1948 NEW ZEALAND

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDED 31st DECEMBER, 1947
(In continuation of E.-1, 1947)

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

Office of the Department of Education, Wellington, 30th June, 1947.

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, 1947.

I have, &c.,

T. H. McCombs.

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

REPORT

Two groups of problems loom so large on the educational horizon that it might be well to deal with them first before passing on to a brief survey of educational developments during 1947. First, there are those connected with the recent rapid rise in the number of births in the Dominion, and, secondly, the even more complex problems resulting from the great increase in the proportion of children going on to post-primary education.

Rise in Number of Births

The recent annual figures for the number of non-Maori births in New Zealand are well known, from the low point of 23,900 in 1935 to the temporary peak of 35,100 in 1941, and then after a slight falling off, the dramatic rise to 44,800 in 1947. The effects of the fluctuating birth-rate upon primary-school enrolments are, however, best shown by taking the number of births in eight-year periods instead of annually, since the normal length of primary-school life is eight years. The following table shows, on the left, the total number of births (Maori and non-Maori) in each eight-year period, beginning with 1st July, 1929–1937, and ending with 1st July, 1939–1947. On the right is given, opposite each period, the total number of pupils at public primary schools (including Maori schools) of ages between five and under thirteen years in the year when the children born in that period might normally be expected to be distributed somewhere between Primer 1 and Form II; in the second column on the right are added the total number of pupils at these schools of ages of thirteen years and over. The enrolments for the years 1948–52 are, of course, only estimates, but can be presumed to be reasonably accurate:—

3	Births.		Public-sel	hool Enrolments.	
Number.	Eight-year Period.	Year.	Ages 5 and under 13.	Ages 13 and over.	Total Number
225,200	1929-1937	1942	185,420	25,170	210,590
226,700	1930-1938	1943	183,700	25,090	208,790
229,700	1931-1939	1944	185,200	24,250	209,450
237,300	1932-1940	1945	190,360	23,550	213,910
248,000	1933-1941	1946	198,140	22,170	220,310
258,400	1934-1942	1947	211,300	20,000	231,300
			Estimates		
267,500	1935-1943	1948	218,600	19,700	238,300
276,000	1936-1944	1949	225,600	19,600	245,200
286,700	1937-1945	1950	234,300	19,700	254,000
300,900	1938-1946	1951	245,900	20,100	266,000
317,700	1939-1947	1952	259,500	20,800	280,300

Whilst every New Zealander can regard this rapid increase in births with satisfaction, it must be admitted that, coming at the present time, it makes many difficulties for educational administration. As far as school accommodation is concerned we have not yet recovered from the serious setback resulting from the war, and yet we must somehow not only catch up this leeway, but also prepare for record attendances within the next four years. It is estimated that, by 1952, we shall need in primary and intermediate schools some two thousand class-rooms, plus all subsidiary accommodation.

In the post-primary schools the situation is equally pressing. The roll numbers for 1942 to 1947 were (without counting part-time students):—

1942		33,000	1945	 	44,500
1943		35,500	1946	 	45,500
1944		41,000	1947	 	45,000
Estimated re	oll numbe	ers from 1948 to 1	952 are—		
Estimated ro	oll numbe 	ers from 1948 to 1 48,000	952 are— 1951	 	48,000
				 	48,000 50,500

If the present shortage of class-rooms due to wartime conditions is taken into consideration, it is estimated that an additional 325 class-rooms, as well as all necessary specialist rooms, will be required in post-primary schools by 1952. In view of current shortages of labour and materials the situation is not an easy one to meet satisfactorily.

The problem of accommodation is paralleled by that of finding teachers. The Department has for many years been training far more teachers than would be lost by normal wastage in ordinary times, but the number of resignations, particularly due to the marriage of women teachers, has been much higher than could have been anticipated. I shall mention later some of the steps that are being taken to meet the situation; but there is one complicating factor that is not always realized: the young teachers on whom we must rely to meet the peak rolls of the early 1950's will be drawn from the age-group born in the early 1930's, when the number of births in New Zealand was the lowest for thirty years. There will be great competition for the services of this restricted age-group during the next few years.

Post-primary Education for All

The problems resulting from the increased number of births, difficult though they may be, are largely quantitative in character, and so are easier to solve than those arising from the increased *percentage* of the population going on to post-primary education. This latter group is not concerned only with more teachers and more buildings: it involves essential changes in the very nature of post-primary education. My predecessor in office (the Hon. H. G. R. Mason) has dealt with these topics year by year in his reports, but the whole matter is so important and is so closely tied up with the recent public discussion on standards of work in the schools that I feel justified in restating the case here.

The following table shows, at five-year intervals between the years 1917 and 1946, the number and the percentage of primary-school leavers who expressed their intention of going on to some form of post-primary education. This is the only form in which strictly comparable figures are available over the period, but experience has shown that there is a close correlation between such expressed intentions and subsequent actual destinations:—

Numbers and Percentages of Pupils leaving Public Primary and Intermediate Schools and Departments intending to go on to Post-primary Schools

	1917.	1922.	1927.	1932.	1937.	1942.	1946.
Number	5,489 37	7,737 47	11,871 50	$12,154 \\ 55$	14,933 65	16,370 70	17,783 85

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The Government's educational policy can be understood only if one grasps the full significance of this table. At the beginning of this century (for which period, unfortunately, comparable figures are not available) the picture was a fairly simple one. The primary schools, by and large, aimed at giving to the great bulk of the population a training in the three Rs, the "fundamentals." Most of them could not expect to have any formal schooling beyond this bare minimum. A relatively small number, rigidly selected by scholarship, could win for themselves a secondary education. (Parents who could afford it, of course, could buy a secondary education for their children.) Since the secondary pupils were, except for those who paid fees, specially selected for their academic ability, it was quite natural that the curriculum of the secondary schools should be highly academic and their main purpose be the preparation of students for entrance to the University. Even by 1917 only about one-third of the primary-school leavers were going to post-primary school, and there was no great pressure to reform the secondary curriculum.

The situation is now totally altered. Eighty-five per cent. of the primary-school population are going on to post-primary school. The present Government would not claim full credit for this increase. As the above table shows, it has been a constant tendency under a series of Governments throughout the century, although the process has been speeded up over the past ten years. In his report as Minister of Education in 1939, the Prime Minister wrote: "The Government's objective, broadly expressed, is that every person, whatever his level of academic ability, whether he be rich or poor, whether he live in town or country, has a right, as a citizen, to a free education of the kind for which he is best fitted, and to the fullest extent of his powers. So far is this from being a mere pious platitude that the full acceptance of the principle will involve the reorientation of the education system."

It was obvious to the Prime Minister then, and it has become increasingly obvious since, that you cannot give to 85 per cent. of the population the same kind of post-primary education that was originally devised for the specially selected and gifted few. The increased number of technical high schools met part of the need for a post-primary education of a less academic type. But that was not enough. A large number of children in secondary schools and district high schools were still being compelled to take a traditional academic course for which their abilities did not fit them. The work of the schools was still largely dominated by the demands of the University Entrance Examination, although only a relatively small proportion of the pupils had any intention of entering the University.

So began the series of changes in the post-primary schools that have now become fairly well known, though they are as yet by no means commonly understood. The introduction of accrediting, the substitution of the School Certificate Examination for the University Entrance Examination as the ordinary measure of a satisfactory secondary education, the evolving of the new curriculum with its "common core" for all pupils and its wide range of optional subjects, the giving of secondary-school bursaries, the provision of increased facilities for æsthetic and practical activities in secondary schools, the establishment of a vocational guidance service—all were a part of the attempt to provide for 85 per cent. of the population a kind of post-primary schooling fitted to their widely varying abilities and needs.

The important thing to realize is that these changes were introduced not for any doctrinaire reasons or as the result of new theories in education, but as a matter of necessity to meet a new practical situation created by the new post-primary-school population. Like all new developments, these changes in the post-primary curriculum have brought their own special difficulties, but they are as nothing to the problems that would have resulted from making no changes, from encouraging large numbers of children to go on to a secondary education that was designed not for them but for the selected, academic few.

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The problem, of course, is not confined to New Zealand. It is common to all those countries that are trying to make democracy work by giving more and more education to their people. New Zealand stands well up in the vanguard of this movement, although some of the wealthier of the American States have gone further than we have. Great Britain and France have been a little more tardy, but both are now reorganizing their school systems on the basis of giving secondary education of some kind to the whole population. The interesting thing is that most of the countries concerned are seeking the solution to their troubles in very much the same way as New Zealand, with a "common core" of subjects for all children and a widely varied range of optional subjects to cater for the multifarious needs and abilities of the new secondary school population.

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One of the greatest difficulties everywhere has been to prevent the newer and more practical courses from being regarded as merely inferior variants of the "real" secondary education given to the academically-minded few. New Zealand and the United States have tried to meet the situation by giving all kinds of post-primary education, academic and practical, in the one type of school, except, in the case of New Zealand, of a few of the larger technical schools. Great Britain, on the other hand, has followed a policy of rigid selection within the post-primary system. Some 10 or 15 per cent. of the brightest children are "creamed off" for academic grammar schools by examination at the age of eleven, another small percentage are similarly selected for technical schools, and the remaining children are catered for in "modern secondary schools" with a fairly practical curriculum. This enables the authorities to concentrate in the grammar schools on the academic standards of a comparatively uniform group of bright pupils. But it does create social distinctions which are proving very hard to eradicate. I feel that the average New Zealand parent, with some thirty years tradition of free choice of secondary school behind him would not easily come to tolerate the arbitrary drafting of his child to one type of school or another at the age of eleven.

I respect this attitude and find myself in full agreement with it, but it must be recognized that this policy, which has been steadily developing in New Zealand from the beginning of the century, has had a definite effect on average standards of work in the post-primary schools. In 1917, as we have seen, only 37 per cent. of primary-school leavers went on to post-primary school, and they were, with a few exceptions, the academically brightest children in the primary schools. The strictly average pupil did not then get beyond Form II (or, as it was called, Standard 6). Now, when 85 per cent. go on, and when the school leaving age is fifteen, it is only the very dullest pupils, with very rare exceptions, who do not go beyond Form II, and the child of strictly average ability will be found in Form III or Form IV. The lower end of Form III will be found to contain children who, earlier in the century, would never

have gone beyond Standard 4 or 5.

It is quite inevitable, therefore, that the average level of achievement in English and arithmetic in Form III should be lower now than it was thirty, or even ten, years ago. No matter how efficient the teaching, the pupils at the lower end of the class are just the same kind of human material that they would have been had they remained in standards 4 or 5. Their education up to the age of fifteen in practical subjects and in social attitudes can be readily justified, and their further schooling in English and arithmetic is necessary, but it is just in such skills as spelling and arithmetic that their basic weakness continues to show most clearly. The pupils at the top end of Form III, of course, should be as bright as ever they were, and their academic standards should remain high, although it must be admitted that, in a small school that does not permit of adequate classification by ability, the "tail" of poorer pupils may tend to retard the rest a little. If we had, like Great Britain, separate post-primary schools for the academically duller pupils, the situation would be easier to see and control, but New Zealand has for forty years followed a different policy, partly because of our more scattered population and partly because of our natural disinclination to segregate social groups.

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It is not just in the post-primary school that the range of ability in each class has become wider. In the Minister's report last year (pp. 5-6) figures were quoted to show that, as a result of the policy of promoting children in the primary school on the basis of age and physical and emotional development as well as of academic attainment, there has been less and less retardation over the past thirty years. In 1916 only 6·1 per cent. of the primary-school population were in Form II; in 1946, 9·7 per cent. were there. Children are no longer kept, forlorn "dunces," in Standard 4, until they are old enough to leave school, but, even though their arithmetic and English may only be at the Standard 4 level, they are permitted to go on to Form II, or even Form III, to work on academic subjects at their own rate, and to get what benefit they can from practical and social activities with children of their own age. Since the abolition of the Proficiency Examination in 1936 the practice of promoting on the basis of age has increased; in 1946 there was 16 per cent. more of the primary-school population in higher standards, age for age, than in 1936.

In this respect, it may be mentioned, New Zealand has not gone as far as Great Britain, where in the primary schools it is now quite regular to promote on the basis of age alone, independently of academic attainment. It is also common practice in the United States of America. Although the policy is, I think, educationally sound, at least to the extent practised in New Zealand, it must be stressed that it affects the average level of academic attainment in the upper standards of the primary school in the same way that free admission to post-primary education lowers the average standard in the secondary school. There are now many children in Form II who twenty years ago would not have passed Standard 4.

It is these changes in the composition of the upper classes of the primary school and the lower forms of the post-primary school that make it so difficult to compare in any statistical way the average standards of work attained now with those achieved in the same classes ten, twenty, or thirty years ago. The classes are the same only in the sense that they have the same names. It is a fact that employers must appreciate when selecting staff. Thirty years ago some employers would select junior office staff from young people with only a Form II education, and might well have secured boys and girls of good average intelligence. Now, with rare exceptions, only the very dullest cease formal education at Form II. A boy who had completed Form IV in 1917 could, in general, be relied upon to be well above the average in native ability, since he belonged to a selected group; in 1947, as we have seen, be might be barely average, since most of the school population reach that level. I am convinced that many of the complaints from employers as to the poor standards of entrants to offices come from a failure to realize the change that has taken place in the constitution of post-primary schools. The difficulty is intensified at present by the shortage of juvenile labour and by the opportunities in the professions for really able boys and girls. Business houses are often driven to accept almost any applicant who offers, and in some cases may then expect from him results comparable with those given by a carefully selected youth of an earlier period.

