

1949
NEW ZEALAND

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31st DECEMBER, 1948
(In continuation of E-1, 1948)

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

Office of the Department of Education,
Wellington, 30th June, 1949.

YOUR EXCELLENCY,—

I have the honour, in accordance with the provisions of the Education Act, 1914, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ended the 31st December, 1948.

I have, &c.,

T. H. McCOMBS.

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

REPORT

BEFORE I turn to a review of happenings and progress in education during the past year, I wish to mention some consequences of long-term social trends. As the objective of Government policy in education, the task has been set of ensuring that every individual has the advantage of the best possible educational facilities up to the limit of his capacity. We consider it the birthright of every New Zealand child to have the benefit of those facilities, and we believe it is the responsibility of Government to see that the future citizens are fully equipped to take their places as responsible individuals in a modern democratic community. This task in itself requires a flexible and many-sided educational system which can be adapted and developed constantly to meet changing individual and community needs. It is sufficient to tax the energy, enthusiasm, and intelligence of all who are engaged in this task, and at present it is complicated by difficulties peculiar to the present day.

The education of the growing generation of children is something which cannot be delayed. Trained teachers, school buildings, and equipment must be ready as the children reach school age, and it is this matching of resources to needs which is causing difficulties at the present time.

Sixteen years ago we were in the depths of the economic depression, and in those hopeless days the number of children born in New Zealand sank to a low figure. In 1948 the number of children in the five-year age-group of thirteen to seventeen years—that is, those born between 1932 and 1936—was 13,000 less than the number of children born between 1927 and 1931. That is a drop of almost 10 per cent. The consequences are still with us. The demand for juvenile labour is greater than can be met by the numbers of pupils leaving school, and this shortage has been accentuated by the fact that more pupils are staying at school after reaching the school leaving age of fifteen years than was the case ten or fifteen years ago.

Out of this smaller age-group a greater proportion is needed to-day in the teaching profession to provide the additional staffing in our schools since enrolments began to rise sharply following the increased birth-rate from 1940 onwards. To provide the required staff the number of admissions to teachers' training colleges was increased from 749 in 1947 to 1,051 in 1948. By taxing to the utmost the available facilities at the newly-opened residential college at Ardmore, as well as at the other training colleges, it has been possible to accommodate the additional number of students. A further increase of admissions to over 1,200 has been approved for 1949.

The additional admissions will, it is hoped, go some way towards reducing still further the size of classes, an object which the Government would like to achieve as early as possible as circumstances will permit.

At the same time, to meet the existing shortage of teachers, an appeal was made to married women with training as teachers to resume in the teaching service. It was also necessary to engage temporarily uncertificated teachers for relieving work, mainly in schools in rural areas.

The difficult position arising out of the shortage of teachers is paralleled by a shortage of class-room accommodation. During the war the normal school-building programme was of necessity seriously curtailed, and shortages of essential materials and workmen still hinder full progress.

Immediately after the war housing needs were acute and were, rightly, given priority, but as much solid progress has now been made in the provision of housing the needs of school accommodation must in the next few years claim a very large share of the materials and labour available for construction.

The need for increased class-room space occurs first in the primary schools, and it is pleasing to be able to record that much solid progress has been made by Education Boards in the provision of primary-school buildings. To cope with urgent needs, standard unit-type class-rooms have been used in some districts, but no falling off in the standard of school accommodation is allowed. Architects are working under great pressure to design and build new schools and class-rooms, and, in close consultation with practising teachers and the Department's Inspectors, are overlooking no opportunity for improvement in design and layout of school buildings. Some degree of standardization is essential, but not to the extent that the schools will all have the same design.

The major problems in post-primary school accommodation are still a few years ahead, but as larger buildings are required than are needed for primary schools a longer period is necessary to design and build them. A considerable number of our post-primary schools have reached, or are reaching, the size which renders necessary the provision of new schools rather than extensive additions to existing ones. In the larger cities particularly, several new post-primary school buildings must be provided during the next few years. On the basis of data obtained from surveys of population trends many new sites have already been chosen, and others are being sought. Plans are in the course of preparation for new schools in Auckland, Wellington, Christchurch, Hamilton, and Palmerston North. Others will be put in hand as soon as possible.

The shortage of cement and of steel is making it necessary to build some schools in wood when more permanent buildings would have been preferable, but at present there is no option. Stringent precautions are being taken in the design of wooden buildings to reduce the fire-risk to the minimum.

Educational Policy

During the past year there have been no major changes in educational policy, but the effects of changes made during recent years are still working themselves out. The changed emphasis in educational methods by which children should be encouraged actively to learn instead of passively submitting to being taught is now accepted as good practice, but it will be some time yet before all the implications of the new processes are fully grasped by all teachers.

Refresher courses and specialist services are helping teachers to understand and intelligently apply modern educational theory, but education in a rapidly changing world will not remain efficient without some systematic plan for advancing the education of the teacher in service. Till the time is ripe for the formulation of such a plan the refresher course movement and the encouragement of reading by the provision of professional libraries must remain the chief means of keeping teachers up to date in their thinking and in their teaching practice. It reflects credit on both primary- and secondary-school teachers that the summer vacation courses are attended to maximum capacity.

One still hears criticisms of the newer methods of teaching from those who have not grasped the full import of the changes that have taken place since they themselves were pupils in the schools, but no one who has been inside a present-day school while classes were in progress can remain unconvinced. Nevertheless, it is worthy of note that the 1946 reports of the Advisory Council on Education in Scotland on both primary and post-primary education recommended similar policies to those which we have been following in New Zealand. Scotland has long been noted for leadership in education and for a respect for sound learning. We in New Zealand owe much to the determination of the early Scottish settlers that the educational needs of their new country should not be neglected. It is therefore very pleasing indeed to read in these reports so much that confirms the soundness of the educational developments in New Zealand.

Administration

During the past year the new administrative reorganization in the Department has been tested, adjusted, and consolidated. Few aspects of our social life are static, and as social conditions and social needs change the educational system designed to equip young people to live in the modern community must alter and adapt itself. In their turn administrative organization and administrative methods within the education service must be made flexible and responsive to the changing demands which they must meet. Recent years have seen rapid developments in educational methods, but, partly because of the man-power shortage resulting from the war and partly because for the moment attention was concentrated on other things, adjustments to the administrative system have lagged.

Re-examination of working methods has extended to the relationships between the Department and local education authorities. As one example I may mention that the system of grants to Education Boards had over the years become complicated as grants for different purposes were instituted, added to, or altered piecemeal. After the working of the existing system had been studied and discussed with Education Board Secretaries a simpler system was devised and put into effect at the beginning of 1949. Similar changes have been made in post-primary-school grants after discussion with representatives of the Post-primary School Boards at their 1948 Conference and in consultation with a small committee of Secretaries of Boards. The Department and the local controlling Boards are engaged in closely related aspects of the same administrative task, and their closer association in devising simpler and more effective administrative arrangements can be productive of much good.

The Pre-school Child

To assist the New Zealand Federation of Nursery Play Centres' Associations in the development and care of the pre-school child a special annual grant of £1,000 was made available for equipment.

The Free Kindergarten Associations, which hitherto had received a capitation grant on the average roll number of pupils, were placed in a stronger position to expand their services by the Government assuming the responsibility for the salaries of teachers in lieu of the capitation grant.

At the same time the subsidy of £1 for £1 paid on expenditure for sites, buildings, and equipment was raised to £2 for £1.

There are now in New Zealand sixteen Free Kindergarten Associations operating over eighty schools.

Primary Education

The upward trend in the school population is having marked effects on the primary schools. The actual increase this year in the school population was 5,774, which adds cumulatively to already existing problems of staffing, buildings, and the supply of equipment. Elsewhere I have mentioned the steps that are being taken to close the gap between our educational resources and the needs of the schools. Long-term plans are necessary, particularly to maintain staffing, and they are being made. One aspect of staffing that has met with a considerable measure of success has been the efforts made to ensure the rehabilitation of teachers and trainees who served in the Armed Forces. Special refresher courses at the training-colleges eased returned servicemen back into the class-room, and at the same time their service, superannuation, and grading rights were carefully safeguarded. The rehabilitation, now practically complete, of some two thousand servicemen is, I consider, a performance in which we may justly take some pride. The servicemen themselves have faced up admirably to the changed conditions they have found in the schools after several years' absence.

During the war a complete revision of the primary-school curriculum was begun, and is only now nearing completion. It has been a process in which both teachers and officers of the Education Department have fully shared. The underlying aim has been to adjust the curriculum still further to the needs of children along lines that are generally accepted by educationists in Great Britain and in other countries. Already several revised syllabuses have been issued, and I have been impressed by the way teachers have sought to bring to their work the broader conceptions of teaching that the new syllabuses imply. In spite of shortage of staff and of class-rooms, many teachers are putting into operation new methods that rely less on direct instruction of the class as a whole and more on group work, discussion, and a variety of practical activities, all of which lead to true learning. Experiments in new and more mobile types of school furniture point the way to further changes in the class-rooms. Discussions on the revised curriculum have made it evident that teachers and Inspectors must re-examine the fundamental bases of primary education and discuss the practical outcomes. Arrangements for Inspectors and senior Headmasters to begin such discussions are now under way. They will help to ensure that real standards of achievement in keeping with the natural capacity and ability of each pupil are maintained. Every child, if he is to grow into a worth-while citizen in our type of community, must give the best of which he is capable in all phases of his work at school, and the work of the school must be organized so that he may do so. This is the true standard and will lead to better intellectual and emotional adjustment than attempts to impose an arbitrary standard on all children, no matter what their capabilities.

Post-primary Schools

In my report last year I dealt at some length with the important changes that have taken place in the nature and scope of post-primary education, and with the problems that face teachers in giving effect to these changes. During the past year steady progress has been made, and among teachers there is a growing realization that the much wider range of ability and attainment in the entrants to post-primary schools requires the development of different methods and techniques of teaching. It is probable that the well-tried and long-practised methods and organization continue to be satisfactory for the large number of pupils in the middle range of ability. At the moment I am particularly concerned with the pupils at the two extremes. Investigations have been made during the year by a committee of departmental officers into the problem of the child of high intelligence and methods of obtaining the best results from these pupils are being tested with selected groups in both primary and post-primary schools.

But the greater problem lies in the field of the pupil who is not as well endowed mentally as the majority, and I am pleased to report that the claims of these pupils are fully appreciated by principals and teachers. Greater provision has been made for tuition of a more practical nature to supplement and in part to replace the "book" learning for which so many are not equipped. More materials and facilities have been supplied to schools to enable this progressive development to be carried out.

