1939 report, and Government approval was only given to this scale after its very full consideration by the Economic Stabilization Commission and the favourable report of the Commission to the Government.

Although it was not found possible to have the validating regulations gazetted before the end of the year, dispensation was obtained in anticipation of the gazettement of the regulations, which enabled teachers to receive their improved salaries together with arrears from 1st April before the schools closed for the Christmas vacation.

Buildings.—Insufficiency of accommodation in many technical schools continues to be a major difficulty and one of increasing urgency as school rolls increase. As previously mentioned in this report, recourse has had to be made to the device of rationalization by restricting entries to certain courses in particular schools or by zoning the districts from which pupils are admitted. There are obvious difficulties attached to these restrictions and definite limits beyond which they cannot be successfully carried.

In Auckland and other centres immediate relief has been afforded by the provision of standardized pre-fabricated rooms; but even if these were supplied in unlimited numbers it should be pointed out that a new problem would be created thereby, for it is clear that unless laboratories and workshops are also supplied *pro rata* with class-rooms the function of a technical school cannot be properly carried out, either at the pre-vocational or vocational stage.

Another factor which increases the importance of permanent additions to technical-school buildings is the probability of daylight training for apprentices in certain trades in the near future: this work would add considerably to the existing load carried by the schools and particularly to the demand for facilities for practical work.

Schools which are particularly affected by lack of adequate buildings and teaching facilities are Southland Technical School and Timaru Technical School in the South Island, and Hamilton Technical School in the North Island. There are many other schools not so badly placed as those mentioned which are yet in urgent need of additional buildings, even with present rolls. In view of the anticipated increase in school rolls in 1945, the importance of the problem of insufficient buildings cannot be too strongly stressed.

Evening Classes.—No great change is reported in the attendance at evening classes during the year under review, but there is a satisfactory tendency for increased enrolments of senior pupils and for the strengthening of higher technical work, so that, on the whole, the general level of the instruction demanded and given tends to rise. Classes continued to be held in large numbers for members of the Armed Forces and for members of the Air Training Corps. A good spirit of co-operation in circumstances not always easy was maintained between the various authorities concerned in the control of these classes.

A careful analysis recently made of evening school attendances for a large city technical school over a term of thirty years—1914–44—revealed the following tendencies—

- (1) A doubling of the proportion of free-place holders to paying students.
- (2) A gradual raising of the median age from sixteen years to about nineteen years. This is a healthy tendency and, of course, depends on the fact that an ever-increasing number of children take good courses at post-primary schools: there is thus ever less need for the educational "patching" which in the early years was one of the chief functions of technical school evening class work.
- (3) Following upon this there is a greater demand for technical and technological subjects than for the purely continuation subjects up to the standard of School Certificate, which were formerly much in demand. Many students now enter evening classes with School Certificate or University Entrance qualifications.
- (4) Greatly increased demand for more advanced work, particularly in mechanical and electrical engineering, is very noticeable. The city technical schools and others now have courses leading to Associate Membership of the professional bodies in these subjects.

The Apprenticeship Commission.—During the year a Commission on Apprenticeship sat and presented its report to the Government. Members of the Commission included Dr. C. E. Beeby, Director of Education, Mr. F. C. Renyard, Superintendent of Technical Education, and Mr. R. G. Ridling, Principal of Wellington Technical College. The findings of the Commission must, of course, be of the greatest interest to all engaged in technical education, and the report of the Commission will certainly bear out this view. Among the recommendations of the Commission more directly concerning the schools are the proposals to institute daylight training for apprentices, to revise and extend the scope of the Technological Examinations, to have representatives of technical education upon the Dominion and local Apprenticeship Committees, and to inaugurate bursaries for technical-school students. Copies of the report have been sent to all technical schools for study.

Staff Training.—While many teachers of general qualifications are needed in technical schools (and these are provided from the usual sources of supply without undue difficulty in normal times), the position is not satisfactory in regard to the supply of teachers of practical subjects, more particularly those for the advanced or technological stages.

It may be stated with some confidence that the new salaries scale makes the transition from industry to teaching much easier than before from the angle of remuneration for services, but the difficulties of selecting suitable persons for teaching and of giving them at least the beginnings of training in teaching methods still remain.

Proposals are now under consideration for providing such minimum training, and these, if approved, will at any rate enable a start to be made on the problem of technical-teacher training.

There is, however, a collateral problem—namely, how to keep teachers in touch with industry and with the actual world of work after they have been teaching for a number of years and have perhaps become important members of staffs. It is clear that some opportunities of periodic return to industry, coupled with possibilities of travel to other countries, will be necessary if a complete solution of this problem is to be attained.

The Technological Examinations.—As in the two previous years, schools were permitted to accredit candidates for the preliminary and intermediate stages of all subjects. Final examinations were held by the Department in the subjects of cabinetmaking (1 candidate, 1 pass), carpentry and joinery (8 candidates, 3 passes), and in plumbing (6 candidates, 5 passes).

Music in Technical Schools.—Nothing has been more remarkable than the growth of the practice of music, both vocal and instrumental, in the last few years. The movement first became noticeable in the Dunedin Technical School under the leadership of Dr. Vernon Griffiths, now Professor of Music in Canterbury University College. Music has now taken hold of the life of this school to a remarkable extent; but, so far from its being regarded as extraneous to the real work of a technical school or as occupying time and consuming energy which might better be devoted to more austere studies, close observation has failed to reveal it as otherwise than a vivifying and unifying agency of great power. Certainly no falling off of the general standard of work has been observed, rather, on the contrary, standards of work and of esprit de corps have been raised.

Other schools whose musical work may be mentioned are the technical schools at Petone and Wellington, both of which have good choirs and orchestras; and, in general, it may be said that interest in the performance of music has been quickened in almost all schools.

That such an advance should have been made after five years of war is a tribute to the energy and devoted service of the organizers of these movements. Many difficulties have had to be faced and overcome, not the least of which has been the difficulty of obtaining musical scores, and particularly of musical instruments of all kinds.

SECONDARY SCHOOLS

Inspectorial Staff.—The responsibilities of the inspectorate have been greatly increased during the year owing (1) to the increased rolls of schools, (2) to the increased number of registered private secondary schools, (3) to the introduction of accrediting, and (4) to the demands made by schools in the interpretation of the proposed changes in the curriculum. To give some relief, Mr. F. R. G. Aitken, M.A., B.Com., of the permanent staff of Waimate High School, and at the time Acting Lecturer in Geography at the Christchurch Training College, was appointed Inspector of Secondary Schools. Mr. Aitken took up his duties in September.

School Rolls.—The raising of the school leaving age has had a marked effect on the rolls of secondary schools. The following are the numbers enrolled on 1st March for the past three years:—

	1943.	1944.	1945.
Secondary schools (39)	16,218	18,573	20,042
Combined schools (7)	3,276	3,639	3,846

The increase cannot be considered as due solely to the raising of the leaving age. An important additional factor is the heightened appreciation on the part of parents of a longer secondary course of training.

This increase in rolls has caused difficulty in accommodation. Permanent buildings cannot be provided in sufficient quantity owing to the shortage of labour and materials. In Auckland the difficulties were met partly by the establishment of the new Avondale Technical High School, but, in the main, relief has been given by the provision of pre-fabricated class-rooms at the following schools: Auckland Grammar School, Mount Albert Grammar School, Takapuna Grammar School, Gisborne High School, Hutt Valley High School, Wellington Girls' College, Christchurch Boys' High School, Christchurch West High School, Waitaki Boys' High School, and Waitaki Girls' High School. This is a partial solution only, as the pressure on laboratory and special class-room accommodation remains.

Private Registered Secondary Schools.—During the year provisional registration was granted to four private secondary schools. The rolls of the endowed schools and registered schools increased from 6,926 on 1st July, 1943, to 7,847 on 1st July, 1944.

