REPORT
OF THE
DEPARTMENT OF EDUCATION
FOR THE PERIOD ENDED
31 MARCH 1977

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Hon. L. W. GANDAR,
Minister of Education.

MINISTER,

I have the honour to present my report on education in New Zealand for the year ended 31 March 1977. The report gives an account of the activities of the Department of Education and the statutory controlling bodies that derive their authority under the Education Act. It also refers briefly to the activities of the University Grants Committee, the Vocational Training Council, the Technicians' Certification Authority, the National Council of Adult Education, the Maori Education Foundation, and the Pacific Islands Polynesian Education Foundation, whose funds are allocated through Vote Education.

W. L. RENWICK
Director-General of Education.

MAIN EVENTS OF THE YEAR

Among the main events of the year were the following:

- The Government, after a thorough review, placed some limits on the growth of educational expenditure;
- The Vocational Training Council completed its first 5 years with a review which has led to the formulation of a plan of action for its second 5 years;
- The development of programmes in Maori language and culture in primary schools was given further impetus with the appointment of 30 itinerant teachers of Maori;
- A research evaluation of open-plan teaching in primary schools was completed;
- The prototype of the new secondary school design was built for evaluation;
- All general expenses grants in the Education Service were reviewed before the commencement of the financial year for which they were to apply, increases were approved, and controlling authorities, knowing in advance how much they would have to spend, were assisted in their internal budgetary and control procedures;
- A committee was set up to review procedures in the teaching profession for certification, registration, and discipline;
- A comprehensive reorganisation of the Head Office of the department was approved and put into operation;
- A national survey of education forms 1–2 was undertaken as a first step of a review of schooling at this level;
- The committees on secondary education (McCombs Committee), working party on second language learning in New Zealand (Marshall Committee) and the working party on the education and training of speech therapists for the education and health services (McKerracher Committee) reported;

- Pilot teachers' centres were opened in Auckland, New Plymouth, and Alexandra;
- A Pacific Islands Educational Resource Centre was established in Ponsonby, Auckland;
- A new scheme for the staffing of primary and intermediate schools was approved and introduced;
- Boarding allowances for secondary pupils required to live away from home were increased;
- The first school (Wesley College) integrated in terms of the Private Schools Conditional Integration Act.

EXPENDITURE ON EDUCATION

When the Government took office in December 1975 it immediately set in train a review of all Government expenditure, as part of its general economic strategy. The Department of Education, in common with other Government departments and agencies, reviewed all existing policies in the light of their relevance to the concerns and needs of New Zealand society today and their compatibility with the Government's stated objectives.

There were two outcomes. First, the department undertook the most thorough reappraisal of its functions and policies for many years—perhaps during its history. Second, the Government, after considering the results of that review, re-confirmed the essential nature of all but a very few of the policies that the department administers. Some free rail passes in urban centres were removed; some charges were increased; but the essential fabric of policy remained untouched.

The Government also scrutinised very carefully the department's forward estimates for 1976–77, again with the aim of restraining the growth of educational expenditure and savings estimated at about $8 million were decided by the Government. The most contentious of these savings was to be achieved by placing some temporary restrictions on the employment of short-term relievers. The savings sought by Government were achieved in the course of the financial year.

EARLY CHILDHOOD EDUCATION

Early childhood educational provision for children in New Zealand comprises more forms of service than is generally realised. Together, free kindergartens and playcentres (57 000 children), private and community kindergartens including pre-school groups attached to secondary schools, teachers' colleges, and universities (5300 children), pre-school classes and individual enrolments in primary schools (400 children), the pre-school section of the Correspondence School (200 children), informal family play groups (about 500 children), and educational services for handicapped children provided by the Government or by voluntary organisations (1100 children) cater for some 64 500 children between the ages of 2½ and 5 years.

The Department's major involvement in early childhood education continues to be with the services provided by the free kindergarten and playcentre movements. Both these voluntary organisations receive considerable Government financial, administrative, and professional

help. During the period 1 July 1975 to 1 July 1976 the number of kindergartens increased from 401 to 424 and actual rolls increased by 1665. Playcentre rolls for the year increased by 1718. Nevertheless, the building programme has not kept pace with the demand for new services, especially for kindergartens. Increases in Government grants and subsidies, the provision of sites free of cost, loan facilities, and the establishment of playcentres and kindergartens at full cost to Government in areas of special need, have led to an opportunity for local communities to set up new pre-school services more easily than ever before, and a significant number of new groups are known to be planning to build. At the same time the costs of building have greatly increased, and the problem of finding building sites has become more difficult. In general, city suburbs and small towns are well served by kindergartens and playcentres. The need for new services now lies in the areas of expensive building. These include inner city areas where renewal is taking place, areas of increased suburban subdivision where unencumbered land is very difficult to obtain, and some rural towns where the transport of materials and labour brings disproportionately high costs.

The Government is tackling this problem in several ways. One is the modification and use of vacant classrooms in areas of declining population. Another is the fuller utilisation of existing kindergarten buildings by the enrolment of an extra, separate group of children and the employment of an additional teacher on afternoons when children do not normally attend. A third, and major achievement, is the opening of the Correspondence School Pre-school Section. This is designed to help parents in isolated localities provide enjoyable and valuable learning experiences for their children at home, in the neighbourhood, and through occasional visits to other families in a similar situation. This new venture has already met with marked success. From a pilot enrolment of 50 children, the roll has now risen to 187. The number of teachers has more than doubled and it is confidently expected that this rate of growth will continue or even increase.

Formal approval to the general release of the new Minimum Code for Pre-school Buildings was given by the Minister in August 1976. The code defines the minimum standard area and facilities required for new pre-school buildings as agreed between the pre-school associations and the department.

As part of their increased involvement in the pre-school sector of education, education boards are now working on the development of standard plans for up to three different-sized pre-school buildings. These plans, based on the new code, are available for use by local pre-school associations, but education boards are taking over the full supervision of the building contracts from initiation to completion. In addition, a cost control system similar to that used for primary school buildings has been developed to take account of local variations in building costs throughout the country.

Government assistance to other forms of early childhood education services (including child care centres, hospital pre-school groups, community pre-school services, and the Maori Family Education Association) is being developed to meet the varied needs. The department's pre-school advisers are being called upon increasingly to help

community child care services which exist to assist parents who, for a variety of reasons, cannot make use of state-supported kindergartens and playcentres. Newly qualified kindergarten teachers who, up until the beginning of 1977 were required to work in a free kindergarten for 2 years following their training, are now allowed to honour their bond obligations in full or in part in full-time work in approved child care centres, hospital pre-school classes, secondary school-based pre-school groups, or other services where their work equates with that of a kindergarten teacher and where their professional expertise will be of benefit to the children they teach.

One of the most difficult problems during this year was the oversupply of trained kindergarten teachers seeking employment—a problem brought about by an unprecedented increase in the retention of teachers in the kindergarten service to the point where the annual loss rate has dropped from 43 percent in 1974, and 33 percent in 1975 to an estimated 26 percent in 1976. One solution would have been to approve the employment of additional teachers in a large number of kindergartens and many arguments have been advanced to support such a move. The Government's stated policy, however, is to increase the number of places available to children wishing to be involved in a recognised pre-school service. To this end kindergarten teachers without permanent positions are being employed in supernumerary positions in the first place in those kindergartens which enrol a third group of children and secondly, in kindergartens where the rapid turnover of children brings particular difficulties. A working party consisting of representatives of the department, the New Zealand Free Kindergarten Union, and the Kindergarten Teachers' Association which was set up half way through 1976 to study all aspects of the kindergarten teaching service will continue to meet during 1977 and report on job opportunities for kindergarten teachers and on their terms and conditions of service.