Developments in this field during 1948 include the following :-

- (1) Additional staffing allowances have been granted in order to enable schools to develop more fully their services to children.
- (2) A new and more equitable system of incidental grant. This will relieve School Boards of the responsibility for the maintenance of school buildings and increase the amount of money available for the purchase of materials for the class-room.
- (3) An additional supplementary grant for the purchase of library books was made to all post-primary schools and the secondary departments of district high schools.

(4) With the establishment of a branch of the Department in Auckland, a team of Post-primary Inspectors is stationed there. A very high degree of co-operation has already been developed between schools and the Inspectorate, which must be reflected in greater efficiency in the schools.

(5) Very successful refresher courses, one in each Island, were instituted for part-time teachers of motor engineering. These part-time teachers are tradesmen who are concerned with the training of apprentices in technical evening classes. The refresher courses proved most valuable in giving these men some very necessary instruction in the art of teaching.

(6) The establishment of a New Zealand Trades Certification Board. The functions of this Board are to provide for the examination of persons practising any trade and to arrange for the granting of diplomas or certificates on the completion of an approved course in that trade. The development of the work of this Board will be of great importance to technical education.

(7) Daylight training of apprentices has begun in plumbing and motor engineering. This aspect of apprentice-training will become more widespread when accommodation and staffing are available.

(8) The award of Post-primary Teachers' Bursaries, begun in 1947, was continued this year, and I am pleased to report that some excellent students have been attracted to the profession. In 1948 there were 264 applicants for the fifty bursaries offered.

(9) To overcome the shortage of commercial teachers, a training course was established at Wellington Technical College for adult students who already had some business experience and who held qualifications in accountancy or in shorthand and typing. Fourteen trainees completed the course and are now teaching in post-primary schools.

(10) Short two-day district conferences between local teachers and Inspectors from primary and post-primary branches of the profession have been instituted. These have proved very successful in co-ordinating school work locally and in giving a greater measure of continuity throughout the pupil's school life.

Christchurch Post-primary Schools

A problem in educational administration is to reconcile the need for the greatest degree of local participation with the necessity for central direction of educational policy. When each city or town required no more than one or two post-primary schools the problem was not so difficult, but it has now been complicated by the need for several schools in each large city and by the existence side by side of technical schools and the secondary schools. It is highly desirable that there should be individual local interest in and control of each school, but at the same time it is also, I think, necessary to have one controlling authority concerned with the more general problems of educational development and co-ordination in each urban area. The new arrangement in Christchurch, established in terms of the Education Amendment Act, 1948, is designed to meet that need. Each of the two technical schools and each of the four high schools is governed by a Board of Managers; and a central Board of Governors, on which each Board of Managers is represented, is charged with general oversight of the co-ordination and advising the Government on the development of post-primary educational facilities in the Christchurch urban area.

Higher Education

University enrolments continue to be much higher than before 1939, and, though some slight decrease may be expected within the next two or three years, it seems probable that the students for whom the University Colleges will still have to provide will greatly exceed the numbers for whom the buildings were designed. As mentioned

in my report last year, it has been necessary to use temporary accommodation to meet the most pressing needs. Relief has been given to Auckland University College by the removal of the Engineering School to the R.N.Z.A.F. station at Ardmore. The new south block of the Otago University Medical School, commenced some years ago, was opened in September, 1948. It is expected that good progress will be made with the new buildings at Canterbury Agricultural College during 1949. I have hopes that the planning of permanent buildings for the other University colleges may be so far advanced as to permit structural work to commence within the next two years. Before new buildings can be erected, or even planned, it will be necessary to decide whether expansion should take place on the existing sites of the colleges or whether new sites should be obtained. The College Councils have these problems under consideration, and I expect to be able to report on agreed schemes during 1949.

During 1948 a Consultative Committee was set up to consider the education, training, and supply of professional engineers. The report of this Committee, which is expected to be available early in 1949, should have important suggestions to make, some of which will no doubt have a bearing on future policy governing the schools of engineering.

The general purpose grants to University colleges were again increased in 1948. I am convinced that, as soon as possible, these grants should be determined so as to cover not a single year, but a period of four to five years.

The National Council of Adult Education, set up under a special Act in 1947, has commenced its work, and has appointed a National Secretary. The way would now seem to be clear for development of this important branch of education.

Maori Schools

Maori schools are now being administered from Auckland by the new branch of the Education Department established there in May, 1948.

The number of pupils in Maori schools continues to increase. The total for 1948 was 13,254, 84 more than the figures for 1947.

Although no new district high schools were established during the year, every effort was made to consolidate and extend the work of those already in existence. Each year they are taking a more important share in the post-primary education of the Maori. The Maori people are quickly coming to realize the value of higher education for their children, and there is an increasing demand for all types of Government scholarships.

It is pleasing to note also that an increasing number of post-primary pupils are going on to reach School Certificate standard, and to win even higher qualifications. Last year thirty-five Maori students were admitted to training college, having passed School Certificate, and four were awarded University scholarships, having passed the University Entrance Examination. These figures represent a steady increase over all preceding years. They demonstrate the proof of the Maori child's ability to attain academic success when proper opportunity and encouragement are provided.

Correspondence Schools

The Correspondence School is now serving more than five thousand pupils who are unable, by reason of distance or of physical handicap, to attend the ordinary schools. The visiting teacher service, by which Correspondence School pupils and their parents from time to time have the advantage of personal help and guidance, has been extended. During February and March, 1949, a party of thirty-seven Form I and II boys from remote districts was brought to a residential school at Otaki for four weeks. Those who were concerned in this experiment and who saw the effect on the children believe that it was very well worth-while.

The Technical Correspondence School is performing a valuable role, but it is not yet fully developed. The student roll at the end of April, 1949, was 819.

Handicapped Children

The existing services for the education of children suffering from physical or mental abnormality have been maintained. In addition, approval has been given for the establishment of classes to cater for the education of children suffering from cerebral palsy.

Medical advice showed that in two centres the need for sight-saving classes was great, and these classes also have been established.

Child Welfare

The decline in the number of children appearing before the Children's Courts still continues, and is a source of much gratification. Recent legislation has provided that the Superintendent of Child Welfare may assume the care and guardianship of immigrant children coming to New Zealand under official schemes. These schemes concern British children from the United Kingdom, and refugee children from Europe whose transfer to this country with adult displaced persons has been arranged between the Government of New Zealand and the International Refugee Association. Arrangements have been completed in the United Kingdom for the despatch of the first group of British immigrant children. All were nominated by relatives in New Zealand.

United Nations Educational, Scientific, and Cultural Organization

The permanent New Zealand National Commission for UNESCO has now been established, and its first meeting was held on 1st November, 1948. The Secretariat has been established in the Education Department. The Commission consists of fifteen members, representing the various interests of UNESCO, and thirty co-operating bodies have been approved for consultative status. New Zealand was represented at the third General Conference of UNESCO held at Beirut.

Five New Zealand/UNESCO Fellowships in New Zealand were offered for 1949. These were two to China and one each to Burma, Philippines, and Malaya. Students from Malaya and the Philippines have arrived and commenced studies, the former on infant-welfare and the latter on social service.

Vocational Guidance

The Vocational Guidance service has continued to do useful work. A training scheme for Vocational Guidance Officers has been put into operation. This provides for an initial eighteen months of practical "in-service" training for new appointees. Towards the end of 1948 a booklet entitled "Next Year" was distributed to Form II pupils, giving condensed information about post-primary courses, bursaries, and conditions of entry to various occupations. Both parents and teachers have found this booklet useful. Despite shortages of staff, the Vocational Guidance Centres have offered an extended service to young people. Careers advisers who have been appointed in the larger post-primary schools form a useful link between the Centres and the schools, and are regularly supplied with information from the Centres.

Appeals of Teachers Against Non-appointment

Following discussions with the New Zealand Educational Institute, a satisfactory basis was arrived at for the necessary legislation to provide an appeal procedure for teachers applying for positions in schools for which the highest-graded applicant is appointed. The Education Amendment Act, 1948, provided for an Appeal Board to be appointed in each education district consisting of three persons—a chairman, a representative appointed on the recommendation of the Education Board of the district, and a representative appointed on the recommendation of the New Zealand Educational Institute. The Act also sets out the procedure to be followed in the hearing of the appeals and details the particular teachers who have the right of appeal.

Exchange of Teachers

I am pleased that the scheme for the exchange of teachers, though restricted in its scope by the numbers of passages available, has been resumed. In the first instance ten New Zealand teachers exchanged positions with ten in the United Kingdom, and one teacher in Victoria exchanged his position with a New Zealand teacher. The exchanges arranged were mainly between teachers holding positions in primary schools, and the majority of the teachers concerned were women. I am sure that there is much to be gained both by our visitors and also by our own teachers under this scheme, and I hope that it will be possible for the scheme of interchange of teachers to be continued, and in due course, when conditions are favourable, considerably extended.

Teachers' Superannuation

The Superannuation Act, 1947, which enabled teachers to participate in the more generous superannuation allowances provided for other public servants and to join the Fund although they may have failed to take an earlier opportunity to do so, was amended in 1948 to allow of the service of kindergarten teachers being recognized for superannuation purposes. I feel that the legislation as it affects teachers goes a long way towards meeting their objections to the former legislation.

Island Education

Development of education in the Islands has been confined largely to the reconstruction of curriculum. In the Cook Islands a feature of the new syllabus is the gradual shifting of the stress on English to more practical subjects such as material culture, woodwork, and domestic science. Hygiene plays a far more important part in the school time-table, and emphasis is laid on mothercraft. There is greater co-operation between education and medical and dental services. Committees formed to study the Maori language have almost completed their work, with the result that publications will now be possible in the vernacular. Experiments are being conducted in a few schools to discover the relative effectiveness of teaching through this medium rather than through English in the lower classes.

In Samoa an Education Committee on which there is a strong representation of chiefs has rendered valuable assistance to the Superintendent of Schools and has made rapid strides towards developing the type of initiative which Government aims to foster among Island peoples. Furthering this policy of assisting trusteeships in taking a larger measure of responsibility in the management of their own affairs, the scholarship scheme, inaugurated in 1945, has to date permitted a total of fifty-six Island students to attend boarding schools throughout New Zealand. Two completed the University Entrance Examination and six the School Certificate Examination. Arrangements were made for six students who had completed their schooling to be employed in Government Departments and workshops for vocational training preparatory to being returned to Samoa. This is a remarkable achievement when it is considered that in four years bilingual children, with a limited background, have been able to compete with pupils in New Zealand schools.

The number of teacher-trainees in all Island groups has been considerably increased and their terms of appointment improved. In Samoa the training college has extended its course to three years, and has increased staffing and training facilities. In Cook Islands, pending the building of the Tereora Training School on the site already acquired, increased time has been devoted by New Zealand teachers to training both senior and junior staff.