Staffing and Salary Regulations.—In so far as secondary schools are concerned, the new regulations have meant the abandoning of the old classification of assistant teachers into four groups, A, B, C, and D, and their reclassification into five divisions. The number of senior (Grade V) positions is now one-sixth of the total number of assistants in each school. A new appointment, that of first assistant, is now made legal in all schools with a roll of 300 or over.

The part-time capitation grant is abolished and provision made under the staffing regulations for equivalent teaching power. Owing to the acute shortage of teachers, the new staffing schedule has not yet been fully put into effect.

Accrediting and University Entrance.—For the first time the new system of accrediting for entrance to the University was used. The number of candidates who presented themselves for entrance was 543. Of these, 308 were accredited. Of the remainder, 223 sat the Entrance Examination and 51 passed. A considerable number of candidates for the School Certificate Examination were granted a concession pass for University Entrance. There is every reason to believe that the new system of accrediting will run smoothly and that accredited candidates will fully justify the confidence of Principals.

The full effect of accrediting in so far as numbers are concerned should become evident at the end of 1945.

Other Examinations, &c.—The number of candidates for the Public Service Examination, which the Department conducts for the Public Service Commissioner, was 2,781, of whom 1,650 passed.

For the first time the Department conducted the whole of the School Certificate Examination, although the prescriptions were in the main those in use for the old University Entrance Examination. The number of candidates for the examination was 6,477, of whom 3,527 passed and 1,042 gained partial passes.

Higher Leaving Certificates were awarded as follows:—	1944.	1943.
Secondary and combined schools	1,158	934
Technical high schools	108	105
District high schools	128	113
Endowed and registered private secondary schools ..	382	305
Correspondence School	10	5
	1,786	1,462

Educational Bursaries.—The total expenditure on national bursaries and special bursaries during the financial year was £45,667, as compared with £40,552 for the previous year. In addition, the sum of £4,835, was expended on account of secondary-school bursaries.

The number of bursaries current during 1944 and the further awards at the close of the year are given in the following table:—

	Current in—		Awards at Beginning of—	
	1944.	1943.	1945.	1944.
Agriculture	21	24	15	10
Architecture	4	3	2	2
Engineering	20	13	15	10
Fine arts	13	10	4	4
Home science	61	49	20	20
Science	14	..	20	15
National boarding	197	187	65	65
Ordinary national	1,738	1,498	..	739
Total	2,068	1,784	..	855
Secondary-school bursary	149	..	193	149
Grand total	2,217	..	..	1,014

The institution of secondary-school bursaries has had very happy consequences. During the year 149 bursaries were granted, and the record of achievement of the bursars fully justifies the system. One candidate gained a University Entrance Scholarship, fifteenth on the list for New Zealand. In addition, three gained Taranaki Scholarships and eight gained credit passes in the University Entrance Scholarship Examination, and eighteen received good places in the National Boarding Bursary Examination.

School Hostels.—The demand for accommodation in school hostels continues to exceed the supply and many schools have long waiting lists. The accommodation requirements of secondary-school bursars constitutes a small but important problem, and schools would be well advised to consider the reservation of a few places for possible bursars. The importance of the Sixth Form in the organization of the larger schools certainly justifies a special provision.

The number of pupils resident in school hostels was 2,287 (as against 1,996 in 1943).

The following schools had more than 100 boarders in receipt of boarding allowances: Whangarei High School, 175; Gisborne High School, 129; New Plymouth Boys' High School, 138. In addition, Gore High School had 99 boarders and Wanganui Girls' College 95 boarders receiving boarding-allowances.

Changes in the Schools.—The following changes took place in the Principalships of the secondary schools towards the end of 1944: Miss E. M. Johnston resigned her appointment as Principal of the Auckland Girls' Grammar School, and was succeeded by Miss R. I. Gardner, formerly on the staff of Wellington East Girls' College. Mr. H. G. Dorrington, of the Otahuhu Technical High School, succeeded Mr. W. H. Houlst as Principal of Thames High School. Miss M. S. Fitzgerald, of the Christchurch Training College, succeeded Miss M. H. M. King as Principal of the Otago Girls' High School. Mr. F. Milner, C.M.G., had resigned during the year after his long service as Principal of the Waitaki Boys' High School, and Brigadier J. T. Burrows, D.S.O., from Christchurch Boys' High School, is his successor.

It is fitting that Mr. Milner's great services to education should here be put on record. His tragic death at the end of his career has removed a remarkable personality from the educational scene.

During the year there has been much experiment in the secondary schools and the impending changes in the post-primary curriculum have been studied with much care by the great majority of teachers. There has been a happy spirit of co-operation amongst all branches on the teaching service, and this has nowhere been more evident than in the two refresher courses in social studies held in January of this year at the Feilding Agricultural High School and at St. Andrew's College, Christchurch. At these courses teachers of the secondary, technical, and primary services met and discussed the implications of proposed changes. The conduct of these courses was vested in a committee appointed by the three teachers' organizations and the Principals of the four training colleges. The thanks of all interested in education are due to the governing authorities and the Principals of the two schools at which the courses were held.

Buildings.—Although the problem of accommodation has been partially solved by the use of prefabricated class-rooms, some progress is being made towards the provision of permanent buildings.

At Epsom Girls' Grammar School, work has begun on the new school. New rooms have been provided at Auckland Girls' Grammar School and Thames High School. A block providing for domestic science and art is in progress of building at New Plymouth Girls' High School. At Wellington Girls' College the building of a block of twelve class-rooms to form part of the new school is now in progress. Christchurch and Otago Boys' High Schools have new woodwork-rooms, and at the Christchurch Girls' High School a group of four class-rooms is being added. Progress is being made in the building of the Southland Girls' High School. The hostel accommodation at Epsom Girls' Grammar School and Waitaki Boys' High School has been extended. Facilities for sewing and laundry work are being provided at Timaru Girls' High School.

The War.—The year has seen the return to teaching service of a number of teachers who have been engaged in active service overseas, particularly in the Pacific zone. There still remain on service with the Armed Forces overseas or in New Zealand 80 teachers of the secondary or combined schools. Of these, 51 are serving overseas and 29 in New Zealand.

The following have lost their lives on active service: Major W. N. Wood, King's High School; Flying Officers W. R. Baillic and R. W. Herron, both of the relieving staff of Otago Boys' High School; Sergeant T. H. Hendra, of Waitaki Boys' High School; Sergeant N. J. Hosking, Ashburton High School; and Sergeant R. J. Corkill, Correspondence School.

Teachers decorated for military service include Brigadier J. T. Burrows, D.S.O., who received a bar to the D.S.O. and the Greek Order of Valour, and Temp. Lieut-Colonel A. W. F. O'Reilly, of the Correspondence School, who was awarded the Military Cross. Lieut-Colonel H. G. Dyer, Whangarei High School, Major H. H. Craig, Rotorua High School, and Major J. H. Kempthorne, Otago Boys' High School, were mentioned in dispatches, the last-named on two occasions

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

The Director of Education, Wellington.