Following the report of the Committee of Inquiry into Pre-school Education published in 1972, the department set up a working party which included representatives of various groups interested in early childhood education to produce information for the parents of children under 5 years of age. A number of different pamphlets have been designed and will be widely distributed to help parents provide educationally valuable learning experiences for young children at home or in small neighbourhood groups.

PRIMARY AND SECONDARY EDUCATION

Developments in Curriculum

Syllabuses produced in recent years are less prescriptive than formerly and provide broad guidelines which schools are using to shape their own programmes. Planning by teachers is becoming more directly related to the perceived needs of children and, where appropriate, children are given adequate opportunity to learn from direct experiences. Welcome advances are also being made in taking classes out into the local community and in bringing the human and material resources of the community into the classroom.

The changes in the design of primary school buildings, such as open-plan classrooms, have helped many teachers to adapt their methods

of teaching. Teachers are finding it beneficial to pupils when they use each other's strengths and abilities and share programme planning. In the more traditional setting, where one teacher has full responsibility for a class, experiments and innovations are also carried out in ways that show concern for the growth and development of individual pupils.

Although there have been different emphases in secondary school design, teachers, nevertheless, have participated in joint programming, shared teaching, and in the development of strongly pupil-centred courses. Many schools have begun to develop a wide range of general and integrated studies programmes which are tending to break down the traditional separation of subjects at this level.

The National English Syllabus Committee, established in 1970, has now reached the end of its major stage of work—the completion of a "Statement of Aims" for the teaching of English, forms 3 to 5, and the initial material for a "Resource Book" for teachers has been completed. These will be issued to teachers for comment during 1977.

The internal assessment of English for School Certificate has been under trial in 12 secondary schools during the year. Teachers, students, and parents report satisfaction with the wide-ranging programmes and the quality of work made possible by the trial.

The work of the 30 district English committees has begun to take shape as the major thrust for implementation of new approaches to teaching English in forms 3 to 5.

Two new half units for the Diploma in Teaching have been introduced. They are: Introduction to the School Library; and Literature for Young People. These courses will give teachers in charge of school libraries an opportunity to improve their professional skills.

The National Social Studies Syllabus Committee was set up in 1969 to develop a syllabus for forms 1 to 5. The first section to be produced was for forms 1 to 4, and now that this has been approved as the syllabus for these classes from 1 February 1978, attention has swung to the form 5 section. Some schools have developed their own form 5 programmes within guidelines suggested by the committee. Other schools have developed alternative programmes. All secondary schools were sent a questionnaire on form 5 social studies. The analysis of replies will suggest possible future directions for development to the department, the School Certificate Examination Board, and the National Social Studies Syllabus Committee.

The culmination of 8 years' consultation with teachers, teachers' college lecturers and advisers will be reached when the new infants to standard 4 science syllabus and the first group of resource units are distributed in 1977. The first of five equipment sets has been distributed to schools. These will assist in ensuring that the ideas suggested in the syllabus are carried out effectively.

During the year a range of audio-visual support material for teaching science has become available and more items are at various stages of production. A resource kit for use in the in-service training of teachers, prior to the introduction of the syllabus, has been distributed to advisers. To assist teachers in keeping abreast of developments in primary science the first of a series of newsletters entitled *Inquiry* has been distributed.

Decisions about the curriculum are not made by single groups acting in isolation. The pattern in recent years has been to involve an increasingly wide range of groups and individuals in this process. In line with this policy a ministerial working party was set up to advise on second language learning, a national mathematics consultative committee to examine mathematics teaching in infant to form 7 classes was established, the Committee on Secondary Education, referred to elsewhere in this report, made recommendations affecting the curriculum of secondary schools and the ministerial Committee on Health and Social Education continued its deliberations during the year.

The working party established in July 1975, to advise on second language learning, submitted its report to the Minister of Education in July 1976. Copies have since been distributed to educational institutions and other interested bodies and individuals together with a request for comments.

The establishment of the National Mathematics Consultative Committee is an important innovation in curriculum development in that it is the first committee to look broadly at the teaching of a subject across all classes in both primary and secondary schools. For mathematics teaching it represents the culmination of more than a decade of syllabus revision during which several separate and far-reaching new developments were carried out, including the new infants to standard 4 syllabus, the new syllabus for forms 1 to 4, and the new prescriptions for form 5, university entrance, and scholarship and bursary mathematics. Now that the urgency of these revisions has passed the newly formed committee can take a look at the place of mathematics in the total curriculum of the school and at the impact of teaching mathematics at one level of the school on other levels.

During the year the need for intensifying the effort and attention given to several curriculum subjects became apparent. As was expected, interest in the field of human development and relationships increased. There has also been an upsurge of interest in helping teachers to teach reading, and in home economics, technical education, and art.

Over recent years several factors have placed greater pressure on the school system. Such general factors as the growing public awareness of the increased rate of change in society and its social consequences; widespread rethinking and discussion of the purposes of education and, in particular, the role of schooling in the personal and social development of young people, together with quite particular concerns, for example, the appropriateness of the Nelson system for religious education in primary schools; the effectiveness of drug education programmes, can be cited.

Schools have been responding to these and other pressures by offering courses and programmes designed to meet known local needs, and by involving the community as a learning resource in a variety of ways.

Various learning needs which hitherto have been largely met by other institutions in society, are now being increasingly recognised as one of the primary concerns of schools. Public reaction as measured by responses to the discussion booklet, *Human Development and Relationships in the School Curriculum*, is generally supportive, but has additionally identified issues requiring resolution, notably the nature

of complementary and supplementary roles of school and parents, and teacher preparation and support. The forthcoming Report of the Royal Commission on Contraception, Sterilisation, and Abortion, will provide another opportunity for public discussion of the school's involvement in human relationships education, as will the findings of the Ministerial Committee on Health and Social Education expected to be available in the latter half of 1977.

Reading has always been considered one of the most important subjects of the curriculum and considerable effort is always given to improving the quality of teaching and raising the levels of pupil achievement. The in-service education of teachers of reading has been actively promoted this year.

A home economics review committee has prepared a draft statement, outlining the contribution home economics makes to the total curriculum. It sought to redefine objectives, and basic concepts, and reidentify the scope of the subject in terms of education for living in present day society. Teachers' comments are providing a basis for the next stage of development.

A committee on nutrition and food science has identified approaches to the revision of education about food, which it considers to be an essential component of health programmes, from pre-school to tertiary levels.

The shift in emphasis from the traditional technical subjects of woodwork, metalwork, cookery, and sewing into an integrated technical arts programme continues. The division of subjects according to sex is also disappearing and it is becoming common practice to offer all children a number of options from which they may choose. The draft prescription for technical crafts, which was submitted to the School Certificate Examination Board during the year, advocates an extension of traditional wood and metalwork, to include such materials as leather and plastics, and emphasises a creative approach to solving technical problems. A proposal for reviewing the work of forms 1 to 4 was also prepared.

Following conferences which investigated art education at all levels, information was collated for a publication, *Art in Schools: the New Zealand Experience*, which, when published, will be distributed to all schools. This work is part of a 2-year project that will culminate in New Zealand giving a major presentation at the world congress of the International Society for Education Through Art in 1978 and will lead to the formation of guidlines for art education which will span early childhood to tertiary and special education and to the community.

A team of four Japanese language experts came to New Zealand during the year to direct a course for teachers of Japanese. All main centres were visited by the team in order to assess needs for Japanese language teaching.