Quantities of library books and infant apparatus have been sent to the Islands, and the equipment of schools generally has been appreciably improved. A sub-editor for Island Publications was appointed to accelerate the production of texts and reading

material for pupils in schools in the Islands. The *Samoa School Journal*, printed in the vernacular, was improved and the number of issues increased. Preparations were also made for the production of similar *Journals* in the vernacular for Cook Islands and Niue.

The appointment of a teacher to conduct radio lessons for classes in charge of Native untrained teachers is an interesting development which has already shown remarkable results in village schools scattered throughout Samoa. This may prove to be one of the most important experiments in the education of Natives.

Ninety-three New Zealand teachers were seconded for service in the Islands. Of these, 48 were in Fiji, 20 in Samoa, 17 in Cook Islands, 5 in Tonga, 2 in Niue, and 1 in Pitcairn Island. Many of these were responsible for the training and supervision of large native staffs, and five were in charge of the local administration of education in their island group. Although small in numbers, this nucleus of New Zealand teachers has a tremendous influence on almost half a million people scattered throughout the Pacific.

Buildings

Major building works completed during the year include—

Primary Schools	..	Oranga Avenue (Auckland), Stratford, Taita Central.
Intermediate Schools	..	Hutt.
Post-primary Schools	..	Southland Girls' High School. Domestic-science block at Dunedin Technical College.
University	..	Pathology block at Otago.

Expenditure for the year from the Public Works Account for the erection and improvement of educational buildings totalled £1,650,396, as compared with £1,065,870 for the previous year. This represents a considerable speeding up in building activity, but it is intended to increase the rate of construction still further to assure that we shall be able adequately to house all the children who will be coming forward to the schools in the next few years.

Acknowledgments

I should like to express my thanks to all those people who have given so freely of their time and thoughts to education. Those who have served on home and school associations, on School Committees, on other local controlling authorities, and in other ways, teachers and those engaged in the administration of education, have all contributed in their respective spheres much towards the common goal of providing the best possible education for the children in our schools.

TABLES

TABLE C 1—PUBLIC PRIMARY SCHOOLS BY GRADE, DECEMBER, 1948

Grade.			Number of Schools.	Grade.			Number of Schools.
I	(1-8)	..	79	VA	(191-230)	..	39
II	(9-24)	..	515	VB	(231-270)	..	26
IIIA	(25-30)	..	122	VC	(271-310)	..	38
IIIB	(31-70)	..	516	VD	(311-350)	..	27
IVA	(71-110)	..	191	VI	(351-510)	..	109
IVB	(111-150)	..	95	VII	(511-1,030)	..	86
IVC	(151-190)	..	60				
				Total	..	..	1,903

TABLE D—**ROLL NUMBERS** AT EDUCATIONAL INSTITUTIONS (EXCLUSIVE OF UNIVERSITY COLLEGES AND KINDERGARTEN SCHOOLS)

Type of School.	Total Number on the Roll on the 1st July, 1947.	Total Number on the Roll on the 1st July, 1948.	Children.				
			Under 10 Years.	10-11 Years.	11-12 Years.	12-13 Years.	13-14 Years.
Public primary schools	206,095	210,312	136,789	23,448	19,711	16,254	9,322
Special classes for backward children	817	853	203	113	141	125	131
Maori village schools (primary)	12,597	13,026	6,875	1,325	1,287	1,245	1,092
Maori mission and boarding schools (private primary)*	745	759	412	79	98	51	57
Public primary schools, Chatham Islands	110	97	52	8	6	12	9
Secondary schools, lower departments	189	187	36	17	39	48	28
Private primary schools*	30,964	31,833	18,885	3,454	3,443	3,102	1,931
Intermediate schools and departments	10,112	10,784	1	191	2,472	4,196	2,593
Secondary departments of district high schools	7,629	7,938	..	..	4	133	1,586
Secondary schools	19,169	19,116	..	..	3	361	3,746
Combined schools	3,670	3,651	..	..	..	64	681
Technical high and day schools	14,179	13,851	..	1	1	158	2,718
Schools of Arts§	214	231	..	..	..	..	..
Part-time students at day and night classes	21,727	23,458	..	..	21	20	51
Maori secondary schools*—							
Primary	31	39	..	..	2	9	7
Post-primary	659	695	..	..	..	5	42
Endowed and registered private secondary schools*	9,309	9,653	..	..	7	265	1,566
Correspondence school—							
Primary	1,882	1,834	1,079	130	134	120	108
Secondary	767	778	..	..	2	12	171
Training colleges	1,634	1,875	..	..	..	..	..
Schools for mentally backward, &c.	182	183	10	18	22	26	31
Schools for the deaf	245	269	179	8	17	17	14
New Zealand Institute for the Blind	34	41	19	..	4	3	2
Grand totals	342,960	350,863	164,540	28,792	27,415	26,226	25,886
Estimated population (inclusive of Maoris) at 1st July, 1948 .. .. .	..	1,840,313	168,950†	28,775	27,550	26,650	26,025

Type of School.	Adolescents.				Adults.			
	14-15 Years.	15-16 Years.	16-17 Years.	17-18 Years.	18-19 Years.	19-20 Years.	20-21 Years.	21 Years and over
Public primary schools	4,065	667	52	4	..	..	..	..
Special classes for backward children	84	23	8	25	..	..	..	..
Maori village schools (primary)	856	294	40	12	..	..	..	..
Maori mission and boarding schools (private primary)*	36	15	7	4	..	..	..	..
Public primary schools, Chatham Islands	8	2	..	..	..	..	..	..
Secondary schools, lower departments	14	5	..	..	..	..	..	..
Private primary schools*	815	167	28	6	2	..	..	..
Intermediate schools and departments	1,155	161	15	..	..	..	..	..
Secondary departments of district high schools	2,834	2,000	981	341	54	3	2	..
Secondary schools	5,557	4,484	2,964	1,534	423	37	6	1
Combined schools	1,088	908	547	283	64	8	5	2
Technical high and day schools	5,260	3,492	1,532	563	113	9	1	3
Schools of Arts§	1	13	27	31	37	34	16	72
Part-time students at day and night classes	117	1,129	2,194	2,919	2,545	1,897	1,373	11,192
Maori secondary schools*—								
Primary	13	7	..	1	..	..	..	..
Post-primary	133	176	181	102	41	8	..	5
Endowed and registered private secondary schools*	2,366	2,226	1,610	784	201	21	5	2
Correspondence school—								
Primary	101	53	27	11	12	2	6	51
Secondary	303	132	75	46	22	6	2	7
Training colleges .. .. .	..	..	..	179	473	496	259	468
Schools for mentally backward, &c.	21	27	14	5	8	1	..	..
Schools for the deaf	11	14	7	2	..	..	..	..
New Zealand Institute for the Blind	4	5	4	..	..	..	..	..
Grand totals	24,842	16,000	10,313	6,852	3,995	2,522	1,677	11,803
Estimated population (inclusive of Maoris) at 1st July, 1948	26,000	26,075	26,975	27,775	27,725	27,625	27,825	28,125‡

* Maori mission schools are registered private primary schools, and Maori secondary schools are registered private secondary schools, but in this table these schools are considered, respectively, mission schools and Maori post-primary schools.

† Estimated population five years of age but under ten years of age.

‡ Estimated population twenty-one years of age and under twenty-two years of age.

§ In other tables schools of art are classed as technical schools unless otherwise indicated.

Amending E 1, 1948.

TABLE E 1—NUMBERS OF FULL-TIME PUPILS, 1ST JULY, 1948

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard 1.		Standard 2.		Standard 3.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary	541	312	37,165	32,610	15,941	14,751	14,003	13,271	13,079	12,555
Maori—Europeans .. ..	..	..	174	167	84	61	52	78	66	56
Maoris .. ..	..	..	2,308	2,026	820	733	752	741	710	674
Public primary—Chatham Islands .. ..	..	..	17	14	5	5	8	9	10	8
Private primary and lower departments of secondary .. ..	..	..	4,409	4,702	2,160	2,273	1,919	2,024	1,920	2,007
Intermediate .. ..	..	..	..	..	..	..	..	..	..	..
Secondary departments of district high schools .. ..	..	..	..	..	..	..	..	..	..	..
Secondary .. ..	..	..	..	..	..	..	..	..	..	..
Technical .. ..	..	..	..	..	..	..	..	..	..	..
Combined .. ..	..	..	..	..	..	..	..	..	..	..
Endowed and registered private secondary .. ..	..	..	..	..	..	..	..	..	..	..
Correspondence—Primary	115	99	301	339	96	111	67	92	64	90
Secondary .. ..	..	..	..	..	..	..	..	..	..	..
Totals	656	411	44,374	39,858	19,106	17,934	16,801	16,215	15,849	15,390

Type of School.	Standard 4.		Form I.		Form II.		Form III.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary	12,291	11,865	8,794	8,547	7,649	7,682	57	52
Maori—Europeans	65	43	49	38	60	43	1	..
Maoris	676	568	549	565	397	422	18	30
Public primary—Chatham Islands .. ..	..	5	2	5	3	..	..	..
Private primary and lower departments of secondary	1,810	2,008	1,848	1,958	1,688	1,789	71	232
Intermediate .. ..	..	..	..	..	..	..	..	..
Secondary departments of district high schools .. ..	..	..	2,820	2,575	2,657	2,410	129	168
Secondary .. ..	..	..	..	..	..	..	3,058	3,394
Technical .. ..	..	..	..	..	..	..	3,428	2,806
Combined .. ..	..	..	..	..	..	..	709	593
Endowed and registered private secondary .. ..	..	..	..	..	..	..	1,470	1,708
Correspondence—Primary	60	77	60	67	58	77	45*	16*
Secondary .. ..	..	..	..	..	..	..	185	334
Totals	14,908	14,566	14,122	13,755	12,512	12,423	10,984	11,262

Type of School.	Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary .. ..	..	..	..	..	..	..	109,520	101,645
Maori—Europeans .. ..	..	..	..	..	..	..	551	486
Maoris .. ..	..	..	..	..	..	..	6,230	5,759
Public primary—Chatham Islands .. ..	..	..	..	..	..	..	51	46
Private primary and lower departments of secondary .. ..	..	..	..	..	..	..	15,825	16,993
Intermediate	10	24	..	..	..	..	5,607	5,177
Secondary departments of district high schools	1,143	1,378	657	821	87	101	3,709	4,229
Secondary	2,559	2,854	2,663	2,410	1,361	817	9,641	9,475
Technical	2,465	2,055	1,425	1,138	339	195	7,657	6,194
Combined	590	508	486	394	243	128	2,028	1,623
Endowed and registered private secondary	1,197	1,669	1,218	1,548	541	397	4,426	5,322
Correspondence—Primary .. ..	..	..	..	..	..	..	866	968
Secondary	39	102	26	51	10	31	260	518
Totals	8,003	8,590	6,475	6,362	2,581	1,669	166,371	158,435

* Adult section.