There is need also for a full understanding in the post-primary schools of the implications of the changes in distribution of school population. They have been accustomed, for example, to expect pupils to enter Form III with a reasonably complete grasp of the fundamental tool subjects. That is still the ideal; but the fact must be faced that the least able group of the 85 per cent. who go on to post-primary school are of a type that will always find great difficulty with the three Rs. This group may need additional formal teaching of these subjects even in Form III, though this has not commonly been regarded as one of the functions of a post-primary school.

Even in Form V of the post-primary school there have been changes, as is shown by the following table, which gives, over forty years, the increase in the numbers of pupils sitting for the external examination ordinarily taken at the end of Form V. Up to 1934 this was the University Entrance (Matriculation) Examination. From 1934 onwards it was either the University Entrance or the School Certificate Examination, and so the total number of individuals sitting for either of these examinations is given. From 1946, when the standard of the University Entrance was raised by one year, the sole examination at Form V was the School Certificate:—

	Year.			Five-year Age- group (15 to under 20).	Candidates.
New School Certific					
1947				126,500	8,447
1946				128,100	8,300
1945				1 20 200	6,693
1944				700 000	6,052
1943				132,400	5,398
1942				133,500	4,942
1941				135,000	5,044
1940				136,400	5,191
1939				135,400	5,437
1938				133,500	4,925
1937				132,500	4,860
1936 (Census)				132,245	4,774
1935				130,935	4,602
Matriculation and S	chool Cert	ificate	-		
1934				132,354	4,610
1931				133,800	4,779
1926 (Census)				124,314	4,679
1921 (Census)				107,350	3,643
1916 (Census)				91,404	1,546
1911 (Census)				88,458	1,102
Matriculation—					
1906 (Census)				87,117	1.292

The second column in the table gives, for each year concerned, the total number of boys and girls in New Zealand in the age-group fifteen to nineteen inclusive, which would be the group including most of the candidates. This provides a rough measure of the increase in population over the period. It will be seen that the relevant population increased by 45 per cent. between the years 1906 and 1947, whilst over the same period the number of candidates for the examination increased by 553 per cent. Between 1945 and 1947 there was a drop of 2·3 per cent. in the age-group, but a rise of 26·2 per cent. in the number of candidates.

This rapid rise in the proportion of the population entering for the School Certificate Examination is, of course, the logical conclusion of the policy of free post-primary education for all. The striking jump in the figures for the past two years is, no doubt, due in the main to the new status of the School Certificate, and to the fact that it can now be taken with a wide range of subjects, many of them of a practical or technical nature. Highly desirable though this growing popularity of the School Certificate is, it must not be forgotten that it inevitably means a lowering of the average standard in academic subjects of the candidates. Many pupils are now sitting for the examination who, ten years ago, would not have thought of doing so. So it is only to be expected that the efforts of some of them in English and other academic subjects should leave much to be desired. It is for the Department to see that, however wide and practical the range of subjects may be, the over-all standard of the pass mark be maintained.

I have dealt at some length with this problem of the changing distribution of the school population, because I believe that a thorough understanding of its implications is essential to any one administering the education system over the next ten years. The introduction of free compulsory primary education towards the end of last century was recognized as a major social change, because it meant building up a system where little or nothing existed before. We are only slowly beginning to realize that the giving of free post-primary education to all, or nearly all, the population may be a social event of hardly less significance. The reforms of recent years in the post-primary school system have been intended to enable it to carry out its new responsibilities. With my predecessor in Office, I feel that the main task for the next few years is to consolidate the ground that has been gained, and to give to the schools the material conditions and the skilled teachers that will help them to cater for the whole population with its widely varying needs, abilities, and desires.

Buildings

The expenditure for the year from the Public Works Account for the erection and improvement of educational buildings was £1,065,870, compared with the sum of £992,275 for the year 1945-6.

Major building works completed during the year include—

Primary Schools: Taita No. 1, Taita North, Limehills.

Post-primary Schools: Auckland Girls' Grammar School (additions and alterations), Hustings High School (domestic-science block and additions to workshops), Christchurch Technical School (remodelling workshops), Avondale College (engineering workshop), Tauranga College (workshop block).

University: Canterbury University College (accommodation for geography), Massey College (dormitory department accommodation).

Child Welfare Branch: Girls' Home, Burwood (new hostel).

In view of the shortages in the building industry this amount of work may be regarded as very satisfactory. We must, however, face the fact that an even better effort must be made if we are to meet the growing demands of the next three or four years. In particular, methods must be devised of speeding up the preparation of plans for educational buildings.

Islands Education

Considerable progress has been made in the revision of curricula and in the provision of teaching material suitable for Islands schools. In the third term of 1947 the first two numbers of Tusitala Mo A'oga Samoa (Samoan School Journal) were published, and it is intended that further issues shall follow at three-monthly intervals. Five graded Infant Readers and a series of Number-work Books have been prepared. In the Cook Islands progress was made in the teaching of the Maori language, which was reintroduced as a school subject in 1946. A special committee has been set up to investigate the possibility of producing an acceptable grammar of the Maori language and suitable reading-material.

Committees of teachers were set up in Apia and Rarotonga to undertake the revision of curricula. Reports of these committees were used as the basis of tentative syllabuses for the primary schools, and suggestions from the committees were incorporated in the text-books.

During the year a further thirteen scholarship pupils from the Islands were brought to New Zealand, bringing the total in three years to forty-six (Samoa, 34; Cook Islands, 8; Niue Island, 4). Three of the first group of Samoan pupils brought to New Zealand in 1945 have completed the School Certificate Examination, and the two from Niue have now gone to Central Medical School, Fiji.

Maori Schools

The number of children in Maori schools continues to increase. The 1947 total of 13,170 is 516 more than the total in 1946.

Three new Maori district high schools have been established at Ruatoki, Te Kaha, and Murupara.

Thirty-one Maori students entered Training College in 1947, and three University scholarships were granted. In a series of meetings round the East Coast between Wairoa and Tauranga the Inspectors met groups of teachers and many representatives of the Maori School Committees. There was much interest in the information supplied, and representatives of the Maori communities expressed great satisfaction with the success of Maori students entering the teaching profession, and in the expansion of facilities for secondary and university education.

Higher Education

Accommodation for very large numbers of students at the University colleges is still a problem, though the temporary buildings provided at all the colleges have lessened the difficulties. Only limited work on permanent buildings is possible at present, but the new pathology block at Otago University is nearing completion.

The new School of Physical Education at Otago University was opened at the beginning of the 1948 session. An appointment has been made to the new Chair of Architectural Design at Auckland University College, and preliminary arrangements have been made for the establishment of a School of Social Work at Victoria University College.

The general-purpose grants to University colleges were again increased in 1947 to provide for additional staffing, for the extension of refresher leave, and for increased maintenance costs and contingencies. The research grant of £10,000 per annum was continued. The University has set up a Special Research Committee to administer the research fund.

Important developments have taken place during the year in the field of adult education. The Adult Education Act, 1947, authorizes the establishment of a new National Council of Adult Education with strong regional representation. It also gives greater scope and increased powers for the National Council, and provides for Regional Councils.

Poliomyelitis Epidemic

As one of the measures taken to prevent the spread of the incipient outbreak of poliomyelitis, schools were closed early in December, 1947, and the reopening in 1948 was delayed on instructions from the public-health authorities. Prompt steps were taken to provide material for home instruction through the Correspondence School, and arrangements were made with all schools for the use of this material from the

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beginning of February. Fortunately, most of the schools were permitted to reopen in March, and the use of the correspondence teaching-material prevented any serious consequences to the education of school children.

United Nations Educational, Scientific, and Cultural Organization

New Zealand was represented at the second General Conference of the United Nations Educational, Scientific, and Cultural Organization at Mexico City in November-December, 1947, by Dr. C. E. Beeby; Mr. D. Forsyth, Headmaster of Dunedin North Intermediate School; Miss L. McPhee, Acting-Secretary of the UNESCO National Commission; and Mr. J. A. D. Nash, Scientific Liaison Officer at the New Zealand Legation in Washington. Subsequently Dr. Beeby was offered the post of Assistant Director-General of UNESCO. Though the Government was very reluctant to lose his services as Director of Education at the present time, it believes that he can make a most useful contribution to UNESCO's important work for the future of peace and security in the world. He has therefore been granted leave of absence for eighteen months, and he left New Zealand for Paris in April, 1948. An Interim National Commission for UNESCO has been set up in New Zealand, and arrangements are in train for the establishment of a permanent Commission.

Child Welfare

It is very pleasing to be able to report that the decrease in the number of children appearing before the Children's Courts, which was shown in the last two reports of the Minister of Education, is continuing. The causes of the decline in juvenile delinquency are no doubt complex, but I have no doubt that a major factor is more effective preventive work by the Child Welfare Branch, resulting largely from better staffing and organization.

Ardmore College

An important recent innovation has been the establishment of a residential teachers' training college in premises taken over from the Air Force at Ardmore. While this is mainly a means for coping with the larger number of teacher trainees who will be required to staff the schools in the next few years, it is also an interesting experiment in the possibilities of residential training. Closer association of teachers with students, and the help of tutors with work after the normal teaching hours will, it is hoped, be very advantageous.

Administration

During the year the administration of the Department has been completely reorganized with gratifying results in general administrative efficiency. The new position of Assistant Director (Administrative) was created, and Mr. S. T. Barnett was appointed to it. As part of the reorganization scheme a branch office of the Department was established at Auckland, with sufficient staff and sufficient authority to be able to carry out the administrative part of the Department's work in the Auckland district. As the majority of the Maori schools are in the Auckland district, the whole of the administration of the Maori Schools Division has been transferred to this new branch. I feel sure that the removal of much detail work from the head office, and the closer association of departmental officers with local educational authorities in Auckland will make for more efficient administration.

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Superintendent of Education at Auckland

In order to lessen the quantity of supervisory work to be performed by the senior professional officers in Wellington, and to co-ordinate more effectively the Department's work in Auckland, the position of Superintendent of Education at Auckland has been created. Mr. F. C. Lopdell, formerly Principal of the Wellington Teachers' Training College, has been appointed, and he will be the directing authority for all of the Department's professional and administrative work in the Auckland area.

Retirements

During the year Mr. G. E. Overton and Mr. E. Caradus retired from the positions of Chief Inspector of Primary Schools and Chief Inspector of Post-primary Schools respectively. Both of these officers had given many years of devoted and efficient service to the Department, and I am glad to take this opportunity of paying a tribute to the good work which each did. Mr. D. G. Ball has replaced Mr. Overton, and Mr. G. V. Wild now occupies the position vacated by Mr. Caradus.

Teachers' Refresher Courses

These courses have been held in late January for the past three years, and have had very substantial effects on the training of teachers. Unfortunately, in January of this year all the North Island courses had to be abandoned on account of the poliomyelitis epidemic. These courses will probably be conducted next year. The meeting together of teachers has more than justified the initiation of these courses, which have enabled instruction to be given in specialized subjects of the curriculum and have also enabled teachers to exchange ideas on topics connected with the organization of schools.

TABLES

TABLE C 1.—PUBLIC PRIMARY SCHOOLS BY GRADE, DECEMBER, 1947

Grad	le.	Number of Schools,	Grad	Number of Schools.		
I (1-8) II (9-24) IIIA (25-30) IIIB (31-70)		 91 562 140 501	VA (191-230) VB (231-270) VC (271-310) VD (311-350)	• •	•••	35 29 37 24
IVA (71-110) IVB (111-150) IVc (151-190)	• •	 179 101 52	VI (351-510) VII (511-910) Total			1,935

