

1947  
NEW ZEALAND

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## EDUCATION: PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E.—2 of 1946]

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

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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 1946

SIR,—

I have the honour to present my report on the primary schools for the year ended 31st December, 1946:—

#### BIENNIAL INSPECTION

The main purpose of inspection is to give stimulating guidance and assistance to teachers, and to this purpose all other phases of inspection are subsidiary. The two-year plan of inspection and reporting adopted six years ago provides more freedom for Inspectors and allows longer visits to be paid where help is most needed. Greater opportunity is given for discussion, for demonstration of teaching methods, and for staff conferences. Modern trends in education make increasing demands on the skill of teachers, and it is only by effective team work on the part of the headmaster and the staff that the school can function successfully. Regular staff conferences are therefore strongly recommended by Inspectors. Further assistance is given to teachers in some districts by periodical circulars containing suggestions on the teaching of various subjects, and notes on special developments in education.

The former annual system of inspection involved excessive reporting and Inspectors were rarely free from the burden of writing reports. The present method of personal discussion is much more effective. Time is now available for reading educational literature, and for meeting groups of teachers, branches of the New Zealand Educational Institute, School Committees, parent-teacher associations, and others interested in education. The growth of these parent-teacher associations shows that interest in the work of the schools is increasing. Public interest in education has perhaps never been so great as it is at the present time.

Recent developments in education have added greatly to the work of the Inspectors. In some districts there has been a substantial increase in the school population, and it is becoming necessary to strengthen some inspection staffs. The largest increase in roll numbers is in the Auckland district, where an increase of some 10,000 pupils has been recorded.

#### STANDARDS OF WORK

The importance of sound standards of work, especially in "tool" subjects, has been emphasized by the Inspectors of all districts. Special efforts or "drives" in such subjects as spelling, composition, and writing have been undertaken, and some districts report a definite improvement in the fundamental skills of English and arithmetic. One district, however, reports: "Frankly, we have been disappointed with much of the work in the basic subjects, but realize that many factors during the war period made for instability both in the staffs of the schools and amongst the children themselves. . . . From this it must not be inferred that teaching in the tool subjects in all our schools is poor, for there is much sound and creditable work being done, especially under experienced and dynamic head teachers."

During the past six years, schools have encountered considerable difficulties, of which the chief was staff changes arising mainly from war conditions. The syllabus of instruction has been under review, but unavoidable delays have occurred in issuing new text-books. Materials and equipment have been in short supply. No country perhaps has emerged from the recent crisis with less impairment to its educational system than New Zealand has. But this situation is not one that should be accepted with equanimity. There has been criticism of the work of our schools, and this must be considered in the spirit in which it is offered. The new prescriptions of work in written English and arithmetic place great emphasis on thoroughness, neatness, and accuracy, and there is nothing in content or method that can be construed as condoning careless, inaccurate work on the part of the pupils.

As an effective means of assisting teachers in obtaining good standards of work, it is intended to establish norms of attainment in basic subjects. In several districts initial steps in compiling tests for the various stages have been taken, and when the work is completed, suitable tests and appropriate norms will be available for teachers. Ultimately standardized tests for the whole Dominion can be provided. This work will take some time, as new prescriptions in certain subjects have been in use only for a short period, and in others—*e.g.*, spelling—the revised syllabuses have not yet been issued.

In such phases of school work as physical education, art, crafts, music, reading, and oral expression, substantial improvements are generally noted.

#### CHARACTER-TRAINING

The supreme purpose in education is character-training, and the whole life of the school should be directed towards this end. This is recognized in the schemes of work of every teacher. Contacts in class-room and playground, attitudes in sport, the team spirit, and behaviour in and out of school are well exploited. In most schools a good tone is in evidence, and some have built up fine traditions. Teachers, however, must constantly keep in mind the fundamental importance of the development of right attitudes in the everyday tasks of the class-room. In oral phases of instruction most schools succeed admirably and the children are responsive, courteous, and self-reliant. In written phases, however, it is only the good schools that really succeed. In these schools the teaching inculcates habits of good work, pride of achievement, and the desire to excel. The personality of the well-trained child expresses itself in careful, neat performance of the daily written tasks. Failure to develop desirable attitudes results in imperfect character-training.

It is a pity that there has not been a greater extension of self-government among pupils. A lead has been given by progressive schools in organizing group activities under leaders acting in turns, in the functioning of school councils, and in encouraging more responsible participation in school affairs. Judicious training in leadership and "followership" aids children to understand, in a simple way, the meaning of the democratic way of living. Practical interest in the care and preservation of school property can be used to strengthen children's respect for public and private property. While, in fairness, it must be said that most of the vandalism occurring is considered not to be the work of school-children, a forthright effort to crush its spirit is a worthwhile objective in the character-training of the school.

#### SOME FEATURES OF SCHOOL WORK

(1) *Infant Departments.*—Modern infant methods require teachers to understand each child's stage of development and provide purposefully planned and well-organized experiences at appropriate times. Definite progress has been made during recent years, and the expert guidance of the advisers to infant departments has been very helpful. Our best infant departments are hives of industry and activity. Music and rhythm brighten the school life. Many departments have definite rest periods when the children relax, and some of the youngest children sleep. In some schools there has been a break away from the traditional arrangement of class-room furniture to provide more space for pupil activity. Much material and equipment are needed for the new methods. In addition to what has been provided, many teachers have shown enterprise in preparing graded apparatus. It is pleasing to note that in some schools, Committees and parent-teacher associations have assisted these teachers. In two districts, investigations into the best layout of an infant room, and subsidiary accommodation especially for storage, are being carried out by committees composed of experienced infant-mistresses, infant-advisers, Inspectors, and Education Boards' architects. It is hoped to incorporate some of the best ideas in plans for model infant blocks.

(2) *Health and Temperance.*—The new syllabus introduced this year provides a progressive health scheme with a simple scientific approach and due emphasis on the inculcation of health habits. Improvement in the teaching of the subject is already evident. Good use has been made of film strips and Health Department posters, and nurses of the School Medical and Dental Services and District Nurses have extended willing co-operation. Much useful work is being carried out in the teaching of first aid, the active assistance of the St. John Ambulance Association being much appreciated. The Junior Red Cross movement continues to flourish in the schools, and it deservedly receives the encouragement of local education authorities.

In addition to lessons on diet, some schools have developed organizations whereby pupils are able to purchase a well-balanced lunch at a reasonable price. Highly beneficial results have been obtained, and it is hoped that similar schemes will be more widely adopted, especially in consolidated schools, where pupils are obliged to spend a long time away from their homes.

The teaching of temperance in its fullest sense, including the harmful effect of over-indulgence in alcohol, has a definite place in the health programme. While in many schools specific lessons on the deleterious effects of alcohol have been regularly given, in others more could be accomplished in this direction.

(3) *Physical Education.*—This year has been the busiest year for physical education in the history of the Dominion. The return from the Forces of large numbers of men specialists has meant that a strong permanent field staff has been built up, and the itinerant field staff now numbers about 80. About half of these are employed by the Education Boards, the other half being on the staff of the Department. A record number of 42 specialist students was trained, one-third being returned servicemen. In addition,

6 have returned from rehabilitation courses in Britain and Sweden. A new departure has been specialization within the field staff, and in three areas special officers to deal with liaison work between primary and post-primary schools have been appointed. It is particularly desirable that there should be no sharp break in methods between the two types of schools, and these appointments serve to prevent this. The Head Office staff of the Physical Education Branch was strengthened considerably by appointments to the new positions of Chief Organizer and Organizer at Head Office, the former specializing in liaison work in the field, equipment, and teaching aids, the latter in post-primary problems and administration.

With the fulfilment of plans put forward in previous years, there has been steady advance in physical education during the year. Short refresher or training courses for small groups of teachers, followed by visits to their schools, have been successfully conducted by the specialist staff. In January a summer school attended by some 120 teachers dealt with elementary post-primary work for both men and women. In January, 1947, a course for the field staff is to be held particularly for the benefit of the returned men. Special attention has been given to the teaching of swimming and large numbers of children have been taught to swim, intensive campaigns supplementing the ordinary school instruction. The film "Learn to Swim" has been used effectively. Learners' pools have proved so valuable that a good many more have been built. Games and sport continue to have an important place, and athletic and swimming meetings organized by schools' associations are held in all districts.

(4) *Music*.—An interesting development is the expansion of the Schools Music Festival movement in many districts. Teachers are to be commended for the enthusiasm displayed and the care and skill exercised in training the pupils. Expert guidance has been given by training college lecturers and by specialist teachers. In our schools the music lessons are always popular and the quality of the singing is, in most cases, good. It is pointed out, however, in most reports that too much reliance is placed on imitative methods rather than on teaching children to read music with understanding. In too few schools is sight reading definitely taught. Some teachers are diffident, and some may not have the necessary qualifications. It is agreed that more expert assistance is needed. In a measure this is given by a number of specialist assistants attached to various schools. When the supply of teachers is better, more specialists will be trained.

Generous appreciation of the excellent music lessons provided by the schools broadcast service is expressed in all quarters. These lessons are regarded as being the most valuable feature of school broadcasts.

(5) *Art and Craft*.—The introduction of the new schemes is proceeding well, 260 more schools being included during the year. As much of the work is of a new nature, expert guidance for teachers is essential. The specialist staff, under the direction of the Supervisor of Art and Crafts, has been busily engaged in holding short training courses, in which the teachers have taken a keen interest. The tentative art scheme has meant a reorientation of older ideas of art teaching. The new art aims at self-expression, with judicious guidance in techniques. Where the scheme has been in operation for some time, Inspectors state that pupils' efforts are characterized by spontaneity and freshness, and some very fine interpretative work in picture and design is being obtained. The committee set up to formulate the tentative scheme has, after studying the reports of teachers throughout New Zealand, drafted the scheme in final form.

The major crafts undertaken in the new courses are weaving, bookbinding, and clay-modelling. Difficulties in obtaining supplies of material and in their distribution hamper the full development of the art and craft scheme. It is anticipated, however, that before long a constant flow of supplies will be maintained. Woodwork, cookery, and home crafts continue to receive good attention. The special training schemes for teachers in these subjects are successfully operating and a better supply of well-trained teachers will soon be available.

It is interesting to note that the work of many of our pupils in the new art and in crafts has reached such a good stage that it is considered desirable to arrange an exhibition of primary work during 1947.

(6) *Agricultural Clubs*.—Boys' and girls' clubs continue to flourish, and several districts report substantial increases in entries of completed projects. In many dairying localities calf clubs are featured, and there is no doubt of the community interest aroused in the work. In a few cases a form of rivalry has been engendered, and this forces an over-emphasis on calf-club work. The award of substantial money prizes to local winners and to contestants for group classes, a step regarded with disfavour by educational authorities, is not in the best interests of the calf-club movement. The home and school garden clubs are proving a fine medium for encouraging vegetable production and for providing material for observation and use in the school lessons on nature study and elementary science. It is pleasing to note a growing interest in horticulture. The realism of all these aspects of school work makes a strong appeal to parents and children, and the club movement in rural localities has probably done more than any other school movement to bring the school and the community into closer and better relationship.

(7) *Libraries*.—The paramount importance of intelligent reading and the need for the fullest development of library facilities are well recognized. In this field of school work the scope for local effort and interest and adult co-operation is obvious. In several centres Book Weeks have been held, besides shop displays, free use was made of the radio for book reviews and talks, while follow-up work took place in the schools. Generous grants have been made to Education Boards for the provision of books for reference and for general reading, and, despite difficulties of supply and increased costs, steady advance towards adequate libraries has been made. Up to the present, middle and senior classes have been better provided for than the junior and infant, but more books are becoming available for the latter classes. The wide range among pupils in reading ability renders suitable grouping of pupils and grading of books essential. Modern practice has shown that slow readers make more rapid progress when interest and confidence are established through books which have a controlled vocabulary range and yet still retain content suited to the children's development. Some schools make provision for this, and the practice could be more widely adopted.

The best results are obtained when school libraries are systematically catalogued and a library period is allotted to each class. Students at training colleges receive training in modern library practice. Urban schools are fortunate in obtaining fine service from the public libraries, and the country schools are being supplied with excellent books by the Country Library Service as quickly as facilities will allow.

#### REVISION OF THE SYLLABUS: TEXT-BOOKS

The thanks of the Department are due to the committees of Inspectors, teachers, and specialists who have undertaken the onerous work of revision. New prescriptions in oral and written English, arithmetic, and health are in official use. A tentative scheme in art is in operation, and a new course in history and geography is shortly to be tried, with a view to final revision. Drafts of new prescriptions in needlework and spelling are in the hands of teachers for comment. The committee work in nature study and elementary science and in reading and literature is nearing completion, and a committee has been set up to deal with writing. The investigation into reading is comprehensive, and includes the pre-reading stages of infant work. The new prescriptions, incorporating the best ideas of past practice and of recent advances in education, aim at bringing the work of the schools into line with everyday social experience, the approach being practical and the treatment as realistic as school conditions permit. Methods are planned to encourage maximum pupil activity. Large quantities of material and equipment are needed in connection with some of the new courses of work. Much has been accomplished, but much more remains to be done when existing shortages of labour and materials have been overcome.

It is fully recognized also that new text-books are essential for carrying out the revised syllabuses in English and arithmetic. Text-books in arithmetic for all the standard classes are now in use by the pupils, and infant-teachers have a manual on infant number work. All the necessary answer books are in the schools, except that for Form II, which is being printed. Text-books for the new courses in written English have been prepared for all classes, but post-war difficulties in the printing trade have delayed their issue. Standard 1 book has been issued to schools, Standard 2 is shortly to be issued, and the other books will follow as quickly as possible. As over 40,000 copies of each standard class book are needed, the difficulties of supply can be appreciated. The books are attractive in format, clear in print, and set a high standard in text-book production.

The *School Journal*, beginning with the February issue of 1946, has been enlarged, Standards 1 and 2 being issued in separate parts to effect a simpler transition from the infant readers, and the amount of reading matter for Standards 3 and 4 has been doubled. Sufficient staff could not be obtained for despatch of the *Journals*, and the Department is grateful to the New Zealand Educational Institute for arranging for teachers to do the work.

#### TEACHER-TRAINING

In July, 1946, 1,575 students were attending the four training colleges. This number included 53 graduates taking a course leading to post-primary teaching and about 70 students undergoing specialist training in such fields of education as physical education, art and craft, music, agriculture, speech therapy, and education of the deaf and of backward children. Difficulties of boarding outside students continue, but by the special efforts of the Principals and staffs lodging for all has been obtained. In two districts an extension of hostel accommodation has greatly relieved the situation. The number of men students in proportion to women is much larger than usual—in one college the numbers being about equal—largely due to the return of soldier students and the admission of ex-servicemen desiring to make a career of teaching. The colleges are accomplishing fine work in teacher-training and exert a stimulating influence in education generally. Inspectors continue to keep in touch with the colleges, and the suggestion has again been made that exchanges for definite periods of members of the college staffs and the inspectorate would be mutually helpful. Liberal annual grants have been made to augment library facilities and fine educational libraries are being built up for use not only by students, but by teachers in the schools.