TABLE A 1. PUBLIC PRIMARY SCHOOLS BY GRADE, AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1944

Grade or Subgrade of School.	Roll for determining Grade of School.		Education District.									Total Number of Schools, Dec., 1944.
			Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	
I	1-8	.. ..	15	5	13	9	11	18	20	18	8	117
II	9-24	.. ..	159	32	64	62	63	34	110	75	51	650
IIIA	25-30	.. ..	46	10	6	12	7	5	26	10	19	141
IIIB	31-70	.. ..	197	42	41	33	39	23	72	41	43	531
IVA	71-110	.. ..	62	15	16	16	19	6	25	14	8	181
IVB	111-150	.. ..	30	7	7	4	7	6	7	12	7	87
IVC	151-190	.. ..	14	6	1	5	9	4	4	4	5	52
VA	191-230	.. ..	11	2	4	5	4	..	8	2	1	37
VB	231-270	.. ..	11	4	1	3	5	..	8	3	2	37
VC	271-310	.. ..	8	..	2	2	6	..	4	3	1	26
VD	311-350	.. ..	5	..	2	3	4	3	2	3	1	23
VI	351-870	.. ..	62	7	12	10	27	3	30	14	6	171
	Intermediate schools and departments		10	..	2	2	2	..	2	4	1	23
	Totals		630	130	171	166	203	102	318	203	153	2,076

NOTE.—Two half-time schools and forty-one 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 A 3.—AGE AND SEX OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1944

(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.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		15 and under 16.		16 Years and over.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.		
Education district—																											
Auckland ..	3,780	3,668	4,188	4,094	3,978	3,902	3,953	3,673	3,744	3,655	3,768	3,641	3,388	3,203	3,100	2,821	2,324	1,944	1,048	695	161	119	19	21	33,451	31,436	64,887
Taranaki ..	532	495	645	621	607	618	606	543	628	500	570	551	543	584	593	519	448	345	199	125	28	17	3	4	5,422	4,922	10,344
Wanganui ..	711	745	885	843	883	823	797	809	847	755	795	753	719	656	570	520	422	289	179	105	22	26	2	2	6,832	6,326	13,158
Hawke's Bay ..	791	691	854	823	873	779	806	784	865	756	821	757	700	612	627	592	450	364	201	135	31	22	3	5	7,022	6,320	13,342
Wellington ..	1,617	1,492	1,614	1,477	1,446	1,294	1,425	1,355	1,444	1,322	1,475	1,262	1,346	1,347	1,295	1,251	958	772	344	246	49	27	4	1	13,017	11,846	24,863
Nelson ..	316	351	377	339	364	354	374	336	319	287	322	332	334	342	359	295	234	196	93	61	10	11	2	..	3,104	2,904	6,008
Canterbury ..	1,685	1,632	1,778	1,783	1,775	1,730	1,679	1,648	1,746	1,554	1,727	1,664	1,645	1,508	1,527	1,457	1,099	913	432	290	68	42	10	7	15,171	14,228	29,399
Otago ..	938	863	1,036	970	972	902	923	888	864	903	888	894	821	727	781	637	568	420	206	132	25	26	6	6	8,028	7,398	15,396
Southland ..	553	575	615	549	585	561	566	556	567	548	544	518	530	491	493	432	392	311	150	99	8	8	..	2	5,003	4,650	9,653
Intermediate schools and departments	..	..	..	..	..	..	..	..	1	1	43	71	815	856	1,537	1,501	1,369	1,066	615	370	101	49	5	5	4,490	3,919	8,409
Totals ..	10,943	10,512	11,992	11,499	11,483	10,963	11,129	10,592	11,025	10,281	10,953	10,443	10,841	10,326	10,882	10,025	8,264	6,620	3,467	2,258	503	347	58	53	101,540	93,919	195,459
Percentage of pupils of each age	11.0	12.0	11.5	11.1	10.9	11.0	10.8	10.7	7.6	2.9	0.4	0.1	100.0														
Totals, 1943 ..	10,438	9,993	11,406	10,825	10,933	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
Difference ..	+505	+519	+586	+674	+550	+439	+77	+428	+42	-110	-44	-45	-406	-287	-856	-733	-708	-1087	-231	+134	-37	+66	+4	+3	-56	+21	-35

TABLE A 4.—STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1944

(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.																									
	Special Classes for Backward Children.				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.	
Education district—	132	84	216	10,729	9,638	20,367	4,416	4,212	8,628	4,158	3,924	8,082	4,182	3,959	8,141	3,957	3,889	7,846	3,104	3,027	6,131	2,755	2,680	5,435	18	23	41	33,451	31,436	64,887								
Auckland	23	9	32	1,643	1,400	3,043	670	645	1,315	611	563	1,174	880	562	1,242	619	603	1,222	638	594	1,232	535	538	1,073	3	8	11	5,422	4,922	10,344								
Taranaki	40	18	58	2,224	2,040	4,264	904	796	1,700	856	847	1,703	887	786	1,686	829	807	1,635	836	558	1,144	453	453	955	4	8	12	6,832	6,326	13,158								
Wanganui	57	24	81	2,292	1,967	4,259	954	844	1,798	890	791	1,681	876	856	1,732	896	788	1,684	690	524	1,124	455	522	977	2	4	6	7,022	6,320	13,342								
Hawke's Bay	96	45	141	4,212	3,550	7,762	1,481	1,453	2,934	1,473	1,362	2,835	1,609	1,388	2,992	1,496	1,363	2,859	1,363	1,410	2,803	1,247	1,280	2,527	10	..	10	13,017	11,846	24,863								
Wellington				
Nelson	..	..	..	911	838	1,749	401	364	765	357	319	676	377	331	708	366	395	761	398	321	689	323	333	656	1	3	4	3,104	2,904	6,008					
Canterbury	137	66	203	4,633	4,252	8,885	1,827	1,673	3,500	1,832	1,713	3,545	1,721	1,645	3,366	1,868	1,752	3,620	1,539	1,535	3,094	1,579	1,566	3,145	15	26	41	15,171	14,228	29,399								
Otago	75	48	123	2,469	2,261	4,730	996	879	1,875	1,010	954	1,964	1,000	1,000	2,000	1,001	903	1,904	782	722	1,504	689	646	1,335	6	15	21	8,028	7,368	15,396								
Southland	35	25	61	1,463	1,317	2,780	647	615	1,262	636	557	1,193	626	578	1,204	614	565	1,179	524	527	1,051	454	492	916	4	3	7	5,003	4,650	9,653								
Intermediate schools				
and departments	595	320	915	30,576	27,263	57,779	12,296	11,481	23,777	11,823	11,030	22,853	11,958	11,113	23,071	11,646	11,065	22,711	11,706	11,149	22,855	10,877	10,468	21,345	63	90	153	101,540	93,919	195,459								
Totals	..	..	0.5	..	..	29.6	..	..	12.1	..	..	..	..	..	11.8	..	..	11.6	..	..	..	..	..	10.9	..	..	0.1	..	..	100.0
Percentage of pupils of each standard	485	299	784	20,186	20,014	55,200	12,174	11,030	23,204	11,876	10,865	22,741	12,265	11,425	23,690	12,206	11,383	23,589	12,319	11,650	23,969	11,046	11,187	22,233	39	45	84	101,596	93,898	195,494								
Totals, 1943				
Difference	-110	+21	-131	+1,390	+1,189	-2,579	+122	+451	+573	-53	+165	+112	-307	-312	-619	-560	-318	-878	-613	-501	-1114	-169	-719	-888	+24	+45	+69	-56	-21	-35								

TABLE A 2. —ATTENDANCE AT PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1944

(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, 1944.			Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1944.
	Pupils at 31st December, 1943.	Pupils at 31st December, 1944.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	66,291	68,329	33,557	31,415	61,972	29,520	27,415	56,935	87.63
Taranaki	10,887	10,804	5,473	4,969	10,442	4,954	4,474	9,428	90.29
Wanganui	13,726	13,916	6,914	6,408	13,322	6,174	5,679	11,853	88.97
Hawke's Bay	13,856	13,975	7,039	6,348	13,387	6,234	5,533	11,767	87.90
Wellington	26,629	26,497	13,083	12,000	25,083	11,781	10,620	22,401	89.31
Nelson	6,322	6,408	3,128	2,962	6,090	2,789	2,595	5,384	88.41
Canterbury	31,153	30,999	15,273	14,338	29,611	13,786	12,842	26,628	89.93
Otago	16,208	16,194	8,050	7,379	15,429	7,248	6,608	13,856	89.81
Southland	10,318	10,183	5,178	4,873	10,051	4,708	4,484	9,192	91.45
Intermediate schools and departments	8,608	8,309	4,472	3,889	8,361	4,157	3,587	7,744	92.62
Totals	203,998	205,614	102,167	94,581	196,748	91,351	83,837	175,188	89.04

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G 1 on page 19 of this paper, and the corresponding figures for Form III of the *separate* intermediate schools in Table B 1 on page 16 of this paper.