NOTE.—In addition to the above there were 85 males and 146 females attending full-time at Schools of Art.

TABLE E 2—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC PRIMARY SCHOOLS, 1ST JULY, 1948

Age, in Years.			Special Classes for Backward Children.		Class P.		Standard 1.		Standard 2.		Standard 3.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under	6	..	4	1	12,456	11,618	2	5	..	..	..	..
6	7	..	4	2	15,300	14,197	345	596	..	6	..	..
7	8	..	17	12	7,452	5,519	7,898	8,691	418	684	..	..
8	9	..	40	31	1,524	974	5,672	4,241	6,531	7,277	464	625
9	10	..	65	27	310	212	1,499	893	4,743	3,947	5,267	6,309
10	11	..	82	31	86	57	381	256	1,664	959	4,667	3,936
11	12	..	81	60	25	21	102	46	469	287	1,856	1,211
12	13	..	82	43	8	8	31	16	124	81	595	323
13	14	..	93	38	3	3	11	4	47	18	185	101
14	15	..	47	37	1	1	..	1	5	8	35	41
15	16	..	14	9	..	..	..	2	..	4	7	4
16	17	..	3	5	..	..	..	..	..	..	1	..
17 and over	..	..	9	16	..	..	..	..	..	..	..	..
Totals			541	312	37,165	32,610	15,941	14,751	14,003	13,271	13,079	12,555
Median age, in years and months			11 9	11 10	6 5	6 4	8 0	7 9	9 0	8 10	10 2	9 11

Age, in Years.			Standard 4.		Form I.		Form II.		Form III.		Totals.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under	6	..	..	..	..	..	..	..	..	..	12,462	11,624
6	7	..	..	..	..	..	..	..	..	..	15,649	14,801
7	8	..	..	1	..	..	..	..	..	..	15,787	14,912
8	9	..	4	5	..	..	..	..	..	..	14,235	13,153
9	10	..	415	668	5	9	..	..	..	..	12,304	12,065
10	11	..	4,852	5,816	304	458	4	8	..	..	12,040	11,521
11	12	..	4,319	3,716	3,061	3,878	277	443	..	..	10,190	9,662
12	13	..	1,868	1,171	3,031	2,713	2,784	3,493	..	..	8,527	7,852
13	14	..	611	363	1,628	1,035	2,804	2,486	9	14	5,391	4,062
14	15	..	204	107	663	390	1,471	1,070	37	31	2,463	1,686
15	16	..	15	17	93	58	290	165	7	3	428	262
16	17	..	3	1	8	5	19	15	..	..	34	26
17 and over	..	..	..	..	1	1	..	2	..	..	10	19
Totals			12,291	11,865	8,794	8,547	7,649	7,682	57	52	109,520	101,645
Median age, in years and months			11 2	10 11	12 4	12 0	13 3	13 0	14 5	14 3	..	..

NOTE.—Maori pupils included in this table are shown separately in Table H 6 in E-3, Education of Maori Children.

TABLE E 3—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC POST-PRIMARY SCHOOLS, 1ST JULY, 1948
(Excluding Schools of Art)

Age.	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 11 years ..	1	..	..	..	..	..	..	..	1	..
11 and under 12 years ..	4	5	..	..	..	..	..	..	4	5
12 .. 13 ..	281	426	2	7	..	..	..	..	283	433
13 .. 14 ..	3,643	4,265	316	491	5	11	..	..	3,964	4,767
14 .. 15 ..	3,707	3,174	3,264	3,957	262	374	1	..	7,234	7,505
15 .. 16 ..	1,169	742	2,537	1,926	2,105	2,194	109	102	5,920	4,964
16 .. 17 ..	198	94	546	367	1,974	1,642	679	524	3,397	2,627
17 .. 18 ..	12	16	82	43	749	484	851	484	1,694	1,027
18 .. 19 ..	2	..	9	4	117	55	345	122	473	181
19 .. 20 ..	..	..	..	..	9	1	38	9	47	10
20 .. 21 ..	..	..	1	..	5	2	6	..	12	2
21 years and over ..	..	..	..	..	5	..	1	..	6	..
Totals ..	9,017	8,722	6,757	6,795	5,231	4,763	2,030	1,241	23,035	21,521
Median age, in years and months	14 2	13 11	14 11	14 9	16 1	15 11	17 3	17 0	..	..

NOTE.—Maori pupils included in this table are shown separately in Table H 6A in E-3, Education of Maori Children.

TABLE E 4—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE SECONDARY AND ENDOWED SCHOOLS, 1ST JULY, 1948

Age.	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 11 years ..	..	..	..	..	..	..	..	..	..	..
11 and under 12 years ..	2	5	..	..	..	..	..	..	2	5
12 .. 13 ..	88	181	..	1	..	..	..	..	88	182
13 .. 14 ..	564	772	92	170	7	3	..	..	663	945
14 .. 15 ..	566	521	528	702	69	108	4	1	1,167	1,332
15 .. 16 ..	204	187	399	581	409	556	44	22	1,056	1,346
16 .. 17 ..	41	36	148	187	443	627	174	135	806	985
17 .. 18 ..	1	5	24	25	229	217	197	188	451	435
18 .. 19 ..	..	1	3	3	45	35	107	48	155	87
19 .. 20 ..	1	..	1	..	12	1	11	3	25	4
20 .. 21 ..	..	..	1	..	1	1	4	..	6	1
21 years and over ..	3	..	1	..	3	..	..	..	7	..
Totals ..	1,470	1,708	1,197	1,669	1,218	1,548	541	397	4,426	5,322
Median age, in years and months	14 2	13 10	15 0	14 11	16 3	16 2	17 3	17 3	..	..

NOTE.—Maori pupils included in this table are shown separately in Table H 6B in E-3, Education of Maori children.

TABLE E 5—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE PRIMARY SCHOOLS AND LOWER DEPARTMENTS OF SECONDARY SCHOOLS, 1ST JULY, 1948

Age, in Years.	Class P.		Standard 1.		Standard 2.		Standard 3.		Standard 4.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6	1,647	1,807	..	..	..	..	..	..	..	..
6 .. 7	1,790	2,020	96	137	..	8	..	..	..	..
7 .. 8	798	737	1,068	1,309	86	132	5	5	..	..
8 .. 9	139	104	754	644	900	1,126	97	127	1	3
9 .. 10	24	23	197	146	662	596	818	1,015	124	182
10 .. 11	3	3	33	32	206	122	671	603	722	936
11 .. 12	4	5	12	4	51	26	241	200	593	620
12 .. 13	3	1	..	1	11	11	62	40	265	199
13 .. 14	1	2	..	..	2	1	16	8	85	55
14 .. 15 .. ..	..	..	..	..	1	2	9	7	19	12
15 .. 16 .. ..	..	..	..	..	..	..	1	1	..	..
16 .. 17 .. ..	..	..	..	..	..	..	..	1	1	1
17 and over .. ..	..	..	..	..	..	..	..	..	..	..
Totals	4,409	4,702	2,160	2,273	1,919	2,024	1,920	2,007	1,810	2,008
Median age, in years and months	6 4	6 3	7 11	7 9	9 0	8 9	10 1	9 10	11 1	10 11

Age, in Years.	Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 .. ..	..	..	..	..	..	..	1,647	1,807
6 .. 7 .. ..	..	..	..	..	..	..	1,886	2,165
7 .. 8 .. ..	..	..	..	..	..	..	1,957	2,183
8 .. 9 .. ..	..	..	..	..	..	..	1,891	2,004
9 .. 10	5	1	..	..	..	..	1,830	1,963
10 .. 11	83	125	3	8	..	..	1,721	1,829
11 .. 12	733	863	83	145	2	..	1,719	1,863
12 .. 13	606	628	633	739	9	2	1,589	1,621
13 .. 14	308	245	590	602	42	66	1,044	979
14 .. 15	98	85	303	246	10	86	440	438
15 .. 16	14	11	66	42	6	53	87	107
16 .. 17 .. ..	..	..	5	5	1	21	7	28
17 and over	1	..	5	2	1	4	7	6
Totals	1,848	1,958	1,688	1,789	71	232	15,825	16,993
Median age, in years and months	12 2	12 0	13 3	13 0	13 7	14 7	..	..

TABLE E 6—AGE AND CLASSIFICATION OF PUPILS AT INTERMEDIATE SCHOOLS AND DEPARTMENTS, 1ST JULY, 1948

Age, in Years.	Form I.		Form II.		Form III.		Form IV.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 10 years	1	..	..	..	..	..	..	..	1	..
10 and under 11 years ..	68	123	..	..	..	..	..	..	68	123
11 " 12 "	1,117	1,206	65	84	..	..	..	..	1,182	1,290
12 " 13 "	1,049	874	1,086	1,186	..	1	..	..	2,135	2,061
13 " 14 "	427	281	1,001	832	14	37	..	..	1,442	1,151
14 " 15 "	137	76	438	274	88	115	8	19	671	484
15 " 16 "	19	15	63	29	16	13	2	4	100	61
16 " 17 "	2	..	4	5	2	2	..	..	8	7
17 " 18 " .. ..	..	..	..	..	..	..	..	..	..	..
18 " 19 " .. ..	..	..	..	..	..	..	..	..	..	..
Totals	2,820	2,575	2,657	2,410	120	168	10	24	5,607	5,177
Median age, in years and months	12 3	12 0	13 2	12 11	14 6	14 5	14 8	14 7	..	..

TABLE H 1—NUMBER OF TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS, DECEMBER, 1948

Grade of School.	Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Teachers.		
	M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade I (1-8)	28	51	..	..	..	..	28	51	79
Grade II (9-24)	405	110	..	..	..	..	405	110	515
Grade III (25-70)	137	50	373	78	11	438	521	566	1,087
Grade IV (71-190) .. ..	..	..	331	15	123	731	454	746	1,200
Grade V (191-350) .. ..	..	..	130	..	296	561	426	561	987
Grade VI (351-510) .. ..	..	..	109	..	521	742	630	742	1,372
Grade VII (511 and over) .. ..	..	..	86	..	523	990	609	990	1,599
Totals, 1948	570	211	1,029	93	1,474	3,462	3,073	3,766	6,839
Totals, 1947	567	258	1,003	107	1,443	3,433	3,013	3,798	6,811
Difference	+3	-47	+26	-14	+31	+29	+60	-32	+28

TABLE H 2—NUMBER OF WOMEN TO EVERY HUNDRED MEN TEACHERS IN PRIMARY SCHOOLS (DECEMBER)

	1932.	1933.	1934.	1935.	1936.	1937.	1938.	1948.
Teachers all schools	167	157	156	148	153	148	144	123
Training-college students	201	163	*	187	166	154	166	121

* All training colleges were closed during 1934.

