

1950
NEW ZEALAND

EDUCATION:
PRIMARY AND POST-PRIMARY EDUCATION

[In continuation of E-2 of 1949]

*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 1949

SIR,—

I have the honour to present my report for the year ended 31st December, 1949—

Consideration of what has been done over the past year falls under four main heads, viz.—

- I. The Curriculum, including publications and equipment.
- II. Buildings.
- III. The Supply and Training of Teachers.
- IV. The Work of the Schools.

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I. THE CURRICULUM

Work on the revision of the curriculum proceeded during 1949. Reports on three subjects—handcraft, homecraft, and handwriting—were submitted to the Education Department by revision committees, on which teachers and Department were represented. Those on handcraft and homecraft, along with reports previously received on music and on art and crafts, were circulated to teachers for comment through *National Education*. The report on handwriting will be published early in 1950. The curriculum as a whole has now come under review, and it remains for the syllabuses to be consolidated and reissued. The process of revision has taken time, but I am sure that the procedure whereby the teachers have had a share in the work will be justified by results in the class-room.

Text-books.—As an outcome of recommendations made by a committee set up to revise the syllabus in reading in infant classes, it was decided to issue a new series of infant readers. The Department purchased seven readers based on the texts of a series published in England but specially adapted for New Zealand children. A teachers' manual prepared in the Education Department is to accompany the series. The readers are to be supplied free to schools, and the first group of books will reach the Dominion early in 1950. I feel sure that these new readers, which are attractively produced and scientifically prepared, will do much to help the teachers and pupils in the vital early stages of reading.

The text-book in English for Form I—one of the series written expressly to cover the revised syllabus—was put into the schools during the year. Distribution of the Form II English text will begin early in 1950. Reprints of arithmetic text-books for Standards 3 and 4 were also issued to schools. Revision of the whole series of arithmetic texts, in the light of their use in the schools over the past few years, was begun.

To help teachers in working with the revised syllabuses, the publication of primary-school bulletins was begun. The aim is to provide material, particularly about New Zealand, that is not available elsewhere in a form suitable for primary-school children. The three bulletins issued during the year were entitled "Houses to Live In," "Towns to Live In," and "The Dairy Farm."

Other Aids.—As an aid to teachers and pupils in covering New Zealand geography topics, the regular distribution of photographs, each 23 in. by 20 in., and reproduced on card, was begun. The photographs show New Zealanders at work and characteristic features of the New Zealand landscape. Seventy of these photographs were issued during the year.

Demands on the services of the National Film Library have greatly increased. Over six hundred schools are registered with the Library, and the number will increase as more schools obtain projectors, the purchase of which is subsidized. Ten new film strips on New Zealand topics were produced during the year, and a steady supply is being received from overseas.

Art and Crafts.—The art and crafts scheme was introduced through special courses to schools in the following areas: Featherston, Carterton, Martinborough, Ward, Murchison, Inangahua Junction, Reefton, Westport, Granity, Dannevirke, Waipukurau, and Havelock.

Considerable progress has been made by the two specialist teachers working in the Maori schools on the East Coast, and a firm basis has been established on which the Department is now building a scheme of work suitable for Maori schools.

During the year exhibitions of children's art and crafts work were held in city and country centres. An Auckland exhibition drew the record attendance of 22,000 people during a three-week period, and other exhibitions at Hamilton, Stratford, Wellington, and Blenheim were all well patronized. The New Zealand Child Art Exhibition was shown this year in the Wanganui Education Board area. It was exhibited at Wanganui, Palmerston North, and Feilding, and was enthusiastically received by pupils, teachers, and the general public alike. These exhibitions are evidence of the rapid growth and the quality of art and crafts in the primary schools throughout New Zealand.

Physical Education.—Under the present plan to have all primary and district high schools equipped by the end of 1950, further issues of balls, mats, benches, vaulting-stools, and boxes were made. This will permit a fuller application of the syllabus.

The third-year specialist course was resumed at Dunedin Training College with twelve students. These students, along with Diploma students from the Otago School of Physical Education, will help to meet the shortage of specialist staff which the service suffered last year. The Department's film, "Learn to Swim," was remade completely during the year, and was used extensively in the "Learn to Swim" campaigns conducted in schools throughout the country during the summer months. Two teachers of physical education attended the Gymnastic Festival in Stockholm (The Lingiad) and the Congress

on Physical Education for Girls and Women held in Copenhagen. One addressed the Congress on "Physical Education in New Zealand Schools," and the other was chairman of one of the major sessions. The Lingiad and the Congress were attended by representatives from over fifty different countries, and the experience gained by the two New Zealand representatives should be of great benefit to our work.

II. BUILDINGS

The most important task of the school-building programme has been the provision of class-rooms to meet the rise in the school population. Building plans have to take into account not only the fact that the school population has already risen from 210,320 in 1940 to 247,600 in 1949: it is expected that primary-school rolls will total about 300,000 in 1954.

Several new class-room blocks were completed during the year. Largest among them was a group of thirteen rooms built at Papatotē West School, in the Auckland District. Nine new class-rooms were built at Marton (Wanganui District), and six at Wairakei Road (Canterbury). Among major works in progress mention may be made of two large new schools (Rata Street and Naenae) in the Hutt Valley. Plans are being prepared for intermediate schools in Auckland, New Plymouth, Hastings, Christchurch, and Dunedin.

III. THE SUPPLY AND TRAINING OF TEACHERS

The effects of the rapid increase in births since 1940 on the supply of teachers in the last few years were surveyed in my report for the year 1948. The problems of present shortage and future supply, which are accentuated by abnormally high resignations in the years after the last war, and by the movement of primary-school teachers to post-primary schools and to specialist education services, were fully discussed at a Dominion Conference in April, 1949, at which Education Boards, the training colleges, the New Zealand Educational Institute, and the Department were represented. Careful investigation of the supply position led to the conclusion that immediate action was necessary to cope with the existing shortage.

To avoid unduly disturbing the regular course of training of students, a number of probationary assistants were selected for certification between June and October—that is, before they had completed their probationary year. This measure made available 178 certificated teachers who applied for permanent positions during the second and third terms.

Among other measures taken was the continued employment of superannuitants and of married women as relieving teachers. Moreover, the decision previously made not to deduct married salary from the salaries of male teachers whose wives were thus employed was continued in 1949. An experiment was also made with the employment of part-time teachers. Furthermore, it was decided to discourage long periods of leave, and the total number of teachers on leave for any purpose decreased by one-third between September, 1948, and September, 1949. By these means the number of vacant positions was kept at a minimum, but the high proportion of relieving teachers and the difficulties experienced by Education Boards in keeping all schools adequately staffed continue to be a matter for concern.

As regards less immediate measures, it was possible, by using to the full all available accommodation at the five training colleges, to increase the number of admissions by a further 175 to 1,225 students. Before the beginning of the third term, arrangements had been completed for a special one-year training course designed to increase the number of trainees by inviting applications from persons over twenty-one years of age. Selection committees chose, from nearly a thousand applicants, three hundred students to undergo the special course. Details of the shortened course were worked out at a conference of principals of the training colleges and officers of the Department. The additional burden of increased numbers of students was shouldered by the training college principals and their staffs, whose co-operation in meeting a difficult situation I greatly appreciate.

The in-service training of teachers was continued by refresher courses, organized by the Teachers' Refresher Course Committee. In January, 1949, courses for Grade II and Grade III sole-charge and head teachers, for primary and intermediate school assistants, and for art and crafts specialists were held.

Three special courses, each of a week's duration, were arranged at Wallis House, Lower Hutt. Each group of twenty, comprising senior headmasters and officers of the Department, discussed various aspects of primary education, including basic aims and their application in school organization and class-room practice. These courses followed a similar series of three in which Inspectors of Schools had participated. The discussions were of great value. They were extended further afield by the visit to the Dominion at the invitation of the Government, in conjunction with the New Education Fellowship, of Mr. James Hemming, Research Officer of the Association for Education in Citizenship, Great Britain. Mr. Hemming visited various parts of the country and initiated discussion with groups of headmasters, principally on human relations in school and class-room.

Two other overseas visitors to New Zealand contributed very valuable assistance in special aspects of the curriculum. Miss L. de Rusette was an inspiration to teachers of infants in her demonstrations of percussion band music. Dr. E. L. Palmer, Professor of Rural Education at Cornell University, United States of America, gave to Parent-Teacher Associations and to city and country teachers lectures and demonstrations which will prove a stimulus to the teaching of nature-study in this country. At Auckland and Wellington, at which were assembled the district agricultural instructors and the training college lecturers in nature-study, he conducted courses each of a week's duration. These courses were of immense value at the particular moment when new science and nature-study syllabuses had been introduced into the schools.

The Consultative Committee on the Training of Teachers, which was set up by the Minister of Education in November, 1948, began its sessions early in 1949. The Committee took oral evidence in the four main centres and visited the five training colleges. It is expected that the Committee will complete its deliberations and bring down its report in 1950.

IV. THE WORK OF THE SCHOOLS

These comments on the work of the primary schools are taken from the annual reports of the Senior Inspectors of the various Education Board districts:—

I. STANDARDS OF WORK

Basic Skills.—In written expression pupils are being systematically taught to write a plain thing in a plain way—accurately, and with reference to real-life situations. The formal aspects of language as the tool of thought are carefully treated and the need for care and accuracy in spelling continues to be stressed. Oral expression is coming to be recognized as the pivotal point round which work in all subjects revolves, and reading, from the practical activities of the infant-room to the intensive treatment of comprehension in the upper classes, shows steady progress. There is still a need for improvement in writing, but a gradual improvement is resulting from the emphasis which has been placed on free-arm and rhythmical methods.

We are unanimously of opinion that a general improvement of standards in the fundamental subjects is apparent throughout the whole educational district and embracing all types of schools, both city and rural.

We are pleased, too, to note the increased attention being paid to accuracy in detail and care and neatness in the setting out of written work.

Diagnosis in Arithmetic.—A sub-committee of headmasters convened by an Inspector conducted a diagnostic arithmetic investigation in the four fundamental rules, using Schonell's Diagnostic Tests. Four thousand five hundred children in Standards 2, 3, 4, and Form I were tested. Based on the frequency of error, the 100 possible combinations of addition, subtraction, multiplication, and division were each arranged in decreasing order of difficulty. Norms of accuracy and speed for various ages and similar approximate norms for standards were calculated. In the schools tested, teachers were supplied with a sheet for each child, showing his individual errors in each operation, together with a comparison between his accuracy and speed and that of the norms found by Schonell. The "order-of-difficulty" tables were circulated to teachers early in the year, and the norms as found by the inquiry are ready for circulation. The tables are proving particularly useful, in that teachers have a valuable guide to the combinations in which most practice must be given to ensure that they be

thoroughly known. By rearranging the order of the combinations teachers can use the tables again and again to diagnose difficulties. Many teachers are already doing so, with resultant definite improvement. Diagnosis is an integral part of method in teaching skills, and it is hoped that more and more use will be made of it as a basis for scientific teaching not only in arithmetic, but also in other subjects which lend themselves to the use of this principle.

2. INTERESTING DEVELOPMENTS

Group Methods.—We have urged on teachers the importance of increased pupil participation in the learning process, and the necessity for adjusting the work of the school to meet the needs and capacities of the pupils. With these principles in mind, several teachers have modified considerably their usual class-room techniques.

A Grade V school carried out comprehensive experiments in group methods of learning. Beginnings were made with arithmetic, and the early successes here led to the plan being carried over into other aspects of school work. While it is impossible to measure the extent to which such methods assisted towards the child's all-round development, there is little doubt that there were considerable gains in interest, confidence, initiative, and co-operation. Quite striking results, however, were apparent in the acquisition of skills, the children so taught achieving higher scores in mental arithmetic than any of the tested groups instructed by class methods.

Education of Bright Children.—By adjustment of organization and adaptation of both curriculum and method, a successful attempt was made in certain selected schools to provide a more satisfactory programme suitable for the education of children of superior intelligence. The teachers concerned entered whole-heartedly into the experiment and, as the year progressed, a pleasing development was noted both in the understanding of the problem and also in the ability to devise activities specially suitable.

We have co-operated fully with the Committee of Inspectors from the various districts set up to inquire into the education of the gifted child. One Inspector was freed to initiate investigation along the lines suggested by this Committee. The aim of the investigation is "to see that gifted pupils are working to capacity along the lines of an enriched rather than of a merely accelerated programme." The headmasters of an intermediate school, a large mixed city school, a large contributing, and a small two-teacher school agreed to co-operate. These investigations were along two main lines: (a) organization of school or class to allow the children of higher intelligence to develop the subject-matter further after they have completed the programme of their particular class, and (b) to inquire how the programme can best be expanded for these pupils. A report has been made to the Central Committee, and the investigations will be continued next year.

A Form II teacher at an intermediate school first organized his work so that the core requirements were completed in the early part of the year. The children were then given opportunities to do more advanced work, to follow out individual interests, and in general to participate in a much fuller programme of studies than had previously been followed. The results were sufficient to show that we have as yet barely touched the fringe of what might be done with these "superior" children, and emphasize that the schools must take more active steps to provide opportunities for their fullest development.

3. TEACHERS AND INSPECTORS CONFER

Committees.—An interesting and progressive development which has taken place during the year has been the setting-up of consultative committees, consisting of head teachers and Inspectors, in the main centres. Four sub-committees have been set up to consider educational questions of general interest, such as "The Intermediate School" and "The Training of Probationary Assistants." These sub-committees will later report back to the general committee, when full discussion will take place and recommendations will be formulated.

An experimental activity among rural schools has been the setting-up of a teachers' study group, the principal aim of which is to further co-operation among neighbouring schools. About twice each term the teachers from the ten schools in this area meet with an Inspector at a centrally situated school to study and discuss class-room procedures.

