

1944
NEW ZEALAND

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31ST DECEMBER, 1943

(In continuation of E.—1, 1943)

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

Office of the Department of Education,
Wellington, 8th July, 1944.

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, 1943.

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

I have, &c.,
H. G. R. MASON.

REPORT

Growing Interest in Education. In spite of the war, this has been a year of important educational advances. There has been a growing public interest in education, and an increasing demand for educational services from all sections of the community. The full reasons for this sudden growth of interest are doubtless complex, but that they are not entirely local is shown by a parallel movement in Great Britain, where the interest in projected educational reforms has been intense. There is evidence to show that much of this new interest in education both here and overseas springs from a growing understanding of the part education must play in the post-war world. This is extremely encouraging to all of us who have had throughout a deep faith in education as the basis of any national reconstruction. Even when the new interest shows itself in new criticisms it may be taken as a sign of grace, for education, to be healthy, needs both public interest and enlightened public criticism.

To provide a focus for this gathering public interest I am calling an Education Conference which will be representative of a wide range of organizations directly or indirectly connected with education. I have invited any one who is interested to submit schemes and reports as a basis for discussion, and I hope to have published before the Conference a full review of the education system as it now exists and a statement of the Government's plans for the future in those fields where policy has been fixed. I believe, however, that genuine advances in education, although they may be fostered by a Government, cannot simply radiate from some central authority. The great bulk of the people must not only understand what is afoot, but must also take an active part in working out the kind of education system they want for themselves and their children. I am particularly anxious that the Conference should discuss pre-school facilities, adult education, and leisure-time activities for adolescents, for these topics are, so to speak, on the growing edge of the education system as we now know it, and are for the most part not yet the subject of fixed Government policy. I am hopeful that the deliberations of the Conference will be of outstanding value to the Government in shaping its future policy in education.

Changes in Secondary Instruction. Within the school system the most notable advances during the year have been in the secondary field. The University has adopted, for schools on an approved list, a method of accrediting pupils for entrance to the University. No one can understand what this will mean to the schools who does not know something of the history of the old Matriculation or University Entrance Examination. It was devised, as its name implies, for the specific purpose of testing a pupil's fitness to go on to University studies. When a very small percentage of the total

population was entering the secondary schools and when many of those who did attend were specially selected scholarship pupils, it did not seriously matter that this very academic and restricted examination came to dominate the work of the schools.

One of the distinctive features of New Zealand education, however, over the past thirty years has been the steady increase in the number of pupils taking advantage of the increasingly generous provision for free secondary education. In 1943 no less than 76 per cent. of the children leaving primary schools and 82 per cent. of those leaving intermediate schools and departments, went on to a full-time secondary course. This has raised a completely new problem. The great majority of these pupils probably have not the slightest intention of going on to University. All they want is a good secondary course which will round off their formal education and prepare them for immediate entrance to the world of industry and commerce. For these pupils the demands of the University Entrance Examination, the measure of fitness for University work, were purposeless, for courses devised for the highly-selected and academically-minded few are seldom well adapted to the needs of the many. Unfortunately, by the time this problem was fully recognized the University Entrance Examination had secured a grip not only upon the schools, but also upon the imagination of parents and employers, who demanded the hallmark of the University Entrance Examination for their children or junior employees, although what they really needed in most cases was a measure of a satisfactorily completed secondary course, and not the "open sesame" to University studies. By insisting upon the University Entrance qualification they all too often condemned children to studies for which they had neither interest nor aptitude nor use.

In 1934 the Department endeavoured to meet the situation by instituting the School Certificate Examination. By offering a much wider choice of subjects than the University Entrance Examination, it tried to tempt non-academic children away from studies for which they had no aptitude. The new examination failed to capture the imagination of parents and employers and, although its standard was no lower, it remained a poor relation of the University Entrance Examination. With the action of the University Senate in abolishing the University Entrance Examination as we now know it, the School Certificate should at last come into its own as the mark of a completed secondary course for those who are not contemplating University studies. Those students intending to enter the University will normally stay on at school one year beyond the School Certificate stage. These students will either be accredited or, if they cannot be accredited, will be permitted to sit a new and specialized University Entrance Examination which is being instituted at the higher level.

It was immediately obvious that to replace the old University Entrance Examination for general purposes, the School Certificate Examination would have to be greatly altered. For one thing, the first nineteen subjects for the old School Certificate Examination were defined "as for University Entrance," but it by no means follows that the treatment of any single subject should be the same for those who are going to continue that study at the University as for those who are dropping the study of it after Form V. So I set up the Consultative Committee on the Post-Primary Curriculum for the purpose of recommending a syllabus for a new School Certificate Examination which should frankly recognize that the post-primary school as we know it has two functions—first, to prepare a minority of the pupils for University education, and second, to prepare the remainder for immediate participation in adult life and labour.

It was no easy task to devise a syllabus that would enable every school to carry out both these functions. The Committee, which sat under the Chairmanship of Mr. W. Thomas, M.A., LL.B., presented its report in December, 1943, and I believe that it is the most important contribution that has ever been made to secondary education in New Zealand. After any necessary amendments have been made as a result of consideration and criticism of the report by the public, the recommendations of the committee will be embodied in regulations that can come into operation in 1945. From its initial reception I have every reason to believe that the report has, in the main, the support of the teaching profession. I should like to place on record the Government's deep appreciation of the services rendered to education by the members of the Committee.

Vocational Guidance.—The rapid increase in the proportion of the population entering secondary schools, besides necessitating a recasting of the secondary curriculum, has also made it essential to provide a system of educational and vocational guidance, for the schools have had to develop a wide variety of courses to cater for the varying needs of the flood of entrants, and children and their parents find themselves compelled at each stage to make a choice of alternative courses, a choice in the making of which they often feel the need for advice and assistance. So the Education Department during the year assumed the full control of the Youth Centres, which it had previously controlled conjointly with the National Service Department. Since then the staffs of the Centres (now called Vocational Guidance Centres) have been greatly strengthened and their activities expanded. In each Centre there are now full-time Vocational Guidance Officers who, acting in conjunction with headmasters and special careers teachers in the schools, offer their services at any point in the child's career where a choice has to be made, whether of school course or of vocation. When the child has made his choice of career, the Vocational Guidance Officer tries to find suitable employment for him and follow up his progress until he is finally and satisfactorily settled in his line of work. I believe that the Vocational Guidance Centres are giving a valuable service to the children of New Zealand and save large numbers from the unhappy fate of a lifetime spent in work for which they have neither aptitude nor taste. Needless, to say, no parent or child need make use of the Vocational Guidance Centres for vocational guidance unless he desires. During the year the Centres assumed new and important functions in connection with rehabilitation of returned servicemen. Working in conjunction with the Education Committee of the Rehabilitation Board (on which the Education Department is represented), the Vocational Guidance Officers report on applications by servicemen for bursaries and scholarships, and where any man is not considered suitable for the educational facilities for which he asks, they make every effort to help him find some other line of training for which he is better fitted. This work is steadily increasing, and every effort is being made to train new Vocational Guidance Officers to take up the strain when full demobilization begins.

Raising of the School Age. The minimum school-leaving age was raised to fifteen years as from 1st February, 1944, with the proviso that no child who had reached the age of fourteen by that date should be affected. The only exemption allowed is for a child who has attained the age of fourteen years, who has completed the work of Form II, and who, in the opinion of the Director of Education, is not likely to derive any appreciable benefit from any available educational facilities.