In August a course approved by the department was organised for teachers of German by the Extension Department of Victoria University in conjunction with the Goethe Institute, Melbourne. Ninety participants enrolled from all parts of New Zealand. Through the services of the Government of the Federal Republic of Germany a German language specialist was appointed in August. His task is to assist teachers of

German by producing teaching guides and resource materials and by providing guidance to teachers both in schools and at in-service courses.

Experimental schemes for the award of School Certificate mathematics under a system of levels with internal assessment are continuing in Canterbury and Northland, and a scheme based on mastery learning is commencing in Nelson-Marlborough in 1977. An alternative resource book for use in form 2 classes is in course of preparation and the writing of new resources for standard 2 has begun. The fractional numbers section of the infants to form 4 syllabus has been revised to meet the requirements of a metric society.

Three new School Certificate science subjects using a modular approach have been on trial in 40 schools. The three subjects, biological science, physical science, and alternative science, have been assessed internally with moderation exercised by the School Certificate Examination Board. The approach and the freedom from external examination has provided flexibility and opportunities for choice for schools and students, and has enabled courses to be designed to meet individual needs. The trial and evaluation of the subjects and approach will continue in 1977.

New, broadly based prescriptions for sixth and seventh form music were examined for the first time in 1976. Aural perception and creative writing receive greater emphasis and the music for study ranges from the fourteenth century to the present day including Maori and other Polynesian music and jazz. The department provided detailed teachers' guidelines for the prescriptions.

Under the basic equipment scheme, schools are able to obtain a range of audio-visual equipment. Most popular in this field are the cassette recorders and overhead projectors. It is now possible for schools to be sufficiently well equipped so that this kind of equipment need be shared by a few teachers only, thus allowing it to be used more frequently. An increasing range of materials for making programmes in schools is also being made available.

Reel and cassette tape duplications undertaken totalled 27 195, borrowings from the record library amounted to 12 988, a decrease of 7 percent, while issues to schools of visual materials have dropped by 3 percent over those of last year. The number of film reels borrowed from the National Film Library this year totalled 411 201, representing a drop of 5 percent.

This is the second year that finance has been allocated for the making in New Zealand of films that are considered to be of special importance to education. Films covering new curriculum changes and topics of interest to parents as well as a range of curriculum subject material have been commissioned from the National Film Unit and from independent film making companies by the department and, in some cases, in conjunction with the Queen Elizabeth II Arts Council—and the television corporations. The titles of some of these films are: *Women in New Zealand* in co-operation with TV1, *Old Man's Story* in co-operation with TV1 and the Queen Elizabeth II Arts Council, *Rotational Transformation* (mathematics), *Going to School*, *Uneven Parallel Bars* (physical education), *Saddleback* (science and conservation), and *Changing Places* (social studies resources), all in co-operation with independent producers.

This is the first year that the Department of Education has undertaken the full responsibility for financing the activities of the Broadcast to Schools Section of Radio New Zealand. There has also been considerable liaison with the Continuing Education Unit of Radio New Zealand.

Primary Schools

The major achievement in 1976 was the approval by the Government of a new system of staffing primary schools. This approval was given after full consultation with the Education Boards Association and the New Zealand Educational Institute.

The new scheme introduced a new staffing basis for all primary and intermediate schools with more than 155 pupils. Staffing entitlements changed from a schedule of staff based on a class size of 35 pupils to an overall teacher to pupil ratio of 1:31. The new ratio, with its entitlement of full-time and part-time teachers, introduces into the primary school system a measure of flexibility which makes it possible to meet the requirements of children of all ranges of ability better than at any time in the past.

This staffing scheme built into the permanent staffing establishment of schools 900 full-time positions which had previously been approved on a year-by-year basis and in addition authorised for the first time the employment of part-time teachers within staffing entitlement.

A further improvement within the scheme was a change in procedures for appointment to basic scale positions which gives young teachers in their early years of service a much greater assurance of continuity of employment than existed previously.

For some years schools which had been identified as having children with special educational needs received additional staff on a yearly basis. The new staffing scheme recognised the continuing nature of these needs and authorised the weighting of rolls in these schools to provide additional staff on a permanent basis.

The musician-teacher scheme, begun in 1976, is being developed further with the aim of giving musical leadership in each primary school or group of nearby schools.

The composer-in-schools scheme, which was planned in conjunction with the Composers' Association of New Zealand, received wide support in its first year in 1976 and will continue in Christchurch and the Porirua Basin in 1977.

The first full year of operation of the performers in schools scheme, under a combined Education Department and Queen Elizabeth II Arts Council policy established in 1975, has been completed. A joint committee was given the responsibility of allocating grants to individuals and organisations who wished to bring the performing arts to schools.

During the year grants were awarded to community theatres, open groups, foreign language theatre groups, modern dance companies, Maori cultural troupes, puppet theatres, Maori carvers and to writers, in conjunction with the New Zealand Book Council, to present the arts to audiences of primary and secondary school pupils throughout New Zealand.

Secondary Schools

Expansion of the guidance counsellors service continued and a further 30 schools were approved for the appointment of counsellors. During 1976 plans for the establishment of a guidance counsellor training course at the University of Waikato were finalised and the first course commenced in 1977. In addition, discussions were held with the University of Auckland on the structure of their post-graduate course in counselling with a view to approving it as suitable for the training of guidance counsellors.

Staffing shortages in specific subjects continue to pose problems for some schools. The major shortages are for the teaching of mathematics, science, and technical subjects and, to a lesser extent, for art, music, and economics. Schools are still able to recruit trained teachers from overseas to meet these shortages when teachers are not available within New Zealand.

It became evident towards the end of 1976 that there was likely to be a fall in school rolls in rural and in some city schools. Roll returns for 1977 show that 92 schools, mainly south of Hamilton, now have slightly reduced enrolments. This is expected to be a continuing trend for some time. A lowering of the birth rate, a lower level of immigration and urban drift, all contribute to this trend. Discussions are currently being held on ways of overcoming the dislocation caused by loss of teachers as a result of falling rolls.

School Buildings

One new secondary school was opened this year, at Paraparaumu. The school opened in temporary buildings a year earlier than originally planned to ease the accommodation pressure on Kapiti College. The school is at present being provided with permanent buildings and these are expected to be completed by February 1978.

Form 1–7 schools were established at Waverley and Riverton, by conversion of the former district high schools.

During the year new State primary schools were opened at Roscommon Road, Auckland; Konini, Auckland; Hurupaki, Whangarei; Sherwood, Whangarei; Cargill, Tokoroa; Aberdeen, Hamilton; Aorangi, Rotorua; Otonga, Lower Hutt; Totara Park, Upper Hutt; Parkview and Queenspark, Christchurch; Elston Lea and Tuatapere, Southland.

New intermediate schools were opened at Mokoia, Rotorua; St. Andrews, Hamilton; Newlands, Wellington.

Education boards have continued to refine and improve primary and intermediate school design. An increasing number of designs for new schools incorporate suites of teaching spaces suitable for co-operative teaching methods which will enable schools to make effective use of the new staffing scheme.

The individual education boards cost limits for primary schools were increased by a significant amount in February 1976 which with a competitive tendering market has enabled most boards to provide new school buildings within approved cost limits.

Towards the end of the financial year, however, the cost limits were in need of further review to offset escalating building costs. The review

was undertaken on the basis of a repricing of a schedule of quantities by the Ministry of Works and Development for a modal school. This indicated that the education boards district cost place figures needed to be increased by an average of 17 percent. The new figures have been approved by the Government.

Following consultations with the teacher organisations and local communities, steps are being taken to prepare the district high schools at Hawarden and Culverden for translation to area schools in 1977 and Benneydale, Te Kaha, Collingwood, Oxford, and Rai Valley district high schools for translation in 1978. No date for translation of Roxburgh has yet been decided.