TABLE A 8.—AGE AND ATTAINMENT OF PUPILS LEAVING PRIMARY SCHOOLS DURING 1944

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	879	537	164	103	216	123
14 " under 15	2,591	2,163	88	80	202	102
13 " " 14	3,623	3,902	25	13	22	16
12 " " 13	1,157	1,617	8	5	22	15
11 " " 12	44	83	..	..	19	27
Under 11 years	1	..	..	..	1	5
Totals, 1944	8,295	8,302	285	201	482	288
Totals, 1943	8,372	8,617	389	351	728	474
Difference	-77	-315	-104	-150	-246	-186

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	65	27	15	8	15	2	1,354	800	2,154
14 " under 15	44	22	12	1	9	5	2,946	2,373	5,319
13 " " 14	10	..	1	2	3	1	3,684	3,934	7,618
12 " " 13	3	2	1	1	1	1	1,192	1,641	2,833
11 " " 12	4	2	1	1	3	2	71	115	186
Under 11 years .. ..	..	..	..	1	8	10	10	16	26
Totals, 1944	126	53	30	14	39	21	9,257	8,879	18,136
Totals, 1943	279	151	91	47	44	28	9,903	9,668	19,571
Difference	-153	-98	-61	-33	-5	-7	-646	-789	-1,435

TABLE A 15.—REGISTERED PRIVATE PRIMARY SCHOOLS
NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1944

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.							
Auckland ..	4	58	16	78	182	7,489	1,230	4,314	4,587	8,901	7,764	..	10	14	196	19	38
Taranaki ..	..	11	2	13	..	1,341	50	665	726	1,391	1,261	..	..	..	38	..	4
Wanganui ..	2	18	7	27	92	1,716	367	1,101	1,074	2,175	1,891	..	5	4	50	14	9
Hawke's Bay ..	2	13	6	21	27	1,510	251	852	936	1,788	1,567	..	2	5	37	6	10
Wellington ..	2	41	9	52	156	4,557	937	2,608	3,042	5,650	5,035	3	4	12	124	3	34
Nelson ..	..	5	1	6	..	598	17	300	315	615	498	..	..	..	16	..	2
Canterbury ..	5	51	10	66	258	4,857	752	2,802	3,065	5,867	5,043	4	13	16	125	5	27
Otago ..	1	23	3	27	26	1,951	200	1,074	1,106	2,180	1,918	1	3	8	64	1	9
Southland ..	1	10	..	11	52	1,098	..	531	619	1,150	1,012	..	3	4	33	..	..
Totals, 1944 ..	17	230	54	301	793	25,120	3,804	14,247	15,470	29,717	25,989	8	40	63	683	48	133
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
Difference	..	-1	..	-1	-41	+436	-6	+133	+256	+389	+198	..	3	+1	-2	+3	+2

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 1944 (Year ending December).	Number of 1943 Pupils on Roll at beginning of 1944.	Number of New Pupils admitted during 1944.	Number of New Pupils who commenced their Post-primary Education in 1944.	Full-time Staff (including Principals), (December, 1944).		Boarders, 1st July, 1944.				Technical Classes Part-time Pupils at 1st July, 1944.			
	At 1st March, 1944.	At 1st July, 1944.	December, 1944.						M.	F.	At School Hostels.		Privately.		Totals.		Boys.	Girls.
			Boys.	Girls.							Boys.	Girls.	Boys.	Girls.				
															Boys.	Girls.		
A. Secondary Schools																		
Whangarei High School ..	640	617	310	246	556	340	316	617	12	9	89	79	21	23	110	102	23	47
Auckland Grammar School ..	939	919	897	..	897	622	333	292	34	..	..	..	38	..	38	..	..	..
Mount Albert Grammar School ..	841	826	795	..	795	503	347	308	28	2	78	..	71	..	149	..	..	..
Auckland Girls' Grammar School ..	704	684	..	652	663	451	283	259	..	26	..	..	..	33	..	33	..	..
Epsom Girls' Grammar School ..	662	639	600	600	614	467	188	182	..	25	..	21	..	80	..	101	..	..
Takapuna Grammar School ..	650	620	293	302	595	373	295	264	11	13	..	..	16	13	16	13	..	..
Thames High School ..	203	192	105	81	186	117	97	85	5	5	..	..	..	..	..	..	29	..
Hamilton High School ..	620	605	235	331	577	419	218	200	10	11	..	52	16	14	16	66	..	..
Rotorua High School ..	253	247	117	102	219	223	146	132	8	3	..	..	6	6	6	6	151	134
Wanganui Girls' College ..	438	431	..	391	399	281	163	145	..	17	..	121	..	59	..	189	..	..
Palmerston North Boys' High School ..	355	345	331	..	328	287	132	111	12	2	55	..	3	16	58	16	..	..
Palmerston North Girls' High School ..	277	272	..	248	249	173	109	99	..	12	..	..	..	..	..	..	..	..
Gisborne High School ..	753	723	346	328	668	440	331	318	15	13	46	30	26	27	72	57	137	116
Hastings High School ..	512	503	248	202	450	271	235	220	10	9	60	..	16	9	16	9	65	76
Dannevirke High School ..	427	411	212	160	369	268	175	163	8	9	..	..	10	20	70	20	..	..
Hutt Valley High School ..	631	608	328	251	579	373	270	230	13	11	96	..	2	3	2	3	..	..
Wellington College ..	834	827	808	..	808	538	323	286	24	6	..	..	1	..	97	..	..	..
Rongotai College ..	334	329	298	..	297	214	121	118	13	2	..	..	4	..	4	..	..	..
Wellington Girls' College ..	552	537	..	504	504	495	214	201	..	21	..	..	..	3	..	3	..	..
Wellington East Girls' College ..	429	427	..	409	409	393	256	173	..	17	..	..	..	4	..	4	..	..
Marlborough High School ..	335	316	158	137	295	178	157	147	4	10	..	..	10	19	10	19	93	26
Rangiora High School ..	185	183	62	103	165	106	89	81	6	3	55	..	16	6	5	6	..	..
Christchurch Boys' High School ..	777	754	683	..	683	512	288	262	26	2	..	..	..	30	71	..	..	..
Christchurch Girls' High School ..	551	530	..	511	511	364	190	177	..	21	..	69	..	..	..	99	..	..
Christchurch Girls' High School ..	420	410	..	367	367	370	187	170	..	17	..	..	..	26	..	26	..	..
Christchurch West High School ..	641	632	297	274	571	339	314	303	10	14	..	..	10	7	10	7	..	..
Ashburton High School ..	235	230	109	107	216	154	92	88	6	4	..	..	7	13	7	13	..	..
Timaru Boys' High School ..	379	367	339	..	339	238	143	130	13	2	85	..	14	..	99	..	..	..
Timaru Girls' High School ..	342	329	..	311	311	224	122	111	..	14	..	58	..	24	..	82	..	..
Waimate High School ..	216	202	80	109	189	150	69	62	6	5	..	..	3	5	3	5	..	..
Waitaki Boys' High School ..	407	395	363	..	363	219	199	177	14	1	187	..	6	..	193	..	28	..
Waitaki Girls' High School ..	330	316	..	301	301	195	141	127	..	14	..	95	..	16	..	111	..	113
Otago Boys' High School ..	515	504	484	..	484	348	177	160	..	3	64	..	9	..	73	..	..	..
Otago Girls' High School ..	526	505	..	478	478	314	223	205	17	20	..	..	..	18	..	..	..	..
King's High School ..	294	284	271	..	271	181	117	108	11	1	..	..	4	..	4	..	..	..
South Otago High School ..	188	182	69	97	166	100	93	87	4	5	..	..	..	3	..	3	..	..
Gore High School ..	378	356	150	194	344	215	178	188	7	6	38	36	12	14	50	50	17	38
Southland Boys' High School ..	373	351	328	..	328	238	140	135	15	..	..	..	46	..	46	..	..	..
Southland Girls' High School ..	427	417	..	391	391	245	192	172	..	17	..	..	..	101	..	101	..	..
Totals, A ..	18,573	18,025	8,716	8,187	16,903	11,452	7,594	6,963	342	372	853	561	372	592	1,225	1,153	543	550