It will be realized that for the first time some period of secondary education is now compulsory for nearly all children. The debate in the House of Representatives showed that this measure met with wide approval. It is recognized that steps will have to be taken to meet temporary difficulties until a full building programme is begun again and all our teachers return from the Armed Forces.

Technical Education.—The technical schools are at the cross-roads. In the four main centres at least they have come to the end of the path they have followed fairly consistently for forty years. As far as their day-time classes are concerned they have never pretended to correspond to the technical schools of England or the Continent, but have set out to provide for the non-academic type of child a general secondary education with a practical bias. But now the technical high schools in the four main cities have outgrown their accommodation and must divide up in some way. The question is, which way? Shall they each split into two schools of the same type as the present schools, or shall they divide into specialized schools catering each for a narrow range of courses? Or, again, shall they shed their lower forms and concentrate on building up their senior work until they take on something of the nature of technological institutes? The answer to this question depends largely on what industry is going to demand of the technical schools in the future. This raises the whole question of apprenticeship. Since the factors involved are at once so vital and so complex, the Hon. the Minister of Labour and I have decided to recommend the setting-up of a Commission on Apprenticeship and Technical Education to commence its sittings in 1944. The future of technical education in the larger cities at least will depend in large measure upon its findings.

Kindergartens and Nursery Schools.—An interesting development during the year was the conversion of two free kindergartens in the Wellington area into all-day nursery schools to cater for children of mothers engaged in work of national importance. Although there had been great public demand for such nursery schools, the response, once they opened, was fairly slow: one now has a short waiting-list, but the other is not yet full to capacity. This would lead one to suppose that there is, in normal times, likely to be little real demand for nursery-school facilities outside one or two areas in some of the main cities. The two in Wellington are being excellently conducted, and I am most grateful to the Wellington Free Kindergarten Association for the readiness with which they undertook, at my request, this very useful experiment. The Government is bearing the additional expense involved.

The number of kindergarten trainees to whom the Government pays allowances was increased in 1943 from thirty-nine to eighty. The supply of trained kindergarteners will determine in large part the speed at which the kindergarten system can be extended. An increased grant to kindergarten associations was made during the year.

There was during the year a significant increase in the number of nursery play-centres, which are places where mothers can, for a small fee, leave their pre-school children on one or two afternoons a week. They are conducted and financed by voluntary effort, and their rapid growth is evidence that they are meeting a genuine need.

Primary School Curriculum and Free Text-books.—As stated in my last report, the whole primary school curriculum is being systematically reviewed by a number of committees representative of the Department and of teachers' organizations. The report of the Arithmetic Syllabus Revision Committee was the first to be adopted, and during 1944 a full series of arithmetic text-books will be issued to the primary schools. The Government has decided to issue these and all other primary text-books produced under this scheme completely free to pupils in all schools, both State and private. A Health Education Committee was set up in 1943, and committees on English and the social studies will follow, preparatory to the issue of text-books on these subjects. After a reduction in the size of classes I know of no single need of the primary schools that is more urgent than good text-books.

School Library Service.—The School Library Service, controlled by the Country Library Service, has continued to do excellent work. Books are increasingly difficult to import, but although the Service started only in 1942, by the end of 1943 books were being distributed to 36,878 children in 620 schools in the country and town districts or boroughs with a population of less than ten thousand.

Teaching Aids, Art, and Handwork.—In spite of difficulties of supply there was a steady increase during the year in the number of films and film strips available to schools, and schools are buying projectors as quickly as they can be manufactured or imported. Instructional courses in the use of teaching aids were held in many parts of New Zealand. I should like to acknowledge the valuable co-operation of the National Broadcasting Service in the provision of special broadcasts to schools for three and a quarter hours a week.

Further progress was made in the provision of equipment and materials for art and handwork. The most notable event in this field during the year was the institution, in conjunction with the Wellington Education Board, of a long-term demonstration in the teaching of art and handwork in a Hutt Valley school. The Department provided all the necessary equipment, and a specialist teacher was added to the staff of the school. The results were so successful that at the request of the Hutt Valley Headmasters' Association all the schools in the Hutt Valley will be given similar facilities in 1944. If the scheme is successful in these schools, further demonstration centres will be opened in other Board districts.

A conference of training college lecturers in art and handwork was held during the year to discuss new developments.

Physical Education.—There were in 1943, forty-two teachers in the primary-school system engaged full time on physical education. Promising beginnings have been made in the extension of the new physical work to the post-primary schools, many of which are showing great interest in it. Useful refresher and training courses were held in many places.

Handicapped Children.—The number of special classes and speech clinics was increased during 1943. A visiting teacher from the Correspondence School was placed in Auckland to visit the homes of crippled children and assist them with their studies. It seems probable that this service will have to be extended as staffing permits. The School for the Deaf continues in two parts, one in Christchurch and one in temporary premises outside Auckland. I believe there is need for a permanent School for the Deaf in Auckland, and am having the necessary inquiries made.

Correspondence School.—The Department's Correspondence School continues to do good work for country children and invalid children. At the end of the year there were 1,941 pupils on the primary roll, 486 on the secondary, and 996 taking part-time courses. It was found possible during the year to restore the very useful visiting-teacher system and to reinstitute courses in woodwork.

It has been arranged that the Correspondence School will give assistance to teachers in small country schools who find themselves unable to offer full courses to older pupils kept at school by the raising of the school leaving age. The school has worked very closely with the Army Education and Welfare Service in providing correspondence courses for servicemen. The work of the Correspondence School Parents' Association has been greatly appreciated.

The Teaching Profession.—The effect of the war upon the stalling of schools is becoming greater each year, for practically no men are available to replace natural losses. Women are replacing men to a large extent in the primary schools and to a smaller extent in the secondary, but, good though their work is, there has been an inevitable loss in efficiency, for many are relatively inexperienced, and there is a serious scarcity of teachers of science, mathematics, and technical subjects. The schools, I am convinced, cannot make more sacrifices of staff without the interests of the children suffering.

The interests of soldier-teachers, as I stated in my last report, are being watched with scrupulous care, and those who are returning are being given every opportunity to freshen up their professional skills by attending training college or spending periods as observers in schools on full pay.

A joint committee of teachers and departmental officers brought down in 1939 a suggested new salary scale for secondary teachers. This scale was held over owing to the war, but the teachers in 1943 again pressed for a revision of salaries. In the meantime the Economic Stabilization Emergency Regulations 1942 had been gazetted, but the Stabilization Commission finally agreed to the draft 1939 scale being adopted, on the grounds that it was under consideration before the coming into force of the regulations. The Government adopted the 1939 draft scale, which gives an average rise in salary of about 9 per cent., at an additional cost of roughly £50,000 a year. Secondary teachers have expressed some dissatisfaction with the new scale, but, in spite of no small sympathy with their case, I cannot see that more could have been done in view of the policy of stabilization. I have, however, offered to set up, if they so desire, a consultative committee on the recruitment, salaries, and conditions of work of secondary teachers, as is recommended in the report on the Post-Primary Curriculum.

A very significant change was made in the classification of technical-school teachers: differentiation between Division I (professional) teachers and Division II (trade) teachers was abolished. This classification was based on the assumption that the trade teacher with the highest possible qualifications in his craft was on a lower plane than a teacher with a degree or similar qualification. This had been a cause of dissatisfaction for years, and the Technical School Teachers' Association had asked for the removal of the anomaly. I was glad to be able so to give a proper status to highly-qualified teachers of practical subjects.