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

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University Co.	LLEGES	ANI	KIND	ERGART	EN SCE	iools)		
Type of School.	Total Numbe on the R	oll on				Children.		
Type of Bolloon	on the 1st July 1946.	r, 1	on the st July, 1947.	Under 10 Years.	10–11 Years.	11-12 Years.	12–13 Years.	13-14 Years.
Public primary schools Special classes for backward children Maori village schools (primary). Maori mission and boarding schools (private primary)*	194,81 90 12,21 70	5 8	$206,503 \\ 817 \\ 12,597 \\ 745$	134,010 146 6,658 389	22,402 108 1,324 86	$\begin{bmatrix} 19,076\\ 123\\ 1,224\\ 65 \end{bmatrix}$	$\begin{bmatrix} 16,271\\ 136\\ 1,198\\ 79 \end{bmatrix}$	9,760 136 1,107 61
Public primary schools, Chatham Islands Secondary schools, lower departments Private primary schools* Intermediate schools and departments Secondary departments of district high	12 17 29,67 10,01 7,72	0 1 0	$\begin{array}{c} 110 \\ 189 \\ 30,964 \\ 10,112 \\ 7,629 \end{array}$	53 41 18,155 	$\begin{array}{c} 12 \\ 24 \\ 3,379 \\ 136 \\ \cdots \end{array}$	$\begin{bmatrix} 11\\ 27\\ 3,269\\ 2,308\\ 1\end{bmatrix}$	8 38 3,200 3,768 138	12 40 1,913 2,538 1,520
schools Secondary schools Combined schools Teehnical high and day schools Schools of Art§ Part-time students at day and night classes	19,38 3,64 13,57 24 18,67	8 5 6	19,169 $3,670$ $14,179$ 214 $21,727$			11 1 1 	399 65 237	3,470 620 2,617
Maori secondary schools*. Primary Post-primary Endowed and registered private secondary schools*	3 59 8,83	0	31 659 9,309		::	. 2	244 5 9	10 39 1,49 9
Correspondence school— Primary	1,86 83 1,57 19 23	9 5 2 7	1,882 767 1,634 182 245 34	1,078 155 10	151 14 14 5		142 27 26 15 2	128 125 23 10 4
Grand totals	326,67	4	343,368	160,707	27,655	26,289	26,031	25,725
Estimated population (inclusive of Maoris) at 1st July, 1947		1.	801,752	163,100		104	,500	
		Ado	lescents.			Adu	dts.	
Type of School.	14-15 Years.	15 –1 6 Years			18-19 Years.	19-20 Years,	20~21 Years.	21 Years and over.
Public primary schools Special classes for backward children Maori village schools (primary). Maori mission and boarding schools (private primary)*	4,220 113 824 50	69 21 1	5 1 4	1 10 9 21 5				
Public primary schools, Chatham Islands Secondary schools, lower departments Private primary schools* Intermediate schools and departments Secondary departments of district high schools	8 15 846 1,120 2,804		4 3	6 2	4:3		:	
Secondary schools Combined schools Technical high and day schools Schools of Art§ Part-time students at day and night classes	5,450 1,109 4,999 1 137	4,58 88 $3,70$ 2 $1,10$	$egin{array}{cccccccccccccccccccccccccccccccccccc$	2 282 6 656 4 35	420 84 153 22 2,407	46 7 17 24 1,883	2 2 3 8 1,112	$\begin{array}{c} 2 \\ \\ 70 \\ 9.801 \end{array}$
Maori secondary schools*— Primary Post-primary Endowed and registered private secondary	129 2,377	$\frac{19}{2,28}$			36 209	11 29	1	
Correspondence school Primary Secondary Training colleges Schools for the mentally backward, &c Schools for the deaf	100 290 30 16		$egin{array}{cccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	6 19 369 5	11 2 441 1	1 7 203	42 2 512
New Zealand Institute for the Blind Grand totals Estimated population (inclusive of Maoris) at 1st July, 1947	5 24,617 26,000	$\frac{16,29}{27,00}$	$\begin{bmatrix} 5 & \dots \\ 6 & 11,16 \\ 0 & 27,80 \end{bmatrix}$	6 6,820 0 27,800	3,773 27,800	2,479 $28,000$	1,345 28,200	

^{*} Maori mission schools are registered private primary schools, and Maori secondary schools are registered private secondary schools, but in this table these schools are considered, respectively, mission schools and Maori post-primary schools. † Estimated population five years of age but under ten years of age. ‡ Estimated population twenty-one years of age and under twenty-two years of age. § In other tables schools of art are classed as technical schools unless otherwise indicated.

Table E 1.—NUMBERS OF FULL-TIME PUPILS, 1st July, 1947

Type of School.	for Men	the tally ward.	(Class P		Stand	lard 1.	Stand	lard 2	. Stan	dard 3.
	Boys.	Girls.	Boy	ys. G	irls.	Boys.	Girls.	Boys.	Girls	Boys.	Girls.
Public primary Maori—Europeans	504	313	38,4	119 34 188	,001 161	14,481 60	13,482 69	13,035 71	12,35 5	6 12,752 6 67	12,042 45
Maoris	1		2,4		,073	732	715	667	67	0 716	590
Public primary—Chatham Islands Private primary and lower depart-			4,5	18	.836	1,908	$\frac{15}{2,044}$	1,804	$^{1}_{1,91}$		
ments of secondary			1,0	2001	,000	1,500	2,044	1,004	1,51	1,779	1,502
Intermediate Secondary departments of district	::	-:			• •			::			::
high schools		1			••	1		• • •			
Secondary			!	••	• •						• • •
Combined		::	,		::		::	::		- ::	
Endowed and registered private secondary			.					• • •			
Correspondence—Primary Secondary	106	125		308	364	76 	121	72	8	4 63	75
Totals	610	438	45,8	390 41	,447	17,265	16,446	15,658	15,08	15,380	14,717
G	St	andard 4]	Form	I.	Fe	orm II.		Form	III.
Type of School.	Boys	s. Gir	Is.	Boys	.	Girls.	Boys.	Gir	ls.	Boys.	Girls.
Public primary	. 11,6-	18 11,1	153	8,9:	5	8,645	7,69	9 7	725	69	71
Maori—Europeans	. (52	48	· (18	60	4	3	41	3	
Maoris	. 61	4	556 10	55	4	543 2	34	2	384	$\frac{11}{2}$	13
Private primary and lower depart	1,81		77	1,70		1,973	1,69		787	61	173
ments of secondary Intermediate Secondary departments of district	i ::			2,6	10	2,301	2,52		289	121 1,802	$\frac{212}{1,923}$
high schools Secondary										2,998	3,300
Technical	.	-			i				. !	3,489 695	2,796
Endowed and registered privat	е		1	• •					:	1,438	$^{604}_{1,841}$
secondary					i4	88	6.	- !		40*	
	: '	31	87)+				64	197	19* 310
		_			_ -			-			
Totals	. 14,20	00 13,7	731	13,90	51	13,612	12,36	12,	292	10,926	11,262
Type of School.	F	orm IV.		F	orm	v	Fo	rm VI.	.	Tota	ls.
• •	Boy	s. Gir	ls.	Boys	.	Girls.	Boys.	Gir	ls.	Boys.	Girls.
Public primary	.	1	.							107,532	99,788
Maori—Europeans	:: ::				1		1 ::		.	$\frac{562}{6,011}$	$\frac{480}{5,544}$
Maoris Public primary—Chatham Islands Private primary and lower depar		:			1	• • •			.	53	57
ments of secondary	- 1					• •			.	15,367	16,562
Intermediate Secondary departments of distri high schools		$\begin{array}{c c} 14 \\ 77 & 1, \end{array}$	$\frac{41}{273}$		20	779	6	9	86	$\frac{5,269}{3,568}$	$\frac{4,843}{4,061}$
Secondary	. 2,6	52 2,	784	2,8	10	2,567	1.25		803	9,715	9,454
Technical Combined	2,5	79 2, 60 2,	$\frac{172}{472}$	1,4	71 26	$\frac{1,182}{459}$	30 21		$\frac{185}{135}$	$\frac{7,844}{2,000}$	6,335 $1,670$
Endowed and registered priva	te 1,2		635	1, 2		1,599	55		401	$\frac{2,000}{4,492}$	5,476
secondary Correspondence—Primary Secondary		45	95		27	67		s .	18	855 277	1,027 490
m		59 0	472	6,7	29	6,653	0 10	a			
Totals	. 8,1	აა ბ,	412	0,7	ا شد	0,003	2.40	0 1.	628	163,545	155,787

^{*} Adult section.

Note.—In addition to the above there were 81 boys and 133 girls attending full-time at Schools of Art.

Table E 2.—AGE AND CLASSIFICATION OF Pupils at Public Primary Schools, 1st July, 1947

Age, in Years.	Back	lasses for ward iren.	Class	з Р.	Stand	ard 1.	Standa	ard 2.	Stand	ard 3.
	Boys. Gir		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 7 8 8 9 9 10 11 12 13 12 13 14 15 16 16 17 and over	7 10 33 34 62 77 92 83 66 13 5	2 4 6 15 20 46 44 53 47 12 4	14,306 15,377 6,837 1,449 320 87 27 11 3 2	13,712 14,018 4,986 963 227 61 20 7 4 2 1	438 6,938 4,987 1,559 401 104 35 14 5	2 667 7,609 3,964 902 246 64 17 6 4 1	 434 5,527 4,786 1,648 463 135 32 7	10 606 6,524 3,827 1,036 244 74 27 5	3 409 5,100 4,544 1,886 574 188 42 6	 615 5,986 3,818 1,143 333 106 28 7
Totals .	. 504	313	38,419	34,001	14,481	13,482	13,035	12,356	12,752	12,042
Median age, in years an months	1 12 2	12 5	6 4	6 3	8 0	7 10	9 1	8 10	10 2	9 11

		Stand	ard 4.	For	m I.	Fori	n II.	Form	1II.	То	tals.
Age, in Years.	Bo		Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
6 " 7 7 8 8 8 " 9 9 10 11 11 11 " 12 12 12 13 13 " 14 14 " 15 15 16 16 " 17		 6 338 4,426 4,082 1,896 678 190 31 1	5555 5,346 3,554 1,173 398 108 13 1	 6 313 3,047 3,072 1,686 716 74 9	7 467 3,836 2,706 1,154 412 56 5	217 2,781 2,833 1,512 325 24 1	3 389 3,449 2,596 1,102 165 17 4	3 12 47 7	 5 23 38 4 1	14,306 15,822 14,222 12,411 12,158 11,487 9,903 8,599 5,529 2,587 459 39	13,716 14,699 13,212 12,086 11,524 11,023 9,296 7,808 4,367 1,746 259 31 21
Totals		11,648	11,153	8,925	8,645	7,699	7,725	69	71	107,532	99,788
Median age, in years, a months	nd	11 3	10 11	12 4	12 0	13 4	13 0	14 5	14 2		

Table E 3.—AGE AND CLASSIFICATION OF Pupils at Public Post-primary Schools, 1st July, 1947

(Excluding Schools of Art)

			Forn	a III.	Fori	n IV.	For	rm V.	For	m VI.	Totals.	
	Age.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 11 ye 11 and unde 12 " 13 " 14 " 15 " 16 " 17 " 18 " 19 " 20 " 21 years and	r12 years 13 " 14 " 15 " 16 " 17 " 18 " 19 " 20 " 21 "		341 3,299 3,777 1,321 214 29			5 449 3,673 2,064 448 54 7 1	1 297 2,055 2,066 856 125 22 4	6 426 2,154 1,751 584 63 2	2 72 649 755 330 37 1	2 87 440 498 168 12 1	348 3,639 7,135 6,015 3,703 1,756 460 62 5	12 491 4,588 7,227 5,046 2,757 1,141 240 15 2
21 years and Tota			8,984	8,623	6,868	6,701	5,427	4,987			23,127	
Median age, months	in years	and	14 3	13 11	15 0	14 9	16 2	15 11	17 3	17 2		

Table E 4.—AGE AND CLASSIFICATION OF Pupils at Registered Private Secondary and Endowed Schools, 1st July, 1947

		Form	III.	Forr	n IV.	For	m V.	For	n VI.	Т	otals.
Age.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
11 and under 12 years 12		2 73 517 544 235 59 6 2	3 168 808 615 212 28 6 1	1 78 459 478 171 28 9 2	7 128 727 533 191 42 5 1	2 57 410 518 228 47 10 4 2	5 102 557 647 234 48 5 1	2 35 172 231 88 20	18 149 186 45 2	$\begin{array}{c}\\ \frac{2}{74}\\ 597\\ 1,062\\ 1,158\\ 920\\ 493\\ 146\\ 32\\ 4\\ 4\end{array}$	3 175 941 1,444 1,320 1,015 468 99 8 2
Totals		1,438	1,841	1,226	1,635	1,278	1,599	550	401	4,492	5,476
Median age, in years as months	nd	14 3	13 11	15 2	14 11	16 4	16 3	17 3	17 2		

Table E 5.—AGE AND CLASSIFICATION OF Pupils at Registered Private Primary Schools and Lower Departments of Secondary Schools, 1st July, 1947

		t 47			Clas	s P.	Stand	lard 1.	Stan	dard 2.	Standard 3.		Stand	Standard 4.	
	Age,	шх	ears.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
	nd under	6			7 7750		1	2							
6	,,		• •				73	106	· · · _	2					
7	,,				751	713	950	1,205	67	107		2			
8	,,				149	127	672	590	808	1,018	98	136	1	1	
9	,,	10			34	17	159	112	638	572	707	981	82	117	
10	,,	11			6	5	43	19	212	164	609	601	691	911	
11	,,	12			3	1	6	7	61	31	243	182	634	549	
12	,,	13			2	1	2	1	10	10	91	45	287	226	
13	,,	14					1	2	8	5	20	14	86	54	
14	,,						1		١	1	6	1	23	17	
15	,,	10									2		5	1	
16	,,	7 100											2	1	
	nd over														
	Tota	ıls			4,557	4,836	1,908	2,044	1,804	1,910	1,776	1,962	1,811	1,877	
	ian age, onths	in	years	and	6 3	6 3	7 11	7 9	9 1	8 10	10 2	9 10	11 2	10 11	

		77		For	m I.	For	n II.	Form	ıII.	Tot	als.
	Age, in	Years.		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
6 7 8 9 10 11 12 13 14 15	nd under	6 7 8 9 10 11 12 13 14 15 16 17		86 623 623 314 100 12	3 137 835 645 248 90 13 2	3 80 596 627 307 65 11	 2 107 769 571 286 48 3	 1 14 29 14 3	 4 45 69 35 19	1,861 1,825 1,768 1,728 1,620 1,650 1,651 1,655 451 87 15	2,011 2,071 2,027 1,872 1,802 1,839 1,712 1,701 939 464 97 25
	Tota	ıls	••	1,760	1,973	1,690	1,787	61	173	15,367	16,562
	ian age i	u years	and	12 3	12 0	13 3	13 0	13 6	14 6	••	

