

1948
NEW ZEALAND

EDUCATION: PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E.-2 of 1947]

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

NOTE.—Some of the tables have been omitted because the information or part of it can be obtained elsewhere. These tables are as follows, and the tables to which reference can be made are also given: Table A 5—see Table E 2 in E.-1 for median ages; Table A 9—see Table O 1 in E.-1; Table A 14—see 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. D. G. BALL) FOR THE YEAR 1947

SIR,—

I have the honour to present my report on the primary schools for the year ended 31st December, 1947:—

STANDARDS OF WORK

The Inspectors and the senior teachers in the service are the guardians of standards of taste, industry, and scholarship in the schools. Evidence of good standards is the ability of children to apply themselves to a task in hand, to maintain a deep interest in what they are doing, and at an elementary level to examine critically new experiences. These are the qualities necessary for citizens of a democracy.

At the same time, it is essential that a constant check be kept on the level of achievement in our schools. The Inspectors report that good work is being done.

It is important in considering the work of the schools to bear in mind that education to-day differs in many ways from that of a quarter of a century ago. Two of the outstanding differences may be mentioned here.

First, with our better knowledge of child growth and psychology, the emphasis to-day is on the full development of the child and not, as it was in earlier years, mainly on subject-matter. In order that the child may be active, help himself, and work with others, teaching methods have become varied. To-day the curriculum and methods of the primary school are based on the child's natural line of development and permit the exercise of all the child's powers—physical, mental, emotional, and social. At one time the curriculum was restricted in the main to "tool" subjects such as arithmetic, reading, English, spelling, and writing. To-day it is much broader and includes physical education, health education, social studies, art and crafts, music, and nature-study. Because the curriculum is wide, and because it is not possible to increase teaching time, the original subjects have been revised and the content confined to essentials.

Second, promotion from class to class and from primary school to post-primary school is no longer dependent solely on examination success. It will be remembered that in the 1920's there was a public outcry at the extent of retardation in the schools. As a result, teachers were encouraged to promote children from standard to standard, providing their ability in English was sufficiently good to permit them to work effectively in the higher class. In 1936, with the abolition of the Proficiency Examination, the road was finally open to promotion by age and attainment rather than by attainment alone. This was beneficial to children who had been kept in the lower classes year after year simply because they could not pass the necessary examinations. Owing to these "social" promotions, classes to-day contain a much wider range of intellectual ability than was the case twenty years ago. A class can no longer be handled as a unit. The upper level is still capable of and attains a high standard of work. Real standards for all children have improved, but there are children in each class to-day who, if a fair comparison with the past is to be made, must be compared with those of similar intellectual ability who twenty years ago would have been found in classes lower in the schools.

A committee of a conference of Inspectors of Schools held in August, 1947, confirmed this change in the level of standards, but at the same time reported improvement in standards of achievement in many aspects of the curriculum. The committee stressed the continued need for objective teaching, regular and systematic drills, close application, steady concentration, persistent industry, and the development of those habits which inspire a child to be satisfied only with the best he can achieve. The committee considered that some of the factors contributing to improvements in standard of work were as follows :—

- (1) The more friendly and congenial atmosphere of the schoolroom and the happier and more natural relations existing between teacher and pupil.
- (2) The erection of more modern and brighter schoolrooms and the increased attention to environment, both inside and outside the school.
- (3) The provision of teaching equipment in larger quantities.
- (4) The better type of literature now being written for primary-school children and dealing with topics specially suited to their interests.
- (5) The work of specialist teachers.
- (6) The establishment of intermediate schools with greater opportunities for ability grouping and remedial teaching.

TEACHER TRAINING AND SUPPLY

In 1946 each of the four training colleges was filled to capacity. In view of the rapidly increasing birth-rate, it became evident that existing training facilities were inadequate. A fifth training college was necessary, and plans were made during the year to open in 1948 a residential college at the R.N.Z.A.F. Station, Ardmore, to cater for 250 students. This will make it possible to admit to training almost 1,100 students in 1948. Special endeavours are being made to recruit this large number. Unfortunately, the urgent need for class-teachers has meant the restriction of places available for the training of students in specialist subjects such as physical education, music, &c. In 1947, specialist studentships were available in speech therapy, education of the deaf, and art and crafts. The training colleges continue to make positive contributions to education as a whole, and their emphasis is rightly placed on growing personality and scholarship no less than on preparation for class-room work. Nevertheless, the time has arrived for a critical examination of the content and adequacy of our teacher-training to remedy both the obvious and less apparent weaknesses. It is hoped that the suggestion made last year for the exchange for limited periods of time of members of the college staffs and the inspectorate will be adopted next year.

PRIVATE ACCOMMODATION FOR TEACHERS

The difficulties that are being experienced by teachers in securing private accommodation, particularly following appointment to new positions, are adversely affecting the efficiency of the schools. In quite a large number of localities Education Boards are unable to fill vacancies because no suitable boarding-accommodation is available. This shortage is not confined to country areas, but is equally bad at the main centres.

SOLDIER TEACHERS

During the year the work of the Soldier Teachers' Grading Adjustment Board was completed. The regulations under which the Board functioned gave wide powers. The practical result has been to improve the grading position of most applicants. During the year, 386 teachers and others desirous of taking up teaching, assisted by bursaries provided by the Rehabilitation Department, took full-time University courses mainly in arts and science subjects. Concessions in academic qualifications required for admission to training college were continued to suitable ex-soldier applicants.

LIBRARIES

The present library facilities are far from adequate. At the present time, books are supplied to schools in various ways. The Schools Section of the National Library Service maintains a valuable loan service to over 1,700 schools. In some districts the local-body public library has a Children's Section available for use in the schools. The library grants to Education Boards have been increased and Boards expend this grant in various ways. In one district a small committee of teachers and Inspectors was appointed to consider how best to use the grant, and in another district a survey was made of the library facilities to ensure the fullest use of what was available. In this district the staff of each school selects the books up to the amount of its grant, usually purchasing from local sources. There is obvious need for a thorough survey of the methods of supply, selection, and housing of books for use in the primary schools.

Towards the end of the year a large special grant was made available for the purchase of reference books in history and geography. These books should be in the schools in 1948. In each of the main four centres the training-college authorities now offer splendid library facilities to teachers. Greater use is being made of this service.

DUTIES OF ASSISTANT TEACHERS

Head teachers in the larger schools were urged to delegate to their senior men and women assistants wider responsibilities and a greater share in the organization and management of the school. Senior men assistants are looked on as potential headmasters and should be given opportunities of gaining the experience that should fit them for future responsibility. It is hoped, too, that a wider acceptance of this practice will free head teachers for more constructive work with the younger and less-experienced teachers on their staffs.

POLIOMYELITIS

In December an epidemic of poliomyelitis resulted in the closing of the schools for the remainder of the year. Teachers remained at their posts in order to complete the school records. In most districts special refresher courses were arranged and plans were made for 1948, including the preparation of school and class schemes and the making of teaching apparatus.

THE CURRICULUM

The review of the primary-school curriculum is now almost complete. With the exception of music and physical education, every part of the curriculum has been studied by Revision Committees consisting of teachers and officers of the Department.

Early in the year a revised syllabus in oral expression was issued stressing the importance of speech work in its broadest sense, and suggesting methods of getting the best results in this phase of school work. In October a new syllabus in history and geography was presented to teachers. This syllabus is noteworthy, as it outlines a combined course in history and geography and is arranged as a series of topics, units, or "centres of interest" for each class around which, to quote the *Education Gazette*, "the teacher is free to organize pupil activity in the manner that best suits his own interests and the resources of the local district." Both the syllabuses in oral expression and in history and geography were based on reports of Revision Committees plus the comments of teachers to whom the reports had been circulated. The Nature Study and General Science Revision Committee reported in November, and its comprehensive suggestions for the approach to nature work have been circulated through the teachers' organ, *National Education*.

TEXT-BOOKS

The arithmetic text-books and answers are now complete and, for the most part, are being well used. Where comprehensive planning of arithmetic occurs, a certain amount of the book work has to be supplemented by additional exercises prepared by the teacher. In some classes the pupils are left too much to themselves with the text-book, and this results in a rather disturbing amount of incoherent figuring, particularly in the case of simple problems. The printing of text-books in English, all of which have been prepared by the Department, is being continued. During the year, the Standard 2 and Standard 3 English books were distributed. In order that the new syllabus in history and geography may be carried out adequately, the supply of reference books will be supplemented by the preparation of material on New Zealand topics which will be published in the *School Journal*. A useful reference book, "Native Trees and Shrubs," was printed and supplied to each school.

EDUCATION OF HANDICAPPED CHILDREN

There are fifty special classes for the education of backward children in operation throughout New Zealand. Besides these, the Correspondence School caters for over two hundred primary pupils in this category. For pupils who cannot benefit from the work in special classes, three occupation centres are in existence where these pupils are being developed in habits of personal hygiene and the simpler homecrafts. To allow country children to take advantage of these special provisions, a hostel has been established at one centre. Nineteen classes are provided in hospitals so that convalescent children may be given some individual educational work prior to their return to ordinary school life.

To give remedial work for speech-defective cases, twenty clinics have been approved and some of these employ two or three therapists catering for the needs of these children over an extended area, both in city and country centres. Increased staffs were provided this year for the two schools for the deaf, partly to cope with pupil increase, but more particularly to allow more individual teaching of these children.

The visiting-teacher system introduced some years ago continues to develop and has proved a worthwhile link between the school and the home. In most cases the mal-adjusted child is treated early, and the follow-up work of the visiting teachers does much to counteract any tendency to relapse.

GRADING OF TEACHERS

Consideration was given to the report of the Consultative Committee on Grading, and thanks are due to this Committee for the very comprehensive report which it submitted. After very full discussion with the New Zealand Educational Institute, a somewhat amended scheme was finally approved and will be put into operation in 1948. It is hoped that the new system will bring about greater stability of the teaching staff and remove some of the present grading disabilities.

CORRESPONDENCE SCHOOL SILVER JUBILEE

Opened in 1922, the Correspondence School celebrated its Silver Jubilee this year with a series of functions in Wellington. These were attended by large numbers of pupils, ex-pupils, and parents. The governing bodies of Wellington and Hutt Valley schools organized billeting for all visitors and lent their halls, grounds, and refectories for the various functions. The railways and tramways, workshops, municipal milk-supply, harbour facilities, and zoological gardens were visited as part of a planned education week. A comprehensive exhibition of pupils' work was displayed. Conferences of the Parents' and Ex-pupils' Associations were held.

The enrolment for the first time exceeded 5,000 students, of whom approximately 2,000 were primary and 3,000 post-primary. A notable feature of the School is the large number of families on the roll, in many cases in all branches at once—children in both primary and post-primary sections and parents enrolled for part-time vocational courses.

Altogether, 516 students achieved examination and certificate successes, including Higher School Certificate, 3; Endorsed School Certificate, 19; University Entrance, 27; School Certificate, 56; Teachers' "C" Certificate, 160; Post and Telegraph Entrance, 107; Public Service Entrance, 37; Chamber of Commerce, 3; Primary School Leaving Certificates, 104.

A team of six visiting teachers was fully engaged throughout the year, chiefly in urban areas, where the School's courses include work for physically handicapped students.

SOME FEATURES OF SCHOOL WORK

Infant Department.—The infant departments continue to function very successfully. The infant-advisers have been of great assistance to teachers and have been largely responsible for the almost universal adoption of the "development" period, with its learning and growing activities and its smooth "home to school" adjustments. Many infant-teachers find it difficult to obtain sufficient reading-material, partly due to the leeway to be made up on account of the poor supply during the war years. It is of vital importance, however, that the infant departments be supplied generously with well-graded and brightly illustrated reading-material. Reading is now being taught with a wise emphasis on meaning and is no longer an exercise in word-recognition. This method of approach, based on the story and comprehension, is proving successful in fostering a love of reading and the formation of good reading habits. The same emphasis on meaning is being applied to the teaching of number, an appreciation of which the children now obtain through activity and the manipulation of specially devised equipment and toys.

Health and Temperance.—The purpose here is to establish good health habits. The new syllabus stresses this, and the teachers co-operate fully with the nurses of the school medical and dental services and with District Nurses. The Junior Red Cross continues to hold the interest of the children and is proving remarkably effective in the methods it adopts. Practical teaching in health habits has the happy result of bringing about closer co-operation with the homes. In one district several schools held a health week, when the medical officers, the dental nurses, and the school staffs worked together to bring this most important subject before the parents and the children. While, in general, progress can be reported, there are some schools where the teaching of health and hygiene is vague and nebulous.

Temperance teaching in its widest sense is closely related to health and is largely a matter of habit-formation and character-training. The syllabus provides for instruction in the harmful effects of over-indulgence in alcohol and stresses the need for an appreciation of the beneficial effects of temperance in all things.

Physical Education.—In 1947 the specialist staff in physical education had increased to eighty-three. Twenty-six of these were employed by Education Boards as additional assistants. A decision has now been made not to appoint any more additional assistants, but to strengthen the field staff, whose main function is to assist and advise the class teacher. During the year, twenty-eight specialists were trained and the usual refresher courses held. Physical-education equipment is now more readily available and an issue of gymnastics benches was made to all primary and district high schools. Learn-to-swim campaigns were organized in February, special emphasis being given to this important phase of the work.

The Department offered twenty bursaries to candidates for the diploma course in physical education opening at Otago University in 1948. Bursaries are at the same rate as for secondary-teacher trainees and will enable successful applicants to complete the three-year course.

Music.—The few music specialists continue to do very good work. Several districts report very successful music festivals. These festivals encourage good music and an intelligent interest in choir work. They bring together the lecturer in music at the training college, the music specialist, the teachers, and the organizing committees, thus effectively co-ordinating the teaching work and deepening musical appreciation in the schools.

More specialist assistance would be most helpful to teachers, but this may have to wait until the supply of teachers has improved. In many schools the quality of the singing is good, and the assistance given by the broadcast lessons of the Schools Broadcasting Service is acknowledged. During the year, the National Symphony Orchestra gave several afternoon concerts to primary and post-primary pupils. A continuance of these concerts will be most helpful in laying a foundation of musical appreciation.

Art and Crafts.—During the year, additional areas were brought into the art and crafts scheme. The total number of schools now working under this scheme is 322. No area is incorporated until the teachers have had the benefit of specially prepared courses in art and the selected crafts. This has meant a somewhat slow extension of the scheme, but is justified by the enthusiasm and confidence of the teachers who have already benefited. Supplies of equipment and materials have been difficult to obtain, but an improvement is noticeable. During the year, an interesting exhibition of New Zealand children's art was held in several centres. At the request of the British Council, a most interesting exhibition of British rural arts was shown throughout New Zealand.

INTERMEDIATE SCHOOLS

The intermediate schools are now firmly established and their functions well understood. The immediate need is for a closer and more regular contact between the head teachers of the contributing and intermediate schools.

DISTRICT HIGH SCHOOLS

Under the provisions of the new proposed regulations, the secondary departments of district high schools will henceforward be inspected by Post-primary Inspectors, and teachers in such departments will be classified with other post-primary teachers. The change-over has now been completed, and the new arrangements are working smoothly. There is, in consequence, a means for a closer co-ordination of the work of the two branches of the inspectorate. Post-primary Inspectors visit, as occasion offers, classes of primary and intermediate schools, and Primary Inspectors co-operate with their colleagues in similar occasions in visits to classes in both secondary departments of district high schools and other post-primary schools. The resulting interchange of views is likely to bring solid advantages, particularly in the educational guidance of pupils.

SPECIAL EXPERIMENTS

(1) *Remedial Reading*.—Arising out of a conference of departmental officers and teachers interested in the question of remedial work in reading, a course of instruction to teachers selected from nine schools in the Wellington area was conducted by Professor Bailey, of Victoria College. The course of weekly lectures of two hours' duration extended over the second term. Various reasons for backwardness in reading were outlined, suggested remedies were discussed, and a full list of literature and of tests available were supplied. Diagnostic work was then carried out in the selected schools, and groups were formed for remedial treatment. It was necessary for the headmaster of each of the participating schools to arrange to free one teacher for the special work with remedial groups and individuals. The children concerned were not permanently removed from their classes, but were given daily remedial work on an individual basis.