Training of Teachers.—A fruitful conference of training college Principals was held this year, and several new facilities were given to the colleges as a result of it. Among other things, it was decided to transfer all graduate students to Auckland in 1944 and to build up in the college there a strong secondary training department. The lack of adequate training for secondary teaching has long been felt. Schemes were also considered to assist teachers in service to secure special training towards the specialist qualifications that are being increasingly demanded in the modern primary school. These schemes will be discussed with the New Zealand Educational Institute before any further steps are taken.

Native Schools. An encouraging feature of the Native Schools Service has been the growing number of Maoris who are qualifying as teachers in these schools. The numbers of Maoris now in the Service are: Certificated head teachers, 4; certificated assistants, 16; uncertificated teachers, 14; probationary assistants, 13; junior assistants, 97; training college students, 34.

University Education.—The temporary suspension of building activities and the increase in the numbers of students in certain faculties due to war conditions have led to serious accommodation problems in the University colleges. A new pathology building at the Medical School and major additions to the chemistry building were begun at Otago University, and I am hopeful that building will be able to proceed in the other colleges before long.

The Government established fifteen bursaries in science of a maximum annual value of £70 each, one purpose being to increase the number of graduates capable of teaching science and mathematics in the secondary schools.

Adult Education. Immediately after the entry of Japan into the war there was naturally a slump in the demand for adult education, but within recent months there has been a very marked revival right throughout New Zealand. "Community Weeks" and "Education Weeks" have become quite a common feature in the smaller towns. Interest has concentrated on community centres, and the one at Feilding, started with the help of the Department in 1938, has received much favourable attention. I believe that the community centre provides the answers to many of the outstanding problems of adult education, but before any universal system is decided upon I should like to see four or five experimental centres started in widely-varying conditions. I am hopeful that the Education Conference will mark the beginning of a new era for adult education in New Zealand.

The Department and the organizations associated with it have continued to play an important part in connection with the Army Education and Welfare Service.

Rural Education.—With the increasing demand for primary production in New Zealand, it is only natural to expect a growing interest in problems of rural education. There has been, in particular, a quite spontaneous burst of interest in agricultural high schools, and demands for new ones have come in from many quarters. I should like to see a limited number of agricultural high schools established but there is no type of school so liable to failure, and I am having the whole situation most carefully investigated before any step is taken.

Shortages of petrol, vehicles, and tires have prevented any great expansion in school conveyance services, and have postponed many consolidation schemes. Cuts which were made in some services in 1942 were largely restored before the onset of winter in 1943.

Relatively few district high schools were included by the University in the list of schools approved for accrediting. The University made it clear, however, that this was in no sense a reflection on their efficiency, but was due only to their small numbers of candidates making a consistent judgment of standards difficult. Realizing that some country children might be placed at a disadvantage by many district high schools not being able to accredit, the Government instituted a new type of bursary to help such children to do Sixth Form work at a school on the accrediting list. Any child who does not live within reach of an accrediting school and who has gained the School Certificate will be awarded a bursary of £10 a year for one or two years to enable him to work towards accrediting, a boarding bursary,

or a University scholarship. He can hold the bursary at any school on the list, whether it be a State school or a registered secondary school. Not only will this give the academic type of child a chance of completing his secondary course at a school specially staffed and equipped for Sixth Form work, but it will also free the district high schools to give extra attention up to the School Certificate stage to the great bulk of their students who do not intend to take up University courses.

Child Welfare.—In my report for 1942 I dealt at some length with the steps being taken to meet the threat of an increase in juvenile delinquency that might well arise from war conditions. The Children's Court figures for 1943, I am pleased to report, do not show the sharp rise that many people feared. The total number of children charged with offences (including mischief, breaches of by-laws, traffic offences, &c.) was 2,493, as against 2,446 for 1942. An analysis of these figures shows a slight decrease in the more serious offences (against the person and against morality) and a rise of 5 in cases of theft : of the total increase of 47 offences, charges of breaking of insulators account for 36. In view of the numbers of disrupted homes due to the war and of the unusual temptations to which many young people were subjected during 1943, I should not have been surprised to see a much more serious rise in delinquency figures. I know very well that social workers of all types, both State and private, have found their work with children and adolescents increasingly difficult owing to these abnormal conditions, and I would pay a tribute to the part they have played in keeping the problem within bounds.

To assist the work of the Child Welfare Branch two more district offices were opened during the year, at Rotorua and Ashburton. Preventive work in all Child Welfare districts has been intensified.

An interesting experiment was started this year when it was suggested to the Education Boards that they appoint a limited number of "visiting teachers," who are really social workers without teaching responsibilities attached to groups of schools to deal with "problem" children of all kinds. Their appointment was first suggested by the growth in certain areas of a peculiarly difficult form of truancy in which the parent connives at the child's absence from school, but their work is by no means restricted to handling truants. They form a link between the school and the home, and have already dealt with scores of problems of most varied types. All reports received on their work from the Education Boards have been very encouraging, and I am hopeful that the visiting teacher system will do much to prevent children from ever appearing before the Courts.

One difficulty of developing or extending any form of social work in New Zealand is the lack of properly trained workers, and I am convinced that, the moment the man-power position allows, some scheme must be devised for the systematic training of persons who are to be engaged in serious social work of all kinds.

School Buildings and Equipment.—The war has had a very serious effect on the school building programme, the expenditure on new buildings being only £243,896 in 1943. Major buildings completed during the year included the Girls' High School and Hostel, Whangarei ; the Manukau Intermediate School, Auckland ; the partial rebuilding of the Motueka District High School ; and the Girls' Home, Burwood, Christchurch.

The school accommodation problem is most pressing in and about Auckland, where the increase of school population has been greatest. As an indication, it may be pointed out that the number of births for all New Zealand in 1941 was 47 per cent. greater than in 1935 : in Auckland the corresponding rise was 82 per cent. It is to be hoped that increased supplies of materials and labour will enable an acceleration in the building programme before these children reach the infant schools. To enable the accommodation situation to be temporarily met, arrangements were made during the year for one hundred prefabricated class-rooms to be constructed : these will be erected during 1944 wherever urgent demands for extra buildings arise.

A conference of Education Board architects was held which proved extremely useful. Among other things it discussed the plans for prefabricated rooms, and also made arrangements for some Boards to manufacture in their workshops large quantities of material for art and handwork, number teaching, and play-way activities in infant-rooms. Much of this material will be given free to schools during 1944.

Financial.—The total expenditure on education, including revenue from reserves vested in post-primary schools and University colleges, for the year ended 31st March, 1944, was £5,272,740.

An increased grant was given to Education Boards for the incidental expenses of School Committees, and regulations were amended to allow Committees to spend incidental allowances on a wider range of school equipment and material.

Acknowledgments.—I should like to express the Government's thanks to members and officers of Education Boards and other governing bodies, to teachers, to members of School Committees, and to all who have worked during the year for the welfare of the children of New Zealand. They have met with vigour and imagination the ever-increasing difficulties of these war years.

TABLES

NOTE.—Owing to the paper shortage several tables have again been omitted this year. They will be reinstated as soon as conditions permit. For particulars of expenditure on education, including capital expenditure on new buildings, &c., see the appendix to this report.