Table E 6.—AGE AND CLASSIFICATION OF Pupils at Intermediate Schools and Departments, 1st July, 1947

	t en				Fo	rm I.	For	m II.	For	m III.	For	m IV.	To	otals.
	Age	e, in Y	cars.		Boys.	Girls.								
	r 10 y												.:	
	id und		years	• •	55	81	.:.				• •		55	81
11	,,	12	"	• •	1,038	1,134	55	81				• • •	1,093	1,215
12	,,	13	,,		955	772	956	1,082		3		1	1,911	1,857
13	,,,	14	,,	٠.	403	240	973	862	21	37		2	1,397	1,141
14	,,	15	,,		138	59	429	232	77	138	13	34	657	463
15	,,	16	,,		19	11	99	30	19	25	1		138	66
16	,,	17	,,		2	4	12	2	3	8		5	17	19
17	,,	18	,,						1	1			1	1
18	,,	19	,,	٠.										
	То	tals			2,610	2,301	2,524	2,289	121	212	14	41	5,269	4,843
	an age	e, in	years	. and	12 3	11 11	13 3	13 0	14 6	14 6	14 6	14 7		••

Table H 1.—NUMBER OF TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS, December, 1947

Grade of Sc	Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Teachers.				
chade of he.		М.	F.	м.	F.	М.	F.	М.	F.	Total.	
Grade I (1-8)			39	52					39	52	91
Grade II (9-24)			402	159	1			1	403	160	563
Grade III (25-70)			126	47	375	93	14	456	515	596	11,111
Grade IV (71-190)					318	14	118	737	436	751	1,187
Grade V (191–350)			١		125		296	574	421	574	995
Grade VI (351-510)					107		531	777	638	777	1,415
Grade VII (511 and	over)				77		484	888	561	888	1,449
Totals, 1947			567	258	1,003	107	1,443	3,433	3,013	3,798	6,811
Totals, 1937			713	511	936	160					6,226
Difference		• •	-146	-253	+67	53	+583	+387	+504	+81	+585

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

	1931.	1932.	1933.	1934.	1935.	1936.	1937.	1947.
Teachers, all schools	174	167	157	156	148	153	148	126
Training-college students	226	201	163	*	187	166	154	121

^{*} All training colleges were closed during 1934.

Table H 3.—NUMBER OF FULL-TIME TEACHERS EMPLOYED IN DEPARTMENTAL Schools, December, 1947, and December, 1940

		-	Decemb	er, 194	7.			1	ecemb	er, 1940).	
Type of School.	Prine and and Teac	Ŝole Head	Assis Teac		To Teac	tal hers.	Princ and I and I Teac	Sole Iead	Assis Teac	stant hers.	To Teac	
	М.	F.	М.	F.	М.	F.	М.	F.	М.	F,	м.	F.
Public (primary) Intermediate Secondary departments of distrihigh schools	. 16	365 	$\begin{array}{c} 1,443 \\ 181 \\ 233 \end{array}$	3,433 192 140		192	8		1,007 79 158	78	2,631 8 7 161	3.785 78 117
Secondary	28 143	12 3 13	468 91 459 37	400 71 247 203 2	495 95 487 180 4	$\frac{74}{247}$	27 5 21 125 4	12 3 21	335 76 286 40	50 164	81 307	296 58 164 176
Correspondence— Primary . Secondary . Technical Correspondence . Special	1		6 34 6 5	45 55 	7 34 7 8	45 55 	 1		$\begin{array}{c} 5 \\ 19 \\ \cdot \\ 7 \end{array}$	$^{40}_{25}$	$\begin{smallmatrix}&&6\\&19\\\dots\\&&8\end{smallmatrix}$	40 25
Totals	1,798	396	2,963	4,817	4,761	5,213	1,819	549	2,012	4,155	3,831	4.704

Table K 2.—SIZE OF CLASSES IN Public Primary Schools of Grade IVb

	Number of Children.			y, 1937.	February	y, 1947.	February,	1948.
Number o	f Children.		Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31			346	11.4	898	22.9	1,007	24.0
31-40			927	$30 \cdot 4$	1.606	41.0	1.753	41.7
41-50			1,259	$41 \cdot 4$	1,257	$32 \cdot 1$	1,307	$31 \cdot 1$
51-60			487	$16 \cdot 0$	157	4.0	136	$3 \cdot 2$
61 and over			25	0.8			••	
Totals			3,044	100.0	3,918	100.0	4,203	100.0

Table N.—AGES at which Pupils began Post-primary Course, 1947 (Excluding Schools of Art)

		Age at which Post-primary Course begun.											
Type of School.		er 12 ars.	12 Years.		13 Years.		14 7	ears.		Tears over.	Post-p	nning rimary ation.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Secondary Combined Technical District High Correspondence	13 5 9 3 4	19 3 13 6 4	469 118 301 228 27	654 135 399 354 57	1,561 333 1,574 811 80	1,910 263 1,455 954 133	828 205 1,338 622 56	627 166 860 525 69	208 53 386 230 13	121 43 165 162 16	3,079 714 3,608 1,894 180	3,331 610 2,892 2,001 279	
Totals	34	45	1,143	1,599	4,359	4,715	3,049	2,247	890	507	9,475	9,113	

E-1

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

					1937.	1947.
Teachers in all	schools—				£	£
(a) Men and	women				295	444
(b) Men					355	529
(c) Women					251	376
Head teachers-	-					
(a) Men					448	672
(b) Women					398	544
Sole teachers—						
(a) Men					289	476
(b) Women					265	406
Assistants (exclu			ry assista	nts)		
(a) Men				٠	354	472
(b) Women					254	383
	(a) Men and (b) Men (c) Women Head teachers— (a) Men (b) Women Sole teachers— (a) Men (b) Women Assistants (exclude) (a) Men	(c) Women Head teachers— (a) Men (b) Women Sole teachers— (a) Men (b) Women Assistants (excluding profile) (a) Men	(a) Men and women (b) Men	(a) Men and women (b) Men (c) Women Head teachers— (a) Men Sole teachers— (a) Men (b) Women Assistants (excluding probationary assistants) (a) Men	(a) Men and women (b) Men (c) Women Head teachers— (a) Men Sole teachers— (a) Men (b) Women Assistants (excluding probationary assistants)— (a) Men	Teachers in all schools— £ (a) Men and women 295 (b) Men 355 (c) Women 251 Head teachers— (a) Men 448 (b) Women 398 Sole teachers— (a) Men 289 (b) Women 265 Assistants (excluding probationary assistants)— (a) Men (a) Men 354

Table M 3.—Average salaries (including House Allowances, Value of Residences, and all other Allowances) of Adult Teachers in Maori schools in December

						1937.	1947.
1.	Teachers in all s	chools—				£	£
	(a) Men and	women				297	446
	(b) Men					359	543
	(c) Women					237	364
2.	Head teachers-						
	(a) Men					386	574
	(b) Women	• •				356	527
3.	Sole teachers—						
	(a) Men					263	473
	(b) Women					232	420
4.	Assistants (exclude	ding prob	ationar	y assistan	ts)		
	(a) Men			• •	٠	211	420
	(b) Women					209	354

Table O 1.—PROBABLE DESTINATION, Public Primary Schools' Pupils, 1947

	With I	Primary	Without	Primary		Tot	als.	
Occupation.	School Co			ertificate.	Во	ys.	Gi	rls.
	Boys.	Girls.	Boys.	Girls.	Number.	Per- centage.	Number.	Per- centage.
Post-primary	6,560	6,778	172	113	6,732	83.3	6,892	88-2
Clerical (including typing)—	-							
(a) Government and local body	20	4		1	20	0.3	5	$0 \cdot 1$
(b) Banks, insurance, legal, com-	3	3	3	1	6	$0 \cdot 1$	4	0.1
mercial houses, shops, and								
warehouses			1					
Shop and warehouse assistants	41	59	44	45	85	1.1	104	1.3
Manual trades—			1			:		
(a) Government and local body	9	1	$\frac{2}{2}$		11		1	*
(b) Building	31		18		49	0.6		
(c) Motor engineering	20		11		31			• •
(d) General engineering	7		2		9	0.1		• •
(e) Printing	3	• •	3		6	0.1		
(f) Other trades	60	6	56		116		14	0.2
Farming	237	17	317	16	554	$6 \cdot 9$	33	0.4
Factory operatives	36	51	60	70	96	1.2	121	1.6
Other occupations	74	56	107	54	181	2.2	110	1.4
At home	38	218	76	268	114		486	
Not known	35	23	30	18	65	0.8	41	0.5
	7,174	7,216	901	594	8,075	100.0	7.810	100.0

^{*} Insignificant percentage.

Table O 2.—PROBABLE DESTINATION, Intermediate Schools and Departments' Pupils, 1947

			Boys.					Girls,		
Occupation.	First Year.	Second Year.	Third Year.	Total.	Per- centage.	First Year.	Second Year.	Third Year,	Total.	Per- centage.
Post-primary	6	2,198	37	2,241	83.7	7	2,085	72	2,164	86.8
(a) Government and local body	2	2	3	7	0.3			. 2	4	0.2
(b) Banks, insurance, legal, com-		1	;;	<u>.</u>	0.1		1	8	9	: () · 4
mercial houses, shops, and warehouses]
Chan and amount to a section of	5	34	24	63	2.4	3	21	39	63	2.5
Manual trades—		94		(10)	1	•,	- *		(7-)	± 1,50
(a) Government and local body		4	6	10	0.4					
(b) Building	2	14	8	24	0.9					
(c) Motor engineering	1	13	5	19	0.7					
(d) General engineering	1	5	2	- 8	0.3					
(e) Printing		2	3	5	0.2		٠			
(f) Other trades	6	28	6	40			2	10	12	0.5
Farming	4	39	11	54	2.0			1	1	*
Factory operatives	8	16	25	49	1.8	7	23	40	70	2.8
Other occupations	2	55	16	73	2.7	2	18	46		2.7
At home	2	12	9	23	0.9	9	27	28	64	2.6
Not known	5	42	10	57	2.1	1	24	14	39	1.5
	· 44	2,465	168	2,677	100.0	29	2,203	260	2,492	100.0

^{*} Insignificant percentage.

Table O 3.—PROBABLE DESTINATION of Pupils Leaving Public Post-primary Schools in 1947

(Excluding Schools of Art)

	Se	condary	School	ls.	Co	mbined	l Schoo	ls.	Te	chnical Day S		nd
Occupation.	В	ys.	Gi	irls.	Во	ys.	Gi	rls.	Во	oys.	Gi	rls.
	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	312 113	9.8	167 286	4·9 8·3	51 18	6·9 2·4	20 49	3·1 7·5	62 34	1.6	12 63	0.4
Professional engineering, surveying, architecture Clerical (including typing)—	32	1.0	••		6	0.8	••		32	0.8	• • •	
(a) Government and local body (b) Banks, insurance, legal, commercial houses, shops, and warehouses	269 620	8·4 19·4	274 713	8·0 20·8	47 82	6·4 11·1	65 136	9·9 20·8	129 167	3.4	205 687	6.8 22.9
Shop and warehouse assistants Manual trades—	328	10.3	429	12.5	77	10.4	120	18-4	452	11.7	533	17.8
(a) Government and local body	57	1.8	5	0.1	22	3.0			119	$3 \cdot 1$	5	0.2
(b) Building (c) Motor engineering	89 126	2·8 3·9	• • •	::	30 47	$\frac{4 \cdot 1}{6 \cdot 4}$		• • • •	318 292	8·2 7·6		
(d) General engineering	115	3.6	::	::	33	4.5			378	9.8	::	1 ::
(e) Printing	30	0.9	4	0.1	7	1.0	1	0.2	58	1.5	2	0.1
(f) Other trades	203	6.3	58	1.7	60	8.1	4	0.6	405	10.5	- 88	2.9
Farming	483	15.1	13	0.4	170	23.0	13	2.0	640	16.6	14	0.5
Factory operatives	64	2.0	68	2.0	5	0.7	8	1.2	132	3.4	243	8.1
Other occupations	181	5.7	539	15.7	49	6.6	101	15.4	289	7.5	387	12.9
Home Not known	29 147	$\frac{0.9}{4.6}$	703 170	$\begin{array}{c c} 20 \cdot 5 \\ 5 \cdot 0 \end{array}$	5 29	$\frac{0.7}{3.9}$	131 6	20.0	42 309	1·1 8·0	522 235	$\begin{array}{c} 17 \cdot 4 \\ 7 \cdot 9 \end{array}$
Totals	3,198	100.0	3,429	100.0	738	100.0	654	100-0	3,858	100.0	2,996	100.0

		ondary D District H			9	Tot	als.	
Occupation.	Во	ys.	G	irls.	Во	ys.	Gi	rls.
	Num- ber.	Per Cent.	Num- ber.	Per Cent.	Num- ber-	Per Cent.	Num- ber.	Per Cent.
University college	13 22	0.8	8 69	0·5 4·1	438 187	$\frac{4 \cdot 7}{2 \cdot 0}$	207 467	2·4 5·4
Professional engineering, surveying, architecture	4	0.3		4.1	74	0.8	+07	·
Clerical (including typing)—	40-	0.1	70"	4				
(a) Government and local body(b) Banks, insurance, legal, commercial	125 79	$\frac{8 \cdot 1}{5 \cdot 1}$	135 248	$\frac{8 \cdot 1}{14 \cdot 9}$	$\frac{570}{1.048}$	$\frac{6\cdot 1}{11\cdot 2}$	$679 \\ 1,784$	7·8 20·4
houses, shops, and warehouses		., 1	230	14.0	1,010	11 -	1,10±	40.4
Shop and warehouse assistants	150	$9 \cdot 7$	280	16.8	907	$9 \cdot 7$	1,262	14.4
Manual trades					. 5.573			
(a) Government and local body	$\frac{40}{72}$	2·6 4·6	16	1.0	238	2·5 5·5	26	0.3
(b) Building (c) Motor engineering	79	5.1	• •		509 544	5·8		
(d) Concept description	25	1.6	• •		551	5.9		• •
(e) Printing	4	0.3	1	0.1	99	1.1	8	0.1
(f) Other trades	91	5 · 9	10	0.6	759	8.1	160	1.8
Farming	590	38.2	25	1.5	1,883	20 - 2	65	0.7
Factory operatives	35	2.3	78	$4 \cdot 7$	236	2.5	497	$5 \cdot 7$
Other occupations	124	8.0	199	12.0	643	6.9	1,226	14.0
Home	37	2.4	535 60	$\frac{32 \cdot 1}{3 \cdot 6}$	$\frac{113}{541}$	$\frac{1 \cdot 2}{5 \cdot 8}$	1,891 471	21.6
Not known	56	3.6	60	3.6	941	9.8	+111	5.4
Totals	1,546	100.0	1,664	100.0	9.340	100.0	8.743	100.0