TABLE H 3—NUMBER OF FULL-TIME TEACHERS EMPLOYED IN STATE SCHOOLS, DECEMBER, 1948, AND DECEMBER, 1947

Type of School.	December, 1948.						December, 1947.					
	Principals and Sole and Head Teachers.		Assistant Teachers.		Total Teachers.		Principals and Sole and Head Teachers.		Assistant Teachers.		Total Teachers.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Public (primary)	1,599	304	1,474	3,462	3,073	3,766	1,570	365	1,443	3,433	3,013	3,798
Intermediate	17	..	184	210	201	210	16	..	181	192	197	192
Secondary departments of district high schools .. ..	..	..	257	132	257	132	..	..	236	140	236	140
Secondary	27	13	447	383	474	396	27	13	468	400	495	413
Combined	4	3	93	66	97	69	4	3	91	71	95	74
Technical	28	..	454	273	482	273	28	..	459	247	487	247
Maori (primary)	144	15	42	217	186	232	143	13	37	203	180	216
Chatham Islands	3	..	..	2	3	2	4	..	..	2	4	2
Correspondence—												
Primary	1	..	4	46	5	46	1	..	6	45	7	45
Secondary .. ..	..	..	35	61	35	61	..	..	34	55	34	55
Technical Correspondence	1	..	10	1	11	1	..	..	6	..	7	..
Special	3	3	6	27	9	30	3	3	5	29	8	32
Totals	1,827	338	3,006	4,880	4,833	5,218	1,797	397	2,966	4,817	4,763	5,214

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

Number of Children.	February, 1937.		February, 1948.		February, 1949.	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31	346	11.4	1,007	24.0	1,049	24.2
31-40	927	30.4	1,753	41.7	1,761	40.7
41-50	1,259	41.4	1,307	31.1	1,376	31.8
51-60	487	16.0	136	3.2	142	3.3
61 and over	25	0.8	..	..	..	..
Totals	3,044	100.0	4,203	100.0	4,328	100.0

TABLE N—AGES AT WHICH PUPILS BEGAN POST-PRIMARY COURSE, 1948 (Excluding Schools of Art)

Type of School.	Age at Which Post-primary Course Begun.										Total Numbers Beginning Post-primary Education.	
	Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary ..	14	17	478	715	1,657	1,971	751	609	176	83	3,076	3,395
Combined ..	4	5	120	134	352	310	179	122	50	18	705	589
Technical ..	2	6	335	396	1,652	1,452	1,221	806	304	163	3,514	2,823
District High ..	7	13	207	315	863	955	612	562	243	173	1,932	2,018
Correspondence ..	2	5	29	44	72	132	56	73	11	32	170	286
Totals ..	29	46	1,169	1,604	4,596	4,820	2,819	2,172	784	469	9,397	9,111

TABLE M 1—AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS (EXCLUSIVE OF UNCERTIFICATED AND RELIEVING TEACHERS AND OF TEACHERS IN INTER-MEDIATE SCHOOLS AND DEPARTMENTS AND SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS) AS IN DECEMBER,

				1947*.	1948.
(1) Teachers in all schools—					
(a) Men and women	..	..	..	478	478
(b) Men	..	..	..	562	561
(c) Women	..	..	..	405	404
(2) Head teachers—					
(a) Men	..	..	..	676	677
(b) Women	..	..	..	555	556
(3) Sole teachers—					
(a) Men	..	..	..	493	494
(b) Women	..	..	..	476	490
(4) Assistants—					
(a) Men	..	..	..	485	487
(b) Women	..	..	..	395	395

* Amending E-1, 1948, by excluding relieving and uncertificated teachers.

TABLE M 3—AVERAGE SALARIES OF MAORI SCHOOL TEACHERS (EXCLUDING UNCERTIFICATED AND RELIEVING TEACHERS) AS IN DECEMBER,

				1947*.	1948.
(1) Teachers in all schools—					
(a) Men and women	..	..	..	480	481
(b) Men	..	..	..	554	551
(c) Women	..	..	..	399	404
(2) Head teachers—					
(a) Men	..	..	..	579	581
(b) Women	..	..	..	532	531
(3) Sole teachers—					
(a) Men	..	..	..	485	499
(b) Women	..	..	..	..	445
(4) Assistants—					
(a) Men	..	..	..	442	429
(b) Women	..	..	..	389	395

* Amending E-1, 1948, by excluding relieving and uncertificated teachers.

TABLE O I—**PROBABLE DESTINATION** OF PUPILS LEAVING PUBLIC
PRIMARY SCHOOLS IN 1948

Occupation.	With Primary School Certificate.		Without Primary School Certificate.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.		Girls.	
					Number.	Per- centage.	Number.	Per- centage.
Post-primary	6,722	6,946	208	138	6,930	84.5	7,084	88.8
Clerical (including typing)—								
(a) Government and local body	14	2	2	3	16	0.2	5	0.1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	7	8	1	3	8	0.1	11	0.1
Shop and warehouse assistants ..	39	62	36	30	75	0.9	92	1.2
Manual trades—								
(a) Government and local body	26	..	30	4	56	0.7	4	0.1
(b) Building	17	..	8	..	25	0.3	..	..
(c) Motor engineering	9	..	7	..	16	0.2	..	..
(d) General engineering	4	..	4	..	8	0.1	..	..
(e) Printing	6	1	6	1	12	0.2	2	*
(f) Other trades	38	12	48	6	86	1.1	18	0.2
Farming	242	17	327	26	569	6.9	43	0.5
Factory operatives	34	44	45	69	79	1.0	113	1.4
Other occupations	58	60	93	48	151	1.8	108	1.4
At home	46	193	55	245	101	1.2	438	5.5
Not known	27	26	39	30	66	0.8	56	0.7
	7,289	7,371	909	603	8,198	100.0	7,974	100.0

* Insignificant percentage.

TABLE O 1A—**PROBABLE DESTINATION** OF PUPILS LEAVING
MAORI SCHOOLS IN 1948

Occupation.	With Primary School Certificate.		Without Primary School Certificate.		Totals.			
	Boys.	Girls	Boys.	Girls.	Boys.		Girls	
					Number.	Per-centage.	Number.	Per-centage.
Post-primary	357	347	22	21	379	61.8	368	66.5
Clerical (including typing)—								
(a) Government and local body ..	..	..	..	..	..	..	..	..
(b) Banks, insurance, legal, commercial houses, shops, and warehouses ..	..	..	..	..	..	..	..	..
Shop and warehouse assistants ..	1	3	2	2	3	0.5	5	0.9
Manual trades—								
(a) Government and local body ..	..	..	3	..	3	0.5	..	..
(b) Building	3	..	2	..	5	0.8	..	..
(c) Motor engineering .. ..	..	..	..	..	..	..	..	..
(d) General engineering .. ..	..	..	..	..	..	..	..	..
(e) Printing .. ..	..	..	..	..	..	..	..	..
(f) Other trades	2	..	2	3	4	0.7	3	0.5
Farming	37	3	118	9	155	25.3	12	2.2
Factory operatives	2	2	5	1	7	1.1	3	0.5
Other occupations	9	26	16	30	25	4.1	56	10.1
At home	6	28	18	69	24	3.9	97	17.5
Not known	1	3	7	7	8	1.3	10	1.8
Totals	418	412	195	142	613	100.0	554	100.0

NOTE.—In this table and in Tables O 1 and O 2 both European and Maori pupils are included. Separate figures for Maori pupils only are given in Table H 10 in E-3, Education of Maori Children.

TABLE O 2—**PROBABLE DESTINATION** OF PUPILS LEAVING INTERMEDIATE
SCHOOLS AND DEPARTMENTS in 1948

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Per-centage.	First Year.	Second Year.	Third Year.	Total.	Per-centage.
Post-primary	116	2,255	23	2,394	88.6	123	2,035	16	2,174	89.5
Clerical (including typing)—										
(a) Government and local body ..	..	5	2	7	0.3	..	..	2	2	0.1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses ..	..	..	1	1	*	..	..	4	4	0.2
Shop and warehouse assistants ..	3	21	15	39	1.4	5	18	27	50	2.1
Manual trades—										
(a) Government and local body ..	1	7	3	11	0.4	..	..	..	..	..
(b) Building .. ..	..	7	7	14	0.5	..	..	..	..	..
(c) Motor engineering	1	11	1	13	0.5	..	..	..	..	..
(d) General engineering	1	8	5	14	0.5	..	..	..	..	..
(e) Printing	1	4	1	6	0.2	..	..	1	1	*
(f) Other trades	3	20	12	35	1.3	..	2	3	5	0.2
Farming	7	24	11	42	1.6	..	..	..	..	..
Factory operatives	9	13	18	40	1.5	2	20	27	49	2.0
Other occupations	10	37	13	60	2.2	5	32	12	49	2.0
At home	1	4	..	5	0.2	5	46	27	78	3.2
Not known	2	15	5	22	0.8	1	9	6	16	0.7
Totals	155	2,431	117	2,703	100.0	141	2,162	125	2,428	100.0

* Insignificant percentage.