(2) *Nutrition Experiment*.—The data of a nutrition experiment at Manukau Intermediate School is now being collated and interpreted by medical and dental officers under the direction of the ex-Principal of the school. The following progress report has been submitted :—

Experimental group and control group consisted of forty-eight children each.
Content of lunch supplied to experimental group :—

Wholemeal bread and butter.
Salad of raw vegetables with high vitamin A and C content.
Half-pint milk with addition of skim-milk powder.
Honey, dates, and cheese.
Brufax and vitaminized vanilla solution.

Results (to date).—Dental Caries: Both groups began with average of 5.3 cavities per child. Incidence of dental decay in control group was 65 per cent. greater than in experimental group. Size of cavities in control group was considerably greater than in experimental group.

Colds: 34 per cent. more colds in control group. Colds in control group lasted 73 per cent. longer than in experimental group.

Resistance to Fatigue, Behaviour, Participation in Sport.—Experimental group showed greater improvement as judged by teachers' observation.

THE EDUCATION OF THE SUPERIOR CHILD

At the conference of Inspectors a small committee was set up to go into the question of the education of the child of superior intelligence. This committee has now brought down a scheme which it is hoped will be implemented in 1948. It is proposed to ask the head teachers in specially selected schools to organize classes so as to bring together children of superior intelligence. The head teachers, assistants, and Inspectors will work together in planning an enriched curriculum for the rapid-learning division.

STAFF CHANGES

Towards the end of the year my predecessor, Mr. G. E. Overton, retired from the service, where for many years his influence in professional matters and in educational administration has been profound. Mr. Overton guided primary education through the difficult war years, and I am fortunate to succeed a man who, for wisdom and integrity, was so highly esteemed by teachers.

Mr. P. A. Smithells, Superintendent of Physical Education, left the Department during the year to take up the position of Director of the newly established School of Physical Education at the University of Otago. I should like to pay a tribute here to the excellent work he did for physical education in our schools.

I have, &c.,

D. G. BALL,

Chief Inspector of Primary Schools.

The Director of Education, Wellington C. 1.

REPORT OF THE CHIEF INSPECTOR OF POST-PRIMARY SCHOOLS (MR. E. CARADUS) FOR THE YEAR 1947

SIR,—

I have the honour to present my report for the year 1947.

During 1947 there continued to be great development in the field of post-primary education. The changes listed in the 1946 report were consolidated during 1947, and additional advances made :—

- The decentralization of the post-primary inspectorate.
- Further refresher courses for post-primary teachers.
- Courses of instruction for careers advisers.
- Final report of the Consultative Committee on National Trades Certificates.
- Establishment of post-primary teachers' bursaries.
- Establishment of bursaries in physical education.
- Continuation of training scheme for teachers of woodwork, metalwork, and homecraft, and establishment of a training course for commercial teachers.
- Resumption of teacher exchange.

(1) THE INSPECTORATE

The additional responsibilities of the post-primary inspectorate, in particular the bringing of the secondary departments of district high schools into the post-primary field proper, necessitated further additions to the inspectorate :—

Mr. I. S. McHarg, M.A., B.Ag., B.Sc.

Mr. W. C. J. Perry, M.A., B.Com.

Mr. M. F. Woodward, M.A.

Mr. C. S. Dixon, A.M.I.E.E.

Mr. J. L. Hunter, M.A., B.Sc.

while Mr. T. L. James, M.Com., and Mr. W. E. McIndoe, were appointed in an acting capacity. During the year, Mr. G. Guy, M.A., B.Sc., and Mr. G. M. Salt, M.Sc., relinquished their temporary appointments and returned to the teaching service. Towards the end of 1947 two further permanent appointments were made to the post-primary inspectorate—Miss E. E. Stephens, M.A. (who had held a temporary appointment during the early part of 1947), and Mr. A. H. Thom, M.A. These two officers will not take up their inspectorial duties, however, until early in 1948. I regard the Department as extremely fortunate in the quality of recent additions to the inspectorial team.

The arrangements made at the beginning of 1947 for the post-primary inspectorate to work as a number of composite groups over all post-primary schools instead of in two distinct groups, secondary and technical, as previously, worked extremely well and will be continued during 1948. At the same time, steps have been taken for a partial decentralization of the post-primary inspectorate, and a team, in the initial stages of four, will be transferred to Auckland early in 1948 as part of the Department's general policy of decentralization. Mr. Ensor has been appointed Senior Inspector of post-primary Schools in the Auckland area. Additional Inspectors will be added to this team from time to time, either temporarily or permanently, as the need arises, and Inspectors from the Auckland area will occasionally be seconded for duty to Wellington and the rest of the Dominion in order that uniformity of standards may be maintained. I am proposing, in the meantime, to leave to the Auckland group the provisional grading of all post-primary teachers located in the Auckland area, their annual classification, approvals of appointments to positions in the Auckland area, approvals of evening classes, recommendations for the award of Endorsed and Higher School Certificates, recommendations in connection with accrediting, and all preliminary investigations in connection with accommodation and equipment at post-primary schools in the Auckland

area. School Certificates will still be signed in Wellington, and all final approvals in connection with accrediting will still be given in Wellington in order to ensure uniformity of standards.

The above list of duties is tentative only and may be modified from time to time as circumstances warrant.

(2) NEW POST-PRIMARY SCHOOLS

Three new post-primary schools were established during the year, at Kaikohe, Northcote, and Te Awamutu, the respective district high schools being disestablished. The total number of post-primary schools is now 75.

(3) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS

The establishment of 3 new district high schools in the Auckland district (Hukerenui, Te Kauwhata, and Titoki), of 1 in Taranaki (Waitara), and of 3 Maori district high schools (Rangitahi, Ruatoki, and Te Kaha) brought the total number of secondary departments to 107. Of these, 16 have rolls exceeding 150. All these schools are now being visited at least once annually by the Post-primary Inspectors, with a consequent very great increase in their duties. The grading of the teachers in these schools is now the concern of the post-primary inspectorate.

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

During the year there was only 1 new registration of a private post-primary school, but 1 school which had been closed during the war period reopened. The total (inclusive of the two endowed schools) is now 82.

(5) SCHOOL ROLLS

The following table gives the numbers enrolled on 1st March for the past five years in the various groups of schools. The numbers of schools in each year are shown in parentheses:—

	1943.	1944.	1945.	1946.	1947.
Secondary schools ..	16,218 (39)	18,573 (39)	20,042 (39)	20,225 (40)	20,242 (40)
Technical schools ..	10,799 (21)	12,580 (21)	14,295 (23)	14,943 (25)	15,862 (28)
Combined schools ..	3,276 (7)	3,439 (7)	3,843 (7)	3,839 (7)	3,869 (7)
Secondary departments of district high schools ..	6,320 (98)	7,356 (101)	8,708 (104)	8,375 (103)	8,329 (107)
Registered private post-primary schools (including two endowed schools) ..	7,002 (63)	7,978 (67)	9,146 (75)	9,623 (80)	10,163 (82)
Totals ..	43,615	50,076	56,034	57,035	58,465
Increase over previous year..	..	6,461	5,958	1,001	1,430

(6) STAFFING OF POST-PRIMARY SCHOOLS

Although from time to time representations have been made by the teachers' associations for a further improvement in the staffing of post-primary schools, I have, while sympathetic, been very diffident about recommending any increase until such time as I am satisfied that the supply of post-primary teachers is really adequate. During 1947, teacher shortages continued and many Boards found it difficult to secure teachers for advertised positions, in particular in many of the district high schools. To quote one particular instance, the Auckland Education Board at one stage advertised twelve special posts in the district high schools in the Auckland district. For only one of these was there an applicant with a Grade V classification. I am satisfied that any improvement in the present staffing ratio would act to the disadvantage of schools rather than to their advantage until such time as there are sufficient post-primary teachers to fill all positions. The only effect would be to effect an improvement in the staffing of schools in favoured localities which already have little difficulty in securing teachers and to make the position of schools in less-favoured localities worse than at present.

(7) DEVELOPMENT OF TRAINING OF POST-PRIMARY TEACHERS

The training of homecraft teachers and of teachers of woodwork and metalwork is being continued. The course for homecraft teachers, begun in 1943 and of three years' duration, has now been modified slightly to improve its effectiveness. Until the end of 1947, portion of the first year and the whole of the second year of the course were spent in one or other of a number of post-primary schools able to provide the necessary facilities for training. This arrangement did not prove particularly effective, as homecraft teachers already on the staffs of these schools were not able to devote a great deal of their time to the trainees. Arrangements were made during 1947 with the Auckland and Christchurch Technical Schools to take, during 1948, the full number of trainees in their second year, a total of 33. Seventeen of these go to Auckland and 16 to Christchurch. These two schools are co-operating well in this connection and the Department is able to assist by providing additional staffing and some additional accommodation.

Thirty-five further homecraft trainees have been accepted for 1948. Including these, there are now 86 homecraft trainees in training, while 59 who commenced their courses in 1943, 1944, or 1945 have completed.

The training course for woodwork and metalwork teachers initiated in Auckland in co-operation with Auckland Technical School at the beginning of 1946 was continued during 1947, and arrangements have been made for a further continuation during 1948. Fifteen woodwork and five metalwork instructors entered upon and completed the course in 1946, and a further 15 woodwork teachers and 9 metalwork teachers during 1947. Almost all of these have been already absorbed. A further 25 woodworkers and five metalworkers have been selected for 1948.

Arrangements were made during 1947 for two further valuable additions to the scheme of post-primary teacher training. Hitherto there has been no training of commercial teachers. Now, however, arrangements have been made with Wellington Technical School to provide a course of one year during 1948, and 20 commercial teachers have already been selected for the course. The object of the course is to provide a fuller knowledge of the subjects book-keeping, commercial practice, shorthand, and type-writing for those trainees whose knowledge is inadequate, and for those who already have some knowledge of these subjects the opportunity to go further with their studies. At the same time, the course will include some knowledge of fundamental ideas concerning education and general teaching methods. Appropriate syllabuses are being drawn up in these subjects. All those trainees selected for the course have a knowledge either of book-keeping and commercial practice on the one hand, or of shorthand and typing on the other hand, and will be trained so that they have a reasonable knowledge of all these subjects.

A further great advance has been made by the provision of post-primary teachers' bursaries. In my report of last year I recommended the institution of some form of bursary for teachers selected for the post-primary service, pointing out that for post-primary teachers in general there is available only one year at Auckland Training College, to which course only those teachers who have already obtained a degree are admitted, and that most of these students have obtained their degree at their own expense. The recommendation to Cabinet was for the award in 1947 of a number of post-primary teachers' bursaries not to exceed 40, with further awards of a number not exceeding this in subsequent years. This recommendation, Cabinet approved. The bursaries are of a value of £70, with an additional £40 if the student is required to live away from home in order to complete his University course, together with payment of tuition fees. The Department will control the University course which the bursar is undertaking. The period of the bursary will be a maximum of four years, and applicants, to be eligible for award, must have reached a standard at least equivalent to University Entrance.

The bursar, on the completion of his University course, will be required to undertake as a Division "C" student a training-college course of one year, during which period he will be paid the allowances and fees payable to a student in Division "C" under the Training College Regulations.

For the 40 bursaries there were 246 applicants, of whom 203 were eligible, and these were interviewed by the Selection Committee in the main towns of the Dominion. The Selection Committee (Miss L. A. S. Hurle, Mr. L. leF. Ensor, and Dr. J. H. Murdoch) was most impressed with the quality of many of the applicants desiring to enter the post-primary teaching field, and strongly recommended that in this the first year of award the number of bursaries be increased to 65. Cabinet approved of this recommendation, and the 65 successful applicants have already been notified that they are recommended for the award of a post-primary teachers' bursary. The 65 awards fall into the following groups:—

Candidates still at school	25
Candidates who have completed their first University year ..	15
Candidates who have completed their second University year ..	17
Candidates who have completed their third University year ..	8
Total	65

The award of any one of these bursaries is contingent upon the successful applicant entering into an agreement and providing a surety that he will, on the completion of his bursary, if required by the Crown, serve as a post-primary teacher in a secondary school, technical school, combined school, secondary department of a district high school, secondary department of the Correspondence School, a registered private secondary school, or any other school which is approved by the Director for the purpose. Bursars who have already completed three University years will hold the bursary for one year only, those who have already completed two University years for two years only, those who have already completed one year for three years only. An analysis of the awards shows that of the total 65 awards, 35 went to men and 30 to women, and that the awards were distributed over the various University courses as follows:—

Languages	18
History and/or geography	16
Mathematics or science	23
Home science	2
Music	1
Agriculture	4
Art	1

During 1947, also, arrangements were made for the establishment of bursaries in physical education. The decision to establish a School of Physical Education at the University of Otago was made towards the end of 1946, but the actual commencement of the school was postponed until the beginning of 1948. The University of Otago agreed to accept at the School of Physical Education 30 applicants annually, and as part of the arrangements the Department established bursaries in physical education of a number not exceeding 20 annually and of the same value as post-primary teachers' bursaries. These bursaries are tenable for three years and have similar conditions attached to them as to post-primary teachers' bursaries, with similar conditions as to agreement and to bond. These bursaries, also, were awarded very largely as a result of interview by a Selection Committee consisting of the Selection Committee for post-primary teachers' bursaries together with the Superintendent of Physical Education, Mr. P. A. Smithells. As the calibre of many of the applicants was not quite up to the expected standard, and as it was felt that too little publicity had been given to the existence of these bursaries, the Department decided to extend the time for the award, and the final award of bursaries in Physical Education was not made until early in 1948.

The establishment of post-primary teachers' bursaries and of bursaries in physical education goes a long way to completing the arrangements for the training of post-primary teachers and leaves only art and music still to be considered. It is to be hoped that arrangements somewhat similar to those for teachers of commercial subjects can be made in the near future in the case of these two subjects also. I am convinced that from the post-primary point of view the most satisfactory arrangement is to provide instruction in teaching technique to an individual already well qualified in the subject for which a teacher is required.

The new scheme of refresher courses for teachers inaugurated in January, 1945, has been continued annually. The following is a summary of the courses actually held to date:—

January, 1945: Two courses (North and South Island) for teachers of post-primary social studies.

January, 1946: Two courses (North and South Island) for teachers of post-primary general science, and courses in physical education and in agriculture.

January, 1947: Five courses—

- (a) Two courses for teachers of post-primary English.
- (b) Two courses for primary head teachers of schools of Grades IV to VII.
- (c) A course in astronomy and map-reading.

The following were planned for:—

January, 1948: Ten courses—

- (a) Two courses for teachers of commercial subjects (post-primary).
- (b) Two courses for teachers of geography (post-primary).
- (c) Two courses for primary and post-primary woodwork instructors.
- (d) One course for arts and crafts specialists.
- (e) Two courses for sole and head teachers of primary schools of Grades II and III.
- (f) One course in agriculture.

Unfortunately, owing to an outbreak of poliomyelitis, the courses for January, 1948, planned for the North Island had to be postponed after organization for them had been virtually completed.

In 1945 the grant to cover certain costs in connection with refresher courses was £1,000. It has been increased annually, and for the 1948 courses the total was approximately £6,000. In 1945 the total number of teachers attending the two social-studies courses was about 350. In 1946 it was approximately 400; while in January, 1947, the total number of teachers and lecturers involved was approximately 800. For the courses for January, 1948, this number has risen to 1,090.

Until January, 1948, the travelling-expenses of State-school teachers only attending the courses were paid. By a Government decision the grant for the 1948 courses was extended to cover travelling-expenses of teachers from registered private schools. Teachers from these schools had always attended refresher courses, but entirely at their own expense.