Similar consultations have been carried out in respect of the future of Cromwell District High School and in view of the impending hydro development in that area it appears a form 1–7 high school may be needed in 1979. A decision on this will be sought as soon as details of future developments are known.

Preliminary studies are being made of the three remaining district high schools at Onewhero, Punaruku, and Nightcaps to decide the most suitable form of future development.

A trial teaching unit for a new secondary school design is being constructed at Penrose High School and is expected to open in April 1977. Construction of the new block called a Whanau House was begun in May 1976. It consists of four classrooms, a laboratory, two seminar rooms, staff and administrative accommodation, and locker facilities for students and has a total area of 900 m². Although the erection time was a little longer than had been planned it still represents a considerable improvement in the time taken to provide equivalent accommodation in traditional construction and the Ministry of Works and Development are confident that the erection period will be reduced in future buildings.

A residential course for those teachers who are to be closely associated with the unit was arranged during November 1976 and this has enabled them to develop a more effectively integrated curriculum with particular emphasis being placed upon personal and social development of the individual student, but not at the expense of other educational objectives.

This development will be the subject of evaluation programmes which are planned to cover all facets of the buildings and educational activities. Preliminary estimates of cost indicate that with some further development of the building system and its use at a full school it is likely to be no more expensive than the present S68 design.

The Ministry of Works and Development have undertaken to produce a new metric version of the S68 standard plan which will be known as the S68 mark IV plan. This will allow greater flexibility in the internal layout of the various blocks and will be capable of being constructed in a variety of materials. One of the features of this design will be the location of services along the walls and the greater use of mobile furniture to replace previously built-in fixtures. It is proposed that the first teaching block to this new design will be constructed at Takapuna Grammar School.

The Nelson Education Board is designing a single-storey library which will include at ground level the area previously provided in a

mezzanine floor. The building will also be designed to cater for future extensions so that an additional teaching space may be attached to the library if required.

The board is also preparing a standard plan for a general-purpose hall suitable for small district high and area schools, together with a new single-storey teaching block, known as the block 15, in which a variety of different teaching spaces can be located. It is hoped that this new block will help to solve a number of the accommodation problems at existing Nelson-type schools. One of the features of this block will be its small central area which will serve as a combined common room and locker space for pupils. Lockers in corridors will no longer be necessary.

Approval has been given for the planning of a new school to replace the existing Christchurch Girls' High School which has many buildings approaching the end of their economic lives. The new school will be located on the former Fleming Mill site at Riccarton.

During the year a tender was accepted for the first stage of the rebuilding of Wellington High School. The new school will ultimately provide accommodation for up to 1000 secondary school pupils and will replace the existing accommodation which has reached the end of its structural economic life.

The planning of the replacement buildings for Otago Boys' High School has reached the developed sketch plan stage.

Under the Department of Labour accelerated maintenance scheme the department instituted a programme of deferred maintenance work to a total value of about $2 million. This is the second year funds have been directed towards the maintenance of schools in selected areas.

During the year the Government approved a new policy whereby the department takes responsibility for major maintenance of secondary school hostels. Before this, school boards had been required to meet the costs of such work out of revenue which consisted mainly of boarding fees paid by the students. It is expected that a substantial programme of major maintenance including repairs and painting will be undertaken over the next few years to catch up on deferred maintenance. This should assist controlling authorities to continue running their hostels without increasing boarding fees to meet increases in the costs of maintenance.

The programme of structural replacement of older masonry buildings continued to make good progress and during the 1976–77 period a total of 129 old buildings were demolished or disposed of and replaced with new accommodation where necessary. Most buildings demolished were individual classroom blocks at primary and secondary schools. Structural replacement work will continue for some years yet and in each year will form a significant proportion of the content of the school buildings programme.

Intermediate Education

Ever since their inception intermediate schools have been subjected to close scrutiny.

This year two courses at Futuna and one at Walters House examined the nature of intermediate schools, present-day developments,

and changing patterns of curriculum organisation. In addition, three intermediate school principals visited over 100 schools in the course of a national survey of intermediate schools. Their report deals with forms of organisation, courses of study, ways in which schools cater for the development of their pupils in art and crafts, club activities and physical education, the effectiveness of linkages with contributing schools and secondary schools, and how well intermediate schools relate to the parents and communities which support them. One of the recommendations of this report, which will be published, is that the Department of Education initiate a review of the intermediate school system. In contrast to previous examinations of intermediate schools the intermediate school review will be a voluntary self-examination and stocktaking by the schools themselves to review their aims, to examine their practices and activities and to assess the effect of these on the achievement and development of their pupils.

The review will seek to improve co-operation and communication between teachers and pupils, teachers and teachers, teachers and parents, intermediate schools and their communities, schools and schools, and schools and the department.

The Correspondence School

During 1976 the roll of the school continued to show a steady increase, and most particularly in the number of adult students continuing and improving their education. These now number over half the student body. At present there are some 7000 adults enrolled in various courses. The majority of them are studying for examinations, but the school now offers some courses of a non-examination type, designed specifically for adult students, in a number of interesting and useful subjects.

During the year the school, for the first time, enrolled pupils of pre-school age.

The basic correspondence lesson was traditionally a printed assignment, but these are now supplemented by many other forms of teaching: broadcasting, tape recording, live contacts, and visual and resource materials. There has been a rapid expansion in the use of cassette tape recorders as a medium of learning and teaching. From very modest beginnings a few years ago there are now approximately 2000 students on regular tape recording programmes. These include languages, music, shorthand and typewriting, and other subjects. In addition, the tape recorder is being more widely used as an oral/aural means of pupil/teacher contact. The school is planning an extension of the visual media to keep pace with the aural work done through the tape recording medium.

Alternatives in Education

In response to local interest in alternative schooling along the lines of the Christchurch, Four Avenues School established in 1975, Auckland Metropolitan College was opened in February 1977 with a roll of 80 pupils. These schools are organised to meet the needs of individual pupils, and to develop a high degree of self-motivation, self-evaluation, and self-discipline. There is much less emphasis on formal teaching and seminar and tutorial groups replace the typical classroom situation. Students are helped to enjoy the many and varied learning situations

which exist in the community as well as the opportunities within the school itself. It is clear that the self-reliance required by these approaches is stimulating for the students engaged in them.

Secondary Education Review

The Committee on Secondary Education, chaired by Sir Terence McCombs, reported to the Minister of Education in June. The published report, entitled *Towards Partnership*, was distributed in November and December.

The aim of the report is to produce discussion on the broad issues currently facing secondary education. To aid in these discussions the department has made provision for national in-service training courses and is encouraging local seminars and meetings as well as taking the opportunity through liaison inspectors to discuss some of the more pressing issues with school staffs. Consideration of these issues is one element of the continuing secondary education review.

Towards Partnership, the research reports of Professor and Dr Campbell, and the baseline survey form a group of documents of particular significance to secondary education. Taken together they present views on education as perceived by the staff of schools through the baseline survey, the independent view of a research team and the synthesis of a diversity of views represented to the Committee on Secondary Education. Consequently, we now have available detailed information on our secondary schools and a statement on possible future developments. Schools have continued to examine their practices and achievements. Some have made changes to their curricula, courses, options, form structure, period length, guidance networks, assessment procedures and sport, hobby or cultural activities, in attempts to improve the quality of education that they are providing for their pupils. Other schools have concentrated on consolidating innovations resulting from their review day meetings and from changing community needs or school resources.