TABLE O 3—PROBABLE DESTINATION OF PUPILS LEAVING PUBLIC POST-PRIMARY SCHOOLS IN 1948

(Excluding Schools of Art)

Occupation.	Secondary Schools.				Combined Schools.				Technical High and Day Schools.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.
University college	353	12·0	158	5·3	54	8·1	22	3·7	73	2·3	16	0·6
Teaching or training college ..	118	4·0	313	10·4	12	1·8	51	8·5	39	1·2	77	2·9
Professional engineering, surveying, architecture ..	39	1·2	..	..	5	0·7	..	..	24	0·8	..	..
Clerical (including typing)—												
(a) Government and local body ..	233	7·9	187	6·2	42	6·3	71	11·8	136	4·3	107	4·1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses ..	514	17·5	643	21·4	106	15·9	123	20·5	142	4·5	601	23·0
Shop and warehouse assistants ..	293	9·9	366	12·2	46	6·9	54	9·0	305	9·6	443	16·9
Manual trades—												
(a) Government and local body ..	62	2·1	6	0·2	25	3·8	1	0·2	158	5·0	25	1·0
(b) Building	94	3·2	..	..	31	4·7	..	..	298	9·4	..	..
(c) Motor engineering	84	2·9	..	..	35	5·3	..	..	206	6·5	..	..
(d) General engineering	84	2·9	..	..	21	3·2	..	..	252	7·9	..	..
(e) Printing	27	0·9	2	0·1	8	1·2	1	0·2	33	1·0	3	0·1
(f) Other trades	130	4·4	103	3·4	27	4·1	..	..	297	9·3	102	3·9
Farming	518	17·6	27	0·9	181	27·2	..	..	575	18·1	15	0·6
Factory operatives	51	1·7	47	1·6	2	0·3	15	2·5	102	3·2	150	6·1
Other occupations	218	7·4	473	15·8	38	5·7	90	15·0	220	6·9	372	14·2
Home	32	1·1	526	17·6	9	1·3	149	24·9	35	1·1	470	18·0
Not known	98	3·3	148	4·9	23	3·5	22	3·7	284	8·9	224	8·6
Totals	2,948	100·0	2,999	100·0	665	100·0	599	100·0	3,179	100·0	2,614	100·0

Occupation.	Secondary Departments of District High Schools.				Totals.			
	Boys.		Girls.		Boys.		Girls.	
	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.
University college	14	1·0	13	0·8	494	6·0	209	2·6
Teaching or training college	26	1·8	81	4·7	195	2·4	522	6·6
Professional engineering, surveying, architecture	8	0·5	..	..	76	0·9	..	..
Clerical (including typing)—								
(a) Government and local body ..	96	6·6	112	6·6	507	6·1	477	6·0
(b) Banks, insurance, legal, commercial houses, shops, and warehouses ..	65	4·5	217	12·7	827	10·0	1,584	20·0
Shop and warehouse assistants	132	9·1	297	17·4	776	9·4	1,160	14·6
Manual trades—								
(a) Government and local body ..	44	3·0	13	0·8	289	3·5	45	0·6
(b) Building	67	4·6	..	..	490	5·9	..	..
(c) Motor engineering	54	3·7	..	..	379	4·6	..	..
(d) General engineering	31	2·1	..	..	388	4·7	..	..
(e) Printing	4	0·3	1	*	72	0·9	7	0·1
(f) Other trades	97	6·7	14	0·8	551	6·7	219	2·8
Farming	551	37·9	32	1·9	1,825	22·1	74	0·9
Factory operatives	42	2·9	71	4·2	197	2·4	292	3·7
Other occupations	123	8·4	212	12·4	599	7·3	1,147	14·5
Home	45	3·1	594	34·9	121	1·5	1,739	22·0
Not known	55	3·8	47	2·8	460	5·6	441	5·6
Totals	1,454	100·0	1,704	100·0	8,246	100·0	7,916	100·0

* Insignificant percentage.

NOTE.—In this table both European and Maori pupils are included. Separate figures for Maori pupils only are given in Table H 11 in E-3, Education of Maori Children.

TABLE O 4—PERCENTAGES OF **BOYS LEAVING POST-PRIMARY SCHOOLS** IN 1945-48 WHO PROCEEDED TO THE UNIVERSITY OR TO EMPLOYMENT IN THE THREE MAIN OCCUPATIONAL GROUPS

Class of School.	University.				Clerical, Professional, Shop, and Warehouse.				Farming.				Trades and Industries.			
	1945.	1946.	1947.	1948.	1945.	1946.	1947.	1948.	1945.	1946.	1947.	1948.	1945.	1946.	1947.	1948.
Secondary ..	10	11	10	12	36	42	43	41	19	16	15	18	19	18	21	18
Combined ..	6	6	7	8	25	31	31	32	25	25	23	27	33	29	28	23
Technical ..	1	1	2	2	17	19	21	20	17	16	17	18	44	45	44	42
District High ..	1	1	1	1	20	24	25	23	43	39	38	38	22	23	22	23
All schools ..	5	5	5	6	25	29	30	29	23	21	20	22	31	30	31	29

TABLE P 2—ENROLLEES, ETC., WITH **VOCATIONAL GUIDANCE CENTRES** PLACED IN EMPLOYMENT DURING 1948

Centre.		Placed by Centre.	Self-placed.	Total.
Auckland ..	..	185	222	407
Wanganui ..	..	30	15	45
Wellington ..	..	441	260	701
Christchurch ..	..	470	307	777
Dunedin ..	..	315	39	354
Totals ..	..	1,441	843	2,284

TABLE Q 2—LENGTH OF POST-PRIMARY COURSE
A—Classification of Pupils Leaving Public Post-primary Schools in 1948

Class.	Secondary Schools			Combined Schools.			Technical High and Day Schools.			District High Schools.			All Schools.		
	Boys.		Per Cent.	Boys.		Per Cent.	Boys.		Per Cent.	Boys.		Per Cent.	Boys.		Per Cent.
	Girls.	Total.		Girls.	Total.		Girls.	Total.		Girls.	Total.		Girls.	Total.	
Form III	271	239	510	59	54	113	676	503	1,179	20-4	418	397	815	1,424	1,193
Form IV	664	925	1,589	217	188	405	1,301	1,094	2,395	41-3	584	687	1,271	2,766	2,894
Form V	1,051	1,154	2,205	216	251	467	911	817	1,728	29-8	377	527	904	2,555	2,749
Form VI	962	681	1,643	173	106	279	291	200	491	8-5	75	93	168	1,501	1,080
Totals	2,948	2,999	5,947	665	599	1,264	3,179	2,614	5,793	100-0	1,454	1,704	3,158	8,246	7,916

B—Years of Attendance at Public Post-primary Schools of Pupils Leaving in 1948

Year of Attendance.	Secondary Schools.			Combined Schools.			Technical High and Day Schools.			District High Schools.			All Schools.		
	Boys.		Per Cent.	Boys.		Per Cent.	Boys.		Per Cent.	Boys.		Per Cent.	Boys.		Per Cent.
	Girls.	Total.		Girls.	Total.		Girls.	Total.		Girls.	Total.		Girls.	Total.	
First	272	240	512	54	54	108	8-5	658	480	1-138	412	390	802	1,396	1,164
Second	655	921	1,576	217	191	408	32-3	1,312	1,123	2,435	582	686	1,268	2,766	2,894
Third	636	776	1,412	153	151	304	24-0	700	702	1,402	296	287	583	1,509	1,416
Fourth	721	635	1,356	134	119	253	20-0	306	249	555	121	183	304	1,282	1,186
Fifth	601	397	998	84	76	160	12-7	105	60	165	48	57	105	838	500
Sixth and over	63	30	93	23	8	31	2-5	8	8	0-1	1	1	2	95	59
Totals	2,948	2,999	5,947	665	599	1,264	100-0	3,179	2,614	5,793	100-0	1,454	1,704	3,158	8,246

NOTE.—The above table is a modification of the previous Table Q 2 in which was shown the numbers of pupils leaving classified only according to the year of the post-primary course in which they were engaged at the time of leaving. As the table now stands, Section A gives the status of pupils at time of leaving, and Section B the actual year of attendance at post-primary schools at time of leaving.

The approximate average length of post-primary-school life of pupils leaving, calculated on the basis of years of attendance, was: secondary schools, 3 years 2 months; combined schools, 3 years; technical schools, 2 years 4 months; district high schools, 2 years 3 months; all schools, 2 years 8 months. Prior to 1947 the basis of calculation was length of post-primary course and pupils leaving in the fourth year or later were regarded as having left in their fourth year.

TABLE Q 3—NUMBER OF PUPILS AT **EVENING TECHNICAL AND PART-TIME DAY CLASSES**

Year.	Number of Centres.	Number on Roll, 1st July.		Number Holding Free Places.	
		Males.	Females.	Males.	Females.
1946	65	13,351	5,321	7,395	3,240
1947	85	15,574	6,153	8,967	4,082
1948	146	15,809	7,649	10,073	4,542

TABLE R—NUMBER OF PUPILS AT **MAORI SCHOOLS, ETC., 1ST JULY**

	1948.		1947.	
	Schools.	Roll.	Schools.	Roll.
Maori village schools	159	13,026	160	12,597
Mission and boarding schools (primary)	13	798	12*	737*
Public schools with Maori children enrolled	899	16,631	880	16,433
	1,071	30,455	1,052	29,767

* Amending E-1, 1948.

NOTE.—Of the pupils enrolled at Maori village schools, 1,042 in 1947, and 1,037 in 1948, were Europeans.

TABLE S—REGISTERED **PRIVATE PRIMARY SCHOOLS, 1948**

	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools	15	238	56	309
Roll in December—				
Boys	273	13,492	2,348	16,113
Girls	589	14,212	2,446	17,247
Totals	862	27,704	4,794	33,360
Average attendance	760	24,680	4,403	29,843
Teachers (inclusive of head teachers)—				
Men	7	66	68	141
Women	39	726	130	895
Totals	46	792	198	1,036

TABLE T—ENDOWED SCHOOLS AND REGISTERED **PRIVATE SECONDARY SCHOOLS**

	1947.	1948.
Number of schools	82	83
Roll at 1st July	9,968	9,793
Average attendance	9,387	9,219
Teachers (inclusive of head teachers)—		
Men	206	212
Women	296	293
Totals	502	505

TABLE U—**KINDERGARTEN SCHOOLS, 1948**

Association.	Number of Schools.	Pupils on Roll at End of Year.	Average Attendance.	Average Weekly Roll.
Auckland	22	948	647	896
Hamilton	3	116	75	99
Wanganui	1	23	17	22
Hastings	1	56	44	58
Masterton	3	98	71	90
Upper Hutt	1	36	28	36
Hutt Valley	3	132	97	131
Wellington	11	438	395	478
Blenheim	1	38	27	35
Nelson	1	34	29	34
Christchurch	18	867	664	814
Hokitika	1	26	18	24
Ashburton	1	45	40	52
Timaru	2	80	67	80
Dunedin	9	376	299	371
Invercargill	4	149	134	182
Totals, 1948	82	3,462	2,652	3,402
Totals, 1947	73	3,325	2,448	3,260
Difference	+9	+137	+204	+142

TABLE Y 1—PARTICULARS RELATING TO **UNIVERSITY EDUCATION**

	1944.	1945.	1946.	1947.†	1948.†
Number of students in actual attendance at lectures	6,584	7,986	11,263	10,443	10,450
Number of exempted students	1,146	1,345	1,186	1,431	1,514
Percentage of students—					
Men	72	75	82	81	80
Women	28	25	18	19	20
Percentage of students actually attending Universities receiving free education*—					
Men	51	51	61	73	71
Women	56	56	59	62	63
All students	52	53	61	71	69
Occupations of students, expressed as percentages—	M. F.	M. F.	M. F.	M. F.	M. F.
(1) Full-time students	49 46	50 48	44 58	48 53	47 49
(2) Teachers and training colleges	14 28	11 27	10 23	13 25	14 28
(3) Government and local bodies	13 9	11 9	15 7	19 10	18 11
(4) Other	21 12	24 12	29 9	18 8	20 9
(5) Not known	3 5	4 4	2 3	2 4	1 3

* These students hold scholarships, training-college studentships, or bursaries. short courses at agricultural colleges. The number in 1948 was 877.