An important feature of all refresher courses has been that they have been kept practical—i.e., the programmes have been planned so that the teacher on returning to his class-room will feel that he has gained something that materially assists him with his day-to-day job. A further feature of the refresher courses has been that they are all made residential, if the teachers so desire. Schools and colleges with hostels have been generous in making available their facilities for the courses. The value of a course is greatly enhanced if the teacher goes into residence. The majority of those attending do go into residence.

There can be no question of the value of these refresher courses or of the desire of teachers to attend them, which in itself is a reflex of the felt value of them. They have established themselves in the eyes of teachers.

(8) EDUCATION (STAFFING AND SALARIES) REGULATIONS

The new regulations giving effect to the recommendations of the Consultative Committee on Teachers' Salaries are still under discussion with the teachers' associations, but agreement has been reached in regard to most of the clauses. It is hoped to gazette the regulations early in 1948. In the meantime the draft regulations are being used as the basis of the administration of the post-primary-school system.

(9) VISITS TO SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS

All these schools have this year been visited by the Post-primary Inspectors, who have confirmed or, when necessary, adjusted the provisional classifications and salaries allotted to the secondary assistants as from 1st April, 1946. Formal inspection reports have this year been written on the secondary departments of the district high schools in the Canterbury, Otago, and Southland Education Districts. These reports, together with opinions formed by Inspectors on purely grading visits, indicate that secondary assistants in the district high schools are in sympathy with the new prescriptions and are attempting very enthusiastically to solve the problems which their introduction into the school curriculum involves. The grants for social studies, music, and libraries which these schools now share in common with other post-primary schools are proving very beneficial. Full use is being made of the extra equipment which these grants provide.

Staffing appears to be a little more stable than in previous years, although cases are not uncommon where, within the year, three or four changes in one position have occurred. This, of course, is due partly to the general shortage of post-primary teachers and partly to accommodation difficulties experienced, particularly in the smaller centres. The provision made in recent regulations for country service means that all new entrants to the post-primary service must teach for a period in certain approved schools, which include most district high schools. It is hoped that this will help to lessen the present staffing difficulties in many of these schools. The new bursaries for intending post-primary teachers, to which fuller reference is made elsewhere in this report, should help also in this matter.

Special posts have, for the first time, been created in the secondary departments of the larger district high schools, placing them on the same footing in this respect as the post-primary schools. This means that all teachers of post-primary classes, irrespective of the type of school they are in now have opportunities of appointment to positions carrying the maximum salary.

(10) GRANTS FOR SCHOOL ACTIVITIES

During 1947 the same additional grants (given in detail in the 1946 report) were paid to post-primary schools for libraries, music, and social studies as in 1946. These supplement the amounts available from incidentals, and over a period of years will do much to place these activities on a satisfactory basis. Grants of a total amount of some £38,000 were made available to post-primary schools for equipment, and a further amount of over £5,000 to district high schools for the same purpose, while further assistance continues to be given by the distribution of equipment ex War Assets Realization Board and by various publications of the School Publications Branch distributed free to schools.

Twenty-five issues of the *Post-primary Bulletin* have now appeared. The *Bulletins* are planned to meet the needs of the new and more flexible curriculum, and have been issued in series. The series entitled "Our Living Environment" gave a preliminary account of the animals native to New Zealand; the social-studies series dealt with the lives of New Zealanders on dairy-farms, mixed farms, high-country runs, in the mines and in the factories; and the science series aimed to show how our primary and secondary industries depend on scientific research. Other topics covered include "Music,"

“Towards World Unity,” “How History is Written,” and “Holding a Meeting.” The *Bulletins*, as they deal with subjects on which detailed information is not readily available, are being well received in the schools.

A handbook on Native trees and shrubs has been issued by the Department and a set sent to each post-primary school. This booklet will prove of particular value in schools which are offering a course in horticulture.

Early in 1948 the Department will publish a booklet entitled “New Zealand Geography through Pictures,” and will supply sets to post-primary schools. This booklet aims to assist pupils preparing for School Certificate by giving useful exercises in analysing and interpreting photographs.

(11) THE POST-PRIMARY CURRICULUM

The new curriculum introduced into post-primary schools in 1945 has now firmly established itself. Very few schools have found any difficulty in providing the minimum time for instruction in core subjects; in most schools the minimum time is considerably exceeded in at least some of these subjects. There is increasing appreciation of the educational value of the core syllabuses, particularly in the case of those pupils who leave school on reaching fifteen years of age and therefore receive two years or less of post-primary education. Further experimentation is necessary in adapting syllabuses to the needs of the latter class of pupil.

The raising of the leaving age, among other reasons, has enlarged the numbers of those who now make School Certificate their objective. Schools through the variety of their courses, and pupils through their choice of course or subject, are taking advantage of the wide range of optional subjects, whether these are an extension of core instruction or, as in the case of foreign languages and commercial subjects, entirely outside the core.

An important effect of the extension of the number of optional subjects, as compared with the limited number available to most pupils when School Certificate and University Entrance were the joint objective of the Fifth Form courses, has been the improved status gained by those subjects and courses that do not normally lead on to the University—*e.g.*, the home course, the trades and industrial course, and the new agricultural subjects. As a result, the term “multilateral” can now be genuinely applied, at the School Certificate stage especially, to the majority of New Zealand post-primary schools. The new School Certificate courses are succeeding in their purpose of providing a definite objective for post-primary education, without interfering with the interests of those pupils who will ultimately reach the University. The following figures, giving the number of candidates in 1947 for the various options in School Certificate, and the accompanying commentary, will illustrate the tendencies that have been generally noticed:—

Candidates who entered for School Certificate, 1947

A. Subjects closely associated with core syllabuses—

English (taken by all candidates)	..	..	..	8,447
History	..	..	..	5,362
Geography	..	..	..	4,767
Mathematics	..	..	..	4,035
General science	..	..	..	1,774

B. Fine-art subjects—

Drawing and design	..	..	..	1,081
Music	..	..	..	175
Embroidery	..	..	..	23

C. Science subjects specialized from core syllabuses—				
Applied mechanics	..	..	..	241
Biology	..	..	..	1,305
Chemistry	..	..	..	2,887
Electricity and magnetism	..	..	..	615
Heat, light, and sound	..	..	..	150
Physiology and hygiene	..	..	..	305
D. Agricultural subjects—				
General agriculture	..	..	..	370
Animal husbandry	..	..	..	90
Dairying	..	..	..	150
Horticulture	..	..	..	60
E. Trades and industrial subjects—				
Engineering-shopwork and theory	..	..	..	222
Heat engines	..	..	..	35
Technical drawing	..	..	..	458
Technical electricity	..	..	..	130
Woodwork	..	..	..	187
F. Home-course subjects—				
Homecraft	..	..	..	453
Clothing	..	..	..	599
G. Commercial subjects—				
Commercial practice	..	..	..	632
Book-keeping	..	..	..	1,211
Shorthand and typewriting	..	..	..	351
H. Foreign languages—				
French	..	..	..	2,904
German	..	..	..	32
Greek	..	..	..	1
Latin	..	..	..	1,002
Maori	..	..	..	88

In section A the growth of the new subject, general science, and of the former "Cinderella" subject, geography, are noteworthy. In the syllabus for general science, biology is a prominent section, and the interest stimulated through the universal study of the subject in the core has also led to its development as a specialized School Certificate option.

Mathematics as a specialized study is not taken by as large a proportion of pupils as formerly, even in boys' courses; but it is still taken as a School Certificate option by nearly half the candidates. The elementary mathematics of the core taken by every pupil is not so far being taught to the entire satisfaction of the Inspectors, but as yet there are no completely suitable text-books to assist the teachers, although the difficulty has in part been overcome through the free issue to schools by the Department of a bulletin on statistics. There is still need for teachers to adapt the syllabus to the various courses. It is probable that a refresher course for teachers in mathematics would be of great benefit. The standard of mathematics in the Sixth Form remains high, and, indeed, is higher than ever it was in the larger schools which have specialist teachers and senior classes limited to able pupils who are interested in the subject.

Partly as a result of their inclusion in the core, the fine-art subjects are developing noticeably as specialized studies. The core work itself has attracted the keen interest of teachers and pupils, and the result of the work in music especially has exercised an influence outside the walls of the schools. In too many schools embroidery has been regarded as a subject for the home course only and has failed so far to gain recognition rather as one of the fine arts.

Physical education on modern lines has developed strongly since 1945. The process has been more rapid in girls' schools than in boys' schools, where the older gymnastic tradition, the war shortage of trained instructors, and the greater proportion of time given to organized games have had some retarding effect. The health-education section of the syllabus has so far been shared between the teachers of general science and home subjects and the physical instructors. The arrangement is frequently unsatisfactory, and more specific organization appears to be necessary. The institution of a University School of Physical Education should, within a few years, raise physical education in the schools to a high level.

There is some instability in the position of agricultural courses. They have, in general, declined in district high schools. It seems that, except for the prospective student of the University Agricultural College (who, in any case, prefers to concentrate at the post-primary school on a course based on the pure sciences), most pupils interested in agricultural subjects desire a brief course stopping short of School Certificate. The increase in the number of rural high schools may be the solution of the problem.

The sciences, both in their general and their specialized aspects, retain a very strong position in the schools, and in girls' courses have increased their influence. This increase is due partly to the emphasis on and the interest in biology, and partly to the necessity for providing a sound foundation for the Sixth Form and University science and allied courses, which have been attracting so many boys and girls.

In the trades and industrial courses there are now more pupils remaining at school till the School Certificate year, and it appears that the number taking the subjects of these courses as School Certificate options will grow steadily. The same comment applies to the home and commercial courses. In the full trades course, however, offered by a number of schools, the multiplicity of subjects required is making it rather difficult to give sufficient time to the four or five School Certificate options for these to reach the necessary standard in three or four years. The new commercial subject, commercial practice, has proved very popular and is now an integral part of many general courses as well as of most revised commercial courses.

The study of foreign languages declined sharply when the new curriculum was first introduced. Present indications suggest some recovery in the case of French, an increased interest in other modern foreign languages, and the stabilizing of Latin at the existing or a somewhat lower level of numbers.

The annual refresher courses instituted in 1945 have had a most valuable effect in modernizing the curriculum and in stimulating teachers to examine their teaching methods and the content of their subjects.

(12) THE SCHOOL CERTIFICATE

The year 1947 was the second year of the new examination, and, considering the magnitude of the examination (there were, for example, 8,319 candidates who sat in English alone), everything ran very smoothly. Except in one subject, there were few criticisms of the papers, and these were of little moment; in English, only one, and that from a person not a post-primary teacher; in bookkeeping, only one, an isolated point; in general science, only one, and again from a person not a post-primary teacher; in embroidery, criticism from one school owing to a misunderstanding; in commercial practice, a criticism from one school which, in the opinion of the Inspectors, is devoting too little time to the subject; in French, a criticism from one source that the paper was long and unduly difficult, not, however, confirmed by the marks returned by the examiners, the medians of whom ranged in the case of six examiners from 52 to 57, and in the case of the seventh was 48. In history there was a spate of criticism. The history paper was, however, set by an experienced teacher in close touch with classroom and text-book conditions, and the moderating of the paper was carried out by officers of the Department also in close touch with school conditions, who tried to ensure that in a period of text-book difficulties and transition in syllabus there were questions

suitable for candidates from any school which was making a reasonable attempt to teach the new School Certificate history syllabus. The new syllabus required a detailed knowledge of the history of the British people, empire, and commonwealth from 1870 to the present day and only a general knowledge of British history from 1815 to 1870 to provide an introduction to the former, while the previous syllabus laid the stress on the period prior to 1870. It was noticed by Inspectors during the year that many teachers were spending too much time on the optional section of the syllabus, British and European history from 1815 to 1870, and were not giving sufficiently intensive treatment to the period after 1870, the major portion of the syllabus. This was confirmed by the examiner, who found the same weakness in the answers submitted by the candidates. Some teachers have apparently not yet accustomed themselves to the new syllabus, which came into operation for the first time this year. I do feel that much of the criticism arises from the fact that some teachers have not yet accustomed themselves to these new standards.

The examination standards again turned out, in the main, to be quite satisfactory, although in a few subjects considerable adjustments in the marks were necessary. My general impression of the examination was that everything worked well. The total number of candidates for the examination was 8,706, as compared with 8,300 in 1946 and 6,693 in 1945. Of the number sitting, 91 sat in two subjects for the purposes of University Entrance, and 57 sat to complete a partial pass under the old regulations. Of the 4,698 candidates who passed, 32 completed previous partial passes, 29 qualified for Certificates of Attainment only, while 43 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 Special Bursaries Examination, established for the first time in 1946, there were 216 candidates.

(13) ACCREDITING FOR UNIVERSITY ENTRANCE

Accrediting has now completed its fourth 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. From 1945 onwards, however, the number has been considerably increasing, from 2,186 in 1945 to 3,530 in 1947. The numbers of candidates for University Entrance and the numbers accredited are shown in the following table:—

Year.	Candidates.	Accredited.	Percentage accredited.
1945	2,186	1,213	55.5
1946	3,264	1,776	54.4
1947	3,500	1,844	52.7

This large number is indicative of the increasing numbers in our Sixth Forms, also of the importance attached to the new examination. The percentages shown do not indicate the percentages accredited in schools approved for accrediting, which are considerably greater than the figures shown. Principals' recommendations have to be approved by the Department before they are accepted by the University, and I am satisfied that this clause in the present statute is a wise one. We find that, although recommendations from most schools are being made on a sound basis, some schools recommend on a more generous basis than the standard of work in the school warrants. In these cases the Department, either through its visiting Inspectors or through the Chief Inspector of Post-primary Schools, points out the position to the Principal, and in all cases so far a reasonable adjustment in the list of recommendations has been effected. I would emphasize, however, that the Department in its approvals is not concerned with individuals, but with average standards in the particular school, and the recommendation or lack of recommendation of a particular individual is a matter

for the Principal alone. I feel that the necessity for approval by the Department is a very necessary requirement in order to ensure that the standard of those going on to the University may be satisfactory.

(14) ENDORSED AND HIGHER SCHOOL CERTIFICATES

These were awarded for the first time in 1946, replacing the old Higher Leaving Certificate. An Endorsed School Certificate is awarded to a candidate who satisfactorily completes a course of instruction of one year in advance of School Certificate; a Higher School Certificate to a pupil who satisfactorily completes at least two years' work in advance of School Certificate or one year's work in advance of University Entrance. In each case, at least two of the subjects presented must be advanced subjects. The numbers of certificates awarded in the three years, 1945, 1946, and 1947, are as follows:—

	1945.	1946.		1947.	
	Higher Leaving Certificates.	Endorsed School Certificates.	Higher School Certificates.	Endorsed School Certificates.	Higher School Certificates.
Secondary and combined schools ..	1,296	1,550	367	1,638	469
Technical schools	156	250	34	330	31
District high schools	129	131	15	142	9
Endowed and registered private secondary schools	430	492	87	592	132
Correspondence school	9	12	..	19	3
Totals	2,020	2,435	503	2,721	644

(15) EDUCATION BURSARIES

The total expenditure on national bursaries and special bursaries during the financial year was £73,694—again a considerable increase upon the amount spent during the previous financial year, £60,003. In addition, a sum of £16,962 was expended on secondary-school and technical bursaries, as against £11,307 for the previous year. It will be remembered that 1947 was the first year of the operation of technical bursaries. The number of bursaries current during 1947 and the awards at the close of the year are given in the following table:—

	Current in		Awarded at beginning of	
	1947.	1946.	1948.	1947.
Agriculture	42	38	20	20
Architecture	10	6	5	5
Engineering	47	38	15	15
Fine arts	20	14	10	10
Home science	63	66	20	20
Science	57	50	20	20
National boarding	218	210	65	65
Ordinary national	2,593	2,342	*	995
Total	3,050	2,764	..	1,150
Secondary-school bursaries	321	289	*	257
Technical bursaries	156	..	*	156
Grand total	3,527	3,053	..	1,563

* Not available.

