

1934.  
NEW ZEALAND.

REPORT OF THE  
MINISTER OF EDUCATION

FOR THE YEAR ENDING 31st DECEMBER, 1933.

[In Continuation of E.—1, 1933.]

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

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Office of the Department of Education,  
Wellington, 2nd August, 1934.  
YOUR EXCELLENCY,—

I have the honour, in accordance with the provisions of the Education Act, 1914, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ended the 31st December, 1933.

I have, &c.,  
R. MASTERS.

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

## REPORT.

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### I. INTRODUCTORY AND GENERAL.

DURING the year the educational institutions under the control of my Department have made very satisfactory progress in spite of the curtailments in some directions that were rendered necessary by the financial condition of the Dominion.

I wish to take this opportunity of thanking again all those who have been concerned with the control and administration of the schools for their cheerful acceptance of financial restrictions which they realized were imposed by Government only under stress of the imperative necessity for reducing public expenditure to the minimum consistent with the efficient maintenance of essential services; and for the splendid loyalty which they have shown in devising means by which the inevitable economies enforced by the reduction of their incomes have been secured without depriving the children in their care of any major privileges or advantages.

During my visit to the World Conference I had the opportunity of seeing something of the educational systems of England and America. As far as time would permit, I made inquiry into the many aspects presented by education in those countries, and came to the conclusion that, though we are in some respects behind the best practice of the older countries, particularly on the social and humanitarian sides, on the whole the education received by our children compares favourably with that given to the majority of English and American children. When more money is available I propose to give consideration to some features of education that so far have not been fully incorporated into our system. The further extension of the reorganized primary-school system, the establishment of kindergartens in the cities and larger towns, the education and after-care of those less fortunate children who are unfitted to benefit by the ordinary methods and courses of instruction, and the vocational guidance of primary and post-primary pupils, are matters of great importance, awaiting a period of more vigorous development of educational services which will become possible only when financial conditions improve.

At the beginning of the year intermediate schools were established in accordance with the new regulations in Napier and Wanganui, and the West Christchurch District High School was reorganized by transferring the Primer to Standard IV pupils to the neighbouring schools and attaching an intermediate department to the school for the Form I and II pupils of West Christchurch and Addington Schools. Towards the end of the year contracts were let for the erection of new intermediate schools at Shirley (Christchurch) and Albany Street (Dunedin). When these two schools are opened at the beginning of next year there will be five intermediate schools and eleven intermediate departments in the Dominion. Of the eleven departments, six are attached to secondary schools, one to a technical high school, and four to district high schools. At the end of the year 3,806 children were enrolled in intermediate schools and departments. My Department has exerted no compulsion on Boards or parents in regard to the reorganization of the primary-school system. It has aimed at convincing parents that the change is in the interests of their children, so that when the opportunity offers, reorganization may be effected. With the fall in the attendance of many city schools, due in a large measure to the industrialization of the districts in which they are situated, it may be possible to redistribute the pupils and establish more intermediate schools.

During the year special attention has been given to the courses of instruction, with the object of providing more satisfactorily for the various types of pupils. In the past ample provision has been made by the schools for what may be termed the verbally minded pupil, whether or not he is also practically minded—that is, the boy or girl who readily absorbs book-knowledge. The practically minded pupil,

who excels in art or craft work, in domestic or manual occupations, if not also verbally minded, has not been so well catered for. At the proficiency examination this year the Inspectors were directed to take into account towards the award of the certificate, special ability not only in a foreign language if one were included, but also in practical mathematics and handwork. This recognition resulted in 353 (1·8 per cent.) more pupils gaining proficiency certificates than would have done so had not subjects other than English and arithmetic received consideration.

There are in the Dominion eighty-one district high schools, most of them in rural districts. These take the place of the post-primary schools in the cities, and provide the means of advanced education for country children. For some time it had been felt that the course of instruction in the secondary departments of the district high schools had been framed mainly in the interests of those children who intended to follow an academic course of education. A very small percentage of children from these schools proceed directly or indirectly to the Universities. Consequently, for the majority of the pupils a course based solely on the requirements of the University Entrance Examination is unsuitable and undesirable. The district high schools have done and continue to do good service in the communities in which they are placed, but it was felt that their usefulness could be extended by a modification of the curriculum. To this end I submitted proposals to the Boards, the Inspectors, and the teachers with the object of unifying the courses as much as possible to simplify the organization of the secondary department and to give a better chance to the non-academic pupils, who, under the older system, were apt to receive less suitable instruction than the examination pupils received. It was pointed out that the underlying motive of the suggestions was to improve the content of courses other than the University Entrance course in the hope that more pupils would be attracted to enter and remain in those courses. Agriculture was omitted as a subject of the University Entrance course, and two science subjects substituted which are essentially related to agriculture. This is considered advisable if agriculture is to be given adequate treatment as a major course, and not merely as a single subject. The following courses were suggested: University Entrance course, farm course, home crafts course.

The proposals were well received, and there is every reason to believe that the schools will put them wholly or partly into operation next year. Even where the whole scheme cannot be adopted, it is believed that enough of it can be incorporated into the scheme of instruction to provide more interesting and useful courses for the several types of pupils.

In two or three centres I have arranged for the secondary department to give special attention to the principal industry of the district.

The establishment of a school certificate for post-primary pupils has received a great deal of consideration during the year, and it is confidently anticipated that it will be possible to issue regulations early in 1934 to provide for the issue of the certificate at the end of that year. The certificate has been asked for during the past few years by the teachers of the post-primary schools, their object being to secure the provision of an alternative to the University Entrance Examination. The latter examination was designed for a specific purpose—namely, entrance to the University. Only a small percentage of pupils proceed from the post-primary schools direct to the University; others take up University work later, but the majority of pupils who pass through secondary and technical schools do not go further with their scholastic education.

At present the only general external examination available for third- or fourth-year pupils is the University Entrance. The syllabus and the prescriptions for this examination were drawn up by the University for the definite purpose of setting the standard of attainment in languages, mathematics, and science, which those wishing to proceed with higher education must reach before they enter the University. It is evident, therefore, that some examination other than the University Entrance is required to meet the needs of the rest of the pupils. The present University syllabus contains nineteen subjects, all of which it is proposed to include in the School Certificate Examination, together with twelve others—namely, technical drawing, economics, book-keeping, shorthand and typewriting,

needlework, house crafts, technical electricity, heat engines, applied mechanics, plane trigonometry, physiology and hygiene, and general biology.

The standard of the school certificate will be that of the University Entrance. It is proposed that the University should examine in conjunction with the Education Department, the University setting the papers in its subjects and the Department in the subjects that have been added. The school certificate will indicate a degree of mental ability, aptitude, and diligence and a general education of the same standard as that of the University Entrance Examination, whatever the selection of subjects by the holder may have been.

It will be seen, therefore, that school curricula have received careful consideration, and that next year it should be possible for pupils to enter upon courses of instruction specially suited to their aptitudes and requirements.

The supply of teachers still continues to exceed the number of positions available for them. As the year proceeded it became evident that there would be no need to train further teachers in 1934. Consequently it was decided to close temporarily the Christchurch and Auckland Training Colleges in order that the surplus of teachers might be absorbed. The staffs of these two colleges, which had been selected on account of the special qualifications of the individual members, were retained, but in 1934 they will be employed on other duties. The Principals and Vice-Principals will be Acting-Inspectors of Schools. This will enable them to come into contact with their own students in the schools and form an opinion as to how far the training college is meeting the requirements of the schools. It will also give these officers the opportunity of seeing at first hand the work that is being done in the schools, and on their return to their colleges of formulating plans or methods to enable their students to give the best possible service to the communities in which they are appointed to teach.

Some of the lecturers will be attached to the University colleges, where they will refresh their knowledge of the subjects in which they are specialists, and at the same time afford relief to the Professors by dividing with them some of the larger University classes. One lecturer has been attached to the staff of the Auckland Museum for work in connection with the schools.

The lecturers in art, music, handwork and kindergarten work, science and nature-study, and physical education will become itinerant instructors and visit schools throughout the Dominion. These lecturers will meet the teachers in their schools and advise them in regard to courses of work and methods of instruction. In as many centres as possible they will gather the teachers together and hold short refresher courses. It is expected that the visits will do a great deal to inspire the teachers with added enthusiasm for their work and to place before them up-to-date and approved methods of teaching particular subjects.

The oversupply of trained certificated teachers made it necessary to continue the scheme for rationing work among teachers. The positions usually occupied by probationary assistants, additional assistants, and junior relieving teachers were included in the scheme, but the more experienced relieving teachers were paid in accordance with the ordinary scale. Rationed teachers were paid at the rate of £100 per annum, together with a lodging-allowance at the rate of £36 per annum if they were required to live away from home. The Department paid the actual and reasonable expenses of transit to and from the place in which the rationed teacher was employed. Under the scheme the majority of the teachers received at least two terms' employment.

The Department's Correspondence School continues to provide educational facilities for those children who are unable by reason of distance, or in a few cases, physical disability, to attend a primary or a post-primary school. There were on the roll at the end of the year 1,319 primary and 355 secondary pupils, a total of 1,674, an increase of 163 on the number in 1932. The primary course includes all the subjects taught in a public school, except music and physical education.

Fifty-three pupils sat for the Proficiency Examination and all were successful in passing. Twenty-five pupils were awarded Intermediate Certificates on recommendation. Six pupils passed the University Entrance Examination.

There is no doubt that this school is greatly appreciated by parents whose homes are so isolated that their children are unable to attend an ordinary school.

The activities of the Child Welfare Branch of the Department include the investigation of all cases of children and juveniles appearing before the Children's Court, providing supervision where ordered by the Courts, and maintaining and placing the children actually committed to the care of the Department. In addition, this Branch registers and supervises all homes where infants under six years of age are maintained apart from their parents, investigates all applications for the adoption of children, and registers and inspects all orphanages and private institutions for children.

The special residential schools for the deaf and for the mentally backward children are also administered by this Branch.

Considerable difficulty has been experienced throughout the year in finding suitable employment for the young people (numbering about 840) who are actually State Wards, and in many cases it has been necessary to grant assistance for part-board and for clothing, &c., that in normal times would not be necessary.

A review of the cases before the Courts during the year does not reveal any appreciable increase in juvenile delinquency. In fact, the number of committals taken over a period of five years shows a decided decrease. For instance, in 1930 the number committed was 733, as compared with 476 for this year. The reduction in numbers is due partly to the fact that there is now a well-organized system of relief and partly to the concerted efforts of the Branch in what may be termed the preventive side of social work.

During the year the attendance at the Native schools was well maintained and the general efficiency showed a further advance. An effort was made in the direction of giving the curriculum a bias towards the practical needs of the Maori, while not losing sight of the paramount necessity of teaching him to think and express himself in English. The teaching also of the principles of health and cleanliness was not overlooked, and at a number of schools the teachers found it possible to equip their pupils with school uniforms. The policy of improving and modernizing the buildings was continued, and a number of the older schools have been brought up to date in structure, ventilation, lighting, and heating.

At the beginning of the year I was able to pay a visit to a number of Native schools in the North Auckland District and was pleased to have the opportunity of making a personal acquaintance with the teachers and the conditions under which they work. I was much impressed by the enthusiasm with which the School Committees and the teachers carried out their manifold duties in their communities, the bright and willing response of the pupils, and the care that was being devoted to the cleanliness of the buildings and the improvement of the grounds.

During the year six teachers from England, two from Canada, and one from Natal have exchanged with New Zealand teachers. Negotiations are in hand for exchanging teachers between the Dominion and Australia. The teachers are very carefully selected by both Education authorities. They are, therefore, well qualified to explain the system of education in operation in their own country and to demonstrate the methods of teaching in practice there. These teachers also tend to draw closer the bonds of Empire, and I would like to take this opportunity of expressing my appreciation of the courtesy and assistance that have been extended to our teachers by Educational authorities and organizations overseas.

On the 10th March Parliament passed the Education Amendment Act, 1932-33, which dealt with the appointment of teachers in public schools, the establishment and control of intermediate schools and intermediate departments, the summary dismissal of teachers for gross misconduct or suspension for neglect of duty or other offences, the payment of travelling-expenses to Managers of Technical Schools, the establishment and disestablishment of teachers' training colleges, advances to training-college students for purposes of their training, the enrolment and attendance of children at public schools, and the fixing of school holidays.

Under this Act a child may be enrolled in a public school or Native school at any time within the first four weeks of the school term in which he attains the age of six years. Provision is also made for the compulsory enrolment in special classes of sub-normal children.

On the 16th November regulations were issued fixing the terms of holidays to be observed in public, secondary, technical, and combined schools. The object of the regulations is to make the holidays for the various types of schools synchronize as far as possible throughout the Dominion.

Parliament also passed Acts consolidating and amending certain enactments relating to Victoria University College and Canterbury University College.

By the Education Law Amendment Act passed at the end of the year, School Committees are to hold office for two years, and there are to be biennial meetings of householders for the election of the Committee.

2. TYPES OF SCHOOLS.

The present position in regard to our school system is outlined below.

The Native schools and the Correspondence School are under the direct control of the Department; the other schools given in Table A are controlled by the various Boards in accordance with the Act and the regulations made thereunder.

In addition to the types given in that table there exist a number of private primary schools, private secondary schools, and private Native schools (both primary and secondary). These are under the control of various private bodies, but the range of classes is substantially the same as that given for corresponding schools in the table. Some private secondary schools are “endowed”—i.e., maintained partly by revenues derived from grants of land made by the State. One private technical school was registered during the year.

Apart from certain special schools for the mentally backward (three) and for the deaf (one)—the following are the types of State schools that are at present in operation. The New Zealand Institute for the Blind is privately controlled.

TABLE A.