TABLE C 1.—PUBLIC PRIMARY SCHOOLS BY GRADE

Grade.				Number of Schools.	Grade.				Number of Schools.
I	(1-8)	..	..	120	VA	(191-230)	..	..	30
II	(9-24)	..	..	647	VB	(231-270)	..	..	43
IIIA	(25-30)	..	..	138	VC	(271-310)	..	..	24
IIIB	(31-70)	..	..	548	VD	(311-350)	..	..	19
IVA	(71-110)	..	..	186	VI	(351-870)	..	..	175
IVB	(111-150)	..	..	84					
IVC	(151-190)	..	..	53	Total	..	..	..	2,067

Two half-time schools and thirty-eight schools with side schools attached are counted as separate schools.

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

Type of School.	Total Number on the Roll on the 1st July, 1942.	Total Number on the Roll on the 1st July, 1943.	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 ..	189,117	186,003	106,579	21,270	20,119	19,181	13,745	4,390	670	49	..	..	..	..	..
Special classes for backward children	769	784	130	92	126	144	150	75	24	15	28	..	..	..	..
Native village schools (primary) ..	11,013	10,914	5,898	1,191	1,140	1,117	933	499	108	23	4	1	..	..	..
Native mission and boarding schools (private primary)*	650	638	336	71	60	65	59	43	3	1	..	..	..	..	..
Public primary schools, Chatham Islands	133	126	50	14	17	20	12	9	3	1	..	..	..	..	..
Secondary schools, lower departments	147	181	43	21	18	48	30	17	4	..	..	..	..	..	..
Private primary schools* ..	26,148	27,674	14,393	3,256	3,335	3,264	2,317	861	191	50	5	2	..	..	..
Intermediate schools and departments	7,474	8,810	..	123	1,615	3,173	2,800	929	151	18	1	..	..	..	..
Secondary departments of district high schools	5,640	5,923	..	..	1	95	871	1,988	1,763	828	318	53	4	1	1
Secondary schools ..	14,682	15,690	..	..	5	285	2,235	4,874	4,375	2,598	1,049	250	17	2	..
Combined schools ..	2,930	3,122	..	..	1	63	465	903	914	503	229	41	2	1	..
Technical high and day schools ..	9,016	10,055	..	..	1	109	1,441	3,756	3,125	1,217	314	57	17	7	11
Part-time students at day and night classes	11,305	12,798	..	..	34	24	127	495	1,445	2,510	2,482	1,480	789	463	2,949
Native secondary schools*—															
Primary ..	38	28	..	..	2	4	8	9	5	..	..	..	..	..	..
Post-primary ..	370	375	..	..	..	2	18	73	118	91	51	15	5	2	..
Endowed and registered private secondary schools*	6,113	6,809	..	..	5	161	1,050	1,936	1,817	1,191	560	75	8	3	3
Correspondence school—															
Primary ..	1,800	1,874	1,059	148	163	163	131	90	44	26	15	3	6	5	21
Secondary ..	679	641	..	..	..	16	103	208	146	104	30	23	9	2	..
Training-colleges ..	1,463	1,775§	..	..	..	..	..	..	..	..	274	625	481	230	165
Schools for mentally backward, &c.	206	190	20	13	14	28	37	28	18	16	7	4	1	4	..
School for the deaf ..	107	126	50	13	10	13	11	11	9	9	..	..	..	..	..
New Zealand Institute for the Blind	25	34	9	3	6	1	2	8	4	1	..	..	..	..	..
Grand totals ..	289,825	294,570	128,567	26,215	26,672	27,976	26,545	21,292	14,937	9,251	5,367	2,629	1,339	720	3,150
Estimated population (inclusive of Maoris) at 1st July, 1943	..	1,632,669	132,500†	109,000				27,900	28,200	28,600	28,800	28,800	28,300	28,000	26,100‡

* Native mission schools are registered private primary schools, and some Native secondary schools are registered private secondary schools, but in this table these schools are considered, respectively, missions 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. § There were 98 students in the armed forces or engaged in essential work. ¶ Includes 72 pupils in 1943 attending Native District High Schools.

TABLE E 1.—NUMBERS OF FULL-TIME PUPILS, 1ST JULY, 1943

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 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.
Public primary ..	485	299	29,186	26,014	12,174	11,030	11,876	10,865	12,265	11,425	12,206	11,383	9,980	9,671	8,763	9,081	39	45	..	..	..	..	96,974	89,813
Native—European ..	..	..	165	123	68	69	69	34	52	64	68	51	44	51	37	43	..	1	..	..	..	..	503	436
Maoris ..	..	..	2,140	1,969	714	619	627	591	652	618	482	488	328	376	185	229	10	7	..	..	..	..	5,138	4,837
Public primary—Chatham Islands	..	..	21	17	11	6	5	10	12	10	6	11	1	3	5	4	2	2	..	..	..	..	63	63
Private primary and lower departments of secondary	..	..	3,494	3,659	1,584	1,741	1,584	1,652	1,695	1,835	1,742	1,872	1,818	1,982	1,647	1,814	92	282	..	..	..	..	13,056	14,837
Intermediate ..	..	..	..	..	..	..	..	..	..	..	..	..	2,339	1,979	2,283	2,106	35	68	..	..	..	..	4,657	4,153
Secondary departments of district high schools	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,324	1,467	..	..	..	..	76	3,262
Secondary ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,772	2,937	2,265	2,381	2,340	1,953	622	420
Combined ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	647	535	501	431	492	357	103	56
Technical ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2,918	2,132	1,877	1,317	899	664	153	95
Endowed and registered private secondary	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,065	1,351	967	1,118	937	1,003	277	208
Correspondence—Primary ..	73	74	302	326	93	118	89	85	72	86	84	109	77	91	62	82	80	21	..	..	..	..	882	992
Secondary ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	140	285	39	88	14	68	2	5
Totals ..	558	373	35,308	32,048	14,644	13,583	14,250	13,237	14,748	14,038	13,914	14,587	14,153	12,982	13,359	9,074	9,133	6,363	6,353	3,247	4,746	1,215	860	143,564

• Adult section.

TABLE E 2.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC PRIMARY SCHOOLS, 1ST JULY, 1943

Age.	Special Classes for Backward Children.				Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Totals.																
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.															
5 and under	3	1	10,434	9,990	1	2	..	..	..	1	..	..	..	..	..	..	..	..	..	..	10,438	9,993															
6 ..	3	4	11,065	10,375	337	445	..	1	..	..	..	..	..	..	..	..	..	..	..	..	11,406	10,825															
7 ..	8	5	5,666	4,392	4,950	5,598	304	518	..	..	..	..	..	..	..	..	..	..	..	..	10,933	10,524															
8 ..	20	14	1,502	903	4,623	3,600	4,510	5,085	394	552	..	..	..	..	..	..	..	..	..	..	11,052	10,164															
9 ..	47	25	366	234	1,629	971	4,522	3,714	4,052	4,928	..	..	..	..	..	..	..	..	..	..	10,983	10,391															
10 ..	61	31	93	77	447	290	1,723	1,082	1,137	3,893	362	515	3,798	4,603	263	437	3	10	..	..	10,939	10,423															
11 ..	82	44	36	28	134	86	566	328	2,137	1,373	4,389	3,940	3,585	2,901	3,887	3,605	2,639	3,301	3	4	10,486	9,759															
12 ..	91	53	14	14	37	25	180	109	100	491	2,441	1,631	561	1,596	3,887	3,843	4,021	13	17	..	10,092	9,233															
13 ..	96	54	9	..	15	13	54	20	279	158	994	561	2,152	1,596	3,887	3,843	4,021	13	17	..	7,455	6,440															
14 ..	45	30	1	..	16	..	16	6	37	18	194	105	686	387	1,703	1,206	15	15	..	..	2,698	1,767															
15 ..	13	11	..	..	..	..	..	2	9	1	22	16	83	50	315	156	6	9	..	..	448	246															
16 ..	4	11	..	..	..	..	..	..	..	..	..	..	..	..	19	12	2	..	..	..	32	32															
17 ..	12	16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	16															
Totals ..	485	299	29,186	26,014	12,174	11,030	11,876	10,865	12,265	11,425	12,206	11,383	9,980	9,671	8,763	9,081	39	45	..	..	96,974	89,813															
Median age, in years and months	12	3	12	6	6	4	6	3	8	2	7	11	9	3	9	0	10	4	10	1	11	5	11	2	12	6	12	3	13	4	13	14	3	14	1	..	..