(16) NATIONAL TRADES CERTIFICATES

The Consultative Committee set up by the Minister under the Chairmanship of the Chief Inspector of Post-primary Schools to consider a revision of the Department's trade examinations completed its deliberations, after having met sixteen times, on the 1st October, 1947. The Committee recommended the setting-up of a National Trades Certification Board under the joint authority of which, and of other examining authorities (either the Education Department or other established New Zealand examining body), there should be a series of National Trades Certificates in each trade in which there is a reasonable demand. It was recommended that the main functions of this National Trades Certification Board should be —

- (i) To make recommendations to the Minister of Education for facilities for the training of candidates for trade examinations.
- (ii) To make recommendations in regard to any educational matter affecting apprentices to the appropriate New Zealand Apprenticeship Committee.
- (iii) To draw up prescriptions and conditions for qualifying examinations in trades as circumstances warrant, and conduct or arrange for the necessary examinations.
- (iv) To issue, either independently or in conjunction with other examining bodies, National Trades Certificates.
- (v) To work in the closest co-operation with any national examining bodies which may exist, some of which are examining bodies and issuing certificates under legislative enactment, and to be empowered to delegate its powers for the conducting of certain examinations to these bodies.

It was recommended, further, that the constitution of this Board should be as follows :—

- (i) The Chairman, to be appointed by the Minister of Education on the recommendation of the Director of Education.
- (ii) Two other members, to be appointed by the Minister of Education on the recommendation of the Director of Education.
- (iii) Two members to be nominated by the New Zealand Employers' Federation.
- (iv) Two members to be nominated by the New Zealand Federation of Labour.
- (v) One member to be nominated by the New Zealand Electrical Wiremen's Registration Board.
- (vi) One member to be nominated by the New Zealand Motor Trade Certification Board.
- (vii) Two members to be nominated by the New Zealand Technical School Teachers' Association.
- (viii) The person for the time being holding office as Dominion Commissioner of Apprenticeship.

The Committee in its report makes specific recommendations of examination prescriptions in the following trades: bricklaying; cabinet-making; carpentry and joinery; electrical; fitting, turning, and machining; motor-mechanics; painting and paper-hanging; plastering and tile-laying; plumbing; signwriting; and welding.

If the necessary legislation to give effect to the recommendations of this Committee is passed, as I hope it will be, I feel certain that we shall have made a very big step forward with a national system of Trade Certificates available in all trades in which there is a reasonable demand and of such a standard as to ensure ready recognition in this country and abroad.

The implementation of the recommendations of this Committee will also provide a sound basis on which further advances can be made and consideration given to the possibility of establishing, in co-operation with the technical schools, a national system of professional diplomas similar to those widely accepted overseas.

(17) CITY AND GUILDS AND TECHNOLOGICAL EXAMINATIONS

In the City and Guilds Examinations conducted by the Department in 1947 there were 75 candidates who sat 98 papers with the following results:—

Electrical engineering practice—

Preliminary—						Sat.	Passed.
D.C.	..	..	..	..	..	42	20
A.C.	..	..	..	..	..	26	12
Intermediate—							
D.C.	..	..	..	..	..	16	1
A.C.	..	..	..	..	..	5	4
Final, Part II	..	..	..	..	..	1	..
Illuminating engineering: Final	..	..	..	..	..	1	1
Machine design: Preliminary	..	..	..	..	..	1	1
Metallurgical operations: Final	..	..	..	..	..	1	..
Builders' quantities: Intermediate	..	..	..	..	..	5	..
Totals	..	..	..	..	..	98	39

The results of the 1947 Technological Examinations are as follows:—

Carpentry and joinery—						Sat.	Passed.
Preliminary	..	..	..	..	..	25	4
Intermediate	..	..	..	..	..	100	16
Final	..	..	..	..	..	8	5
Building construction	..	..	..	..	..	4	3
Cabinetmaking—							
Intermediate	..	..	..	..	..	16	9
Final	..	..	..	..	..	4	4
Plumbing—							
Preliminary	..	..	..	..	..	15	15
Intermediate	..	..	..	..	..	7	6
Final	..	..	..	..	..	6	6
Engineering trades—							
Preliminary	..	..	..	..	..	6	2
Intermediate	..	..	..	..	..	21	7
Final	..	..	..	..	..	6	4
Motor mechanics (minor)—							
Preliminary	..	..	..	..	..	4	1
Intermediate	..	..	..	..	..	4	2
Final	..	..	..	..	..	1	1

As in 1946, the average calibre of the candidates presenting themselves for the preliminary and intermediate examinations in carpentry and joinery was low.

(18) TECHNICAL CORRESPONDENCE SCHOOL

The Technical Correspondence School provides technical instruction for students in employment who are unable to attend classes. The school roll, which was 638 in March, 1947, stood at 614 on 1st July and 673 on 31st December, 1947. The increase between July and December was due mainly to the enrolment for electrical courses of a group of employees belonging to the Signal and Electrical Branch of the New Zealand Railways. On 31st December the school employed 7 full-time teachers, 13 part-time teachers, and a clerical staff of 5. Three additional positions for full-time teachers were approved some time ago, but difficulty has been experienced in obtaining men with adequate technical qualifications.

Courses in five subjects for Survey Board examinations and also in plumbing, motor trade theory (mechanical), and automotive electrical theory were instituted during 1947. By March, 1948, courses in engineering science, electrical installation and maintenance, and five subjects for the Section A examinations of the Institutions of Civil, Electrical, and Mechanical Engineers should be operating. Further surveying and engineering courses will be prepared as circumstances permit.

Over £1,000 worth of A.E.W.S. study-course booklets, which are now controlled by the Technical Correspondence School, were sold during 1947. The preparation, by qualified authors, of further books on agriculture similar to those of the A.E.W.S. series has been put in hand. The desirability of preparing courses in textiles is under consideration.

(19) "POOL" DRAWING SCHEME FOR WORKSHOP PROJECTS

For some time we have had in mind a pool drawing scheme for workshop projects in woodwork and in metalwork, and the scheme has now reached an advanced stage. The appointment of a draftsman has been approved, and also a small grant to meet the expenses of a Selection Committee for a short conference in Wellington. Instructors in woodwork and in metalwork throughout the Dominion have been invited to contribute to the bank of drawings, and all will receive something in return. The scheme is not intended in any way to replace the individual work of instructors for their own centres, but rather to set up standards in craftsmanship and organization and to provide a library of interesting and instructive projects. We do not regard the proposed projects as standards to be made to the exclusion of all other jobs. It is felt, however, that drawings of this nature would be of great value to many instructors, particularly to those just commencing their teaching career. In woodwork the plan is well advanced; in metalwork, preliminary meetings have been held. In both cases it is proposed finally to provide drawings to meet the needs of teachers over the whole course from Form I to Form V. Naturally, however, the first endeavour will be to complete sets of drawings for Forms I and II. Committees for the final selection of projects in woodwork and metalwork will be set up in Wellington. These will be representative of teachers in all types of schools.

(20) DEVELOPMENT OF APPRENTICESHIP TRAINING

In accordance with the recommendations of the Apprenticeship Commission of 1944 and the legislation of 1946, Apprenticeship Committees have been set up for some seven or eight industries for the whole of New Zealand. Ultimately there will be twenty-one New Zealand Committees. So far, three have met, and six more are to meet during the next six months. The New Zealand Committees will control the general policy in regard to apprenticeship, while the local Committees will perform the administrative duties.

Of the recommendations made by the Commission, many are now in operation. In my last report I indicated that the Education Department had even then taken steps to implement the recommendations of the Apprenticeship Commission which specifically concerned it. The first Apprenticeship Committee to function was that of the New Zealand Motor Trade, and the draft of the New Zealand Motor Trade apprenticeship order states, *inter alia* :—

- (a) Apprentices shall, if required to do so by the Arbitration Court or the New Zealand Committee, be required to attend classes if they are within such a distance of the school that attendance at these classes would be reasonable.
- (b) Where an apprentice is required so to attend, the employer shall refund to him the amount paid in fees in each year in which his attendance is not less than 75 per cent. of the maximum possible.
- (c) If an apprentice resides or works beyond the distance determined by the Committee, he shall be required to take a course of lessons at the Education Department's Technical Correspondence School under the same conditions as if he were attending classes.

The instruction is to be half practice and half theory, according to the syllabus prescribed by the New Zealand Motor Trade Certification Board.

Two other Committees, Bakers' and Plumbers', have considered new apprenticeship orders. The bakers favour intensive day courses in special schools suitably equipped. In the case of the plumbers, however, the matter is to be referred to the Arbitration Court for decision. It seems probable that some form of practical instruction will be necessary in almost all trades. All trades will be called on to decide to what extent they want apprentices trained in day or evening classes and the type of instruction to be given in both theory and practice. The equipment necessary for the training will depend on the decisions arrived at.

The Education Department is in close co-operation with trade examining bodies where such exist. For example, a representative of the Department is a member of the Motor Trade Certification Board and also a member of the Plumbers' Board.

Already accommodation for classes in trade instruction could be made available for day or extended evening classes in some post-primary schools, but in quite a number of cases some additions will be essential if all apprentices are to attend for a course of instruction. At the present time, post-primary schools are providing trade instruction for apprentices, both theory and practice, in evening classes and to a slight degree in the daytime. The classes are limited only by the demand on the part of the various trades. Further day classes will be started as soon as they are approved by the particular trades. There are some 13,000 trade apprentices in the Dominion, and though additional accommodation and equipment will be necessary for a complete training scheme in all phases of apprentice training, nevertheless day training could be started in many post-primary schools fairly quickly, provided the trades concerned are prepared to give the scheme full co-operation.

(21) CAREERS ADVISERS IN POST-PRIMARY SCHOOLS

In accordance with recent regulations, a total of 92 careers advisers were appointed in 68 of the larger post-primary schools. During 1947 three courses of instruction for careers advisers, each occupying ten half-days, were held, with attendances as follows :—

May holidays : Auckland, 30 ; Christchurch, 36.

August holidays : Wellington, 40.

In addition to the official careers advisers, several careers advisers from smaller schools and from private secondary schools attended by invitation. All three courses were marked by considerable enthusiasm, and very animated discussion took place.

While it is as yet too early to pass final judgment on the work carried out in the schools by the newly appointed careers advisers, there is ample evidence that many of the schools have welcomed the new regulation and have selected able and enthusiastic teachers for the work. Aided by the vocational information available through the Department's Vocational Guidance Centres, and by the other facilities that the Vocational Guidance Officers are able to place at their disposal, careers advisers should continue to play an important part in assisting young people to make a wise choice of careers.

Careers advisers are not intended to act as a substitute for Vocational Guidance Officers, and, generally speaking, and particularly in the larger centres, the schools cannot hope to make placements with the same assurance as can the Vocational Guidance Officers. Within the schools themselves, however, there is much that can only be done by a teacher who is in a position to know every pupil and to be ever at hand to offer advice. The Department regards the post of careers adviser as one calling for initiative and understanding and providing an excellent training ground for posts of even greater responsibility.

(22) EXCHANGE OF TEACHERS

During the past year, arrangements were made for the resumption of the exchange of teachers between New Zealand and other parts of the Empire. It was hoped that these exchanges would be on a fairly extensive scale, but difficulties in arranging transport for teachers from England made it necessary to reduce the numbers. Three post-primary teachers left New Zealand in December and will be replaced in 1948 by teachers from England. These teachers were all women, two from secondary schools and one from a district high school. It is hoped that exchanges will be on a more extensive scale in future years.

(23) CONFERENCE OF INSPECTORS

A conference of all Inspectors of schools was held at the Wellington Teachers' Training College in August. The conference divided into seven sub-committees, on each of which there were representatives of the post-primary inspectorate. Much valuable work was done, and one of the most useful aspects of the discussions was the interchange of views between the various branches of the inspectorate. Of matters discussed particular reference may be made to (1) the co-ordination of the work of the intermediate, and post-primary schools; (2) collaboration, when possible, of Primary and Post-primary Inspectors on visits to schools; (3) standards of work; (4) specialist teachers; (5) decentralization of the functions of the Department.

(24) BUILDINGS

The following major works were completed during 1947 :—

Auckland Girls' Grammar School ..	Additions and alterations.
Dannevirke High School ..	Assembly hall; additions to rectory.
Hastings High School ..	Domestic science, and additions to workshops.
Thames High School ..	Assembly hall ex-Army.
Hamilton Technical School ..	Assembly hall ex-Army.
Stratford Technical School ..	Assembly hall ex-Army.
Wairarapa College ..	Gymnasium ex-Army.
Petone Technical School ..	Assembly hall ex-Army.
Wellington College ..	Gymnasium ex-Army.
Christchurch Technical School ..	Remodelling workshops.
Otago Boys' High School ..	Remodelling science laboratory.
Avondale College ..	Engineering workshop.
Tauranga College ..	Workshop block.

Major works are at present in progress at the following schools :—

Rangiora High School ..	Boys' hostel.
Southland Boys' High School ..	Replacement of windows—renovations.
Southland Girls' High School ..	Additions to new building.
Thames High School ..	Biology room.
Timaru Girls' High School ..	Hostel.
Dunedin Technical School ..	Home-science block.
Hawera Technical School ..	Additions and gymnasium.
Matamata College ..	Additions.
Auckland Technical School ..	Remodelling and reorganization.
Southland Technical School ..	Additions.
Tauranga College ..	Home-life building, and assembly hall.
Northcote High School ..	Assembly hall ex-Army.

(25) SCHOOL HOSTELS

There is still an unsatisfied demand for accommodation at school hostels. The number of pupils resident in 1946 and 1947 is shown in the following table :—

				1946.	1947.
Secondary	..	..	..	1,583	1,634
Technical	..	..	..	323	376
Combined	..	..	..	967	990
				<hr/> 2,873	<hr/> 3,000

(26) CONCLUSION

May I in this, my last annual report as Chief Inspector of Post-primary Schools, make a brief reference to the growth of the post-primary school system since I first joined the secondary service as a junior master some forty-one years ago. The technical system was then practically non-existent, while the total school roll of the State secondary schools was only some 3,500 and the total secondary salary bill for the whole Dominion just over £45,000. There were a few private secondary schools not yet registered as such. To-day the total post-primary rolls exceed 57,000 and the total annual salary bill for post-primary schools exceeds £1,000,000.

We have now a post-primary system of which we may well be proud, and my visit to Australia during August and September of last year left me very well satisfied with our New Zealand post-primary schools. To this high standard Principals, assistants, and my friends and colleagues on the inspectorate have all contributed. Too often the inspectorate is forgotten in this connection, and I should like to take this last opportunity of thanking them for their helpfulness to me during my period as Chief Inspector. A more effective, loyal, and hard-working team it would be difficult to imagine. I have been indeed fortunate.

May I, too, thank the officers of the Department on the administrative side. Their efficiency and complete co-operation have enabled us to put into effect readily and with ease any plans which we may have formed for the further development of the post-primary system.

I have, &c.,

E. CARADUS,

Chief Inspector of Post-primary Schools.

The Director of Education, Wellington C. 1.