4. LIBRARIES

A regular flow of library books is reaching the schools, and keenness in general reading is steadily mounting. The books supplied under the Board's library scheme are supplemented by the issues from the National Library, which maintains the usual high standard. Nearly all the schools in the area obtain books from the National Library Service, which, during the year, was extended to cover, through the Wellington Municipal Library, the city schools. The "request service," instituted by the National Library Service, offers a very valuable source of extra reference books, but it is not yet being used to the fullest advantage.

In the schools a greater interest in books and reading is noted at each visit. In most schools, reading-tables have been set up, and the books are displayed so that it is possible to develop "library situations." Teachers have also been encouraged to put into operation comprehensive reading plans through which all aspects of reading are treated. In social studies, we find that many teachers have developed an index and catalogue system for easy and quick reference and for teaching pupils how to use the reference section of public libraries.

PARENT-TEACHER ASSOCIATIONS

This movement continues to flourish. We believe that the school can function effectively only when it works in the closest harmony with the parents. While this is always true, it is particularly so in times of changing educational values. Parents quite naturally tend to question practices which differ from those they themselves experienced at school, and which they therefore do not understand, and this may lead them to under-rate the newer values as well as the schools that foster them. It becomes the function, therefore, of the school to ensure that these newer aims and methods are understood, and the most effective way of securing this end is through the Home and School Association Movement.

GRADING OF TEACHERS

The first general grading under the Education (Grading of Public School Teachers) Regulations 1948 was made on 1st February, 1949. The biennial increases of all teachers were, owing to the abolition of service marks, two marks less than under the old system. Before the general grading took place, the new regulations and the changes they had made in the system of grading were discussed at several conferences of Senior Inspectors. The aim of these discussions was to ensure uniformity of grading among the various groups of Inspectors.

PRE-SCHOOL EDUCATION

Four new Free Kindergarten Associations were affiliated with the New Zealand Free Kindergarten Union during the year, and 11 new kindergartens were established, making a total of 20 associations and 95 kindergartens. In addition to the children on the morning roll, all kindergartens are now admitting a group of children for kindergarten experience on two afternoons a week. During the year the Government adopted the principle of meeting in full the cost of sites and buildings for free kindergarten training centres.

The greatest difficulty facing those districts wishing to provide free kindergartens for their children is the shortage of trained teachers. There were 134 students in training at the end of the year, of whom 63 gained the Kindergarten Diploma. To meet the urgent need for trained staff, the number of student grants for 1950 was increased to 175.

The four Nursery Play Centre Associations have been very active in improving the standard of equipment in the centres, improving the quality of the supervision, and establishing more intensive training courses for Supervisors. There are now 52 active nursery play centres.

CORRESPONDENCE SCHOOL

The peak roll of the Correspondence School in the winter term again exceeded 5,000 students, of whom approximately 600 were in the primers and 1,200 in the standard classes; 900 were full-time and the remainder part-time post-primary students. Ten per cent. of the total roll comprises pupils suffering from spastic paralysis, epilepsy, diabetes, and other physical disabilities.

Six permanent visiting teachers are engaged in travelling from home to home in various parts of the Dominion counselling and helping pupils and parents in their work.

Residential schools held at Otaki and Palmerston North (Massey Agricultural College) during the year were attended by 100 boys. These schools proved highly successful.

EDUCATION OF HANDICAPPED CHILDREN

Extension of existing services for children who are physically handicapped was made along two lines. Two classes for partially-sighted children were established, one in Wellington and one in Christchurch. The class-rooms have special equipment, and the Wellington teacher spent a short period in Australia studying a class already in

operation there. A day school for cerebral-palsied children has been opened in Christchurch, a class has been attached to George Street School, Dunedin, and another class, housed in the Correspondence School building until suitable premises are made available, has been set up in Wellington. In equipping and organizing the work of these schools the Department has the co-operation of the Health Department and the Crippled Children Society.

THE INSPECTORATE

At the end of the year my colleague in Head Office, Mr. C. Robertson, Senior Inspector of Schools, retired on superannuation. In September, Mr. H. D. Prichard, Senior Inspector, Canterbury, retired after twenty years of service as an Inspector of Schools. I should like to record my appreciation of the loyal and efficient service they gave during the years they were in the inspectorate. It is with regret that I record the deaths of Mr. R. W. D. Maxwell, Senior Inspector of Schools, Dunedin, and Mr. G. H. Percy, Inspector of Schools, Auckland.

New appointees to the inspectorate during the year were Messrs. H. W. Findlay, W. S. Hormann, R. L. McNabb, J. W. Martin, B. M. Pinder, W. H. Scott, and E. J. Watts.

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. G. V. WILD) FOR THE YEAR 1949

SIR,—

I have the honour to present my report for the year 1949.

Though there have been no marked changes during the year, steady progress has been made in some activities that first came under notice within the last few years. Refresher courses, for example, have been very well attended and have undoubtedly demonstrated their great value in providing an opportunity for the inter-change of ideas and information. The short training courses for part-time teachers have been continued and have proved outstandingly successful. The introduction of compulsory day or evening classes for apprentices has created a big demand for part-time teachers from industry, and these instructors are naturally somewhat inexperienced in the art of teaching. It has therefore been gratifying to find them so keen that they are prepared to give up two or three days for an intensive course of training. Most instructors in motor engineering have now had a course, and plumbing instructors from all parts of New Zealand have also attended a short course in Petone. These courses were necessary and they have been successful beyond expectation.

The value of our recently introduced training schemes for teachers of woodwork, metalwork, homecraft, and commercial work has been emphasized by the readiness with which the trainees have found employment on the completion of their period of training. No fewer than 73 carefully selected woodworkers have been trained in the last four years, and there are positions for all of them. We would undoubtedly have had difficulty in filling these vacancies if there had been no training scheme. It is not yet possible to fill all homecraft positions; the shortage here is so serious that it is necessary to consider extending the training facilities.

The New Zealand Trades Certification Board has had regular meetings during the year and has made much progress in co-ordinating its work with that of some existing Boards and in preparing examination prescriptions for other trades. The examinations for motor mechanics were conducted jointly with the Motor Trade Certification Board, the arrangements being made through the Department.

The decentralization of the post-primary inspectorate was carried a stage further during the year, and as from the beginning of 1950 the South Island group of Inspectors has its headquarters in Christchurch, and its members are domiciled there.

SCHOOLS AND SCHOOL ROLLS

During the year, Morrinsville District High School was disestablished and Morrinsville College took its place. New district high schools were established at Coromandel and Kawhia and a new Maori district high school at Tokomaru Bay. There was one addition, the Seventh Day Adventist School, Auckland, to the list of registered schools.

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

Rolls of Post-primary Schools, 1st March

—	1945.	1946.	1947.	1948.	1949.
Secondary schools ..	20,042 (39)	20,255 (40)	20,242 (40)	19,972 (40)	20,607 (40)
Technical schools ..	14,295 (23)	14,943 (25)	15,862 (28)	15,096 (28)	15,487 (28)
Combined schools ..	3,843 (7)	3,839 (7)	3,869 (7)	3,828 (7)	3,933 (7)
Secondary departments of district high schools	8,708 (104)	8,375 (103)	8,329 (107)	8,642 (108)	9,110 (111)
Registered private post-primary schools (including two endowed schools)	9,146 (75)	9,623 (80)	10,163 (82)	9,977 (83)	10,452 (84)
Totals ..	56,034	57,035	58,465	57,515	59,589

The figures for Morrinsville College are included in the district high school numbers as the change did not take place till late in the year.

EDUCATIONAL DEVELOPMENTS

The influence of the University on the curriculum of post-primary schools has always been considerable, and eventually became oppressive. The development of the School Certificate Examination, the introduction of accrediting, and the elimination of compulsory subjects for University Entrance have been powerful agents in freeing the schools from domination of their curricula by University requirements. The influence of the University is, however, still felt strongly, and changes in University regulations have to be closely considered by the schools. For the year 1950 the University Entrance Statute will be changed. Hitherto the student, if he has not been accredited, has been required to sit in three subjects at the University Entrance level, and two others at the School Certificate level. From 1950 he will be required to take four subjects at the University Entrance level. It is already quite clear that accrediting does not free the schools from the need to prepare students for the examination. That duty will be a more exacting one now that four subjects are required. It is not a duty that will weigh heavily on the larger post-primary schools; but it is a very difficult one for the smaller district high schools to carry out. It was our intention to meet that situation by granting secondary school bursaries to district high school students who have passed School Certificate and

desire to carry on to Matriculation. The bursary takes them to a larger school which has a stronger Sixth Form staff. It was, perhaps, natural that some students would prefer to remain at home and struggle towards Matriculation under difficulties ; it was to be expected that some teachers in district high schools would be prepared to undertake an added burden in order to retain the senior pupils in their schools ; but it was not anticipated that many of the students would in any case be unable to avail themselves of the bursaries because of shortage of accommodation in school hostels. That, however, is often the case, though all authorities controlling hostels have been asked to give priority to applications from district high school pupils. They are doing this as far as they can, and many such pupils have gone forward to the bigger school ; but for one reason or another there are still many left in the district high schools. Because of the limited staffing of such schools, we are using the services of the Correspondence School for some subjects taken only by a few pupils in the school.

The University has also given notice of its intention to require students for the University Entrance Scholarship Examination to take five subjects from a revised list. This move has already brought some protests ; but it also received powerful support because it will tend to ensure that the student going to the University after a second year in the Sixth Form will have a broader basis on which to build his specialist University course. This decision of the University will also have the inevitable effect of modifying some Sixth Form courses.

Another development within the University is at the moment the cause of much greater concern in the schools. The University colleges affiliated to the University of New Zealand have been given in recent years an increasing measure of control over the subjects they teach and the courses they require students to follow. The point has now been reached where it appears that different courses for a degree in arts or science may be required by the four University colleges, including requirements that are not foreshadowed in the Statutes of the University itself. There is evidence, for example, that in one or two of the colleges a degree in arts must include a foreign language unit. The effect on the schools may be much the same as if a foreign language unit were required in University Entrance—a requirement from which we escaped only a few years ago. Developments will be watched with great interest, and no little concern ; for New Zealand is a country with a fairly fluid population, and a student who has gained his University Entrance qualification may find it convenient to carry out his University studies in any one of the four main colleges, or indeed, in more than one of them. When the University of New Zealand laid down the requirements for a degree, this was no handicap ; but if the four colleges are to have different requirements, then the lot of the student will be unhappy. The principal of a school in the Auckland district will feel impelled to develop courses which lead towards a degree in the Auckland University College ; but he may also have to keep an eye on the degree course in Victoria University College because so many of his students will migrate to Wellington for employment. There is already a large measure of specialization in the University colleges, for example, in medicine, engineering, home science, architecture, and agriculture. Each of these faculties has obvious requirements that the schools can meet easily enough if the student stays at school for a year after passing University Entrance ; but the introduction of varying requirements in faculties that are found in all four colleges may easily lead to confusion. It is obvious that the colleges realize some of the difficulties and are prepared to meet them ; but the schools must undoubtedly watch these developments very carefully over the next few years.

EDUCATIONAL DEVELOPMENTS IN TECHNICAL SCHOOLS

The greatest development during the year has been in apprentice training. Classes have been organized in many centres in motor engineering and in plumbing, and a start has also been made with classes in the furniture trades. It is possible that classes in carpentry and joinery and in electrical practice will commence in the near future. All these classes, amounting in the aggregate to a considerable number, are pressing heavily on the available space. Technical schools have always been economically used, inasmuch as they are occupied all day and in the evening. In several cases they are also used in the late afternoon as well as in the evening and on Saturday mornings, and the workshops have very little rest.

A difficulty with which the schools have had to contend is the varied requirements of the apprenticeship orders in regard to daylight training. The commonest requirement is perhaps half a day a week, but on occasions a day a fortnight is suggested, and other variations ranging up to two or three weeks at a time. Sometimes the order stipulates day training; sometimes training at evening classes; sometimes both; and in at least one case it is a requirement that the school work shall be done on Saturday mornings. There is thus added to the difficulty of finding rooms and equipment in schools already taxed, and of finding part-time staff at odd hours or of devising means of employing full-time teachers, the real problem of organizing a school to meet a variety of intermittent demands. Principals and staffs have responded with commendable spirit to these many and varied tasks and have successfully met the first stages of the new challenge of daylight training.

The increased use of technical schools for daylight training of apprentices and for the training of professional engineers brings appreciably nearer the time when the junior school must be reduced in order to make room for these new and supremely important activities. Junior pupils must, of course, be accommodated elsewhere, and that is no easy problem to solve. The ultimate objective of a limited number of senior technical schools gradually assuming the character of technological institutions is still a few years ahead.

THE INSPECTORATE

The full team of post-primary Inspectors is now divided into three districts, and each district is complete and self-contained. The Auckland district has one more Inspector than each of the other two districts, as the Senior Inspector in Auckland is called upon to do a very great deal of administrative work, which is done for the other districts by the Head Office staff. The teams include Inspectors of Homecraft, Woodwork, and Engineering, and are therefore able to deal with the many developments of practical work in schools of all types and with apprentice training. The close association of a group of Inspectors with a limited number of schools in a compact geographical area has been to the very great advantage both of the schools and of the Inspectors.

Apart from the routine work of school inspection, and the grading of teachers, Inspectors have been called on to carry out many duties concerned with education in the trades and professions. Thus Inspectors were on the committees set up to investigate the Technological Examinations and the education and training of professional engineers. They are members of various permanent Boards and committees, such as the New Zealand Trades Certification Board, the Motor Trade Certification Board, and the Plumbers' Board, and a variety of local and Dominion Apprenticeship Committees. In this way, useful contacts are maintained with the educational problems of industry. Inspectors are also on the Board of Moderators for University examinations affecting schools, and on the Entrance Board of the University.