At the request of the Department, the college staffs have during the year been engaged on a revision of the prescriptions for the Teachers' Class "C" Examination. The general opinion appears to be that the period of training of two years in college and one year as a probationary assistant in a school is too short, and that a four-year training course would be better.

Refresher or training courses for teachers in service have been continued, the topics including art and crafts, music, physical education, infant work, and science for the secondary departments of district high schools. Owing to an epidemic, schools in two southern districts were closed and the courses there lasted for a month. All these courses have been particularly valuable owing to their practical nature.

#### REHABILITATION

The problems of rehabilitating soldier teachers have been handled with sympathy by all concerned. Education Boards, training college staffs, the New Zealand Educational Institute, and individual teachers have co-operated to the fullest extent with the Inspectors in carrying out the measures formulated by the Department. Most returned men have attended three-month refresher courses at training college or in selected schools. The aim of the courses was to enable the men to become acquainted with developments

and approved techniques in education, and also to enable them to settle down smoothly after the strain of military service. The results have been beneficial, and the men are appreciative of the efforts made on their behalf.

During the year some 500 teachers successfully took full-time University courses in arts and science subjects under bursaries or other financial assistance provided by the Rehabilitation Department. Many others who intend to take up teaching as a career also undertook similar studies. The opportunity of entering training college was extended to returned men who felt they would like to enter the teaching profession. Concessions in academic qualifications for admission were made to suitable applicants, and a good number have begun training. Their progress has been good.

At the beginning of the year 450 new positions for men teachers were created, about 200 being of A Grade, and the rest B. The object was to reduce the size of classes in large schools and to assist in rehabilitating returned men. The general staffing position has been such as to enable all returned men to obtain permanent appointments. A difficulty common also in other occupations has been the lack of housing for married men.

During the year a Soldier Teachers' Grading Adjustment Board was set up to hear applications from teachers who considered that their grading as teachers had been adversely affected by military service. The regulations under which the Board functioned gave wide powers, and stated explicitly that all reasonable inferences were to be drawn in favour of the applicants. In the 1946-47 sittings over 400 cases have been dealt with and the grading position of practically all applicants improved, the increases in some instances being substantial.

A special tribute is due to the returned men. With very few exceptions, they have returned to the teaching service with a sincere resolve to do their best. All who have come in contact with them, whether in the University or the training college, have been impressed by their earnest attitude. Inspectors who have seen the men back in their teaching positions report that this feature is most marked.

#### EDUCATION OF HANDICAPPED CHILDREN

Forty-seven special classes for backward children are in operation. Individual work on practical lines is carried out so that these pupils may gain the maximum of primary education commensurate with their ability. Three occupation centres cater for pupils too backward to benefit from tuition in special classes. In these centres the main stress is laid on the development of social and personal habits. Music, physical education, simple homecrafts, and gardening occupy most of the time. One centre is residential enabling country children to attend.

There are 18 hospital classes, where the teachers, in collaboration with the nursing staff, plan educational work of therapeutic value for the inmates of school age. In addition to these classes, there are 3 schools for physically handicapped children, where good work is accomplished. Some 6 health-camp schools are in operation under the control of teachers employed by the Education Boards in whose districts the camps are located. The Correspondence School has on its roll about 400 handicapped children, many of whom are crippled, and employs teachers in various districts to visit these children in their homes and give individual assistance.

Two Schools for the Deaf, staffed with teachers specially trained in modern methods for this particular work, are continuing to carry out efficient work. Seventeen speech clinics are doing remedial work for speech defectives, and new clinics will be opened as soon as trained teachers are available.

To assist in the social adjustment of the type of child usually called the "problem" child, 15 visiting teachers are employed. These teachers are attached to schools in a particular area and form a liaison between the school and the home. Their work during

the year has produced a marked improvement in attendance at school of the cases referred to them and has also given a better insight into the factors giving rise to the social maladjustment of these children.

### INTERMEDIATE SCHOOLS

There are 28 intermediate schools or departments in operation, and but for the building situation more would be functioning, especially in areas where the accommodation in the primary schools is taxed. These schools, however, become vigorous institutions, developing strong, individual characteristics. Their organization on a pupil-ability basis permits the best use to be made of selected staffs for general and special work. The top ability groups are able to pursue enriched courses, while the less gifted children have courses adapted to their stage of development. In several centres older children have been transferred from special classes to the intermediate school, where they can be taught with pupils of their own age. A great advantage of the intermediate school is that children of the same age groups can be better provided for in club work, organized games, and training in citizenship. More efficient use can be made of more expensive school equipment and facilities—*e.g.*, for manual training and for visual education. With the raising of the school age, more children are obliged to remain until the leaving age. Pupils who do not intend to continue education in post-primary schools are catered for, as far as possible, in Form III classes in intermediate schools, where the work has a practical and cultural bias.

### DISTRICT HIGH SCHOOLS

About 100 district high schools provide post-primary education in country districts. Three large secondary departments will become full post-primary schools in 1947, and 6 new district high schools will be established. Recent changes in the curriculum and the wide scope of the School Certificate Examination are enabling the district high schools to develop their own individuality to a greater extent than formerly. Cultural and practical aspects of education such as music, art and craft, physical education, and rural and home centred courses can be planned along flexible lines to meet the requirements of the particular district, and in many cases of individual pupils. Several factors have contributed to a large increase in roll numbers, chiefly the raising of the school age, the tendency to prolong the period of education, and also the heightened consciousness of the need for secondary education. Resources have been strained, but the schools are meeting the situation arising from the demands of the new curriculum, and the greater numbers of pupils, in a commendable manner.

The staffing schedule has been improved, 1 teacher to 25 pupils instead of 30, but there will be insufficient teaching strength to implement this until a large number of teachers attending University under rehabilitation bursaries complete their degrees. Liberal grants for the purpose of extending libraries and providing equipment and material for special subjects, including science, have been made.

A number of these schools do not now provide instruction past School Certificate level. In smaller departments especially this is a wise plan, since it permits better attention to be given to the needs of the majority of the pupils. The more academically able can take advantage of special bursaries assisting them to spend the Form VI year in large accrediting secondary schools where richer opportunities can be provided.

### CORRESPONDENCE SCHOOL

The school continues its remarkable growth. The total roll is now 4,492—1,857 primary and 2,635 post-primary. The staff numbers 173—139 teachers and 34 clerical officers. Pupils are enrolled only on the grounds of distance from a school (70 per cent.), employment (20 per cent.), or physical disability (10 per cent.). The school, founded

in February, 1922, has completed twenty-five years of service, and Silver Jubilee celebrations have been planned for 1947. Courses are provided for Primary School Certificate, School Certificate, Endorsement of School Certificate, Higher School Certificate, University Entrance, University Scholarship, Special Bursaries, Teachers' "C" Certificate, Post and Telegraph Entrance, Public Service Temporaries, Government Shorthand-typists, and Chamber of Commerce Examinations. Special courses of a practical character are provided in all branches of agriculture, commerce, needlecraft, woodcraft, and many other arts and crafts.

Lessons are broadcast over all national stations twice a week throughout the year. Six teachers are permanently engaged in visiting pupils in their homes throughout New Zealand. There is a circulating library of over ten thousand volumes. Publications include the *Correspondence School Circular* (twice each term), the "Postman" (annually), the *Handbook of Information, Ex-pupils' Budget*, and the *correspondence School Book of Verse*. Extra-mural activities are vigorously carried on, including Guides, Scouts, Red Cross, Animal Welfare, Garden Circle, Meccano, Stamp Exchange, Camera, Naturalists', and International Pen Friends. There is a valuable school museum. Throughout the year there was a regular and generous despatch of garments for distribution through Red Cross headquarters in London to needy families in Britain and Europe. Active parents' and ex-pupils' associations co-operate fully with the school.

Altogether the school plays a very important and successful part in the educational system of the Dominion.

#### EXPERIMENTATION

With a return to conditions approaching normal, encouragement has been given to worth-while experimentation, and the report of one district gives some interesting information about several experiments. One, undertaken in a large intermediate school, aimed at determining the effects of a balanced midday lunch served at the school. While a final evaluation has still to be made, the experiment has continued for a sufficiently long period to justify tentative conclusions. Spongy gums were eliminated in the experimental group, but continued in the control group, and the incidence of dental decay was considerably reduced. The experimental group suffered much less from colds and made two hundred more half-day attendances during a period of seven months. From their observations the teachers are of the opinion that in the former group powers of attention and resistance to fatigue increased to a greater extent than in the latter. Incidentally, it is interesting to note that in other schools where a suitable lunch is provided, beneficial results are noticeable.

Another experiment aimed at making an investigation into the use of the radio as a teaching aid, to determine how much of the factual matter of the broadcast was retained by pupils, and what was the best method of listening. Ten classes from a range of schools—two-teacher country to large city type—were selected to listen to a history serial. Each class was divided into three sections, one to take down notes which might help pupils to remember facts of the broadcasts, another to make sketches for the same purpose, and the last, just to listen carefully. At the end of the broadcast a written test of seven simple questions was given, and without warning the same questions were given a week later. The results were noteworthy, first that the pupils did not get much out of the broadcasts from the point of view of the facts presented, and the second that the section that just listened got most benefit. To some extent the poor results have been attributed to poor reception conditions due in part to faulty sets, but some of the notes made by the pupils clearly indicated that they misunderstood much of the lesson.

One great difficulty is in the co-ordination of broadcast lessons with those planned in school programmes. It would be far too restrictive to expect school lessons in such a subject as history to follow closely the scheme of broadcasts, or *vice versa*, and yet

if there are not adequate school preparation for and follow-up of the broadcast, much of its value is lost. Further investigation would be worth while, as the school broadcast service is anxious to provide programmes that are suitable for general school use.

I have, &c.,

G. E. OVERTON,

Chief Inspector of Primary Schools.

The Director of Education, Wellington C. I.

## REPORT OF THE CHIEF INSPECTOR OF POST-PRIMARY SCHOOLS (MR. E. CARADUS) FOR THE YEAR 1946

SIR,—

I have the honour to present my report for the year 1946.

The year 1946 has been a year of greater development in the post-primary field than any year which I remember. The following are some of the changes which have been introduced :—

- Unification of the post-primary inspectorate ;
- Further increases in the strength of the post-primary inspectorate ;
- Improvement in the staffing of post-primary schools ;
- Further developments in the training of post-primary teachers ;
- The setting-up of a Consultative Committee on Teachers' Salaries ;
- The bringing of secondary departments of district high schools into the post-primary field proper ;
- Additional grants for music and social studies and increased grants for libraries in post-primary schools ;
- Arrangements for the utilization of War Assets Realization Board equipment ;
- The introduction of the new School Certificate Examination ;
- The establishment of an examination for special bursaries ;
- The reintroduction of the City and Guilds Examinations and of the Department's Technological Examinations ;
- The setting-up of a Consultative Committee on the Technological Examinations ;
- The establishment of technical bursaries ;
- Increased allowances for scholarships and boarding bursaries ;
- The establishment of a Technical Correspondence School ;
- The extension of the work of careers advisers in post-primary schools ;
- The development of motor-trade training in post-primary schools ; and
- The preliminary steps for daylight apprentice training.

### (1) THE UNIFICATION OF THE INSPECTORATE

Following the retirement of Mr. F. C. Renyard, Superintendent of Technical Education, on 31st July, 1946, certain staff changes were made in the post-primary inspectorate. The Chief Inspector of Secondary Schools was appointed Chief Inspector of Post-primary Schools, and two additional Senior Inspectors were appointed, making, in all, two Senior Inspectors on the secondary side and two on the technical side. The position of Superintendent of Technical Education disappears temporarily. The change made was a further step in the unification of the post-primary services begun when a single salary scale and unified system of grading were instituted in 1944, and continued this year by the introduction of a common basis of grants for incidental purposes and administration. At the same time there were two appointments to the staff of the post-primary inspectorate—Miss R. F. C. Tyndall, M.Sc., B.H.Sc., and Mr. S. M. Kinross, M.A.—and two temporary appointments—Mr. G. Guy, M.A., B.Sc., and Mr. G. M. Salt, M.Sc. Mr. Salt is on temporary loan to the Auckland Education Board in order to assist that Board in the control of the many district high schools and the several post-primary schools established under the Board in the Auckland Education

District. Towards the end of the year arrangements were made for further appointments in 1947, made necessary by the bringing of the secondary departments of district high schools into the post-primary field proper. Arrangements are in train also for the inspectorate in 1947 to work in one group over all post-primary schools instead of in two distinct groups, secondary and technical, as previously.

## (2) NEW POST-PRIMARY SCHOOLS

Three new post-primary schools were established during the year, Whangarei Girls' High School (by the division of Whangarei High School into separate boys' and girls' schools), Matamata College, and Tauranga College (by the disestablishment of the respective district high schools). The total number of post-primary schools is now 72.

## (3) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS

For staffing, salary, and grading purposes these have been brought into the post-primary system proper, with a consequent very great increase in the duties devolving upon the post-primary inspectorate. The total number of secondary departments is now 103, 17 of which have rolls exceeding 150.

## (4) ENDOWED SCHOOLS AND REGISTERED PRIVATE POST-PRIMARY SCHOOLS

During the year 5 additional private post-primary schools were granted provisional registration, making the total number 80 (inclusive of 2 endowed schools and 2 private post-primary schools registered as technical). This represents a remarkable increase of 17 in the number of such schools on the register three years ago.

## (5) SCHOOL ROLLS

The increases which have taken place in recent years in the total rolls of all post-primary schools are shown in the following table, which gives the numbers enrolled on 1st March for the past four years. The numbers of schools in each year are shown in parentheses :—

	1943.	1944.	1945.	1946.
Secondary schools .. ..	16,218 (39)	18,573 (39)	20,042 (39)	20,255 (40)
Technical schools .. ..	10,799 (21)	12,530 (21)	14,295 (23)	14,943 (25)
Combined schools .. ..	3,276 (7)	3,639 (7)	3,843 (7)	3,839 (7)
Secondary departments of district high schools ..	6,320 (98)	7,356 (101)	8,708 (104)	8,375 (103)
Registered private post-primary schools (including two endowed schools) ..	7,002 (63)	7,978 (67)	9,146 (75)	9,621 (80)
Totals .. ..	43,615	50,076	56,034	57,033
Increase over previous year .. ..		6,461	5,958	999

## (6) IMPROVEMENT IN STAFFING OF POST-PRIMARY SCHOOLS

The Education (Post-primary Teachers) Regulations, which came into force on 31st March, 1945, made for an improved staffing of post-primary schools, but owing to the shortage of teachers arising largely as a result of the war it was impossible to bring the new staffing ratio into operation until the beginning of 1946. Approval was, however, given for it to operate as from the beginning of 1947, the change necessitating about 50 additional teachers in secondary schools and about 70 additional teachers in technical schools—an average increase of some 8 per cent. of the total number of teachers engaged. This increase should go a long way towards enabling schools to cope with their new responsibilities under the new post-primary programme.