TABLE A 1.—PUBLIC PRIMARY SCHOOLS BY GRADE, AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1947

Grade or Subgrade of School.	Education District.												Total Number of Schools, December, 1947.
	Roll for determining Grade of School.	Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.			
I	1-8	10	2	17	10	13	12	9	11	7			91
II	9-24	130	31	57	56	58	25	107	49	49			562
IIIA	25-30	50	8	9	11	4	5	27	13	13			140
IIIB	31-70	182	46	38	34	33	24	60	42	42			501
IVA	71-110	62	11	15	10	21	5	32	12	11			179
IVB	111-150	36	9	8	9	8	4	9	10	8			101
IVC	151-190	17	6	3	6	2	4	6	6	2			52
VA	191-230	9	2	3	4	8	2	4	1	2			35
VB	231-270	7	..	3	3	8	..	5	2	1			29
VC	271-310	13	5	2	2	3	..	7	4	1			37
VD	311-350	8	..	2	2	2	1	6	1	2			24
VI A	351-390	8	..	..	5	6	1	1	6	1			28
VI B	391-430	7	1	2	2	9	..	4	3	..			28
VI C	431-470	7	2	5	1	3	2	7	2	2			31
VI D	471-510	11	1	1	..	3	..	1	2	1			20
VII A	511-550	5	..	1	..	2	1	6	1	..			16
VII B	551-590	7	3	..	..	2	1	2	..	1			16
VII C	591-630	3	..	3	1	4	..	2	1	1			15
VII D	631-670	3	..	..	1	1	..	1	1	..			7
VII E	671-710	3	..	..	1	..	..	2	..	..			6
VII F	711-750	5	..	..	1	1	..	1	..	..			8
VII G	751-790	1	..	..	..	1	..	2	..	..			4
VII H	791-830	4	..	..	..	..	..	..	..	..			4
VII I	831-870 .. .. .	..	..	..	..	..	..	..	..	..			..
VII J	871-910 .. .. .	..	..	..	..	..	..	..	..	..			..
VII K	911-950 .. .. .	..	..	..	..	..	..	..	..	..			..
VII L	951-990	1	..	..	..	..	..	..	..	..			1
	Intermediate schools and departments	14	..	2	2	3	..	2	4	1			28
	Totals	603	127	171	161	195	87	303	171	145			1,963

NOTE.—In the above table side schools have not been counted as separate schools.

TABLE A 2.—**ATTENDANCE** AT PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1947
(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, 1947.		Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1947.	
	Pupils at 31st December, 1946.	Pupils at 31st December, 1947.	Boys.	Girls.	Total.	Boys.	Girls.		Total.
Auckland	73,402	77,089	39,561	36,906	76,467	35,612	32,804	68,416	89.5
Taranaki	11,179	11,646	5,901	5,352	11,253	5,338	4,872	10,210	90.7
Wanganui	14,908	15,504	7,696	7,210	14,906	6,922	6,468	13,390	89.8
Hawke's Bay	15,250	15,749	7,877	7,215	15,092	7,122	6,441	13,563	89.9
Wellington	27,278	28,706	14,390	13,092	27,482	12,897	11,919	24,816	90.3
Nelson	6,776	7,053	3,440	3,266	6,706	3,134	2,958	6,092	90.8
Canterbury	32,761	33,698	16,697	15,680	32,377	15,098	14,117	29,215	90.2
Otago	16,660	17,068	8,443	7,811	16,254	7,654	7,086	14,740	90.7
Southland	10,373	10,448	5,201	5,009	10,210	4,686	4,378	9,064	88.8
Intermediate schools and departments	9,468	9,617	5,119	4,574	9,693	4,776	4,255	9,031	93.2
Totals	218,055	226,578	114,325	106,115	220,440	103,239	95,298	198,537	90.1

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G 1 on page 43 of this paper, and the corresponding figures for Forms III and IV of the *separate* intermediate schools in Table B 1 on page 33 of this paper.

TABLE A 3.—**AGE AND SEX OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1947**
(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 under 8.	8 and 9.	9 and 10.	10 and 11.	11 and under 12.	12 and 13.	13 and 14.	14 and under 15.	15 and under 16.	16 Years and over.	Totals.	Grand Totals.
Auckland ..	5,108	5,743	5,093	4,394	4,292	4,046	3,435	2,761	1,833	863	203	16	37,787	72,895
Boys	4,893	5,394	4,743	4,242	4,099	3,847	3,109	2,526	1,422	587	119	27	35,108	
Girls	668	799	725	639	676	643	597	568	369	180	31	2	5,897	
Taranaki ..	1,003	1,096	1,064	885	903	835	665	610	275	118	14	6	5,350	11,247
Boys	1,016	1,036	1,006	884	859	823	649	493	286	133	27	5	7,217	
Girls	1,023	1,133	1,077	956	874	832	704	624	388	220	50	7	7,646	14,863
Wanganui ..	980	1,042	955	901	832	814	642	526	318	162	30	5	7,207	15,095
Boys	2,058	2,151	1,927	1,730	1,635	1,545	1,315	1,152	775	302	45	7	14,642	27,954
Girls	1,856	1,930	1,779	1,597	1,472	1,421	1,280	1,118	624	215	14	6	13,312	
Wellington ..	420	459	446	364	379	352	351	306	189	107	21	2	3,306	6,643
Boys	446	423	427	392	367	341	337	273	164	71	6	..	3,247	
Girls	2,206	2,402	2,134	1,865	1,758	1,752	1,586	1,521	957	408	45	6	16,640	32,280
Canterbury ..	2,105	2,262	1,960	1,838	1,782	1,723	1,548	1,317	765	251	36	3	15,590	
Boys	1,145	1,256	1,109	1,013	1,029	930	751	625	400	184	26	2	8,470	16,316
Girls	1,081	1,207	990	919	900	734	617	325	128	91	9	6	7,846	
Otago ..	675	770	647	565	612	552	499	432	261	141	11	1	5,166	10,077
Boys	672	671	664	604	574	540	485	428	188	81	4	..	4,911	
Girls	..	..	..	..	..	55	1,093	1,911	1,376	567	118	14	5,134	9,754
Intermediate schools and departments	..	..	..	..	..	81	1,215	1,854	1,102	291	41	6	4,590	
Totals ..	14,306	15,822	14,222	12,411	12,158	11,542	10,996	10,510	6,905	3,154	577	63	112,666	217,044
Boys	13,716	14,689	13,212	12,086	11,524	11,104	10,511	9,662	5,469	2,037	300	58	104,378	
Girls	..	..	..	..	..	..	..	..	..	..	..	..	..
Percentage of pupils of each age	12.9	14.1	12.7	11.3	10.9	10.4	9.9	9.3	5.7	2.4	0.4	*	100.0	..
Totals 1946 ..	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
Boys	12,978	12,957	11,957	11,448	10,970	10,497	10,060	9,667	5,477	2,173	344	44	98,572	
Girls	..	..	..	..	..	..	..	..	..	..	..	..	..
Difference ..	+190	+1,992	+1,987	+359	+717	+612	+103	+288	-97	-224	-23	+12	+5,916	+11722
Boys	+738	+1,742	+1,255	+638	+354	+607	+451	-5	-8	-136	-44	+14	+5,806	
Girls	..	..	..	..	..	..	..	..	..	..	..	..	..

* Insignificant percentage.

TABLE A 4.—**STANDARD CLASSIFICATION** OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1947
(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)

	Special Classes for Backward Children.			Pupils in Preparatory Classes.			Pupils at 1st July in Standards and Forms.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Standard 1.			Standard 2.			Standard 3.		
							Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Education district—															
Auckland ..	129	82	211	13,733	12,333	26,066	5,195	4,816	10,011	4,631	4,416	9,047	4,587	4,330	8,917
Taranaki ..	19	9	28	1,925	1,705	3,630	773	692	1,465	700	636	1,336	709	592	1,301
Wanganui ..	42	20	62	2,809	2,462	5,271	1,009	1,050	2,059	944	934	1,878	921	889	1,810
Hawke's Bay ..	35	12	47	2,956	2,555	5,511	1,092	990	2,082	994	917	1,911	892	864	1,756
Wellington ..	77	39	116	5,226	4,460	9,686	1,926	1,810	3,736	1,784	1,635	3,419	1,746	1,542	3,288
Nelson ..	..	..	..	1,120	1,036	2,156	443	406	849	395	411	806	388	390	778
Canterbury ..	105	94	199	5,953	5,255	11,208	2,159	2,042	4,201	1,945	1,820	3,765	1,831	1,855	3,686
Otago ..	74	45	119	2,959	2,643	5,602	1,165	985	2,150	1,051	982	2,033	1,049	982	2,031
Southland ..	23	12	35	1,738	1,552	3,290	719	691	1,410	591	605	1,196	629	598	1,227
Intermediate schools and departments	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	504	313	817	38,419	34,001	72,420	14,481	13,482	27,963	13,035	12,356	25,391	12,752	12,042	24,794
Percentage of pupils of each standard	..	..	0.4	..	..	33.4	..	..	12.9	..	..	11.7	..	..	11.4
Totals, 1946 ..	564	341	905	35,478	31,220	66,698	13,353	12,424	25,777	12,395	11,789	24,184	12,094	11,386	23,480
Difference ..	-60	-28	-88	+2,941	+2,781	+5,722	+1,128	+1,058	+2,186	+640	+567	+1,207	+658	+656	+1,314

TABLE A 4.—**STANDARD CLASSIFICATION OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1947—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.												Totals.		
	Standard 4.			Form I.			Form II.			Form III.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Education district—															
Auckland ..	4,250	3,997	8,247	2,823	2,700	5,523	2,419	2,410	4,829	20	24	44	37,787	35,108	72,895
Taranaki ..	598	614	1,212	610	581	1,191	555	517	1,072	8	4	12	5,897	5,350	11,247
Wanganui ..	868	822	1,690	560	549	1,109	490	487	977	3	4	7	7,646	7,217	14,863
Hawke's Bay ..	864	838	1,702	584	527	1,111	471	500	971	..	4	4	7,888	7,207	15,095
Wellington ..	1,458	1,408	2,866	1,272	1,283	2,555	1,134	1,122	2,256	19	13	32	14,642	13,312	27,954
Nelson ..	371	350	721	364	345	709	314	305	619	1	4	5	3,396	3,247	6,643
Canterbury ..	1,772	1,664	3,436	1,548	1,513	3,061	1,322	1,346	2,668	5	1	6	16,640	15,590	32,230
Otago ..	900	877	1,777	689	688	1,377	578	638	1,216	5	6	11	8,470	7,846	16,316
Southland ..	567	583	1,150	475	459	934	416	400	816	8	11	19	5,166	4,911	10,077
Intermediate schools and departments	..	..	..	2,610	2,301	4,911	2,524	2,289	4,813	..	..	..	5,134	4,590	9,724
Totals ..	11,648	11,153	22,801	11,535	10,946	22,481	10,223	10,014	20,237	69	71	140	112,666	104,378	217,044
Percentage of pupils of each standard	..	..	10.5	..	..	10.4	..	..	9.3	..	..	*	..	..	100.0
Totals, 1946 ..	11,369	10,779	22,148	11,280	10,683	21,963	10,125	9,839	19,955	92	120	212	106,750	98,572	205,322
Difference ..	+279	+374	+653	+255	+263	+518	+98	+184	+282	-23	-49	-72	+5,916	+5,806	+11,722

* Insignificant percentage.

TABLE A 8.—AGE AND ATTAINMENT OF PUPILS LEAVING PRIMARY SCHOOLS DURING 1947

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	858	521	304	247	304	173	76	36
14 " under 15	1,947	1,563	66	39	68	37	14	8
13 " " 14	3,245	3,531	17	21	4	4	..	..
12 " " 13	1,091	1,544	1	..	..	..	..	..
11 " " 12	33	57	..	..	..	1	..	..
Under 11 years .. ..	..	..	..	..	..	..	..	..
Totals, 1947	7,174	7,216	388	307	376	215	90	44
Totals, 1946	7,165	7,261	340	285	432	235	117	65
Difference	+9	-45	+48	+22	-56	-20	-27	-21

Age.	In Standard 3.		In Standard 2 or lower.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over	28	12	16	10	1,586	999	2,585
14 " under 15 .. ..	..	3	3	3	2,098	1,653	3,751
13 " " 14 .. ..	..	..	..	..	3,266	3,556	6,822
12 " " 13 .. ..	..	..	..	..	1,092	1,544	2,636
11 " " 12 .. ..	..	..	..	..	33	58	91
Under 11 years .. ..	..	..	..	..	..	..	..
Totals, 1947	28	15	19	13	8,075	7,810	15,885
Totals, 1946	18	27	18	7	8,090	7,880	15,970
Difference	+10	-12	+1	+6	-15	-70	-85

TABLE A 15.—REGISTERED PRIVATE PRIMARY SCHOOLS: NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE
END OF 1947

District.	Number of Schools.				Roll Number at End of Year.				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.	Average Attendance.		Catholic Church Schools.		Other Church Schools.		
									M.	F.	M.	F.	M.	F.	
Auckland	4	60	19	83	199	8,231	1,495	4,763	5,162	9,925	9	15	205	27	39
Taranaki	..	11	2	13	..	1,381	38	650	769	1,419	..	..	38	..	3
Wanganui	2	16	7	25	95	1,671	403	1,638	1,111	2,169	..	..	5	14	10
Hawke's Bay	3	13	4	20	107	1,633	195	921	1,014	1,935	..	..	5	6	5
Wellington	1	44	10	55	54	5,020	1,196	2,943	3,327	6,270	2	2	17	126	8
Nelson	..	7	..	7	..	706	..	359	347	706	..	..	..	..	..
Canterbury	3	51	11	65	274	5,178	1,030	3,168	3,314	6,482	4	8	11	134	3
Otago	..	24	3	27	..	2,101	277	1,188	1,190	2,378	..	..	7	67	9
Southland	1	11	..	12	69	1,251	..	614	706	1,320	..	4	4	34	..
Totals, 1947	14	237	56	307	798	27,172	4,634	15,604	16,940	32,604	7	33	65	709	62
Totals, 1946	16	234	58	308	774	26,315	4,417	15,163	16,343	31,506	6	40	60	703	66
Difference	-2	+3	-2	-1	+24	+857	+217	+501	+597	+1,098	+1	-7	+5	+6	+4

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 Teachers Assistant on Staff (December).	
			Special Class for Backward Children.		Class P.		S1.		S2.		S3.		S4.		P.L.		F.H.		Adult Section.							
			Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.						
																					Totals.		B.	G.		
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	1,809	6	48	
1947 ..	1,913	1,972	106	125	308	364	76	121	72	84	63	75	61	87	64	88	65	64	40	19	855	1,027	1,882	6	45	
Difference	+42	+115	+10	+5	-2	-28	..	+24	-5	+10	+1	-29	+1	+7	+6	+22	+3	-16	+7	-3	+21	-8	+13	..	-3	

TABLE B 1.—ROLLS AND CLASSIFICATION OF PUPILS AND STAFFS OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1947

Intermediate School or Department.	Classification of Pupils on Roll as at 1st July, 1947.										Number of Full-time Assistant Teachers.						
	Number of 1946 Pupils on Roll at Beginning of 1947.	Number admitted during 1947.	Number on Roll at 31st December, 1947.	Average Attendance for the Year ending 31st December, 1947.	Form I.				Form II.		Form III.		All Forms.		Total.		
					Boys.		Girls.		Boys.		Girls.		Boys.			Girls.	
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			
(a) Whangarei Boys'	85	90	168	159	71	102	97	76	..	..	168	178	168	8	..	8
(a) Whangarei Girls'	..	116	179	166	129	131	149	127	..	..	278	258	178	9	11	7
(a) Avondale	305	525	486	129	131	149	127	..	..	278	258	336	8	9	20	
(a) Balmoral	167	231	365	347	104	107	78	88	..	172	195	367	13	15	17	
(a) Kowhai	370	373	620	620	132	136	128	136	24	79	304	351	655	13	28	
(a) Manukau	232	295	502	464	122	120	138	109	10	12	270	241	511	11	9	
(a) Normal	244	255	465	447	125	116	110	99	11	15	246	230	476	9	20	
(a) Northcote	117	120	222	202	50	46	58	65	..	..	108	111	219	2	4	
(a) Paredona	227	287	481	452	124	118	113	121	3	10	240	249	489	9	6	
(a) Otahuhu	165	261	242	242	77	65	57	47	..	..	134	132	268	2	8	
(a) Waikato	173	150	138	138	41	32	47	35	..	..	183	167	255	2	4	
(a) Matamata	118	147	225	207	70	43	52	63	..	..	192	106	228	3	7	
(a) Te Awamutu	106	117	198	184	52	45	50	50	..	..	102	93	197	2	4	
(a) Rotorua	185	158	224	204	30	62	66	31	..	..	125	93	218	3	5	
(a) Wanganui	180	193	332	329	84	86	92	78	13	12	189	176	365	5	6	
(a) Palmerston North	374	374	686	647	184	133	177	173	..	1	361	327	688	8	13	
(a) Gisborne	251	308	510	486	129	137	131	119	..	18	260	260	520	9	18	
(a) Napier	282	305	517	500	148	127	109	129	5	18	262	274	536	8	20	
(a) Rongotai	120	116	225	217	97	..	..	..	..	..	229	229	229	8	8	
(a) Wellington South	224	270	393	378	93	119	90	94	3	9	186	222	408	7	13	
(a) Marlborough	122	140	253	242	65	72	61	66	..	..	126	138	264	8	11	
(a) Christchurch South	287	265	443	432	134	99	119	93	10	8	263	200	463	10	20	
(a) Shirley	217	196	360	335	93	72	90	84	12	18	195	174	369	6	7	
(a) Waitaki Boys'	66	81	142	129	67	..	75	..	..	..	142	142	142	6	13	
(a) Waitaki Girls'	68	55	120	110	..	51	68	..	..	..	119	119	119	..	6	
(a) Dunedin North	186	173	299	284	61	84	84	84	14	10	159	153	312	5	13	
(a) Macandrew	295	321	554	528	170	109	122	134	16	16	308	259	567	11	23	
(c) Tweedsmuir	204	241	411	384	119	90	99	104	16	16	218	194	412	6	16	
Totals, 1947	5,071	9,790	9,845	9,336	2,610	2,801	2,524	2,289	121	212	5,255	4,802	10,057*	181	192	373	
Totals, 1946	4,853	9,555	9,718	8,990	2,554	2,311	2,505	2,237	121	232	5,180	4,780	9,960	171	209	380	
Difference	-165	+127	+346	+56	-10	+19	+52	..	-20	+75	+22	+97	+10	-17	-7

(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.