Table O 4.—Percentages of **BOYS LEAVING POST-PRIMARY SCHOOLS** in 1944-47 who proceeded to the University or to Employment in the Three Main Occupational Groups

Class of School.		Unive	ersity.				rofessi Vareho			Farn	aing.		Trad	es and	Indus	stries.
	1944.	1945.	1946.	1947.	1944.	1945.	1946.	1947.	1944.	1945.	1946.	1947.	1944.	1945.	1946.	1947.
Combined . Technical .	15 9 2 4 8	10 6 1 1 5	11 6 1 1 5	10 7 2 1 5	38 27 17 21 26	36 25 17 20 25	42 31 19 24 29	43 31 21 25 30	17 25 18 39 22	19 25 17 43 23	16 25 16 39 21	15 23 17 38 20	18 30 44 24 30	19 33 44 22 31	18 29 45 23 30	21 28 44 22 31

TABLE P 2.—Enrollees, etc., with **VOCATIONAL GUIDANCE CENTRES** Placed in Employment during 1947

Centre.		Placed by Centre.	Self-placed.	Total.
Auckland		229	265	494
Wanganui		46	2	48
Wellington		620	243	863
Christchurch		494	649	1,143
Dunedin		330	44	374
Invercargill		4	• •	.4
		1,723	1,203	1,926

^{*} Centre closed in June, 1947

Table Q 2.—Length of Post-Primary Course

A.—Classification of Pupils Leaving Public Post-primary Schools in 1947

Class. Boys. Girls. Total. (ent. Boys. Girls. Total. Cent. Boys. Girls. Total. Girls. Girls. Total. Girls.	,	ž	secondary Schools	y Schoo		(50)	fombined Schools.	Schools		Techn	ical Hig Schoo	Technical High and Day Schools.		Distri	District High	Schools.	<u></u>	-4	All Schools,	ols.	
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Class.	Boys.	Cirls.	Total.	Per ('ent.	Boys.	Glids.	Fotal.	Per Cent.	Boys.	Sirk.	Potal.	Per 1	oys.	Girls. T	Total.	Per	Boys.	Girls, 7	Total.	Per Cent.
C	Form III Form IV Form V	213 737 1,225	-	1,724 2,660	0.034	101 101 101 101 101 101 101 101 101 101	214 266	169 440 516	12.1 31.6 37.1	898 1,589	1,302	1,459 1,915	27.75 27.75 27.75	504 566 413	357 694 528	861 1,260 941	8 2 2 3 9 3 5 3 8 2 5 5 5	1,817	1,271 3,197 8,107	3,088 6,315 6,032	17.1

B.—Years of Attendance at Public Post-primary Schools of Pupils Leaving in 1947

		ž	eoudary	Secondary Schools	ż	Cor	nbined	ombined Schools		Techn	ical Hig Scho	ical High and Day Schools.	Day	Distr	ict Hig	District High Schools	Js.		All Schools	ook.	
Year of Attendance.	ndance.	Boys.	Cirls.	Total.	Per Cent.	Boys.	= is	Fotal.	Per.	Boys.	Girls.	Total.	Per Cent.	Boys.	Girls.	Total.	Per Cent.	Boys.	Siris.	Total.	Per Cent.
First Second Third Second Seco	:::::::::::::::::::::::::::::::::::::::	20.8 7629 7637 7637 1 627 1 849 1 83,198	285 1,017 730 390 281 281 281 281	1,780 1,780 1,570 1,570 877 80 6,627	825.8 255.9 26.6 26.6 26.6 26.6 26.6 26.6 26.6 26	102 2228 155 148 91 14 738	654 137 137 137 138 138 145 155 145 145 145 145 145 145 145 145	66 168 211 439 155 310 138 286 75 0 23 664 1,392	22.3 20.6 20.6 11.9 100.0	12-1 31-5 31-5 32-5 20-6 33-4 11-9 11-9 11-6 11-6 11-6 3-1 3-1 3-1 3-1 3-1 3-1 3-1 3-1 3-1 3-1	1,324 765 304 65 3,996	1,415 1,703 1,703 1,703 1,703 1,703 1,703 1,703 1,703	20.5 44.5 24.5 9.3 8.3 6.0 100.0	20.6 491 42.5 572 24.8 300 9.3 150 0.2 3 0.2 3 100.0 1,546	351 842 697 1,269 399 699 159 89 55 85 3 6 1,664 3,210	1,269 809 809 809 83,210 8,210	200 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	1,781 3,116 2,156 2,156 1,481 719 87 9,340	1,237 3,018 3,211 6,327 2,336 4,492 1,331 2,312 586 1,304 43 1,304 8,748 18,083	3,018 6,327 6,327 2,812 1,304 1,304 1,30 8,083	16.7 35.0 24.8 15.6 7.2 0.7

Norn.—The above table is a modification of the previous Table Q 2 in which was shown the numbers of pupils leaving classified only according to the year of the post-primary course in which they were engaged at the time of leaving. As the table now stands, Section A gives the status of pupils at time of leaving. B the actual year of attendance to previous at time of leaving to post-primary school life of pupils leaving was: serondary schools, 2 years 1 month; combined schools, 2 years 11 months; technical schools, 2 years 4 months; district high schools, 2 years 3 months; all schools, 2 years 8 months.

Table Q 3.—Number of Pupils at Evening technical and Part-time day classes

	Yea	ır.		Number of		on Roll, July.		holding Places.
				Centres.	Males.	Females.	Males.	Females.
1945			• •	65	11,066	5,397	6,681	3,071
1946				65	13,351	5,321	7,395	3,240
1947				85	15,574	6,153	8.967	4.082

TABLE R.—Number of Pupils at MAORI SCHOOLS, etc., 1st July

		19	47.	19	46.
		Schools.	Roll.	Schools.	Roll,
Maori village schools Mission and boarding schools (primary) Public schools with Maori children enrolled	 	160 10 880 1,050	12,597 745 16,433 29,775	159 10 895 1,064	12,218 706 15,693 28,617

Note.—Of the pupils enrolled at Maori village schools, 913 in 1946, and $1{,}042$ in 1947, were Europeans.

Table S.—Registered PRIVATE PRIMARY Schools, 1947

						Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total.
of schools				••		14	237	56	307
December—									
						250	13,177	2,237	15,664
• •	• •	• •	• •		• •	548	13,995	2,397	16,940
Totals						798	27,172	4,634	32,604
attendance						710	24,534	4,215	29,459
s (inclusive of	head to	eachers)-							
		′				7	65	62	134
en			• •	• •	• •	33	709	138	880
Totals						40	774	200	1,014
	December— Totals attendance s (inclusive of n	December— Totals attendance s (inclusive of head t n	December— Totals attendance s (inclusive of head teachers)— n	December— Totals attendance s (inclusive of head teachers)—	December— Totals attendance	December—	national Schools	Church Schools Chur	National Schools Church Schools Ch

TABLE T.—ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY SCHOOLS

					1946.	1947.
Roll a	per of schools at 1st July ge attendance				80 9,424 8,827	82 9,968 9,387
Teach Mei	ers (inclusive		teachers)		200	206
Wo	men Totals	• •			281 481	296 502

Table U.—KINDERGARTEN Schools, 1947

	Ass	sociation				Number of Schools.	Pupils on Roll at End of Year.	Average Attendance.	Average Weekly Roll.
Auckland		.,				20	895	664	895
Hamilton						3	126	83	113
Hastings						1	60	52	64
Masterton						2	70	54	70
Hutt Valley						3	143	97	140
Wellington						11	539	404	524
Christchurch						17	803	608	798
Hokitika						1	26	20	26
Ashburton					• • •	ī	51	34	49
Cimaru	• • •	• • •			• • •	$\frac{1}{2}$	81	58	82
Dunedin			• •			$\begin{bmatrix} \tilde{s} \end{bmatrix}$	352	259	332
nvercargill	• •		• •	• •		4	179	115	167
	Totals, 1947					73	3,325	2,448	3,260
	Totals, 1946				• • •	68	3,108	$\frac{2,116}{2,263}$	2,993
	Difference					+5	217	185	+267

Table Y 1.—Particulars relating to UNIVERSITY EDUCATION

		1943.	1944.	1	945.	19-	16.	194	17.†
Number of students in actual attendance at lectur	es	5.181	6,58	4 7	,986	11.	 263	10.	443
Number of exempted students		772			,345		186		4 31
Percentage of students—			-,		,	1 77		,	
Men		68	7:	2	75		82		81
Women		32	28		25		18		19
Percentage of students actually attending Universiti	00	92		,	٠.,		10		1.,,
	les							İ	
receiving free education*—	- 1	40		.	~ 7	F	0.7		
Men	• •	49		- ,	51		61		73
Women		61	50	-)	56	į	59		62
All students		53	5	2	53	1	61		71
			J	~ <i>~</i>	٨	<i>احــار</i> ل			<u></u>
Occupations of students expressed as percentages—	.	м. г.	M. F	. м.	F.	М.	F.	м.	F.
(1) Full time students		51 43	49 40	3 50	48	44	58	48	53
(2) Teachers and training colleges		33 32	14 28	3 11	27	10	23	13	25
(2) Correspond and local hadiag		16 9		9 11	- 9	15	7	19	10
(4) Other	••	14 9			12	29	9	18	- 8
(E) NT-4 1		$\begin{array}{cccccccccccccccccccccccccccccccccccc$			4	2	3	2	4
(5) Not known	• •	0 /	1 3 6	$5 \mid 4$	4	1 2		1 2	- 4

[•] These students hold scholarships, training-college studentships, or bursaries. taking short courses at agricultural colleges.

[†] Excluding 890 students

Table Y 2.—Numbers of university Students and courses taken

	N	lumbe	r of St	udents	s enr	olle	ı.						(Cour	ses	tak	en.									
Υear.	Auckland.	Victoria.	Canterbury.	Otago.	Massey.	Cant'y Agrie.	Total.	Agriculture.	Architecture.	Arts.	Commerce.	Dentistry.	Diploma of Education.	Divinity.	Engineering.	Fine Arts.	Home Science.	Horticulture.	Journalism.	Law.	Massage.	Med. & Med. Sc.	Mining.	Music.	Science.*	Other.
1946 1947	3,281 3, 3 61	2,598 2,823	$2,554 \\ 2,551$	$2,560 \\ 2,556$	737 310	719 273	$12449 \\ 11874$	$1,489 \\ 514$	221 266	3,825 3,980	2,162 1,962	205 1 7 5	103 106	18 7 25 4	705 173	48	20 7 129	60 69	74 (i3)	583 642	43 54	895 547	$63 \begin{vmatrix} 2 \\ 44 \end{vmatrix} 1$	48 1 88 2	,516 , 47 0	7

^{*} Including in 1947 Medical, &c., Intermediate.

NOTE.—Only students taking a full year's course at the agricultural colleges have been included in 1947. There were in addition 890 students taking short courses of whom 428 were at Massey Agricultural College and 462 at Canterbury Agricultural College. In 1946 there were 1,088 students taking short courses.

Table.—MANUAL INSTRUCTION

		Number of Schools from which		of Pupils
		Pupils attended.	Boys.	Girls.
Public primary and Maori schools Intermediate schools and departments Secondary departments of district high school	 ols	981 28 89	14,096 $5,262$ $3,173$	13,475 $4,551$ $3,403$
Private schools		274	2,129	$\frac{3,103}{2,207}$
Totals	•••	1,272	24,660	23,636

Note.—There were 169 manual-training centres during 1947.