† Excluding students taking

TABLE Y 2—NUMBERS OF **UNIVERSITY STUDENTS AND COURSES TAKEN**

Year.	Number of Students Enrolled.							Courses Taken.																		
	Auckland.	Victoria.	Canterbury.	Otago.	Massey.	Can't'y Agric.	Total.	Agriculture.	Architecture.	Arts.	Commerce.	Dentistry.	Diploma of Education.	Divinity.	Engineering.	Fine Arts.	Home Science.	Horticulture.	Journalism.	Law.	Massage.	Med. & Med. Sc.	Mining.	Music.	Science.*	Other.
1947	3,361	2,823	2,551	2,556	310	273	11,874	514	226	3,980	1,962	175	106	25	473	48	129	69	63	642	54	547	44	188	2,470	7
1948	3,396	2,864	2,534	2,586	323	261	11,964	521	244	4,275	2,024	203	144	44	461	60	110	63	53	621	45	562	55	220	2,132	25

* Including Medical, &c., Intermediate.

NOTE.—Excluding 274 students at Massey Agricultural College and 603 at Canterbury Agricultural College taking courses of less than one year's duration. The corresponding numbers in 1947 were 428 and 462.

TABLE—**MANUAL INSTRUCTION**

	Number of Schools From Which Pupils Attended.	Number of Pupils Attending Centres in 1948.	
		Boys.	Girls.
Public primary and Maori schools	1,001	14,058	13,756
Intermediate schools and departments	29	5,678	5,240
Secondary departments of district high schools	90	3,260	3,493
Private schools	183	2,104	2,342
Totals	1,303	25,100	24,831

NOTE.—There were 169 manual-training centres during 1948.

TABLE W 1—NUMBER OF **TEACHERS IN TRAINING** (DECEMBER)

	Training-college Students.		Total.
	Division A.	Division C.	
1948	1,787	60	1,847
1947	1,522	42	1,564

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

College.	1948.			1947.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	217	330	547	246	321	567
Wellington	174	216	390	166	165	331
Christchurch	139	211	350	134	210	344
Dunedin	171	169	340	162	160	322
Ardmore	83	137	220	..	..	..
Totals	784	1,063	1,847	708	856	1,564

TABLE—**NUMBER OF CHILDREN** UNDER SUPERVISION OF THE CHILD WELFARE
BRANCH AT 31ST MARCH

—	1947.	1948.	1949.
State wards—			
In foster-homes, hostels, and with friends	2,322	2,202	2,089
In situations, including those absent without leave	922	862	786
In Government institutions, receiving-homes, &c.	306	290	266
In private institutions	95	63	78
In Roman Catholic institutions recognized under Child Welfare Act	74	52	28
In special schools for backward children	127	116	129
In hospitals, convalescent homes, &c.	70	49	36
In residential colleges (mostly Maori children)	18	20	38
In mental hospitals	162	170	166
Subtotal	4,096	3,824	3,616
Other than State wards—			
Young persons supervised by Child Welfare Officers in their own homes, with relatives, or with friends, pursuant to orders of Courts	915	879	854
Infants supervised in foster-homes registered under the Infants Act	788	772	832
Pupils at Schools for the Deaf, Sumner and Titirangi	250	251	272
Pupils at schools for mentally backward, Otekaieke and Richmond (other than State wards included in figures above)	45	44	49
Children supervised as preventive cases	1,569	1,645	1,460
Children in New Zealand Institute for Blind for whom the Department makes payment	24	22	16
Subtotal	3,591	3,613	3,483
Grand total	7,687	7,437	7,099
British children in New Zealand	11	..	..

APPENDIX

STATEMENT OF EXPENDITURE AND RECOVERIES in Respect of All
Services Under the Control or Supervision of the Minister of Education During
the Year Ended 31st March, 1949

EXPENDITURE—VOTE, EDUCATION							
Subdivision I—General							
Salaries—					£	£	£
National Film Library	..	..	..	..	5,032		
Physical Education	..	..	..	..	34,722		
School Publications	..	..	..	..	5,099		
Vocation Guidance	..	..	..	..	22,586		
General	..	..	..	..	88,318		
						155,757	
Broadcasting and publicity	..	..	..	..	..		514
Compensation and expenses for injuries	..	..	..	..	..		1,810
Conferences of education authorities	..	..	..	..	..		2,280
Examination expenses	..	..	..	..	..		9,894
Exhibits and displays—							
British Council	..	..	..	..	211		
Physical education	..	..	..	..	14		
School work	..	..	..	..	80		
							305
Expenses of delegates overseas	..	..	..	..	..		4,200
Expenses of interviewing non-departmental officers	..	..	..	..	..		490
Fitting up accommodation	..	..	..	..	..		16,077
Motor-vehicles—							
Maintenance of (other than vehicles for transport of school-children and institutional vehicles)					1,290		
Purchase of ..	..	..	..	..	27,298		
Repairs, &c., to private vehicles and property damaged in accidents					255		
							28,843
Office equipment	..	..	..	..	..		15,635
Office expenses	..	..	..	..	..		8,139
Overtime and meal allowances	..	..	..	..	..		7,785
Payment of monetary equivalent of leave due to deceased officers	..	..	..	..	..		31
Payments to Post and Telegraph Department	..	..	..	..	..		19,098
Poliomyelitis epidemic	..	..	..	..	..		18,282
Printing and stationery	..	..	..	..	..		11,688
Publications— <i>Education, Education Gazette, Post-primary Bulletin, School Journal</i> , pamphlets, text-books, &c.: preparation and despatch					..		57,948
Rent	..	..	..	..	..		7,664
Special assistance to deserving students in cases of hardship	..	..	..	..	..		1,408
Teachers' Appeal Boards	..	..	..	..	..		113
Teachers' superannuation: contributions of teachers with Armed Forces					..		308
Transfer and removal expenses	..	..	..	..	..		2,055
Transport of school-children (including maintenance of departmental vehicles used for such purposes)					..		615,007
Travelling allowances and expenses	..	..	..	..	..		15,932
UNESCO: New Zealand's proportion of expenses—							
Annual contribution	..	..	..	..	13,764		
Revolving fund	..	..	..	..	1,706		
							15,470
Uniform allowances, physical training instructors	..	..	..	..	..		1,078
Visual education: equipment, materials, films, film strips, gramophone records, &c., for National Film Library					..		17,386
War bursaries	..	..	..	..	..		32,295
							1,067,492

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

EXPENDITURE—VOTE, EDUCATION— <i>continued</i>					
Subdivision II—Buildings, Land, Furniture, and Equipment					
Buildings, grounds, furniture, and equipment: minor capital expenditure—					
	£	£	£		
Agricultural colleges	206				
Correspondence School	960				
Child-welfare institutions	4,950				
Maori schools	7,360				
Post-primary schools	51,797				
Primary schools	38,443				
Special schools	3,467				
Technical Correspondence School	370				
Training colleges	702				
Universities	19,840				
		128,095			
Central Store .. .. .	..	21,593			
Earthquake construction .. .. .	..	10,392			
Fees: valuation, survey, legal, &c. .. .. .	..	2,268			
Fire damage: rebuilding, &c.—					
Child welfare	7,095				
Post-primary schools	6,905				
Primary schools	2,189				
Training colleges	25				
		16,214			
Improvements to buildings and grounds, other than school-buildings and grounds, reserved for school use .. .. .	..	223			
Improvements to grounds and approaches—					
Agricultural colleges	371				
Special schools	1,539				
Universities	3,100				
Child-welfare institutions	3,464				
Maori schools	3,382				
Post-primary schools	12,144				
Primary schools	31,876				
		55,876			
Maintenance of buildings, grounds, furniture, and equipment—					
Agricultural colleges	207				
Correspondence School	963				
Technical Correspondence School	300				
Training colleges	384				
Universities	1,529				
Child-welfare institutions	12,996				
Maori schools	13,661				
Post-primary schools	30,543				
Primary schools	239,387				
Special schools	7,162				
		307,132			
Rent: buildings and land—					
Maori schools	70				
Post-primary schools	2,039				
Primary schools	8,183				
Special schools	208				
Technical Correspondence School	79				
Training colleges	50				
Universities	100				
		10,729			
Seddon Memorial Technical College Board: refund of proceeds sale of land purchased from Board funds .. .. .	..	296			
Special equipment—					
Physical education .. .. .	..	12,533			
Teaching aids: projectors, radio sets, gramophones, records, pianos, &c. .. .. .	..	44,185			

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

EXPENDITURE—VOTE, EDUCATION—<i>continued</i>							
Subdivision III—Primary Education							
Salaries—					£	£	£
Chatham Islands school-teachers	..	..	..	..	2,728		
Correspondence School	..	..	..	..	28,455		
Inspectors	..	..	..	..	46,981		
						78,164	
Arts and crafts materials	..	..	..	..	..	65,505	
Board of school-children	..	..	..	..	..	12,908	
Correspondence School : costs apart from salaries	..	..	..	..	..	5,183	
Grants to Education Boards for—							
Administration	..	..	..	..	..	72,162	
General expenses of schools	..	..	..	..	..	320,912	
Manual instruction : materials, &c.	..	..	..	..	..	52,175	
Salaries and allowances of teachers	..	..	..	..	..	3,411,272	
School libraries	..	..	..	..	..	30,716	
Transfer and removal expenses	..	..	..	..	..	918	
Transfer of teachers	..	..	..	..	..	9,812	
Travelling allowances and expenses	..	..	..	..	..	11,266	
							4,070,993
Subdivision IV—Post-primary Education							
Salaries—							
Correspondence School	..	..	..	..	51,900		
Inspectors	..	..	..	..	19,584		
Technical Correspondence School	..	..	..	..	8,182		
						79,666	
Arts and crafts materials	..	..	..	..	..	2,788	
Board of school-children	..	..	..	..	..	59,971	
Correspondence School : costs apart from salaries	..	..	..	..	..	8,800	
Grant to Marlborough High School (Marlborough High School Act, 1899)	..	..	..	..	..	400	
General expenses of schools	..	..	..	..	..	261,352	
Salaries and allowances of teachers	..	..	..	..	..	1,295,285	
Technical Correspondence School : costs apart from salaries	..	..	..	..	..	5,551	
Transfer and removal expenses	..	..	..	..	..	412	
Transfer of teachers	..	..	..	..	..	35	
Travelling allowances and expenses	..	..	..	..	..	5,086	
Post-primary bursaries	..	..	..	..	..	18,377	
							1,737,722
Subdivision V—Higher Education							
Adult education : grants for purposes of Council of Adult Education					..	64,017	
Community centres : staffing, equipping, &c.					..	995	
Grants to University of New Zealand for—							
General purposes	..	..	..	..	10,102		
Research work	..	..	..	..	10,000		
						20,102	
Grants to University Colleges—							
Auckland University College for—							
General purposes	..	..	..	..	73,242		
School of Architecture	..	..	..	..	6,850		
School of Engineering	..	..	..	..	16,586		
						96,678	
Victoria University College for—							
General purposes	..	..	..	..	72,010		
School of Public Administration	..	..	..	..	3,963		
School of Social Work	..	..	..	..	454		
						76,427	
Canterbury University College for—							
General purposes	..	..	..	..	66,373		
School of Engineering	..	..	..	..	19,237		
						85,610	