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1944

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	43	46	143	98	88	..	70	32	15	..	..	..	34	..	..	37	11	343	274	617	
Auckland Grammar School	278	..	352	..	..	..	236	..	..	..	..	..	..	..	20	..	33	..	919	..	919
Mount Albert Boys' Grammar School	285	..	333	236	..	..	193	82	..	..	..	..	40	8	..	25	11	..	826	684	826
Auckland Girls' Grammar School	..	204	..	281	..	..	..	..	..	..	..	..	55	..	..	..	..	..	..	639	639
Epsom Girls' Grammar School	..	303	..	29	67	..	..	15	..	..	..	..	..	..	..	..	..	304	316	620	
Takapuna Grammar School	48	45	174	179	53	..	36	..	..	..	..	..	..	..	..	1	2	111	81	192	
Thames High School	14	14	43	29	53	..	102	..	..	..	..	..	..	..	36	9	103	20	248	357	605
Hamilton High School	19	57	90	169	..	..	34	..	..	..	..	..	23	..	..	..	..	132	115	247	
Rotorua High School	19	20	47	37	57	..	95	..	..	..	..	..	56	..	..	..	61	..	431	431	431
Wanganui Girls' College	..	103	..	116	..	..	75	43	..	..	..	..	..	..	..	..	109	..	345	345	345
Palmerston North Boys' High School	21	..	97	..	..	..	51	..	..	..	..	..	54	..	..	..	29	272	272	272	272
Palmerston North Girls' High School	..	15	..	123	..	..	..	120	47	..	..	..	81	..	..	..	13	363	360	723	
Gisborne High School	37	41	125	105	129	..	16	53	14	..	..	..	30	..	..	25	..	282	221	503	503
Hastings High School	58	55	122	83	72	..	1	63	18	..	..	..	37	..	..	..	..	233	178	411	411
Dannevirke High School	37	26	120	52	57	..	..	122	..	..	..	..	..	..	..	101	24	333	275	608	608
Hutt Valley High School	36	14	196	115	..	..	46	..	..	..	..	..	..	..	..	..	..	827	827	827	827
Wellington College	347	..	434	..	..	..	..	..	..	..	..	..	161	..	..	..	1	..	537	537	537
Rongotai Boys' College	..	82	..	114	..	..	..	155	..	..	..	..	64	..	..	..	..	..	427	427	427
Wellington Girls' College	..	105	..	139	..	..	..	119	..	..	24	..	..	..	..	..	..	329	316	329	329
Wellington East Girls' College	113	..	168	..	..	..	..	77	..	..	..	..	11	..	..	48	..	174	142	316	316
Marlborough High School	22	11	74	43	68	..	10	31	25	..	..	..	48	..	..	..	..	75	108	183	183
Wairarapa High School	1	3	27	26	12	..	10	..	..	..	..	..	..	..	..	279	..	754	754	754	754
Rangiora High School	181	..	294	..	..	..	..	..	..	..	..	..	161	..	..	..	..	..	530	530	530
Christchurch Boys' High School	..	220	..	149	..	..	..	166	..	..	..	..	86	..	..	..	7	321	311	632	632
Christchurch Girls' High School	..	58	..	93	..	..	53	149	..	..	..	..	97	..	..	..	..	111	119	230	230
Avonside Girls' High School	57	28	161	37	..	..	1	18	13	..	..	..	..	..	..	..	..	307	367	367	367
Christchurch West High School	46	39	51	62	..	..	67	..	40	..	..	..	68	..	..	..	11	85	329	329	329
Timaru Boys' High School	76	..	74	..	110	..	..	55	..	..	..	..	..	..	..	..	..	395	117	202	202
Timaru Girls' High School	..	82	..	113	..	..	..	30	25	..	..	..	55	..	..	26	..	395	316	316	316
Waimate High School	..	5	20	27	30	..	133	98	65	..	..	..	41	..	..	..	..	504	504	504	504
Waitaki Boys' High School	10	..	109	120	52	..	..	60	..	..	..	..	154	..	..	..	..	284	505	505	505
Waitaki Girls' High School	..	57	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	78	104	182	182
Otago Boys' High School	206	..	125	108	..	..	..	43	4	..	..	..	9	..	..	75	..	163	193	356	356
Otago Girls' High School	..	183	122	..	..	..	..	67	52	..	..	..	35	..	..	..	..	351	351	351	351
King's High School	87	..	41	52	23	..	10	43	..	..	..	..	..	..	..	..	..	104	182	182	182
South Otago High School	..	..	70	73	..	..	2	67	..	..	..	..	..	..	..	..	..	104	182	182	182
Gore High School	19	17	113	..	193	..	..	109	..	..	..	..	..	..	6	..	13	351	351	351	351
Southland Boys' High School	26	..	..	151	..	..	..	..	..	..	..	..	29	..	..	..	76	..	417	417	417
Southland Girls' High School	..	52	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	2,090	1,885	3,725	2,930	1,011	..	774	2,208	460	15	24	..	1,430	79	10	1,118	266	9,257	8,768	18,025	18,025	

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

—	Average Weekly Roll.	Roll Number at 31st Decem-ber.	Classification according to Standards of Pupils on Roll at 1st July.																				Total.	Number of Teachers on Staff on 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.	B.	G.	M.	F.	B.	G.	M.	F.		
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
1944 ..	1,871	1,920	95	91	281	326	94	123	66	102	85	81	74	106	71	109	69	89	37	25	872	1052	1,924	1	46
Difference	+20	-21	+22	+17	-21	..	+1	+5	-23	+17	+13	-5	-10	3	6	+18	+7	+7	+7	+4	+10	+60	+50	-1	1

TABLE B1.—ROLLS AND CLASSIFICATION OF PUPILS AND STAFFS
OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1944

Intermediate School or Department.	Number of 1943 Pupils on Roll at beginning of 1944.	Number admitted during 1944.	Number on Roll at 31st December, 1944.	Average Attend- ance for the Year ending 31st December, 1944.	Classification of Pupils on Roll as at 1st July, 1944.										Number of Full-time Assist- ant Teachers.		
					Form I.		Form II.		Form III.		All Forms.		Total.	M.	F.	Total.	
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.					
(a) Whangarei ..	162	176	352	329	82	91	92	85	..	..	174	176	350	5	9	14
(c) Kowhai ..	515	443	886	827	174	155	196	192	49	131	419	478	897	13	19	32	
(e) Northcote ..	148	132	262	240	51	64	87	64	..	..	138	128	266	5	5	10
(c) Pasadena ..	273	299	550	506	125	135	148	110	7	22	280	267	547	7	9	16	
(b) Otahuhu ..	120	172	267	249	70	76	72	56	..	..	142	132	274	4	4	8
(c) Manukau ..	278	305	506	470	135	115	126	105	18	21	279	241	520	8	9	17	
(d) Matamata ..	94	137	209	192	52	54	60	49	..	..	112	103	215	4	5	9
(e) Waihi ..	71	86	137	128	43	31	35	37	..	..	78	68	146	2	2	4
(e) Te Awamutu ..	94	128	202	188	50	55	52	40	..	..	102	95	197	5	4	9
(a) Rotorua ..	107	139	224	200	57	61	62	44	..	..	119	105	224	4	4	8
(c) Wanganui ..	183	208	355	328	82	76	98	96	3	1	183	173	356	3	8	11	
(c) Palmerston North ..	358	354	671	634	175	140	178	189	..	..	353	329	682	9	15	24
(c) Gisborne ..	322	275	545	511	121	125	146	146	1	13	268	284	552	7	11	18	
(c) Napier ..	254	260	480	456	110	114	130	115	4	12	244	241	485	7	11	18	
(a) Rongotai ..	113	146	243	230	109	..	133	..	..	..	242	..	242	9	..	9
(a) Marlborough ..	116	129	237	216	69	46	58	63	..	..	127	109	236	5	5	10
(c) Shirley ..	168	194	339	325	87	82	99	77	2	1	188	160	348	4	7	11	
(c) Christchurch South ..	288	328	569	528	139	139	136	128	9	24	284	291	575	10	12	22	
(a) Waitaki Boys' ..	79	72	141	128	64	..	83	..	..	..	147	..	147	6	..	6
(a) Waitaki Girls' ..	70	78	145	130	..	64	..	79	..	..	143	143	..	6	6	6
(c) Dunedin North ..	164	223	347	324	98	85	89	75	8	5	195	165	360	5	9	14	
(c) Macandrew ..	282	326	538	504	151	117	145	136	4	5	300	258	558	10	10	20	
(c) Tweed Street ..	239	230	417	391	108	106	113	102	..	..	221	208	429	6	9	15
Totals, 1944 ..	4,498	4,810	8,622	8,034	2,152	1,931	2,338	1,988	105	235	4,595	4,154	8,749	138	173	311	
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	
Difference ..	+536	-598	-48	-148	-187	-48	+55	-118	+70	+167	-62	+1	-61	+7	..	+7	