School Publications

The main points of interest, in a year when the number of publications and range of titles have differed little from previous years, are: full colour printing in *School Journals* leading to increased appreciation by schools, and greatly improved presentation of science materials; *Education Magazine* continued the policy of a special topic in each issue, and ran a series through the year on Maori art and crafts; the issue of the first three titles of a new series of *Current Issues in Education; Te Atea*, the first publication in Maori for primary schools, was published and given a ceremonial launching at Ruatoria, the regular publications of *Te Wharekura* and *Te Tautoko* have continued and *Te Rangatahi III* is at the printers; the presentation of primary resource materials in kitset form has continued, the most recent title being the *Futures Kitset* prepared for use in secondary schools, and the production of two mathematics kits *Relations and their Graphs*, and *Integers* in both teacher and pupil versions.

School Certificate

A further six subjects for the School Certificate Examination were introduced in 1976: economic studies, modular science (physical science,

biological science, alternative science), and alternative papers in English, mathematics, and science for candidates in Pacific Island countries.

The question of internal assessment for School Certificate subjects was again kept under close review both in those subjects where it is already in operation and in those where new subjects are introduced or existing subjects are modified.

For the new alternative prescriptions for English and science in which new material and methods of presentation were being tested, it was decided that the performance of candidates in these subjects would be assessed internally within the individual schools. As in other subjects, however, these assessments were still subject to a system of national moderation designed to ensure comparability of standards from school to school and from subject to subject.

Although the procedures that had been established by the School Certificate Examination Board operated successfully throughout the year, it was unfortunate that some technical difficulties occurred during the final stages of national moderation designed to bring school-based assessments into the broad national pattern. These hitches resulted in the depressing of some science and English marks by a few percent, enough to cause a significant variation in the pass rates for each subject. This in turn led to public reaction in the media in some parts of the country with, in turn, some questioning of the efficacy of internal assessment in general.

The department had, however, already moved to correct the situation even before publicity was given to it. The results of all candidates who were affected were re-processed and where the initial results were found to be inaccurate, new certificates were issued.

Despite some comments in the press about the inadequacies of internal assessment procedures on the basis of reported comments on developments this year in these two subjects, the department will continue to explore the possibility of developing new methods of assessment for it is clear that the traditional 3-hour written examination set and marked outside the candidate's school does not necessarily meet the needs of every subject or every candidate. At the same time the need for national comparability of standards continues to be recognised and whatever systems of assessment are developed will have this as an essential component.

At the request of four Napier secondary schools, which for some years have been testing assessment techniques and moderation procedures at the sixth form level, the School Certificate Examination Board recommended that these schools be allowed full internal assessment for 1977. This trial has been approved and moderation procedures are such that national comparability of the award can be ensured.

Latin studies has been approved for trials in up to eight schools. This is a broadly based approach to a study of Latin with more emphasis upon the historical and cultural contribution of the Roman way of life, than upon language studies.

The total number of candidates who sat School Certificate in 1976 was 76 511; of this number 54 880 gained passes in from 1 to 6 subjects. The largest number of entries was recorded in English, 56 884.

University Entrance

During 1976 a Universities Entrance Board steering committee report on entrance to university was circulated to interested parties for comment.

The steering committee had been set up largely in response to a continuing concern at the existence of two national awards at the sixth form level—the University Entrance qualification and the more broadly based Sixth Form Certificate in particular, and at the need for reform of assessment procedures in the upper levels of the secondary school in general.

The committee's report noted that there have in recent years been several developments in University Entrance and Sixth Form Certificate, the most significant being single-subject entry in University Entrance and Sixth Form Certificate, and the introduction in 1974 of a closely moderated grade system for Sixth Form Certificate.

Discussion with principals of secondary schools and with university staff indicated that the general view appears to be that entrance to university should continue to be liberal and flexible; that there should be one qualification certificate for the sixth form, rather than the present two; and that the University Bursaries Examination (for form 7 students) should be retained.

Special Education

Some initiatives taken in 1976 will have long-term implications for the work of the special education and guidance services. A new policy approval will permit the enrolment of seriously handicapped pre-school children in the home training section of the Correspondence School if they cannot attend a suitable pre-school centre. Most of these children live in country areas or small towns which cannot support specialist teaching programmes for handicapped children. Their enrolment with the Correspondence School will provide their parents with support, guidance, and teaching materials.

During the year a teaching service administered by branches of the Society for the Intellectually Handicapped and the Crippled Children Society was initiated at the special care centres for severely handicapped children. The service is provided by the staff of Education Board special schools for handicapped pupils. It is the first formal involvement of the state education services in the education of severely handicapped persons.

An exploratory special class for children with specific learning difficulties was opened in Hamilton, and a second class of this type will open in Wellington early in 1977. These classes are approved initially for 2 years only, to provide experience of possible ways of assisting children who have no obvious handicap other than their learning difficulties. Another approval was for the first special class for physically handicapped pupils at a secondary school.

The working party on the training of speech therapists for the health and education services completed its work during the year under the chairmanship of Professor McKerracher. The Minister of Education is considering future Government policies in the light of its recommendations.

Two new offices of the Psychological Service were opened in February 1976 at Taupo and Glenfield (North Shore), and the second programme to train psychologists for the education service commenced at Victoria University of Wellington with an initial intake of 14 students. During the year agreement was reached with the University of Otago to open the third training course at Dunedin, in 1978. The continued expansion of the Psychological Service, which had an establishment of 125 at 1 February 1977, has strengthened the case to simplify its administration by bringing together its two sections—psychologists and organisers of special classes—into a unified specialist guidance service. This will be achieved over a three year transition period from February 1977.

New Zealand has been building its special education services for handicapped pupils over the 96 years since the Government established a school for deaf children in Christchurch in 1881. Development was slow and uncertain for the first 36 years but has been substantially more rapid and purposeful over the last 30 years. During the latter period governments have approved policies for the education of children who have significant physical, sensory, intellectual, or social difficulties.

These additional services cannot be provided immediately during the current economic restraints, but there is growing evidence that they will justify their establishment on both economic and social grounds through the assistance they will give to handicapped young people in gaining independence as adults.

Vocational Guidance Service

In April 1976 the Government decided to transfer the Vocational Guidance Service to the Department of Labour to form a combined employment and vocational counselling service. Officials are examining the final details of organisation, administration, and the division of responsibility in the field of vocational guidance in schools between this department and the Department of Labour to ensure a smooth transfer and the provision of an effective service to schools under the new machinery.

The Department of Labour's vocational counsellors will provide guidance and counselling support to schools, augmented by improved job market information.

The Education of Maori and Pacific Island Children

Developments noted last year have been continued. The advisory services for Maori and Pacific Island education continued to promote Maori and English language programmes in schools. Resource materials for teaching Maori language in primary and secondary schools have been expanded. In-service training courses for teachers of Maori and Pacific Island children and for language teachers have been extended and there have been interesting innovations for the education of Pacific Islanders in New Zealand.

Highlights include the secondment of 30 itinerant teachers of Maori to support the policy of Maori language teaching in primary schools, the holding of marae-based in-service courses for principals and senior teachers, the establishment of the Pacific Islanders Educational Resource Centre in Auckland, the inauguration of the language reception unit at Richmond Road Primary School, and the course for the Diploma

for Teaching English as a second language at Victoria University of Wellington.

Maori Language Teaching

As New Zealanders our cultural future lies in the sharing of our two major cultures. Today, more than ever, there is a greater awareness and appreciation of Maori language and culture. To support the policy of Maori language in primary schools 30 itinerant teachers of Maori were seconded from the beginning of 1976. These teachers were selected on the basis of their success in the classroom and for their fluency in both Maori and English. In general, they are required to work in five schools including the school at which they are based. Normally they spend one day a week in each school where they assist teachers in the development of Maori studies programmes. They work within the existing curriculum including art and craft, language, physical education, music, and social studies.