TABLE E 3.—AGE AND CLASSIFICATION OF PUPILS AT PUBLIC POST-PRIMARY SCHOOLS,
1ST JULY, 1943

Age.	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 11 years	..	..	..	..	..	..	..	..	..	..
11 and under 12 years	5	3	..	..	..	..	..	..	5	3
12 .. 13	223	320	5	4	..	..	..	..	228	324
13 .. 14	2,178	2,517	132	171	9	5	..	..	2,319	2,693
14 .. 15	3,798	3,406	1,814	2,161	198	143	1	..	5,811	5,710
15 .. 16	1,278	757	2,775	2,365	1,456	1,457	46	43	5,555	4,622
16 .. 17	168	58	575	409	1,797	1,485	371	283	2,911	2,235
17 .. 18	11	10	48	35	704	490	365	247	1,128	782
18 .. 19	..	..	8	2	115	78	137	61	260	141
19 .. 20	..	..	..	..	11	10	12	7	23	17
20 .. 21	..	..	..	..	3	2	3	3	6	5
21 years and over	..	..	..	..	3	5	1	3	4	8
Totals	7,661	7,071	5,357	5,147	4,296	3,675	936	647	18,250	16,540
Median age, in years and months	14 4	14 2	15 3	15 1	16 3	16 2	17 2	17 0	..	..

TABLE E 4.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE SECONDARY AND
ENDOWED SCHOOLS, 1ST JULY, 1943

Age.	Form III.		Form IV.		Form V.		Form VI.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
11 and under 12 years	3	2	..	..	..	..	..	..	3	2
12 .. 13	39	116	4	3	..	..	..	..	43	119
13 .. 14	371	539	66	72	1	4	..	..	438	615
14 .. 15	461	524	368	454	81	75	2	..	912	1,053
15 .. 16	163	141	379	454	299	384	27	8	868	987
16 .. 17	24	29	117	120	342	412	107	68	590	629
17 .. 18	3	..	27	14	186	119	113	109	329	242
18 .. 19	1	..	4	1	21	8	21	22	47	31
19 .. 20	..	..	..	..	4	..	5	1	9	1
20 .. 21	..	..	2	..	2	1	..	..	4	1
21 years and over	..	..	..	..	1	..	2	..	3	..
Totals	1,065	1,351	967	1,118	937	1,003	277	208	3,246	3,680
Median age, in years and months	14 3	14 0	15 1	15 1	16 3	16 1	17 0	17 3	..	..

TABLE E 5.—AGE AND CLASSIFICATION OF PUPILS AT REGISTERED PRIVATE PRIMARY SCHOOLS AND LOWER DEPARTMENTS OF SECONDARY SCHOOLS,
1ST JULY, 1943

Age-	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Totals.																	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.																
5 years and under	1,410	1,539	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,410	1,539																
6	1,286	1,428	83	111	..	..	..	..	..	..	..	..	..	..	..	..	1,377	1,539																
7	595	531	664	837	83	111	..	..	..	..	..	..	..	..	..	..	1,342	1,482																
8	163	123	570	580	607	786	73	97	..	..	..	..	..	..	..	..	1,423	1,588																
9	30	25	193	160	590	524	567	769	10	..	..	..	..	..	..	..	1,482	1,590																
10	7	9	56	36	220	165	642	675	574	89	117	..	..	..	..	..	1,589	1,759																
11	2	3	13	14	57	50	288	216	636	585	725	79	108	..	2	..	1,660	1,753																
12	..	1	4	3	15	11	90	55	297	690	719	541	666	7	3	..	1,644	1,733																
13	1	..	1	..	4	4	28	18	104	334	335	666	710	40	85	..	1,178	1,228																
14	..	..	..	..	..	1	6	2	17	104	73	308	268	30	95	..	465	456																
15	..	..	..	..	..	..	1	..	2	12	10	42	47	9	73	..	66	132																
16	..	..	..	..	..	..	..	..	2	4	1	8	10	3	23	..	15	36																
17	..	..	..	..	..	..	..	..	..	..	..	2	..	2	1	..	4	1																
18	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	1	1																
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																
20	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																
21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																
Totals ..	3,494	3,659	1,584	1,741	1,584	1,652	1,695	1,835	1,742	1,872	1,818	1,982	1,647	1,814	92	282	13,656	14,837																
Median age, in years and months	6	3	6	2	8	1	7	11	9	2	8	11	10	4	10	1	11	3	11	1	12	4	12	2	13	4	13	2	14	0	14	6	..	..

TABLE E 6.—**AGE AND CLASSIFICATION** OF PUPILS AT INTERMEDIATE SCHOOLS AND DEPARTMENTS, 1ST JULY, 1943

Age.	Form I.		Form II.		Form III.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 10 years ..	..	..	..	..	..	..	..	..
10 and under 11 years ..	57	65	1	..	..	..	58	65
11 " 12 " ..	707	769	54	85	..	..	761	854
12 " 13 " ..	943	762	703	763	..	2	1,646	1,527
13 " 14 " ..	489	304	1,028	963	2	14	1,519	1,281
14 " 15 " ..	126	71	412	266	18	36	556	373
15 " 16 " ..	12	8	80	27	10	14	102	49
16 " 17 " ..	4	..	5	2	5	2	14	4
17 " 18 " ..	1	..	..	..	..	..	1	..
18 " 19 " ..	..	..	..	..	..	..	..	..
Totals ..	2,339	1,979	2,283	2,106	35	68	4,657	4,153
Median age, in years and months	12 5	12 2	13 4	13 3	14 10	14 6	..	..

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

Number of Children.	February, 1935.		February, 1943.*		February, 1944.*	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31 ..	616	20·6	669	20·1	746	22·4
31-40 ..	1,011	33·8	1,104	33·4	1,092	32·8
41-50 ..	1,007	33·7	1,124	33·8	1,141	34·3
51-60 ..	349	11·6	430	12·9	349	10·5
61 and over ..	9	0·3	4†	0·1	..	..
Totals ..	2,992	100·0	3,331	100·0	3,328	100·0

* The Teachers' Salaries Regulations 1938 provided new grades for public schools. Since that year schools of Grade IVa (roll minimum of 114) have been included. A Grade IV school under the previous regulations had a minimum average attendance of 121. Hence a few more schools with lower rolls have been included since 1938. † These classes were subsequently reduced in size.