Type of School.	Lowest Class.	Highest Class.
1. Primary (a) .. ..	Preparatory division	Form II (Standard VI).
2. Native .. ..	Preparatory division	Form II (Standard VI).
3. Intermediate (b) .. ..	Form I (Standard V)	Form II (Standard VI).
4. District High School—		
(i) Primary Department	Preparatory division	Form II (Standard VI).
(ii) Secondary Department	Form III .. ..	Form V.
(c)		
5. Secondary .. ..	Form III .. ..	Form VI.
6. Technical High .. ..	Form III .. ..	Form VI.
7. Combined (d) .. ..	Form III .. ..	Form VI.
8. Correspondence School—		
(i) Primary .. ..	Preparatory division	Form II (Standard VI).
(ii) Secondary .. ..	Form III .. ..	Form V.

(a) A few primary schools have a Standard VII, in which the work done approximates to that of Form III. In some of the schools the work done in Form III is supervised by the teacher, but the pupils are supplied with lessons compiled by the staff of the Department's Correspondence School. Some primary schools have become contributing schools—i.e., have lost Forms I and II, these classes having been transferred to intermediate schools or departments.

(b) Intermediate departments include Forms I and II only, Form III being considered part of the post-primary school to which the intermediate department is attached. One intermediate school has, however, a Form III.

(c) In secondary departments of some district high schools there are a few pupils doing work in advance of that of Form V.

(d) Secondary and technical schools amalgamated under a single governing body.

### 3. COST OF EDUCATION.

The appendix to this report shows in detail under various headings the expenditure on education during the financial year ended 31st March, 1934. The total expenditure, including endowment revenue, amounted to £2,795,170, as against £2,863,802 in the previous year, a decrease of £68,632.

An analysis of expenditure is shown in the following table :—

TABLE B.—ANALYSIS OF EXPENDITURE ON EDUCATION FOR THE YEAR ENDED 31ST MARCH, 1934.  
(For more details see appendix to this Paper.)

Branch of Education.	Total Expenditure (Net).*	Expenditure expressed as Percentage of Total Expenditure.	Expenditure per Head of Population.†
	£		£ s. d.
Departmental administration .. ..	29,647	1·06	0 0 5
Boards' administration .. ..	47,893	1·71	0 0 7
Cost of inspection—			
Primary .. ..	28,837	1·03	0 0 5
Native .. ..	1,611	0·06	
Post-primary .. ..	4,343	0·16	0 0 1
Primary education—			
Public schools .. ..	1,711,818	61·47	1 2 4
Departmental Correspondence School ..	6,506		
Native Education—			
Native schools .. ..	71,953	2·70	0 1 0
Scholarships and bursaries .. ..	3,515		
Post-primary education—			
Secondary, technical, and combined schools ..	472,700	19·59	0 7 1
Secondary departments of district high schools	67,374		
Correspondence School .. ..	4,298		
Scholarships and bursaries .. ..	3,328		
Higher education§ .. ..	73,608	2·63	0 0 11
Training of teachers .. ..	34,323	1·23	0 0 5
Special schools .. ..	16,414	0·59	0 0 3
Child welfare .. ..	111,136	3·98	0 1 5
Superannuation .. ..	46,784	1·67	0 0 7
Miscellaneous .. ..	2,426	0·09	
Capital expenditure on school buildings ..	56,656	2·03	0 0 9
<b>Total* .. ..</b>	<b>2,795,170</b>	<b>100·00</b>	<b>1 16 3</b>

\* This includes revenue from endowments administered by the various Boards, &c., as well as direct expenditure from public funds—

From public funds as shown in appendix .. ..	2,740,545
Endowments—	
Post-primary schools .. ..	37,739
University colleges .. ..	16,886
	<u>£2,795,170</u>

† Mean population for twelve months ended 31st March, 1934, was 1,541,511.

§ Grant to Massey Agricultural College is now provided under vote "Agriculture."

|| No significant amount.

From the statement of expenditure and recoveries the cost per pupil in the primary schools based on average attendance was £9 15s. 1d. excluding buildings, and £10 1s. including buildings. The cost per child for elementary education in England and Wales for the year 1932–33 was £12 12s. 7d. This, however, included cost of capital expenditure, special services, &c.

#### 4. SCHOOL BUILDINGS AND SITES.

During the year the net capital expenditure on the erection of school buildings, additions, sites, and teachers' residences was £56,656, as against £57,128 for the previous year. Owing to the limited funds available, it was not possible, therefore, to consider favourably all of the proposals that were submitted. Preference was given to those cases where no school accommodation existed or the existing buildings were inadequate for the numbers attending.

In order to reduce further the expenditure of capital funds, an item was provided on the Consolidated Fund estimates to meet the cost of works costing under £200. These works included small additions and alterations, the total expenditure for the year being £5,221.

During the year one large school and a number of smaller buildings were destroyed by fire. The sum of £5,121 was expended on replacement. Of this, £3,846 has been provided by the Government Fire Insurance Fund.

The following table shows the capital expenditure on new buildings, additions, sites, and teachers' residences for the years ended 31st March, 1931, 1932, 1933, and 1934 :—

	1930-31.	1931-32.	1932-33.	1933-34.
	£	£	£	£
Public schools ..	203,292	126,778	36,290	57,664
Secondary schools ..	128,594	65,030	22,909	2,568
Technical schools ..	78,318	44,507	4,110	1,504
Training colleges ..	9,080	1,228	..	..
Universities ..	241	..	..	..
Native schools ..	8,922	14,433	869	2,698
Schools for mentally backward ..	5,110	199	..	..
Child-welfare institutions ..	1,660	714	..	..
Kindergartens ..	1,747	54	..	..
Massey Agricultural College ..	68,825	9,622	..	..
Canterbury Agricultural College ..	109	..	..	..
Gross total	505,898	262,565	64,178	64,434
Less credits-in-aid ..	4,554	3,417	7,050	7,778
	<u>£501,344</u>	<u>£259,148</u>	<u>£57,128</u>	<u>£56,656</u>

#### 5. NUMBER OF SCHOOLS.

The following table gives the number of public schools classified according to grade and the number of intermediate schools and departments. The yearly average attendance is also shown :—



TABLE C 1.—NUMBER OF PUBLIC PRIMARY SCHOOLS AND OF INTERMEDIATE SCHOOLS AND DEPARTMENTS.

Grade of School and Range of Average Attendance.	Number of Schools.*		Total Average Attendance.†					
			Primary Department.‡		Secondary Department.§		Totals.	
	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.
O (1-8) .. ..	210	210	1,350	1,350	..	..	1,350	1,350
I (9-20) .. ..	760	760	10,983	10,983	..	..	10,983	10,983
II (21-35) .. ..	481	481	12,658	12,658	..	..	12,658	12,658
IIIA (36-50) .. ..	298	699	12,338	40,369	..	..	12,338	40,448
IIIB (51-80) .. ..	134		15,699		48	79	15,747	
IIIC (81-120) .. ..	65	137	8,489	22,142	31	..	12,363	23,602
IV A (121-160) .. ..	39		6,685		414	1,460	8,903	
IV B (161-200) .. ..	33	81	6,968	23,169	624	..	7,309	24,532
IV C (201-240) .. ..	26		6,400		422	..	7,390	
V A (241-280) .. ..	27	67	7,619	26,762	518	1,363	6,918	27,646
V B (281-320) .. ..	28		9,150		414	..	8,033	
V C (321-360) .. ..	26	82	9,613	45,715	431	..	9,581	45,978
VIA (361-400) .. ..	22		8,629		587	..	10,200	
VIB (401-440) .. ..	19	14	8,520	3,577	249	884	8,878	27,646
VIC (441-480) .. ..	18		8,686		48	..	8,568	
VII A (481-520) .. ..	17	3	8,882	2,047	75	263	8,761	2,777
VII B (521-560) .. ..	17		9,253		..	..	8,882	
VII C (561-600) .. ..	13	4	7,668	2,777	188	..	9,441	45,978
VII D (601-640) .. ..	9		5,586		..	..	7,668	
VII E (641-680) .. ..	3	1	2,047	816	..	..	5,586	4,382
VII F (681-720) .. ..	4		2,777		..	..	2,047	
VII G (721-760) .. ..	..	14	..	3,577	..	..	2,777	4,382
VII H (761-800) .. ..	1		816		..	..	816	
VII I (801-840) .. ..	14	14	3,577	3,577	805	805	4,382	4,382
Intermediate schools and departments								
Totals, 1933 .. ..	2,531	2,531	186,725	186,725	4,854	4,854	191,579	191,579
Totals, 1932 .. ..	2,528	2,528	196,958	196,958	4,932	4,932	201,890	201,890
Difference .. ..	+3	+3	-10,233	-10,233	-78	-78	-10,311	-10,311

\* Fourteen half-time and fifty schools with side schools attached are counted as separate schools.

† The average attendance shown under this heading is the average attendance for the year ended 31st August, 1933, computed and adjusted in accordance with the regulations governing the staffing of schools. The unadjusted total average attendance for the year ended 31st December, 1933, was: Primary departments, including Forms I and II of all intermediate schools and departments, 182,017; secondary departments and Form III of the separate intermediate school, 4,752.

‡ The average attendance shown under this heading includes any pupils in Standard VII or in special classes.

§ This refers to secondary classes conducted mainly in rural areas in district high schools—that is, in primary schools to which are attached secondary departments. The entry in this column opposite "intermediate schools and departments" includes Form III at Kowhai as well as the secondary departments of Waihi and West Christchurch. These are not included elsewhere.

Table C 2, below, gives the number of schools other than public primary schools in the years 1932 and 1933 :—

TABLE C 2.—NUMBER OF SCHOOLS OTHER THAN PUBLIC PRIMARY SCHOOLS.  
(All schools not marked as "private" are State controlled.)

Type of School.	Type of Education given.	Number of Schools in December, 1932.				Number of Schools in December, 1933.			
		Boys' Schools.	Girls' Schools.	Mixed Schools.	Total.	Boys' Schools.	Girls' Schools.	Mixed Schools.	Total.
Chatham Islands .. ..	Primary ..	..	..	5	5	..	..	4	4
Intermediate schools or departments*	Intermediate ..	2	1	8	11	2	1	11	14
Secondary departments of district high schools	Post-primary ..	..	..	80	80	..	..	81	81
Secondary .. ..	Post-primary ..	10	12	16	38	10	12	16	38
Combined .. ..	Post-primary ..	3	3	..	6	3	3	..	6
Technical .. ..	Post-primary ..	..	..	21	21	..	..	21	21
Native village .. ..	Primary ..	..	..	135	135	..	..	137	137
Native mission (private) ..	Primary ..	..	..	11	11	..	..	11	11
Native post-primary (private)	Primary and post-primary ..	4	5	1	10	4	5	1	10
Lower departments of secondary schools (private)	Primary ..	3	4	1	8	3	4	1	8
Private primary .. ..	Primary ..	40	41	228	309	41	36	232	309
Endowed and registered private secondary schools	Post-primary ..	20	33	1	54	21	33	1	55
Special† .. ..	Primary ..	2	1	2	5	2	1	2	5

\* Eleven of these in 1933 were intermediate departments.

† Two of these are schools for the mentally backward, one a school attached to a boys' welfare institution, one a school for the blind, and one a school for the deaf. The New Zealand Institute for the Blind is privately controlled.

## 6. ENROLMENT AT EDUCATIONAL INSTITUTIONS.

The following tables (D to F) give some details as to numbers on the roll at recognized educational institutions, numbers of full-time pupils in the various standards and forms, and median ages of full-time pupils in the various standards and forms.

TABLE D.—NUMBERS ON THE ROLL AT RECOGNIZED EDUCATIONAL INSTITUTIONS (EXCLUSIVE OF UNIVERSITY COLLEGES AND KINDERGARTEN SCHOOLS).

Type of School.	Total Number on the Roll on the 1st July, 1932.	Total Number on the Roll on the 1st July, 1933.	Children.					Adolescents.				Adults.			
			Under 10 Years.	10-11 Years.	11-12 Years.	12-13 Years.	13-14 Years.	14-15 Years.	15-16 Years.	16-17 Years.	17-18 Years.	18-19 Years.	19-20 Years.	20-21 Years.	21 Years and over.
Public primary schools ..	205,955	191,331	97,897	24,466	24,786	21,970	15,230	5,581	1,267	118	16	..	..	..	..
Special classes for backward children	523	504	100	63	66	105	91	59	15	5	..	..	..	..	..
Native schools, village (primary)	7,604	7,374	3,824	912	855	772	626	293	80	10	2	..	..	..	..
Native schools, mission (private, primary)*	546	527	296	68	59	41	39	19	5	..	..	..	..	..	..
Public primary schools, Chatham Islands	141	149	66	24	17	17	12	10	2	..	1	..	..	..	..
Secondary schools, lower departments	208	171	38	24	23	36	26	18	5	1	..	..	..	..	..
Private primary schools* ..	25,509	25,294	12,964	2,954	3,139	2,835	2,099	933	262	86	20	2	..	..	..
Intermediate schools and departments	2,868	3,966	4	134	856	1,296	1,090	450	109	25	2	..	..	..	..
Secondary departments of district high schools	5,067	5,030	..	3	18	288	1,091	1,346	1,110	710	328	108	25	3	..
Secondary schools .. ..	14,705	14,468	..	1	32	718	2,711	3,560	3,146	2,365	1,287	521	111	15	1
Combined schools .. ..	2,170	2,093	..	..	6	97	381	528	485	335	184	61	15	1	..
Technical high and day schools..	8,786	8,706	..	..	11	422	1,865	2,597	2,011	1,141	439	142	39	19	20
Technical classes (part-time students at day and night classes)	9,459	9,078	..	..	19	39	140	510	1,071	1,627	1,534	1,352	870	620	1,296
Native schools, secondary*—															
Primary .. ..	127	105	18	3	11	16	19	14	12	9	3	..	..	..	..
Post-primary .. ..	233	206	..	..	..	1	15	39	58	41	33	10	6	1	2
Endowed and registered private secondary schools	4,279	4,109	..	..	11	154	566	921	980	800	492	152	23	5	5
Correspondence School ..	1,566	1,653	727	139	134	149	193	129	98	48	12	10	3	2	9
Training colleges .. ..	990	443	..	..	..	..	..	..	..	..	..	3	73	158	209
Schools for mentally backward, &c.	222	290	19	19	24	33	50	41	25	27	12	9	6	4	21
School for the Deaf .. ..	119	119	35	11	8	25	13	9	7	10	1	..	..	..	..
New Zealand Institute for the Blind	20	32	8	..	5	5	4	3	3	2	2	..	..	..	..
Grand totals .. ..	291,097	275,648	115,996	28,821	30,080	29,019	26,261	17,060	10,751	7,360	4,368	2,370	1,171	828	1,563
Estimated population (inclusive of Maoris) at 1st July, 1933	..	1,537,370	140,170†	116,010				27,400	26,880	28,180	28,520	28,580	28,640	28,420	27,900‡

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

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

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

TABLE E.—NUMBERS OF FULL-TIME PUPILS IN THE VARIOUS STANDARDS AND FORMS AS AT 1ST JULY, 1933.