CURRICULUM AND STANDARDS

During the last two years a considerable amount of thought and attention has been given to the curriculum for the short-course pupils. We have realized that a large number of pupils have come on to post-primary schools who in earlier years completed their schooling at the primary stage. We have therefore been faced with a situation different from that which has been the particular problem of secondary schools in the past. Many of these additional pupils stay for a short time, though there is a growing tendency for them to stay at least for two years, as this is now regarded as a minimum standard of education for those entering many trades. It seems clear that these short-course pupils cannot be satisfied with just the elementary parts of the curriculum that has been specially designed for pupils who are staying at school to pass School Certificate or University Entrance. Much time has therefore been spent in discovering a new approach to the subjects which are common to everyone. The introduction of the "common core" has been a great help in this regard, for the basic education of short-course pupils is a development of the "common core" with emphasis on English and elementary mathematics, together with some practical subjects in which the pupils are particularly interested. In rural centres a very large percentage of the short-course pupils return to their homes in the country and secure employment on farms or in their homes. Particular attention has therefore been given to the development of a suitable curriculum for them. The introduction of horticulture as a School Certificate option has proved helpful, for it can be included as a development of the "common core" and is very relevant to the future occupation of both boys and girls. The various aspects of homecraft have also been developed for girls, and attention is being paid to a sound course of practical work for boys based on gardening and rural crafts. While we have short-course pupils—that is, while pupils leave school when they reach the school-leaving age or as soon thereafter as possible—we cannot hope to do much more than round off their general education and give them some inkling of the fields of study that lie beyond.

It is not a very easy matter to assess the standard of work from year to year in a wide variety of schools and subjects. Of one thing, however, the Inspectors are positive—the standard of work in the Sixth Form has never been higher and the attitude of pupils who reach the Sixth Form is, in general, very good indeed. In some subjects, particularly those with a mathematical basis, the standard of work in the Sixth Form is very high, and may even be regarded as unnecessarily high if mathematics is to be kept at about the same level as other subjects. Students who have taken mathematics to scholarship level are exempt in at least one college from lectures at Stage I, and it is proposed that they should be permitted to proceed direct to Stage II. In this regard, therefore, mathematics in the post-primary school has advanced beyond the requirements of the University; but this is not the case in other subjects.

In general, I am satisfied that the standards of work have been well maintained. There are many teachers who are doing excellent experimental work in such subjects as social studies and elementary mathematics, and have proved that these subjects can be exacting disciplines and of cultural significance. In English there has been a very considerable development of library work, and I think it is not unreasonable to say that children have to-day a much wider knowledge of English literature than their elders had at their age in the past. The introduction of music has been attended in many cases with splendid results. The development of broadcasting has, of course, had a tremendous effect on musical taste, and the schools have not been slow to make use of those improved standards to develop music amongst their own pupils.

It is always a pleasure to visit district high schools, to see the conscientious work and the enthusiasm of teachers and the very friendly attitude of the pupils who, though they miss some of the facilities provided for students in larger schools, have of necessity to learn to work with a minimum of class teaching, and gain in self-reliance and in habits of study. These schools do very well to School Certificate standard. They cannot be expected to provide for Sixth Form pupils, except in a few cases among larger schools, and, in fact, their teachers are usually content to concentrate on work up to Form V. Some provision is made for short-course pupils in woodwork and homecrafts ; but I believe that a good deal more remains to be done for those pupils who return to country pursuits after about two years in the secondary department. We shall help in the near future by issuing a bulletin on suitable practical work in the garden and on the farm, but these schools lack the specialist staff, which we are as yet unable to supply.

One difficulty confronting district high schools and the smaller rural post-primary schools is the provision of staff. There are now some 2,500 post-primary teachers, of whom 1,500 are men and only 1,000 are women. The total number of teachers is, even now, insufficient for our needs, for some schools, particularly district high schools in the North, are understaffed or have a badly balanced staff. It is necessary to employ teachers who are not adequately qualified, and the outlook for the future, with a school population increasing at such a rate, is not bright. There is a great need of fully qualified women teachers in post-primary schools and no lessening in the demand for men.

THE CORRESPONDENCE SCHOOL

In 1949, enrolments were well maintained. The total post-primary roll on 31st May was 3,368, of whom 703 were full-time and 2,665 part-time (mainly students in employment). Many of these, though classified as part-time, were doing full courses. The post-primary full-time pupils were classified under the four sections : Academic, Commercial, Country Life, and Home Life. Part-time pupils were in these sections also, but many belonged to special groups as follows :—

District high school pupils	..	..	..	280
Maori school assistants	..	..	..	51
Army personnel	..	..	..	110
Public Service temporaries	..	..	..	193
Public Service senior	..	..	..	293
Post Office students	..	..	..	479

The full-time and part-time enrolments in the main courses were as follows : —

Course.			Full-time.	Part-time.
Academic	..	..	153	596
Commercial	..	..	139	179
Country Life	..	..	166	227
Home Life	..	..	245	257

The staff for the post-primary division consisted of 92 teachers. The pupils are prepared for the usual public examinations, including School Certificate, University Entrance, Teachers' "C" Certificate, Handicraft Teachers' Certificate, Government departmental examinations, Chamber of Commerce, Engineering Common Preliminary Examination.

The following are some of the passes recorded for 1949 :—

School Certificate	..	..	..	{ 34 full passes. 3 completions.
University Entrance	..	..	..	{ (a) By accrediting, 18. (b) By examination, 21.
Diploma in Fine Arts (preliminary)	..	..	..	3.
" C " Certificate	..	..	..	{ 35 completed the examination. 226 obtained partial passes.
Public Service Senior	..	..	..	46.
Public Service temporaries	..	..	..	{ 35 completed. 31 partial passes.
Post Office students	..	..	..	{ 199 completed. 136 partial passes.

District high school pupils taking one or more subjects by correspondence :—

University Entrance	..	..	..	..	10 passes.
School Certificate	..	..	..	..	43 passes.

A residential school for post-primary boys was held at Massey College from 2nd to 30th November. It was attended by 60 boys from Forms III to VI with 8 teachers in residence. Other teachers and departmental instructors visited the school periodically. Formal instruction was interspersed with visits to places of interest, including a trip to Wellington. From all points of view, but perhaps more particularly from the social angle, the experiment was an outstanding success.

TECHNICAL CORRESPONDENCE SCHOOL

The Technical Correspondence School has continued to develop and has outgrown the temporary premises in which it is accommodated. At 30th November, 1949, the roll was 933 and the total staff 22 (14 teachers and 8 clerical workers). The number of sets of work received from students during the 1949 session was 75 per cent. higher than in 1948 and more than double the number for 1947. Approximately 45 per cent. of the roll consists of trade apprentices ; the remainder is made up of students of engineering, surveying, textiles, agriculture, and horticulture. The recently instituted textile courses began with an enrolment of over 50. The preparation of courses in dairy manufactures to cover the requirements of the Dairy-factory Managers' Registration Examination has been authorized. The stimulus given to trade education by the organizing work of the Commissioner of Apprenticeship and his staff, the setting-up of national Apprenticeship Committees, and the instituting of new examinations by the New Zealand Trades Certification Board have caused increased demands to be made on the School, which has an obligation to provide for the needs of country apprentices.

Over 150 students were successful at public examinations in 1949. Of 82 candidates presented for various stages of the Certification Board examinations in motor engineering, 57 passed, the percentage of passes (70 per cent.) being appreciably higher than the New Zealand average. Sixty-nine students gained successes in the examinations of the New Zealand Survey Board, the majority of them passing in three, four, or five subjects. Smaller numbers were successful in subjects of departmental examinations for survey draughtsmen and computers, or passed the Electrical Wiremen's Registration Examination or the Plumbers' Board Examination. Ten apprentices of the State Hydro-electric Department who were enrolled with the School passed the preliminary or the intermediate technological examination for electrical fitters.

THE SCHOOL CERTIFICATE EXAMINATION

Figures quoted below show that the School Certificate Examination has come to play an important part in the life of our schools. The number of candidates will continue to increase with the inevitable increase of the post-primary school population. The

examination has served a very useful purpose in diverting the thoughts of pupils and teachers towards other than the fairly narrow range of former examination subjects. The increasing number of candidates is throwing an ever-greater burden on the Department, which must arrange for the examination of great numbers of candidates in a wide range of subjects in many centres, and which is expected to produce a pass list as early as possible in the New Year. The whole examination procedure, from the Department's point of view, is a remarkable piece of detailed organization.

The numbers of candidates for the examination in 1948 and 1949 are given below :—

A. *Subjects Closely Associated with Core Syllabus—*

	1948.	1949.
English	8,369	8,846
History	4,721	4,838
Geography	4,769	5,279
Mathematics	3,920	4,087
General science	1,747	1,899

B. *Fine Arts Subjects—*

Drawing and design	982	1,003
Music	197	244
Embroidery	49	39

C. *Science Subjects—*

Applied mechanics	255	255
Biology	1,579	1,896
Chemistry	2,737	2,636
Electricity and magnetism	621	668
Heat, light, and sound	132	138
Physiology and hygiene (in 1949, human biology)	360	456

D. *Agricultural Subjects—*

General agriculture	307	311
Animal husbandry	117	109
Dairying	147	138
Horticulture	90	138

E. *Trades and Industrial Subjects—*

Engineering shopwork	249	246
Heat engines	38	21
Technical drawing	491	493
Technical electricity	140	111
Woodwork	212	214

F. *Home-course Subjects—*

Homecraft	448	531
Clothing	605	660

G. *Commercial Subjects—*

Commercial practice	808	1,005
Book-keeping	1,166	1,305
Shorthand and typewriting	368	457

H. *Foreign Languages—*

French	2,763	2,812
German	29	25
Greek	1	11
Latin	1,004	1,091
Maori	117	143

In all there were 9,352 candidates in 1949 and 8,592 in 1948. It will be seen that there is little change in many subjects, but where there is an upward tendency it is found in the newer subjects.

UNIVERSITY ENTRANCE

The lists of accredited students were again scrutinized and approved, but from 1950 the approval of the Director of Education will no longer be required and accrediting will concern only the University and the principals of accrediting schools. The committee on accrediting set up by the Senate has not yet completed discussions and a number of questions concerned with accrediting must, in the meantime, remain unanswered.

Statistical information concerning the University Entrance Examination for the last three years is given below :—

Year.	Total Number of Candidates.	Number. Accredited.	Numbers. Passed Examination.	Percentage Accredited.	Percentage Total Passes.
1947	3,500	1,844	491	52.7	66.7
1948	3,711	1,872	626	50.4	67.3
1949	3,828	1,954	708	51.0	69.5

ENDORSED AND HIGHER SCHOOL CERTIFICATE

The following table gives the number of Endorsed School Certificates and Higher School Certificates awarded in 1948 and 1949 :—

School.	Endorsed School Certificate.		Higher School Certificate.	
	1948.	1949.	1948.	1949.
Secondary and combined	1,740	1,774	547	583
Technical	359	424	63	102
District high	144	160	17	20
Private	472	735	125	172
Correspondence	24	20	..	1
Totals.. .. .	2,739	3,113	752	878

EDUCATIONAL BURSARIES

The following table shows the number of the various types of educational bursaries current or awarded in the last two years :—

	Current.		Awarded.	
	1949.	1948.	1950.	1949.
Agriculture	48	53	20	19
Architecture	17	10	10	10
Engineering	58	54	25	25
Fine Arts	32	24	15	15
Home science	54	61	20	18
Physical education	40	20	23	21
Post-primary teachers'	99	63	40	52
Science	49	60	20	20
National boarding	217	217	65	65
Ordinary national	2,916	2,469	*	1,215
Total	3,530	3,031	*	1,460
Secondary	285	279	*	252
Technical	210	168	*	152
Grand total	4,025	3,478	*	1,864

* Not available.

TECHNOLOGICAL EXAMINATIONS

The following table shows the numbers of candidates in the Department's technological examinations in 1949. These examinations will probably shortly be replaced by the examinations of the New Zealand Trades Certification Board, which is established under the Trades Certification Act, 1948 :—

					Sat.	Passed.
Preliminary—						
Carpentry and Joinery	..	..	..	..	56	27
Mechanical engineering	..	..	..	..	30	16
Plumbing	..	..	..	..	14	9
Motor mechanics, minor	..	..	..	..	4	4
					<hr/>	<hr/>
					104	56
					<hr/>	<hr/>
Intermediate—						
Cabinetmaking	..	..	..	..	20	10
Carpentry and joinery	..	..	..	..	41	13
Mechanical engineering	..	..	..	..	21	8
Plumbing	..	..	..	..	6	5
Electrical fitting	..	..	..	..	3	2
					<hr/>	<hr/>
					91	38
					<hr/>	<hr/>
Final—						
Cabinetmaking	..	..	..	..	3	3
Carpentry and joinery	..	..	..	..	11	4
Mechanical engineering	..	..	..	..	5	2
Plumbing	..	..	..	..	7	5
Motor mechanics, minor	..	..	..	..	1	1
Building construction	..	..	..	..	2	1
					<hr/>	<hr/>
					29	16
Totals	..	..	..	..	224 (275)	110 (106)

Figures for 1948 are given in parentheses.

CITY AND GUILDS OF LONDON EXAMINATIONS

The following table shows the number of candidates and of passes for 1949 :—

Electrical engineering practice—

						Sat.	Passed.
Preliminary—							
D.C.						22	7
A.C.						18	4
Intermediate—							
D.C.						29	11
A.C.						32	15
Final—							
Part I						2	2
Part IIa						2	1
Part IIc						3	0
Telecommunications : Principles						2	1
Radio—							
Grade I						7	4
Grade II						2	2
Grade III						1	0
Grade IV						1	..
Lines Plan and practice						1	0
Mathematics for telecommunications, II						2	..
Principles and practice of metallurgical operations, B, C, and D						1	1
Woollen yarn manufacture—							
Intermediate						1	1
Final						1	1
Mill engineering and services						1	1
Machine design : Intermediate						1	..
Heating and ventilating engineering design						1	1
Typography : Section III, Final						1	1
Lithographic printing : Intermediate						1	1
Hand embroidery : Final						1	1

Number of candidates 78 (95) 133 (134) 55 (85)

Figures for 1948 are given in parentheses.