- (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, 1944

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.		
Secondary ..	3,417	3,530	2,446	2,591	1,751	1,592	1,114	749	456	331	73	44	9,257	8,837
Combined ..	751	631	539	457	331	283	187	143	103	53	26	5	1,937	1,572
Technical ..	3,492	2,599	2,064	1,561	883	613	274	164	75	47	20	22	6,808	5,006
District high schools	1,593	1,918	865	1,055	412	556	193	224	71	68	3	8	3,137	3,829
Totals, 1944	9,253	8,678	5,914	5,664	3,377	3,044	1,768	1,280	705	499	122	79	21,139	19,244
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
Difference	+1,671	+1,678	+524	+500	+482	+529	+123	+21	+47	-32	+42	+8	+2,889	+2,704

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.
1943 ..	608	559*	140	285	39	88	14	68	2	5	195	446	641	16	38
1944 ..	709	672	209	286	46	109	23	53	3	9	281	457	738	15	54
Difference	+101	+113	+69	+1	+7	+21	+9	+15	+1	+4	+86	+11	+97	—1	+16

*Amending B.—2, 1944.

NOTE.—The above table does not include part-time pupils. The number of part-time secondary pupils on the roll at 31st December, 1944, was 1,362; the corresponding number in 1943 was 996.

TABLE E 1.—OCCUPATIONS OF PART-TIME STUDENTS AT 1ST JULY, 1944

—	Engineers and Mechanics.	Electricians.	Plumbers, Metal-workers, &c.	Woodworkers.	Painters, Plasterers, &c.	Printers, &c.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailoresses, &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 ..	1,993	561	443	861	56	100	246	300	1,247	..	23	520	507	140	2,059	261	9,317
Females ..	1	2	..	..	..	24	46	530	1,661	634	221	397	294	..	962	160	4,926
Totals, 1944 ..	1,994	563	443	861	56	124	286	830	2,908	634	244	917	801	140	3,021*	421	14,243
Totals, 1943 ..	1,749	472	344	602	30	140	379	781	2,907	733	219	915	924	65	2,368†	140	12,798
Difference ..	+245	+91	+99	+259	+26	+16	+93	+49	+1	+99	+25	+28	+123	+75	+653	+281	+1,445

* Includes 1,719 males and 523 females in the Armed Forces.

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

TABLE F.—SPECIAL MANUAL-TRAINING CENTRES : PARTICULARS FOR THE YEAR 1944

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 Pupils attending Centres.	Boys.
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Auckland	..	235	4,394	4,305	1,659	9	1,697	1,279	1,518	40	370	481	303	7,740	7,963	7,740	7,963		
Paranaki	..	65	998	954	..	..	..	65	57	12	136	154	79	1,199	1,165	1,199	1,165		
Wanganui	..	37	828	721	535	2	532	163	187	13	153	196	57	1,696	1,639	1,696	1,639		
Hawke's Bay	..	30	721	716	525	2	512	149	175	13	146	241	59	1,528	1,657	1,528	1,657		
Wellington	..	85	2,375	2,389	107	2	373	104	144	22	366	265	115	3,218	2,845	3,218	2,845		
Nelson	..	62	635	597	..	..	..	159	142	5	64	57	75	858	796	858	796		
Canterbury	..	212	3,042	2,972	426	2	461	255	294	52	675	614	278	4,433	4,306	4,433	4,306		
Otago	..	118	1,331	1,217	545	4	641	231	252	26	176	238	161	2,379	2,252	2,379	2,252		
Southland	..	90	844	822	292	1	215	39	77	10	121	154	106	1,221	1,255	1,221	1,255		
Totals	..	934	15,170	14,693	3,999	22	4,451	2,444	2,846	193	2,207	2,549	1,230	24,272	23,878	24,272	23,878		