Type of School.	Special Class for the Men- tally Back- ward.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Public primary .. ..	320	184	22,572	19,255	13,390	12,087	13,086	12,121	14,132	12,997	13,509	12,709	12,388	11,841	10,416	9,926	411	491	..	..	..	..	..	..	100,224	91,611
Native—Europeans .. ..	..	..	177	129	48	52	59	59	64	69	44	52	44	52	37	34	3	9	..	..	..	..	..	..	476	456
Maoris .. ..	..	..	1,447	1,346	487	457	408	393	372	403	264	252	184	202	110	107	3	7	..	..	..	..	..	..	3,275	3,167
Public primary — Chatham Islands .. ..	..	..	17	28	8	9	10	9	9	12	5	12	9	6	6	4	4	1	..	..	..	..	..	..	68	81
Private primary and lower de- partments of secondary schools .. ..	..	..	3,100	3,050	1,493	1,512	1,519	1,585	1,581	1,850	1,658	1,770	1,527	1,871	1,411	1,592	148	430	..	..	..	..	..	..	12,437	13,660
Intermediate .. ..	..	..	..	..	..	..	..	..	..	..	..	..	1,036	859	1,045	850	81	95	..	..	..	..	..	..	2,162	1,804
Secondary departments of dis- trict high schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,166	961	761	628	742	535	119	113	2,788	2,242
Secondary .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,515	2,325	1,966	1,934	2,660	1,871	695	502	7,836	6,632
Combined .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	385	311	336	247	392	251	108	63	1,221	872
Technical .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,362	1,772	1,446	1,175	969	749	140	93	4,917	3,789
Endowed and registered private secondary schools .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	574	700	564	631	776	545	187	213	2,101	2,089
Correspondence .. ..	..	..	182	201	96	106	88	80	90	84	59	63	45	81	38	47	109	156	34	44	21	29	..	..	762	891
Totals .. ..	320	184	27,495	24,009	15,522	14,223	15,170	14,247	16,248	15,415	15,539	14,858	15,233	14,912	13,063	12,560	7,761	7,258	5,107	4,659	5,560	3,980	1,249	989	138,267	127,294

TABLE F.—MEDIAN AGES OF FULL-TIME PUPILS IN THE VARIOUS STANDARDS AND FORMS AS AT 1ST JULY, 1933.

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Form IV.		Form V.		Form VI.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Public primary .. ..	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	Y. M.	
Native—Europeans .. ..	..	..	7	5	7	4	9	0	8	10	9	9	9	5	10	11	10	5	11	9	11	8	12	10	12
Maoris .. ..	..	..	7	9	7	8	10	1	9	9	11	0	10	9	12	0	11	9	12	9	12	6	13	4	13
Private primary and lower departments of secondary schools	..	..	6	6	6	6	8	2	8	1	9	2	9	0	10	4	10	0	11	5	11	2	12	4	12
Intermediate .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	3	12	1	13	3	13	2	14	5	13	
Secondary departments of district high schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Secondary .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Combined .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Technical .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Endowed and registered private secondary schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Correspondence .. ..	..	..	7	3	7	2	8	5	8	5	9	8	9	5	10	7	10	7	12	0	11	9	12	6	12

## 7. REGULARITY OF ATTENDANCE.

In the majority of the reports submitted by Education Boards reference is made to the continued high standard of regularity of attendance of pupils in primary schools and in intermediate schools and departments. For the year 1933 the average attendance of pupils in these schools for all districts was commendably high, it being 92·9 per cent. of the average weekly roll, as against 92·2 per cent. in 1932. In these circumstances it is only to be expected that good attendance certificates are more frequently won than was the case some years ago. The highest degree of regularity of attendance in any district was in the Nelson Education District, this being the second year in succession that such a result has been recorded. It is worthy of note that in this district the figures show a slight improvement in the already creditable percentage of the previous year—viz., 94·46 per cent., as against 94·17 per cent.

## 8. STAFFS OF SCHOOLS.

The following table shows the number of adult teachers in the public primary schools of the different grades and in Forms I and II of intermediate schools and departments.

TABLE H 1.—NUMBER OF ADULT TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS AND IN FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS, DECEMBER, 1933.

Grade of School.*			Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Adult Teachers.		
			M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade O (1-8)	..	..	43	149	..	..	..	..	43	149	192
I (9-20)	..	..	412	317	..	..	..	2	412	319	731
II (21-35)	..	..	234	199	21	17	..	39	255	255	510
IIIA (36-50)	..	..	10	5	176	100	4	276	190	381	571
IIIB (51-80)	..	..	..	..	218	44	1	280	219	324	543
IIIC (81-120)	..	..	..	..	113	12	6	243	119	255	374
IV (121-240)	..	..	..	..	133	1	108	387	241	388	629
V (241-360)	..	..	..	..	80	..	139	380	219	380	599
VI (361-480)	..	..	..	..	63	..	169	405	232	405	637
VII (over 480)	..	..	..	..	91	..	342	853	433	853	1,286
Intermediate schools and departments	..	..	..	..	5†	..	66	59	71	59	130
All grades—											
1933	..	..	699	670	900	174	835	2,924	2,434	3,768	6,202
1932	..	..	647	713	916	178	849	3,081	2,412	3,972	6,384
Difference	..	..	+52	-43	-16	-4	-14	-157	+22	-204	-182

\* The grade of school given above is the grade in which the school is placed when all attached side schools are included, while part-time schools taught by the same teacher are counted as one school.

† These are the Principals of the Kowhai, Napier, and Wanganui Intermediate Schools, and Waihi and West Christchurch District High Schools (to which intermediate departments are attached).

The following table indicates the number of women teachers for each 100 men teachers :—

TABLE H 2.—RATIO OF MEN TO WOMEN TEACHERS IN PRIMARY SCHOOLS AND FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS.

	1922.	1927.	1928.	1929.	1930.	1931.	1932.	1933.
Adult teachers—								
All schools .. .. .	197	187	183	184	171	172	165	155
Schools with roll 1–20 .. .. .	299	202	185	162	157	156	120	103
Schools with roll over 20 .. .. .	182	185	182	188	181	175	174	167
Pupil-teachers .. .. .	223	*	*	*	*	*	*	*
Probationers .. .. .	349	236	303	265	224	177	†	†
Training-college students .. .. .	256	213	227	242	282	226	201	163

\* The position of pupil-teacher has now been abolished.      † There were no probationers in 1932 and 1933.

TABLE H 3.—NUMBER OF ADULT FULL-TIME TEACHERS EMPLOYED IN DEPARTMENTAL SCHOOLS DECEMBER, 1932, AND DECEMBER, 1933.

Type of School.	December, 1932.						December, 1933.					
	Principals and Sole and Head Teachers.		Assistant Teachers.		Total Adult Teachers.		Principals and Sole and Head Teachers.		Assistant Teachers.		Total Adult Teachers.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Public (primary) .. .. .	1,561	891	795	3,045	2,356	3,936	1,594	844	769	2,865	2,363	3,709
Intermediate* .. .. .	1	..	54	36	55	36	3	..	66	59	69	59
Secondary departments of district high schools and Form III of intermediate schools	†1	..	118	96	119	96	‡2	..	121	92	123	92
Secondary .. .. .	26	12	310	253	336	265	26	12	310	249	336	261
Combined .. .. .	4	3	56	35	60	38	4	3	55	34	59	37
Technical .. .. .	21	..	219	145	240	145	21	..	225	141	246	141
Native (primary) .. .. .	93	42	9	74	102	116	102	35	8	78	110	113
Chatham Islands .. .. .	4	1	..	2	4	3	4	..	..	3	4	3
Correspondence—												
Primary .. .. .	1	..	4	17	5	17	1	..	5	17	6	17
Post-primary .. .. .	..	..	5	6	5	6	..	..	4	7	4	7
Special .. .. .	2	2	8	12	10	14	2	2	7	11	9	13
Totals .. .. .	1,714	951	1,578	3,721	3,292	4,672	1,759	896	1,570	3,556	3,329	4,452

\* Where the intermediate department is attached to a secondary, technical, or district high school only the teachers of Forms I and II are included here.  
† This is the head teacher of the Waihi District High School, to which is attached an intermediate department.  
‡ These are the head teachers of the Waihi and West Christchurch District High Schools to which are attached intermediate departments.

In addition to the above the following numbers of teachers were also employed :—

	1932.		1933.	
	M.	F.	M.	F.
Manual instructors .. .. .	88	67	90	67
Student teachers in technical schools .. .. .	6	2	8	4
Junior assistant teachers in Native schools .. .. .	6	103	5	104

9. NUMBER OF PUPILS AND ADULT TEACHERS IN THE PUBLIC PRIMARY SCHOOLS AND FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS IN THE DIFFERENT EDUCATION DISTRICTS.

The following table gives the number of children attending public primary schools and Forms I and II of intermediate schools and departments in the different education districts and the number of adult teachers in these schools at the end of 1933. The figures are exclusive of the secondary departments of district high schools.

TABLE J.

Education District.	Enrolment.	Schools and Departments.	Adult Teachers.
Auckland .. .. .	62,700	763	1,892
Taranaki .. .. .	11,212	176	370
Wanganui .. .. .	15,277	214	487
Hawke's Bay .. .. .	14,870	195	458
Wellington .. .. .	26,360	244	769
Nelson .. .. .	6,328	136	238
Canterbury .. .. .	33,858	379	1,005
Otago .. .. .	18,957	243	616
Southland .. .. .	11,079	181	367
Totals .. .. .	200,641	2,531	6,202

10. SIZE OF CLASSES.

The following table shows the average number of children per adult teacher in public primary schools and intermediate schools and departments.

TABLE K 1.—AVERAGE NUMBER OF CHILDREN PER ADULT CLASS-TEACHER IN PUBLIC PRIMARY SCHOOLS AND INTERMEDIATE SCHOOLS AND DEPARTMENTS.

Grade of School.	Number of Adult Teachers.			Total Average Attendance for Year ended 31st August, 1933 (Primary only).	Average Number of Children per Adult Class-teacher.	
	All Teachers.	Head Teachers excluded.	Class-teachers.		1932.	1933.
O (1-8) .. .. .	192	..	192	1,238	6	6
I (9-20) .. .. .	731	..	731	10,604	15	15
II (21-35) .. .. .	510	..	510	12,399	25	24
IIIA (36-50) .. .. .	571	..	571	12,055	22	21
IIIB (51-80) .. .. .	543	..	543	15,388	30	28
IIIC (81-120) .. .. .	374	..	374	11,427	31	31
IV (121-240) .. .. .	629	..	629	21,526	35	34
V (241-360) .. .. .	599	..	599	22,804	39	38
VI (361-480) .. .. .	637	63	574	25,115	44	44
VII (481 and over) .. .. .	1,286	91	1,195	50,592	43	42
Intermediate schools and departments (Forms I and II only)	130	5	125	3,577	29*	29*
All schools .. .. .	6,202	159	6,043	186,725	32	31

\* These figures are low on account of the inclusion of 25 and 27 manual and art instructors respectively most of whom devote part of their time to secondary departments.

N.B.—The average attendance shown for each grade of school in the above table does not correspond with that shown in Table C 1, owing to the fact that in Table C 1 part-time and side schools are taken separately, thus altering the grades of various schools for the purpose of that table.

TABLE K 2.—SIZE OF CLASSES IN SCHOOLS OF GRADE IV AND OVER.

Number of Children.	February, 1928.		February, 1933.		February, 1934.	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31 .. .. .	204	7	387	12·8	729	23·4
31-40 .. .. .	768	26	911	30·0	978	31·5
41-50 .. .. .	1,026	34	1,106	36·5	1,017	32·7
51-60 .. .. .	905	30	575	19·0	376	12·1
61 and over .. .. .	100	3	52	1·7	10	0·3
Total .. .. .	3,003	100	3,031	100·0	3,110	100

NOTE.—In February, 1934, classes in intermediate schools and departments were not included, but previously classes in those schools or departments under Education Boards were included. Classes in the secondary departments of district high schools are not included.

TABLE K 3.—CHANGE IN AVERAGE NUMBER OF PUPILS PER ADULT TEACHER IN PUBLIC PRIMARY SCHOOLS AND FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS.

Year.	Average Attendance for Year ending 31st August.	Number of Adult Teachers.	Number of Pupils per Adult Teacher.
1926 .. .. .	192,588	6,183	31·1
1927 .. .. .	192,284	6,230	30·8
1928 .. .. .	195,411	6,341	30·8
1929 .. .. .	195,359	6,438	30·3
1930* .. .. .	196,115	6,479	30·3
1931* .. .. .	197,528	6,276	31·5
1932* .. .. .	196,958	6,384	30·9
1933* .. .. .	186,725	6,202	30·1

\* Prior to 1930 only pupils and adult teachers in those junior high schools under the control of the Auckland Education Board were included.

II. CLASSIFICATION OF TEACHERS.

The following tables give the status in regard to certificates of teachers in primary schools, intermediate schools and departments, secondary departments of district high schools and Native schools, and the classification of teachers in secondary, technical, and combined schools :—

TABLE L 1.—STATUS IN REGARD TO CERTIFICATES OF TEACHERS IN PRIMARY SCHOOLS AND FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS IN DECEMBER.