STATEMENT OF EXPENDITURE AND RECOVERIES, ETC.—continued

EXPENDITURE—VOTE, EDUCATION—continued						£	£	£
Subdivision IX—Special Schools (Schools for the Deaf and for Backward Children)								
Salaries—								
Institutional						25,684		
Teachers						14,853		
							40,537	
Clothing of pupils							3,164	
Incidental expenses of maintaining pupils							1,103	
Maintenance of institutions							18,876	
Transfer of maintenance							303	
Transfer and removal expenses							15	
Travelling allowances and expenses (including transit of children)							2,225	
								66,225
Subdivision X—Child Welfare								
Salaries—								
Clothing factory and store						868		
District officers						68,402		
Head office						18,123		
Institutional						35,408		
Teachers						1,967		
							124,768	
Clothing of children							54,952	
Department of Justice: payment for services rendered by the Registrar-General's Branch							20	
Incidental expenses of maintaining children							14,227	
Legal expenses							56	
Maintenance of children—								
Foster-homes						127,482		
Government institutions						24,389		
Private institutions						6,862		
							158,733	
National Provident Fund: departmental contribution in respect of Child Welfare Officers							71	
Preventive work							2,773	
Transfer of maintenance							384	
Transfer and removal expenses							314	
Travelling allowances and expenses (including transit of children)							16,220	
								372,518
Subdivision XI—Miscellaneous Grants								
Grants—								
Auckland Institute and Museum							450	
Free Kindergarten Associations—								
Buildings, land, furniture, and equipment						6,452		
Salaries of teachers and allowances of students in training						60,968		
							67,420	
New Zealand Amateur Swimming Association							560	
New Zealand Council for Educational Research							3,000	
New Zealand Federation of Nursery Play Centres Association							1,000	
New Zealand Federation of University Women							1,550	
New Zealand Free Kindergarten Union							46	
New Zealand League of Hard of Hearing							3,000	
Ngarimu V.C. and 28th (Maori) Battalion Memorial Scholarship Fund Board							14,000	
Nursery School, Taranaki Street, Wellington							384	
Occupation Centre Hostel, Abbotsford, Dunedin							24	
Otago Education Board: contribution towards cost of Centennial float							162	
Pre-school Education Centre, Dunedin							70	
Sara Cohen School, Dunedin							70	
Waitangi Trust Board							100	
Wellington Chamber Music Society: towards cost of concerts arranged for school-children							60	
								91,896

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

EXPENDITURE—VOTE, EDUCATION— <i>continued</i>					
Subdivision XII—National Library Service					
	£	£	£		
Salaries .. .. .	..	36,961			
Books and other publications—					
Binding	3,450				
Purchase of	54,959				
Fitting up accommodation .. .. .	..	58,409			
Library School, Wellington : allowances to students, travelling- expenses of students and visiting lecturers, and lecturers' fees	..	5,672			
Motor-vehicles—		3,909			
Maintenance of	1,333				
Purchase of	2,049				
New Zealand Library Association : expenses of delegates attending meetings of the Book Resources Committee	..	3,382			
New Zealand Library Association : grant towards Children's Book Week	..	13			
Office expenses .. .. .	..	20			
Office and library equipment .. .. .	..	3,073			
Overtime and meal allowances .. .. .	..	2,239			
Payments to Post and Telegraph Department .. .. .	..	392			
Printing and stationery .. .. .	..	2,394			
Rent .. .. .	..	1,254			
Transfer and removal expenses .. .. .	..	1,172			
Travelling allowances and expenses .. .. .	..	160			
		1,892			
			120,942		
			£9,588,988		
CAPITAL EXPENDITURE—VOTE, EDUCATION BUILDINGS					
Buildings, Land, Furniture, and Equipment					
Agricultural colleges .. .. .	..	44,077			
Child-welfare institutions .. .. .	..	17,792			
Maori schools .. .. .	..	60,353			
Post-primary schools .. .. .	..	469,790			
Primary schools .. .. .	..	752,393			
Special schools .. .. .	..	9,205			
Technical Correspondence School .. .. .	..	1,140			
Training colleges .. .. .	..	119,923			
University colleges .. .. .	..	175,723			
			1,650,396		
			£1,650,396		
REVENUE RECEIPTS					
Subdivision I—General					
<i>Education Gazette</i> : sales and advertising .. .. .	..	76			
Examination fees .. .. .	..	14,450			
Refund of accounts .. .. .	..	497			
Refund of salaries .. .. .	..	647			
Registration fees .. .. .	..	2			
Sales of books, &c. .. .. .	..	499			
Sale of films .. .. .	..	434			
Sale of vehicle .. .. .	..	155			
Sale of stores .. .. .	..	227			
Sale of tires .. .. .	..	226			
Teachers' Certificate fees .. .. .	..	740			
Vocational guidance fees .. .. .	..	1,000			
			18,953		

STATEMENT OF EXPENDITURE AND RECOVERIES, ETC.—continued

REVENUE RECEIPTS—continued								
Subdivision II—Buildings, Land, Furniture, and Equipment								
Public Revenues Act, 1926, section 133 (Fire Insurance Fund)—						£	£	£
Child welfare	..	..	..	..	..	3,130		
Maori schools	..	..	..	..	..	100		
Post-primary schools	..	..	..	..	..	227		
Primary schools	..	..	..	..	..	516		
Refund of accounts	..	..	..	..	..		3,973	
Rent	..	..	..	..	..		587	
Sale of arts and crafts equipment	..	..	..	..	..		4,848	
Sale of furniture	..	..	..	..	..		1,851	
Sale of general equipment	..	..	..	..	..		62	
Sale of physical-education equipment	..	..	..	..	..		864	
Sale of teaching-aids equipment	..	..	..	..	..		8	
							6,061	18,254
Subdivision III—Primary Education								
Correspondence charges	..	..	..	..	..		3,558	
Education Reserves Act, 1928, sections 23 and 30 (reserves revenue)	..	..	..	..	..		112,603	
Refund of accounts	..	..	..	..	..		451	
Refund of salaries	..	..	..	..	..		3	
Sale of tires	..	..	..	..	..		67	116,682
Subdivision IV—Post-primary Education								
Refund of accounts	..	..	..	..	..		355	
Technical correspondence charges	..	..	..	..	..		571	926
Subdivision V—Higher Education								
Refund of accounts	..	..	..	..	..		30	
Refund of United Kingdom scholarships	..	..	..	..	..		665	695
Subdivision VI—Training of Teachers								
Refund of accounts	..	..	..	..	..		..	780
Subdivision VII—Maori Schools								
Refund of accounts	..	..	..	..	..		66	
Refund of salaries	..	..	..	..	..		52	118
Subdivision VIII—Education of the Blind								
Maintenance fees	..	..	..	..	..		..	496
Subdivision IX—Special Schools								
Maintenance fees	..	..	..	..	..		5,097	
Refund of accounts	..	..	..	..	..		46	
Sale of produce	..	..	..	..	..		1,114	
Sale of stores	..	..	..	..	..		5	
Sundry	..	..	..	..	..		54	6,316

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

REVENUE RECEIPTS — <i>continued</i>								
Subdivision X—Child Welfare						£	£	£
Maintenance fees	..	..	..	..	..	..	21,123	
Interest	..	..	..	..	..	..	21	
Refund of accounts	..	..	..	..	..	..	380	
Refund of advances	..	..	..	..	..	..	9,139	
Refund of salaries	..	..	..	..	..	..	42	
Refund of tires	..	..	..	..	..	..	13	
Sale of produce	..	..	..	..	..	..	1,679	
Sale of stores	..	..	..	..	..	..	33	
Sundry	..	..	..	..	..	..	148	
Board	..	..	..	..	..	..	769	
Subdivision XI—Miscellaneous Grants								33,347
Refund of accounts	..	..	..	..	..	..	..	23
Subdivision XII—National Library Service								
Refund of accounts	..	..	..	..	..	..	277	
Refund of salaries	..	..	..	..	..	..	25	
Sale of books, &c.	..	..	..	..	..	..	31	
Sale of catalogues	..	..	..	..	..	..	47	
School levies	..	..	..	..	..	..	2,324	
Subscriptions	..	..	..	..	..	..	3,349	
Sundry	..	..	..	..	..	..	1	
								6,054
								£202,644
CAPITAL RECEIPTS								
Refund of accounts	..	..	..	..	..	..	2,652	
Repayment of loans	..	..	..	..	..	..	3,323	
Sale of general equipment	..	..	..	..	..	..	959	
Sale of land and buildings	..	..	..	..	..	..	14,137	
								£21,071

SUMMARY OF EXPENDITURE AND RECOVERIES

					Expenditure.	Recoveries.
					£	£
Vote, Education (see details above)—						
Subdivision	I—General	..	..	..	1,067,492	18,953
"	II—Buildings, Land, Furniture, and Equipment	..	..	..	609,536	18,254
"	III—Primary Education	..	..	..	4,070,993	116,682
"	IV—Post-primary Education	..	..	..	1,737,723	926
"	V—Higher Education	..	..	..	659,941	695
"	VI—Training of Teachers	..	..	..	522,212	780
"	VII—Maori Schools	..	..	..	256,576	118
"	VIII—Education of the Blind	..	..	..	12,936	496
"	IX—Special Schools	..	..	..	66,223	6,316
"	X—Child Welfare	..	..	..	372,518	33,347
"	XI—Miscellaneous Grants	..	..	..	91,896	23
"	XII—National Library Service	..	..	..	120,942	6,054
Vote Education Buildings (see details above)					9,588,988	202,644
Education Reserves Act, 1928, sections 23 and 30 (secondary- education reserves revenue)					1,650,396	21,071
					13,889	6,542
					<u>£11,253,273</u>	<u>£230,237</u>
Net expenditure					<u>£11,023,016</u>	

Additional amounts are available from revenue from reserves vested in post-primary schools and University colleges as follows:—

					£
	Post-primary schools	48,900
	University colleges	16,700
					<u>£65,600</u>

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