DEVELOPMENT OF APPRENTICE TRAINING

Dominion apprenticeship orders have now been made in the following additional trades and occupations :—

Bespoke tailoring, glove-making, &c.
 Bricklaying, masonry, and plastering.
 Carpentry and joinery.
 Coopering.
 Electrical.

Reference is made to daylight training in the bricklaying, carpentry, and electrical trades orders, and instruction will commence when accommodation can be made available. Further progress has been made in the conducting of classes for apprentices in the motor engineering and plumbing trades, seventeen schools conducting daylight classes in plumbing and gas-fitting and ten schools in motor engineering.

The recent order requiring Saturday morning attendance at classes for electrical apprentices will necessitate the installation of new equipment in a number of the technical schools, and lists of requirements are being prepared. In three schools this Saturday morning training has already commenced, and in seven others it will be commenced as soon as instructors can be appointed.

The first apprenticeship classes in the baking trade at the Wheat Research Institute, Christchurch, were completed at the end of 1949, and new classes will commence in March, 1950.

The following summarizes the position :—

Number of Dominion apprenticeship orders	..	..	21
Number making reference to daylight training	..	..	16
Daylight training commenced—			
Motor engineering	..	..	10 centres.
Plumbing	..	..	17 „
Baking	..	..	1 „
Compulsory evening classes only—			
Motor engineering	..	..	31 centres.
Painting and decorating	..	..	3 „

Apprentices who are unable to attend a class may be required to enrol with the Technical Correspondence School. The numbers so instructed are as follows :—

Motor engineering	..	..	..	169
Electrical wiring	..	..	..	21
Carpentry and joinery	..	..	..	29

BUILDINGS

The need for new buildings, and for additions to and renovation of older schools, has been very evident and much planning has been done. Within the next year it is likely that many contracts will be let. The following is a brief statement of the position :—

(1) Major works completed in 1949—

Tauranga College ..	..	Home life block and laboratories.
Te Awamutu College ..	..	Home life block.
Southland Girls' High School		Additions.
Dunedin Technical School ..	..	Home life block.

Many smaller alterations and additions were also completed.

(2) Major works in progress in 1949-50—

Otahuhu College ..	..	Laboratories and class-rooms.
Pukekohe High School ..	..	Home life block.
Hamilton Technical School		Laboratories and workshops.
Morrinsville College ..	..	Workshops.
Matamata College ..	..	Laboratories and class-rooms.
Tauranga College ..	..	Home life block and class-rooms.
Te Awamutu College ..	..	Home life block and workshops.
Napier Boys' High School ..	..	Additions.
Dannevirke High School ..	..	Boys' hostel.
Wanganui Girls' College ..	..	First stage rebuilding.
Wellington East Girls' College		Strengthening building.
Marlborough College ..	..	Domestic science block and hall.
Christchurch Technical School		Workshops.
Gore High School ..	..	Rebuilding.
Southland Technical School		New block.

(3) Plans in preparation include the following :—

Northland College ..	..	Engineering block.
Whangarei Girls' High School		Additions.
Auckland Grammar School		Science block.
Penrose .. .. .	..	New school.
Papakura .. .. .	..	New school.
Huntly District High School		New school.
Hamilton High School ..	..	New boys' school.
Te Awamutu College ..	..	Additions.
Palmerston North Technical School .. .. .	..	New school.
Wellington Technical College		Workshops.
Rongotai College ..	..	New school.
Hutt Valley High School ..	..	Additions.
Nae Nae .. .. .	..	New school.
Nelson Girls' College ..	..	Additions.
Christchurch Boys' High School .. .. .	..	Additions.
Opawa, Christchurch ..	..	New school.
Greymouth Technical School		Additions.
Timaru Technical School ..	..	Workshops.

I have, &c.,

G. V. WILD,

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, 1949

Grade or Subgrade of School.	Roll for Determining Grade of School.				Education District.									Total Number of Schools. December, 1949.
					Auckland.	Taranaki.	Wanganui.	Hawke's Bay.	Wellington.	Nelson.	Canterbury.	Otago.	Southland.	
I	1-8	..	..	..	5	1	9	3	8	6	5	7	10	54
II	9-24	..	..	..	96	24	58	52	56	27	96	42	41	492
IIIA	25-30	..	..	..	29	7	9	9	11	2	19	8	8	102
IIIB	31-70	..	..	..	187	49	43	11	33	24	76	47	50	520
IVA	71-110	..	..	..	67	13	14	27	20	6	26	14	9	196
IVB	111-150	..	..	..	31	8	7	10	7	5	11	13	8	100
IVC	151-190	..	..	..	26	6	5	11	6	2	4	5	4	69
VA	191-230	..	..	..	15	..	..	5	5	6	5	4	2	42
VB	231-270	..	..	..	2	2	6	4	7	..	7	2	1	31
VC	271-310	..	..	..	15	3	1	4	6	..	6	4	2	41
VD	311-350	..	..	..	5	1	3	2	5	1	4	1	2	24
VIA	351-390	..	..	..	10	1	1	2	3	1	5	3	1	27
VIB	391-430	..	..	..	5	2	1	3	8	..	7	4	..	30
VIC	431-470	..	..	..	10	..	2	6	5	2	2	3	2	32
VID	471-510	..	..	..	5	..	3	2	2	1	2	4	1	20
VIIA	511-550	..	..	..	12	3	1	..	5	..	3	2	1	27
VIIIB	551-590	..	..	..	4	1	1	..	4	1	5	..	1	17
VIIIC	591-630	..	..	..	7	..	3	..	2	..	3	..	..	15
VIIID	631-670	..	..	..	5	1	..	..	3	..	..	..	..	9
VIIIE	671-710	..	..	..	5	..	1	1	..	..	2	..	..	9
VIIIF	711-750	..	..	..	1	..	..	1	..	..	1	..	..	3
VIIIG	751-790	..	..	..	3	..	..	..	..	1	1	..	..	5
VIIIH	791-830	..	..	..	5	..	..	1	..	..	..	..	..	6
VIIII	831-870	..	..	..	1	..	..	..	..	..	2	..	..	3
VIIJ	871-910	..	..	..	1	..	..	..	..	..	1	..	..	2
VIIK	911-950	..	..	..	..	..	..	..	..	..	..	..	..	..
VIIIL	951-990	..	..	..	..	..	..	..	..	..	..	..	..	..
VIIIM	991-1,030	..	..	..	..	..	..	..	..	..	..	..	..	..
	Intermediate schools and departments				14	..	2	2	4	..	2	4	1	29
					566	122	170	156	200	84	295	168	144	1,905

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 1949
(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, 1949.				Average Attendance for Whole Year (Mean of Average Attendance of Three Terms).			Average Attendance as Percentage of Average Weekly Roll, 1949.
	Pupils at 31st December, 1948.	Pupils at 31st December, 1949.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Auckland	79,313	82,675	40,675	37,680	78,355	36,265	32,894	69,159	88.3	
Taranaki	11,910	12,263	6,119	5,610	11,729	5,384	4,974	10,358	88.3	
Wanganui	15,876	16,291	8,094	7,572	15,666	7,255	6,738	13,993	89.3	
Hawke's Bay	15,870	16,302	8,181	8,143	16,324	7,365	6,649	14,014	85.8	
Wellington	29,387	31,225	15,355	14,224	29,579	13,813	12,642	26,455	89.4	
Nelson	7,251	7,484	3,813	3,585	7,398	3,467	3,264	6,731	91.0	
Canterbury	34,888	35,907	17,826	16,536	34,372	16,359	15,111	31,470	91.6	
Otago	17,290	17,761	8,865	8,048	16,913	8,021	7,276	15,297	90.4	
Southland	10,649	10,873	5,384	4,993	10,377	4,851	4,468	9,319	89.8	
Intermediate schools and departments	10,371	10,918	5,665	5,262	10,957	5,299	4,885	10,184	92.9	
Totals	232,805	241,699	120,017	111,653	231,670	108,079	98,901	206,980	89.3	

NOTE.—The corresponding figures for the secondary departments of district high schools will be found in Table G 1 on page 39 of this paper, and the corresponding figures for Forms III and IV of the separate intermediate schools in Table B 1 on page 29 of this paper.

TABLE A 3—AGE AND SEX OF PUBLIC PRIMARY AND INTERMEDIATE PUPILS AT 1ST JULY, 1949
(Including Standard VII, Special Classes, and Forms I and II of Intermediate Schools and Departments)

—	5 and Under 6 Years.	6 and Under 7.	7 and Under 8.	8 and Under 9.	9 and Under 10.	10 and Under 11.	11 and Under 12.	12 and Under 13.	13 and Under 14.	14 and Under 15.	15 and Under 16.	16 Years and Over.	Totals.	Grand Totals.
Education district—														
Auckland ..	Boys 4,933	5,024	5,670	5,810	5,270	4,470	3,743	2,670	1,872	970	229	50	41,033	79,142
.. Girls	4,672	5,469	5,469	5,456	4,881	4,379	3,362	2,437	1,586	701	159	44	38,109	
Taranaki ..	Boys 666	657	760	770	752	628	635	584	397	168	27	..	5,082	11,701
.. Girls	655	748	748	654	654	582	623	556	254	117	15	1	5,619	
Wanganui ..	Boys 1,057	947	1,147	1,105	1,078	821	759	615	357	175	24	2	8,087	15,661
.. Girls	924	926	1,119	1,056	995	877	679	592	285	98	19	4	7,574	
Hawke's Bay	Boys 957	961	1,165	1,146	997	928	750	592	389	226	57	11	8,179	15,643
.. Girls	919	900	1,023	1,044	939	819	703	568	316	137	32	4	7,464	
Wellington	Boys 2,092	1,827	2,162	2,108	1,887	1,700	1,388	1,119	644	262	36	4	15,229	29,305
.. Girls	2,009	1,744	1,962	1,946	1,785	1,590	1,267	1,059	512	171	29	2	14,076	
Nelson ..	Boys 446	404	478	470	460	384	371	334	226	89	18	2	3,682	7,132
.. Girls	411	411	477	447	432	366	358	322	173	44	9	..	3,450	
Canterbury	Boys 2,294	2,048	2,428	2,430	2,107	1,815	1,588	1,472	894	417	61	3	17,537	34,031
.. Girls	2,084	1,967	2,241	2,274	1,970	1,869	1,636	1,478	693	232	25	5	10,474	
Otago ..	Boys 1,162	1,074	1,209	1,249	1,082	992	918	835	468	173	26	2	9,190	17,546
.. Girls	1,063	1,003	1,080	1,205	949	897	855	763	403	119	17	2	8,356	
Southland ..	Boys 676	637	730	779	627	569	510	463	258	106	15	..	5,370	10,332
.. Girls	560	591	720	662	656	590	521	413	189	54	5	1	4,962	
Intermediate schools and departments	Boys ..	..	..	..	1	69	1,249	2,145	1,547	584	102	12	5,709	10,084
.. Girls	..	..	..	..	1	114	1,468	2,156	1,161	339	40	5	5,275	
Totals ..	14,643	13,579	15,749	15,867	14,261	12,376	11,911	10,829	7,052	3,170	595	86	120,118	231,477
.. Girls	13,599	12,869	14,839	14,838	13,322	12,083	11,472	10,344	5,572	2,003	350	68	111,359	
Percentage of pupils of each age	12.2	11.4	13.2	13.3	11.9	10.6	10.1	9.1	5.5	2.2	0.4	0.1	100.0	..
Totals, 1948	12,462	15,649	15,787	14,235	12,395	12,108	11,372	10,662	6,819	3,038	510	50	114,997	221,627
.. Girls	11,624	14,801	14,912	13,153	12,065	11,644	10,952	9,912	5,175	2,036	306	50	106,630	
Difference	+2,181	-2,070	-38	+1,632	+1,956	+268	+539	+167	+233	+132	+85	+36	+5,121	+9,850
.. Girls	+1,975	-1,932	-73	+1,685	+1,257	+439	+520	+432	+397	-33	+44	+18	+4,729	

TABLE A 8—AGE AND ATTAINMENT OF PUPILS LEAVING PUBLIC PRIMARY SCHOOLS DURING 1949

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	828	464	257	210	295	184	62	51
14 .. under 15	1,995	1,420	34	20	101	54	23	9
13 14	3,440	3,757	9	9	2	3	..	..
12 13	1,219	1,823	2	2	1	..	..	..
11 12	43	69	..	..	..	..	..	..
Under 11 years .. ..	..	1	..	..	..	..	..	..
Totals, 1949	7,525	7,534	302	241	399	241	85	60
Totals, 1948	7,289	7,371	393	268	371	237	100	60
Difference	+236	+163	-91	-27	+28	+4	-15	..

Age.	In Standard 3.		In Standard 2 or Lower.		Totals.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.
15 years and over	17	23	11	5	1,470	937	2,407
14 .. under 15	4	4	4	..	2,161	1,507	3,668
13 14 .. ..	..	..	..	..	3,451	3,769	7,220
12 13 .. ..	..	..	..	..	1,222	1,825	3,047
11 12 .. ..	..	..	..	..	43	69	112
Under 11 years .. ..	..	..	..	..	..	1	1
Totals, 1949	21	27	15	5	8,347	8,108	16,455
Totals, 1948	21	19	24	19	8,198	7,974	16,172
Difference .. ..	..	+8	-9	-14	+149	+134	+283

NOTE.—In this table both European and Maori pupils are included. Separate figures for Maori pupils leaving public primary, intermediate schools and departments, and Maori schools are given in Table H 9 in E-3, Education of Maori Children.