	1931.		1932.		1933.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers .. .. .	5,674	90	6,316	99	6,153	99·2
II. Uncertificated teachers—						
(1) Holding licenses .. .. .	4	..	1	..	1	..
(2) Unlicensed .. .. .	125	2	67	1	48	0·8
(3) Probationary assistants .. .. .	473	8	*	..	*	..
Total uncertificated .. .. .	602	10	68	1	49	0·8
Totals of I and II .. .. .	6,276	100	6,384	100	6,202	100

\* Probationary assistants were not allotted to schools in 1932 or in 1933. Their positions were filled by relieving assistants under a rationing scheme.



In the two years 1932 and 1933, the high percentage of certificated teachers in public schools can be attributed to the fact that no probationary assistants were attached to these schools in the years mentioned, the positions usually held by them being made available for the placing of teachers under the rationing scheme. All of these teachers have completed their full course of training and nearly all of them are certificated. At no time in the history of our schools have children had the benefit of such well-qualified teachers throughout the whole of the Dominion.

TABLE L 2.—CERTIFICATES HELD BY TEACHERS IN PRIMARY SCHOOLS AND FORMS I AND II OF INTERMEDIATE SCHOOLS AND DEPARTMENTS AS IN DECEMBER.

Class of Certificate.				1932.			1933.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	40	7	47	47	8	55
B	..	..	..	774	462	1,236	813	463	1,276
C	..	..	..	1,339	2,687	4,026	1,318	2,561	3,879
D	..	..	..	234	742	976	230	690	920
E	..	..	..	7	24	31	5	18	23
Total	..	..	..	2,394	3,922	6,316	2,413	3,740	6,153

TABLE L 3.—CERTIFICATES HELD BY TEACHERS IN THE SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AND FORM III OF SEPARATE INTERMEDIATE SCHOOLS.

Class of Certificate.				1932.			1933.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	16	9	25	14	9	23
B	..	..	..	89	75	164	94	73	167
C	..	..	..	11	9	20	12	8	20
D	..	..	..	..	1	1	..	1	1
E	..	..	..	..	..	..	..	..	..
Total	..	..	..	116	94	210	120	91	211

The slight difference between the totals here and in Table H 3 is due to the fact that some teachers in these schools are classified as secondary- or technical-school teachers and are not the holders of teachers' certificates.

TABLE L 4.—CERTIFICATES HELD BY TEACHERS IN NATIVE PRIMARY SCHOOLS. (JUNIOR ASSISTANT TEACHERS ARE EXCLUDED.)

Class of Certificate.				1932.			1933.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	..	..	..	..	..	..
B	..	..	..	11	6	17	17	4	21
C	..	..	..	42	40	82	51	46	97
D	..	..	..	23	24	47	22	25	47
E	..	..	..	..	1	1	..	1	1
Total certificated teachers	..	..	..	76	71	147	90	76	166
Uncertificated teachers	..	..	..	26	45	71	19	38	57
Grand total	..	..	..	102	116	218	109	114	223

TABLE L 5.—GRADING OF FULL-TIME ASSISTANT TEACHERS IN SECONDARY AND COMBINED SCHOOLS AS IN DECEMBER AND PRIOR TO THE ISSUE OF THE ANNUAL GRADING LIST.

Grade of Teacher.				1932.			1933.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	93	61	154	88	57	145
B	..	..	..	83	62	145	89	54	143
C	..	..	..	129	87	216	101	79	180
D	..	..	..	53	75	128	32	59	91
Total	..	..	..	358	285	643	310	249	559

N.B.—Full-time assistant teachers in combined schools are placed on the Grading List of Secondary-school Teachers and also on the Classification List of Technical-school Teachers. Hence the sum of the totals in Tables L 5 and L 6 exceeds the total number of full-time assistants engaged in secondary, technical, and combined schools.

TABLE L 6.—CLASSIFICATION OF FULL-TIME ASSISTANT TEACHERS IN TECHNICAL HIGH AND DAY SCHOOLS AND IN COMBINED SCHOOLS AS IN DECEMBER, 1933, AND PRIOR TO THE ISSUE OF THE ANNUAL CLASSIFICATION LIST.

Class .. ..				VII.	VI.	V.	IV.	III.	II.	I (the lowest).	Totals.
				M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.
Division I	..	..	..	0 12	23 7	39 11	60 19	38 23	26 22	21 17	207 111
Division II	..	..	..	0 3	3 17	19 22	27 6	13 9	10 6	1 1	73 64
Totals	..	..	..	0 15	26 24	58 33	87 25	51 32	36 28	22 18	280 175
Grand totals	..	..	..	15	50	91	112	83	64	40	455

NOTE.—(1) To be classified in Division I a teacher must be the holder of a University degree or equivalent qualification.

(2) Full-time assistant teachers in combined schools are placed on the Grading List of Secondary-school Teachers and also on the Classification List of Technical-school Teachers. Hence the sum of the totals in Tables L 5 and L 6 exceeds the total number of full-time assistants engaged in secondary, technical, and combined schools.

TABLE L 7.—CLASSIFICATION OF FULL-TIME TEACHERS OF MANUAL-TRAINING CLASSES AS IN DECEMBER, 1933, AND PRIOR TO THE ISSUE OF THE ANNUAL CLASSIFICATION LIST.

Class .. ..				VII.	VI.	V.	IV.	III.	II.	I (the lowest).	Totals.
				M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.	M. F.
Division I	..	..	..	..	1 0	9 2	5 4	1 5	1 10	0 16	17 37
Division II	..	..	..	..	8 4	22 10	14 6	15 7	9 3	5 0	73 30
Totals	..	..	..	..	9 4	31 12	19 10	16 12	10 13	5 16	90 67
Grand totals	..	..	..	..	13	43	29	28	23	21	157

NOTE.—(1) To be classified in Division I a teacher must be the holder of a University degree or equivalent qualification.

(2) In 1933 four of the men and five of the women were attached to certain intermediate schools or departments under the control of the Auckland Education Board. These are included also among the staffs of those intermediate schools or departments.

## 12. SALARIES OF TEACHERS.

The average salaries (including house allowances, value of residences, and all other allowances) of adult teachers in primary schools in 1914 and for the last five years are shown in the following table :—

Under the provisions of the Finance Act, 1931, the salaries of all teachers, in common with those of all public servants, were reduced by 10 per cent. as from the 1st April, 1931. Salaries were further reduced under the provisions of the National Expenditure Adjustment Act, 1932, as from the 1st April, 1932. The reductions made were 5 per cent. on salaries not exceeding £225 per annum, 10 per cent. between that figure and not exceeding £720, and 12½ per cent. on those exceeding that figure. The reductions noted in average salaries therefore in the years 1931 and 1932 are as a result of the operation of the afore-mentioned provisions.

TABLE M 1.—AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS (EXCLUSIVE OF TEACHERS IN INTERMEDIATE SCHOOLS AND DEPARTMENTS AND SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS) AS IN DECEMBER.

				1914.	1929.	1930.	1931.	1932.	1933.
				£	£	£	£	£	£
(1) Teachers in all schools—									
(a) Men and women	..	..	..	163	281	281	255	228	231
(b) Men ..	..	..	..	224	356	351	320	283	283
(c) Women	..	..	..	128	240	242	218	195	198
(2) Teachers in schools with average attendance over eight—									
(a) Men and Women	..	..	..	..	287	288	261	232	235
(b) Men ..	..	..	..	..	359	354	323	286	286
(c) Women	..	..	..	..	246	249	224	200	202
(3) Teachers in schools with average attendance over twenty—									
(a) Men and women	..	..	..	..	290	291	265	236	239
(b) Men ..	..	..	..	..	376	370	338	301	302
(c) Women	..	..	..	..	245	248	223	199	201
(4) Head teachers—									
(a) Men ..	..	..	..	..	443	441	400	357	356
(b) Women	..	..	..	..	368	381	345	309	313
(5) All sole teachers—									
(a) Men ..	..	..	..	..	279	282	251	222	224
(b) Women	..	..	..	..	242	243	220	199	197
(6) Assistants—									
(a) Men ..	..	..	..	..	313	304	283	249	250
(b) Women	..	..	..	..	232	233	210	188	191

TABLE M 2. — AVERAGE SALARIES (INCLUSIVE OF ALL ALLOWANCES AND VALUE OF RESIDENCE FOR PRINCIPALS WHERE PROVIDED) OF FULL-TIME TEACHERS IN INTER-MEDIATE AND POST-PRIMARY SCHOOLS AND OF MANUAL INSTRUCTORS AS AT 1ST DECEMBER.

	1930.									1933.								
	Principals.			Assistants.			All Teachers.			Principals.			Assistants.			All Teachers.		
	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.	Men.	Women.	Both Sexes.
Intermediate schools and departments † (Forms I and II)	£ ..	£ ..	£ ..	£ 384	£ 292	£ 345	£ 384	£ 292	£ 345	£ 435	£ ..	£ 435	£ 302	£ 233	£ 270	£ 314	£ 233	£ 277
Secondary departments of district high schools and Form III of intermediate schools	..	..	..	352	302	330	352	302	330	..	..	..	297	243	274	297	243	274
Secondary schools .. .. .	829	576	743	402	290	350	436	304	376	657	471	598	343	245	300	368	256	319
Combined .. .. .	..	..	..	..	..	..	..	..	..	644	451	561	348	248	310	368	264	328
Technical high and day schools*	727	..	..	407	260	350	438	260	373	596	..	596	340	222	294	361	222	311

\* At 1st July, 1930.

MANUAL INSTRUCTORS.—AVERAGE RATE OF SALARY OF MANUAL INSTRUCTORS AS ON 1ST DECEMBER.

	1930.*	1933.
Men .. .. .	£ 361	£ 303
Women .. .. .	229	205
Men and women .. .. .	304	261

\* As at 1st July.

TABLE M 3.—AVERAGE SALARIES (INCLUDING HOUSE ALLOWANCES, VALUE OF RESIDENCES, AND ALL OTHER ALLOWANCES) OF ADULT TEACHERS IN NATIVE SCHOOLS AS AT 31ST DECEMBER.

						1932. £	1933. £
1. Teachers in all schools—							
(a) Men and women	..	..	..	..	..	234	221
(b) Men	..	..	..	..	..	270	249
(c) Women	..	..	..	..	..	202	191
2. Head teachers—							
(a) Men	..	..	..	..	..	291	226
(b) Women	..	..	..	..	..	282	259
3. Sole teachers—							
(a) Men	..	..	..	..	..	208	190
(b) Women	..	..	..	..	..	216	195
4. Assistants—							
(a) Men	..	..	..	..	..	143*	141*
(b) Women	..	..	..	..	..	166	171

\* No male assistant is employed in a Native school unless he is the husband of the headmistress. Consequently he does not receive lodging-allowance.

### 13. PUPILS LEAVING PUBLIC PRIMARY SCHOOLS.

In 1933 21,935 pupils (11,337 boys and 10,598 girls) left primary public schools. Of these, 17,434 (79 per cent.) had passed Form II. In the last five years the numbers leaving have been as follow :—

Year.	Total Number leaving.	Number who passed Form II.	Percentage who passed Form II.
1929 .. .. .	23,022	17,852	78
1930 .. .. .	21,715	17,264	80
1931 .. .. .	20,268	15,709	78
1932 .. .. .	21,466	16,930	79
1933 .. .. .	21,935	17,434	79

### 14. PUPILS COMMENCING POST-PRIMARY COURSE IN STATE SCHOOLS.

In 1933 12,214 pupils (6,630 boys and 5,584 girls) commenced post-primary education in State post-primary schools. In the last five years the numbers commencing post-primary education in these schools have been as follow :—

Year.	Total Number commencing Post-primary Course.	Number of these coming from Public Primary Schools.	Percentage coming from Public Primary Schools.
1929 .. .. .	12,697	12,223	96
1930 .. .. .	13,012	12,506	96
1931 .. .. .	12,585	12,055	96
1932 .. .. .	11,579	11,019	95
1933 .. .. .	12,214	11,637	95

No return is made giving the number of pupils commencing a post-primary course who in the previous year gained a proficiency certificate as a pupil in a public school. It will be observed, however, that the great majority of pupils who enter post-primary schools do so from public schools.

To arrive at some approximate estimate as to the extent to which the gaining of a proficiency certificate influences the question as to whether a post-primary course is to be followed or not, the following figures have been grouped as a basis for comparison.

It will be observed that the number of pupils who commence a post-primary course expressed as a percentage of the pupils who pass for a proficiency certificate in a previous year is variable, the factors contributing to this variation no doubt being the availability of suitable avenues of employment for boys, especially on completion of their primary-school course.

Year of commencing post-primary course ..	1929.	1930.	1931.	1932.	1933.
Number of proficiency passes in previous year in public primary schools and intermediate schools and departments	18,662	17,465	17,372	14,128	16,549
Number of pupils who commenced a post-primary course in State schools and who came from public primary schools or intermediate schools and departments	12,223	12,506	12,055	11,019	11,637
Percentage .. .. .	65	72	69	78	70

The ages at which pupils commenced their post-primary course are given in the following table :—

TABLE N.—AGES AT WHICH PUPILS COMMENCE POST-PRIMARY COURSE.

		Age at which Post-primary Course commenced.										Total Numbers commencing Post-primary Education.	
		Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary ..	..	52	54	593	683	1,055	1,047	595	434	226	111	2,521	2,329
Combined ..	..	6	16	80	91	149	142	110	55	52	9	397	313
Technical ..	..	24	16	452	443	931	785	753	468	268	133	2,428	1,845
District high ..	..	36	44	349	320	475	397	264	204	83	47	1,207	1,012
Intermediate ..	..	2	2	14	22	38	43	14	13	9	5	77	85
Totals—1933 ..	..	120	132	1,488	1,559	2,648	2,414	1,736	1,174	638	305	6,630	5,584
1932 ..	..	171	153	1,171	1,206	2,536	2,389	1,762	1,299	583	309	6,223	5,356
Difference ..	..	—51	—21	+317	+353	+112	+25	—26	—125	+55	—4	+407	+228

In 1932 23 per cent. and in 1933 27 per cent. of those commencing a post-primary course did so under the age of thirteen years.