### (7) FURTHER DEVELOPMENT OF TEACHER-TRAINING

Already some training is being provided for homecraft teachers and teachers of woodwork and metalwork. The course for homecraft teachers began in 1943 and is one of three years' duration, the first year being spent at Dunedin Training College and the second and third years at approved post-primary schools as student teachers or as probationary assistants. The proportion of time spent in the two latter capacities is under review at the present time. Already 30 teachers have completed the course and some 75 others have entered upon it. A training course for woodwork and metalwork teachers was initiated in Auckland in co-operation with Seddon Memorial Technical College at the beginning of 1946. This course is of one year only. Fifteen woodwork and 5 metalwork instructors entered upon and completed this course. They have all been absorbed in schools. A further course for 15 woodwork teachers and 9 metalwork teachers has been arranged for 1947.

It is quite clear, however, that we should do more to assist in connection with the training of post-primary teachers. At the present time, for post-primary teachers in general, there is available one year at Auckland Training College, to which course only those teachers who have already obtained a degree are admitted. Most of these students have obtained their degrees at their own expense. I do feel that the institution of some form of bursary for teachers selected for the post-primary service is desirable, but in my opinion the establishment of such bursaries is not warranted unless the teacher selected enters into a bond to give service at the end of the course. Otherwise, we should undoubtedly find that students would take advantage of the post-primary bursary to help them on the way with courses in accountancy, law, and the like, with no intention ever of taking up teaching. The introduction of such a bond would be in line with the policy of other Government Departments and with the bond demanded in other parts of the world for post-primary teachers.

An estimate of the exact number of new entrants to the post-primary service in all its branches—secondary, technical, and district high—is difficult as, owing to war conditions, the entry over the last six or seven years has been abnormal. A careful investigation of the position shows, however, that the average annual intake is probably 45 to 60 men and an equal number of women. Many of these, of course, have received their training as primary teachers and have transferred to the post-primary service at a later stage. Others enter direct from industry. Others again obtain their University training at their own expense. It is not therefore necessary to legislate for anything like 100 annually. Having regard, however, to the certain increase in the post-primary rolls in the early 1950's, I feel certain that there would be no risk of post-primary teachers being out of employment if we awarded 40 post-primary teachers bursaries annually. As the bursars would ultimately be post-primary teachers, an interview should have a considerable bearing upon the selection, and the needs of the post-primary service would be kept constantly in mind. Students selected would be required to follow approved courses of study, and their courses of study would be continually under review by the Department. At the present time too many students are entering upon degree courses with subjects which are of no great value for post-primary teaching. I feel, too, that we should give further consideration to the training of teachers of commercial subjects and of art. In all probability commercial teachers should be taken direct from commerce and given a short period of training on the lines of that already given to teachers of woodwork and of metalwork.

Refresher courses were continued as in 1945. In that year refresher courses in social studies were held at Feilding and Christchurch. Further courses in general science were held at Wellington and Christchurch in January of this year, over 400 teachers being present at these two courses. Arrangements were made during the year for a continuation of further courses in 1947: in English at Christchurch and Feilding; in home science at Dunedin; and in astronomy and map-reading at Wellington. The

total amount approved for refresher courses, inclusive of those for primary teachers, was £3,200, an increase of £1,200 upon the amount available for 1946. I regard these refresher courses as being a valuable addition to teacher-training.

#### (8) CONSULTATIVE COMMITTEE ON TEACHERS' SALARIES

A considerable increase in the salaries of post-primary teachers became effective on the 1st February, 1944, but the recommendations of the Consultative Committee on Teachers' Salaries set up during this year made for further increases. These recommendations, as is now well known, were adopted by the Government and most, if not all, teachers have already received the payments due to them on account of these increases, which operated as from 1st April, 1946. Under the previous arrangement the salary of a post-primary teacher was made up of a salary on a basic scale, a possible grading increment, a possible married allowance, and, in the case of those teachers who held Grade V positions or positions as first assistants, senior assistant mistresses, or heads of departments, a further allowance on this account. There was very little change in the general basis of payment of post-primary teachers as a result of the recommendations of the Committee, although married allowance is now incorporated in salary. The main change was a general increase in the amounts payable under the basic scale, as a grading increment, or as a position salary, as the case might be. Post-primary teachers were generally very well satisfied with the provisions made under the recommendations of the Salaries Committee, and the profession as a whole is in a much better financial position than previously. It is anticipated that these increases will assist materially in securing an adequate supply of capable teachers for the post-primary service.

The following table shows the maxima for married men and for women teachers in each grade under the old and new system :—

Grade.	Men.		Woman.	
	Old Scale.	New Scale.	Old Scale.	New Scale.
	£	£	£	£
I .. ..	483	490	363	390
II .. ..	538	550	415	440
III .. ..	598	610	457	490
IV .. ..	648	680	497	540
V .. ..	698	740	542	600

The allowances for heads of departments, first assistants, and senior assistant mistresses are also increased from £30 per annum to £60 per annum, and the possibility of increasing this allowance in special cases to £80 is provided for in the draft regulations.

#### (9) SECONDARY DEPARTMENTS OF DISTRICTS HIGH SCHOOLS

Reference has already been made to the bringing of the secondary departments of district high schools into the normal post-primary field for purposes of staffing, salaries, and grading of teachers. This naturally necessitates more frequent visits to the secondary departments of district high schools on the part of the post-primary inspectorate. For some years now Inspectors of Secondary Schools have been visiting secondary departments once in every three years in an advisory capacity in order to assist teachers in the secondary departments in the various problems confronting them. As a result of the increase in the post-primary inspectorate it will now be possible to make these visits much more frequently, and although nothing could be done in this direction in 1946, a programme of work has already been mapped out for 1947 making for a visit to every one of the 103 district high schools in the Dominion in the early part of 1947 in order that, at this first visit, provisional classifications of the teachers might be confirmed

and the provisional salaries allotted to them as from 1st April, 1946, also confirmed or, if necessary, adjusted. Once in every three years, as previously, formal inspection reports will be written on secondary departments, but in every future year one visit at least will be paid to every district high school. A few of the district high schools are on the list of schools approved for accrediting purposes, and to these more frequent visits will be paid as the opportunity arises. These more frequent visits should go a long way towards ensuring that the programmes of work and the standard reached in the secondary departments of the district high schools will be comparable to those in the post-primary schools proper.

#### (10) GRANTS FOR SCHOOL ACTIVITIES

During 1946 greater assistance has been given by the Department to post-primary schools, inclusive of the secondary departments of district high schools, for purposes of libraries, and for equipment for music, social studies, and general science, than ever before. The following amounts were paid during 1946 in addition to those normally payable by way of incidentals :—

Libraries : £10 per school, together with a capitation at the rate of 2s. per head.

Music : £50 per school in the case of schools with a roll of 150 or over, and £25 per school in other cases.

Social Studies : £15 per school in the case of schools with a roll of 150 or over, and £10 in other cases.

Science (district high schools only) : £10 per school, together with a capitation at the rate of 5s. per head of roll number.

These grants individually are perhaps not large, but in the aggregate amount to a very considerable sum, and will undoubtedly enable schools to make further additions to existing equipment. It is hoped that similar grants of at least an equal amount can be continued in future years. In addition to these grants, a considerable amount of equipment was supplied to schools through the War Assets Realization Board without cost to the Boards themselves.

Further assistance to schools to enable them to cope with their responsibilities under the new programme was provided by the regular issue to post-primary schools of bulletins. These bulletins aim to supply background reading in connection with subjects of the revised curriculum, in particular with social studies, general science, literature, and music. It is planned to issue twenty bulletins per year. The preparation of a series of booklets on geology designed to cover regionally the whole Dominion is well advanced and it is hoped to publish several booklets in the coming year.

#### (11) EQUIPMENT EX WAR ASSETS REALIZATION BOARD

Mr. L. le F. Ensor, Senior Inspector of Secondary Schools, and Mr. R. Hynes, Senior Inspector of Technical Schools, were seconded from their normal duties as Inspectors on 8th March last for the purchase from the Armed Services of surplus stocks useful to the Department.

All the Services—Navy, Air, and Army—rendered generous assistance, and with a dual benefit—schools are being provided with equipment that has been extremely difficult to purchase, and sterling funds are being conserved by the use of material in New Zealand. The total amount in the estimates—£20,000—has practically all been spent. The equipment purchased included biological, chemical, electrical, and engineering equipment.

#### (12) THE FIRST YEAR OF THE NEW SCHOOL CERTIFICATE EXAMINATION

In this, the first, year of the new examination some difficulties were anticipated. Notifications in the *Education Gazette* throughout the early part of the year, however, removed many of these, while at the same time the setting-up of a Board of Moderators

representative of the secondary schools, the technical schools, and the Department did much to ensure that the papers set were of a satisfactory standard and reflected correctly the aspirations of the new programme. The main functions of the Board of Moderators were to assist in the selection of examiners and moderators in the various subjects and to settle differences between the examiners and the moderators in the preparation of the examination papers. There were few problems of any magnitude which had to be decided by the Board of Moderators, and during the initial stages and during the examination itself matters ran smoothly. There was little criticism of the papers set or of their standard, and generally teachers seemed to be well satisfied with the new examination in this, its first year. The system of using supervising examiners, never before in operation in the Department's examinations, proved very successful. Very largely as a result of this the standard of the marking turned out to be most satisfactory, and even in the case of some subjects in which there were as many as 13 examiners there was a very small range between the highest and the lowest medians returned by different examiners. In only one subject could the range be considered excessive. This satisfactory result can undoubtedly be attributed largely to the good work of the supervising examiners in having preliminary meetings of examiners and in drawing up suitable schemes of marking.

I should like here to commend the Examination Branch for the admirable work which it did throughout the whole period of the examination. With the large numbers involved, it is somewhat remarkable and an undoubted tribute to the work of the Examination Branch that no single mistake of any moment was made. The total number of candidates for the examination was 8,300, as compared with 6,693 in 1945. Of these, 200 sat in two subjects for the purposes of University Entrance and 790 sat to complete a partial pass obtained under the old regulations. Of the 4,450 candidates who passed, 632 completed previous partial passes, 50 qualified for Certificates of Attainment only, while 80 others qualified for School Certificates, but were exempt under Regulation 3 (2) of the regulations from taking music and a craft or fine art. For the newly established Special Bursaries Examination there were 200 candidates.

Bound up with the new School Certificate Examination is the recognition for this purpose of certain forms in schools not previously recognized for purposes of the School Certificate Examination. This recognition has been granted to Third Forms in those preparatory schools in which provision is made for instruction in the core subjects under the conditions laid down in the Education (Post-primary Instruction) Regulations 1945.

### (13) ACCREDITING IN UNIVERSITY ENTRANCE

Accrediting has now completed its third year, although in the first year of operation—1944—as candidates could qualify for entrance under the old examination, there were comparatively few entries for the new University Entrance Examination—543. Of these, 303 were accredited. The number of entrants has now increased to 3,257, of whom 1,773 were accredited. Of the remainder, 1,443 presented themselves for examination. Of these, 432 passed. With the standard of the new examination one year in advance of that of the old, the large number of candidates for entrance is somewhat surprising and may be taken as an indication not only of an increase in roll numbers, but also of an increase in the length of the school course.

### (14) ENDORSED AND HIGHER SCHOOL CERTIFICATES

The Higher Leaving Certificate was awarded for the last time in 1945, and the Endorsed School Certificate took its place, although, owing to the increased number of subjects on the list for the new School Certificate, many more candidates are in the position to apply for Endorsed School Certificates than were eligible to apply for Higher Leaving Certificates. An Endorsed School Certificate is awarded to a candidate who satisfactorily completes a course of instruction of one year in advance of School Certificate. At least two of the subjects which he is presenting must be at an advanced

stage; the third subject may be completely new—for example, a commercial group of subjects, a new science group, or an art group. At the same time, the new regulations have made possible the award of Higher School Certificates to pupils who have satisfactorily completed a five years' course of secondary instruction of not less than 100 units with at least two years' satisfactory work in advance of School Certificate or one year's satisfactory work in advance of University Entrance. Again at least two of the subjects presented for Higher School Certificate must be advanced subjects. The number of certificates awarded are as follows :—

	1945 : Higher Leaving Certificates.	1946.	
		Endorsed School Certificates.	Higher School Certificates.
Secondary and combined schools ..	1,296	1,550	367
Technical schools .. .. .	156	250	34
District high schools .. .. .	129	131	15
Endowed and registered private secondary schools	430	492	87
Correspondence School .. .. .	9	12	..
Totals .. .. .	2,020	2,435	503

### (15) EDUCATION BURSARIES

The total expenditure on national bursaries and special bursaries during the financial year was £60,003, as compared with £52,124 for the previous year. In addition, the sum of £11,307 was expended on secondary-school bursaries, as against £7,953 during the previous year.

During the year the Government decided to establish technical bursaries at approved post-primary schools for pupils following senior technical courses in agriculture, art, building construction, engineering, and homecraft. The first awards of these bursaries were made at the end of the year. These bursaries are tenable at any post-primary school approved for the purpose by the Director, and are awarded on the recommendation of the Principal, approved by the Director, to candidates whose standard of work is considered sufficiently high to warrant the award of a bursary and who require to live away from home in order to attend the nearest school affording tuition at the Fifth Form stage. Applicants must have completed an approved two years' course of post-primary education relating to their intended course of study.

The number of bursaries current during 1946 and the awards at the close of the year are given in the following table :—

	Current in—		Awards at Beginning of—	
	1946.	1945.	1947.	1946.
Agriculture .. .. .	38	25	20	20
Architecture .. .. .	6	5	5	2
Engineering .. .. .	38	27	15	15
Fine arts .. .. .	14	14	10	4
Home science .. .. .	66	60	20	20
Science .. .. .	50	31	20	20
National boarding .. .. .	210	210	65	65
Ordinary national .. .. .	2,342	1,969	*	1,038
Total .. .. .	2,764	2,341	..	1,184
Secondary-school Bursaries .. .. .	289	222	*	218
Technical bursaries .. .. .	..	..	125	..
Grand total .. .. .	3,053	2,563	..	1,402

\* Not available.

As from the 1st October the value of boarding bursaries was increased from £30 to £50 annually exclusive of fees, while the holders of Higher School Certificates, if on full-time University courses, will be given a bursary allowance of £20 per annum in addition to fees up to the limit of £20 previously paid.