TABLE A 10—**STAFF :** PUBLIC PRIMARY AND INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1949 (EXCLUSIVE OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS)

	Number of Schools.	Sole Teachers.		Heads of Schools.		Assistant Teachers.		Probationary Assistants.		Total Number of Teachers.			Percentage of Male to Female Teachers.	Yearly Average Attendance, 1949.	Average Number of Pupils Per Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total.			
Education district—															
Auckland ..	552	140	18	376	18	486	1,180	82	142	1,084	1,358	2,442	79.1	69,159	28.3
Taranaki ..	122	33	7	73	9	51	178	11	20	168	214	382	78.5	10,358	27.1
Wanganui ..	168	63	18	74	13	88	221	15	29	240	281	521	85.4	13,993	26.9
Hawke's Bay ..	154	58	16	76	4	88	221	18	21	240	262	502	91.6	14,014	27.9
Wellington ..	196	62	19	104	11	194	432	43	54	403	516	919	78.1	26,455	28.8
Nelson ..	84	27	13	43	1	34	98	8	15	112	127	239	88.2	6,731	28.2
Canterbury ..	293	97	37	145	14	229	495	43	58	514	604	1,118	85.1	31,470	28.1
Otago ..	164	52	14	84	14	103	269	28	24	267	321	588	83.2	15,297	26.0
Southland ..	143	54	13	72	4	49	150	16	13	191	180	371	106.1	9,319	25.1
Intermediate schools and departments	29	..	..	18	..	186	195	..	..	204	195	399	104.1	10,365	26.0
Totals, 1949 ..	1,995	586	155	1,065	88	1,508	3,439	264	376	3,423	4,058	7,481	84.3	207,161	27.7
Totals, 1948 ..	1,932	570	211	1,047	93	1,403	3,404	255	268	3,275	3,976	7,251	82.4	202,934	28.0
Difference ..	-27	+16	-56	+18	-5	+105	+35	+9	+108	+148	+82	+230	+1.9	+4,227	-0.3

* There are seventeen Principals of separate intermediate schools. The other one is a head teacher of a district high school to which is attached an intermediate department, and is not shown elsewhere.

TABLE A 13.—NUMBER OF PRIMARY TEACHERS IN PERMANENT POSITIONS IN PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS ACCORDING TO POSITION AND YEAR OF SALARY SERVICE, DECEMBER, 1949

Year of Service.	Sole Teachers and Head Teachers.						Assistant Teachers.						Grand Totals.	
	Grade.						Grade.							
	Totals.						Totals.							
	B7.	A6.	A12.	A20.	A28.	A31+.	B.	A.	A3.	A6.	A9.	A12.		
First	15	1	..	..	..	..	16	40	..	..	..	..	40
Second	27	2	..	..	..	..	29	197	1	..	..	..	211
Third	41	3	..	..	..	..	44	109	4	1	..	..	217
Fourth	48	12	..	..	..	..	60	197	29	2	..	..	228
Fifth	4	..	..	..	..	..	4	55	9	..	..	..	64
Sixth	26	9	..	..	..	..	35	156	45	..	..	..	220
Seventh	8	..	..	..	..	..	8	35	9	..	..	..	49
Eighth	25	7	..	..	..	..	32	116	47	19	..	..	183
Ninth	32	4	..	..	..	..	36	22	9	2	1	..	41
Tenth	33	15	..	..	..	..	48	62	39	13	..	..	115
Eleventh	4	..	..	..	..	..	3	22	14	4	2	..	42
Twelfth	34	24	..	..	..	..	58	42	17	15	4	..	78
Thirteenth	2	..	..	..	..	..	4	34	30	15	2	..	81
Fourteenth	29	11	..	..	..	..	78	80	53	12	3	..	167
Fifteenth	2	..	..	..	..	..	4	34	30	12	3	..	71
Sixteenth	23	19	..	..	..	..	37	48	29	13	4	..	93
Seventeenth	1	4	..	..	..	..	5	29	11	3	2	..	37
Eighteenth	12	16	..	..	..	..	42	24	16	2	..	..	56
Nineteenth	3	..	..	..	..	..	5	23	16	6	..	..	70
Twentieth	9	15	..	..	..	..	28	44	23	16	..	..	83
Twenty-first	..	..	..	..	..	..	3	22	13	6	..	..	67
Twenty-second	..	..	..	..	..	..	3	27	19	..	1	..	72
Twenty-third	..	..	..	..	..	..	3	28	11	..	2	..	80
Twenty-fourth	..	..	..	..	..	..	25	15	28	11	7	..	61
Twenty-fifth	..	..	..	..	..	..	3	13	13	12	3	..	60
Twenty-sixth	..	..	..	..	..	..	25	7	13	6	..	..	35
Twenty-seventh	..	..	..	..	..	..	23	2	13	6	..	..	21
Twenty-eighth	..	..	..	..	..	..	23	1	12	12	3	..	28
Twenty-ninth	..	..	..	..	..	..	50	12	13	6	3	..	34
Thirtieth	..	..	..	..	..	..	5	1	13	5	5	..	28
Thirty-first	..	..	..	..	..	..	5	7	13	5	5	..	78
Thirty-second	..	..	..	..	..	..	27	8	27	26	7	1	69
Thirty-third	..	..	..	..	..	..	6	6	13	7	7	6	74
Thirty-fourth	..	..	..	..	..	..	31	8	13	7	7	1	33
Thirty-fifth	..	..	..	..	..	..	31	1	24	11	6	4	84
Thirty-sixth	..	..	..	..	..	..	31	1	18	6	1	4	84
Thirty-seventh	..	..	..	..	..	..	31	8	24	11	6	5	84
Thirty-eighth	..	..	..	..	..	..	31	1	18	11	6	5	84
Thirty-ninth	..	..	..	..	..	..	951	8	22	39	103	142	73
Fortieth and over	..	..	..	..	..	..	127	37	177	235	202	209	406
Totals	402	521	319	135	99	116	1,592	470	208	282	141	155	46	3,934
	70	111	187	1,190	618	478	261	79	216	2,842

NOTE.—Prior to 1949, teachers in intermediate schools and departments were not included in this table.

TABLE A 15—REGISTERED PRIVATE PRIMARY SCHOOLS: NUMBER OF SCHOOLS, PUPILS, AND TEACHERS AT THE
END OF 1949

Dis- trict.	Number of Schools.				Roll Number at End of Year.				Number of Teachers.							
	Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total Number of Schools.	Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total.	Average Attend- ance.		Catholic Church Schools.		Other Church Schools.			
									M.	F.	M.	F.	M.	F.		
Auckland	4	59	18	81	239	8,895	1,540	5,496	10,674	9,374	12	14	217	29	39	
Taranaki	..	11	2	13	..	1,449	32	727	1,481	1,295	..	..	38	1	2
Wanganui	..	17	8	27	81	1,765	423	1,096	2,269	2,012	4	7	47	14	9	
Hawke's Bay	3	13	4	20	107	1,778	214	1,036	2,099	1,865	1	6	38	9	5	
Wellington	..	43	9	53	55	5,392	1,282	3,159	6,729	6,038	3	1	18	131	7	
Nelson	1	7	..	8	6	730	..	396	736	656	..	1	..	20	..	
Canterbury	3	51	11	65	311	5,519	1,299	3,462	7,039	6,283	4	10	141	11	33	
Otago	..	24	3	27	..	2,198	355	1,282	2,553	2,253	..	..	65	2	11
Southland	..	11	..	12	55	1,325	..	681	1,380	1,193	..	4	37	..	..
Totals, 1949	15	236	55	306	854	29,051	5,055	17,017	34,960	30,969	8	38	69	734	134	
Totals, 1948	15	238	56	309	862	27,704	4,794	16,113	33,360	29,843	7	39	66	726	130	
Difference	..	-2	-1	-3	-8	+1,347	-261	-904	-1,600	-1,126	+1	-1	+3	-8	+5	+4

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

Classification according to Standards of Pupils on Roll at 1st July.																										
Average Weekly Roll.	Roll Number December.	Special Class for Backward Children.		Class P.		S1.		S2.		S3.		S4.		F.I.		F.II.		Adult Section.		Totals.				Total.	Number of Assistant Teachers on Staff (December).	
		Boys.	Girls.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	M.	F.	B.	G.					
1948	1,857	1,784	115	99	301	339	96	111	67	92	64	90	60	77	60	67	58	77	45	16	866	968	1,834	4	46	
1949	1,757	1,749	105	99	251	295	97	86	84	109	58	77	56	81	39	64	45	67	24	14	759	892	1,651	4	46	
Difference	130	35	10	..	50	44	1	25	17	17	-6	13	4	4	21	-3	-13	-10	-21	-2	-107	-76	-183	..	..

TABLE B 1—ROLLS AND CLASSIFICATION OF PUPILS AND STAFFS OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS AT 1ST JULY, 1949

Intermediate School or Department.	Number of 1948 Pupils on Roll at beginning of 1949.	Number admitted during 1949.	Number on Roll at 31st December, 1949.	Average Attendance for the Year ending 31st December, 1949.	Classification of Pupils on Roll as at 1st July, 1949.										Number of Full-time Assistant Teachers.			
					Form I.		Form II.		Form III.		All Forms.		Total.					
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		M.	F.	Total.		
(a) Whangarei Boys'	92	85	168	160	72	90	96	76	..	..	108	166	4	4	168	166	4
(a) Whangarei Girls'	..	72	162	158	160	168	161	155	..	..	..	321	323	13	10	321	323
(a) Avondale	314	374	639	596	160	129	107	138	..	..	..	211	227	7	10	211	227
(a) Palmerston North	377	439	726	680	158	143	143	141	39	67	383	349	15	16	383	349		
(a) Kowhai	312	389	614	567	134	132	132	163	115	11	6	306	253	10	20	306	253	
(a) Manukau	302	297	535	500	132	132	132	163	115	11	6	306	253	10	20	306	253	
(a) Normal	265	246	451	424	127	134	119	99	9	17	253	220	8	11	253	220		
(a) Northcote	132	115	226	210	47	58	52	66	..	..	99	124	3	3	99	124	
(a) Pasadena	259	279	518	474	124	132	132	114	..	..	6	271	252	9	10	271	252
(a) Orakuhu	139	143	269	246	47	52	68	..	..	..	151	120	2	5	151	120	
(a) Wahi	69	112	159	147	48	47	32	34	..	..	80	81	3	2	80	81	
(a) Mananapa	123	136	228	211	48	65	60	66	..	..	108	131	3	3	108	131	
(a) Te Awanui	104	125	203	193	62	46	52	47	..	..	114	98	207	3	3	207	3
(a) Rotoma	194	145	220	205	41	69	55	53	..	..	96	122	218	3	3	218	3
(a) Wanganui	310	370	633	589	81	87	102	92	4	1	3	187	182	369	4	8	369	4
(a) Palmerston North	353	415	726	680	202	169	182	174	..	..	3	385	344	73	10	385	344
(a) Gisborne	365	365	432	326	135	135	137	157	3	5	276	297	9	10	276	297		
(a) Napier	323	373	584	463	132	126	137	95	2	5	271	226	497	7	9	271	226	
(a) Hutt	260	290	520	484	148	170	130	135	..	..	278	305	583	10	11	278	305
(a) Wanganui	199	126	225	200	106	115	115	..	..	..	221	221	6	6	221	221	
(a) Wanganui South	198	301	437	386	120	117	90	120	..	..	210	237	9	7	210	237	
(a) Wanganui North	182	143	273	252	65	67	72	65	..	..	137	132	269	3	2	137	132
(a) Christchurch South	262	304	527	502	134	143	118	131	3	3	255	278	533	8	11	255	278	
(a) Christchurch North	199	198	373	361	111	80	91	94	3	3	205	176	381	6	6	205	176	
(a) Shirley	57	77	126	116	62	..	62	..	..	..	124	124	4	4	124	124	
(a) Waitaki Boys'	48	66	112	103	59	..	55	..	..	..	114	114	..	..	114	114	
(a) Waitaki Girls'	162	181	306	289	78	67	76	66	9	11	163	144	307	7	4	163	144	
(a) Omdin North	302	353	609	570	145	135	147	164	10	5	302	304	606	12	9	302	304	
(a) Marandrew	..	..	..	..	127	99	106	108	..	..	233	207	440	8	9	233	207
(a) Tweedsmuir	224	257	441	406	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals, 1949	5,564	6,446	10,961	10,365	2,862	2,687	2,547	2,588	99	132	5,808	5,407	186	195	5,407	5,407		
Totals, 1948	5,138	6,471	10,574	10,030	2,820	2,575	2,410	2,410	120	168	5,597	5,153	184	210	5,153	5,153		
Difference	-426	-25	-387	-335	-42	-112	-190	-178	-21	-36	+211	+254	-2	-15	-15	-15		

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

(b) These schools are separate intermediate schools.

(c) District high school with intermediate department attached.

*There were, in addition, 41 pupils in Form IV at intermediate schools; the corresponding figure in 1948 was 34.