15. DESTINATION OF PUPILS LEAVING SCHOOL.

A summary of the destination returns obtained from the schools, through the various Boards, is given in the following tables :—

TABLE O 1.—PROBABLE DESTINATION OF PUPILS LEAVING PUBLIC PRIMARY SCHOOLS DURING OR AT END OF YEAR 1933.

Destination.	Had passed Form II.		Had not passed Form II.		Totals.			
					Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	Number.	Per Cent.	Number.	Per Cent.
Post-primary .. ..	5,935	5,498	212	175	6,147	54	5,673	54
Commercial occupations—								
(a) Clerical (including typing) ..	22	14	1	5	23	*	19	*
(b) Shop and warehouse assistants	208	112	93	64	301	3	176	2
Trades—								
(a) Engineering .. ..	40	..	18	..	58	1	..	..
(b) Building .. ..	33	1	19	1	52	*	2	*
(c) Other .. ..	97	24	69	27	166	2	51	1
Agricultural and pastoral ..	1,502	141	1,176	86	2,678	24	227	2
Other occupations .. ..	287	219	306	242	593	5	461	4
Home .. ..	684	2,455	489	1,392	1,173	10	3,847	36
Not known .. ..	78	84	68	58	146	1	142	1
Totals, 1933 .. ..	8,886	8,548	2,451	2,050	11,337	100	10,598	100
Totals, 1932 .. ..	8,775	8,155	2,422	2,114	11,197	..	10,269	..
Difference .. ..	+111	+393	+29	—64	+140	..	+329	..

\* Insignificant percentage.

TABLE O 2.—PERCENTAGES OF PUPILS LEAVING PRIMARY SCHOOLS IN 1930-33 WHO PROCEEDED TO THE VARIOUS DESTINATIONS AND OCCUPATIONS.

Destination.	Boys.				Girls.			
	1930.	1931.	1932.	1933.	1930.	1931.	1932.	1933.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
Post-primary .. ..	53	53	53	54	53	51	51	54
Commercial occupations—								
(a) Clerical (including	1	*	*	*	1	*	*	*
typing)								
(b) Shop and warehouse	2	2	3	3	1	1	1	2
assistants								
Trades—								
(a) Engineering ..	1	1	1	1	..	..	..	..
(b) Building ..	1	1	*	*	..	..	..	*
(c) Other ..	2	1	1	2	*	*	1	1
Agricultural and pastoral	22	24	24	24	2	2	2	2
Other occupations ..	6	5	6	5	4	4	4	4
Home .. ..	9	10	10	10	36	39	39	36
Not known .. ..	3	3	2	1	3	3	2	1
Totals .. ..	100	100	100	100	100	100	100	100

\* Insignificant percentage.

TABLE O 3.—PROBABLE DESTINATION OF PUPILS LEAVING INTERMEDIATE SCHOOLS AND DEPARTMENTS DURING OR AT END OF 1933.

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Percentage.	First Year.	Second Year.	Third Year.	Total.	Percentage.
Continued full-time education	58	664	37	759	70	50	508	53	611	65
Commercial (clerical, typing, shop, and warehouse)	4	29	19	52	5	..	11	13	24	3
Trades .. ..	4	21	18	43	4	2	11	6	19	2
Agricultural and pas- toral	16	55	10	81	7	..	..	..	..	..
Home .. ..	6	55	21	82	8	31	165	45	241	25
Miscellaneous ..	3	29	24	56	5	4	12	7	23	2
Not known ..	3	12	..	15	1	6	18	..	24	3
Totals, 1933 ..	94	865	129	1,088	100	93	725	124	942	100
Totals, 1932 ..	81	605	131	817	..	68	473	121	662	..
Difference ..	+13	+260	—2	+271	..	+25	+252	+3	+280	..

TABLE O 4.—PERCENTAGES OF PUPILS LEAVING INTERMEDIATE SCHOOLS AND DEPARTMENTS IN 1930-33 WHO PROCEEDED TO VARIOUS DESTINATIONS AND OCCUPATIONS.

Occupation.	Boys.				Girls.			
	1930.	1931.	1932.	1933.	1930.	1931.	1932.	1933.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
Continued full-time education ..	67	64	68	70	60	61	60	65
Commercial (clerical, typing, shop, and warehouse)	7	6	5	5	6	3	3	3
Trades .. ..	4	5	7	4	..	2	2	2
Agricultural and pastoral	8	8	8	7	*	..	1	..
Home .. ..	5	10	7	8	26	30	30	25
Miscellaneous ..	6	6	4	5	4	3	3	2
Not known ..	3	1	1	1	4	1	1	3
Totals .. ..	100	100	100	100	100	100	100	100

\* Insignificant percentage.

TABLE O 5.—PROBABLE DESTINATION OF PUPILS LEAVING POST-PRIMARY SCHOOLS DURING OR AT THE END OF THE YEAR 1933.

Occupation.	Secondary Schools.				Combined Schools.				Technical High and Day Schools.				Secondary Departments of District High Schools.				Totals.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber.	Per Cent.
University College .. ..	140	6	106	5	20	5	12	5	24	1	3	*	23	2	12	1	207	3	133	3
Teaching or training college ..	1	*	5	*	..	..	1	*	..	..	4	*	..	..	..	..	1	*	10	*
Clerical—																				
Government or local body ..	75	3	14	1	14	4	1	*	25	1	4	*	26	2	7	1	140	2	26	*
Banks, insurance .. ..	51	2	9	*	11	3	..	..	3	*	4	*	1	*	1	*	66	1	14	*
Legal .. ..	40	2	2	*	3	1	1	*	5	*	1	*	2	*	4	*	50	1	8	*
Commercial .. ..	356	15	230	11	27	7	23	8	179	8	216	13	41	4	31	3	603	10	500	10
Engineering, surveying, and architecture	46	2	..	..	19	5	..	..	149	7	..	..	14	1	..	..	228	4	..	..
Various trades and industries ..	319	14	86	4	57	16	7	3	602	26	197	12	166	15	26	3	1,144	19	316	6
Shop and warehouse .. ..	394	17	245	12	49	13	34	12	338	15	210	13	185	17	89	10	966	16	578	12
Farming .. ..	426	18	3	*	88	24	1	*	423	19	20	1	418	39	6	1	1,355	22	30	1
Home .. ..	82	3	894	42	26	7	134	48	48	2	693	43	68	6	599	66	224	4	2,320	47
Other occupations .. ..	57	2	221	10	16	4	27	10	111	5	76	5	37	4	59	7	221	3	383	8
Not known .. ..	381	16	318	15	40	11	37	14	375	16	209	13	106	10	75	8	902	15	639	13
Totals, 1933 .. ..	2,368	100	2,133	100	370	100	278	100	2,282	100	1,637	100	1,087	100	909	100	6,107	100	4,957	100
Totals, 1932 .. ..	2,617	..	2,342	..	403	..	377	..	2,494	..	1,769	..	1,245	..	1,037	..	6,759	..	5,525	..
Difference .. ..	—249	..	—209	..	—33	..	—99	..	—212	..	—132	..	—158	..	—128	..	—652	..	—568	..

\* Insignificant percentage.



TABLE O 6.—PERCENTAGES OF BOYS LEAVING POST-PRIMARY SCHOOLS IN 1930-33 WHO PROCEEDED TO THE UNIVERSITY OR TO EMPLOYMENT IN THE THREE MAIN OCCUPATIONAL GROUPS.

Class of School.				University.				Clerical, Professional, Shop, and Warehouse.				Farming.				Trades and Industries.			
				1930.	1931.	1932.	1933.	1930.	1931.	1932.	1933.	1930.	1931.	1932.	1933.	1930.	1931.	1932.	1933.
Secondary	..	..	..	7	9	8	6	35	28	32	41	25	28	23	18	12	11	13	14
Combined	..	..	..	..	..	5	5	..	35	33	33	..	33	29	24	..	14	10	16
Technical	..	..	..	1	1	1	1	32	22	22	31	22	27	22	19	18	15	23	26
District high	..	..	..	*	2	1	2	27	16	18	24	43	46	46	39	11	11	9	15
All schools	..	..	..	4	4	4	3	33	24	26	34	27	31	27	22	14	13	16	19

\* Insignificant percentage.

An examination of the above tables shows that in the case of primary schools there has been no great change in the percentage of pupils proceeding to each of the probable destinations and occupations. The greatest change has occurred in the percentage of girls proceeding to post-primary schools. An increase, though not so large as in the case of the girls, is also revealed in the number of boys proceeding to post-primary schools. A greater number of girls have commenced employment as shop or warehouse assistants this year as compared with last year, and this fact, together with the change referred to earlier, is the cause of the reduction in the percentage of girls remaining at home.

In so far as the probable destination of pupils leaving post-primary schools is concerned, the most arresting features are the increases in the percentages of boys proceeding to employment in the occupational groups "Clerical, Professional, and Warehouse" and "Trades and Industries." These increases have been gained at the expense of "Farming" and in a very much smaller degree, "University."

So, too, an equally large increase is apparent in the percentage of girls taking up positions of a clerical nature in commercial firms and in shops and warehouses.

## 16. VOCATIONAL GUIDANCE AND PLACEMENT.

The depressed state of industry still continues to be a severe handicap to any real progress in the problem of finding for children leaving school suitable avenues of employment, consistent with their abilities and aptitudes. The task, at present, is not so much to solve the question as to what particular vocation a child should follow but rather the finding of employment regardless of its nature or whether it will be congenial. At the same time, for such of the positions as are available the schools are able to indicate to individual pupils whether or not they would be likely to succeed in them.

In the table below it will be seen that there has been an increase in the percentage of children who have proceeded to further full-time education or to some definite occupation. This increase is recorded in nearly every type of school and read with the figures shown in the preceding group of tables reveals some definite improvement in the position obtaining for the past two years.

TABLE P.—PERCENTAGES OF PUPILS LEAVING PRIMARY, INTERMEDIATE, AND POST-PRIMARY SCHOOLS IN 1930-33 WHO ARE KNOWN TO HAVE PROCEEDED TO FURTHER FULL-TIME EDUCATION OF A HIGHER GRADE OR TO SOME DEFINITE OCCUPATION (HOME EXCLUDED).

Class of School.				Boys.				Girls.			
				1930.	1931.	1932.	1933.	1930.	1931.	1932.	1933.
Primary	..	..	..	88	87	88	89	61	58	59	63
Intermediate	..	..	..	92	89	92	91	70	69	69	72
Secondary	..	..	..	80	78	79	81	37	29	34	43
Combined	..	..	..	..	89	82	82	..	22	32	38
Technical	..	..	..	74	67	73	82	34	28	36	44
Secondary departments of district high schools	..	..	..	83	76	80	84	27	21	21	26
All post-primary schools..	..	..	..	79	74	77	81	35	27	32	40

17. LENGTH OF POST - PRIMARY COURSE.

The returns compiled in 1933 by teachers show also the duration of the post-primary course taken by pupils who have now left school. Summarized, the position is as follows :—

TABLE Q 1.

	Secondary Schools.		Combined Schools.		Technical High and Technical Day Schools.		District High Schools.		All Schools.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
Leaving in first year ..	586	13	97	15	1,220	31	619	31	2,522	23
Leaving in second year ..	1,035	23	185	29	1,347	35	533	27	3,100	28
Leaving in third year ..	967	21	195	30	758	19	370	18	2,290	21
Leaving in fourth and later year ..	1,913	43	171	26	594	15	474	24	3,152	28
Totals, 1933 ..	4,501	100	648	100	3,919	100	1,996	100	11,064	100
Totals, 1932 ..	4,959	..	780	..	4,263	..	2,282	..	12,284	..
Difference ..	—458	..	—132	..	—344	..	—286	..	—1,220	..

No returns have been obtained from post-primary schools giving the actual length of school life of each individual pupil, but from the information summarized in the above table it is possible to give an approximation of the average length of the school life of those pupils who left school in 1933.

For this purpose a pupil leaving in his first year is taken to have a school life of one year and so on till those leaving in a fourth year or later are taken as four years only. Some pupils stay for five or six years, but this fact is compensated for when it is considered that many pupils leaving in their first and second year cannot be said to have a school life of one and two years respectively.

The following figures are given, therefore, with the reservation that they are not compiled from exact information, but they are nevertheless not far from being correct :—

						Average Length of School Life.	
						Y.	M.
Secondary schools ..	..	..	..	..	..	2	11
Combined schools ..	..	..	..	..	..	2	8
Technical high and day schools ..	..	..	..	..	..	2	2
Secondary departments of district high schools ..	..	..	..	..	..	2	4
All post-primary schools ..	..	..	..	..	..	2	7

In the case of pupils who enter upon post-primary courses and leave during the same year, information has been obtained showing in months the duration of the school life of such pupils. The information received is tabulated in the table below.

It will be noted that the totals, except in the case of combined schools, are slightly below those shown as leaving in the first year in Table Q 1 preceding. This difference is due to the fact that Table Q 2 concerns those pupils who commenced and finished their courses in the same year, while Table Q 1 includes in "leaving in first year" pupils who, though in the first year of their course when they left, actually commenced that course in a previous calendar year or at a private secondary school.

TABLE Q 2.—NUMBER OF CHILDREN WHO COMMENCED POST-PRIMARY COURSES IN 1933 AND WHO DEFINITELY LEFT IN THE SAME YEAR.