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1944

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1944.	Number of 1943 Pupils on Roll at beginning of 1944.	Number of New Pupils admitted during 1944.	Number of New Pupils who commenced their Post-primary Education in 1944.	Number of Free Pupils on Roll at 1st July, 1944.	Full-time Staff (excluding Principals), December, 1944.	
	At 1st March, 1944.	At 1st July, 1944.	December, 1944.								M.	F.
			Boys.	Girls.	Total.							
AUCKLAND EDUCATION DISTRICT												
Cambridge	136	129	58	64	122	119	78	71	57	129	2	3
Dargaville	188	177	68	89	157	163	89	104	96	177	4	3
Helensville	72	62	30	34	64	59	29	50	44	62	2	1
Howick	41	40	12	20	32	35	12	30	30	40	1	1
Huntly	128	125	55	63	118	115	63	75	63	125	3	2
Kaco	22	21	10	10	20	19	12	11	9	21	1	..
Kaikohe	93	89	33	47	80	84	48	50	44	89	2	2
Kaitiaki	146	141	57	71	128	139	63	86	85	141	2	3
Katikati	70	66	30	30	60	58	40	33	30	66	2	1
Kawakawa	84	80	41	33	74	68	47	46	39	80	1	2
Matamata	277	261	102	135	237	228	139	147	133	261	3	6
Maungaturoto ..	43	40	8	26	34	31	20	23	22	40	1	1
Morrinsville .. .	173	170	68	94	162	151	88	92	84	170	2	4
Ngatea	112	99	41	48	89	88	56	60	56	99	3	1
Northcote	223	212	102	85	187	193	110	126	118	211	4	4
Okaihau	21	18	10	6	16	16	*	13	12	18	1	..
Opitiki	109	106	51	48	99	101	61	51	47	106	3	1
Otorohanga .. .	99	93	34	45	79	85	45	57	53	93	2	2
Paeroa	79	76	38	37	75	66	50	35	28	76	1	2
Piopia	68	66	24	38	62	59	42	27	25	66	2	1
Putaruru	72	63	31	26	57	58	38	45	41	63	1	2
Raglan	29	28	12	16	28	26	14	17	16	28	1	1
Rawene	43	40	11	20	31	32	19	25	25	40	1	1
Ruawai	57	54	11	35	46	48	28	31	29	54	1	1
Taumarunui .. .	131	126	63	54	117	107	59	82	72	126	2	3
Tauranga	245	243	102	111	213	218	123	142	127	243	4	5
Te Aroha	144	129	48	56	104	118	66	79	78	129	3	2
Te Awamutu .. .	202	185	64	95	159	166	94	115	106	185	4	3
Te Kuiti	143	135	62	65	127	126	69	78	75	135	3	2
Te Puke	109	102	42	50	92	92	52	62	58	102	2	2
Waikī	78	76	22	44	66	69	54	47	46	76	2	1
Waipu	38	36	15	18	33	33	21	20	19	36	1	1
Waiuku	77	66	18	40	58	58	41	41	39	66	1	2
Warkworth .. .	62	58	23	28	51	52	27	37	35	58	1	2
Wellsford	53	51	21	23	44	45	28	28	26	51	1	1
Whakatane	213	198	78	102	180	175	104	126	123	198	3	5
Totals	3,880	3,661	1,495	1,806	3,301	3,200	1,929	2,162	1,990	3,660	73	74
TARANAKI EDUCATION DISTRICT												
Ohura	45	40	18	14	32	34	25	22	20	40	1	1
Opunake	114	109	47	50	97	97	71	65	63	109	1	3
Totals	159	149	65	64	129	131	96	87	83	149	2	4
WANGANUI EDUCATION DISTRICT												
Apiti	12	12	6	5	11	10	7	5	5	12	1	..
Foxton	65	63	19	31	50	55	31	38	33	63	1	2
Marton	128	124	51	53	104	112	61	76	72	124	4	1
Ohakune	110	107	43	53	96	95	58	56	50	107	2	2
Raurimu	24	22	7	10	17	18	13	13	11	22	1	..
Taihape	105	94	41	40	81	86	54	54	48	94	2	2
Waverley	30	26	9	12	21	24	16	17	15	26	..	1
Totals	474	448	176	204	380	400	240	259	234	448	11	8
HAWKE'S BAY EDUCATION DISTRICT												
Te Karaka	102	94	36	50	86	85	60	44	40	94	2	2
Tolaga Bay .. .	22	23	7	14	21	21	11	12	12	23	1	..
Tuahi	13	11	2	9	11	11	*	14	14	11	1	..
Waipawa	114	109	48	51	99	100	61	56	53	109	1	3
Waipukurau .. .	54	53	23	29	52	50	14	43	41	53	1	1
Wairoa	133	126	46	62	108	108	62	79	73	126	2	3
Woodville	36	28	15	13	28	32	13	27	23	28	1	1
Totals	474	454	177	228	405	407	221	275	256	454	9	10
WELLINGTON EDUCATION DISTRICT												
Carterton	63	63	18	34	52	50	27	38	37	63	1	2
Eketahuna	48	47	20	22	42	43	20	31	29	47	1	2
Featherston .. .	50	47	10	30	40	43	33	21	19	47	1	1
Greytown	45	40	17	20	37	38	25	24	20	40	1	1
Martinborough ..	39	38	20	14	34	34	26	19	17	38	1	1
Pahiatua	76	68	32	31	63	64	42	33	30	68	1	2
Totals	321	303	117	151	268	272	173	166	152	303	6	9

* Established as a district high school in 1944.

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, FREE-PLACE HOLDERS, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1944—continued

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1944.	Number of 1943 Pupils on Roll at Beginning of 1944.	Number of New Pupils admitted during 1944.	Number of New Pupils who commenced their Post-primary Education in 1944.	Number of Free Pupils on Roll at 1st July, 1944.	Full-time Staff (excluding Principals), December, 1944.	
	At 1st March, 1944.	At 1st July, 1944.	December, 1944.								M.	F.
			Boys.	Girls.	Total.							
NELSON EDUCATION DISTRICT												
Collingwood	20	20	10	10	20	20	9	13	11	20	1	..
Dennistown	18	17	10	6	16	16	11	8	8	17	1	..
Granity	62	62	12	42	54	55	43	20	20	62	2	1
Motueka	94	91	45	43	88	83	50	52	52	91	2	2
Murchison	32	31	15	12	27	27	17	15	15	31	1	1
Reefton	67	63	23	38	61	60	44	26	23	63	2	1
Takaka	54	54	20	24	44	46	27	31	30	54	1	1
Tapawera	42	39	19	12	31	33	27	18	18	39	1	1
Totals	389	377	154	187	341	340	228	183	177	377	11	7
CANTERBURY EDUCATION DISTRICT												
Akaroa	34	32	11	16	27	27	16	21	19	32	1	1
Cheviot	24	23	10	12	22	22	8	16	16	23	1	..
Fairlie	36	32	10	15	25	29	22	15	13	32	1	1
Geradine	88	85	39	41	80	77	57	38	31	85	2	1
Hawarden	67	65	23	30	53	56	38	32	29	65	1	2
Hokitika	118	106	44	44	88	96	72	53	47	106	2	2
Kaikoura	53	49	18	29	47	45	26	32	28	49	1	1
Methven	67	66	17	32	49	55	44	26	25	66	2	1
New Brighton	49	47	13	29	42	43	22	27	27	47	2	1
Oxford	32	26	13	9	22	20	19	16	15	25	1	1
Pleasant Point	46	41	15	21	36	36	31	16	16	41	1	1
Southbridge	45	42	15	21	36	35	17	30	30	42	1	1
Temuka	117	109	42	57	99	100	70	53	48	109	2	2
Totals	776	723	270	356	626	641	442	375	344	722	18	15
OTAGO EDUCATION DISTRICT												
Alexandra	105	106	43	49	92	91	66	43	40	106	2	2
Clutha Valley	31	26	11	10	21	21	19	12	12	26	1	1
Cromwell	35	32	13	14	27	30	21	16	14	32	1	1
Kurow	32	31	10	18	28	26	12	23	21	31	..	2
Lawrence	29	30	12	14	26	26	17	14	12	30	2	..
Mosgiel	94	91	41	40	81	77	35	61	58	91	2	2
Owaka	25	24	10	12	22	21	13	12	11	24	1	..
Palmerston	71	67	26	33	59	59	38	32	30	67	1	2
Ranfurly	18	17	9	6	15	15	9	9	8	17	1	..
Roxburgh	42	40	15	23	38	37	20	24	22	40	1	1
Strath-Taieri	19	17	7	5	12	13	9	10	10	17	..	1
Tapanui	31	31	10	17	27	26	13	19	19	31	1	1
Tokomairiro	84	73	23	40	63	70	53	42	41	73	2	1
Totals	613	585	230	281	511	512	325	317	298	585	15	14
SOUTHLAND EDUCATION DISTRICT												
Nightcaps	33	28	7	19	26	25	21	13	12	28	..	2
Queenstown	28	27	15	10	25	24	11	19	17	27	..	1
Riverton	41	42	13	28	41	37	20	23	22	42	1	1
Winton	25	24	6	11	17	19	15	11	11	24	1	..
Wyndham	38	36	4	25	29	31	21	18	18	36	1	1
Totals	165	157	45	93	138	136	88	84	80	157	3	5
NATIVE DISTRICT HIGH SCHOOLS												
Manutahi	34	35	15	12	27	28	11	27	25	35	1	1
Te Anaroa	22	27	13	13	26	24	7	20	15	27	1	..
Te Kao	20	18	7	10	17	17	*	20	14	18	1	..
Tikitiki	29	29	9	9	18	22	9	25	24	29	1	..
Totals	105	109	44	44	88	91	27	92	78	109	4	1
Grand totals, 1944	7,356	6,966	2,773	3,414	6,187	6,130	3,769	4,000	3,692	6,964	152	147
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
Difference	+1,036	+1,067	+434	+572	+1,006	+839	+285	+797	+770	+1,066	+32	+6

* Established as a district high school in 1944.