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 Attendance for 1949 (Year ending December)	Number of 1948 Pupils on Roll at beginning of 1949.	Number of New Pupils who commenced their Post-primary Education in 1949.	Full-time Staff (including Principals), (December, 1949).		Technical Classes Part-time Pupils at 1st July, 1949.			
	December, 1940.		Total.	M.				F.	Boys.	Girls.			
	At 1st March, 1940.	At 1st July, 1949.											
											Boys.	Girls.	
A. Secondary Schools													
Whangarei Boys' High School	417	408	376	421	376	381	260	165	150	21	19	135	31
Whangarei Girls' High School	469	444	..	..	..	410	280	201	190	..	..	..	..
Auckland Grammar School	890	868	841	841	841	820	641	276	230	34	..	..	..
Mount Albert Grammar School	734	719	680	..	..	671	492	255	221	30	..	..	..
Epsom Girls' Grammar School	824	796	..	752	752	787	531	321	286	..	33	..	..
Takapuna Grammar School	766	738	..	693	693	690	484	285	247	..	..	..	..
Thames High School	708	673	304	317	621	624	461	251	235	18	11	..	..
Hamilton High School	328	304	140	127	267	282	200	140	115	10	3	79	41
Rotorua High School	659	645	288	335	623	608	461	252	180	11	13	..	..
Waikato High School	447	413	180	130	310	393	226	240	234	13	7	80	56
Waikato Girls' College	405	391	403	378	403	363	264	141	123	..	15	..	..
Palmerston North Boys' High School	429	407	386	380	403	395	308	128	108	18	..	..	..
Palmerston North Girls' High School	323	297	280	280	280	284	233	102	93	20	15	296	160
Christchurch Boys' High School	829	790	363	380	702	734	516	313	252	13	13	293	139
Christchurch Girls' High School	928	862	296	283	576	576	381	249	143	14	17	65	42
Hastings High School	425	388	210	150	380	350	280	149	119	30	11	..	..
Dunedin High School	764	739	420	288	708	697	496	295	219	20	..	..	..
Hart Valley High School	742	730	715	715	715	702	552	211	176	31	..	..	..
Wellington College	376	365	357	..	..	352	264	114	108	19	..	..	..
Rangitikei College	595	579	..	550	550	536	405	214	188	..	24	..	..
Wellington Girls' College	436	414	..	383	383	386	279	156	148	..	19	..	..
Wellington East Girls' College	480	453	206	204	410	407	265	223	148	45	8	104	112
Manurewa High School	286	273	180	124	254	246	158	128	120	5	5	34	..
Rangiora High School	823	793	761	..	761	732	592	249	225	33	..	..	..
Christchurch Boys' High School	612	604	..	576	576	551	403	221	196	..	25	..	..
Christchurch Girls' High School	500	475	421	421	421	442	311	197	184	16	16	..	..
Christchurch West High School	764	717	301	342	643	669	443	329	315	21	21	..	..
Ashburton High School	234	224	97	117	214	211	160	78	74	8	4	..	..
Timaru Boys' High School	379	368	356	..	356	351	271	115	101	17	..	..	..
Timaru Girls' High School	327	317	306	306	306	299	225	106	96	..	15	..	..
Waimate High School	221	195	84	85	169	184	154	68	63	8	3	43	109
Waitaki Boys' High School	491	485	449	..	..	446	296	200	182	23	..	105	75
Waitaki Girls' High School	340	331	306	306	306	304	233	114	98	..	16	..	..
Otago Boys' High School	454	444	432	..	..	432	321	133	123	20	..	..	..
Otago Girls' High School	440	439	414	..	..	425	325	202	176	16	..	..	..
King's High School	247	217	312	300	312	320	227	125	125	..	28	..	..
St. Mary's High School	217	217	98	100	198	198	164	84	76	7	4	43	48
Gore High School	423	395	188	342	342	349	277	151	137	14	5	48	47
Southland Boys' High School	394	379	351	188	351	352	270	128	112	19	..	..	..
Southland Girls' High School	484	460	429	429	429	410	296	192	170	..	21	..	..
Totals, A ..	20,007	19,749	9,279	9,121	18,400	18,419	13,494	7,500	6,744	481	402	1,330	880

TABLE D 3—YEARS OF ATTENDANCE OF **FULL-TIME** POST-PRIMARY PUPILS AT 1ST JULY, 1949 (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	3,071	3,556	2,707	2,968	1,903	1,853	1,373	1,102	704	388	97	27	9,855	9,894
Combined	746	622	614	523	379	317	252	142	100	60	22	2	2,113	1,666
Technical	3,558	2,660	2,561	2,082	1,149	966	456	364	191	89	27	5	7,942	6,166
District High Schools ..	1,868	2,067	1,253	1,437	539	664	229	267	50	45	7	1	3,946	4,481
Totals	9,243	8,905	7,135	7,010	3,970	3,800	2,310	1,875	1,045	582	153	35	23,856	22,207

TABLE D 5—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1949

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.		
Secondary Schools																						
Whangarei Boys' High School	43	4	44	41	170	112	99	..	117	144	52	..	..	..	118	..	25	..	408	444	408
Whangarei Girls' High School	207	240	235	251	304	..	..	..	77	..	74	..	..	..	69	..	39	..	868	719	868
Mount Albert Grammar School	172	141	..	..	122	50	..	..	..	..	53	6	..	..	185	..	..	..	796	738	719
Auckland Girls' Grammar School	..	135	330	330	131	62	84	..	5	70	..	..	..	..	58	..	..	..	738	345	738
Takapuna Grammar School	35	34	73	134	53	20	59	..	17	52	34	..	..	..	35	..	..	..	328	165	673
Thames High School	66	68	76	76	142	87	108	..	..	108	..	1	4	..	35	..	..	..	302	343	304
Hamilton High School	13	24	50	35	65	36	108	..	..	..	..	..	..	..	44	..	3	..	239	174	645
Rotorua High School	..	13	24	124	..	114	..	..	..	71	44	..	3	..	55	..	..	..	391	391	391
Wanganui Girls' College	..	5	160	..	121	..	..	..	85	..	..	..	..	..	14	..	..	..	415	415	415
Palmerston North Boys' High School	..	9	119	119	105	105	..	..	..	50	52	18	20	..	14	..	..	..	297	297	297
Palmerston North Girls' High School	3	60	111	108	39	156	..	..	..	140	..	..	..	..	80	..	..	..	397	393	790
Gisborne High School	29	45	37	59	146	91	79	..	..	81	53	..	..	..	27	..	..	..	276	276	567
Hastings High School	..	63	46	55	27	51	..	..	..	66	..	..	..	..	..	..	..	..	166	166	388
Dannevirke High School	1	2	137	110	288	78	..	..	..	122	..	1	..	..	..	..	..	..	427	312	739
Hutt Valley High School	..	324	348	..	58	..	..	..	..	..	..	..	..	..	730	..	..	..	730	730	730
Wellington College	..	100	..	..	234	..	..	..	31	117	..	..	..	..	123	..	7	..	365	365	365
Rongotai College	..	96	177	177	..	41	..	..	..	70	..	18	..	..	..	..	..	..	579	579	579
Wellington Girls' College	..	96	..	135	..	113	..	..	..	70	51	..	..	..	48	..	..	..	414	414	414
Wellington East Girls' College	5	2	84	87	29	5	59	..	1	82	51	..	..	..	229	..	..	..	453	224	453
Starborough High School	..	5	..	..	..	..	..	..	..	..	37	82	1	..	83	..	..	..	141	132	273
Rangitiro High School	..	4	..	..	7	3	..	..	10	40	..	..	..	..	..	..	112	..	793	793	793
Christchurch Boys' High School	55	291	237	237	335	65	..	..	..	..	..	..	..	..	114	..	..	..	604	604	604
Christchurch Girls' High School	188	..	..	..	..	..	..	..	..	163	..	..	..	..	141	..	..	..	475	475	475
Christchurch Girls' High School	..	68	70	53	185	29	..	..	74	141	13	..	..	..	165	..	..	..	329	388	717
Christchurch West High School	..	42	54	40	41	..	..	..	4	30	64	..	..	..	99	..	..	..	224	224	224
Ashterton High School	..	149	..	..	137	..	..	..	6	..	..	..	..	..	..	..	9	..	368	368	368
Thames High School	3	39	108	108	26	26	49	..	..	56	16	..	..	..	88	..	..	..	317	317	317
Thames Girls' High School	..	1	22	24	7	3	114	..	..	26	16	..	..	..	46	..	..	..	195	195	195
Waimate High School	..	1	146	122	63	..	..	..	46	88	116	..	..	..	73	..	..	..	485	485	485
Waitaki Boys' High School	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	331	331	331
Waitaki Girls' High School	..	48	102	122	237	17	..	..	..	90	..	..	..	..	73	..	38	..	444	444	444
Orango Boys' High School	105	86	144	190	237	17	..	..	..	..	..	..	..	..	178	..	..	..	599	599	599
Orango Girls' High School	..	..	..	..	..	..	..	..	..	39	31	..	..	..	27	..	..	..	337	337	337
King's High School	69	144	33	33	24	16	54	..	..	..	..	..	..	..	70	..	..	..	102	115	217
South Otago High School	..	..	24	33	24	16	54	..	..	14	55	31	..	..	70	..	..	..	178	217	395
Gore High School	..	..	33	58	45	34	35	..	15	55	51	..	..	..	..	..	..	..	379	379	379
Southland Boys' High School	..	..	105	105	80	..	..	..	..	..	..	..	..	..	105	..	..	..	379	379	379
Southland Girls' High School	..	8	..	104	..	33	..	..	..	125	..	..	..	..	..	..	..	..	460	460	460
Totals	1,149	1,230	2,854	2,937	3,310	1,313	1,049	..	602	2,293	688	..	20	105	1,946	183	70	9,855	9,804	19,749	19,749	

TABLE D 5—COURSES OF INSTRUCTION OF FULL-TIME POST-PRIMARY PUPILS ON 1ST JULY, 1949—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	..	86	186	119	180	51	176	..	..	133	52	..	..	..	159	..	52	..	646	548	646
New Plymouth Girls' High School	..	..	..	..	47	..	163	..	70	188	95	..	..	..	45	..	..	..	497	379	497
Napier Boys' High School	92	..	30	131	..	..	163	..	..	188	..	..	15	..	59	..	..	..	336	290	379
Napier Girls' High School	..	..	..	..	86	50	128	..	..	97	54	..	7	..	59	..	..	..	336	290	626
Wairarapa College	11	19	50	65	91	26	125	..	47	71	76	..	8	..	..	..	..	..	634	634	626
Nelson College	38	..	249	..	91	..	125	..	..	..	..	..	..	..	136	..	..	..	634	449	634
Nelson Girls' College	..	74	..	142	..	..	..	..	..	..	..	..	..	..	..	..	..	..	449	449	449
Totals	141	179	515	457	404	127	592	..	117	489	277	..	15	15	..	399	52	..	2,113	1,666	3,779	
Technical High Schools																						
Northland	..	..	18	23	38	25	85	..	1	36	55	..	..	..	42	..	..	..	197	126	323
Auckland	..	..	..	..	..	..	629	..	284	..	..	..	..	..	124	..	..	..	629	408	1,037
Avondale	86	86	56	45	77	8	253	..	161	..	..	..	..	..	139	..	..	..	472	439	911
Edam School of Art	..	..	..	..	..	..	..	..	..	..	..	..	31	50	..	..	..	..	31	50	81
Northcote	..	..	48	38	17	6	49	..	14	30	..	..	..	..	41	..	..	..	128	115	243
Otahuhu	78	82	17	39	46	23	141	..	11	165	120	13	..	..	167	..	..	..	394	465	1,059
Pukekohe	..	..	22	39	46	23	141	..	83	24	..	..	75	..	..	..	..	..	233	220	435
Tauranga	..	..	35	56	39	26	98	..	..	63	32	..	..	..	60	..	..	..	205	208	413
Matamata	1	1	20	52	61	32	48	..	..	30	47	..	..	..	52	..	1	..	177	167	344
Hamilton	13	13	13	8	289	..	45	188	73	..	8	10	..	98	..	1	..	428	304	732
Te Awamutu	20	35	12	13	20	15	44	..	2	46	58	..	..	..	55	..	..	..	156	164	320
Hawera	..	..	52	61	39	22	93	..	..	66	57	..	..	..	89	..	..	..	241	238	479
Stratford	..	..	75	52	104	..	..	..	..	78	84	..	..	..	68	..	..	..	263	198	461
Wanganui	..	..	47	12	189	..	..	..	..	96	49	..	..	..	64	..	..	..	428	204	632
Feilding	1	..	33	33	23	12	143	..	..	40	149	..	..	..	24	..	..	..	205	109	314
Palmerston North	..	..	..	..	31	..	..	..	..	17	100	..	6	3	..	199	..	..	321	304	625
Korowhenua	..	..	47	53	29	14	289	..	17	69	..	..	1	3	..	59	..	..	205	198	403
Petone	..	..	..	..	..	..	128	..	18	80	..	..	18	4	..	154	..	..	293	238	531
Wellington	..	..	..	..	24	..	257	..	67	174	..	..	44	17	..	236	..	..	609	427	1,036
Westport	..	..	..	..	30	..	474	..	2	30	..	..	..	..	26	..	..	..	103	86	189
Greymouth	..	..	..	..	46	15	494	..	48	93	50	..	..	..	50	..	..	..	184	164	348
Christchurch	..	3	29	28	..	..	108	..	..	1	68	..	..	..	218	..	..	..	592	311	903
Canterbury College School of Art	..	..	..	..	..	..	206	..	17	57	33	..	27	69	..	76	..	..	256	133	389
Papanui	..	..	..	..	..	..	111	..	4	54	23	..	..	..	100	..	..	..	138	154	292
Asburton	..	..	..	..	..	..	147	..	21	37	22	..	..	..	48	..	..	..	190	85	275
Timaru	..	..	..	..	..	..	274	..	53	194	..	..	20	9	..	211	..	..	347	414	761
Dunedin	..	..	..	..	..	..	255	..	19	91	74	..	..	..	196	..	..	..	348	287	635
Invercaddil	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	185	209	511	524	872	288	4,986	..	340	2,415	950	13	155	165	..	2,471	1	..	8,000	6,285	14,285	