Type of School.	During First Month of Course.		During Second Month of Course.		During Third Month of Course.		During Fourth Month of Course.		During Fifth Month of Course.		During Sixth Month of Course.		During Seventh Month of Course.		During Eighth Month of Course.		During Ninth Month of Course.		During Tenth Month of Course.		During Eleventh Month of Course.		Total.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.
Secondary schools .. ..	7	3	6	3	3	11	14	10	10	7	10	4	19	8	13	22	11	10	20	11	164	192	277	281
Percentage .. ..	2		2		2		4		3		2		5		6		4		6		64		100	
Combined schools .. ..	1	1	1	2	1	4	4	2	2	..	4	1	5	1	4	..	1	4	2	10	24	23	49	48
Percentage .. ..	2.1		3.1		5.15		6.2		2.1		5.15		6.2		4.1		5.1		12.4		48.5		100	
Technical schools .. ..	10	7	19	7	29	9	37	23	41	22	32	21	48	35	55	35	46	24	61	23	325	277	703	483
Percentage .. ..	1		2		3		5		5		5		7		8		6		7		51		100	
Secondary departments of district high schools .. ..	15	7	6	12	6	7	23	13	14	11	22	15	22	20	31	13	25	9	30	22	136	151	330	280
Percentage .. ..	4		3		2		6		4		6		7		7		6		8		47		100	
Totals .. ..	33	18	32	24	39	31	78	48	67	40	68	41	94	64	103	70	83	47	113	66	649	643	1,359	1,092
Percentage .. ..	2		2		3		5		4		5		7		7		5		7		53		100	

18. FREE PLACES IN POST - PRIMARY SCHOOLS.

The following table gives the number of free-place holders in post-primary schools in 1932 and 1933 :—

TABLE R.—FREE-PLACE HOLDERS AS AT 1ST JULY.

	Secondary Schools.		Combined Schools.		Technical High and Day Schools.		Secondary Departments of District High Schools.		Intermediate Schools.		Correspondence School.		All Post-primary Schools.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Junior free places .. ..	4,258	4,294	745	574	3,837	2,968	1,934	1,580	79	95	149	188	11,002	9,699
Senior free places .. ..	3,442	2,269	451	290	1,021	768	811	622	2	..	15	29	5,742	3,978
Totals .. ..	7,700	6,563	1,196	864	4,858	3,736	2,745	2,202	81	95	164	217	16,744	13,677
Grand totals, 1933 .. ..	14,263		2,060		8,594		4,947		176		381		30,421	
Grand totals, 1932 .. ..	14,509		2,141		8,688		4,993		216		387		30,934	
Difference .. ..	—246		—81		—94		—46		—40		—6		—513	

On the 1st July, 1933, 30,866 children were in attendance at *public* schools providing secondary education, and of these 30,421 held free places and 445 were paying pupils. Ninety-eight per cent. of the children were thus receiving free secondary education.

In 1932 397 out of the 31,331 children in attendance were paying pupils. The percentage of children receiving free education in 1933 was slightly less than that of the previous year.

19. SPECIAL CLASSES FOR BACKWARD CHILDREN.

During the year one new class for backward children was opened in connection with a public school in the Auckland District. The classes in operation continued to provide satisfactory instruction for the pupils who, in the judgment of the specialist officers who enrol them, would benefit by the training provided.

The majority of parents concerned realize the value of these classes, and the statutory authority recently obtained to enforce enrolment has not so far been utilized.

## 20. INTERMEDIATE SCHOOLS AND DEPARTMENTS.

In last year's report reference was made to the proposed new intermediate schools at Napier and Wanganui and to the intermediate department attached to West Christchurch District High School. During the year the establishment of two more schools in the South Island—one at Christchurch and one at Dunedin—has been under consideration, and these will open in 1934. Pupils who sat for their proficiency examinations in November of this year were allowed credits for work of exceptional merit in mathematics, languages, and handwork to count towards a pass. Although this privilege was enjoyed by pupils from all types of schools, the greatest benefit from it was gained by pupils from intermediate schools and departments.

## 21. POST - PRIMARY EDUCATION.

There was no change in the number of secondary schools, combined schools, and technical schools at the end of 1933 as compared with the previous year. One additional district high school was, however, established at Norsewood and one private school was added to the list of registered private secondary schools. Registration was also approved in the case of a private technical school. One registered private secondary school was closed. The total number of schools providing post-primary education apart from the Department's Correspondence School was, therefore, 202, as compared with 200 at the end of 1932.

Towards the end of the year arrangements were completed between the Education Department and the New Zealand University for the conduct of an examination for a School Certificate. The examination will be conducted jointly by these two authorities for the dual purpose of University Entrance and School Certificate.

The total roll numbers of full-time day pupils attending post-primary schools at 1st July were as follow :—

	1932.	1933.
Secondary .. .. .	14,705	14,468
Combined .. .. .	2,170	2,093
Technical .. .. .	8,786	8,706
Separate intermediate school (Form III only) .. .. .	216	176
Secondary departments of district high schools .. .. .	5,067	5,030
Endowed schools and registered private secondary schools .. .. .	4,372	4,224
Totals .. .. .	35,316	34,697

In addition, there were 393 pupils receiving secondary instruction by means of correspondence from the Department's Correspondence School.

## 22. EVENING TECHNICAL CLASSES AND PART - TIME DAY CLASSES.

During 1933 evening technical and part-time day classes were conducted at thirty-seven centres, compared with thirty-nine centres in 1932. The two centres which did not conduct classes this year were very small when consideration is given to the number of students they catered for in comparison with other centres. As at 1st July these classes provided instruction for 9,078 students, as against 9,459 students in 1932. Of the 9,078 students, 5,601 were males and 3,477 were females, 3,118 of the males and 1,986 of the females held free places, a total of 5,104 compared with 5,134 in 1932.

A further decrease, it will be observed, has been recorded in the number of students attending the above classes when compared with the number attending in 1932. The decrease, however, is not so large as the one recorded in the previous year when the numbers dropped by over a thousand. Until conditions in industry improve the numbers attending these classes will not increase, as the students are drawn largely from avenues of employment which ordinarily require apprentices.

### 23. NATIVE SCHOOLS.

At the end of 1933 the Department directly controlled and maintained 137 Native schools for the primary education of Maori children in districts where the Maori Race predominates.

The following table shows the number of schools, with the enrolment, as at the 1st July, 1932, and 1st July, 1933 :—

	1932.		1933.	
	Schools.	Roll.	Schools.	Roll.
Native village schools .. .. .	135	7,604	137	7,374
Mission schools (primary) .. .. .	11	546	11	527
Public schools with Native children enrolled	784	8,604	829	8,616
Totals .. .. .	930	16,754	977	16,517

European children to the number of 932 attended Native schools in 1933, and are included in the above figures. If these be deducted, the total enrolment of Native children in all primary schools at 1st July becomes 15,585 compared with 15,785 in 1932.

The average attendance at Native schools was maintained at a creditably high percentage, 89·6 per cent. of the average weekly roll.

Boarding schools for the secondary education of the Maoris have been established by religious denominations, and the Government provides a number of scholarships tenable at these schools which are inspected by the Department's officers. There were ten schools at the end of last year with an enrolment of 302 Maori pupils, of whom 99 held Government scholarships. The Maori child who has obtained a proficiency certificate is also entitled to the usual facilities for secondary education provided at a post-primary school. In addition, one Maori boy held a scholarship at Victoria University College, taking a course in arts, and four Maoris held Agricultural Scholarships, two being tenable at St. Stephen's College and two at Wesley College.

### 24. REGISTERED PRIVATE PRIMARY SCHOOLS.

The following table summarizes the returns furnished by registered private primary schools with respect to the year 1933 :—

TABLE S.

	Undenominational Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools .. .. .	32	220	57	309
Roll at December—				
Boys .. .. .	315	10,967	1,293	12,575
Girls .. .. .	599	11,780	1,474	13,853
Total .. .. .	914	22,747	2,767	26,428
Average attendance .. .. .	779	20,299	2,448	23,526
Teachers (inclusive of head teachers)—				
Men .. .. .	9	51	46	106
Women .. .. .	61	693	114	868
Total .. .. .	70	744	160	974

The number of schools at the end of the previous year was 309, and the total enrolment 26,410.

There has been no increase in the number of registered private primary schools when compared with the number at the end of 1932.

## 25. ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY SCHOOLS.

The following table summarizes the returns furnished by endowed schools and registered private secondary schools with respect to the years 1932 and 1933 :—

TABLE T.

	1932.	1933.
Number of schools .. .. .	54	55
Roll at 1st July .. .. .	4,372	4,224
Average attendance .. .. .	4,115	3,974
Teachers (inclusive of Principals)—		
Men .. .. .	123	132
Women .. .. .	154	161
Total .. .. .	277	293

## 26. CORRESPONDENCE SCHOOL.

First established in 1922, for the purpose of providing for the education of the children in remote localities, the Correspondence School has steadily developed until there are now nearly 1,700 pupils on the roll. This number includes some pupils resident in urban areas who are unable to attend school by reason of physical disability.

The subjects of instruction include, in the primary department, all of the subjects of the syllabus prescribed for the public schools, with the exception of physical drill and singing; and in the secondary department, English, history and civics, geography, Latin, French, arithmetic, algebra, geometry, agriculture and general science, home science, book-keeping, drawing, hygiene, and needlecraft, to University Entrance Examination or School Certificate standard.

The Correspondence School is regularly inspected by the Department's primary and secondary Inspectors, whose reports show that the standard of education attained by the pupils compares favourably with that of public schools. Although the success of a school cannot wholly be gauged from examination results, the Correspondence School, judged from that standard alone, has fully justified its existence. Through its agency over three hundred pupils have qualified for junior free places in post-primary schools since the first candidates were presented for the Proficiency Certificate Examination ten years ago. In 1933, 53 gained Proficiency Certificates, 25 were awarded intermediate certificates, and 6 passed the University Entrance Examination.

Much has been done to provide for the pupils of the Correspondence School the extra-class-room activities of ordinary school life. Three companies of girl guides and two troops of boy scouts have been organized, besides a number of clubs and societies, for those interested in philately, photography, meccano, native bird and plant life, and overseas pen-friendships. The school also possesses a carefully selected and graded circulating library of over two thousand books, and publishes an annual magazine, *The Postman*, which consists chiefly of contributions from the pupils in verse, prose, sketches, and photography.

### 27. KINDERGARTEN SCHOOLS.

The number of schools, pupils on the roll, and average attendance at schools conducted in 1933 by recognized kindergarten associations were as follow :—

TABLE U.

Association.				Number of Schools.	Pupils on Roll at End of 1933.	Average Attendance, 1933.
Auckland	..	..	..	8	481	394
Hastings	..	..	..	1	55	51
Hutt Valley	..	..	..	1	50	45
Wellington	..	..	..	7	357	298
Christchurch	..	..	..	7	516	397
Dunedin	..	..	..	5	234	193
Invercargill	..	..	..	3	166	134
Totals, 1933	..	..	..	32	1,859	1,512
Totals, 1932	..	..	..	32	1,804	1,400
Difference..	..	..	..	..	+55	+112

### 28. CONSOLIDATION OF SCHOOLS.

The consolidations that have been carried out this year have been small, being of the type in which one school is closed and the children are conveyed to a neighbouring school. Means have thus been afforded for avoiding the necessity for replacement of old schools or in some cases the expensive maintenance of schools in which the attendance for some reason or another has dropped greatly.

Those schools which have been constituted as the result of consolidation continue to do good work, and have fully justified the expectations that were formed of them.

### 29. CONVEYANCE OF CHILDREN.

The arrangements for conveyance of children to public schools have been continued as in the past, but some additions have been made to the established services. In a few cases the extension of settlement in districts adjacent to a centre would have made the provision of a new school necessary, but the establishment of a service to convey the children to an existing school containing sufficient accommodation has enabled the capital cost of new buildings to be avoided. In other cases regular services have been made use of in place of the arrangements made by individual parents.

By a careful review of all the services at regular intervals it has been possible through conveyance to provide good facilities for school attendance for large numbers of children living in areas more or less remote from main centres and at the same time to keep expenditure within reasonable limits.

TABLE V.—COST OF CONVEYANCE OF PUPILS TO SCHOOLS AND TO MANUAL CLASSES BY RAIL, MOTOR-VEHICLE, ETC.

Type of School.	1932.			1933.		
	Rail.	Other.	Total.	Rail.	Other.	Total.
	£	£	£	£	£	£
Public primary .. .. .	1,773	63,648	65,421*	1,613	59,417	61,030*
Private primary .. .. .	1,955	..	1,955	1,868	..	1,868
Manual classes in connection with public primary	5,439	4,133	9,572	5,090	3,625	8,715
Manual classes in connection with private primary	57	..	57	112	..	112
Secondary departments of district high school	1,206	735	1,941	1,207	687	1,894
Secondary .. .. .	4,306	280	4,586	4,572	90	4,662
Combined .. .. .	684	..	684	513	..	513
Technical .. .. .	5,940	..	5,940	5,833	..	5,833
Private secondary .. .. .	983	..	983	892	..	892
Native .. .. .	43	2,727	2,770	35	3,069	3,104
Totals .. .. .	22,386	71,523	93,909	21,735	66,888	88,623

\* This sum includes the expenditure on conveyance of children to consolidated schools and intermediate schools.

30. MANUAL INSTRUCTION.

During the year the usual instruction was given by class teachers in primary schools in the subjects elementary science and agriculture under the supervision of twenty-two itinerant agricultural instructors.

The extent to which classes in other manual subjects were taken by pupils from the different types of schools may be summarized as follows :—

Subject.	Number of Pupils from				
	Primary.	Forms I and II, Intermediate Schools and Departments.	Secondary Departments of District High Schools.	Private.	All Schools.
Woodwork .. .. .	16,793	2,125	1,785	1,716	22,419
Metalwork .. .. .	74	890	..	..	964
Cookery or laundry-work .. .. .	16,053	1,923	1,442	2,125	21,543

The expenditure for salaries and incidentals on these classes other than those conducted by Technical School Boards during the year amounted to approximately £53,880. Owing to the financial stringency no grants were made for the supply of handwork materials in 1933.

31. PHYSICAL EDUCATION.

Satisfactory attention has been given to the subject of physical education in the schools, especially where facilities exist for field games and swimming.

By means of teachers who have been specially trained in physical education at the training colleges, and also through the medium of refresher classes, much has been done to introduce the new system set forth in the prescribed text-book “The Growing Body,” and to make teachers in the schools familiar with that system.