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 1944.	Number of 1943 Pupils on Roll at beginning of 1944.	Number of New Pupils admitted during 1944.	Number of New Pupils who commenced their Post-primary Education in 1944.	Full-time Staff (including Principals), December 1944.	
	At 1st March, 1944.	At 1st July, 1944.	December, 1944.							
			Boys.	Girls.					M.	F.
Dilworth School, Auckland	34	34	33	..	33	20	15	3	1	
St. Patrick's Convent, Wellington Street, Auckland (Technical)	26	28	..	25	25	9	18	..	2	
Auckland Diocesan High School, Epsom, Auckland	204	198	..	185	185	176	64	..	9	
St. Cuthbert's College, Epsom, Auckland	337	337	..	332	332	228	123	..	12	
St. Peter's College, Epsom, Auckland	171	171	163	..	163	123	69	4	..	
St. Mary's Convent, Hamilton	90	91	..	85	85	49	43	..	4	
Waikato Diocesan School for Girls, Hamilton	91	92	..	88	88	62	32	..	6	
Marist Brothers' High School, Hamilton	50	46	41	..	41	22	26	2	..	
King's College, Otahuhu	336	332	326	..	326	207	129	13	..	
St. Benedict's Convent, Newton, Auckland (Technical)	104	98	..	96	96	50	64	..	3	
Wesley Training College, Paerata	30	40	40	..	38	*	26	3	..	
Sacred Heart College, Ponsonby, Auckland	379	371	345	..	345	235	161	13	..	
St. Mary's College, Ponsonby, Auckland	159	159	..	155	155	87	77	63	7	
Convent of the Sacred Heart, Remuera, Auckland	66	64	..	64	64	51	30	..	4	
St. Michael's Convent, Rotorua	41	29	16	26	42	26	19	..	2	
Sacred Heart Convent High School, New Plymouth	61	61	..	56	56	27	27	..	3	
Wellington Diocesan School for Girls, Marton	141	141	..	145	145	109	33	..	9	
St. Joseph's Convent High School, Palmerston North	46	43	..	40	40	25	24	..	4	
Marist Brothers' St. Patrick's High School, Palmerston North	64	61	61	..	61	32	27	2	..	
Sacred Heart Convent High School, St. John's Hill, Wanganui	132	128	..	113	113	84	56	..	7	
St. Augustine's High School, Wanganui	28	28	25	..	25	†	31	1	..	
Wanganui Collegiate School, Wanganui	329	325	320	..	320	252	81	21	..	
St. Joseph's Maori Girls' College, Greenmeadows	78	74	..	75	75	40	37	..	3	
St. John's High School, Hastings	91	88	84	..	84	60	32	4	..	
Iona Presbyterian College for Girls, Havelock North	102	101	..	101	101	74	38	..	9	
Woodford House, Havelock North	172	172	..	173	173	119	58	..	13	
Sacred Heart High School, Napier	53	49	..	45	45	26	29	..	3	
Te Aute College, Pukehou, Napier	127	128	127	..	127	81	47	4	1	
St. Mary's Convent High School, Blenheim	31	28	..	20	20	19	13	..	2	
Sacred Heart Convent High School, Island Bay, Wellington	56	56	..	56	56	36	21	..	6	
Marsden Collegiate School, Karori, Wellington	180	175	..	180	180	149	64	..	7	
Sacred Heart College, Lower Hutt	112	108	..	106	106	61	51	..	3	
Chilton St. James' Girls' School, Lower Hutt	55	55	..	55	55	40	15	..	5	
St. Brides' Convent, Masterton	43	44	..	40	40	39	20	..	3	
St. Matthew's Collegiate School for Girls, Masterton	59	57	..	55	55	33	29	..	4	
Scots College, Miramar, Wellington	85	87	82	..	82	61	26	7	..	
St. Patrick's College, Silverstream	265	267	271	..	271	184	96	14	..	
Solway Girls' College, Masterton	125	127	..	126	126	76	55	..	6	

* School reopened, 1944.

† School first opened, 1944.

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 1944.	Number of 1943 Pupils on Roll at beginning of 1944.	Number of New Pupils admitted during 1944.	Number of New Pupils who commenced their Post-primary Education in 1944.	Full-time Staff (including Principals), December, 1944.	
	At 1st July 1944.		December, 1944.						M.	F.
	At 1st March, 1944.	At 1st July 1944.	Boys.	Girls.							Total.
Queen Margaret College, Wellington	140	138	..	136	130	113	50	50	..	10
St. Mary's College, Wellington	261	258	..	253	249	168	93	88	..	8
St. Patrick's College, Wellington	277	271	262	..	256	182	99	94	13	..
Sacred Heart High School, Nelson	48	46	..	40	39	25	21	19	..	2
St. Mary's College, Westport	55	44	11	42	50	28	31	29	..	3
Cathedral Grammar School, Christchurch	48	44	45	..	49	28	17	16	..	1
Christ's College, Christchurch	377	377	373	..	360	276	106	94	17	4
Sacred Heart Girls' College, Christchurch	173	169	..	148	154	91	87	84	..	5
St. Andrew's College, Christchurch	192	193	186	..	148	128	69	64	..	8
St. Margaret's College Christchurch	239	229	..	225	219	191	63	63	..	10
St. Mary's College, Christchurch	77	72	..	68	67	43	35	32	..	4
Marist Brothers' High School, Greymouth	69	68	64	..	63	38	31	30	3	..
St. Mary's High School, Greymouth	73	72	..	69	65	39	34	33	..	4
St. Mary's School, Hokitika	34	35	6	32	38	23	26	20	..	3
St. Bede's College, Papanui, Christchurch	285	279	273	..	280	172	116	106	12	..
Craighead Diocesan School for Girls, Timaru	82	82	..	79	78	54	26	24	..	7
Sacred Heart Girls' College, Timaru	86	83	..	79	81	48	39	35	..	4
St. Patrick's High School, Timaru	56	55	46	..	49	32	24	24	3	..
Archerfield School, Dunedin	31	32	..	32	27	25	8	7	..	2
Christian Brothers' High School, Dunedin	126	123	117	..	110	67	52	51	5	..
John McGlashan College, Dunedin	32	31	31	..	30	23	8	7	3	1
St. Dominic's College, Dunedin	83	82	..	77	78	53	34	30	..	6
St. Hilda's Collegiate School, Dunedin	51	52	..	53	49	25	28	20	..	5
St. Philomena's College, Dunedin South	92	92	..	90	92	44	51	48	..	3
St. Kevin's College, Redcastle, Oamaru	132	127	121	..	124	76	59	50	6	..
Columbia College, Roslyn, Dunedin	136	134	..	133	124	71	69	47	..	5
Dominican College, Teschemakers, Oamaru	54	54	..	51	52	32	23	22	..	3
Marist Brothers' High School, Invercargill	50	49	42	..	44	27	24	23	2	..
St. Catherine's Convent, Invercargill	65	63	..	60	58	32	36	34	..	3
Totals, 1944	7,978	7,847	3,511	4,109	7,419	5,112	3,182	2,843	166	233
Totals, 1943	7,002	6,926	3,138	3,546	6,552	4,369	2,772	2,431	146	221
Difference	+976	+921	+373	+563	+867	+743	+410	+412	-20	+12

TABLE K 1.—**STUDENTS** IN THE **FOUR TRAINING COLLEGES** IN **DECEMBER, 1944**

Training College.			Division A.		Division C.		Totals.		Grand Totals.
			M.	F.	M.	F.	M.	F.	
Auckland (first year)	..	..	72	229	4	29	76	258	334
„ (second year)	..	..	82	183	..	..	82	183	265
„ (specialist)	..	..	3	13	..	..	3	13	16
Wellington (first year)	..	..	56	101	..	..	56	104	160
„ (second year)	..	..	54	110	..	..	54	110	164
„ (specialist)	..	..	1	4	..	..	1	4	5
Christchurch (first year)	..	..	50	96	..	..	50	96	146
„ (second year)	..	..	52	108	..	..	52	108	160
„ (specialist)	..	..	2	7	..	..	2	7	9
Dunedin (first year)	..	..	36	94	..	..	36	94	130
„ (second year)	52	96	52	96	148
„ (specialist)	12	24	12	24	36
Totals	472	1,068	4	29	476	1,097	1,573

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