(e) District high school with intermediate department attached. * There were, in addition, 55 pupils in Form IV at intermediate schools; the corresponding figure in 1946 was 50.

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 1947 (Year ending December).	Number of 1946 Pupils on Roll at beginning of 1947.	Number of New Pupils who admitted during 1947.	Number of New Pupils who commenced their Post- primary Education in 1947.	Full-time Staff (including Principals). (December, 1947).		Technical Classes Part-time Pupils at 1st July, 1947.	
	At 1st March, 1947.	December, 1947.						M.	F.	Boys.	Girls.
		Boys.	Girls.									Total.
A. Secondary Schools											
Whangarei Boys' High School	410	382	358	358	360	263	145	18	..	134	..
Whangarei Girls' High School	376	363	302	302	328	222	142	..	17	..	46
Auckland Grammar School	885	809	846	846	823	654	209	38	..	..	..
Mount Albert Grammar School	748	718	684	684	667	518	244	32	..	..	..
Auckland Girls' Grammar School	752	728	697	697	702	445	287	..	32	..	..
Epsom Girls' Grammar School	726	700	666	666	667	514	232	..	30	..	..
Takapuna Grammar School	737	698	621	621	624	338	266	18	13	60	62
Thames High School	275	262	243	243	238	162	106	8	4	4	..
Hamilton High School	657	646	616	616	607	451	173	13	14	5	..
Rotorua High School	399	362	341	341	325	241	160	11	..	70	6
Wanganui High School	413	385	367	367	366	280	134	..	19	..	..
Wanganui Girls' College	410	402	399	399	383	270	153	18	..	..	..
Palmerston North Boys' High School	315	299	286	286	284	213	105	..	15	..	..
Palmerston North Girls' High School	877	832	742	742	777	531	350	21	12	183	106
Gisborne High School	506	546	481	481	480	374	246	219	14	10	84
Hastings High School	476	438	401	401	400	314	175	148	14	8	43
Dannevirke High School	722	687	647	647	637	498	248	210	17	..	..
Hutt Valley High School	825	801	789	789	776	657	192	34	10	..	..
Wellington College	330	309	297	297	298	220	112	15	..	..	..
Rongotea College	537	508	489	489	474	377	169	..	23	..	..
Wellington Girls' College	465	445	416	416	412	304	165	..	19	..	..
Wellington East Girls' College	429	391	331	331	349	265	171	11	6	107	110
Marlborough High School	207	278	106	106	248	173	132	7	..	19	1
Rangiora High School	297	278	137	137	243	172	117	37	6	..	..
Christchurch Boys' High School	841	806	756	756	761	572	285	244	..	..	..
Christchurch Girls' High School	607	591	564	564	554	422	181	..	26	..	..
Avonside Girls' High School	432	414	389	389	385	283	147	..	20	..	..
Christchurch West High School	736	686	626	626	628	458	194	15	18	..	..
Ashburton High School	231	220	215	215	207	162	72	6	5	..	..
Timaru Boys' High School	370	359	339	339	339	265	112	16	..	..	..
Timaru Girls' High School	312	296	274	274	270	229	78	..	14	..	..
Waimate High School	245	222	202	202	207	159	85	8	4	9	13
Waitaki Boys' High School	495	468	414	414	422	327	172	22	..	72	..
Waitaki Girls' High School	383	352	332	332	317	247	141	..	15	..	..
Otago Boys' High School	416	429	404	404	414	314	141	21	..	..	..
Otago Girls' High School	605	575	535	535	542	410	212	185	24	..	..
King's High School	360	333	310	310	320	264	101	17	..	..	..
South Otago High School	216	186	169	169	174	139	80	6	5	36	59
Gore High School	454	400	360	360	370	295	164	14	6	56	58
Southland Boys' High School	382	360	333	333	337	265	123	17	..	..	..
Southland Girls' High School	460	423	384	384	390	318	145	..	20	..	..
Totals, A ..	20,242	19,169	9,435	8,384	17,880	13,511	7,018	468	400	947	561

B. Combined Schools

..	691	650	577	577	617	466	239	226	28	334
New Plymouth Boys' High School	615	587	533	533	546	393	238	216	..	79
New Plymouth Girls' High School	434	407	371	371	371	263	181	168	19	180
Napier Boys' High School	356	335	308	308	333	238	132	117	16	..
Napier Girls' High School	636	590	580	588	550	369	243	217	7	186
Wairarapa College	659	638	599	599	609	446	229	193	27	289
Wairarapa College	478	463	425	425	424	317	176	161	20	..
Nelson College	..	..	..	..	..	..	..	..	..	333
Nelson Girls' College	..	..	..	..	..	..	..	..	..	..
Totals, B ..	3,869	3,670	1,827	1,524	3,459	2,492	1,479	1,324	91	989
..	..	..	..	..	..	..	..	..	71	486
..

C. Technical Schools

Northland College	219	207	117	86	203	189	224	109	10	2	19
Auckland Technical School	1,231	1,134	604	357	961	1,039	639	574	37	13	405
Auckland College of Art	994	922	410	400	810	836	419	406	24	16	2,596
Wharfedale College	89	88	22	57	79	89	57	114	4	6	109
Wellington High School	270	246	119	94	213	222	288	114	0	..	108
Wellington Technical School	1,192	1,083	516	426	942	966	494	451	32	15	298
Pukekohe Technical School	391	380	155	172	327	333	167	131	13	7	74
Tauranga	397	380	160	190	350	346	177	137	10	7	18
Tauranga College	351	317	124	153	277	285	143	132	10	7	13
Hallam Technical School	835	768	360	318	678	704	377	342	24	17	415
T. A. Aramutu College	303	281	115	140	255	233	324	127	6	6	14
Hawera Technical School	535	473	209	210	419	438	320	197	13	10	145
Stratford Technical School	449	396	177	166	343	365	208	196	13	7	61
Wanganui Technical School	680	615	358	160	518	561	442	254	20	10	356
Wellington Technical School	326	311	193	88	281	271	117	111	14	3	14
Palmerston North Technical School	607	530	225	211	436	483	336	291	14	10	404
Horowhenua Technical College	446	395	163	187	350	362	181	147	12	8	56
Pahia Technical School	583	539	246	209	455	469	288	282	14	6	690
Wellington Technical School	1,292	1,150	531	450	981	1,042	756	559	36	19	1,763
Westport Technical School	187	169	78	82	160	164	111	79	9	2	30
Greytown Technical School	465	371	172	152	324	341	136	146	16	8	175
Christchurch Technical School	1,125	1,013	535	294	829	887	503	502	25	20	1,670
Canterbury College School of Art	128	126	38	135	113	126	60	2	7	2	155
Papamoa Technical School	427	400	212	137	349	361	192	185	14	7	120
Ashterton Technical School	331	306	128	130	258	268	149	133	10	6	132
Timaru Technical School	821	287	135	87	222	180	148	133	11	4	287
Dunedin Technical School	886	803	286	355	641	734	390	413	24	17	399
Invercargill Technical School	802	706	316	238	554	620	408	398	24	8	334
Totals, C ..	15,862	14,393	6,704	5,624	12,328	13,016	7,532	6,503	459	247	10,925
Grand totals, 1947 ..	39,973	37,232	17,966	15,532	33,498	34,355	16,029	14,237	1,018	718	12,861
Grand totals, 1946 ..	39,037	36,858	17,554	15,418	32,972	33,060	15,532	14,024	925	653	11,579
Difference ..	+936	+374	+412	+114	+526	+1,295	+497	+213	+93	+65	+1,282
..	..	..	..	..	..	..	..	..	..	..	+396

* Established in 1947.

TABLE D 3.—YEARS OF ATTENDANCE OF FULL-TIME POST-PRIMARY PUPILS AT 1ST JULY, 1947 (EXCLUDING PUPILS ATTENDING SCHOOLS OF ART)

Type of School.	First-year Pupils.		Second-year Pupils.		Third-year Pupils.		Fourth-year Pupils.		Fifth-year Pupils.		Sixth-year Pupils and Later.		Totals.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary ..	2,963	3,279	2,666	2,785	1,980	1,812	1,439	1,127	597	418	70	33	9,715	9,454
Combined ..	690	567	559	501	381	310	246	202	114	83	10	7	2,000	1,670
Technical ..	3,472	2,794	2,584	2,166	1,218	976	444	338	117	57	9	4	7,844	6,335
District high schools ..	1,784	1,917	1,091	1,266	457	610	203	224	32	40	1	4	3,568	4,061
Totals ..	8,909	8,557	6,900	6,718	4,036	3,708	2,332	1,891	860	598	90	48	23,127	21,520

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1947

School.	Professional or General, with Two Foreign Languages.		Professional or General, with One Foreign Language.		Professional or General, without a Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		Other.		Totals.		Grand Totals.
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	
<i>Secondary Schools</i>																					
Whangarei Boys' High School	39	16	63	63	134	36	106	..	..	..	..	..	..	..	127	..	..	22	382	363	382
Whangarei Girls' High School	177	275	222	222	221	..	..	162	109	..	..	..	..	..	..	..	34	..	869	869	869
Auckland Grammar School	171	..	..	..	38	..	..	..	..	173	104	..	..	..	116	..	74	..	718	718	718
Mount Albert Grammar School	..	168	190	355	..	81	..	..	..	..	..	..	..	..	..	..	..	91	700	700	700
Auckland Girls' Grammar School	..	176	103	114	73	53	95	..	9	80	..	..	..	..	25	63	..	..	321	377	698
Takapuna Girls' Grammar School	41	46	61	31	48	12	80	..	..	50	..	..	..	..	15	..	..	..	150	112	262
Takapuna High School	1	4	21	81	113	61	..	..	..	91	..	..	..	7	..	..	62	..	294	352	646
Thames High School	57	86	62	107	34	25	80	..	..	42	..	..	..	..	47	49	..	..	176	186	362
Hamilton High School	4	14	49	53	34	110	..	..	..	74	..	..	7	5	..	..	..	..	..	385	385
Rotorua High School	..	32	..	108	174	..	..	72	..	..	56	..	..	..	49	..	..	..	402	402	402
Wanganui College	11	..	89	..	114	..	..	..	..	71	..	..	..	24	..	..	..	..	299	299	299
Palmcriston North Boys' High School	..	..	..	90	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Palmcriston North Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Gisborne High School	8	13	86	108	98	55	206	..	..	98	61	..	1	..	97	..	..	..	460	372	832
Hastings High School	41	53	53	49	116	82	66	..	..	86	..	..	..	..	..	..	..	..	276	270	546
Dannevirke High School	5	6	50	48	71	34	75	..	..	75	63	..	2	..	11	..	..	..	..	..	..
Hutt Valley High School	..	129	114	..	266	86	..	..	..	90	..	..	..	..	..	..	..	..	397	290	687
Wellington College	287	..	437	..	77	..	..	..	..	..	..	..	..	..	..	..	..	..	801	..	..
Rongotai College	..	117	..	93	..	..	43	..	56	..	..	..	..	..	..	..	..	..	309	..	309
Wellington Girls' College	..	68	..	177	..	32	..	..	..	90	..	..	6	..	130	..	..	..	508	508	508
Wellington East Girls' College	..	92	..	140	..	135	..	..	..	78	..	..	..	..	..	..	..	..	..	..	..
Marlborough High School	3	7	82	43	22	9	65	..	..	79	46	..	..	..	33	..	..	..	218	173	391
Rangiora High School	1	..	3	3	7	4	73	..	10	47	38	..	..	..	94	..	..	..	130	148	278
Christchurch Boys' High School	67	287	..	..	344	..	..	..	..	..	..	..	..	..	..	108	..	..	806	806	806
Christchurch Girls' High School	..	219	..	178	..	90	..	..	..	..	..	..	..	..	104	..	..	..	591	591	591
Avonside Girls' High School	..	45	..	47	..	21	..	..	..	134	..	..	..	..	147	..	..	..	414	414	414
Christchurch West High School	1	1	62	60	194	21	..	..	51	135	16	..	..	..	161	..	..	..	308	378	686
Ashburton High School	4	1	62	56	28	37	..	..	16	76	16	..	..	..	110	110	..	..	220	220	220
Timaru Boys' High School	6	..	51	..	204	..	..	..	22	50	21	..	..	..	59	..	..	..	359	..	359
Timaru Girls' High School	..	30	24	101	14	56	44	..	..	30	21	..	..	..	65	..	..	..	296	296	296
Waimate High School	..	..	162	..	36	..	107	..	1	22	83	..	1	1	..	..	..	..	105	117	222
Wairakei Boys' High School	..	..	..	..	..	..	..	..	70	..	..	..	..	..	..	..	..	..	408	408	408
Wairakei Girls' High School	..	..	..	..	..	..	..	..	..	89	..	..	..	..	..	..	..	88	352	352	352
Waikanae High School	..	50	152	125	176	..	..	..	..	91	..	..	..	..	104	..	..	..	429	429	429
Oranga Boys' High School	101	92	116	179	140	37	..	..	..	..	..	..	..	..	18	..	..	..	333	333	333
Oranga Girls' High School	..	..	..	..	..	..	..	..	..	33	6	..	..	..	186	..	..	..	186	186	186
King's High School	77	..	28	35	91	10	34	..	..	59	39	..	..	..	69	..	..	..	300	300	300
South Otago High School	1	..	20	60	50	32	49	..	12	59	32	..	..	..	..	..	..	..	220	220	220
Gore High School	..	..	71	..	80	..	..	..	128	..	..	..	..	..	..	..	..	..	360	360	360
Southland Boys' High School	22	80	..	122	..	26	..	..	..	98	..	..	..	..	97	..	..	..	..	423	423
Southland Girls' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	1,126	1,300	2,876	2,784	2,881	1,355	1,123	..	702	2,070	689	..	4	15	1,631	..	314	299	9,715	9,454	19,169