#### (16) REINTRODUCTION OF THE CITY AND GUILDS EXAMINATIONS AND THE TECHNOLOGICAL EXAMINATIONS

No candidates were accepted for City and Guilds Examination during 1946, but arrangements are in train for candidates to be examined in 1947 in those subjects in which there are no departmental Technological Examinations and in which there is a reasonable number of candidates. Ninety-four entries have been received, mainly for electrical engineering practice. During the war years the Department held no Technological Examinations at the preliminary or intermediate stages, schools being allowed to accredit candidates in the various subjects at these stages. In 1946, however, the Department again examined at all grades. The following table shows the numbers of candidates presenting themselves for the various subjects and the numbers passing:—

Carpentry and joinery—				Sat.	Passed.
Preliminary .. .. .	..	..	..	45	8
Intermediate .. .. .	..	..	..	45	13
Final .. .. .	..	..	..	13	5
Building construction : Final ..	..	..	..	2	1
Cabinetmaking—					
Intermediate .. .. .	..	..	..	14	7
Final .. .. .	..	..	..	4	3
Plumbing—					
Preliminary .. .. .	..	..	..	15	11
Intermediate .. .. .	..	..	..	13	5
Final .. .. .	..	..	..	3	3
Engineering trades—					
Preliminary .. .. .	..	..	..	3	0
Intermediate .. .. .	..	..	..	16	8
Final .. .. .	..	..	..	6	2
Motor mechanics (Major) : Preliminary ..	..	..	..	1	0
Motor mechanics (Minor)—					
Preliminary .. .. .	..	..	..	5	0
Intermediate .. .. .	..	..	..	4	2
Final .. .. .	..	..	..	2	2

#### (17) CONSULTATIVE COMMITTEE ON THE TECHNOLOGICAL EXAMINATIONS

For some time teachers have been asking for a revision of the Department's Technological Examinations. The Department had itself realized that these examinations needed overhaul, but the first move was clearly the general consideration of the post-primary school curriculum and the School Certificate Examination, which caters for large numbers of pupils in all types of schools. Now that the new School Certificate Examination has been firmly established, the way is open to a consideration of the Technological Examinations, and the Hon. Minister decided in October last to set up a Consultative Committee in order to consider and to make recommendations in regard to these examinations. This Committee is under the Chairmanship of the Chief Inspector of Post-primary Schools, and includes six representatives of various industrial organizations intimately concerned with the Department's Technological Examinations, three members nominated by the New Zealand Technical-school Teachers' Association, and two other representatives of the Department. No meeting could be held before the end of the year, but all arrangements were made for the Committee to commence its deliberations early in 1947.

### (18) TECHNICAL CORRESPONDENCE SCHOOL

The Technical Correspondence School was opened on 1st July, 1946, to provide for correspondence courses in vocational and technical subjects for apprentices and advanced students. The school, which has a wide field to cover in vocational work, is an outgrowth of the Army Education Welfare Service. It uses the trade and agricultural courses prepared by that Service during the war and has taken over also a number of trade and engineering courses developed in recent years by the correspondence section of the Wellington Technical College. Its premises adjoin the Wellington Technical College and it shares certain teachers with the college.

Progress in the initial stages has been hampered by the difficulty of securing technically qualified staff, but eight new subjects have been added to the curriculum since July, 1946. These include several subjects for the Survey Board's examinations—namely, forestry, geology, physics, survey computations, town-planning, and engineering surveying. It is intended to provide courses in all the chief subjects needed for professional examinations in surveying and in civil, mechanical, and electrical engineering; provision needs to be made also for several important trades, and the preparation of new agricultural courses has been authorized.

At 31st March, 1947, there were 615 enrolled students; the staff comprised 5 full-time teachers, 5 clerical assistants, and 14 part-time instructors who deal with specialized subjects.

### (19) EXTENSION OF WORK OF CAREERS ADVISERS IN POST-PRIMARY SCHOOLS

Advantage was taken of the new Salaries Regulations to provide on a more rational basis for the appointment of careers advisers in post-primary schools. Hitherto, careers teachers have been paid only in post-primary schools in the four main centres. Preliminary arrangements were made during 1946, however, for the appointment of careers advisers in all post-primary schools, including the secondary departments of district high schools, in which the total number of full-time pupils on the roll is at least 200. These appointments will not, however, become effective until the beginning of 1947 and will be contingent upon the person recommended for appointment attending and satisfactorily completing a special course of instruction arranged for careers advisers. Preliminary arrangements have been made for three such courses during 1947. The two booklets published by the Department during 1946, entitled "Careers for Girls," and "Careers for Boys," cover the whole field of employment, giving an outline of qualifications, training, and prospects for work of all kinds. These booklets will be of great value to careers advisers already appointed and to be appointed in post-primary schools.

### (20) DEVELOPMENT OF MOTOR TRAINING IN POST-PRIMARY SCHOOLS

The motor-traders of New Zealand have been very active in recent years in taking steps to improve the training of motor mechanics responsible for the care of public and private vehicles. To that end the New Zealand Motor Trade Certification Board was set up with a full-time technical organizer. The Education Department has encouraged collaboration between the Board, the organizer, the Inspectors of Technical Schools, and the school authorities, and the organizer has been permitted to see the technical classes in motor engineering, to confer with the Department in relation to these classes, and to report back to his Board his views on the results of his observations. The Certification Board, moreover, just recently invited the Director of Education, or his nominee, to become a member of the Certification Board as a representative of the Education Department.

At present there are some 35 post-primary schools in which organized training of apprentices to the motor trade is being carried out. It is estimated that there are well over 1,000 apprentices in the trade, quite apart from those in remote districts, and a fairly large increase is expected in the near future.

Early in 1946 the Hon. Minister gave his general approval of the policy for the development of facilities for instruction in motor engineering by the provision of equipment and also accommodation, as circumstances permitted. Following on from the Minister's general approval of the scheme proposed, the Department and the schools concerned in the first place endeavoured to provide suitable rooms for both theory and practice. This was not an easy task; prefabricated rooms have been used in some cases, and in others Army huts have been brought into service to supplement the school buildings.

Grants for equipment according to the requirements of the particular districts are now being made, and it is expected that the total amount necessary for the 35 schools will be in the neighbourhood of £13,000, as approved by the Hon. Minister. Thus the facilities for training in motor engineering are improving steadily, and in a matter of, say, six months, they should be very much better. It may be mentioned that the Certification Board is the only Board of its kind controlling the training of its apprentices and mechanics, and as such it may be regarded as a pioneer movement that has achieved marked success in every way.

In the actual training of apprentices the co-operation between the Education Department and the Certification Board has been very gratifying on both sides, and there is every reason to believe that the continuation of this co-operation will prove invaluable in raising the standard of trade training for the motor mechanics of the Dominion.

#### (21) APPRENTICE-TRAINING

A great step forward in apprentice-training was made during the year by the passage of the Apprenticeship Amendment Act, based upon the recommendations of the Apprenticeship Commission set up a few years ago. On this Commission the Department was represented by the Director and by the Superintendent of Technical Education. The Apprenticeship Commission made, in all, some thirty-six recommendations, most of which were incorporated in the Apprenticeship Amendment Act put through last year. It is this amendment which makes possible daylight training of apprentices. Of the thirty-six recommendations made by the Apprenticeship Commission, only five specifically concern the Education Department, and the Department has already taken steps to implement these recommendations in order that there should be no delay in carrying out its part of the work when daylight training of apprentices becomes operative. These five recommendations are as follows :—

*Recommendation 14.*—"In the programme of work for "social studies" in schools there should be incorporated reference to possible careers, including a broad general knowledge of the conditions of apprenticeship." (Definite regulations are at present being prepared making for an increase in the numbers of careers advisers in schools, for the training of these careers advisers, and for defining their particular duties.)

*Recommendation 15.*—"A system of bursaries should be inaugurated to help pupils who live in country districts not served by a technical school and who are desirous of further study in technical subjects above the level of the School Certificate." (This system of bursaries has just been established and the first awards made. Pupils following advanced technical courses in agriculture, art, building construction, engineering, and homecrafts who are required to live away from home in order to follow these courses are now granted bursaries of an annual value of £40.)

*Recommendation 18.*—"When salary scales affecting technical teachers are being drawn up, due regard should be paid to the remuneration of similarly qualified persons in industry." (This was done during the considerations of the recent Teachers' Salaries Committee, the recommendations of which have now been approved by Cabinet and given effect to.)

*Recommendation 26.*—"The Education Department's Technological Examinations should be revised and more extensively used." (The Department, towards the end of the year, set up a Consultative Committee to inquire into these examinations under the Chairmanship of the Chief Inspector of Post-primary Schools.)

*Recommendation 34.*—"There should be an extension of correspondence courses in technical education for the benefit of country apprentices." (Early in the year the Department set up a Technical Correspondence School which is now operating and which is doing exactly what was asked—that is, is providing technical correspondence courses in engineering, building construction, and the like.)

## (22) BUILDINGS

The following major works were completed during 1946-47 :—

Kaikohe Technical High School: New school and hostel.  
Epsom Girls' Grammar School: First portion of the new building.  
Petone Technical School: Addition to workshops.  
Wellington Girls' College: First portion of the new building.  
Rangiora High School: Workshops.

Major works are in progress at the following schools :—

Auckland Girls' Grammar School: Four rooms and remodelling.  
Thames High School: Assembly hall ex-Army.  
Hamilton Technical School: Assembly hall ex-army.  
Tauranga College: Workshop block and assembly hall ex-Army.  
Stratford Technical School: Assembly hall ex-Army.  
Hastings High School: Domestic science block and additions to workshop.  
Dannevirke High School: Assembly hall ex-Army and additions to rectory.  
Wairarapa College: Gymnasium ex-Army.  
Petone Technical School: Assembly hall ex-Army.  
Wellington College: Gymnasium ex-Army.  
Rangiora High School: Boys' hostel.  
Christchurch Technical School: Remodelling workshops.  
Timaru Girls' High School: Additions to hostel.  
Dunedin Technical School: Home science block.  
Otago Boys' High School: Remodelling science laboratory.  
Southland Girls' High School: New building.  
Southland Technical School: Additions.

## (23) SCHOOL HOSTELS

The number of pupils in residence at school hostels continues to increase, but the demand is still unsatisfied, with waiting-lists at many schools. The number of pupils resident in 1945 and 1946 is shown in the following table :—

	1945.	1946.
Secondary .. .. .	1,523	1,583
Technical .. .. .	294	323
Combined .. .. .	906	967
	<hr/> 2,723	<hr/> 2,873

## (24) GENERAL

There has been a considerable development in instrumental music in the post-primary schools, and many schools are justly proud of their band or orchestra. It has been somewhat difficult to obtain instruments, but arrangements have been made by the Department for schools to import pianos and musical instruments free of Customs duty and sales tax.

The museums in the four centres are giving considerable help to visiting classes from the post-primary schools, while schools themselves are making greater use of visual aids with assistance from the Department.

The main difficulties at present confronting the post-primary schools are those of equipment and accommodation, but these are being steadily overcome.

I have, &c.,

E. CARADUS,

Chief Inspector of Post-primary Schools.

The Director of Education, Wellington C. 1.

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REPORT (EXTRACT) OF NELSON EDUCATION BOARD  
(CHAIRMAN, HON. W. H. MCINTYRE)

SCHOOL ENVIRONMENT

The total environment, by which term is meant inside and outside functional attractiveness, of every school in this Board continues to be a purposeful consideration in the life of Committees, teachers, pupils, and Board staff officers and Inspectors. Whilst we recognize that efforts at providing pleasant settings for modern educational appurtenances would be made irrespective of any official rewards, we consider that the system of certificates operating within this Board has a generally satisfying effect. The difficulties of the war are now fading, and caretaker-groundsman in those schools possessing them are as alive as any one to the maintenance and improvement possibilities at various schools and to the chances of raising the standards, within upkeep reason, already achieved. Endeavouring to keep the award of certificates to a sound standard, we this year presented or endorsed twelve Certificates with Medallion of Excellence, twenty-three with Certificates with Medallion of Special Merit, and twenty-five with Certificates of Environment. The Environment Shield, for so long held by schools in the Wainea areas, has this year been shared by Seddonville, a West Coast school, and this is a pleasing item to record. The Board wishes to reward those schools making great efforts against difficulties and yet which might not reach the required certificate standard, and to this end it is presenting an ornamental bowl for circulation amongst the schools. It will be held a year by the school considered to have made the best effort at environment improvement.

We regard environment as a very important item in school life and character-training, and if we make a special feature of it we do so with, in our opinion, sound results.

**TABLE A 1.—PUBLIC PRIMARY SCHOOLS BY GRADE, AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1946**

Grade or Subgrade of School.	Roll for determining Grade of School.				Education District.								Total Number of Schools December, 1946.	
					Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.		Southland.
I	1-8	..	..	..	12	6	12	8	14	10	14	12	4	92
II	9-24	..	..	..	152	31	62	63	61	33	113	60	56	631
IIIA	25-30	..	..	..	43	9	8	5	7	3	24	9	11	119
IIIB	31-70	..	..	..	184	44	38	37	41	26	68	45	44	527
IVA	71-110	..	..	..	60	11	18	15	18	5	24	14	10	175
IVB	111-150	..	..	..	40	9	6	6	9	9	10	10	6	105
IVC	151-190	..	..	..	11	7	4	5	9	2	4	7	5	54
VA	191-230	..	..	..	11	1	2	4	6	1	5	1	1	32
VB	231-270	..	..	..	9	3	2	3	3	..	8	3	2	33
VC	271-310	..	..	..	12	2	3	3	5	..	7	1	..	33
VD	311-350	..	..	..	5	..	1	2	5	1	2	8	2	26
VI	351-510	..	..	..	36	4	8	8	21	4	14	10	4	109
VII	511-910	..	..	..	28	3	4	3	9	1	15	1	2	66
	Intermediate schools and departments	..	..	..	14	..	2	2	3	..	2	4	1	28
	Totals	..	..	..	617	130	170	164	211	95	310	185	148	2,030

NOTE.—Thirty-seven 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 2.—**ATTENDANCE** AT PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1946  
(Excluding Forms III and IV pupils of Intermediate Schools, Secondary Departments of District High Schools, but including pupils in special classes and Standard VII)

Education District.	Roll Numbers.		Mean of Average Weekly Roll of Three Terms, 1946.		Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1946.
	Pupils at 31st December, 1945	Pupils at 31st December, 1946.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Auckland	69,349	73,402	35,995	33,699	69,694	30,429	28,762	59,191
Taranaki	11,199	11,179	5,713	5,219	10,932	5,152	4,719	9,871
Wanganui	14,411	14,908	7,376	6,927	14,303	6,189	5,750	11,939
Hawke's Bay	14,517	15,250	7,668	6,909	14,577	6,681	5,975	12,656
Wellington	26,543	27,278	13,179	12,043	25,222	11,604	10,566	22,170
Nelson	6,487	6,776	3,304	3,120	6,424	2,963	2,717	5,680
Canterbury	31,394	32,761	16,090	15,030	31,140	14,230	13,273	27,503
Otago	16,224	16,660	8,332	7,580	15,912	7,416	6,714	14,130
Southland	10,196	10,373	5,135	4,741	9,876	4,636	4,239	8,875
Intermediate schools and departments	9,077	9,468	5,028	4,540	9,568	4,582	4,098	8,680
Totals	209,397	218,055	107,820	99,828	207,648	93,882	86,813	180,695
	..	..						87.02

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G I on page 42 of this paper, and the corresponding figures for Forms III and IV of the *separate* intermediate schools in Table B I on page 31 of this paper.