There has been enthusiastic support for the programmes from principals, teachers, pupils, and parents.

The teaching of Maori language continued to expand in secondary schools with 146 schools providing tuition for more than 12 000 pupils. Sixteen hundred candidates sat the School Certificate examination in Maori. A further 44 Maori language teachers completed training and took up positions in secondary schools.

The three most significant developments in the teaching of the Maori language during the past 12 months are:

- That the recently established audio-lingual paper for School Certificate Maori has highlighted the need for concentrating on listening and speaking skills in Maori;
- That the itinerant teachers of Maori scheme has been highly successful in improving teachers' techniques and morale;
- That guidelines for teachers of Maori have been produced for all levels of instruction at primary schools and these have now been distributed.

Marae-based In-service Courses

The first three of a continuing programme of marae-based in-service courses were held during the year. Those attending were senior administrative staff of primary and secondary schools together with members of the inspectorate. Venues were Waahi Marae, Huntly, Nga Tae e Rua, Tuakua, and Raukawa Marae, Otaki. The theme of the courses is educational administration in a multi-cultural society and the planning has been done by departmental officers in consultation with representatives of the Maori communities involved. The courses are planned for administrators in schools so that they may learn about and understand the Maori community, its children and parents, and how to organise schools to the advantage of all pupils.

The courses follow a similar theme to others held at the national in-service centres, but differ in the opportunity provided for participation by members of the Maori community. In each case the course has been chaired by an elder of the community. Because of the combined representation of primary and secondary teachers with the community the education of Maori and Island children has been studied as a whole

and acculturation and learning has been a two way process. The first course at Waahi Marae was opened by the Minister of Education, the Hon. L. W. Gandar.

Resources made available for teachers of Maori and Maori studies include the publication *Te Atea* (a Maori reader for primary schools), six more readers in the *Taitoko* and *Te Whare Kura* series, and the preparation of draft programmes for Maori studies in both primary and secondary schools. Topics from the television film "Tangata Whenua" have been made available to schools in a number of short films from the National Film Library. A working party has begun the revision of the teachers handbook *Language Programmes for Maori Children.*

The special needs staffing allowances have included special provision for schools with a significant enrolment of Maori and Pacific Island children. Over all primary schools approximately 1100 teachers were provided to meet special educational needs. Some 220 were provided for the same purpose in secondary schools.

Maori and Polynesian secondary school scholarships were increased in value from $450 to $550 a year.

The Pacific Islanders Educational Resource Centre

During 1976 the Pacific Islanders Educational Resource Centre became fully established with the appointment of a Samoan as Director, and two senior linguistic tutors. Three full-time orientation tutors, a Samoan, a Cook Islander, and a Niuean, and two part-time tutors, a Tongan and a Tokelauan, were appointed to begin programmes in 1977.

Renovation to the Bayfield School buildings was completed during 1976 to allow the centre to function effectively. The talents of Pacific Island tutors and linguists are being used to produce materials and resources for teachers, schools, and the community. A wide range of classes held for teachers, students, and adults—both Pacific Islanders and others—have met an encouraging response. Classes in English, the various Pacific languages, and cultures are being fully supported. The centre faces a considerable demand for translation services by principals and others in Auckland.

Language Reception Units

In 1976 a language reception centre was established at Richmond Road School. The centre provides special language and educational programmes for recent migrant children from 7–11 years of age for whom English is a second language. During the year the programme prepares pupils to be able to cope with the language of the normal classroom.

A similar unit for secondary pupils continues to operate successfully at Mt. Roskill Grammar School.

Twelve selected teachers, advisers, lecturers, and tutors attended the diploma course for teaching English as a second language in 1976. The course at Victoria University of Wellington has been developed to provide teachers with a background for teaching English in New Zealand conditions, especially with the needs of Pacific Islanders and Maoris in mind. Worthy of comment is the flexibility of approach and evaluation of the course to meet the needs of the group. Graduates will be used in different ways as resource personnel on their return to schools and colleges.

The course established at Auckland in 1975 for up to 15 Pacific Island-trained teachers was expanded by the provision of a further course for a similar group at Wellington in 1976. Study is being given to ways of providing continued support and training to these teachers who will bring a welcome infusion of experience and cultural knowledge to schools.

The Pacific Island Polynesian Education Foundation

During the year the new Chairman of the Foundation, Rev. L. I. Sio, visited many Pacific Island groups throughout the country informing them of the function and work of the foundation and seeking support. Publicity material in Pacific Island languages has been prepared for distribution. As a result, a number of groups have indicated support for the foundation and more applicants are coming forward.

A restricted number of awards, 5 secondary, and 10 tertiary, were made during the year.

The board of trustees agreed, in principle, to the establishment of a conference to provide a forum on the education of Pacific Islanders in New Zealand. The functions of the conference would be to review progress in Pacific Islands education, to discuss issues of concern relating to the education of Pacific Islanders in New Zealand and to advise the board on proposals for future policy and development. It is intended to provide for wide representation at the conference.

The Maori Education Foundation

Mr J. M. Bennett took up his appointment as full-time Chairman in 1976. During the year the board of trustees undertook a substantial review of its policies made necessary by increasing expenditure and an anticipated decline in income.

The foundation is now giving assistance to Maori pre-school groups for the purchase of equipment, general running costs, and for training grants. The assistance is for groups with special needs, new groups, and those not already entitled to Government assistance.

At post-graduate level the special trusts administered by the foundation have been found to be inadequate to meet the increased demand. Consequently, the foundation has increased the number of post-graduate awards available.

During 1976 the foundation expended a total of $633,000 on awards as compared with $616,000 in 1975. Of this amount $72,000 was for awards at tertiary level and $561,000 for awards held at secondary schools.

The Inspectorate

During the year the primary and the secondary inspectorate have surveyed their present role and functions and have discussed their possible future role in the education service. While much remains to be done there is a willingness on the part of the inspectors to explore a different role and relationship to the teachers and to the schools' governing bodies.

Negotiations have begun with the primary teachers organisation which is seeking to replace the present system of assessment of teachers for promotion purposes with an appointments scheme based on non assessment.

Under the reorganisation of the Head Office of the department the primary and secondary directorates were disestablished and replaced by a single Directorate (Schools: Supervision). While many of the functions of the previous separate directorates have been incorporated into the Schools: Supervision area of control, much of the routine administration has been transferred either to regional inspectorates or to other units within Head Office. A single directorate is a major step towards closer liaison and cohesion between the primary and secondary sectors of education.

Combined inspections of form 1–7 schools and area schools continued to develop. Regular meetings of the full primary and secondary teams are developing and it is expected that this will be one of the significant cohesive activities at the inspector level of organisation. Joint meetings have been held to consider the common elements of inspection duties with a view to closer corporate activity in the schools.

All secondary schools, including private schools, now have a liaison inspector associated with them. The closer relationship between the inspectorate and schools has resulted in more consultation between the department and Boards of Governors on educational matters at the local level. Napier and Hastings secondary schools are served by a single resident liaison inspector. Planning for locally based secondary inspectors in Dunedin is well advanced. Proposals for a small joint primary and secondary inspection team in a provincial centre are also under consideration. These developments reflect the move towards a redeployment of professional officers closer to the schools for which they are required to provide professional support.

CONTINUING EDUCATION

During the year many aspects of continuing education have been under close review. Working parties consisting of representatives of the major interested groups, such as the Technical Institutes Association and the Association of Teachers in Technical Institutes, have met with officers of the department to investigate and report on conditions of service for tutors in technical institutes and the Hawke's Bay Community College. Other matters discussed have included the technical institute regulations, finance and libraries.