32. SCHOOL MUSIC.

An appreciable advance has been made in the subject of school music especially in the direction of the formation of school choirs and orchestras. Where it is possible for pupils to take advantage of suitable equipment the lessons broadcast in this subject cannot but fail to have a beneficial effect. Here again the best results usually manifest themselves in the schools where a specialist assistant has been provided and is responsible for the class-singing throughout the school.

33. TRAINING OF TEACHERS.

The following tables summarize the position regarding the training of teachers at the end of 1932 and 1933 :—

TABLE W 1.—NUMBER OF TEACHERS IN TRAINING.

	Number of Pro-bationers.	Training-college Students.				Total.	Number of Pro-bationary Assistants.	Total Trainees.
		Division A.	Division B.	Division C.	Division D.			
1932 .. ..	..	929	4	52	..	985	526	1,511
1933 .. ..	..	392	..	47	..	439	..	439

In order that all those ex-students who were without employment might be placed in positions, the system of giving to each student a full year's training on completion of his training college course in the larger schools throughout the Dominion was departed from in 1933. There were no probationary assistants therefore in the schools during the year, but the students concerned shared with other ex-students a year's work under a rationing scheme.

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

College.	1932.			1933.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland .. ..	133	200	333	91	123	214
Wellington .. ..	56	176	232	..	..	..
Christchurch .. ..	70	152	222	76	149	225
Dunedin .. ..	68	130	198	..	..	..
Totals .. ..	327	658	985	167	272	439

Of the 439 students in attendance at training college in 1933, 51 were in their first year, 349 were in their second year, and 39 in their third year.

In consequence of the decision to discontinue the training of teachers for the time being, all students in attendance at the two training colleges open in 1933—viz., Auckland and Christchurch—left college at the end of the year. Thus in 1933, 439 students left college in comparison with 585 in the previous year.

The following was the examination status of those who left in 1933 : Pass class A, 4 ; pass class B, 115 ; pass class C, 288 ; incomplete passes for teachers' certificates, 16.

Students leaving at the end of 1933, who had completed a third-year course numbered 39, and of these the following numbers were eligible to receive an endorsement on their teachers' certificates of a special qualification to teach a subject : 8, physical education ; 7 science and mathematics ; 6, music and eurythmics ; 4, drawing and handwork ; 3, experimental pedagogy ; 3, modern languages ; 3, agriculture ; 2, music ; 1, deaf children ; 1, backward children.

34. HIGHER (UNIVERSITY) EDUCATION.

The number of students on the books of the four University colleges affiliated to, and the two agricultural colleges established in connection with, the University of New Zealand at the end of 1933 was 5,085, as against 5,171 at the end of 1932.

The figures for each of the colleges were as under :—

	1932.	1933.
Auckland .. ..	1,349	1,307
Victoria .. ..	1,140	1,011
Canterbury .. ..	1,073	1,181
Otago .. ..	1,350	1,307
Massey .. ..	191	235
Lincoln .. ..	68	44
	5,171	5,085

The total number of students described as taking definite courses at the four affiliated colleges was 4,526. These were distributed as follow :—

Agriculture .. .. .	28	Journalism .. .. .	41
Architecture .. .. .	47	Law .. .. .	393
Arts .. .. .	1,922	Massage .. .. .	15
Commerce .. .. .	742	Medicine .. .. .	370
Dentistry .. .. .	124	Mining .. .. .	35
Engineering .. .. .	172	Music .. .. .	37
Forestry .. .. .	10	Public administration .. .. .	19
Home-science .. .. .	93	Science .. .. .	478

The following are some particulars relating to University education in the four affiliated colleges :—

TABLE Y.

—	1930.	1931.	1932.	1933.
Number of students in actual attendance at lectures	4,163	4,209	4,149	3,960
Number of exempted students .. ..	638	660	763	846
Percentage of students—				
Men .. .. .	70	71	72	73
Women .. .. .	30	29	28	27
Percentage of students actually attending Universities receiving free education*—				
Men .. .. .	40	41	40	26
Women .. .. .	66	59	56	40
All students .. .. .	48	46	45	30
Occupations of students expressed as percentages—	M. F.	M. F.	M. F.	M. F.
(1) Full-time students .. .. .	33 46	37 47	43 53	46 63
(2) Teachers and training colleges .. ..	19 43	19 41	16 35	13 23
(3) Government and local bodies .. ..	16 2	14 2	13 1	13 2
(4) Other .. .. .	31 6	28 6	26 6	26 8
(5) Not known .. .. .	1 3	2 4	2 5	2 4

\* These students hold scholarships, bursaries, or training-college studentships.

35. ANNUAL EXAMINATIONS.

The usual examinations were conducted in 1933, and comprised mainly the following :—

- (1) An August series for teachers' certificates and handicraft teachers' certificate.
- (2) A November series including the Training College Entrance and Intermediate Examinations.

Examinations were held at thirty-eight public centres in 1933. Candidates from public post-primary schools were examined for the Intermediate Examination in their own schools.

The number of candidates actually presenting themselves for the various examinations during the last three years is shown in Table Z 1 following :—

TABLE Z 1.—NUMBER OF CANDIDATES FOR VARIOUS EXAMINATIONS.

Examination.	1931.	1932.	1933.
Public Service Entrance .. .. .	1,407	..	..
Intermediate .. .. .	1,165	8,422	1,308
Teachers' Class D .. .. .	249	32	13
Teachers' Class C .. .. .	285	262	122
Training College Entrance .. .. .	961	483	314
Kindergarten Certificate .. .. .	4	..	..
London University Examinations .. ..	3	2	2
Handicraft Teachers' Certificate .. ..	32	28	27
Technological Examinations .. .. .	143	129	83
Naval Cadetships .. .. .	..	2	1
Aircraft Apprenticeship .. .. .	11	7	4
Examinations held on behalf of City and Guilds of London Institute ..	203	125	151
Totals .. .. .	4,463	9,492	2,025

The large drop in the number of candidates can be attributed to the fact that the system of accrediting was re-introduced this year so far as the award of intermediate certificates was concerned. It will be noticed too that the lack of openings in the teaching profession has caused a progressive decrease in the number of candidates for examination for training college entrance and teachers' certificates. This is likely to continue until such time as the demands of the schools in regard to staff cannot be met from teachers who have already completed their examinations and training.

TABLE Z 2.—STANDARD AND RESULTS OF EXAMINATIONS.

Examination.	Stage in Course at which Examination is normally taken. (In some cases it is not easy to indicate exact stage.)	1932.				1933.			
		Number of Candidates who presented themselves for Examination.	Number of Candidates who secured Complete Passes.	Number of Candidates who improved their Status.	Number of Candidates who failed.	Number of Candidates who presented themselves for Examination.	Number of Candidates who secured Complete Passes.	Number of Candidates who improved their Status.	Number of Candidates who failed.
Proficiency* .. ..	At end of Form II ..	25,275	19,559	3,395†	2,321	25,062	19,319	3,417†	2,326
Intermediate .. ..	At end of Form IV ..	8,422	6,208	..	2,214	1,308	505	..	803
Certificate for Class D ..	At end of Form V ..	32	7	5	20	13	13	..	..
Training College Entrance	At end of Form VI ..	483	249	134	100	314	143	100	71
Certificate for Class C and Class B	At end of training-college course	262	103‡	94	65	122	19	78§	25
Handicraft Teachers' Certificate	Taken by teachers ..	28	2	13	13	27	4	17	6
Technological Examinations—									
Preliminary .. ..	At end of Form IV or equivalent	37	29	..	8	8	6	..	2
Intermediate .. ..	Evening classes, third-year apprentices	58	31	..	27	43	26	..	17
Final .. ..	Evening classes, fourth-year apprentices	30	14	..	16	31	17	..	14
Special Examination in Building Construction	.. ..	4	1	..	3	1	..	..	1
Naval Cadetship .. ..	Form III .. ..	1	1	..	..	1	1	..	..
Naval Cadetship (Special entry)	Form VI .. ..	1	..	..	1	..	..	..	..
Aircraft Apprentices ..	Form V .. ..	7	7	..	..	4	2	..	2
London University ..	Post-secondary ..	2	2	..	..	2	2	..	..
Examinations held on behalf of City and Guilds of London Institute	As for technological examinations	125	69	..	56	151	81	..	70

\* This examination is held by the Department's Inspectors in the various education districts, but the results are given for the purposes of comparison. A more detailed analysis will be found in Table A 7 of E.—2. † Competency pass. ‡ Includes 4 passed for Class B. § Includes 3 passed for Class B.

The examination branch of the Department assists in the arrangements necessary for carrying out the Wiremen's Registration Examinations conducted by the Electrical Wiremen's Registration Board.

In addition to those certificates issued as a result of the examinations given in Table Z 2, certificates were also issued in the following cases to candidates who were recommended by Principals of post-primary schools and approved by the Department's Inspectors :—

TABLE Z 3.—NUMBER OF CERTIFICATES ISSUED BY ACCREDITING.  
(These are in addition to those awarded as a result of examination.)

Certificate.	Stage of Course at which Certificate is issued.	Number of Certificates issued.	
		1932.	1933.
Intermediate ..	At end of Form IV—i.e., at the end of at least the second year of approved post-primary course	Nil.	5,619
Lower leaving ..	At end of Form V—i.e., at the end of at least the third year of approved post-primary course	80	87
Higher leaving ..	At the end of Form VI—i.e., at the end of at least the fourth year of approved post-primary course	1,294	1,101

NOTE.—In 1932 no intermediate certificates were awarded, as all candidates were required to sit for the Intermediate Examination.

In regard to examinations conducted by the University of New Zealand the following shows the position in 1932 and 1933 :—

TABLE Z 4.—UNIVERSITY EXAMINATIONS.

Examination.	Stage in Course at which Examination is normally taken.	Number of Candidates.	1932.	1933.
University Entrance Examination	At end of Form V— <i>i.e.</i> , at end of at least the third year of post-primary course (only the very best third-year pupils succeed in passing)	(a) Who presented themselves for examination (b) Who passed .. (c) Who failed .. ..	4,725 2,223 2,502	4,738 2,291 2,447
Entrance Scholarship Examination	At end of Form VI— <i>i.e.</i> , at end of at least the fourth year of post-primary course	(a) Who presented themselves for examination (b) Who obtained at least a pass with credit (c) Who qualified only for University entrance as a result of the examination (d) Who failed .. ..	295 131* 53 143	345 134* 112 99
Other University examinations	During University course ..	(a) Who presented themselves for examination (b) Who obtained complete or partial successes	7,290 4,669	7,750 5,649

\* Thirty scholarships are awarded yearly.

### 36. CHILD WELFARE.

The total number of children under the supervision of the Child Welfare Branch as at 31st March, 1934, was 7,259, classed under the following headings :—

State wards—

In foster homes, hostels, and with friends .. ..	2,708
In situations (includes 21 absent without leave) .. ..	858
In Government institutions, receiving-homes, &c. .. ..	251
In private institutions .. ..	194
Inmates in special schools for backward children .. ..	239
In hospitals, convalescent homes, &c. .. ..	20
At School for Deaf, Sumner .. ..	7

4,277

Young persons supervised in their own homes by Child Welfare Officers, by order of Court .. ..	850
Infants supervised in foster homes, registered under the Infants Act .. ..	923
Pupils at School for Deaf, Sumner (other than State wards (7) included in figures above) .. ..	109
Children dealt with as preventive cases .. ..	1,081
Children at New Zealand Institute for Blind, for whom the Department makes payment .. ..	19

Total .. .. 7,259

The number of children committed to the care of the Superintendent during the year ended 31st March, 1934, was 423, classified according to reasons for committal, as follows : Indigent, 154 ; delinquent, 22 ; detrimental environment, 53 ; neglected, 4 ; not under proper control, 117 ; accused or guilty of punishable offence, 73 ; and, in addition, 6 were admitted by private arrangement (section 12, Child Welfare Act), while 47 were temporarily admitted, making the total number of admissions for the year 476. Of the children committed, 72 had been dealt with previously by the Courts for other offences, for which they had received terms of supervision.

Classified according to the age at the time of admission, the numbers, including temporary admissions and those admitted under section 12, Child Welfare Act, are as follows: Under six months, 40; over six months and under one year, 23; from one to five years, 73; from five to ten years, 101; from ten to fourteen years, 121; over fourteen years, 118. The length of period of residence for the children temporarily admitted was from one day to eight weeks.

Of the children in foster-homes, 172 are over the age of fourteen years, of whom 95 are still attending primary schools and 77 are receiving higher education. In addition, there are 20 residing in hostels and colleges receiving secondary education, and 1 in residence attending college. Furthermore, 25 children under the age of fourteen years are receiving higher education.