TABLE A 3.—**AGE AND SEX OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1946**  
(Including Standard VII, Special Classes, and Forms I and II of Intermediate Schools and Departments)

Education district—	5 and under 6 Years.	6 and 7.	7 and 8.	8 and 9.	9 and 10.	10 and 11.	11 and 12.	12 and 13.	13 and 14.	14 and 15.	15 and under 16.	16 Years and over.	Totals.	Grand Totals.
.. Boys	5,053	4,985	4,375	4,309	4,060	3,907	3,273	2,776	1,844	919	184	13	35,698	68,995
Auckland .. Girls	4,663	4,640	4,327	4,115	3,968	3,026	3,034	2,576	1,538	659	131	20	33,297	
Taranaki .. Boys	713	688	644	636	611	586	632	563	306	192	32	..	5,683	10,869
.. Girls	639	699	591	634	589	527	523	531	324	118	11	..	5,186	
Wanganui .. Boys	976	1,070	839	933	859	830	770	511	378	158	28	1	7,353	14,228
.. Girls	925	991	886	854	849	821	621	494	299	120	15	..	6,875	
Hawke's Bay .. Boys	1,011	1,051	961	882	829	805	741	612	429	252	64	5	7,642	14,502
.. Girls	944	958	882	837	788	795	628	495	338	155	35	5	6,860	
Wellington .. Boys	1,942	1,777	1,662	1,622	1,529	1,385	1,246	1,144	717	308	51	4	13,387	25,670
.. Girls	1,760	1,728	1,579	1,438	1,373	1,291	1,199	1,061	564	257	31	2	12,283	
Nelson .. Boys	413	438	373	379	364	350	332	308	227	121	15	1	3,321	6,418
.. Girls	388	433	366	371	345	335	302	306	188	57	5	1	3,097	
Canterbury .. Boys	2,095	2,018	1,777	1,652	1,670	1,570	1,596	1,400	937	419	58	5	15,197	29,397
.. Girls	1,936	1,854	1,798	1,717	1,632	1,595	1,382	1,324	682	234	41	5	14,200	
Otago .. Boys	1,161	1,135	1,018	1,017	950	906	763	628	446	226	34	4	8,288	15,831
.. Girls	1,113	988	934	932	885	881	740	635	306	114	16	9	7,543	
Southland.. Boys	752	668	586	602	569	536	520	436	297	135	17	4	5,122	9,805
.. Girls	610	666	594	550	541	537	466	414	220	79	6	..	4,683	
Intermediate schools and departments	..	..	..	..	..	55	1,020	1,844	1,361	648	117	14	5,059	9,607
.. Boys	..	..	..	..	..	89	1,165	1,841	1,018	380	53	2	4,548	
Totals .. Boys	14,116	13,830	12,235	12,052	11,441	10,930	10,893	10,222	7,002	3,378	600	51	106,750	205,322
.. Girls	12,978	12,957	11,957	11,448	10,970	10,497	10,060	9,667	5,477	2,173	344	44	98,572	
Percentage of pupils of each age	13.2	13.1	11.8	11.4	10.9	10.4	10.2	9.7	6.1	2.7	0.5	*	100.0	..
Totals, 1945 .. Boys	12,456	12,314	12,157	11,536	11,070	11,035	10,453	10,479	7,452	3,627	653	51	103,483	199,353
.. Girls	11,458	11,919	11,505	11,125	10,732	10,197	10,300	9,755	5,905	2,504	363	47	95,870	
Difference .. Boys	+1,660	+1,516	+78	+516	+371	-105	+240	-257	-450	-249	-53	..	+3,267	+5,969
.. Girls	+1,520	+1,038	+452	+323	+238	+300	-300	-88	-428	-331	-19	-3	+2,702	

\* Insignificant percentage.



**TABLE A 4.—STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1946—continued**  
(Excluding Secondary Departments of District High Schools and Forms III and IV of Intermediate Schools and Departments, but including special classes, Forms I and II of all Intermediate Schools and Departments and Standard VII)

	Pupils at 1st July in Standards and Forms—continued.											
	Standard 4.			Form I.			Form II.			Form III.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Education district—												
Auckland ..	4,041	3,873	7,914	2,778	2,679	5,457	2,331	2,431	4,762	39	46	85
Taranaki ..	614	562	1,176	659	544	1,203	509	576	1,085	5	10	15
Wanganui ..	831	835	1,666	578	540	1,118	469	482	951	3	6	9
Hawke's Bay ..	888	790	1,678	584	574	1,158	543	457	1,000	5	3	8
Wellington ..	1,398	1,321	2,719	1,206	1,178	2,384	1,052	1,087	2,139	12	17	29
Nelson ..	338	323	661	382	341	723	327	345	672	2	1	3
Canterbury ..	1,083	1,599	3,282	1,357	1,353	2,710	1,361	1,239	2,600	10	11	21
Otago ..	978	913	1,891	691	713	1,404	626	570	1,196	6	12	18
Southland ..	598	563	1,161	491	450	941	402	406	808	10	14	24
Intermediate schools and departments	..	..	..	2,554	2,311	4,865	2,505	2,237	4,742	..	..	..
Totals ..	11,369	10,779	22,148	11,280	10,683	21,963	10,125	9,830	19,995	92	120	212
Percentage of pupils of each standard	..	..	10.8	..	..	10.7	..	..	9.7	..	..	0.1
Totals, 1945 ..	11,596	10,904	22,500	11,481	10,924	22,405	10,490	10,272	20,762	116	140	256
Difference ..	—227	—125	—352	—201	—241	—442	—365	—442	—807	—24	—20	—44
										+3,207	+2,702	+5,969

TABLE A 8.—AGE AND ATTAINMENT OF PUPILS LEAVING PRIMARY SCHOOLS DURING 1946

Age.	In Form II.				In Form I.		In Standard 4.	
	With Primary School Certificate.		Without Primary School Certificate.					
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
15 years and over .. ..	913	536	270	229	348	187	82	47
14 .. under 15 .. ..	1,992	1,550	53	39	67	39	22	10
13 .. .. 14 .. ..	3,158	3,527	14	14	15	3	6	1
12 .. .. 13 .. ..	1,068	1,584	3	2	1	3	4	2
11 .. .. 12 .. ..	34	64	..	..	..	1	2	3
Under 11 years .. ..	..	..	..	1	1	2	1	2
Totals, 1946 .. ..	7,165	7,261	340	285	432	235	117	65
Totals, 1945 .. ..	7,643	7,648	393	341	538	304	155	79
Difference .. ..	—478	—387	—53	—56	—106	—69	—38	—14

  

Age.	In Standard 3.		In Standard 2 or lower.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over .. ..	16	16	10	3	1,639	1,018	2,657
14 .. under 15 .. ..	1	4	1	1	2,136	1,643	3,779
13 .. .. 14 .. ..	1	6	3	1	3,197	3,552	6,749
12 .. .. 13 .. ..	..	..	1	..	1,077	1,591	2,668
11 .. .. 12 .. ..	..	..	..	..	36	68	104
Under 11 years .. ..	..	1	3	2	5	8	13
Totals, 1946 .. ..	18	27	18	7	8,090	7,880	15,970
Totals, 1945 .. ..	64	30	59	49	8,852	8,451	17,303
Difference .. ..	—46	—3	—41	—42	—762	—571	—1,333

TABLE A 10.—**STAFF :** PUBLIC PRIMARY AND INTERMEDIATE SCHOOLS, DECEMBER, 1946 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS, BUT INCLUSIVE OF FORMS I AND II OF ALL INTERMEDIATE SCHOOLS AND DEPARTMENTS)

Number of Schools.	Sole Teachers.		Heads of Schools.		Assistant Teachers.		Probationary Assistants.		Total Number of Teachers.			Percentage of Male to Female Teachers.	Yearly Average Attendance, 1946.	Average number of Pupils per Teacher.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.					
Education district—															
Auckland ..	603	172	47	341	37	402	1,054	38	148	953	1,286	2,239	74.1	59,191	26.4
Taranaki ..	130	35	12	70	11	52	174	14	19	171	216	387	79.2	9,871	25.5
Wanganui ..	168	53	30	73	9	80	204	7	32	213	275	488	77.5	11,939	24.5
Hawke's Bay ..	162	46	27	77	6	74	202	21	25	218	260	478	83.8	12,656	26.5
Wellington ..	208	48	34	100	12	184	441	20	25	352	512	864	68.8	22,170	25.7
Nelson ..	95	33	16	42	1	35	94	5	18	115	129	244	89.1	5,680	23.3
Canterbury ..	308	87	71	131	18	205	446	44	60	467	595	1,062	78.5	27,503	25.9
Otago ..	181	47	40	81	8	102	226	9	46	239	320	559	74.7	14,130	25.3
Southeast ..	147	55	20	66	4	55	145	17	13	193	182	375	106.0	8,875	23.7
Intermediate schools and departments	28	..	..	19*	..	170	205	..	..	189	205	394	92.2	8,680	22.0
Totals, 1946..	2,030	576	297	1,000	106	1,359	3,191	175	386	3,110	3,980	7,090	78.1	180,695	25.5
Totals, 1940..	2,204	644	363	991	147	886	2,890	227	438	2,748	3,838	6,586	71.6	180,055	27.3
Difference ..	-174	-68	-66	-19	-41	-473	-301	-52	-52	-362	-142	-504	+6.5	+640	-1.8

\* There are sixteen Principals of separate intermediate schools. The other three are head teachers of district high schools to which are attached intermediate departments, and are not shown elsewhere.

TABLE A 15.—REGISTERED PRIVATE PRIMARY SCHOOLS  
NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE END OF 1946

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.	M.	F.	M.	F.	
								Boys.	Girls.									Total.
Auckland	5	59	19	82	205	7,946	1,542	4,618	4,985	9,603	8,310	..	10	13	201	28	42	
Taranaki	..	11	2	13	..	1,362	53	652	763	1,415	1,277	..	..	..	39	..	3	
Wanganui	..	16	7	23	96	1,724	395	1,119	1,096	2,215	1,877	..	5	5	49	12	12	
Hawke's Bay	..	13	5	18	118	1,601	168	891	996	1,887	1,617	..	7	5	38	9	4	
Wellington	1	43	10	54	41	4,768	1,130	2,758	3,184	5,942	5,192	2	2	14	129	7	34	
Nelson	..	6	..	6	..	653	..	334	319	653	594	..	..	..	19	..	..	
Canterbury	..	51	11	66	250	5,057	954	3,068	3,193	6,261	5,544	4	12	13	130	8	29	
Otago	..	24	4	28	..	2,023	265	1,147	1,141	2,288	2,039	..	..	6	65	2	10	
Southland	1	11	..	12	61	1,181	..	576	666	1,242	1,095	..	4	4	33	..	..	
Totals, 1946	16	234	58	308	774	26,315	4,417	15,163	16,343	31,506	27,545	6	40	60	703	66	134	
Totals, 1945	16	234	58	308	743	25,494	4,164	14,734	15,667	30,401	26,597	5	39	58	692	55	133	
Difference	..	..	..	..	+31	+821	+253	+429	+676	+1,105	+948	+1	+1	+2	+11	+11	+1	

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

	Average Weekly Roll.	Roll Number, December.	Classification according to Standards of Pupils on Roll at 1st July.																		Total.		Number of Assistant Teachers on Staff (December).		
			Special Class for Backward Children.		Class P.		S1.		S2.		S3.		S4.		F.I.		F.II.		Adult Section.						
			Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.	B.	G.			
1945	1,847	1,912	97	119	286	327	85	94	73	106	66	83	67	75	58	97	60	92	31	24	823	1,017	1,840	2	49
1946	1,871	1,857	96	120	310	392	76	97	77	74	62	104	60	80	58	66	62	80	33	22	834	1,035	1,869	6	48
Difference	+24	-55	-1	+1	+24	+65	-9	+3	+4	-32	-4	+21	-7	+5	..	-31	+2	-12	+2	-2	+11	+18	+29	+4	-1

TABLE B I.—ROLLS AND CLASSIFICATION OF PUPILS AND STAFFS OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1946

Intermediate School or Department.	Number of 1945 Pupils on Roll at Beginning of 1946.	Number admitted during 1946.	Number on Roll at 31st December, 1946.	Average Attend- ance for the Year ending 31st December, 1946.	Classification of Pupils on Roll as at 1st July, 1946.										Number of Full-time Assistant Teachers.		
					Form I.		Form II.		Form III.		Form IV.		All Forms.				Total.
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	M.
(a) Whangarei Boys'	84	108	179	166	86	70	95	73	..	..	..	181	143	7	1	8	
(a) Whangarei Girls'	60	85	140	128	153	120	142	137	..	..	..	293	257	9	6	6	
(a) Avondale ..	288	324	547	495	533	497	514	510	..	..	..	606	552	12	12	21	
(a) Balnoraal ..	228	201	393	373	326	338	337	339	..	..	..	196	207	6	9	15	
(a) Kowhai ..	375	438	697	662	456	465	466	466	..	..	..	339	425	12	18	30	
(a) Manukau ..	254	305	511	446	455	465	465	465	..	..	..	274	235	8	10	18	
(a) Normal ..	211	276	438	406	415	409	409	409	..	..	..	225	214	8	12	20	
(a) Northcote ..	113	134	253	214	208	208	208	208	..	..	..	126	112	3	3	10	
(a) Pasadena ..	248	304	476	444	420	428	411	418	..	..	..	234	261	7	8	13	
(a) Otahuhu ..	97	145	228	204	206	208	208	208	..	..	..	116	112	3	3	6	
(a) Waihi ..	73	85	137	123	132	132	132	132	..	..	..	75	67	2	2	4	
(a) Matamata ..	99	130	212	188	33	37	51	45	..	..	..	106	112	3	4	7	
(a) Te Awamutu ..	105	124	184	171	33	33	45	45	..	..	..	98	100	3	3	10	
(a) Rotorua ..	79	124	173	153	30	33	41	42	..	..	..	97	75	3	4	7	
(a) Wanganui ..	185	263	339	316	80	71	99	84	..	..	..	300	163	3	8	13	
(a) Palmerston North ..	378	579	686	643	484	485	475	458	..	..	..	507	443	10	13	23	
(a) Gisborne ..	279	375	515	474	425	417	432	429	..	..	..	267	255	9	10	19	
(a) Napier ..	263	277	474	440	419	420	412	403	..	..	..	235	247	7	11	18	
(a) Rongotai ..	88	106	225	218	122	122	115	115	..	..	..	237	237	8	8	8	
(a) Wellington South ..	127	127	210	210	138	138	71	52	..	..	..	189	208	7	8	13	
(a) Marlborough ..	226	261	417	417	196	196	102	114	..	..	..	131	215	3	3	10	
(a) Christchurch South ..	154	199	333	311	88	80	80	70	..	..	..	225	235	9	17	19	
(a) Shirley ..	70	78	140	128	69	71	73	73	..	..	..	142	167	4	7	11	
(a) Waitaki Boys'	64	80	135	107	..	..	..	..	..	..	..	..	..	..	..	..	
(a) Waitaki Girls'	170	158	324	299	80	78	71	70	..	..	..	168	173	5	11	16	
(a) Dunedin North ..	298	306	555	506	322	331	448	418	..	..	..	290	268	12	11	23	
(a) Macandrew ..	237	249	423	394	409	407	412	411	..	..	..	221	218	6	10	16	
(a) Tweed Street ..	4,853	5,455	8,980	8,765	2,554	2,311	2,505	2,237	121	232	237	5,187	4,823	171	209	380	
Totals, 1946	4,477	5,993	9,206	8,765	2,390	2,161	2,410	2,209	93	93	82	4,913	4,680	157	187	344	
Totals, 1945	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Difference	+376	-38	÷422	÷255	+155	+150	+95	+28	+28	-5	-39	+272	+134	+14	+22	+36	

(a) These are intermediate departments, consisting of Form I and Form II pupils, attached to secondary or technical schools. (c) These schools are separate intermediate schools.