TABLE D 7.—PUPILS AT 1ST JULY, 1949, **BOARDING AWAY FROM HOME TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS**

School.	Boarders, 1st July, 1949.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
<i>A. Secondary Schools</i>						
Whangarei Boys' High School	96	..	16	..	112	..
Whangarei Girls' High School .. ..	..	100	..	30	..	130
Auckland Grammar School .. ..	..	..	19	..	19	..
Mount Albert Grammar School	81	..	51	..	132	..
Auckland Girls' Grammar School .. ..	..	..	..	31	..	31
Epsom Girls' Grammar School .. ..	..	70	..	51	..	121
Takapuna Grammar School .. ..	..	..	8	11	8	11
Thames High School .. ..	..	..	1	11	1	11
Hamilton High School .. ..	..	50	23	9	23	59
Rotorua High School .. ..	..	..	4	9	4	9
Wanganui Girls' College .. ..	..	112	..	13	..	125
Palmerston North Boys' High School	51	..	8	..	59	..
Palmerston North Girls' High School .. ..	..	..	..	15	..	15
Gisborne High School	54	37	30	24	84	61
Hastings High School .. ..	..	..	12	12	12	12
Dunnevirke High School	61	..	8	20	69	20
Hutt Valley High School .. ..	..	..	4	1	4	1
Wellington College	99	..	4	..	103	..
Rongotai College .. ..	..	..	2	..	2	..
Wellington Girls' College .. ..	..	..	..	6	..	6
Wellington East Girls' College .. ..	..	..	..	4	..	4
Marlborough High School .. ..	..	..	10	11	10	11
Rangiora High School	23	..	1	5	24	5
Christchurch Boys' High School	53	..	12	..	65	..
Christchurch Girls' High School .. ..	..	70	..	23	..	93
Avonside Girls' High School .. ..	..	..	..	12	..	12
Christchurch West High School .. ..	..	..	4	6	4	6
Ashburton High School .. ..	..	..	4	20	4	20
Timaru Boys' High School	133	..	4	..	137	..
Timaru Girls' High School .. ..	..	87	..	9	..	96
Waimate High School .. ..	..	..	2	4	2	4
Waitaki Boys' High School	243	..	6	..	249	..
Waitaki Girls' High School .. ..	..	106	..	7	..	113
Otago Boys' High School	77	..	4	..	81	..
Otago Girls' High School .. ..	..	..	..	25	..	25
Kings High School .. ..	..	..	6	..	6	..
South Otago High School .. ..	..	..	3	5	3	5
Gore High School	39	31	7	20	46	51
Southland Boys' High School .. ..	..	..	72	..	72	..
Southland Girls' High School .. ..	..	33	..	51	..	84
Totals, A.	1,010	696	325	445	1,335	1,141

TABLE D 7—PUPILS AT 1ST JULY, 1949, **BOARDING AWAY FROM HOME** TO ATTEND SECONDARY SCHOOLS, COMBINED SCHOOLS, AND TECHNICAL HIGH SCHOOLS—*continued*

School.	Boarders, 1st July, 1949.					
	At School Hostels.		Privately.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
B. Combined Schools						
New Plymouth Boys' High School	267	..	9	..	276	..
New Plymouth Girls' High School .. .. .	..	134	..	22	..	156
Napier Boys' High School	92	..	20	..	112	..
Napier Girls' High School .. .. .	..	59	..	15	..	74
Wairarapa College	71	57	7	12	78	69
Nelson College	255	..	16	..	271	..
Nelson Girls' College .. .. .	..	78	..	17	..	95
Totals, B.	685	328	52	66	737	394
C. Technical High Schools						
Northland College	93	..	6	12	99	12
Auckland Technical School .. .. .	..	..	27	25	27	25
Avondale Technical School .. .. .	..	..	6	15	6	15
Elam School of Art .. .. .	..	..	4	11	4	11
Northcote High School .. .. .	..	..	..	5	..	5
Otahuhu Technical School .. .. .	..	..	9	9	9	9
Pukekohe Technical School .. .. .	..	..	5	5	5	5
Tauranga College .. .. .	..	..	8	13	8	13
Matamata College .. .. .	..	..	7	4	7	4
Hamilton Technical School .. .. .	..	..	30	29	30	29
Te Awamutu College .. .. .	..	..	12	7	12	7
Hawera Technical School .. .. .	..	..	2	4	2	4
Stratford Technical School .. .. .	..	..	9	11	9	11
Wanganui Technical School	73	20	23	13	96	33
Feilding Technical School	136	..	2	3	138	3
Palmerston North Technical School .. .. .	..	..	9	2	9	2
Horowhenua Technical College .. .. .	..	..	..	1	..	1
Petone Technical School .. .. .	..	..	..	..	..	..
Wellington Technical School .. .. .	..	..	2	4	2	4
Westport Technical School .. .. .	..	..	..	..	..	..
Greymouth Technical School	20	19	3	1	23	20
Christchurch Technical School	27	26	18	9	45	35
Canterbury College School of Art .. .. .	..	..	15	46	15	46
Papanui Technical School .. .. .	..	..	1	4	1	4
Ashburton Technical School .. .. .	..	..	2	7	2	7
Timaru Technical School .. .. .	..	..	7	3	7	3
Dunedin Technical School .. .. .	..	..	..	..	..	..
Invercargill Technical School .. .. .	..	..	38	33	38	33
Totals, C.	349	65	245	276	594	341
Grand totals, 1949	2,044	1,089	622	787	2,666	1,876
Grand totals, 1948	1,994	1,082	618	764	2,612	1,846
Difference	+50	+7	+4	+23	+54	+30

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.		
1948 ..	700	601	185	324	39	102	26	51	10	31	269	548	778	35
1949 ..	635	533	175	269	35	88	19	48	11	26	249	431	671	34
Difference ..	-65	-68	-10	-65	-4	-14	-7	-3	-1	-5	-20	-87	-107	-1

NOTE.—The above table does not include part-time pupils. The number of part-time secondary pupils on the roll at 31st December, 1949, was 1,907; the corresponding number in 1948 was 1,630.

TABLE E 1—OCCUPATIONS OF PART-TIME STUDENTS AT 1ST JULY, 1949

	Mechanics and Electricians.	Plumbers, Metal-workers, Etc.	Woodworkers.	Painters, Plasterers, Etc.	Printers, Etc.	Agricultural Pursuits.	Professional Pursuits.	Clerical Pursuits.	Domestic Pursuits.	Dressmakers, Milliners, Tailorers, 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 ..	3,935	1,169	977	1,905	179	166	738	1,369	3,124	3	104	714	1,065	178	453	16,369
Females ..	..	..	..	..	..	7	71	1,035	2,481	2,746	321	469	369	..	676	8,260
Totals, 1949 ..	3,935	1,169	977	1,905	179	173	809	2,404	5,605	2,749	425	1,183	1,374	178	1,129	24,629
Totals, 1948 ..	3,641	1,103	1,124	1,890	205	172	615	2,299	5,579	2,451	479	1,218	1,291	155	739	23,458
Difference ..	+294	+66	-147	+15	-26	+1	+194	+105	+26	+298	-54	-35	+83	+23	+390	+1,171

TABLE F—SPECIAL MANUAL-TRAINING CENTRES : PARTICULARS FOR THE YEAR 1949

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	53	277	4,659	4,449	14	2,676	2,597
Taranaki	10	80	1,094	1,081	..	..	..
Wanganui	14	47	883	815	2	641	525
Hawke's Bay	11	36	796	790	2	547	529
Wellington	18	77	1,866	1,942	4	796	660
Nelson	9	66	704	698	..	..	..
Canterbury	26	222	2,823	2,849	2	478	465
Otago	23	107	1,190	1,174	4	619	569
Southland	9	114	856	839	1	239	212
Totals	173	1,026	14,871	14,637	29	5,996	5,557

Education District.	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.		
		Boys.	Girls.		Boys.	Girls.	
Auckland	42	526	601	333	7,861	7,647	
Taranaki	11	138	167	91	1,232	1,248	
Wanganui	10	102	117	59	1,626	1,457	
Hawke's Bay	10	154	186	48	1,497	1,505	
Wellington	20	243	200	101	2,905	2,802	
Nelson	8	106	101	74	810	799	
Canterbury	53	598	623	277	3,899	3,937	
Otago	18	59	270	129	1,868	2,013	
Southland	10	126	128	125	1,221	1,179	
Totals	182	2,052	2,393	1,237	22,919	22,587	

NOTE.—Pupils attending from secondary departments of district high schools have not been included in 1949.

TABLE G 1—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1949

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year Ended December, 1949.	Number of 1948 Pupils on Roll at Beginning of 1949.	Number of New Pupils Admitted During 1949.	Number of New Pupils who Commenced their Post-primary Education in 1949.	Full-time Staff (Excluding Principals), December, 1949.	
	At 1st March, 1949.	At 1st July, 1949.	December, 1949.							M.	F.
			Boys.	Girls.	Total.						
AUCKLAND EDUCATION BOARD											
Cambridge	168	157	53	84	137	142	97	79	67	5	2
Coromandel	20	20	4	10	14	17	..	20	8	1	..
Dargaville	223	214	87	101	188	190	120	113	102	8	2
Helensville	147	143	56	77	133	127	68	72	60	3	3
Howick	81	76	29	43	72	70	42	44	38	2	2
Hukerunui	26	25	6	16	22	21	14	16	15	1	..
Huntly	184	159	66	71	137	143	89	107	95	6	2
Kaeo	42	40	17	18	35	36	20	27	24	2	..
Kaitiaki	249	236	106	108	214	210	126	141	130	7	3
Katikati	72	70	25	40	65	62	44	37	29	2	1
Kawakawa	121	113	52	49	101	97	73	48	45	4	1
Kawhia	19	20	4	12	16	17	*	21	16	1	..
Mangakino	78	71	29	30	59	63	37	46	41	3	1
Maungaturoto	37	33	11	17	28	28	17	25	21	1	..
Morrinsville	252	239	95	108	203	215	191	115	106	7	4
Ngatea	147	137	54	63	117	124	87	67	64	4	1
Okaihau	61	57	23	27	50	51	29	37	33	2	..
Opotiki	206	203	96	81	177	179	112	103	94	6	3
Otorohanga	157	150	71	64	135	133	117	75	66	5	1
Paeroa	101	101	45	43	88	88	70	62	51	4	1
Piopia	51	44	22	22	44	43	29	24	19	2	..
Putaruru	153	147	59	67	126	123	78	85	68	4	3
Raglan	41	39	16	23	39	37	24	21	19	2	..
Rawene	66	62	29	28	57	55	56	27	25	2	1
Ruawai	80	74	33	33	66	66	49	39	36	3	1
Taumarunui	178	163	64	66	130	149	81	104	89	5	2
Te Aroha	155	128	50	59	109	120	88	72	64	3	4
Te Kauwhata	65	59	18	28	46	51	35	31	30	2	1
Te Kuiti	198	182	77	85	162	172	114	94	88	6	3
Te Puke	141	140	70	55	125	123	84	69	56	3	3
Titoki	62	56	22	29	51	52	30	32	31	1	1
Tiwhi	179	159	74	63	137	146	113	78	73	6	1
Waipu	60	58	25	28	53	54	27	38	32	2	1
Waiuku	122	106	38	62	100	102	70	55	53	3	2
Warkworth	88	86	37	40	77	81	54	40	38	3	1
Wellsford	83	79	27	43	70	71	46	37	37	2	2
Whakatane	305	276	124	117	241	257	226	157	143	11	3
Totals	4,418	4,122	1,714	1,910	3,624	3,715	2,557	2,258	2,006	134	56
TARANAKI EDUCATION BOARD											
Ohura	38	37	17	14	31	32	19	23	17	2	..
Opunake	152	143	57	68	125	129	95	65	58	6	2
Waitara	192	175	75	85	160	165	120	86	75	4	4
Totals	382	355	149	167	316	326	234	174	150	12	6

* Established as a district high school in 1949.

TABLE G 1—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1949—*continued*

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year Ended December, 1949.	Number of 1948 Pupils on Roll at Beginning of 1949.	Number of New Pupils Admitted During 1949.	Number of New Pupils who Commenced their Post-primary Education in 1949.	Full-time Staff (Excluding Principals), December, 1949.	
	At 1st March, 1949.	At 1st July, 1949.	December, 1949.							M.	F.
			Boys.	Girls.	Total.						
WANGANUI EDUCATION BOARD											
Apiti	14	12	6	5	11	10	8	6	6	1	..
Foxton	95	84	34	33	67	76	38	59	56	2	2
Marton	161	146	60	67	127	114	96	74	66	4	3
Ohakune	142	127	47	57	104	113	64	81	75	6	..
Rangiwahia	9	9	3	4	7	8	8	12	1	1	..
Raurimu	46	39	13	20	33	35	19	28	27	1	1
Taihape	138	123	53	51	104	110	73	69	65	3	3
Waverley	53	40	9	26	35	38	21	33	32	2	1
Totals	658	580	225	263	488	504	327	352	328	20	10
HAWKE'S BAY EDUCATION BOARD											
Te Karaka	111	102	46	44	90	94	67	8	39	3	2
Tolaga Bay	40	36	14	15	29	32	21	19	19	1	1
Tuai	12	12	4	6	10	10	8	9	4	1	..
Waipawa	107	99	35	53	88	91	65	46	44	2	3
Waipukurau	69	63	25	32	57	60	39	34	28	1	1
Wairoa	177	170	67	75	142	149	101	84	75	6	2
Woodville	28	29	15	7	22	25	16	14	14	2	..
Totals	544	511	206	232	438	461	317	214	223	16	9
WELLINGTON EDUCATION BOARD											
Carterton	56	46	17	22	39	41	35	21	20	2	1
Eketaahuna	52	50	20	22	42	47	29	29	28	3	..
Featherston	40	35	9	16	25	31	17	25	22	1	1
Greytown	52	41	19	17	36	39	38	14	13	2	1
Martinborough	27	25	11	9	20	20	15	14	12	1	1
Pahiatua	79	75	42	30	72	72	40	49	49	3	1
Totals	306	272	118	116	234	250	174	152	144	12	5
NELSON EDUCATION BOARD											
Collingwood	24	23	10	8	18	20	16	8	8	1	..
Denniston	13	10	2	6	8	10	5	8	8	1	..
Granity	58	53	17	24	41	44	38	24	21	2	1
Karamea	19	19	8	10	18	17	14	6	5	1	..
Motueka	164	156	61	72	133	139	85	81	74	3	4
Murchison	42	40	22	11	33	36	29	15	15	2	..
Reefton	82	74	30	32	62	67	42	45	39	3	1
Takaka	64	59	31	17	48	52	25	39	39	2	1
T. pawera	58	55	20	28	48	53	25	39	34	2	1
Totals	524	489	201	208	409	438	279	265	243	17	8