### 37. TEACHERS' SUPERANNUATION FUND.

The position of the fund at the 31st January, 1934, and the principal figures concerning the transactions for the year, compared with those for the year ended 31st January, 1933, are given below:—

			1932-33. £	1933-34. £
Balance at credit of fund at end of year .. .. .			1,111,642	1,003,185
Decrease over balance at end of previous year .. .. .			106,524	108,457
<b>Income for the year—</b>				
Members' contributions .. .. .			113,764	114,775
Interest .. .. .			61,117	54,310
Government subsidy .. .. .			47,020	55,948
Profit on realization of investments, &c. .. .. .			..	1,462
Total income .. .. .			<u>£221,901</u>	<u>£226,485</u>
<b>Expenditure—</b>				
Retiring and other allowances .. .. .			283,738	299,516
Contributions refunded, &c. .. .. .			33,478	31,802
Administration expenses, &c. .. .. .			3,709	3,634
Provision for loss on investment .. .. .			7,500	..
Total expenditure .. .. .			<u>£328,425</u>	<u>£334,952</u>
Number of contributors at 31st January .. .. .			9,355	8,903
Number of members admitted during period .. .. .			116	99
Number retiring from the fund during period .. .. .			728	551
Net increase in membership at 31st January .. .. .			*609	*452
Number of allowances in force at 31st January .. .. .			1,842	1,881
Representing an annual charge of .. .. .			£296,784	£299,667
Ordinary retiring-allowances .. .. .	1,221		£243,816	1,230 £245,779
Retiring-allowances under extended provisions of section 75 of the Act, and under section 14 of Finance Act, 1931 .. .. .			133 £20,827	136 £21,270
Retiring-allowances in medically unfit cases .. .. .			176 £22,767	176 £22,457
Allowances to widow .. .. .			251 £7,789	268 £8,316
Allowances to children .. .. .			61 £1,586	71 £1,846
<b>Funds invested at 31st January—</b>				
At 4 per cent. .. .. .			..	2,855
At 4½ per cent. .. .. .			..	81,180
At 4¾ per cent. .. .. .			..	400
At 4½ per cent. .. .. .			29,850	..
At 4¾ per cent. .. .. .			..	500
At 5 per cent. .. .. .			147,960	81,648
At 5⅛ per cent. .. .. .			15,800	..
At 5¼ per cent. .. .. .			39,510	..
At 5½ per cent. .. .. .			400	..
At 6 per cent. .. .. .			500	..
At 6½ per cent. .. .. .			..	..
At 6 per cent. } Subject to reduction under the National {			854,582	834,943
At 6½ per cent. } Expenditure Adjustment Act, 1932 {			17,432	17,432
Mortgage security acquired .. .. .			3,446	3,365
Total .. .. .			<u>£1,109,480</u>	<u>£1,022,323</u>
<b>Average rate of interest (per cent.)—</b>				
Unreduced rate after reduction .. .. .			5.79	5.78
As shown above .. .. .			5.00	4.94
Unclaimed contributions held at 31st January .. .. .			£1,413	£1,727

\* Decrease.

## APPENDIX.

STATEMENT OF EXPENDITURE AND RECOVERIES IN RESPECT OF ALL SERVICES  
UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF EDUCATION  
DURING THE YEAR ENDED 31ST MARCH, 1934.

General Administration.	£	£	£
Salaries of Head Office staff .. .. .	26,946		
Part salaries of Inspectors attached to Head Office .. .. .	1,399		
Overtime and meal allowances .. .. .	14		
		28,359	
Office furniture and fittings .. .. .	..	214	
Postage and telegrams .. .. .	..	708	
Telephones .. .. .	..	333	
Travelling-expenses .. .. .	..	636	
<i>Education Gazette</i> —			
Salaries .. .. .	195		
Printing, postage, &c., office and other requisites .. .. .	1,030		
		1,225	
Printing and stationery .. .. .	555		
Printing and stationery—Storage with Government Printer .. .. .	60		
		615	
		32,090	
Less recoveries—			
Services rendered to Teachers' Superannuation Board and to other Departments	1,378		
<i>Education Gazette</i> : Sales and advertising, &c. .. .. .	160		
Postage and telegrams .. .. .	190		
Printing and stationery and sale of publications	264		
Teachers' certificate, fees for.. .. .	451		
		2,443	
			29,647
<b>Primary Education (including Intermediate Schools or Departments under control of Education Board).</b>			
Teachers' salaries and allowances .. .. .	1,364,719		
Teachers' salaries and allowances—Chatham Island schools .. .. .	1,643		
House allowances .. .. .	34,234		
		1,400,596	
Education Boards—Grants for administration and general purposes	29,322		
Less portion chargeable to post-primary .. .. .	723		
		28,599	
School Committees' allowances—Cleaning, heating, &c. .. .. .	104,219		
Less portion chargeable to post-primary .. .. .	2,994		
		101,225	
Supply of books in necessitous cases .. .. .	..	1,264	
Removal expenses of teachers .. .. .	..	556	
School buildings and sites—			
Maintenance, including alterations to make safe against earthquake .. .. .	£ 66,420		
Less portion for secondary departments of district high schools chargeable to post-primary .. .. .	1,640		
	64,780		
Rebuilding or repairing buildings destroyed or damaged by fire	5,065		
Rent of buildings and sites for school purposes .. .. .	3,154		
Valuation fees and miscellaneous .. .. .	42		
		73,041	
Conveyance, &c., of children—			
By rail .. .. .	8,683		
By road and water .. .. .	63,043		
		71,726	
Conveyance of instructors and teachers .. .. .	..	6,594	
Correspondence School—			
Salaries of teachers .. .. .	5,364		
Meal allowances .. .. .	11		
Other expenses .. .. .	1,896		
Office furniture and fittings .. .. .	78		
		7,349	
Grant to Hawke's Bay Education Board for supplementary readers—Napier intermediate school	..	30	
Inspection—			
Salaries (less part charged Head Office Administration) .. .. .	21,204		
Travelling and removal expenses .. .. .	7,129		
Telephones and office expenses .. .. .	120		
Clerical assistance .. .. .	304		
Postage and telegrams .. .. .	80		
		28,837	
<i>School Journal</i> —			
Salaries .. .. .	421		
Printing, postage, office expenses, &c... .. .	4,905		
		5,326	



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

<b>Higher Education—<i>continued.</i></b>					£	£	£
Statutory grants— <i>continued.</i>							
University of Otago—							
Grant for general purposes .. .. .					11,993		
National-endowment reserve revenue .. .. .					1,267	13,260	
Scholarships and bursaries—							
University National Scholarships .. .. .					3,950		
Agricultural Scholarships .. .. .					118		
“Sir George Grey” Scholarships .. .. .					200		
University Bursaries .. .. .					5,865		
Agricultural Bursaries .. .. .					920		
Architectural Bursaries .. .. .					119		
Engineering Bursaries .. .. .					437		
Home-science Bursaries .. .. .					721	12,330	
Less recoveries: Refund—Educational bursaries, &c.					..	56,748 26	56,722
<b>Training Colleges and Training of Teachers.</b>							
Training colleges—							
Salaries of staffs (including staffs of practising schools in excess of usual staff as public schools)					..	11,704	
Expenses in connection with appointments .. .. .					..	21	
Allowances to and expenses of students .. .. .					..	19,337	
Students' University college fees .. .. .					..	2,665	
Special instruction, libraries, and incidental expenses ..					..	644	
Apparatus and material .. .. .					..	50	
Printing, &c. .. .. .					..	7	
Less recoveries—						34,428	
Salaries of Staffs .. .. .					3		
Special instruction libraries and incidental expenses					38		
Students' allowances .. .. .					8		
Students' University College fees .. .. .					56	105	34,323
<b>Native Schools.</b>							
Salaries of teachers .. .. .					..	61,648	
Removal expenses of teachers .. .. .					..	686	
Books, apparatus, and other school requisites .. .. .					..	1,343	
Manual instruction .. .. .					..	302	
Conveyance and board of children .. .. .					..	3,831	
Sundries .. .. .					..	112	
Buildings and sites—							
Maintenance of buildings .. .. .					3,966		
Rent of buildings and sites .. .. .					163	4,129	
Inspection—							
Salaries of Inspectors .. .. .					1,015		
Travelling-expenses .. .. .					596	1,611	
Scholarships and apprenticeships .. .. .					..	3,515	
Less recoveries—						77,177	
Books, maps, &c. .. .. .					63		
Maintenance of buildings .. .. .					16		
Rent of school-sites, &c. .. .. .					19	98	77,079
<b>Physical Instruction.</b>							
Salaries of instructors .. .. .					..	1,020	
Travelling and removal expenses .. .. .					..	114	
Uniform allowances .. .. .					..	21	1,155
<b>Education of the Blind.</b>							
Maintenance fees of Government pupils at Jubilee Institute ..					..	524	
Travelling-expenses of pupils .. .. .					..	51	
Less recoveries: Maintenance fees, &c. .. .. .					..	575 407	168



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

School for the Deaf.						£	£	£
Salaries of staff	..	..	..	..	..	..	5,050	
General maintenance of institution	..	..	..	..	..	..	1,902	
Maintenance of buildings, &c.	..	..	..	..	..	..	71	
Postage and telegrams	..	..	..	..	..	..	4	
Travelling allowances and expenses (including transit of children)	..	..	..	..	..	..	297	
Less recoveries—							7,324	
Maintenance fees, &c.	..	..	..	..	..	2,105		
Sale of produce	..	..	..	..	..	2		
Board of staff	..	..	..	..	..	405		
							2,512	4,812
Schools for the Mentally Backward.								
Salaries of staff	..	..	..	..	..	..	7,463	
Maintenance of institutions	..	..	..	..	..	..	5,682	
Maintenance of buildings, &c.	..	..	..	..	..	..	657	
Travelling allowances and expenses (including transit of children)	..	..	..	..	..	..	349	
Sundries	..	..	..	..	..	..	3	
Postage and telegrams	..	..	..	..	..	..	72	
Less recoveries—							14,226	
Maintenance fees, &c.	..	..	..	..	..	975		
Sale of produce, &c.	..	..	..	..	..	586		
Travelling-expenses	..	..	..	..	..	24		
Board of staff	..	..	..	..	..	1,207		
							2,792	11,434
Child Welfare.								
Salaries of staffs, including field officers	..	..	..	..	..	..	25,713	
Wages of inmates employed in institutions	..	..	..	..	..	..	219	
Travelling and removal expenses (including transit of children)	..	..	..	..	..	..	3,480	
Boarding-out of children	..	..	..	..	..	..	75,481	
Maintenance of children in Government institutions	..	..	..	..	..	..	20,227	
Maintenance of children in private institutions	..	..	..	..	..	..	4,300	
Maintenance of buildings, &c.	..	..	..	..	..	..	1,453	
Rent, office requisites, telephones, &c.	..	..	..	..	..	..	2,130	
Office furniture and fittings	..	..	..	..	..	..	23	
Postage and telegrams	..	..	..	..	..	..	672	
Payment to Post and Telegraph Department for services	..	..	..	..	..	..	698	
Payment to Registrar-General's Department for services	..	..	..	..	..	..	20	
Refunds of inmates' earnings	..	..	..	..	..	..	698	
Refund of maintenance payments	..	..	..	..	..	..	172	
Legal expenses..	..	..	..	..	..	..	25	
Less recoveries—							135,311	
Maintenance fees, &c.	..	..	..	..	..	13,777		
Refunds for clothing, &c., supplied	..	..	..	..	..	3,999		
Refunds of boarding-out payments	..	..	..	..	..	495		
Refunds of travelling-expenses	..	..	..	..	..	46		
Recoveries on account of office rent, &c.	..	..	..	..	..	46		
Recoveries on account of inmates' earnings	..	..	..	..	..	647		
Recoveries on account of maintenance of buildings	..	..	..	..	..	11		
Sale of produce	..	..	..	..	..	1,759		
Board of staff and others	..	..	..	..	..	2,274		
Rent of land and buildings	..	..	..	..	..	323		
Accumulated earnings of deceased inmates	..	..	..	..	..	303		
							23,680	111,631
Material and Stores.								
Salaries	..	..	..	..	..	..	875	
Stores and material purchased	..	..	..	..	..	..	2,991	
Lighting, cleaning, cartage, &c.	..	..	..	..	..	..	84	
Less stores issued and charged to other items of vote							3,950	
Education	..	..	..	..	..	..	4,413	
Less recoveries : Stores sold							Cr. 463	
							32	Cr. 495

STATEMENT OF EXPENDITURE AND RECOVERIES, ETC.—continued.

Miscellaneous.	£	£	£
Examination expenses .. .. .	..	2,184	
Grading of teachers, costs of appeal, inquiries, &c. .. .	..	323	
Accidents to school children and teachers .. .	..	45	
Salaries of teachers on exchange from overseas (recoverable) ..	..	1,762	
Superannuation contributions of teachers on active service, 1914-19 ..	..	32	
Teachers' Superannuation Fund—			
Annual contribution under Act .. .. .	43,000		
Additional allowance to widows and children .. ..	3,784		
		46,784	
Gramophones for schools (recoverable) .. .. .	..	36	
		51,166	
Less recoveries—			
Examination fees, &c. .. .. .	1,644		
Salaries of teachers on exchange from abroad .. .	1,395		
Gramophones for schools .. .. .	31		
Grading of teachers .. .. .	41		
		3,111	
			48,055
Net total, excluding new buildings, &c. ..	..	..	2,683,889
Capital Expenditure.			
Sites, buildings, equipment, &c.—			
Public schools .. .. .	53,656	Public Works Fund.	Consolidated Fund : Vote, Education.
Secondary schools .. .. .	2,030		4,008
Technical schools .. .. .	1,197		538
Native schools .. .. .	2,330		307
			368
	59,213	5,221	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years)—			
Public schools .. .. .	4,382		
Secondary schools .. .. .	654		
Technical schools .. .. .	2,665		
Native schools .. .. .	77		
	7,778		
Net expenditure on new buildings, &c. ..	51,435	5,221	
			56,656
Net total, including new buildings, &c. ..	..	..	£2,740,545

SUMMARY.

Consolidated Fund—	£
Vote Education .. .. .	2,526,079
Unauthorized .. .. .	760
Land Act, 1924 (national-endowment reserves revenue) .. ..	53,221
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue) .. ..	96,447
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue) .. ..	10,488
Tauranga Educational Endowment Reserves Act, 1896 (reserves revenue) .. ..	194
Public Revenue Act, 1926, section 133 (Fire Insurance Fund) .. ..	3,846
Public Works Fund, vote Education buildings .. .. .	51,435
	2,742,470
Less—	
Consolidated Fund—	£
Recoveries on account of expenditure of previous years .. ..	115
Territorial revenue .. .. .	107
Miscellaneous revenue .. .. .	1,703
	1,925
	£2,740,545

In addition to the above, endowments administered by the Boards brought in further revenue as follows :—

	£
Post-primary schools .. .. .	37,739
University colleges .. .. .	16,886
Total .. .. .	£54,625

Approximate Cost of Paper.—Preparation, not given ; printing (1,000 copies), £62 10s.

By Authority : G. H. LONEY, Government Printer, Wellington.—1934.

Price 1s.]