Table W 1.—Number of **TEACHERS IN TRAINING** (December)

	Division A.	Division B.	Division C.	Total.
1947 1946	 1,522 1,557		42 46	1,564 1,603

Table W 2.—Number of Students in the various **Training colleges** in December

Clalle			1947.		1946.			
College,		Men.	Women.	Total.	Men.	Women.	Total.	
Auckland		246	321	567	243	320	563	
Wellington		166	165	331	154	181	335	
Christchurch	!	134	210	344	197	186	3 83	
Dunedin		162	160	322	160	162	322	
Totals		708	856	1,564	754	849	1,603	

Table.—NUMBER OF CHILDREN UNDER SUPERVISION OF THE CHILD WELFARE BRANCH AT 31ST MARCH

	1946.	1947.	1948.
State wards—	1	-	1
In foster-homes, hostels, and with friends	2.444	2,322	2,202
In situations, including those absent without leave	1,006	922	862
In Government institutions, receiving-homes, &c	316	306	290
In private institutions	105	95	63
In Roman Catholic institutions recognized under Child Welfare Act	82	74	52
In special schools for backward children	129	127	116
In refuges	49	38	12
In hospitals, convalescent homes, &c.	40	32	37
In residential colleges (mostly Maori children)	13	18	20
Subtotal	4,184	3,934	3,654
Other than State wards— Young persons supervised by Child Welfare Officers in their own homes,	1,026	915	879
with relatives, or with friends, pursuant to orders of Courts	1,020		
Infants supervised in foster-homes registered under the Infants Act	909	788	772
Pupils at Schools for the Deaf, Sumner and Titirangi	238	250	251
Pupils at schools for mentally backward, Otekaike and Richmond (other	45	45	44
than State wards included in figures above)	7 0 30	1 200	2 045
Children supervised as preventive cases	1,629	1,569	1,645
Children in New Zealand Institute for Blind for whom the Department	17	24	22
makes payment	0.004	0 201	0.010
Subtotal	3,864	3,591	3,613
Grand total	8,048	7,525	7,267
British children in New Zealand	46	11	

APPENDIX

STATEMENT OF EXPENDITURE AND RECOVERIES in respect of all Services under the Control or Supervision of the Minister of Education during the Year ended 31st March, 1948

	II UILE	VOTE, 1	EDUCATI	ON	1			
S	ubdivision	I—Gen	ieral					
Salaries—						£	£	£
National Film Libra						3,953	i	
Physical Education						27,347	1	
Physical Education School Publications Vocation Guidance General						4,581		
Vocation Guidance						19,419		
General						57,063	i i	
							112,363	
Broadcasting and pub	licity		• •	• •			707	
Compassionate grants	to depen	dants of	deceased	officers			26	
Compensation and ex	penses for	injuries			• •		2,000	
Conferences of Educat	tion autho	orities					1,259	
Examination expenses	s						8,130	
Exhibits and displays						1		
British Council							1,653	
British Council Museum Physical education School work Expenses of delegates							450	
Physical education					!		2	
School work							78	
Expenses of delegates	overseas						7,893	
Expenses of interview	ing non-d	lepartme	ental office	ers			75	
Expenses of interview Fitting up accommod	ation				}		907	
Grading and registrat	zion of tea	achers:	costs of	Grading	Com-		721	
mittees and Appeal	Boards			-				
Motor-vehicles—								
Maintenance of (oth	her than	vehicles	for transp	port of so	hool-		402	
children and insti				•			i	
Purchase of							29,669	
Repairs, &c., to pr	ivate veh	icles and	d propert	y damag	ed in		59	
					1		1	
accidents					į.	i	Į	
accidents Office equipment							5,621	
accidents Office equipment Office expenses							5,621 6,340	
accidents Office equipment Office expenses Overtime and meal al	··· lowances						6,340	
Office equipment Office expenses Overtime and meal al Payment of monetary	 lowances equivalen	 at of leav	 e d ue to d	 eceased o	fficers			
Office equipment Office expenses Overtime and meal al Payment of monetary	 lowances equivalen l Telegrar	 t of leav	 e due to d rtment	 eceased o	fficers	••	$\begin{bmatrix} 6,340 \\ 7,232 \\ 4 \end{bmatrix}$	
Office equipment Office expenses Overtime and meal al Payment of monetary	 lowances equivalen l Telegrap	 t of leav oh Depar	 e due to d rtment 	eceased o	officers		$\frac{6,340}{7,232}$	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat	l Telegrap ry ion. Ed1	oh Depar ucation	rtment Gazette,	 Post-pri	maru		$\begin{array}{c c} 6,340 \\ 7,232 \\ 4 \\ 12,528 \end{array}$	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat	l Telegrap ry ion. Ed1	oh Depar ucation	rtment Gazette,	 Post-pri	maru		$\begin{array}{c c} 6,340 \\ 7,232 \\ 4 \\ 12,528 \\ 7,832 \end{array}$	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School	l Telegrap iy ion, <i>Edi</i> Journal,	oh Depar ucation	rtment Gazette,	 Post-pri	maru		$\begin{array}{c c} 6,340 \\ 7,232 \\ 4 \\ 12,528 \\ 7,832 \end{array}$	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de	d Telegrap ry ion, Edu Journal, espatch	oh Depar ucation pamphle	rtment <i>Gazette</i> , ets, text	 Post-pri -books,	mary &c.:		6,340 7,232 4 12,528 7,832 59,778	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de	d Telegrap ry ion, Edu Journal, espatch	oh Depar ucation pamphle	rtment <i>Gazette</i> , ets, text	 Post-pri -books,	mary &c.:		6,340 7,232 4 12,528 7,832 59,778	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de Rent	I Telegrap Ty sion, Edu Journal, espatch pecial purp	oh Depar ucation pamphle poses	rtment Gazette, ets, text	Post-pri -books,	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de Rent School journeys for sp Special assistance to de	Telegrap y ion, Edu Journal, espatch cecial purp leserving	oh Depar	Gazette, ets, text	Post-pri -books, of hardsh	mary &c.:		6,340 7,232 4 12,528 7,832 59,778	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de Rent School journeys for sp Special assistance to de	Telegrap y ion, Edu Journal, espatch cecial purp leserving	oh Depar	Gazette, ets, text	Post-pri -books, of hardsh	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de Rent School journeys for sp Special assistance to de	Telegrap y ion, Edu Journal, espatch cecial purp leserving	oh Depar	Gazette, ets, text	Post-pri -books, of hardsh	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de Rent School journeys for sp special assistance to d Feachers' superannual Annual subsidy Increased allowance	I Telegrap y ion, Edu Iournal, espatch ecial purp leserving s tion— es to wido	oh Depar	Chazette, ets, text	Post-pri -books, of hardsh	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent School journeys for sp Special assistance to d Teachers' superannuat Annual subsidy Increased allowance Transfer and removal	I Telegrap Ty Ion, Edn Journal, spatch cecial purp deserving stion ces to wido expenses	oh Depar 	dazette, ets, text in cases	Post-pri -books, of hardsh	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent School journeys for sp Special assistance to de Teachers' superannual Annual subsidy Increased allowance Transfer and removal Gransport of school-ch	Telegrap Ty Tion, Edn Journal, Spatch Decial purpleserving tion Es to wido expenses mildren (in	oh Depar 	rtment Gazette, ets, text in cases a	Post-pri -books, of hardsh	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent	d Telegrap ry ry ry ry ry ry ry lournal, espatch resid purp eleserving s tion— res to wido expenses aildren (in d for such	oh Depar 	in cases children maintena es)	Post-pri -books, of hardsh nce of de	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058 529,187	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School preparation and de Rent School journeys for sp special assistance to de Feachers' superannual Annual subsidy Increased allowance Transfer and removal	d Telegrap ry ion, Edn Iournal, espatch escial purp deserving stion— es to wido expenses aildren (in d for such and expen	oh Depar ucation pamphle poses students ws and e cluding purpose	dazette, ets, text in cases children maintena es)	Post-pri -books, of hardsh nce of de	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent School journeys for sp special assistance to de Teachers' superannual Annual subsidy Increased allowance Transfer and removal Transport of school-ch mental vehicles used Travelling allowances UNESCO: New Zeale	Telegrapy yion, Edit Journal, sspatch pecial purp deserving stion— es to wido expenses nildren (in d for such and expen	oh Depar 	dazette, ets, text in cases children maintena es) of expense	Post-pri-books, of hardsh nce of de	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058 529,187 9,653	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent School journeys for sp special assistance to de Teachers' superannual Annual subsidy Increased allowance Transfer and removal Transport of school-ch mental vehicles used Travelling allowances UNESCO: New Zeale	Telegrapy yion, Edit Journal, sspatch pecial purp deserving stion— es to wido expenses nildren (in d for such and expen	oh Depar 	dazette, ets, text in cases children maintena es) of expense	Post-pri-books, of hardsh nce of de	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058 529,187 9,653 13,136	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent School journeys for sp Special assistance to de Feachers' superannual Annual subsidy Increased allowance Iransfer and removal Fransport of school-of ranselling allowances UNESCO: New Zeale Annual contribution Revolving fund	I Telegrapy yion, Edn Journal, espatch coefficient purp leserving stion— expenses nildren (in d for such and expen and's prop	oh Depar 	ctment Gazette, ets, text in cases children maintena es) of expense	Post-pri-books, of hardsh nee of de	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058 529,187 9,653 13,136 1,906	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent School journeys for sp Special assistance to de Feachers' superannual Annual subsidy Increased allowance Iransfer and removal Fransport of school-of mental vehicles use Travelling allowances UNESCO: New Zeale Annual contribution Revolving fund Visual education: e	Telegrapy yion, Edu Journal, sspatch pecial purp leserving stion— es to wido expenses aildren (in d for such and exper and's prop quipment	oh Depar	in cases children maintena es) of expense	Post-prid-books, of hardsh nee of de	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058 529,187 9,653 13,136	
Office equipment Office expenses Overtime and meal all Payment of monetary Payments to Post and Printing and stationer Publications—Educat Bulletin, School of preparation and de Rent School journeys for sp Special assistance to de Feachers' superannual Annual subsidy Increased allowance Iransfer and removal Fransport of school-of ranselling allowances UNESCO: New Zeale Annual contribution Revolving fund	I Telegrapy yion, Edu Journal, sspatch pecial purp leserving stion— es to wido expenses aildren (in d for such and exper and's prop quipment s, &c., fo	oh Depar	in cases children maintena es) of expense	Post-prid-books, of hardsh nee of de	mary &c.:		6,340 7,232 4 12,528 7,832 59,778 8,410 151 1,060 50,167 17,027 1,058 529,187 9,653 13,136 1,906	

EXPENDITURE—	VOTE, EDU	CATION-	-continue	l	4		
Subdivision II—School an Land, Fu	d Child Welfa rniture and			dings,			
A 3 3 6 33			,		£	£	£
Avondale College: gran Buildings, grounds, furni					••	1,000	
expenditure—	-20.0				5.000		
Maori schoole	ms	••	• •		2,501		
Post-primary schools	• • • • • • • • • • • • • • • • • • • •	• •	• •		70,215		
Primary schools		• •			39,494	i	
Child-welfare institutic Maori schools Post-primary schools Primary schools Special schools					2,000	İ	
_				-		119,210	
Carthquake construction	: Primary so	chools				5.013	
The state of the s	10501, 000.				• •	963	
fire brigades : grants to. Fire damage : rebuilding	, &c			- 1	••	5	
Maori schools . Post-primary schools . Primary schools .				•• [434 396		
Post-primary schools .				•••	396	ļ	
Frimary schools .	• • • •	• •	• •	••	13,400	74 000	
				-		14,230	
re-protection work out	side grounds	he net er	anhoal	ounds	••	9 2	
Fire-protection work out frants towards cost of s improvements in approa	ntumming-pat	ng not on ids and n	rotective	works	• •	371	
outside grounds	cues to Brom	rao ana h	100000116	HOLKS	• •	0,1	
improvements to building	ngs and grou	inds, othe	er than s	chool-	:	300	
buildings and grounds,	, reserved for	school u	se		5,489 5,022 20,633		
Child-welfare institution	ms			:	669		
Maori schools .					5,489	į	
Post-primary schools .				• • ;	5,022		
Child-welfare institution Maori schools . Post-primary schools . Primary schools .					20,633		
						31.813	
faintenance and cost of o	tisposal of lar	nd and bu	ildings no	t used	••	1,795	
for school or institution			ul azt-			İ	
Maintenance of buildings	, grounds, Iu	eniture, ai	m equipn	ient—	7,171		
Child-welfare institutio	шь	• • •	• •	•••	15,842		
Post-primary schoole		• •	* *	•• [15,059	1	
Maori schools Post-primary schools Primary schools Special schools		• • •	• • •		314,234		
Special schools		• • •	• •	!	8,352		
			• •		.,,,,,	360,658	
Rent: buildings and lan	d						
Maeri schools .					$\frac{155}{813}$		
Post-primary schools .		• •		•••	_ 813	1	
Rent: buildings and lan Maori schools . Post-primary schools . Primary schools .		• •			7,785	6 776	
Seddon Memorial Techni sale of land purchased	cal College Be from Board i	oard: ref funds			• •	8,753 1,350	
Physical equipment— Physical education Teaching aids: projection pianos, &c.	tors, radio se	ts, gramo _l	phones, re	ecords,	••	9,904 3,128	558,5
Subdivision	ı III—Primaı	y Ed ucati	on				
Salaries—		-					
Chatham Islands school	ol-teachers				3,080		
Correspondence School	٠.				26,207		
Chatham Islands school Correspondence School Inspectors			***		48,162		
School libraries (transf	erred from S	abdivisier:	(ΠX)	• •	7,500	0.000	
100				į-		84,949	
Arts and Crafts material			• •	• •	••	63,580	
Board of school-children				• • •	• •	12,778	