TABLE G 1—AVERAGE ATTENDANCE, ROLL, AND TEACHERS OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS FOR 1949—*continued*

Name of School.	Roll Numbers (Full-time Pupils).					Average Attendance for Year Ended December, 1949.	Number of 1948 Pupils on Roll at Beginning of 1949.	Number of New Pupils Admitted During 1949.	Number of New Pupils Who Commenced their Post-primary Education in 1949.	Full-time Staff (Excluding Principals), December, 1949.	
	At 1st March, 1949.	At 1st July, 1949.	December, 1949.							M.	F.
			Boys.	Girls.	Total.						
CANTERBURY EDUCATION BOARD											
Akaroa	30	29	12	14	26	25	20	10	8	1	1
Cheviot	35	33	14	13	27	28	23	12	12	1	1
Fairlie	60	59	24	33	57	55	23	32	28	2	1
Geraldine	66	64	21	33	54	56	67	35	30	2	1
Hawarden	76	71	23	37	60	63	56	21	21	2	1
Hokitika	121	116	62	45	107	107	73	57	51	4	1
Kaikoura	84	78	36	34	70	69	46	41	39	3	1
Lincoln	40	36	14	18	32	33	23	18	17	1	1
Methven	52	47	24	22	46	44	48	20	17	2	1
New Brighton	93	82	21	43	64	73	34	59	56	3	1
Oxford	28	25	12	11	23	23	17	12	12	2	..
Pleasant Point	51	50	20	25	45	46	33	18	18	3	..
Southbridge	69	62	27	33	60	60	38	34	30	1	1
Temuka	111	103	47	43	90	93	65	48	46	3	2
Totals	916	855	357	404	761	775	571	417	385	30	13
OTAGO EDUCATION BOARD											
Alexandra	107	101	39	44	83	90	58	50	50	3	2
Clutha Valley	28	26	7	16	23	23	15	13	13	2	..
Cromwell	45	39	16	16	32	35	21	22	22	1	1
Kurou	35	30	12	16	28	28	22	14	13	2	..
Lawrence	55	54	15	31	46	49	31	24	23	2	1
Mosgiel	169	159	75	44	119	126	87	83	81	5	2
Owaka	30	31	14	16	30	28	13	20	18	1	1
Palmerston	88	82	33	40	73	72	49	43	40	3	1
Ranfurly	36	34	13	13	32	32	21	17	15	2	..
Roxburgh	42	33	21	13	34	31	15	27	24	1	1
Strath-Taieri	18	17	5	9	14	15	6	12	12	1	..
Tapuanui	40	40	12	18	30	32	24	18	16	3	..
Tokomairiro	76	68	17	37	54	61	41	38	38	3	1
Totals	769	714	279	319	598	622	403	381	365	29	10
SOUTHLAND EDUCATION BOARD											
Nightcaps	60	52	12	22	34	44	30	31	28	2	1
Queenstown	34	32	7	24	31	29	24	12	12	2	..
Riverton	49	44	15	24	39	38	24	28	26	1	1
Waiau (Tuatapere)	33	31	8	16	24	25	10	24	23	2	..
Winton	69	61	17	25	42	50	38	35	31	3	..
Wyndham	51	44	15	22	37	38	18	34	31	2	1
Totals	296	264	74	133	207	224	144	164	151	12	3
MAORI DISTRICT HIGH SCHOOLS											
Manutahi	56	40	8	27	35	34	29	28	27	3	..
Rangitahi	29	29	14	12	26	25	15	16	16	1	1
Ruatoki	26	21	10	8	18	18	11	16	16	1	1
Te Araroa	60	51	16	30	46	43	32	34	33	1	1
Te Kaha	27	23	8	13	21	22	15	15	12	1	1
Te Kao	21	21	8	14	22	21	11	12	11	1	..
Tikitiki	43	40	14	25	39	39	25	22	18	..	1
Tokomaru Bay	35	46	18	20	38	36	*	39	22	1	1
Totals	297	265	96	149	245	238	138	182	155	9	6
Grand totals, 1949	9,110	8,427	3,419	3,901	7,320	7,552	5,144	4,559	4,150	291	126
Grand totals, 1948	8,642	7,938	3,247	3,648	6,895	7,088	4,601	4,352	3,950	257	132
Difference	468	489	172	253	425	465	543	206	200	34	6

* Established as a district high school in 1949.

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 1949.	Number of 1948 Pupils on Roll at Beginning of 1949.	Number of New Pupils Admitted During 1949.	Number of New Pupils Who Commenced Their Post-primary Education in 1949.	Full-time Staff (Including Principals, December, 1949.	
	At 1st March, 1949.	At 1st July, 1949.	December, 1949.						M.	F.
			Boys.	Girls.							Total.
Auckland Diocesan High School, Auckland	209	205	200	193	151	59	52	..	14	
Dilworth School, Auckland	51	51	51	50	32	19	19	3	1	
Marist Convent High School, Auckland	76	72	68	67	49	27	26	..	4	
Queen Victoria School, Auckland	80	80	78	75	59	21	21	..	5	
Sacred Heart College, Auckland	410	405	385	392	250	160	150	15	..	
Convent of the Sacred Heart, Auckland	73	73	73	72	47	26	24	..	3	
St. Benedict's Technical School, Auckland	92	87	88	85	90	56	54	..	3	
St. Guthbert's College, Auckland	377	365	358	354	280	87	79	..	16	
St. Mary's College, Auckland	271	259	261	243	157	83	79	..	9	
St. Patrick's Technical School, Auckland	18	18	18	11	5	13	13	..	2	
St. Peter's College, Auckland	202	197	175	169	101	96	96	5	..	
St. Peter's Maori College, Auckland	62	55	52	55	37	27	25	3	..	
*Seventh Day Adventist School, Auckland	13	13	6	10	..	18	8	1	..	
King's College, Otahutu	461	453	445	436	336	124	112	20	..	
Wesley College, Paerata	91	102	100	98	68	39	33	6	..	
St. Stephen's Maori Boys' School, Bombay	75	77	73	71	34	46	35	4	..	
Marist Bros. High School, Hamilton	69	66	64	61	34	37	35	3	..	
Sacred Heart Girls' College, Hamilton	130	123	112	115	80	51	47	..	4	
Waikato Diocesan School, Hamilton	71	71	70	65	40	33	32	..	6	
St. Michael's Convent (Technical), Rotorua	55	50	46	44	36	23	20	..	2	
Sacred Heart High School, New Plymouth	74	73	65	61	40	36	34	..	4	
St. Mary's Diocesan School, Stratford	28	26	25	23	13	13	13	..	2	
Sacred Heart Convent High School, Wanganui	146	141	136	112	63	44	41	..	8	
St. Augustine's High School, Wanganui	46	45	67	39	31	37	30	4	..	
Wanganui Collegiate School, Wanganui	337	338	337	325	238	95	90	18	..	
Timihana Maori Girls' College, Marton	136	134	132	121	84	22	27	..	3	
Teitoku Diocesan School for Girls, Marton	134	134	132	121	90	26	27	..	11	
Hato Hara College, Radding	34	32	29	31	14	18	17	1	..	
Marist Bros. High School, Palmerston North	63	63	60	60	37	27	25	3	..	
St. Joseph's Convent High School, Palmerston North	27	27	24	25	15	13	13	..	3	
Marist Bros. High School, Gisborne	50	49	44	44	33	18	17	1	..	
St. Mary's Girls' School, Gisborne	112	112	108	106	68	44	39	..	3	
Hukareke College, Napier	90	88	88	90	54	36	33	..	4	
Sacred Heart High School, Napier	110	108	106	105	74	36	34	..	4	
St. Joseph's Maori Girls' College, Greenmeadows	55	54	49	49	28	26	26	4	..	
St. John's High School, Hastings	100	96	82	85	52	44	44	4	..	
St. Joseph's Convent High School, Hastings	103	102	105	100	83	29	24	..	2	
Iona College, Havelock North	181	181	182	172	137	51	42	..	8	
Woodford House, Havelock North	143	143	137	140	91	53	48	7	..	
Te Aute College, Pukehou	84	82	79	77	51	38	35	..	4	
St. Bride's Convent School, Masterton	56	55	55	52	33	24	20	3	..	
St. Joseph's College, Masterton	55	55	53	51	32	22	19	..	6	
St. Matthew's Collegiate School, Masterton	136	134	132	129	100	32	35	..	8	
Solway College, Masterton	318	310	298	301	228	90	75	16	..	
St. Patrick's College, Silverstream	..	..	..	..	..	..	..	..	..

* Registered as a secondary school in 1949.

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

School.	Roll Numbers (Full-time Pupils).				Average Attendance for 1949.	Number of 1948 Pupils on Roll at Beginning of 1949.	Number of New Pupils Who Commenced their Post-primary Education in 1949.	Full-time Staff (Including Principals) December, 1949.	
	At 1st March, 1949.	At 1st July, 1949.	December, 1949.					M.	F.
			Boys.	Girls.						Total.
Chilton St. James School, Lower Hutt	66	69	..	67	61	34	26	..	6
Sacred Heart College, Lower Hutt	88	84	..	83	92	45	50	..	3
Marsden Collegiate School, Wellington	204	201	..	201	191	141	44	..	10
Queen Margaret College, Wellington	192	191	..	187	181	136	56	..	7
Sacred Heart Convent High School, Wellington	75	69	..	69	68	46	30	..	10
St. Mary's College, Wellington	334	324	318	320	316	213	111	107	..
St. Patrick's College, Wellington	356	341	318	318	312	243	107	105	..
Scots' College, Wellington	161	158	148	..	151	111	50	47	..
St. Mary's Convent High School, Blenheim	38	37	..	30	34	20	19	18	3
Sacred Heart High School, Nelson	43	43	..	41	40	23	21	19	..
St. Mary's College, Westport	37	37	..	27	32	19	17	16	..
Marist Bros. High School, Greymouth	71	61	5	..	52	40	27	23	..
St. Mary's High School, Greymouth	104	99	52	..	96	56	52	50	..
St. Mary's Convent School, Hokitika	35	36	..	32	33	24	11	11	..
Cathedral Grammar School, Christchurch	17	17	15	..	15	1	16	16	..
Christ's College, Christchurch	369	370	370	..	353	284	86	75	20
Holy Name Seminary, Christchurch	72	71	64	..	68	49	23	17	..
Rangituru School, Christchurch	185	180	..	177	157	156	71	62	10
Sacred Heart Girls' College, Christchurch	172	166	..	158	156	102	72	67	..
St. Andrew's College, Christchurch	253	249	249	..	243	176	77	66	13
St. Bede's College, Christchurch	284	275	263	..	262	198	90	78	1
St. Margaret's College, Christchurch	247	242	235	235	230	210	65	61	14
St. Mary's College, Christchurch	94	94	..	87	86	56	39	37	..
Te Wai Pounamu College, Christchurch	41	40	..	39	40	28	14	12	..
Yalla Maria College, Christchurch	48	43	..	43	41	32	16	16	3
Xavier College, Christchurch	108	108	104	..	96	62	48	46	2
Cloughat Diocesan School, Timaru	102	101	..	102	100	75	27	23	..
Sacred Heart Girls' College, Timaru	118	118	116	..	113	69	52	52	7
St. Patrick's High School, Timaru	55	51	51	..	51	41	13	13	..
St. Patrick's College, Timaru	71	71	..	71	70	41	19	19	3
Dominion College, Tasehau	143	143	146	..	142	148	31	..	6
St. Kevin's College, Oamaru	183	181	117	..	142	117	42	..	5
Christian Bros. High School, Dunedin	182	129	117	128	122	85	33	27	..
Columbia College, Dunedin	60	60	..	..	55	35	24	24	9
John McGlashan College, Dunedin	84	81	..	80	77	52	27	27	..
St. Dominic's College, Dunedin	70	71	..	71	66	45	22	22	6
St. Hilda's Collegiate School, Dunedin	116	110	..	108	106	67	51	49	..
St. Philomena's College, Dunedin	66	65	59	..	58	40	26	26	5
Marist Bros. High School, Invercargill	86	86	..	76	74	50	36	36	3
St. Catherine's Convent School, Invercargill	..	..	..	..	..	..	..	..	..
Totals, 1949	10,452	10,243	4,423	9,889	9,650	7,029	3,754	223	299
Totals, 1948	9,977	9,793	4,286	9,495	9,219	6,717	3,516	212	293
Difference	+475	+450	+137	+394	+431	+312	+238	+11	+6

TABLE K 1- STUDENTS IN THE FIVE TRAINING COLLEGES IN DECEMBER, 1949

Training College.	Division A.		Division C.		Totals.		Grand Totals.
	M.	F.	M.	F.	M.	F.	
Auckland—							
First year	113	190	34	37	147	227	374
Second year	62	120	..	..	62	120	182
Specialist .. ..	..	..	..	..	..	..	..
Ardmore —							
First year	101	148	..	..	101	148	249
Second year	53	73	..	..	53	73	126
Specialist .. ..	..	..	..	..	..	..	..
Wellington—							
First year	110	131	..	..	110	131	241
Second year	87	109	..	..	87	109	196
Specialist .. ..	..	..	..	..	..	..	..
Christchurch—							
First year	81	123	..	..	81	123	204
Second year	89	98	..	..	89	98	187
Specialist	3	15	..	..	3	15	18
Dunedin—							
First year	92	124	..	..	92	124	216
Second year	95	84	..	..	95	84	179
Specialist	9	13	..	..	9	13	22
Totals	895	1,228	34	37	929	1,265	2,194

NOTE.—In addition to the above, the following students were receiving training at training colleges in 1949:—

	Men.	Women.
Students admitted under special training scheme	174	118
Division " B " (paying) students (Auckland Training College)	8	..
Homecraft students (Dunedin Training College) .. ..	..	35
Totals	182	153

Approximate Cost of Paper.—Preparation, not given; printing (1,279 copies), £187.

By Authority: R. E. OWEN, Government Printer, Wellington.—1950.

Price 1s.]