(c) District high school with intermediate department attached.

TABLE D 1.—AVERAGE ATTENDANCE, ROLL, STAFF, AND PART-TIME PUPILS OF PUBLIC POST-PRIMARY SCHOOLS  
(EXCLUSIVE OF DISTRICT HIGH SCHOOLS)  
(Statistics of part-time pupils will be found in Table E 1)

School.	Roll Numbers (Full-time Pupils).				Average Attend- ance for 1946 (Year ending December).	Number of New Pupils admitted during 1946.	Number of New Pupils who commenced their Post- primary Education in 1946.	Full-time Staff (including Principals) (December, 1946).		Technical Classes Part-time Pupils at 1st July, 1946.			
	At 1st March, 1946.	December, 1946.		M.				F.	Boys.	Girls.			
		At 1st July, 1946.	Total.										
			Boys.								Girls.		
A. Secondary Schools													
Whangarei Boys' High School	382	368	341	325	341	335	226	166	145	14	..	114	51
Whangarei Girls' High School	385	374	387	325	387	330	220	172	156	..	12	..	..
Auckland Grammar School	933	908	887	887	887	668	668	287	234	34	..	..	..
Mount Albert Grammar School	758	735	695	695	695	679	538	234	210	29	..	..	..
Auckland Girls' Grammar School	703	670	630	630	630	634	481	242	213	..	27	..	..
Epsom Girls' Grammar School	698	679	633	633	633	634	465	242	219	..	25	..	..
Takapuna Grammar School	721	670	593	593	598	605	457	258	248	17	12	61	81
Thames High School	267	251	114	100	214	225	177	95	86	6	4	..	..
Hamilton High School	670	661	343	337	637	600	462	248	184	11	13	91	35
Rotorua High School	390	365	157	163	320	319	220	196	171	8	6	..	..
Wanganui High School	429	413	381	381	377	377	301	136	113	..	17	..	..
Wanganui Girls' College	373	362	346	346	343	343	249	140	118	14	1	..	..
Palmerston North Boys' High School	312	298	278	278	271	271	218	110	88	..	13	..	..
Palmerston North Girls' High School	864	813	710	710	701	583	294	286	19	13	202	58	..
Gisborne High School	593	565	525	525	480	498	360	237	225	12	10	65	16
Dannevirke High School	490	465	244	179	423	377	300	197	187	11	8	73	31
Hutt Valley High School	722	676	375	270	645	626	496	241	207	15	12	..	..
Wellington College	893	873	844	..	844	820	676	251	223	35	..	..	..
Wellington Girls' College	330	314	300	..	300	302	214	118	114	14	..	..	..
Wellington East Girls' College	575	550	518	518	494	494	384	202	181	..	23	..	..
Marlborough High School	495	465	412	412	418	418	341	164	130	..	18	..	..
Rangiora High School	364	347	184	155	339	308	183	200	121	7	6	41	..
Christchurch Boys' High School	277	261	91	136	227	231	167	125	107	31	..	..	..
Christchurch Girls' High School	846	804	760	760	740	617	244	231	174	..	32	..	..
Christchurch West High School	595	583	556	556	535	535	409	193	174	..	17	..	..
Christchurch High School	429	409	370	370	369	625	460	292	151	14	14	..	..
Timaru Boys' High School	743	689	327	608	608	625	460	292	282	5	5	..	..
Timaru Girls' High School	237	226	109	99	208	199	154	75	72	15	..	..	..
Waimate High School	376	359	344	..	344	339	267	112	104	15	13	..	..
Wairakei Boys' High School	332	322	301	301	301	290	250	89	77	..	6	..	..
Wairakei Girls' High School	232	217	96	94	190	185	124	111	107	18	4	64	80
Otago Boys' High School	483	455	406	406	424	424	324	165	152	18	..	..	..
Otago Girls' High School	368	337	323	323	323	323	243	133	116	..	14	..	..
King's High School	493	483	437	437	437	451	333	153	122	20	..	..	..
South Otago High School	617	601	560	560	560	549	484	200	178	15	24	..	..
Geelong High School	353	346	325	325	325	326	244	126	104	15	..	..	..
Gore High School	220	204	182	182	178	178	129	96	86	6	4	1	11
Southland Boys' High School	460	442	180	203	394	394	278	179	173	11	7	29	30
Southland Girls' High School	386	372	344	..	344	346	279	115	94	16	..	..	..
Totals, A.	20,255	19,389	9,167	8,729	17,896	17,618	13,506	7,171	6,337	409	370	741	393

## B. Combined Schools

New Plymouth Boys' High School	771	713	634	634	674	483	260	243	31	27	246	92
New Plymouth Girls' High School	630	607	568	568	540	404	288	217	17	132	122	92
Napier Boys' High School	386	355	339	339	333	245	153	132	13	13	132	28
Napier Girls' High School	357	343	325	325	317	233	136	121	5	5	183	38
Wairarapa College	608	571	541	541	503	372	244	216	17	17	251	271
Nelson College	635	620	593	593	581	426	223	165	26	20	251	271
Nelson Girls' College	452	439	403	403	398	317	156	135	..	..	..	..
Totals, B. . .	3,839	3,648	1,818	1,546	3,346	2,480	1,413	1,229	91	65	832	429

## C. Technical Schools

Auckland Technical School	1,154	1,086	599	314	913	926	533	491	38	11	2,401	400
Avondale Technical School	904	830	394	345	739	723	508	482	23	15	39	35
Elam School of Art	119	115	33	35	88	97	56	3	5	5	92	98
Oramuru Technical School	1,110	1,034	520	490	920	894	512	465	31	15	316	97
Pukekohe Technical School	378	359	158	162	300	316	177	163	12	7	..	..
Tairānua College	358	342	148	165	313	308	182	154	11	7	36	32
Matamata College	352	341	137	139	273	298	166	150	11	7	118	13
Hamilton Technical School	729	749	337	285	632	663	371	295	24	14	340	70
Hawera Technical School	429	370	227	195	418	443	259	213	13	8	103	77
Stratford Technical School	428	394	197	152	353	343	209	189	13	9	325	101
Wellington Technical School	734	659	324	192	394	417	202	144	12	9	325	101
Palmerston North Technical School	608	575	227	231	358	381	203	141	10	8	361	126
Porangahua Technical College	462	442	181	205	386	381	203	141	10	8	361	126
Petone Technical School	575	546	236	200	436	449	270	200	17	6	686	205
Wellington Technical School	1,320	1,231	634	483	1,119	1,050	611	586	34	22	1,398	439
Westport Technical School	184	161	75	63	140	130	85	73	4	2	50	42
Greymouth Technical School	1,156	1,063	535	325	803	934	526	493	27	17	1,616	373
Christchurch Technical School	137	131	30	80	110	123	96	53	4	2	149	184
Canterbury College School of Art	439	396	227	110	337	342	283	168	14	6	100	64
Papamuri Technical School	356	332	155	118	273	287	202	159	10	7	107	72
Ashterton Technical School	321	282	133	105	238	252	164	163	9	5	303	149
Timaru Technical School	915	859	304	367	671	736	472	469	24	16	959	407
Dunedin Technical School	803	734	295	210	505	636	391	385	24	8	316	119
Invercargill Technical School	14,943	13,821	6,569	5,143	11,712	12,096	8,531	6,948	425	218	9,986	3,355
Total, C. . .	39,037	36,858	17,354	15,418	32,972	33,060	21,517	15,582	925	653	11,579	4,177
Grand totals, 1946 . .	38,180	35,808	16,599	14,786	32,658	29,170	15,998	14,695	857	661	9,374	4,211
Difference	+ 857	+ 1,050	+ 595	+ 632	+ 1,257	+ 402	+ 1,347	+ 436	+ 68	+ 8	+ 2,205	+ 34

TABLE D 3.—YEARS OF ATTENDANCE OF FULL-TIME POST-PRIMARY PUPILS AT 1ST JULY, 1946

Type of School.	First-year Pupils.		Second-year Pupils.		Third-year Pupils.		Fourth-year Pupils.		Fifth-year Pupils.		Sixth-year Pupils and Later.		Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	3,033	3,228	2,770	2,926	2,180	2,031	1,251	995	509	363	82	21	9,825	9,564
Combined ..	690	568	577	480	387	370	231	168	90	67	11	9	1,986	1,662
Technical ..	3,487	2,764	2,632	2,157	1,141	830	352	223	86	73	30	46	7,728	6,093
District high schools ..	1,728	1,876	1,139	1,336	503	623	196	211	58	48	2	4	3,626	4,098
Totals, 1946 ..	8,938	8,436	7,118	6,899	4,211	3,834	2,030	1,597	743	551	125	80	23,165	21,417
Totals, 1945 ..	9,516	8,816	7,289	7,057	3,327	3,120	1,921	1,483	702	466	89	68	22,844	21,010
Difference ..	-578	-380	-171	-158	+884	+734	+109	+114	+41	+85	+36	+12	+321	+407

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1946

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 Boys' High School	40	14	101	82	104		106		39				107				84	65	368	374	368	
Whangarei Girls' High School	172	273	273	13			168	97							25		270	119	908	908	735	
Auckland Grammar School	203	182	182	214	13				117						4				735	735	670	
Mount Albert Grammar School		141		392														75		670	670	
Auckland Girls' Grammar School		225	125	112	111		6										68	48	327	343	670	
Takapuna Grammar School	17	39	32	36	64		43										36	8	137	114	251	
Thames High School	5	4	30	117	83												169	67	291	370	661	
Hamilton High School	65	91	52	57													42	25	182	183	365	
Rotorua High School	8	22	40	137			77										51	103	362	413	413	
Wanganui Girls' College		38	71				76		40								158		362	362	292	
Palmerston North Boys' High School	17	6		95														134		208	208	
Palmerston North Girls' High School		13	90	111	187		63										99	32	437	376	813	
Gisborne High School	52	54	64	79	78		82		48								98	58	292	273	565	
Hastings High School	5	6	80	70	76		4		49								52	11	266	199	465	
Dannevirke High School			139	111			93					1	32				227	84	387	289	676	
North Valley High School			623														64			873	873	
Wellington College	186		111		64		56										72	15	314	314	314	
Rongotai College	11			139			104						227						550	550	550	
Wellington Girls' College		65		159															465	465	465	
Wellington Boys' High School		118	82	96	60		79						98				17	4	189	158	347	
Marlborough High School		6	3	3	62		10	58	25				22				8	1	108	153	261	
Rangiora High School				9									85				415		804	804	804	
Christchurch Boys' High School	97	238	292	170									114				16	61	583	583	583	
Christchurch Girls' High School		47	57	62			162						127				16	16	409	409	409	
Christchurch West High School		3	88	62			48	132	14				166				106	22	304	385	689	
Christchurch High School	2	3	70	62			18						166				24	25	118	108	226	
Ashburton High School	10	3					35	59	68								151	38	359	359	359	
Timaru Boys' High School	16	65	89	77															322	322	322	
Waimate High School			25	17	55		2	22	19										106	111	217	
Waitaki Boys' High School	1		116		128		123		85				72						455	455	455	
Waitaki Girls' High School		45	145	183				102					77						357	357	357	
Otago Boys' High School																	211		483	483	483	
Otago Girls' High School	127	112	145					102					158					41	601	601	601	
King's High School	65		128	48			96										57		346	346	346	
South Otago High School		1	2	41	37		8	64	29								19	95	109	109	204	
Gore High School	1	1	27	59	54		1		20				75				95	36	297	235	442	
Southland Boys' High School				78			142										129		372	372	372	
Southland Girls' High School	23	70		162			106						99							437	437	
Totals	1,140	1,428	3,185	3,011	1,206		872	2,134	541		5	11	1,990		36	1	2,840	969	9,825	9,564	19,389	

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1946—continued

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.	
Combined Schools																					
New Plymouth Boys' High School	32	70	133	69	214	..	..	150	45	..	..	..	..	240	..	..	289	78	713	607	713
New Plymouth Girls' High School	..	..	115	93	117	..	..	41	41	..	..	..	..	..	..	..	82	..	355	343	343
Napier Boys' High School	..	19	..	..	..	..	..	144	..	..	..	..	81	..	..	..	..	6	343	343	343
Napier Girls' High School	15	9	41	69	133	..	..	94	35	2	3	..	49	..	..	..	71	50	298	273	571
Wairarapa College	32	219	..	..	162	..	..	43	57	..	8	..	..	..	..	..	99	..	620	620	620
Nelson College	..	64	..	142	..	..	..	123	..	..	..	..	67	..	..	..	43	..	439	439	439
Totals	79	162	508	373	626	..	43	511	178	2	11	..	437	..	..	541	177	1,086	1,602	3,648	3,648
Technical High Schools																					
Auckland	..	..	..	..	690	..	..	365	..	..	..	..	25	..	..	..	..	..	696	390	1,086
Avondale	49	60	51	34	299	..	45	142	..	..	..	39	170	..	..	..	..	..	444	406	850
Elam School of Art	..	..	..	..	..	..	..	..	..	..	76	..	..	..	..	..	..	..	39	76	115
Otago	81	83	23	14	348	..	21	155	94	1	..	..	198	..	18	6	..	..	576	458	1,034
Pukekohe	..	..	23	24	78	..	1	70	25	..	..	..	51	..	49	38	176	183	359	359	359
Tauranga College	1	3	20	46	33	..	..	66	51	..	..	..	45	..	54	23	159	183	342	342	342
Manatua College	4	8	56	52	46	..	..	53	66	..	..	..	56	..	..	..	..	..	172	169	341
Hamilton	..	..	..	..	314	..	32	208	73	7	2	..	113	..	..	..	..	..	426	323	749
Hawera	..	1	32	42	95	..	..	71	56	..	..	..	62	..	61	49	..	..	245	225	470
Stratford	..	..	55	63	95	..	18	87	55	..	..	..	32	..	..	..	..	..	217	177	394
Wanganui	..	..	83	20	166	..	..	..	..	..	..	..	55	..	137	38	459	200	659	200	659
Felding	..	..	11	27	..	..	..	31	157	..	7	12	29	..	45	24	213	111	324	324	324
Palmerston North	..	..	..	47	263	..	9	114	..	..	..	..	150	..	..	..	90	87	279	276	555
Horowhenua College	..	..	51	..	72	..	15	81	..	..	4	7	33	..	..	..	..	..	217	225	442
Petone	..	..	..	..	254	..	20	14	..	..	20	14	152	..	62	39	702	529	247	516	516
Wellington	..	..	..	..	516	..	72	185	..	..	52	35	270	..	67	47	88	73	101	101	101
Westport	..	..	..	..	21	..	26	..	..	..	..	..	..	..	..	..	..	..	12	8	177
Greymouth	133	..	..	..	565	..	49	114	60	..	..	..	275	..	..	..	..	..	674	389	1,063
Christchurch	1	1	66	46	565	..	49	114	60	..	..	..	275	..	..	..	..	..	674	389	1,063
Canterbury College School of Art	..	..	..	..	225	..	18	19	19	..	..	..	85	..	..	..	..	..	292	131	423
Papanui	..	..	..	..	..	..	7	52	33	..	..	..	90	..	..	..	..	..	181	151	332
Asburton	..	..	..	..	143	..	11	63	..	..	..	..	68	..	..	..	..	..	154	128	282
Inangahua	..	..	..	..	317	..	67	241	..	..	16	30	188	..	..	..	..	..	400	459	859
Dunedin	..	..	..	..	..	..	29	146	98	..	..	..	158	..	..	..	..	..	430	304	734
Invercargill	..	..	..	..	303	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	137	156	462	416	5,097	..	407	2,518	854	1	176	276	2,367	..	..	593	359	7,728	6,093	13,821	13,821