The organisational changes which have taken place in the department's Head Office will allow for better co-ordination of developments in continuing education, and reflect the increasing importance of this section of the department's activities.

Technical Institutes

Carrington Technical Institute opened in west Auckland in 1976, and during its first year the institute operated successfully in relocatable classrooms. A new workshop block opened in February 1977 provides excellent facilities for trade training in the construction industry.

The 12 regional technical institutes (plus the Hawke's Bay Community College, the Central Institute of Technology, and the New Zealand Technical Correspondence Institute) continue to grow significantly. While the country-wide total of new apprenticeship contracts declined in 1976, the pattern was variable and some institutes exper-

ienced almost no decline in apprentice class sizes. The demand for training in many technician and subprofessional fields continues to increase. The burgeoning demands of the institutes for staff, buildings, and equipment must necessarily be weighed against all other claims for educational expenditure, but it is clear that vocational education will continue to be an area of growing demand. Growth in tutor numbers was 5½ percent for existing policies and a further 1½ percent was provided to cope with new policy developments.

Some significant developments took place during the year in particular institutes. For example, indefinite approval was given to the full-time photo-technicians course and the executant music course at Wellington Polytechnic. In 1977 a special 1-year full-time course for women to train in the field of radio and television servicing was commenced at Auckland Technical Institute. The establishment of this course resulted from a recommendation of the 1975 Conference on Education and Equality of the Sexes. A 3-year diploma course in Hotel and Catering Administration started in 1977 at the Central Institute of Technology, while other new approvals during the past year included block courses for jewellery apprentices and in industrial instrumentation, and short courses for the hotel and catering industry, and in electronics. An evaluation of the pilot nursing education programmes conducted at four institutes has confirmed their success, and these courses have now been approved indefinitely.

It is essential that the need for and the location of courses be carefully considered, in the light of the resources of particular institutes, and of national manpower demands. The department must play an essential role in the co-ordination which now also involves direct representation or liaison on behalf of the department with a total of more than 80 industry training boards, apprentice committees, special advisory committees, and other national bodies.

A new system for administering the approval of miscellaneous courses in institutes (courses other than full-time courses or those courses aimed at the examination of the Trades Certification Board, Technicians Certification Authority, and some other examining bodies) has been introduced in 1977. This new procedure has been introduced after consultation with interested parties and should result in greater flexibility of course structure within institutes. A feature of this system is the use of the world-wide International Standard Classification of Education (ISCED) terms in order to standardise the collection of relevant data.

Community Colleges

In its second year of operation the Hawke's Bay Community College continued to show an innovative approach towards meeting the continuing education needs of a provincial area. Apart from providing the normal range of senior technical courses associated with technical institutes, notable new developments at the college this year have been the establishment of the training programme for voluntary social workers, and the development of a "youth re-entry" programme for helping young people who are unemployed or who have poor work records. An evaluation of the community college's work, being conducted for the department by Massey University, has continued during 1976.

In some smaller centres local secondary schools are working assiduously to develop senior technical classes. In Whangarei the department worked in co-operation with the Department of Labour to run two 6-week block courses for unemployed school leavers. These courses provided useful information on the educational needs of such young people.

A report discussing the establishment of a community college to serve the Rotorua/Taupo/Tokoroa area was released for public discussion during the year. This report continues the pattern established earlier in Hawke's Bay and Northland of involving local people in the development of community colleges, and it is expected that similar reports will be published for the Wanganui, South Canterbury, and Tauranga regions.

Continuing Education Agencies

The Wairarapa Community Action Programme and the Nelson Community Education Service became well established during the past year and the approach adopted by these two organisations provides a possible model for continuing education developments in other parts of the country. An action group in the Gisborne - East Coast region commissioned a report on possible developments for that part of the country and preliminary discussions have already been held with officers of the department.

The long-established district councils of the Workers Educational Association continue to operate effectively in certain parts of the country. The Auckland WEA has been involved with a most effective adult literacy programme, while the Canterbury WEA has initiated a "wider horizons" programme which is aimed particularly at providing programmes of interest to retired and elderly people. Under an amendment to the Education Act passed during 1976 these, and similar organisations, will now be able to apply for status as "recognised continuing education organisations", and this will facilitate liaison with the department.

Radio New Zealand's newly-established Continuing Education Unit provided a welcome stimulus to the work of various continuing education agencies during the year. The programmes produced by this unit were lively, with wide appeal, and it is likely that in the future greater use will be made of the undoubted potential of radio. The department is represented on an advisory committee established by Radio New Zealand to assist the work of the unit.

School-based Continuing Education

The involvement of schools in continuing education is an important aspect of the New Zealand educational scene. Government support continues to be provided for four Auckland schools with extensive school-based community education programmes.

Many schools are already running extensive community education programmes within their normal staffing entitlement and the national quota of 2800 non-vocational evening classes was filled in 1976. Many requests for new classes have had to be declined. As part of the restraint on Government expenditure, non-vocational classes ran for 26 weeks in 1976 instead of 33 weeks, and this measure will continue in 1977. Work

has proceeded on proposals for a new system of administering and funding these programmes.

Nga Tapuwae College, in Mangere, the country's first purpose-built community school, opened in 1976. Nga Tapuwae is a unique example of a school planned from the outset for community use and with financial support coming from both the local authority and the Ministry of Recreation and Sport.

Increasing numbers of adult students are now returning to secondary schools for further study in daytime classes. In 1974 only 70 adult students were studying in 13 schools, but in 1976 the numbers had increased rapidly to 987 adult students in 146 secondary schools.

Teaching-at-a-Distance

Developments in distance education are likely to be important in the next few years. Distance education is more commonly known as correspondence education, but this latter title is somewhat narrow as increasing use is now being made of material other than the written word. The Technical Correspondence Institute experienced a sizeable roll increase in 1976 which placed some strain on the institution, while the adult roll of the Correspondence School continues to grow steadily. Desirable future developments in these two institutions, plus the extra-mural studies department of Massey University, are being considered by a working party which will report during 1977.

Bursaries

The Government reinstated the "A" and "B" supplementary allowances for university students and the Tertiary Bursaries Regulations were promulgated. In line with the Government's stated commitment to reform the existing bursary system, a 2-day conference on bursaries was held in December 1976. Many submissions were received prior to the conference and the discussions at the conference were also extremely useful. Further consideration of bursary reform will be a major priority for the department in the forthcoming year. A subcommittee of the Educational Development Council has also been considering overseas patterns of educational entitlement or paid educational leave.

International Links

Various study awards are available for teachers in continuing education and, as usual, these were keenly sought after in 1976. An increasing number of overseas visitors has also been coming to New Zealand to study continuing education developments here. The department has also been involved in new developments in the South Pacific, notably in the planning for a new technical education facility at Rarotonga. The department also continues to support the the PEACESAT project which is based at Wellington Polytechnic. PEACESAT has been used extensively in the past year by various groups for educational purposes.

Standing Committees

The Standing Committee on Relationships in Tertiary Education continues to play an important role at the national level as a forum for deciding upon the location of courses at the post-secondary school level and for improving liaison amongst the various institutions. For example, a useful study on cross-crediting amongst the various tertiary institutions was completed by SCORITE during the year.