Statement of Expenditure and Recoveries, etc.—continued

				<u> </u>		
EXPENDITURE—VOTE, EDUC	ATION—co	nti n ue	ed		:	
Subdivision III—Primary Educ	ation-cont	tinued		£	£	£
Books, &c., in necessitous eases					660	æ
Correspondence School: costs apart fro	om salaries				3,838	
Granta to Education Roands for						
Boys' and girls' agricultural clubs Distributing departmental supplies General administration				• •	1,202	
Distributing departmental supplies				[868	
deneral administration					64,902	
Incidental expenses—						
School Committees: cleaning, heat	ing, school	suppli	ies, &c.	••	291,023	
Manual instruction: materials, &c			••	••	43,793	
				••	1,322	
Grants to post-primary School Boards	for meiden	ital ex	penses			
of intermediate departments—	1: C.				9 999	
General: cleaning, heating, school su	ippnes, «e.	• • •	•••	• •	$\frac{3,323}{343}$	
Incidental expanses of Chatham Islands	a ashoola	• •	• •	• •	187	
Manual instruction: materials, &c. Incidental expenses of Chatham Islands Salaries and allowances of teachers	auuua e				3,244,575	
School libraries (including £1,500 trans	ferred from	Subd	livision	• •	80,462	
XII)	terred from	i saudo	4 151011	• •	00,102	
Transfer and removal expenses					662	
Transfer of teachers					1,588	
Transfer of teachers					10,707	
0						3,910,762
Subdivision IV—Post-prima	ry Educati	on				
Salaries—	-					
Correspondence School				47,600		
Inspectors				17,928		
Correspondence School Inspectors Technical ('orrespondence School	• •	٠.	• •	5,700	- 1 0.30	
			-		71,228	
Arts and crafts materials	• •	• •	• •		1,741	
Arts and crafts materials Board of school-children Books, &c., in necessitous cases	• •	• •	•••	• • .	73,110 449	
Bursaries—	• •	• •	• •	• •	447	
					13,457	
Secondary	• • •	• •			3,505	
Correspondence School: costs apart fro		• •	::	.,	6,910	
Grants to—	OII SEERIE	• •			0,010	
Marlborough High School (Marlboro	moh High	Schoo	l Act.		400	
1899)		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	11100,	• • •		
Reefton School of Mines: for services	s rendered t	to the	district		100	
high school						
Incidental expenses of schools					234,668	
Salaries and allowances of teachers					1,263,629	
Salaries and allowances of teachers School libraries	• •				19,225	
Technical Correspondence School: cos	ts apart fro	m sar	aries	• •	2,153	
Transfer and removal expenses				• •	391	
Travelling allowances and expenses		• •			4,250	1 007 010
Subdivision V-Higher	Education				i	1,695,216
_					46.00	
Adult education: grants for purpose	es of Coun	icil of	Adult	• •	43,298	
Education					300	
Community centres: staffing, equippi	ng, &c.				193	
Contribution to "London House":	provision	or acc	ommo-	• •	6,250	
dation for post-graduate studen	us attend	mg 1	Pondon			
University Grants to University of New Zealand f	or					
Constal purposes	01			13,891		
General purposes Research work	• •	• •		10,000		
Geografia work	• •	• •		10,000	23,891	
			1		0,001	1

STATEMENT OF E					HES, 1810.		
EXPENDITURE—VOTE,				d			
Subdivision V—Higher	Educati	ion—conti	nued				_
Grants to University Colleges—					£	£	£
Auckland University College					59,578		
General purposes	• •				6,106		
School of Architecture School of Engineering			• •		8,289		
School of Engineering	oment	• • • • • • • • • • • • • • • • • • • •			2,000		
, , , , , , , , , , , , , , , , , , ,	-			j-		75,973	
Victoria University College fo	r						
General purposes					56,100	į	
School of Public Administra	ation		• •	••	3,850	50.050	
a transfer	ć .			; -		59,950	
Canterbury University College					53,798		
General purposes		• •	• •	•• [16,579		
School of Engineering	• •	• •	• •		8,400		
Science apparatus	• •	• •	٠.	[_		78,777	
University of Otago for—				į			
General purposes					54,667		
School of Dentistry					14,847		
School of Home Science					9,925		
School of Medicine					22,557		
School of Mines					3,762		
School of Physical Education				!	1,341		
Libraries in special schools					2,000		
-				-		109,099	
New Zealand School of Agricu	ulture :	General P	urpose	3	• •	78,000	
Petone Ex-naval Scholarship Fu	und: sul	bsidy on ϵ	establis	hment	• • •	700	
Scholarships and bursaries—					0.77~		
Agricultural bursaries				••	3,115		
Architectural bursaries			٠.		495		
Engineering bursaries					3,099		
Fine art bursaries		• •	• •	•••	1,192		
Home-science bursaries			• •	•••	4,267		
Public Service scholarships		• •		• • •	127		
Science bursaries		. • •	• •	• • •	$\frac{3,013}{167}$		
"Sir George Grey" (science)	scholarsi	пĎ	• •	•••	104		
United Kingdom scholarships				• • •	58,513		
University national bursaries		• •	• •	••	6,399		
University national scholarsh	1ps	• •	• •		0,555	80,491	
				:-	:_		556,622
Subdivision VI-Tr	raining o	f Teacher	's				
				i		1 -00	
Refresher courses for teachers:	expens	es of refr	esher c	ourses	•• !	1,733	
and teachers conferences				i	1	1	
Training colleges—				•	265 120		
Allowances and travelling-exp				••]	$365,130 \\ 1,794$		
Class materials Incidental expenses	• •	• •	• •	• • •	20,028	İ	
		• •	• •	•• [56	1	
Medical examination of applic	ec.	• •	• •	• • [55,297		
Salaries and allowances of sta Students' fees: University, &	шs	••	• •	•• •	6,370		
Soudents lees: University, &	o c.	• •	• •		0,010	448,675	
Training of commercial, technic	al and	other spec	eial tea	chers:		8,315	
allowances and expenses	an, and	other spec	Acce con		-		458,723
and the capetines				- 1	1		
Subdivision VII-	Maori	Schools		ŀ			
Salaries—				İ			
Inspectors	• •		• •	• •	3,599		
Teachers	• •	• •	• •	••	208,794	310 000	
				į-		212,393	

Subdivision	VII—Mao	ri Seho	ols—contin	ued			e	£
Assistance in necessit	ONG GOOG					£	£ 310	r
			• •	• •		••	1,351	
		• •	••			::	4,682	
Books, materials, and Grants to private sch Incidental expenses o	ools for Va	ori chil	dren	• •			1,438	
Incidental expenses o	f schools						893	
Maori Battalion Mo expenses	bile Cante	en—to	ur of Ma	ori schoo	ols:		110	
Maori scholarships							16,294	
Transfer and removal	expenses						3,913	
Fransfer and removal Fravelling allowances	and expens	ses	• •	• •	••		1,378	242,76
Subdivision	n VIII—Edi	ucation	of the Bli	nd				,
New Zealand Institut	e for the B	lind: f	or general	purposes			10,891	
Maintenance of Gover	rnment pur	ils		·			595	
Maintenance of Government of maintenary	nce						58	
Travelling allowance Government pupils	es and exp	penses	(including	transit	\mathbf{of}		15	11,58
Government pupils	,			•				11,50
Subdivision IX—Spec	cial Schoo	ls (Sel	ools for	the De	eaf	į		
and Schools	for the M	entally	Backward)		:		
and the second second						22,037	ì	
Teachers	• •		• •	• •		17,136	i	
reachers	• •	• •	• •	• •	••	17,150	39,173	
lothing of nunils							5,944	
flothing of pupils Incidental expenses o	f maintaini	or nun	ile			••	1,825	
Maintenance of instit	r manicanii utions	ng pup	115			•••	12 565	
Maintenance of institurantenantenantenantenantenantenantenante	nce	• •	• •	••			217	
Transfer and removal	expenses					••	107	
rravening anowance	es and ex	penses	(including	transit	of		1,782	01.01
children) Subd	livision X—	-Child '	Welfare			-		61,61
Salaries—					į			
Clothing tactory an	id store					1,154		
Distining factory and	01010							
Clothing factory an District officers	• •		• •		••	55,484		
Head office	• •		• •	• •	••	14,159	l.	
Head office Institutional	••		••	••	••]	$14,159 \\ 33,994$!	
Head office	••		• •	• •	••	14,159	105,852	
Head office Institutional Teachers Clothing of children	••					$14,159 \\ 33,994$	105,852 39,294	
District officers Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's	e: paymen	 at for se	 ervices reno			14,159 33,994 1,061	39,294 40	
District officers Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o	e: paymen Branch f maintaini	 ng child	 ervices rend			14,159 33,994 1,061	39,294 40 14,587	
District officers Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o Legal expenses	e: paymen Branch f maintaini	 ng child	 ervices rend	 lered by	the	14,159 33,994 1,061	39,294 40	
District officers Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o Legal expenses Maintenance of children	e: paymen Branch f maintaini	t for se	ervices rend	 dered by	the	14,159 33,994 1,061	39,294 40 14,587	
District officers Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o Legal expenses Maintenance of childr Foster-homes	e: paymen Branch f maintaini	or for se	ervices rend		the	14,159 33,994 1,061	39,294 40 14,587	
Head office Institutional Teachers Clothing of children Department of Justice Registrar-General's Incidental expenses o Legal expenses Maintenance of childr Foster-homes Government institu	e: paymen Branch f maintaini cen—	t for se	 ervices rend dren 		the	14,159 33,994 1,061 121,086 17,560	39,294 40 14,587	
District officers Head office . Institutional Teachers Clothing of children Department of Justic Registrar-General's incidental expenses of Legal expenses Maintenance of childr Foster-homes	e: paymen Branch f maintaini cen—	t for se	ervices rend		the	14,159 33,994 1,061 121,086 17,560 7,685	39,294 40 14,587 191	
District officers Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses of Legal expenses Maintenance of childr Foster-homes Government institutions National Provident	e: paymen Branch f maintaini en tions Fund: d	t for se	ervices rend	 dered by 	the	14,159 33,994 1,061 121,086 17,560 7,685	39,294 40 14,587	
Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o Legal expenses Maintenance of childr Foster-homes Government institut Private institutions National Provident respect of Child We	e: paymen Branch f maintaini ren tions s Fund: delfare Office	tt for se	ervices rend	 dered by 	the	14,159 33,994 1,061 121,086 17,560 7,685	39,294 40 14,587 191 146,331	
District officers Head office Institutional Teachers Clothing of children Department of Justice Registrar-General's incidental expenses o Legal expenses Maintenance of children Foster-homes Government institutions Vational Provident respect of Child We Epecial assistance to 1	e: paymen Branch f maintaini cen tions Fund: delfare Office	tt for se	ervices rend	 dered by 	the	14,159 33,994 1,061 121,086 17,560 7,685	39,294 40 14,587 191 146,331 35 3,427	
District officers Head office . Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o Legal expenses Maintenance of childr Foster-homes Government institut Private institutions National Provident respect of Child We Special assistance to I Transfer of maintenan	e: paymen Branch f maintainin cen— tions Fund: delfare Office large familie	at for se	ervices rend	 dered by 	the	14,159 33,994 1,061 121,086 17,560 7,685	39,294 40 14,587 191 146,331 35 3,427 301	
Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o Legal expenses Maintenance of childr Foster-homes Government institut Private institutions National Provident respect of Child We Special assistance to I Gransfer of maintenan Transfer and removal	e: paymen Branch f maintainin cen tions Fund: delfare Office large familie	tt for se	ervices reno	dered by	the	14,159 33,994 1,061 121,086 17,560 7,685	39,294 40 14,587 191 146,331 35 3,427 301 234	
Head office Institutional Teachers Clothing of children Department of Justic Registrar-General's Incidental expenses o Legal expenses Maintenance of childr Foster-homes Government institutions National Provident	e: paymen Branch f maintainin cen tions Fund: delfare Office large familie	tt for se	ervices reno	dered by	the	14,159 33,994 1,061 121,086 17,560 7,685	39,294 40 14,587 191 146,331 35 3,427 301	