TABLE D 5.—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1947—continued

School.	Professional or General, with Two Foreign Languages.		Professional or General, with One Foreign Language.		Professional or General, without a Foreign Language.		Industrial.		Commercial.		Agricultural.		Art.		Home Life.		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	12	68	180	102	114	70	194	..	86	133	34	..	..	..	159	30	55	650	587	650	650
New Plymouth Girls' High School	..	..	129	100	..	8	138	..	74	147	66	..	..	..	..	..	..	407	335	587	587
Napier Boys' High School	..	8	..	..	..	..	..	..	..	..	..	..	..	..	72	..	..	305	285	335	335
Napier Girls' High School	13	11	58	71	73	49	121	..	..	91	35	1	5	..	62	..	..	638	638	638	638
Waikanae College	..	..	236	..	84	..	165	..	45	106	60	..	11	..	83	..	..	..	..	..	..
Nelson College	37	75	..	154	..	45	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nelson Girls' College	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	62	102	603	427	271	172	618	..	205	477	195	1	16	..	376	30	55	2,000	1,670	3,670	3,670	
Technical High Schools																						
Northland	..	..	13	16	15	14	55	..	3	32	35	..	..	..	24	..	..	121	86	207	207
Auckland	..	..	..	..	..	..	719	..	1	322	..	..	..	..	92	..	..	720	414	1,134	1,134
Avondale	53	85	77	22	17	6	291	..	34	162	..	..	..	..	175	..	..	472	450	922	922
Elam School of Art	..	..	..	..	..	..	..	..	..	..	..	..	35	53	..	..	..	..	..	..	..
Northcote	..	..	56	39	10	8	37	..	7	19	30	..	..	..	40	..	..	140	106	246	246
Orakei	70	87	10	15	46	15	355	..	22	174	96	..	..	..	193	..	..	599	484	1,083	1,083
Pukekohe	..	1	38	50	35	15	77	..	1	81	26	..	..	..	44	..	..	177	191	368	368
Tauranga	..	..	33	59	38	33	47	..	..	64	57	..	..	..	49	..	..	175	205	380	380
Manurewa	..	2	24	26	40	40	32	..	..	47	58	..	..	..	46	..	..	156	161	317	317
Hamilton	..	..	..	..	..	..	311	..	25	243	69	11	8	..	101	..	..	416	392	708	708
Te Awamutu	14	10	4	7	23	20	45	..	2	87	41	..	..	..	65	50	41	129	152	281	281
Hawera	..	..	39	51	47	21	100	..	..	90	57	..	..	..	76	..	..	238	235	473	473
Stratford	..	..	48	47	63	37	87	..	..	90	57	..	..	..	54	..	..	205	191	396	396
Wanganui	1	1	56	21	154	35	149	..	2	79	56	..	..	..	61	..	..	418	197	615	615
Feilding	..	..	28	33	30	10	25	..	..	27	148	..	..	..	35	..	..	206	105	311	311
Palmerston North	..	..	..	..	..	..	255	..	14	98	..	..	4	5	154	..	..	273	257	530	530
Horowhenua	..	..	21	35	92	86	63	..	3	52	..	..	..	..	36	..	..	183	212	395	395
Petone	..	..	..	..	..	..	248	..	16	80	..	..	26	13	156	..	..	290	249	539	539
Wellington	..	..	..	..	..	..	467	..	69	218	..	..	52	35	269	..	..	637	522	1,159	1,159
Westport	..	..	..	..	..	..	40	..	4	56	..	..	..	..	88	..	..	81	169	257	257
Greymouth	..	..	..	1	40	24	44	..	2	63	68	..	..	..	55	..	..	196	175	371	371
Christchurch	..	2	61	44	17	11	116	..	44	110	68	..	46	80	239	..	..	664	349	1,013	1,013
Canterbury College School of Art	..	..	..	..	..	..	552	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Papuaui	..	..	..	..	..	..	211	..	17	57	19	..	..	..	96	..	..	247	153	400	400
Ashburton	..	..	..	..	..	..	122	..	7	56	23	..	..	..	98	..	..	152	154	306	306
Timaru	..	..	..	..	..	..	154	..	13	59	..	..	..	..	61	..	..	167	120	287	287
Dunedin	..	..	..	..	..	..	294	..	..	218	..	..	14	22	199	..	..	364	439	803	803
Invercargill	..	..	..	..	..	..	285	..	32	111	94	..	..	..	184	..	..	411	295	706	706
Totals	140	188	508	466	716	338	5,066	..	374	2,655	929	..	192	219	..	2,602	7,925	6,468	14,393	14,393

TABLE D 7.—PUPILS AT 1ST JULY, 1947, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS

School.	Boarders, 1st July, 1947.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>A. Secondary Schools</i>						
Whangarei Boys' High School	94	..	23	..	117	..
Whangarei Girls' High School .. ..	..	91	..	24	..	115
Auckland Grammar School .. ..	..	..	35	..	35	..
Mount Albert Grammar School	82	..	61	..	143	..
Auckland Girls' Grammar School .. ..	..	..	..	34	..	34
Epsom Girls' Grammar School .. ..	..	70	..	54	..	124
Takapuna Grammar School .. ..	..	..	8	13	8	13
Thames High School .. ..	..	..	3	6	3	6
Hamilton High School .. ..	..	44	17	21	17	65
Rotorua High School .. ..	..	..	5	6	5	6
Wanganui Girls' College .. ..	..	110	..	23	..	133
Palmerston North Boys' High School	55	..	8	..	63	..
Palmerston North Girls' High School .. ..	..	..	..	17	..	17
Gisborne High School	57	37	42	20	99	57
Hastings High School .. ..	..	..	17	15	17	15
Dannevirke High School	70	..	11	22	81	22
Hutt Valley High School .. ..	..	..	2	..	2	..
Wellington College	97	..	5	..	102	..
Rongotai College .. ..	..	..	6	..	6	..
Wellington Girls' College .. ..	..	..	..	3	..	3
Wellington East Girls' College .. ..	..	..	..	4	..	4
Marlborough High School .. ..	..	..	18	18	18	18
Rangiora High School .. ..	..	..	6	7	6	7
Christchurch Boys' High School	55	..	17	..	72	..
Christchurch Girls' High School .. ..	..	72	..	31	..	103
Avonside Girls' High School .. ..	..	..	..	9	..	9
Christchurch West High School .. ..	..	..	7	18	7	18
Ashburton High School .. ..	..	..	2	10	2	10
Timaru Boys' High School	113	..	8	..	121	..
Timaru Girls' High School .. ..	..	62	..	16	..	78
Waimate High School .. ..	..	..	4	4	4	4
Waitaki Boys' High School	247	..	6	..	253	..
Waitaki Girls' High School .. ..	..	111	..	19	..	130
Otago Boys' High School	75	..	12	..	87	..
Otago Girls' High School .. ..	..	..	..	14	..	14
King's High School .. ..	..	..	3	..	3	..
South Otago High School .. ..	..	..	3	1	3	1
Gore High School	34	33	7	19	41	52
Southland Boys' High School .. ..	..	..	61	..	61	..
Southland Girls' High School .. ..	..	25	..	83	..	108
Totals, A	979	655	397	511	1,376	1,166

TABLE D 7.—PUPILS AT 1ST JULY, 1947, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS—*continued*

School.	Boarders, 1st July, 1947.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>B. Combined Schools</i>						
New Plymouth Boys' High School	249	..	24	..	273	..
New Plymouth Girls' High School .. ..	..	140	..	38	..	178
Napier Boys' High School	77	..	11	..	88	..
Napier Girls' High School .. ..	..	60	..	15	..	75
Wairarapa College	73	56	3	11	76	67
Nelson College	256	..	15	..	271	..
Nelson Girls' College .. ..	..	79	..	22	..	101
Totals, B	655	335	53	86	708	421
<i>C. Technical High Schools</i>						
Northland College	47	..	7	12	54	12
Auckland Technical School .. ..	..	..	34	26	34	26
Avondale College .. ..	..	..	9	5	9	5
Elam School of Art .. ..	..	..	1	6	1	6
Northcote High School .. ..	..	..	1	1	1	1
Otahuhu Technical School .. ..	..	..	16	5	16	5
Pukekohe Technical School .. ..	..	..	5	2	5	2
Tauranga College .. ..	..	..	6	8	6	8
Matamata College .. ..	..	..	..	..	..	..
Hamilton Technical School .. ..	..	..	31	28	31	28
Te Awamutu College .. ..	..	..	15	12	15	12
Hawera Technical School .. ..	..	..	..	6	..	6
Stratford Technical School .. ..	..	..	8	7	8	7
Wanganui Technical School	79	18	15	10	94	28
Feilding Technical School	136	..	5	8	141	8
Palmerston North Technical School .. ..	..	..	7	3	7	3
Horowhenua Technical College .. ..	..	..	1	..	1	..
Petone Technical School .. ..	..	..	..	..	..	..
Wellington Technical School .. ..	..	..	2	2	2	2
Westport Technical School .. ..	..	..	2	1	2	1
Greymouth Technical School	20	18	3	1	23	19
Christchurch Technical School	28	30	22	16	50	46
Canterbury College School of Art .. ..	..	..	26	37	26	37
Papanui Technical School .. ..	..	..	5	6	5	6
Ashburton Technical School .. ..	..	..	6	6	6	6
Timaru Technical School .. ..	..	..	10	2	10	2
Dunedin Technical School .. ..	..	..	11	7	11	7
Invercargill Technical School .. ..	..	..	40	33	40	33
Totals, C	310	66	288	250	598	316
Grand totals, 1947	1,944	1,056	738	847	2,682	1,903
Grand totals, 1946	1,877	996	703	879	2,580	1,875
Difference	+67	+60	+35	—32	+102	+28

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

	Average Weekly Roll.	Roll Number, December	Classification according to Forms of Pupils on Roll at 1st July.										Number of Assistant Teachers (December).	
			Form III.		Form IV.		Form V.		Form VI.		Totals.		Total.	
			B.	G.	B.	G.	B.	G.	B.	G.	B.	G.		
1946 ..	798	678	224	351	49	84	29	76	14	12	316	523	839	29
1947 ..	714	618	197	310	45	95	27	67	8	18	277	490	767	34
Difference ..	-84	-60	-27	-41	-4	+11	-2	-9	-6	+6	-39	-33	-72	+5
														-1

NOTE.—The above table does not include part-time pupils. The number of part-time secondary pupils on the roll at 31st December, 1947, was 2,376; the corresponding number in 1946, was 1,957.

TABLE E 1.—OCCUPATIONS OF PART-TIME STUDENTS AT 1ST JULY, 1947

	Engineers and Mechanics.	Electricians.	Plumbers, Metal- workers, etc.	Woodworkers.	Painters, etc.	Printers, etc.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailors, etc.	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 ..	3,450	1,133	1,037	1,930	213	135	473	954	3,692	1	122	650	914	113	565	192	15,574
Females ..	..	..	..	..	..	27	22	885	1,922	1,461	297	462	322	..	684	71	6,153
Totals, 1947 ..	3,450	1,133	1,037	1,930	213	162	495	1,839	5,614	1,462	419	1,112	1,236	113	1,249*	263	21,727
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
Difference ..	+506	+263	-13	+470	+61	-1	+105	+181	+1,147	+355	+101	+31	+66	+5	-205	-17	+3,055

* Includes 174 males and 8 females in the Armed Forces; the corresponding figures in 1946 were 662 and 101.

TABLE F.—SPECIAL MANUAL-TRAINING CENTRES: PARTICULARS FOR THE YEAR 1947

Education District.	Number of Manual-training Centres.	Public Primary and Maori 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	47	249	4,088	3,751	14	2,307	2,082
Taranaki	10	76	1,043	970	..	..	..
Wanganui	14	47	816	725	2	614	489
Hawke's Bay	12	35	792	650	2	522	534
Wellington	18	74	1,969	1,972	3	534	352
Nelson	10	64	647	627	..	..	..
Canterbury	26	222	2,767	2,761	2	450	367
Otago	23	102	1,117	1,207	4	617	533
Southland	9	112	857	812	1	218	194
Totals	169	981	14,096	13,475	28	5,262	4,551

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	26	1,385	1,474	36	431	470	325	8,211	7,777	
Taranaki	3	145	159	10	134	133	89	1,322	1,262	
Wanganui	7	252	255	9	152	119	65	1,834	1,588	
Hawke's Bay	6	225	190	11	152	222	54	1,691	1,596	
Wellington	6	165	203	19	389	161	102	3,057	2,688	
Nelson	8	210	245	7	58	68	79	915	940	
Canterbury	14	351	402	52	660	608	290	4,228	4,138	
Otago	13	356	353	20	51	230	139	2,141	2,323	
Southland	6	84	122	10	102	196	129	1,261	1,324	
Totals	89	3,173	3,403	174	2,129	2,207	1,272	24,660	23,636	

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1947

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1947.	Number of 1946 Pupils on Roll at beginning of 1947.	Number of New Pupils admitted during 1947.	Number of New Pupils who commenced their Post-primary Education in 1947.	Full-time Staff (excluding Principals) December, 1947.	
	At 1st March, 1947.	At 1st July, 1947.	December, 1947.							M.	F.
			Boys.	Girls.	Total.						
AUCKLAND EDUCATION BOARD											
Cambridge	189	165	49	93	142	155	120	82	71	5	3
Dargaville	213	199	78	94	172	171	170	99	94	6	3
Helensville	113	103	41	51	92	95	66	53	50	3	2
Howick	65	60	32	28	60	57	32	39	34	2	1
Hukerenui	25	24	10	13	23	22	*	27	13	1	..
Huntly	180	154	53	83	136	139	105	81	76	5	3
Kaeo	37	35	9	18	27	29	14	26	24	2	..
Kaitiaki	193	178	70	91	161	161	100	101	94	4	4
Katikati	67	62	28	31	59	62	51	21	18	2	1
Kawakawa	121	114	51	53	104	100	60	66	62	3	1
Maungaturoto	37	35	15	16	31	31	16	25	19	2	..
Morrinsville	233	204	93	86	179	177	131	114	102	7	3
Ngatea	117	108	50	49	99	98	67	59	51	4	1
Okaihau	43	39	16	19	35	36	21	26	25	1	..
Opotiki	182	163	73	71	144	149	112	80	71	7	2
Otorohanga	141	129	51	60	111	117	117	84	80	5	1
Paeroa	99	94	51	32	83	84	55	53	41	3	1
Piopia	64	56	24	21	45	50	34	30	28	2	1
Putaruru	120	123	52	60	112	106	64	81	63	3	2
Raglan	47	43	17	19	36	38	29	21	21	1	1
Rawene	39	38	10	22	32	33	17	22	20	1	..
Ruawai	87	69	39	32	62	65	51	37	37	3	1
Taumarunui	167	160	71	82	153	143	82	96	81	6	1
Te Aroha	160	149	59	69	128	131	99	73	63	3	4
Te Kauwhata	32	30	14	16	30	28	*	38	17	1	1
Te Kuiti	179	173	81	82	163	159	90	98	92	5	2
Te Puke	127	108	51	41	92	103	69	64	59	3	3
Titoki	32	31	12	19	31	29	*	35	17	1	1
Waiki	161	143	64	65	129	130	124	76	67	5	2
Waipu	54	50	22	21	43	45	30	25	23	2	1
Waikuku	108	112	44	64	108	101	43	75	65	2	3
Warkworth	77	71	30	36	66	65	44	38	35	2	2
Wellsford	89	85	33	45	78	79	55	35	34	2	2
Whakatane	255	237	93	119	212	215	113	148	131	7	2
Totals	3,853	3,544	1,477	1,701	3,178	3,203	2,181	2,028	1,778	111	55
TARANAKI EDUCATION BOARD											
Ohura	45	45	17	16	33	36	26	22	19	2	..
Opunake	164	155	68	66	134	138	96	97	93	4	3
Waitara	121	116	49	59	108	109	*	127	79	3	3
Totals	330	316	134	141	275	283	122	246	191	9	6