TABLE D 7.—PUPILS AT 1ST JULY, 1946, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS

School.	Boarders, 1st July, 1946.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>A. Secondary Schools</i>						
Whangarei Boys' High School .. ..	92	..	8	..	100	..
Whangarei Girls' High School .. ..	..	83	..	33	..	116
Auckland Grammar School .. ..	..	..	31	..	31	..
Mount Albert Grammar School .. ..	80	..	71	..	151	..
Auckland Girls' Grammar School .. ..	..	..	..	32	..	32
Epsom Girls' Grammar School .. ..	..	53	..	52	..	105
Takapuna Grammar School .. ..	..	..	4	8	4	8
Thames High School .. ..	..	..	4	4	4	4
Hamilton High School .. ..	..	52	16	20	16	72
Rotorua High School .. ..	6	2	..	..	6	2
Wanganui Girls' College .. ..	..	111	..	33	..	144
Palmerston North Boys' High School ..	48	..	10	..	58	..
Palmerston North Girls' High School ..	..	..	..	23	..	23
Gisborne High School .. ..	55	34	29	29	84	63
Hastings High School .. ..	..	..	19	11	19	11
Dannevirke High School .. ..	67	..	14	22	81	22
Hutt Valley High School .. ..	3	1	..	..	3	1
Wellington College .. ..	104	..	5	..	109	..
Rongotai College .. ..	..	..	1	..	1	..
Wellington Girls' College .. ..	..	..	..	7	..	7
Wellington East Girls' College .. ..	..	..	..	6	..	6
Marlborough High School .. ..	..	..	10	15	10	15
Rangiora High School .. ..	..	..	5	7	5	7
Christchurch Boys' High School .. ..	55	..	8	..	63	..
Christchurch Girls' High School .. ..	..	70	..	34	..	104
Avonside Girls' High School .. ..	..	..	..	13	..	13
Christchurch West High School .. ..	..	..	3	20	3	20
Ashburton High School .. ..	..	..	3	12	3	12
Timaru Boys' High School .. ..	109	..	13	..	122	..
Timaru Girls' High School .. ..	..	62	..	18	..	80
Waimate High School .. ..	..	..	3	5	3	5
Waitaki Boys' High School .. ..	244	..	3	..	247	..
Waitaki Girls' High School .. ..	..	104	..	20	..	124
Otago Boys' High School .. ..	78	..	10	..	88	..
Otago Girls' High School .. ..	..	..	..	20	..	20
King's High School .. ..	..	..	5	..	5	..
South Otago High School .. ..	..	..	1	2	1	2
Gore High School .. ..	36	34	7	21	43	55
Southland Boys' High School .. ..	..	..	54	..	54	..
Southland Girls' High School .. ..	..	..	..	99	..	99
Totals, A .. ..	977	606	337	566	1,314	1,172

TABLE D 7.—PUPILS AT 1ST JULY, 1946, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS—*continued*

School.	Boarders, 1st July, 1946.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<b>B. Combined Schools</b>						
New Plymouth Boys' High School .. .. .	248	..	31	..	279	..
New Plymouth Girls' High School .. .. .	..	140	..	36	..	176
Napier Boys' High School .. .. .	69	..	6	..	75	..
Napier Girls' High School .. .. .	..	60	..	11	..	71
Wairarapa College .. .. .	65	46	10	14	75	60
Nelson College .. .. .	260	..	18	..	278	..
Nelson Girls' College .. .. .	..	79	..	17	..	96
Totals, B .. .. .	642	325	65	78	707	403
<b>C. Technical High Schools</b>						
Auckland Technical School .. .. .	..	..	25	16	25	16
Avondale Technical School .. .. .	..	..	12	11	12	11
Elam School of Art .. .. .	..	..	4	10	4	10
Otahuhu Technical School .. .. .	..	..	13	11	13	11
Pukekohe Technical School .. .. .	..	..	9	2	9	2
Tauranga College .. .. .	..	..	8	10	8	10
Matamata College .. .. .	..	..	2	2	2	2
Hamilton Technical School .. .. .	..	..	32	12	32	12
Hawera Technical School .. .. .	..	..	3	6	3	6
Stratford Technical School .. .. .	..	..	7	11	7	11
Wanganui Technical School .. .. .	79	20	22	8	101	28
Feilding Technical School .. .. .	134	..	6	7	140	7
Palmerston North Technical School .. .. .	..	..	9	5	9	5
Horowhenua Technical College .. .. .	..	..	1	1	1	1
Petone Technical School .. .. .	..	..	..	..	..	..
Wellington Technical School .. .. .	..	..	3	..	3	..
Westport Technical School .. .. .	..	..	2	2	2	2
Greymouth Technical School .. .. .	19	17	5	3	24	20
Christchurch Technical School .. .. .	26	28	23	17	49	45
Canterbury College School of Art .. .. .	..	..	19	37	19	37
Papanui Technical School .. .. .	..	..	5	2	5	2
Ashburton Technical School .. .. .	..	..	7	9	7	9
Timaru Technical School .. .. .	..	..	8	5	8	5
Dunedin Technical School .. .. .	..	..	18	10	18	10
Invercargill Technical School .. .. .	..	..	58	38	58	38
Totals, C .. .. .	258	65	301	235	559	300
Grand totals, 1946 .. .. .	1,877	996	703	879	2,580	1,875
Grand totals, 1945 .. .. .	1,774	949	778	919	2,552	1,868
Difference .. .. .	+103	+47	—75	—40	+28	+7

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

	Average Weekly Roll.	Classification according to Forms of Pupils on Roll at 1st July.										Number of Assistant Teachers (December).
		Roll Number, December.		Form III.		Form IV.		Form V.		Form VI.		Total.
		B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	
1945 ..	825	738		61	112	26	53	2	8	314	564	878
1946 ..	798	678		49	84	29	76	14	12	316	523	839
Difference ..	-27	-60	-1	-12	-28	+3	+23	+12	+4	+2	-41	-39
												+6
												+1

NOTE.—The above table does not include part-time pupils. The number of part-time secondary pupils on the roll at 31st December, 1946, was 1,657; the corresponding number in 1945, was 1,909.

TABLE E 1.—OCCUPATIONS OF PART-TIME STUDENTS AT 1ST JULY, 1946

	Engineers and Mechanics.	Electricians.	Plumbers, Metal-workers, &c.	Woodworkers.	Painters, &c.	Printers, &c.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, &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 ..	2,944	870	1,050	1,460	150	137	370	818	2,677	1,107	106	656	847	108	1,030	128	13,351
Females ..	..	..	..	..	2	26	20	840	1,790	1,107	212	425	323	..	424	152	5,321
Totals, 1946 ..	2,944	870	1,050	1,460	152	163	390	1,658	4,467	1,107	318	1,081	1,170	108	1,454*	280	18,672
Totals, 1945 ..	2,195	572	637	1,183	68	130	455	1,104	3,326	1,023	202	1,031	921	114	3,190	312	16,463
Difference ..	+749	+298	+413	+277	+84	+33	-65	+554	+1,141	+84	+116	+50	+249	-6	-1,736	-32	2,209

\* Includes 662 males and 101 females in the Armed Forces; the corresponding figures in 1945 were 2,038 and 418.

TABLE F.—SPECIAL MANUAL-TRAINING CENTRES : PARTICULARS FOR THE YEAR 1946

Education District.	Number of Manual-training Centres.	Public Primary and Native Schools.			Intermediate Schools.		
		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
			Boys.	Girls.		Boys.	Girls.
Auckland .. .. .	42	203	3,510	3,501	14	2,362	2,325
Taranaki .. .. .	10	71	1,025	978	..	..	..
Wanganui .. .. .	14	42	757	718	2	549	502
Hawke's Bay .. .. .	12	35	793	645	2	502	493
Wellington .. .. .	18	73	2,024	1,429	3	542	297
Nelson .. .. .	10	63	656	645	..	..	..
Canterbury .. .. .	26	211	2,798	2,697	2	405	400
Otago .. .. .	23	106	1,134	1,121	4	600	574
Southland .. .. .	9	111	843	799	1	221	218
Totals .. .. .	164	915	13,540	12,533	28	5,181	4,809

Education District.	Secondary Departments of District High Schools.			Private Schools.			Totals.		
	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.		Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.		Boys.	Girls.		Boys.	Girls.
Auckland .. .. .	23	1,558	1,601	38	467	436	278	7,897	7,863
Taranaki .. .. .	2	79	77	11	148	155	84	1,252	1,210
Wanganui .. .. .	7	254	260	11	172	137	62	1,732	1,617
Hawke's Bay .. .. .	6	188	160	11	161	238	54	1,644	1,536
Wellington .. .. .	6	151	138	18	349	115	100	3,066	1,979
Nelson .. .. .	8	192	206	5	56	82	76	904	933
Canterbury .. .. .	14	314	396	49	773	706	276	4,290	4,199
Otago .. .. .	13	331	333	28	138	198	151	2,203	2,226
Southland .. .. .	6	72	117	10	125	142	128	1,261	1,276
Totals .. .. .	85	3,139	3,288	181	2,389	2,209	1,209	24,249	22,839

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1946

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1946.	Number of 1945 Pupils on Roll at beginning of 1946.	Number of New Pupils admitted during 1946.	Number of New Pupils who commenced their Post-primary Education in 1946.	Full-time Staff (excluding Principals), December, 1946.	
	At 1st March, 1946.	At 1st July, 1946.	December, 1946.							M.	F.
			Boys.	Girls.	Total.						
AUCKLAND EDUCATION BOARD											
Cambridge .. .. .	193	177	57	100	157	159	112	91	79	4	3
Dargaville .. .. .	212	195	83	87	170	167	122	96	92	6	3
Helensville .. .. .	111	105	33	63	96	93	64	63	63	2	2
Howick .. .. .	55	54	23	28	51	50	30	27	26	1	1
Huntly .. .. .	185	164	52	90	142	147	90	97	90	4	3
Kaeo .. .. .	32	30	10	15	25	25	16	19	17	2	2
Kaikohu .. .. .	156	147	59	60	119	119	82	82	71	4	2
Kaitake .. .. .	171	158	56	76	132	134	88	87	77	3	4
Kaitiaki .. .. .	91	85	35	36	71	72	54	50	42	2	..
Kawakawa .. .. .	115	105	48	37	85	87	66	53	49	3	2
Maungaturoto .. .. .	44	42	12	22	34	35	33	13	11	1	1
Morrinsville .. .. .	227	199	87	94	181	168	131	103	101	4	4
Ngatea .. .. .	123	106	46	44	90	89	78	46	43	4	1
Northcote .. .. .	276	248	109	101	210	215	172	105	99	5	5
Okaihau .. .. .	31	31	13	15	28	27	15	21	19	2	..
Opotiki .. .. .	192	176	77	79	156	152	128	73	66	5	2
Otorohanga .. .. .	130	120	49	54	103	106	62	82	74	4	1
Paeon .. .. .	102	96	44	41	85	86	64	45	39	3	1
Piopia .. .. .	63	55	23	30	53	49	41	22	22	2	1
Putaruru .. .. .	101	93	39	47	86	81	74	53	43	3	1
Raglan .. .. .	34	32	12	16	28	28	16	20	20	1	1
Rangiora .. .. .	28	30	6	20	26	24	17	24	17	1	1
Rangiora .. .. .	74	70	28	38	66	60	40	39	38	2	1
Ruawai .. .. .	159	150	65	56	121	129	105	63	55	4	2
Taumarunui .. .. .	171	166	67	68	135	141	96	84	75	3	3
Te Aroha .. .. .	273	253	100	121	221	231	134	150	144	7	3
Te Awamutu .. .. .	161	150	66	56	122	130	89	74	69	4	2
Te Kaiti .. .. .	130	122	58	49	107	103	74	60	57	3	2
Te Puke .. .. .	154	137	59	65	124	121	97	86	78	3	3
Waipi .. .. .	46	42	21	20	41	38	18	30	26	1	1
Waipua .. .. .	94	82	32	36	68	72	52	46	42	2	2
Waikuku .. .. .	86	81	38	36	74	72	51	44	35	2	1
Warkworth .. .. .	74	70	24	39	63	62	46	29	27	2	1
Wellsford .. .. .	231	208	84	87	171	177	115	126	109	7	3
Whakatane .. .. .											
Totals .. .. .	4,325	3,979	1,615	1,826	3,441	3,449	2,472	2,106	1,915	106	63
TARANAKI EDUCATION BOARD											
Ohura .. .. .	44	40	18	20	38	34	25	22	21	1	..
Opunake .. .. .	134	124	43	53	96	103	65	75	71	2	3
Totals .. .. .	178	164	61	73	134	137	90	97	92	3	3
WANGANUI EDUCATION BOARD											
Apiti .. .. .	20	19	8	10	18	17	13	8	6	1	..
Foxton .. .. .	67	59	22	27	49	52	32	44	36	1	2
Marton .. .. .	156	149	62	62	124	131	111	81	71	3	3
Ohakune .. .. .	118	110	46	53	99	93	59	65	50	3	1
Rangiwahia .. .. .	10	10	4	3	7	7	8	6	6	1	..
Raurimu .. .. .	33	25	10	14	24	23	14	22	16	1	1
Taihape .. .. .	109	98	41	41	82	86	59	54	51	2	2
Waverley .. .. .	46	42	11	24	35	38	18	32	28	..	2
Totals .. .. .	559	512	204	234	438	447	306	314	264	12	11

\* Established as a district high school in 1946.