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

Type of School.		Age at which Post-primary Course begun.										Total Numbers beginning Post-primary Education.	
		Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary ..	11	16	264	370	1,219	1,639	1,031	828	281	105	2,806	2,958	
Combined ..	4	3	61	120	275	257	240	133	71	33	651	546	
Technical ..	5	5	104	140	1,002	862	1,322	956	564	234	2,997	2,197	
District High ..	7	9	108	198	606	747	534	462	143	121	1,398	1,537	
Correspondence ..	..	..	12	20	43	114	48	83	21	31	124	248	
Totals ..	27	33	549	848	3,145	3,619	3,175	2,462	1,080	524	7,976	7,486	

TABLE O 1.—**PROBABLE DESTINATION, PUBLIC PRIMARY SCHOOLS' PUPILS, 1943**

Occupation.	With Primary School Certificate.		Without Primary School Certificate.		Totals.			
	Boys.	Girls.	Boys.	Girls.	Boys.		Girls.	
					Number.	Per-centage.	Number.	Per-centage.
Post-primary	7,117	7,440	208	83	7,325	74·0	7,523	77·8
Clerical (including typing)								
(a) Government and local body	14	10	..	1	14	0·1	11	0·1
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	20	20	3	5	23	0·2	25	0·3
Shop and warehouse assistants ..	133	168	75	71	208	2·1	239	2·5
Manual trades—								
(a) Government and local body	10	2	14	5	24	0·2	7	0·1
(b) Building	57	2	19	..	76	0·8	2	*
(c) Motor engineering	40	..	29	..	69	0·7	..	..
(d) General engineering	28	..	16	..	44	0·4	..	..
(e) Printing	13	3	3	1	16	0·2	4	*
(f) Other trades	81	34	75	22	156	1·6	56	0·6
Farming	563	103	622	64	1,185	12·0	167	1·7
Factory operatives	63	93	103	102	166	1·7	195	2·0
Other occupations	102	96	154	107	256	2·6	203	2·1
At home	82	597	139	529	221	2·2	1,126	11·7
Not known	48	49	72	61	120	1·2	110	1·1
Totals	8,371	8,617	1,532	1,051	9,903	100·0	9,668	100·0

* Insignificant percentage.

TABLE O 2.—**PROBABLE DESTINATION, INTERMEDIATE SCHOOLS AND DEPARTMENTS' PUPILS, 1943**

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Per-centage.	First Year.	Second Year.	Third Year.	Total.	Per-centage.
Post-primary	19	1,877	6	1,902	83·0	11	1,754	64	1,829	82·2
Clerical (including typing) ..										
(a) Government or local-body service	..	..	..	..	..	..	..	1	1	*
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	1	..	..	1	*	..	1	9	10	0·5
Shop and warehouse assistants	5	63	11	79	3·4	3	87	12	102	4·6
Manual trades—										
(a) Government or local-body service	1	3	..	4	0·2	..	1	..	1	*
(b) Building	2	14	2	18	0·8	..	..	..	..	..
(c) Motor engineering	..	11	..	11	0·5	..	..	..	..	..
(d) General engineering	1	11	3	15	0·7	..	..	..	..	..
(e) Printing	..	3	..	3	0·1	..	4	6	10	0·5
(f) Other trades	7	44	5	56	2·4	1	15	10	26	1·2
Farming	9	39	4	52	2·3	3	9	..	12	0·5
Factory operatives	7	26	4	37	1·6	4	29	5	38	1·7
Other occupations	8	36	6	50	2·2	3	32	5	40	1·8
Home	7	17	1	25	1·1	26	78	12	116	5·2
Not known	16	22	1	39	1·7	6	31	3	40	1·8
Totals	83	2,166	43	2,292	100·0	57	2,041	127	2,225	100·0

* Insignificant percentage.

TABLE O 3.—PROBABLE DESTINATION, POST-PRIMARY SCHOOLS' PUPILS, 1943

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.			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 ..	285	12.9	115	5.3	44	7.3	11	2.5	47	2.0	9	0.5	32	3.3	7	0.6	408	6.7	142	2.6						
Teaching or training college ..	92	4.2	219	10.0	20	3.3	28	6.3	35	1.5	41	2.5	27	2.7	95	7.5	174	2.9	353	6.9						
Professional engineering, surveying, architecture	33	1.5	1	0.1	7	1.2	..	..	29	1.2	3	0.2	7	0.7	4	0.3	76	1.2	8	0.1						
(Clerical (including typing)—																										
(a) Government and local body	175	7.9	79	3.6	41	6.8	22	4.9	66	2.8	114	7.0	68	6.9	79	6.2	350	5.7	294	5.3						
(b) Banks, insurance, legal, commercial houses, shops, and warehouses	389	17.7	464	21.2	53	8.8	134	30.1	130	5.6	404	24.8	23	2.3	213	16.8	595	9.7	1,215	22.0						
Shop and warehouse assistants	211	9.6	265	12.1	43	7.2	58	13.0	236	10.1	291	17.9	92	9.4	186	14.7	582	9.5	800	14.5						
Manual trades—																										
(a) Government and local body	30	1.4	3	0.1	16	2.7	..	..	73	3.1	..	..	15	1.5	4	0.3	134	2.2	7	0.1						
(b) Building	47	2.1	..	..	21	3.5	..	..	171	7.4	..	..	33	3.4	..	..	272	4.5	..	..						
(c) Motor engineering	66	3.0	..	..	31	5.2	..	..	108	4.6	..	..	36	3.7	..	..	241	3.9	..	..						
(d) General engineering	64	2.9	..	..	32	5.3	..	..	305	13.1	..	..	26	2.6	..	..	427	7.0	..	..						
(e) Printing	8	0.4	1	0.1	2	0.3	..	..	54	2.3	19	1.2	6	0.6	..	..	70	1.2	20	0.4						
(f) Other trades	127	5.8	81	3.7	45	7.5	..	..	208	8.9	100	6.2	56	5.7	17	1.3	436	7.1	198	3.6						
Farming ..	389	17.7	70	3.2	171	28.5	27	6.1	443	19.0	12	0.7	426	43.3	77	6.1	1,429	23.3	186	3.4						
Factory operatives	22	1.0	18	0.8	11	1.8	8	1.8	46	2.0	34	2.1	20	2.0	13	1.0	99	1.6	73	1.3						
Other occupations	150	6.8	280	12.8	34	5.6	41	9.2	128	5.5	157	9.7	64	6.5	98	7.7	376	6.2	576	10.4						
Home ..	30	1.4	396	18.1	2	0.3	100	22.5	56	2.4	332	20.4	34	3.5	445	35.1	122	2.0	1,273	23.0						
Not known	81	3.7	194	8.9	28	4.7	16	3.6	197	8.5	111	6.8	19	1.9	31	2.4	325	5.3	352	6.4						
Totals ..	2,199	100.0	2,186	100.0	601	100.0	445	100.0	2,332	100.0	1,627	100.0	984	100.0	1,269	100.0	6,116	100.0	5,527	100.0						

TABLE O 4.—PERCENTAGES OF BOYS LEAVING POST-PRIMARY SCHOOLS IN 1940-43 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.			
	1940.	1941.	1942.	1943.	1940.	1941.	1942.	1943.	1940.	1941.	1942.	1943.	1940.	1941.	1942.	1943.
Secondary	7	7	11	13	53	49	44	41	15	17	16	18	15	15	15	17
Combined	5	5	6	7	42	35	34	27	21	23	23	29	18	23	25	26
Technical	1	1	1	2	30	25	21	21	14	17	17	19	36	44	45	41
District high	1	1	2	3	37	35	34	22	37	38	39	43	16	16	15	20
All schools	3	3	5	7	40	36	33	29	19	21	21	23	24	26	27	28

TABLE Q 2.—LENGTH OF POST-PRIMARY COURSE

	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 ..	549	12.5	170	16.3	1,105	27.9	700	31.1	2,524	21.7
Leaving in second year ..	1,119	25.5	315	30.1	1,540	38.9	725	32.2	3,699	31.7
Leaving in third year ..	1,076	24.6	269	25.7	822	20.8	401	17.9	2,571	22.1
Leaving in fourth year or later	1,641	37.4	292	27.9	492	12.4	424	18.8	2,849	24.5
Totals ..	4,385	100.0	1,046	100.0	3,959	100.0	2,253	100.0	11,643	100.0

NOTE.—The approximate average length of school life of pupils attending post-primary schools was: Secondary schools, 2 years 10 months; combined schools, 2 years 8 months; technical high and day schools, 2 years 2 months; secondary departments of district high schools, 2 years 3 months; all post-primary schools, 2 years 6 months.