EXPENDITURE—VOTE, EDUCATION—continued			
Subdivision XI—Miscellaneous Grants			
Grants—	£	£	£
Correspondence School: Silver Jubilee celebrations	••	304	
Free Kindergarten Associations—	883		
Buildings, land, furniture, and equipment Capitation and allowances of students in training	29,908		
Capitation and allowances of students in training	29,900	30,791	
New Zealand Council for Educational Research		3,000	
New Zealand Council for Educational Research New Zealand Federation of Nursery Play Centres Association	• •	1,000	
New Zealand League of Hard of Hearing	• •	2,000	
New Zealand Swimming Association	••	560	
Nursery School, Taranaki Street, Wellington		663	
Occupation Centre Hostel, Abbotsford, Dunedin		300	
Pre-school Education Centre, Dunedin		266	
Sara Cohen School, Dunedin	• • • • • • • • • • • • • • • • • • • •	70	
Waitangi Trust Board		100	
Wellington Girls' College: opening coremony expenses, new		50	
wing			39,10
Subdivision XII-National Library Service			
Salaries	27,456	1	
Less transferred to Subdivision III	7,500	i i	
in the state of th	•,,,,,	19,956	
Books and other publications—		,	
Binding	2,457		
Purchase of	41,675		
Fitting up accommodation	1,147	:	
Library Fellowship in United States of America	569		
Library School, Wellington—			
Allowances to students, travelling-expenses of students and visiting lecturers, and lecturers' fees	5,750		
Grant for services in establishing Library School	900		
Travelling-expenses of senior lecturer taking up appointment	194		
Motor-vehicles, maintenance of	949	1	
New Zealand Library Association: expenses of delegates	28	i	
attending meetings of the Book Resources Committee		į	
Office expenses	2,290	1	
Office and library equipment	$\frac{1,249}{1}$	-	
Overtime and meal allowances	7	į	
Payments to Post and Telegraph Department	1,311	}	
Printing and stationery	945	-	
	1,519		
Rent	71		
Rent		-	
	1,210 +	1	
Transfer and removal expenses		i	
Transfer and removal expenses Travelling allowances and expenses	62,271	i I	
Transfer and removal expenses		60 551	
Transfer and removal expenses Travelling allowances and expenses	62,271	60,771	no Es
Transfer and removal expenses Travelling allowances and expenses	62,271	60,771	80,72
Transfer and removal expenses Travelling allowances and expenses	62,271	60,771	\$0,72 £8,883,24

CAPITAL EXPENDIT	TUREV	OTE, El	DUCATIO	N BUILI	DINGS	i		
Buildings, I	and, Fur	niture,	and Equi	pment				
						£	£	£
Agricultural colleges		• •	• •	• •		:	38,119	
Child-welfare instituti				• •		• • • • •	16,376	
Maori schools		• •		• •	•••		20,255	
Post-primary schools Primary schools Special schools Training colleges University colleges	• •	• •	• •			1	208,159	
I'rimary schools			• •	• •	• • •	• •	578,635	
Special schools	• •	• •	• •		• •		7,909	
Training colleges	• •	• •				• •	18,275	
University colleges	• •	• •	• •				178,142	
								1,065,870
						:		£1,065,870
F	REVENUE	RECE	IPTS					
S	ubdivisio	n I—Ge	neral					
Education Gazette : Se	ales and a	dvertisi	ng				76	
Examination fees			• • •		;		14,001	
							16	
Fares on school buses Registration fees Refund of salaries							2	
Refund of salaries					!		760	
Refund of miscellaned	us accom	nts					1,283	
Sale of books, &c. Sale of surplus stores Sale of tyres and tube					!		820	
Sale of surplus stores							78	
Sale of tyres and tube	es						87	
Services rendered to	Teachers'	Supera			and to		3.510	
Services rendered to	Teachers	' Supera			and to	• •	3,510	
Services rendered to other Departments	Teachers	Supera					3,510 776	
Services rendered to	Teachers	' Supera		Board a	and to			21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo	Teachers ees l and Child	' Supera	annuation re Institut	Board a	• •			21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land,	Teachers ees l and Chile Furniture	Supera	annuation re Institut	Board a	• •			21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaneo	Teachers ees land Chile Furniture	! Welfare, and I	annuation re Institut	Board a				21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellanee Maori schools	Teachers lees land Chile Furniture ous accoun	Supera	ennuation re Institut Equipmen	Board a	• •	717		21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellanee Maori schools	Teachers lees land Chile Furniture ous accoun	Supera	annuation re Institut	Board a		717 704		21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaneo	Teachers lees land Chile Furniture ous accoun	Supera	ennuation re Institut Equipmen	Board a	idings,	717	776	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—School Land, Refund of miscellaned Maori schools Post-primary school Primary schools	Teachers' lees land Chile Furniture ous accoun	Welfare, and I	ennuation •• •• Institut Equipmen ••	Board a	idings,	717 704		21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellanee Maori schools Post-primary schools Pent of buildings and	Teachers' ees l and Child Furniture ous accoun	' Supera	nnuation re Institut Equipmen	Board a	ddings,	717 704 238	776	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit	Teachers' lees land Child Furniture ous accoun ls t land— utions	'Supera	ennuation re Institut Equipmen	Board a	 idings, 	717 704 238	776	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit	Teachers' lees land Child Furniture ous accoun ls t land— utions	'Supera	nnuation re Institut Equipmen	· Board a	didings,	717 704 238 170 149	776	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit	Teachers' lees land Child Furniture ous accoun ls t land— utions	'Supera	nnuation re Institut Equipmen	i Board a	 didings, 	717 704 238 170 149 2,146	776	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools	Teachers' lees land Child Furniture ous accoun ls tland— utions	d Welfar and I nts—	ennuation re Institut Equipmen	ional Buit	 dings, 	717 704 238 170 149 2,146 2,850	776	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Post-primary schools Rent of buildings and Child-welfare instit	Teachers' lees land Child Furniture ous accoun ls tland— utions	'Supera	nnuation re Institut Equipmen	i Board a	 didings, 	717 704 238 170 149 2,146	1,659	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schooland, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Special schools Public Revenues Act,	Teachers' lees land Child Furniture ous accoun lland— utions 1926, sect	d Welfare, and I	re Institut Equipmen	ional Buit		717 704 238 170 149 2,146 2,850 3	776	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare	Teachers' lees land Child Furniture ous accounties ls tland— utions 1926, sect	d Welfare, and I	e Institut Equipmen	ional Buit t		717 704 238 170 149 2,146 2,850 3	1,659	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—School Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare Maori schools	Teachers' ees l and Child Furniture ous accoun l land— utions 1926, sect	d Welfare, and I	re Institut Equipmen (Fire Inst	ional Bui t		717 704 238 170 149 2,146 2,850 3	1,659	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare	Teachers' ees l and Child Furniture ous accoun l land— utions 1926, sect	d Welfare, and I	e Institut Equipmen	ional Buit t		717 704 238 170 149 2,146 2,850 3	776 1,659 5,318	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—School Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary school Special schools Public Revenues Act, Child welfare Maori schools Primary schools Primary schools	Teachers' lees land Child Furniture ous accoun lland— utions 1926, sect	d Welfare, and I	re Institut Equipmen	ional Bui t		717 704 238 170 149 2,146 2,850 3	1,659	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare Maori schools Primary schools Primary schools Sale of furniture and	Teachers' lees land Child Furniture ous account lls lland— utions ls 1926, sect	I Welfar	re Institut Equipmen (Fire Inst.	ional Buit t		717 704 238 170 149 2,146 2,850 3 70 222 15,210	776 1,659 5,318	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare Maori schools Primary schools Primary schools Sale of furniture and	Teachers' lees land Child Furniture ous account lls lland— utions ls 1926, sect	I Welfar	re Institut Equipmen (Fire Inst	ional Bui		717 704 238 170 149 2,146 2,850 3 70 222 15,210	776 1,659 5,318	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare Maori schools Primary schools Primary schools Sale of furniture and	Teachers' lees land Child Furniture ous account lls lland— utions ls 1926, sect	I Welfar	re Institut Equipmen (Fire Inst	ional Buit ional Buit		717 704 238 170 149 2,146 2,850 3 70 222 15,210	776 1,659 5,318	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare Maori schools Primary schools Primary schools Sale of furniture and	Teachers' lees land Child Furniture ous account lls lland— utions ls 1926, sect	I Welfar	re Institut Equipmen (Fire Institut	ional Buit t		717 704 238 170 149 2,146 2,850 3 70 222 15,210	776 1,659 5,318	21,409
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare Maori schools Primary schools Primary schools Special schools Page 18 Services Act, Child welfare Maori schools Primary schools Sale of furniture and	Teachers' lees land Child Furniture ous account lls lland— utions ls 1926, sect	I Welfar	re Institut Equipmen (Fire Inst	ional Buit ional Buit		717 704 238 170 149 2,146 2,850 3 70 222 15,210	776 1,659 5,318 15,502	
Services rendered to other Departments Teachers' certificate f Subdivision II—Schoo Land, Refund of miscellaned Maori schools Post-primary schools Rent of buildings and Child-welfare instit Maori schools Post-primary schools Post-primary schools Post-primary schools Special schools Public Revenues Act, Child welfare Maori schools Primary schools Primary schools Sale of furniture and	Teachers' ees l and Child Furniture ous account l land— utions 1926, sect general equitions	I Welfar I welfar Ints— Ints— Ints In	re Institut Equipmen (Fire Institut	ional Buit t		717 704 238 170 149 2,146 2,850 3 70 222 15,210	776 1,659 5,318	

REVENUE RECEIPTS-	continued					
Subdivision III—Primary	Education	1		£	£	£
Correspondence School: sales and fees Education Reserves Act, 1928, section revenue)	 ns 23 and	30 (re	serves		842 100,000	~
Refund of salaries					65	
Refund of miscellaneous accounts					6	
Sale of arts and crafts materials	• •		••	• •	164	
School library levies	• •	• •	• • !	• •	1,186	102,263
Subdivision IV—Post-primar	y Educat	ion	į			102,200
Correspondence School: Sales and fees					1,515	
Interest on hostel loans Refund of salaries				••	2,339	
Refund of salaries					65	
Refund of miscellaneous accounts	• •		•• 1		33	
Sale of arts and crafts materials		• •	••	• •	1,749	
Technical Correspondence School: sales	and fees	• •	•••		1,712	7,413
Subdivision V—Higher E	Education					7,110
Refund of miscellaneous accounts			:		6	
Refund of United Kingdom scholarships			• • •	• •	191	
Subdivision VI—Training of			4			197
	n reache.	13				1.
Refund of miscellaneous accounts	• •	••	• • •	••	•••	18
Subdivision VII—Maori	Schools					
Maori Purposes Fund Board: Grant			:		900	
Refund of salaries					177	
Refund of miscellaneous accounts	• •	• •	• • *	• •	$\begin{vmatrix} 31 \\ 25 \end{vmatrix}$	
Refund of petrol tax	••	••	••	• •	20	1,13
Subdivision VIII—Education	of the B	lind	-			2,100
Maintenance fees			••		••	630
Subdivision IX—Special Schools (Schools for the Mentally Back		af an d S	chools		111111111111111111111111111111111111111	
Maintenance fees			•• !		5,043	
Refund of salaries	• •	• •	•• ;	• •	141	
Refund of miscellaneous accounts	• •	• •	••	••	25	
Refund of petrol-tax	• •	• •	• •	• •	5	
Sale of produce	• •	••	••	• •	1,415	
Sale of stores	••		••	• •	10	6,644
Subdivision X—Child V	Welfare					0,011
Maintenance fees and board					21,477	
Post Office Savings-bank interest			:		6	
Refund of salaries	• •				138	
Refund of clothing, &c., supplied		٠.	!		11,882	
Refund of miscellaneous accounts		• •	•••	• •	440	
Refund of petrol-tax	• •	••	•• !		$\frac{45}{2,473}$	
Cl. 1						
Sale of produce		• •	• •	• •	22	

REVE	NUE RE	CEIPTS-	-continue	ed				
Subdivisio	n XII—N	lational L	ibrary Se	rvice			1	
						£	£	£
Lost books, &c.							747	
Refund of salaries							51	
Refund of miscellane		ints					21	
Subscriptions	••			• • •		• • •	3.160	
Subscriptions	••	••	• •	• •	• •	• •	0,100	3.979
							· _	
								£206,970
	CAPITA	L RECEI	PTS				-	200,0. 0
Buildings, land, furn	iture. and	l equipme	ent—					
Post-primary school							41,242	
Primary schools							10,350	
University colleges							512	
Carrieror, contage				• •		• •		£52,104
					1		;	

SUMMARY OF EXPENDITURE AND RECOVERIES

	Expenditure.	Recoveries.
Vote, Education (see details above)—	£	£
Subdivision I.—General	940,572	21,409
" II.—Buildings, Land, Furniture, and Equipment	558,504	26,804
" III.—Primary Education	3,910,762	102,263
,, IV.—Post-primary Education	1,695,216	7,413
,, V.—Higher Education	556,622	197
,, VI.—Training of Teachers	458,723	15
,, VII.—Maori Schools	242,762	1,133
, VIII.—Education of the Blind	11.559	630
,, IX.—Special schools	61,613	6,644
,, X.—Child Welfare	327,082	36,483
,, XI.—Miscellaneous Grants	39,104	
" XII.—National Library Service	80,727	3,979
	8,883,246	206,970
Vote Education Buildings (see details above)	1,065,870	52,104
Vote, Internal Affairs (cost-of-living bonus to annuitants under the Teachers' Superannuation Fund)	1,102	
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue)	10,506	12,832
Finance Act 1942 (No. 2), section 3 (Government contribution to Teachers' Superannuation Fund)	262,000	
	£10,222,724	£271,906
Net expenditure	£9,95	0,818

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

Post-primary schools University colleges	••	 • •	 47,860 16,985
			£64,845

Approximate Cost of Paper .- Preparation, not given; printing (958 copies), £132.

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