TABLE G 1.—**AVERAGE ATTENDANCE, ROLL, AND TEACHERS** OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1946—*continued*

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1946.	Number of 1945 Pupils on Roll at beginning of 1946.	Number of New Pupils admitted during 1946.	Number of New Pupils who commenced their Post-primary Education in 1946.	Full-time Staff (excluding Principals), December, 1946.	
	At 1st March, 1946.	At 1st July, 1946.	December, 1946.							M.	F.
			Boys.	Girls.	Total.						
HAWKE'S BAY EDUCATION BOARD											
Te Karaka .. .. .	91	85	26	45	71	74	56	36	34	2	2
Tolaga Bay .. .. .	15	15	4	11	15	14	7	8	8	..	1
Tuahi .. .. .	30	29	8	18	26	26	18	14	11	1	..
Waipawa .. .. .	118	113	43	51	94	96	70	51	48	1	4
Waipukurau .. .. .	72	64	28	30	58	58	39	37	33	1	2
Waioira .. .. .	163	153	55	76	131	136	91	81	74	3	4
Woodville .. .. .	59	57	20	25	45	49	31	31	26	..	2
Totals .. .. .	548	516	184	256	440	453	312	259	234	8	15
WELLINGTON EDUCATION BOARD											
Carterton .. .. .	66	55	15	27	42	48	40	28	27	1	2
Eketahuna .. .. .	57	50	14	23	37	45	35	22	19	..	2
Featherston .. .. .	68	65	21	34	55	59	31	39	38	2	1
Greytown .. .. .	46	37	14	20	34	33	18	22	20	..	2
Martinborough .. .. .	39	33	10	15	25	28	22	18	17	1	1
Pahiatua .. .. .	75	68	32	26	58	61	46	33	30	2	1
Totals .. .. .	351	308	106	145	251	274	193	162	151	6	9
NELSON EDUCATION BOARD											
Collingwood .. .. .	21	18	5	13	18	17	11	10	10	1	..
Dennistown .. .. .	20	19	8	8	16	19	10	11	11	1	..
Granity .. .. .	57	49	13	27	40	43	40	19	17	2	..
Karamea .. .. .	23	20	13	9	22	20	12	14	8	1	..
Motueka .. .. .	130	119	52	53	105	116	75	61	59	3	2
Murchison .. .. .	37	37	16	17	33	33	22	15	15	2	..
Reefton .. .. .	83	75	36	33	69	67	43	43	35	2	1
Takaka .. .. .	67	63	26	31	57	54	42	30	26	2	1
Tapawera .. .. .	31	31	14	11	25	24	23	12	12	1	1
Totals .. .. .	469	431	183	202	385	393	278	215	193	15	5
CANTERBURY EDUCATION BOARD											
Akaroa .. .. .	31	29	9	17	26	25	16	16	16	1	1
Cheviot .. .. .	38	35	17	17	34	33	23	19	15	1	1
Fairlie .. .. .	37	36	13	22	35	31	17	22	20	1	1
Geraldine .. .. .	79	71	28	36	64	63	50	35	28	2	1
Hawarden .. .. .	95	91	29	48	77	75	52	41	40	2	2
Hokitika .. .. .	109	95	50	33	83	86	69	49	43	3	1
Kaikoura .. .. .	64	61	23	29	52	48	15	57	52	2	1
Lincoln .. .. .	43	40	14	19	33	33	26	19	16	1	1
Methven .. .. .	67	59	16	29	45	50	42	26	25	2	1
New Brighton .. .. .	46	42	11	21	32	37	14	35	33	1	1
Oxford .. .. .	33	30	13	12	25	24	17	16	16	1	1
Pleasant Point .. .. .	42	40	18	18	36	36	28	17	17	1	1
Southbridge .. .. .	47	44	16	19	35	35	28	19	17	1	1
Temuka .. .. .	140	133	51	71	122	118	77	63	60	2	3
Totals .. .. .	871	806	308	391	699	694	474	434	398	21	17

TABLE G 1.—**AVERAGE ATTENDANCE, ROLL, AND TEACHERS** OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1946—*continued*

Name of School.		Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1946.	Number of 1945 Pupils on Roll at beginning of 1946.	Number of New Pupils admitted during 1946.	Number of New Pupils who commenced their Post-primary Education in 1946.	Full-time Staff (excluding Principals), December, 1946.	
		At 1st March, 1946.	At 1st July, 1946.	December, 1946.							M.	F.
				Boys.	Girls.	Total.						
OTAGO EDUCATION BOARD												
Alexandra .. ..	74	73	28	33	61	62	41	34	34	2	1	
Clutha Valley .. ..	32	31	11	14	25	25	22	10	9	1	1	
Cromwell .. ..	48	47	19	22	41	43	26	26	24	1	1	
Kurow .. ..	39	37	14	18	32	32	22	15	15	1	1	
Lawrence .. ..	51	46	22	23	45	43	23	30	25	2	..	
Mosgiel .. ..	157	146	69	48	117	126	75	85	82	4	2	
Owaka .. ..	29	28	14	14	28	25	18	14	10	1	1	
Palmerston .. ..	78	76	33	37	70	69	44	43	33	2	2	
Ranfurly .. ..	29	20	6	15	21	19	16	15	14	1	..	
Roxburgh .. ..	38	37	19	17	36	30	21	18	17	2	..	
Strath-Taieri .. ..	15	17	8	7	15	13	8	10	9	1	..	
Tapanui .. ..	31	29	11	12	23	23	14	18	17	1	1	
Tokomairiro .. ..	82	77	33	34	67	68	38	50	45	3	1	
Totals .. ..	703	664	287	294	581	578	368	368	334	22	11	
SOUTHLAND EDUCATION BOARD												
Nightcaps .. ..	54	49	12	30	42	43	22	35	32	1	1	
Queenstown .. ..	39	34	11	13	24	30	17	24	20	1	1	
Riverton .. ..	46	46	12	26	38	40	23	26	26	1	1	
Tuatapere .. ..	41	38	9	20	29	32	21	24	23	1	1	
Winton .. ..	39	35	12	16	28	30	17	24	23	1	1	
Wynham .. ..	36	35	11	20	31	30	15	24	22	1	1	
Totals .. ..	255	237	67	125	192	205	115	157	146	6	6	
NATIVE DISTRICT HIGH SCHOOLS												
Manutahi .. ..	37	35	14	17	31	29	12	26	26	1	1	
Te Araroa .. ..	51	46	25	18	43	42	26	26	25	2	1	
Te Kao .. ..	16	16	5	7	12	13	12	5	4	1	..	
Tikitiki .. ..	12	10	4	5	9	10	5	7	7	1	..	
Totals .. ..	116	107	48	47	95	94	55	64	62	5	2	
Grand Totals, 1946 .. ..	8,375	7,724	3,063	3,593	6,656	6,724	4,663	4,176	3,789	204	142	
Grand Totals, 1945 .. ..	8,708	8,034	3,182	3,690	6,872	7,037	4,620	4,576	4,138	187	177	
Difference .. ..	-333	-310	-119	-97	-216	-313	-43	-400	-349	-17	-35	

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 1946.	Number of 1945 Pupils on Roll at beginning of 1946.	Number of New Pupils admitted during 1946.	Number of New Pupils who commenced their Post-primary Education in 1946.	Full-time Staff (including Principals), December, 1946.	
	December, 1946.			Total.					M.	F.
	At 1st March, 1946.	At 1st July, 1946.	Boys.							
Dilworth School, Auckland	40	39	36	23	35	22	14	14	2	2
St. Patrick's Convent, Wellington Street, Auckland (Technical)	36	27	..	..	25	17	19	19	..	1
Auckland Diocesan High School, Epsom, Auckland	198	196	..	194	182	150	52	45	..	13
St. Cuthbert's College, Epsom, Auckland	376	371	..	359	345	262	108	89	..	14
St. Peter's College, Epsom, Auckland	216	193	185	185	194	135	85	82	5	..
Sacred Heart College, Hamilton	105	100	..	104	95	48	68	51	..	4
Waikato Diocesan School for Girls, Hamilton	88	86	..	82	80	54	37	26	..	7
Marist Brothers' High School, Hamilton	44	44	40	..	37	32	24	22	2	..
Marist Sisters' School, Mount Albert, Auckland	39	58	58	58	52	39	31	19	..	4
King's College, Otahuhu	416	412	413	..	413	313	113	108	18	..
St. Benedict's Convent, Newton, Auckland (Technical)	93	94	35	109	98	53	46	38	..	3
St. Peter's Maori College, Northcote, Auckland	34	35	33	..	33	..	27	33	1	..
Wesley Training College, Parnell, Auckland	91	80	83	..	83	40	21	41	5	..
Queen Victoria School, Parnell, Auckland	80	80	76	76	74	56	25	20	..	5
Sacred Heart College, Ponsonby, Auckland	416	400	376	..	376	200	153	140	13	..
Convent of the Sacred Heart, Auckland	209	205	..	203	200	143	93	76	..	8
Convent of the Sacred Heart, Remuera, Auckland	66	64	63	63	65	52	16	14	..	6
St. Michael's Convent, Rotorna (Technical)	55	57	..	53	55	28	35	25	..	2
Sacred Heart Convent, High School, New Plymouth	73	72	..	72	66	46	38	30	..	4
Turakina Maori Girls' College, Marton	57	57	54	54	54	39	19	19	..	3
Wellington Diocesan School for Girls, Marton	135	128	..	134	129	104	33	22	..	14
Wellington Diocesan School, Stratford	36	33	..	32	29	22	18	14	..	2
St. Mary's Convent High School, Palmerston North	54	52	..	52	49	29	26	24	..	3
St. Joseph's Convent High School, Palmerston North	88	84	80	..	82	62	25	24	3	..
Marist Brother's St. Patrick's High School, Palmerston North	143	141	..	112	124	73	72	59	..	8
Sacred Heart Convent High School, St. John's Hill, Wanganui	..	..	..	..	..	..	..	..	..	..
St. Augustine's High School, Wanganui	62	60	61	..	56	37	26	26	3	..
Wanganui Collegiate School, Wanganui	318	312	306	..	283	237	87	74	20	..
*Marist Brothers' High School, Gisborne	30	30	28	..	27	13	16	16	2	..
St. Mary's Girls' School, Gisborne	65	63	..	60	52	37	23	23	..	3
St. Joseph's Maori Girls' College, Greenmeadows	79	80	..	71	74	50	31	26	..	3
St. John's High School, Hastings	96	90	86	86	88	60	39	37	4	..
St. Joseph's Convent, Hastings	42	42	..	34	32	27	17	17	..	2
Rona Presbyterian College for Girls, Havelock North	107	106	..	106	102	80	31	25	..	8
Woodford House, Havelock North	180	179	..	178	171	132	47	32	1	12
Wakare College, Napier	89	95	..	94	92	60	36	35	..	4
Sacred Heart High School, Napier	44	44	..	44	44	32	18	14	..	3
St. George's College, Palmerston North	116	116	115	..	115	74	44	37	6	..
St. George's Convent High School, Blenheim	24	27	..	27	23	14	13	8	..	2
Sacred Heart Convent High School, Island Bay, Wellington	64	64	..	65	65	50	15	13	..	6
Marsdon Collegiate School, Karori, Wellington	170	170	..	174	171	143	65	43	..	10
Sacred Heart College, Lower Hutt	101	104	..	92	91	70	36	31	..	3
Chilton St. James' Girls' School, Lower Hutt	58	59	..	59	51	38	22	15	..	5

\* Registered as private secondary school in 1946.

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 1946.	Number of 1945 Pupils on Roll at beginning of 1946.	Number of New Pupils who commenced their Post-primary Education in 1946.	Full-time Staff (including Principals), December, 1946.	
	At 1st March, 1946.		December, 1946.					M.	F.
			Boys.	Girls.					
St. Bridget's Convent, Masterton	77	73	..	71	68	37	41	..	4
St. Matthew's Collegiate School for Girls, Masterton	72	72	..	70	72	58	24	..	6
Scott's College, Miramar, Wellington	130	125	126	..	116	89	42	..	8
St. Patrick's College, Silverstream	307	305	301	..	285	197	91	15	..
Solway Girls' College, Masterton	126	107	..	105	109	70	42	..	8
St. Joseph's College, Masterton	37	36	33	33	32	18	20	2	..
Queen Margaret College, Wellington	151	152	..	143	139	101	51	1	8
St. Mary's College, Wellington	288	279	..	276	273	181	107	97	8
St. Patrick's College, Wellington	363	360	338	..	319	230	146	133	..
Sacred Heart High School, Nelson	51	50	..	51	45	32	27	17	2
St. Mary's College, Westport	43	41	6	34	41	29	14	14	3
Cathedral Grammar School, Christchurch	51	46	46	..	48	36	16	3	1
Christ's College, Christchurch	377	376	370	..	370	359	92	79	..
Sacred Heart Girls' College, Christchurch	157	154	..	138	136	103	57	52	5
St. Andrew's College, Christchurch	195	192	189	..	189	182	141	48	1
St. Margaret's College, Christchurch	253	253	..	247	231	159	78	64	14
St. Mary's College, Christchurch	82	76	..	77	70	54	38	30	4
Te Wai Pounamu College, Christchurch	38	37	37	37	37	26	12	11	2
Xavier College, Christchurch	89	83	71	..	71	42	47	46	3
Marist Brothers' High School, Greymouth	71	69	61	..	63	40	34	30	3
St. Mary's High School, Greymouth	88	78	..	74	71	51	37	34	..
St. Mary's School, Hokitika	51	48	10	36	43	31	21	18	3
* Rangit-ruru Presbyterian Girls' School, Christchurch	138	139	..	133	128	100	42	34	9
St. Bede's College, Papanui, Christchurch	288	284	268	..	268	273	201	74	..
Craighead Diocesan School for Girls, Timaru	87	90	..	89	84	60	30	27	7
Sacred Heart Girls' College, Timaru	126	121	..	104	100	70	56	51	5
St. Patrick's High School, Timaru	63	61	59	..	59	39	26	24	..
* Villa Maria College, Upper Riccarton	29	33	..	28	27	20	14	14	2
Christian Brothers' High School, Dunedin	140	134	126	..	115	89	51	6	..
St. Ann's College, Dunedin	79	70	48	..	75	51	23	5	1
St. Michael's College, Dunedin	76	78	..	83	75	51	26	20	5
St. Hilary's College, Dunedin	80	81	..	78	75	56	40	35	4
St. Philomena's College, Dunedin South	116	113	..	106	111	75	48	38	..
St. Kevin's College, Redoubt, Oamaru	138	133	127	..	129	85	55	41	7
Columbia College, Roslyn, Dunedin	144	141	..	134	126	92	51	38	3
Dominican College, Techemakers, Oamaru	52	51	..	53	50	31	24	24	..
Marist Brothers' High School, Invercargill	67	67	64	..	59	56	30	17	..
St. Catherine's Convent, Invercargill	69	69	..	61	58	34	35	..	3
Totals, 1946	9,621	9,424	4,107	4,988	8,827	6,324	3,548	200	281
Totals, 1945	9,146	8,933	3,831	4,636	8,269	6,033	3,482	180	271
Difference	+475	+491	+276	+302	+558	+271	+66	+20	+10

\* Registered as a private secondary school in 1946.

TABLE K 1.—**STUDENTS** IN THE FOUR TRAINING COLLEGES IN DECEMBER, 1946

Training College.	Division A.		Division C.		Totals.		Grand Totals.
	M.	F.	M.	F.	M.	F.	
Auckland—							
First year .. ..	127	127	28	18	155	145	300
Second year .. ..	85	169	..	..	85	169	254
Specialist .. ..	3	6	..	..	3	6	9
Wellington—							
First year .. ..	98	77	..	..	98	77	175
Second year .. ..	52	101	..	..	52	101	153
Specialist .. ..	4	3	..	..	4	3	7
Christchurch—							
First year .. ..	111	98	..	..	111	98	209
Second year .. ..	72	78	..	..	72	78	150
Specialist .. ..	14	10	..	..	14	10	24
Dunedin—							
First year .. ..	85	61	..	..	85	61	146
Second year .. ..	47	80	..	..	47	80	127
Specialist .. ..	28	21	..	..	28	21	49
Totals .. ..	726	831	28	18	754	849	1,603

NOTE.—In addition to the above, 686 ex-servicemen teachers attended refresher courses at teachers' training colleges during 1946.

*Approximate Cost of Paper.*—Preparation, not given ; printing (898 copies), £142.

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