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

Year.	Number of Centres.	Number on Roll, 1st July.		Number holding Free Places.	
		Males.	Females.	Males.	Females.
1941	126	8,894	6,258	7,231	3,467
1942	50	6,907	4,398	5,446	3,233
1943	51	8,129	4,669	5,599	3,088

TABLE R.—NUMBER OF PUPILS AT NATIVE SCHOOLS, ETC.

	1943.		1942.	
	Schools.	Roll.	Schools.	Roll.
Native village schools	154	10,914	154	11,013
Mission and boarding schools (primary) ..	10	638	10	650
Public schools with Native children enrolled	875	13,527	879	13,181
Totals	1,039	25,079	1,043	24,844

NOTE.—Of the pupils enrolled at Native village schools, 939 in 1943 and 989 in 1942 were Europeans.

TABLE S.—REGISTERED PRIVATE PRIMARY SCHOOLS, 1943

					Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools	..	..	..	..	17	231	54	302
Roll at December—								
Boys	..	..	..	..	338	11,998	1,778	14,114
Girls	..	..	..	..	196	12,686	2,032	15,214
Totals	..	..	..	..	834	24,684	3,810	29,328
Average attendance	..	..	..	..	687	21,730	3,374	25,791
Teachers (inclusive of head teachers)—								
Men	..	..	..	..	8	62	45	115
Women	..	..	..	..	43	685	131	859
Totals	..	..	..	..	51	747	176	974

The number of schools at the end of the previous year was 300, and the total enrolment 28,467.

TABLE T.—ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY SCHOOLS

						1942.	1943.
Number of schools	..	..	..	..	..	64	65
Roll at 1st July	..	..	..	..	..	6,277	6,926
Average attendance	..	..	..	..	..	5,820	6,552
Teachers (inclusive of head teachers)—							
Men	..	..	..	..	..	140	146
Women	..	..	..	..	..	217	221
Totals	..	..	..	..	..	357	367

TABLE U.—KINDERGARTEN SCHOOLS, 1943

Association.				Number of Schools.	Pupils on Roll at End of Year.	Average Attendance.	Average Weekly Roll.
Auckland	..	..	..	14	693	467	633
Hastings	..	..	..	1	61	45	51
Hutt Valley	..	..	..	2	89	55	84
Wellington	..	..	..	6	260	175	243
Hokitika	..	..	..	1	22	14	20
Christchurch	..	..	..	10	592	362	490
Dunedin	..	..	..	8	392	263	353
Invercargill	..	..	..	4	163	114	163
Totals, 1943	..	..	..	46	2,182	1,495	2,037
Totals, 1942	..	..	..	44	2,008	1,344	1,865
Difference	..	..	..	+2	+174	+151	+172

TABLE Y 1.—PARTICULARS RELATING TO UNIVERSITY EDUCATION

—	1940.	1941.	1942.	1943.				
Number of students in actual attendance at lectures	5,069	4,857	3,837	5,181				
Number of exempted students	459	409	536	772				
Percentage of students—								
Men	73	67	62	68				
Women	27	33	38	32				
Percentage of students actually attending Universities receiving free education*—								
Men	45	49	54	49				
Women	63	59	67	61				
All students	49	53	59	53				
Occupations of students expressed as percentages—	{ M. F. }		{ M. F. }		{ M. F. }		{ M. F. }	
(1) Full-time students	42	51	45	44	57	48	51	43
(2) Teachers and training colleges	16	30	16	28	10	33	13	32
(3) Government and local bodies	20	5	19	6	16	9	16	9
(4) Other	20	10	18	16	15	8	14	9
(5) Not known	2	4	2	6	2	2	6	7

* These students hold scholarships or training-college studentships.

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

Year.	Number of Students enrolled.							Courses taken.														
	Auckland.	Victoria.	Canterbury.	Otago.	Massey.	Can'ty Agric.	Total.	Agriculture.	Architecture.	Arts.	Commerce.	Dentistry.	Diploma of Education.	Engineering.	Home Science.	Journalism.	Law.	Massage.	Medicine.	Mining.	Music.	Science.
1942	1,054	952	891	1,394	48	34	4,373	112	45	1,572	403	107	32	157	186	23	136	31	637	30	77	595
1943	1,505	1,320	1,269	1,598	141	120	5,953	296	67	1,949	553	129	43	235	190	29	161	33	789	42	125	796

TABLE.—MANUAL INSTRUCTION

	Number of Schools from which Pupils attended.	Number of Pupils attending Centres.	
		Boys.	Girls.
Public primary and Native schools	924	15,720	14,997
Intermediate schools and departments	22	4,515	4,009
Secondary departments of district high schools	81	1,997	2,037
Private schools	188	2,142	2,259
Totals	1,215	24,374	23,302

NOTE.—There were 155 manual-training centres during 1943.

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

College.	1943.			1942.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	180	449	629	56	445	501
Wellington	143	252	395	125	246	371
Christchurch	174	271	445	123	284	407
Dunedin	105	259	364	105	266	371
Totals	602	1,231	1,833	409	1,241	1,650

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

	1942.	1943.	1944.
State wards			
In foster-homes, hostels, and with friends	2,563	2,641	2,477
In situations, including those absent without leave	1,106	1,105	1,048
In Government institutions, receiving-homes, &c.	231	223	261
In private institutions	127	98	121
In Roman Catholic institutions recognized under Child Welfare Act	98	95	98
In special schools for backward children	131	138	142
In refuges or cognate institutions	36	59	63
In hospitals, convalescent homes, &c.	26	36	47
In residential colleges (mostly Maori children)	12	15	10
Subtotal	4,330	4,410	4,267
Other than State wards			
Young persons supervised by Child Welfare Officers in their own homes, with relatives, or with friends, pursuant to orders of Courts	1,123	1,301	1,375
Infants supervised in foster-homes registered under the Infants Act	627	665	698
Pupils at School for the Deaf, Sumner	110*	126	175
Pupils at schools for mentally backward, Otekaike and Richmond (other than State wards included in figures above)	52	45	38
Children supervised as preventive cases	1,960	1,978	1,954
Children in New Zealand Institute for Blind for whom the Department makes payment	19	18	24
Subtotal	3,891	4,133	4,264
Grand total	8,221	8,543	8,531
British children in New Zealand	203	204	203

* At 31st December, 1941.