TABLE G 1.—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1947—*continued*

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1947.	Number of 1946 Pupils on Roll at beginning of 1947.	Number of New Pupils admitted during 1947.	Number of New Pupils who commenced their Post-primary Education in 1947.	Full-time Staff (excluding Principals), December, 1947.	
	At 1st March, 1947.	At 1st July, 1947.	December, 1947.							M.	F.
			Boys.	Girls.	Total.						
WANGANUI EDUCATION BOARD											
Apiti	22	21	4	13	17	19	18	12	10	1	..
Foxton	71	66	25	26	51	58	41	38	30	1	1
Marton	154	145	66	63	129	132	93	71	55	4	3
Ohakune	132	115	46	51	97	103	72	72	58	4	2
Rangiwahia	16	16	6	7	13	13	4	13	10	1	..
Raurimu	38	33	12	19	31	31	18	21	20	1	1
Taihape	130	126	54	65	119	113	64	75	68	2	4
Waverley	54	50	19	22	41	44	33	30	25	2	1
Totals	617	572	232	266	498	513	343	332	276	16	12
HAWKE'S BAY EDUCATION BOARD											
Te Karaka	104	99	43	45	88	92	59	48	47	2	3
Tolaga Bay	26	28	10	16	26	24	11	18	18	1	1
Tuahi	35	33	5	24	29	29	16	20	19	1	1
Waipawa	118	104	37	50	87	93	71	50	47	2	3
Waipukurau	79	69	29	29	58	62	42	40	36	2	2
Waioira	200	185	69	90	159	164	91	114	109	4	4
Woodville	61	53	24	18	42	49	29	34	30	2	..
Totals	623	571	217	272	489	513	319	324	306	14	14
WELLINGTON EDUCATION BOARD											
Carterton	58	51	12	26	38	43	29	31	31	1	2
Eketaahuna	41	41	21	17	38	38	23	21	18	2	1
Featherston	57	50	19	22	41	45	42	19	16	2	2
Greytown	59	51	24	19	43	49	27	37	33	2	1
Martinborough	26	23	2	15	17	20	13	13	13	1	1
Pahiatua	84	77	34	37	71	70	43	48	42	2	1
Totals	325	293	112	136	248	265	177	169	153	10	8
NELSON EDUCATION BOARD											
Collingwood	20	23	5	13	18	19	11	12	12	1	..
Dennistown	25	21	7	7	14	19	16	11	10	1	..
Granity	62	57	17	32	49	51	33	32	31	2	1
Karamea	32	28	13	8	21	24	19	13	12	1	1
Motueka	154	135	61	66	127	114	68	93	80	4	3
Murchison	45	39	23	12	35	38	28	17	17	2	..
Reefton	84	72	31	34	65	69	49	40	37	2	1
Takaka	65	59	20	32	52	54	41	24	20	2	1
Tapawera	39	38	15	16	31	32	19	22	21	1	1
Totals	526	472	192	220	412	420	284	264	240	16	8

TABLE G 1.—**AVERAGE ATTENDANCE, ROLL, AND TEACHERS** OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1947—*continued*

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year ended December, 1947.	Number of 1946 Pupils on Roll at beginning of 1947.	Number of New Pupils admitted during 1947.	Number of New Pupils who commenced their Post-primary Education in 1947.	Full-time Staff (excluding Principals), December, 1947.	
	At 1st March, 1947.	At 1st July, 1947.	December, 1947.							M.	F.
			Boys.	Girls.	Total.						
CANTERBURY EDUCATION BOARD											
Akaroa	26	25	11	13	24	23	19	7	7	1	1
Cheviot	29	29	17	11	28	26	19	11	10	1	1
Fairlie	51	44	16	23	39	44	29	24	22	2	1
Geraldine	77	72	28	37	65	66	44	34	32	2	2
Hawarden	93	89	34	41	75	77	57	37	36	2	2
Hokitika	98	82	49	31	80	80	61	45	37	3	1
Kaikoura	79	70	28	31	59	58	38	45	40	2	1
Lincoln	50	42	19	16	35	36	26	29	29	1	1
Methven	63	59	18	32	50	52	31	34	33	2	1
New Brighton	57	50	13	27	40	44	24	34	34	2	1
Oxford	22	21	7	12	19	19	13	12	11	1	..
Pleasant Point	34	34	12	19	31	31	24	13	8	1	1
Southbridge	52	47	14	24	38	41	28	26	25	2	1
Temuka	117	105	44	46	90	97	74	45	43	2	3
Totals	848	769	310	363	673	694	487	396	367	24	17
OTAGO EDUCATION BOARD											
Alexandra	84	75	38	25	63	68	44	42	40	2	2
Clutha Valley	31	29	4	18	22	22	15	17	16	2	..
Cromwell	47	43	17	14	31	37	31	17	15	1	1
Kuwai	47	44	18	23	41	41	29	19	19	1	1
Lawrence	54	53	19	23	42	46	37	19	17	3	..
Mosgiel	157	141	65	47	112	130	84	76	69	5	2
Owaka	30	28	12	9	21	24	16	16	15	1	1
Palmerston	90	80	25	39	64	71	51	36	35	2	2
Ranfurly	20	18	7	8	15	17	10	10	10	1	..
Roxburgh	44	40	17	12	29	31	24	23	19	2	..
Strath-Taieri	16	14	4	7	11	13	12	4	4	1	..
Tapanui	26	23	7	11	18	21	11	18	16	1	1
Tokomairiro	83	79	27	30	57	69	46	41	39	2	2
Totals	729	667	260	266	526	590	410	338	314	24	12
SOUTHLAND EDUCATION BOARD											
Nightcaps	46	32	9	20	29	31	27	22	17	1	1
Queenstown	34	31	9	18	27	28	21	16	14	1	1
Riverton	45	38	18	15	33	37	29	20	17	1	..
Tuatapere	29	20	4	8	12	18	15	15	14	..	1
Winton	46	41	14	19	33	35	21	27	25	1	..
Wyndham	45	41	11	25	36	36	19	27	26	1	1
Totals	245	203	65	105	170	185	132	127	113	5	4
MAORI DISTRICT HIGH SCHOOLS											
Manutahi	63	62	21	27	48	51	23	40	38	2	1
Rangitahi	22	25	14	12	26	21	*	34	23	..	1
Ruatoki	32	32	16	12	28	29	*	33	25	1	..
Te Araroa	57	51	27	20	47	47	25	32	31	2	1
Te Kaha	24	23	8	15	23	21	*	24	14	..	1
Te Kao	16	14	3	10	13	13	5	11	11	1	..
Tikitiki	19	15	4	8	12	15	5	15	15	1	..
Totals	233	222	93	104	197	197	58	189	157	7	4
Grand totals, 1947 ..	8,329	7,629	3,092	3,574	6,666	6,863	4,513	4,413	3,895	236	140
Grand totals, 1946 ..	8,375	7,724	3,063	3,593	6,656	6,724	4,663	4,176	3,789	204	142
Difference	-46	-95	+29	-19	+10	+139	-150	+237	+106	+32	-2

* Established as a district high school in 1947.

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 1947.	Number of 1946 Pupils on Roll at beginning of 1947.	Number of New Pupils admitted during 1947.	Number of New Pupils who commenced their Post-primary Education in 1947.	Full-time Staff (including Principals), December, 1947.	
	At 1st March, 1947.	At 1st July, 1947.	December, 1947.						M.	F.
			Boys.	Girls.							Total.
Auckland Diocesan High School, Auckland	204	201	195	195	190	152	65	52	..	13
Dilworth School, Auckland	43	43	42	42	43	22	21	21	4	1
Marist Convent High School, Auckland	63	58	53	53	55	36	30	26	..	4
Queen Victoria School, Auckland	80	79	76	76	74	51	32	26	..	5
Sacred Heart College, Auckland	418	414	371	371	385	259	154	143	14	..
Convent of the Sacred Heart, Auckland	75	73	73	73	73	46	32	28	..	4
St. Benedict's Technical School, Auckland	80	80	78	78	95	58	48	35	..	3
St. Cuthbert's College, Auckland	377	363	363	363	345	276	89	80	..	15
St. Mary's College, Auckland	222	221	223	223	222	137	96	89	..	9
St. Patrick's Technical School	25	23	22	22	21	13	16	16	..	2
St. Peter's College, Auckland	200	185	179	179	178	132	78	74	6	..
St. Peter's Marist College, Auckland	54	52	46	46	50	27	28	24	2	..
King's College, Otahuhu	451	447	438	438	413	293	123	102	19	..
Wesley College, Paerata	90	89	84	84	83	50	46	41	5	..
St. Stephen's Marist Boys' School, Bombay	21	27	26	26	25	*	28	20	1	..
Marist Brothers' High School, Hamilton	17	44	42	42	40	22	25	24	2	..
Sacred Heart Girls' College, Hamilton	129	126	121	121	119	77	56	46	..	4
Waikato Diocesan School, Hamilton	87	81	78	78	77	62	40	40	..	6
St. Michael's Convent (Technical), Rotorua	69	69	42	42	54	33	36	30	..	10
Sacred Heart High School, New Plymouth	90	85	72	72	78	46	43	40	..	2
St. Mary's Diocesan School, Stratford	32	30	30	30	30	16	15	17	..	4
Sacred Heart Convent, High School, Wangamui	144	142	133	133	134	73	78	66	..	6
St. Augustine's High School, Wangamui	78	71	64	64	60	53	33	21	4	..
Wanganui Collegiate School, Wanganui	321	322	316	316	311	238	100	85	18	..
Turkiana Marist Girls' College, Marton	57	56	53	53	54	36	22	19	..	3
Wellington Diocesan School for Girls, Marton	124	124	124	124	121	104	28	24	..	11
Marist Brothers' High School, Palmerston North	97	92	93	93	90	49	45	45	3	..
St. Joseph's Convent High School, Palmerston North	58	57	56	56	52	31	27	25	..	3
Marist Brothers' High School, Gisborne	23	23	23	23	22	15	9	9	1	..
St. Mary's Girls' School, Gisborne	64	63	61	61	55	40	24	23	..	3
Hukareke College, Napier	100	99	99	99	93	63	31	31	..	3
Sacred Heart High School, Napier	65	65	60	60	61	30	37	34	..	3
St. Joseph's Marist Girls' College, Greenmeadows	92	91	76	76	90	49	43	40	4	..
St. John's High School, Hastings	94	92	88	88	84	52	41	40	..	3
St. Joseph's Convent High School, Hastings	48	44	37	37	38	23	23	23	..	2
St. Joseph's Convent High School, Hastings	111	102	102	102	99	82	31	24	..	8
Iona College, Hawke's Bay	181	181	182	182	174	147	36	23	..	13
Woodford House, Hawke's Bay	136	130	127	127	129	84	52	42	..	3
Te Aute College, Pukehou	85	82	75	75	76	52	34	33	..	3
St. Bride's Convent School, Masterton	43	43	37	37	40	28	15	15	3	..
St. Joseph's College, Masterton	73	73	70	70	69	59	35	35	..	5
St. Matthew's Collegiate School, Masterton	122	122	118	118	116	85	55	36	..	9
Solway College, Masterton	318	318	311	311	301	215	114	100	14	..
St. Patrick's College, Silverstream	61	62	63	63	55	46	18	12	..	5
Chilton St. James School, Lower Hutt	93	94	83	83	84	48	51	46	..	3
Sacred Heart College, Lower Hutt	93	94	83	83	84	48	51	46	..	3
Marsden Collegiate School, Wellington	195	187	186	186	177	165	81	55	..	11

*School reopened in 1947.

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

School.	Roll Numbers (Full-time Pupils).				Average Attendance for 1947.	Number of 1946 Pupils on Roll at beginning of 1947.	Number of Pupils admitted during 1947.	Number of New Pupils who commenced their Post-primary Education in 1947.	Full-time Staff (including Principals), December, 1947.	
	At 1st March, 1947.	At 1st July, 1947.	December, 1947.						M.	F.
			Boys.	Girls.							Total.
Queen Margaret College, Wellington	168	168	..	163	163	155	59	45	..	10
Sacred Heart Convent High School, Wellington	70	68	..	68	68	67	17	14	..	7
St. Mary's College, Wellington	310	299	..	296	296	290	117	111	16	9
St. Patrick's College, Wellington	356	350	333	..	333	327	125	123	..	..
Scots College, Wellington	142	139	135	..	135	130	44	33	9	..
St. Mary's Convent High School, Blenheim	35	30	..	27	27	28	17	18	..	2
Sacred Heart High School, Nelson	55	51	..	47	47	46	33	33	..	3
St. Mary's College, Westport	52	47	..	38	38	48	31	22	3	..
Marist Brothers' High School, Greymouth	77	78	68	..	68	69	45	36	..	..
St. Mary's High School, Greymouth	91	88	6	..	82	77	64	32	..	4
St. Mary's Convent School, Hokitika	62	56	45	..	46	49	36	27	..	3
Cathedral Grammar School, Christchurch	47	45	43	..	43	45	34	14	2	..
Christ's College, Christchurch	363	364	361	..	361	351	87	62	19	1
† Holy Name Seminary, Christchurch	40	40	37	..	37	39	40	21	3	..
Rangiorua School, Christchurch	158	157	..	152	152	148	95	50	..	10
Sacred Heart Girls' College, Christchurch	173	162	189	159	159	156	93	78	..	5
St. Andrew's College, Christchurch	195	195	189	..	189	187	141	56	8	1
St. Bede's College, Christchurch	300	300	280	..	280	270	213	91	12	..
St. Margaret's College, Christchurch	259	259	..	263	263	258	203	64	..	13
St. Mary's College, Christchurch	97	96	..	93	93	85	50	52	..	4
Te Wai Pounamu College, Christchurch	36	36	..	35	35	35	24	13	..	2
Villa Maria College, Christchurch	50	50	..	44	44	46	19	32	..	3
Xavier College, Christchurch	105	103	90	..	90	93	44	62	4	..
Craighead Diocesan School, Timaru	93	93	..	91	94	94	69	23	..	7
Sacred Heart Girls' College, Timaru	139	113	..	114	114	116	72	42	..	4
St. Patrick's High School, Timaru	61	58	49	..	49	53	41	23	3	..
Dominican College, Oamaru	64	65	..	64	64	62	40	25	..	4
St. Kevin's College, Oamaru	150	150	131	..	131	130	104	59	6	..
Christian Brothers' High School, Dunedin	125	124	120	..	120	114	53	32	6	..
Columbia College, Dunedin	148	150	..	157	157	140	48	26	..	10
John McGlashan College, Dunedin	50	49	47	..	47	47	34	17	5	..
St. Dominic's College, Dunedin	92	95	..	86	86	87	37	33	..	1
St. Hilda's Collegiate School, Dunedin	91	88	..	88	88	85	67	22	..	7
St. Philomena's College, Dunedin	114	112	..	109	109	112	66	44	..	5
Marist Brothers' High School, Invercargill	75	71	66	..	66	66	48	30	2	..
St. Catherine's Convent School, Invercargill	74	74	..	70	70	67	38	34	..	3
Totals, 1947	10,163	9,968	4,267	5,323	9,590	9,387	3,740	3,257	206	296
Totals, 1946	9,621	9,424	4,107	4,988	9,005	8,827	3,548	3,001	200	281
Difference	+542	+544	+160	+335	+495	+560	+192	+256	+6	+15

† Registered as a private secondary school in 1947.

TABLE K 1.—**STUDENTS** IN THE FOUR TRAINING COLLEGES IN DECEMBER, 1947

Training College.	Division A.		Division C.		Totals.		Grand Totals.
	M.	F.	M.	F.	M.	F.	
Auckland—							
First year	120	173	16	26	136	199	335
Second year	108	116	..	..	108	116	224
Specialist	2	6	..	..	2	6	8
Wellington—							
First year	86	86	..	..	86	86	172
Second year	80	72	..	..	80	72	152
Specialist .. ..	..	7	..	..	..	7	7
Christchurch—							
First year	45	92	..	..	45	92	137
Second year	77	98	..	..	77	98	175
Specialist	12	20	..	..	12	20	32
Dunedin—							
First year	66	81	..	..	66	81	147
Second year	75	61	..	..	75	61	136
Specialist	21	18	..	..	21	18	39
Totals	692	830	16	26	708	856	1,564

Approximate Cost of Paper.—Preparation, not given; printing (923 copies), £170.

By Authority: E. V. PAUL, Government Printer, Wellington.—1948.

Price 1s.]