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, 1944

	£	£	£
General Administration			
Salaries and allowances, Head Office staff	41,812		
Salaries, Inspectors in Head Office	2,917		
		44,729	
Travelling-expenses and transfer expenses	..	1,072	
<i>Education Gazette</i>	..	2,501	
Miscellaneous	..	4,250	
		52,552	
Less recoveries	..	3,633	
			48,919
Primary Education (including Intermediate Schools or Departments under Control of Education Boards)			
Teachers' salaries and allowances	2,108,504		
Education Boards: Administration	41,831		
School Committees: Grants	168,407		
Miscellaneous	17,323		
		2,336,065	
School-buildings (maintenance)	..	174,234	
Free kindergartens	..	11,138	
Conveyance of children (£243,915) and board (£7,903)	..	251,818	
Conveyance of Instructors	..	7,789	
Correspondence School	..	21,538	
Inspection of schools	..	40,486	
<i>School Journal</i>	..	5,377	
Manual instruction	..	117,470	
Miscellaneous	..	6,168	
		2,972,383	
Less recoveries	..	7,235	
			2,965,148

STATEMENT OF EXPENDITURE AND RECOVERIES ETC. *continued*

Post-primary Education (including Intermediate Departments attached to Secondary and Technical Schools)					£	£	£
Teachers' salaries and allowances	..	..	..	..	..	649,195	
Grants to controlling authorities	..	..	..	..	..	112,641	
Manual instruction	..	..	..	..	..	9,073	
Conveyance (£38,283) and board (£34,296) of pupils	..	..	..	..	..	72,579	
Inspectors: Salaries and allowances	..	..	..	..	..	7,759	
War bursaries	..	..	..	..	..	7,874	
School buildings: Maintenance	..	..	..	..	..	23,796	
Correspondence School	..	..	..	..	..	22,516	
Reserves revenue paid to High School Boards	..	..	..	..	..	12,324	
Miscellaneous	..	..	..	..	..	4,667	
						922,421	
Less recoveries					..	4,231	918,193
Higher Education							
Statutory grants—							
University of New Zealand	..	..	..	..	8,938		
University colleges	..	..	..	..	106,461		
						115,399	
Scholarships and bursaries	..	..	..	..	..	43,934	
Adult education	..	..	..	..	..	12,000	
Miscellaneous	..	..	..	..	..	2,285	
						173,618	
Less recoveries					..	9	173,609
Training Colleges and Training of Teachers							
Salaries of staff, &c.	..	..	..	..	..	41,616	
Allowances and fees of students	..	..	..	..	..	218,340	
Miscellaneous	..	..	..	..	..	5,073	
						265,029	
Less recoveries					..	156	264,873
Native Schools							
Salaries and expenses of teachers	..	..	..	..	..	140,484	
Conveyance and board of pupils	..	..	..	..	..	18,483	
Manual instruction, books, &c.	..	..	..	..	..	4,439	
Buildings: Maintenance	..	..	..	..	..	7,507	
Scholarships	..	..	..	..	..	9,012	
Inspection	..	..	..	..	..	3,091	
Miscellaneous	..	..	..	..	..	2,527	
						185,543	
Less recoveries					..	1,418	184,125
Physical Instruction							
Salaries and expenses of instructors, &c.	..	..	..	..	..	..	12,066
Education of the Blind							
Grants, fees, &c.	..	..	..	..	..	..	4,619
Education of the Deaf							
Salaries and expenses of staff and inmates	..	..	..	..	..	..	12,606
School for the Mentally Backward							
Salaries and expenses of staff and inmates	..	..	..	..	..	..	24,571
Child Welfare							
Salaries and travelling expenses of staff	..	..	..	..	..	67,893	
Boarding out of children	..	..	..	..	..	93,597	
Maintenance of children and staff in institutions	..	..	..	..	..	19,328	
Miscellaneous (buildings, &c.)	..	..	..	..	..	20,757	
						231,575	
Less recoveries					..	45,181	186,394
Material and Stores							
Salaries, purchases, &c.	..	..	..	..	..	2,537	
Less recoveries					..	42	2,495
Country Library Service							
Salaries and expenses of staff	..	..	..	..	..	6,479	
Purchase and binding of books	..	..	..	..	..	9,440	
Sundries	..	..	..	..	..	2,888	
						18,507	
Less recoveries and subscriptions, &c.					..	2,123	16,384
Vocational Guidance							
Salaries	..	..	..	..	..	9,477	
Sundries	..	..	..	..	..	2,560	
						12,037	
Less recoveries					..	2	12,035
Miscellaneous							
Examinations	..	..	..	..	..	4,777	
Teachers' Superannuation Fund	..	..	..	..	..	146,732	
Other	..	..	..	..	..	6,662	
						158,171	
Less recoveries, examination fees, &c.					..	6,706	151,465
							4,977,493

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

Capital Expenditure					Public Works Fund.	Consolidated Fund: Vote, "Education."	
Sites, buildings, equipment, &c. :-					£	£	
Public schools	..	..	..	..	180,578	8,166	
Secondary schools	..	..	..	..	19,643	1,941	
Technical schools	..	..	..	..	1,220	1,005	
Native schools	..	..	..	..	5,660	1,998	
Universities	..	..	..	..	13,407		
School for feeble-minded	..	..	..	..	19	..	
Child welfare	..	..	..	..	11,689	..	
School for Deaf	..	..	..	..	861	..	
Kindergartens	..	..	..	..	..	930	
Training colleges	..	..	..	..	3,060	..	
					236,137	14,010	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years) :-							
Public schools	..	..	..	..	5,086	..	
Secondary schools	..	..	..	..	635	..	
Technical schools	..	..	..	..	53	..	
Native	..	..	..	..	302	..	
Training colleges	..	..	..	..	100	..	
Feeble-minded	..	..	..	..	105	..	
					6,281	..	
Net expenditure on new buildings, &c.	..				229,856	14,010	243,896
Net total, including new buildings, &c.	..				..	..	5,221,389

SUMMARY

Consolidated Fund—										£
Vote, Education	..	..	..	..	..	..	..	..	..	4,805,441
Vote, Internal Affairs	..	..	..	..	..	..	..	..	..	1,840
Finance Act, 1942 (No. 2) (Section 3)	..	..	..	..	..	..	..	..	..	96,300
Unauthorized	..	..	..	..	..	..	..	..	..	446
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue)	..	..	..	..	..	..	..	..	..	78,280
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue)	..	..	..	..	..	..	..	..	..	12,324
Hokitika High School (reserve revenue)	..	..	..	..	..	..	..	..	..	159
Tauranga Educational Endowment Reserves Act, 1896 (reserves revenue)	..	..	..	..	..	..	..	..	..	363
Public Revenues Act, 1926, section 133 (Fire Insurance Fund)	..	..	..	..	..	..	..	..	..	1,646
Public Works Fund, vote, Education buildings	..	..	..	..	..	..	..	..	..	229,856
										5,226,655
Less—										
Consolidated Fund—										£
Recoveries on account of expenditure of previous year	..	..	..	..	..	..	..	..	..	130
Territorial revenue	..	..	..	..	..	..	..	..	..	775
Miscellaneous revenue	..	..	..	..	..	..	..	..	..	4,356
Registration and other fees	..	..	..	..	..	..	..	..	..	2
Interest on public moneys	..	..	..	..	..	..	..	..	..	3
										5,266
										<u>£5,221,389</u>
Additional amounts are available from revenue from reserves vested in post-primary schools and University colleges as follows :—										£
Post-primary schools	..	..	..	..	..	..	..	..	..	33,205
University colleges	..	..	..	..	..	..	..	..	..	18,146
Total	..	..	..	..	..	..	..	..	..	<u>£51,351</u>

Approximate Cost of Paper.—Preparation, not given ; printing (776 copies), £42 10s.