Community Use of Schools

The steps instituted in 1975 to promote the sharing of school facilities, continue to encourage local communities to participate in ventures to provide community amenities on school sites. The awareness of the scheme developed by the Ministry of Recreation and Sport continues to grow, and increased activity in this type of joint venture is expected in future years. Nine applications for licences to occupy school sites, in terms of section 6 of the Education Lands Act 1949, have been received during the year from various organisations. These represent a wide cross-section of community interests including a daycare centre for maladjusted children, a pioneer farming museum, a rifle range, various physical education facilities, and a toy library for handicapped children. Considerable interest in these licences is now being shown by a number of large organisations such as the Scouts and Girl Guides Associations.

Technical Institutes and Teachers' Colleges

No new major capital works were commenced at technical institutes or teachers' colleges during 1976. Work continued at an increased rate on major projects already under construction at the end of the last financial year, and the land purchase programme continued. Planning began on a new standard design of facilities for the training of building apprentices. This is required at several institutes and consists of a flexible complex of buildings in which separate skills can be taught and small transportable buildings constructed. Total expenditure during the year on technical institute land and buildings was $15.2 million and $1.7 million was spent on furniture and equipment. $6.6 million was spent on land and buildings for teachers' colleges and $0.4 million for furniture and equipment.

ADMINISTRATION AND SUPERVISION

Reorganisation of the Department

The reorganisation of the Head Office of the department was approved by the State Services Commission in November 1976, and was put into operation with effect from 1 February 1977. This major reorganisation, the first since 1948, has been planned as the first phase of a reorganisation of the whole department. The organisation and function of regional offices and district inspectorates are now being reviewed in the light of changes made in Head Office. The possibilities of change in district administration along the lines suggested in the Nordmeyer and Holmes reports have also been borne in mind. The following benefits from the reorganisation of Head Office are expected:

(i) Better delineation of the functions of policy advice to the Minister, of management, and of day-to-day administration;

(ii) Greater scope for co-ordination at senior officer level in the consideration and preparation of new policies, and the evaluation of existing ones;

(iii) Greater delegations of responsibility both within Head Office, and from Head Office to regional offices and district inspectorates;

(iv) More effective administration of the department's financial management and control;

(v) Continuing review of the department's administrative procedures and those of the statutory controlling authorities in the education system;

(vi) Greater prominence to staff development and training.

The changes made to achieve these goals have been:

(i) Establishing four new senior positions of assistant secretary in the fields of tertiary education, schools and development, policy and resources, and administration;

(ii) Initiating corporate responsibility for policy advice among the Director-General and his two deputies;

(iii) Combining the directorates of primary and secondary education into one directorate of schools supervision;

(iv) Establishing a policy and advisory section to co-ordinate policies and programmes from all sections of the department;

(v) Bringing together the various sections responsible for developing and producing learning resources.

These changes have involved the establishment of 18 new positions and the disestablishment of 15 existing ones.

The department will have the reorganisation of its regional offices as a major goal in the 1977–78 year, and will continue to offer help and advice to districts considering changes to their administrative structures.

Last year's report indicated that discussions concerning possible changes in administration were taking place in all districts. Some of the more interesting developments are:

A working party was established in Taranaki and in consultation with the department has identified the kinds of administrative responsibilities that could be devolved upon a district council. Consultations with a wider group of representatives of parties concerned have been held to determine ways in which a district council might be constituted. A draft constitution has been drawn up by the working party from these alternatives. The willingness of all sectors, particularly secondary school boards, pre-school groups, and continuing education interests, to continue these discussions has been a feature of this area.

A working party set up in November 1975 to consider organisation and administration in the Gisborne - East Coast district has now reported to the Minister. This comprehensive review makes recommendations for providing leadership, advice, and co-ordination of administrative services to all educational interests in the district. These recommendations are now under study in the department and are the basis for consultation with the interested parties.

Discussions in other districts are proceeding, but have not yet reached the stage of firm proposals. Working parties and steering committees in Southland, Otago, Nelson, South Auckland and Canterbury are continuing, and more localised discussions in Masterton, Porirua, and Tauranga have been held. A proposal to establish a branch of the department's southern regional office in Dunedin, making use of the old Kindergarten Teachers College, is under action. This proposal would bring together the department's professional and administrative staff and provide a better service to local authorities and schools.

Legislation

During the year two Education Amendment Acts were passed. The

first deals with empowering provisions to prescribe conditions of employment for administrative employees of education boards, secondary school boards and councils, and technical institute, community college, and teachers' college councils; religious instruction in state schools; and the right of appeal by applicants for a teaching position. The suspension and expulsion of pupils in state primary and secondary schools is the subject of the second amendment. The Music Teachers Registration Act, Vocational Training Council Act, New Zealand Council for Educational Research Act, and the National Library Act were also amended.

Regulations made during the year dealt with a variety of matters including the integration of private schools, the tertiary bursary, assessment and appointment systems for primary teachers; classification and appointment systems for secondary teachers; and detailed conditions of employment for administrative employees of technical institute and community college councils.

Standing Committees on Administration

The four standing committees on administration each met on occasions during the year in their several fields of primary, secondary, technical, and teachers' college administration. The committees continue to provide a useful forum for discussions between the department and the statutory controlling authorities on mutual problems in educational administration.

The Conditional Integration of Private Schools

Most provisions of the Private Schools Conditional Integration Act 1975 were brought into force on 16 August 1976. The remaining portions of the Act can be brought into force only when there are sufficient integrated schools to enable the provisions to be effectively applied. Because the provisions relating to the Integration Standing Committee cannot yet be implemented, an Integration Advisory Committee has been established to examine any problems relating to integration and to recommend appropriate solutions. The advisory committee is similar in composition to the standing committee.

Details of a phased programme of integration, as required by the Integration Act, were announced in July 1976. A sum of $1 million was provided in 1976–77 to cover additional departmental staff; additional education board staff; the payment of student allowances/bursaries at Loreto Hall (the Catholic teachers' college in Auckland); the integration of Wesley College; and the payment of grant integration in respect of integrating Catholic schools. The financial programme for succeeding years is: 1977–78 $2.47 million, 1978–79 $4.94 million; 1979–80 $8.23 million, 1980–81 $12.35 million; 1981–82 $17.30 million.

The Catholic education system represents 73 percent of all private schools in New Zealand. Only a few Catholic schools have not as yet expressed their intention to integrate. The phased programme takes into account the wishes of the Catholic Bishops for Catholic schools to integrate at the one time. This will be achieved at the end of the programme. In the intervening period a special grant, known as grant integration will be available to those Catholic schools which have expressed an intention to integrate. Grant integration is to be applied solely to specified costs for which the Government will be responsible

upon full integration. The department and the Catholic authorities will jointly undertake the preparation of suitable integration agreements for each school during the 5-year programme.

Other private schools wishing to integrate may commence negotiations at any stage of the programme and may be fully integrated subject to the availability of finance. Wesley College, a F1-7 boys' boarding school at Paerata, Auckland, became an integrated school on 1 February 1977.

Registration of Teachers

Informal discussions over a number of years between the department and the New Zealand Educational Institute and the New Zealand Post-primary Teachers' Association as well as with representatives of independent schools culminated in July 1976 in the setting up, by the Minister of Education, of a committee of highly experienced people under the chairmanship of the Right Hon. Sir John Marshall, to examine the registration of teachers. The committee had its first meeting on 8 October 1976 and its investigation is still continuing. The committee's terms of reference are:

> To review present arrangements for the certification, registration (including de-registration), and discipline of teachers, to inform itself of the statutory arrangements for other professions in this country, and to make recommendations.

It has long been known that the existing provisions for the registration of teachers are inadequate and do not provide for some important groups of teachers in the state school system. The status of private school teachers is inconsistent from one branch of the teaching service to another and needs to be clarified.

The committee on the registration of teachers devoted its first meeting to a study of a detailed background paper prepared by the department on the issues involved and has since then been holding public hearings which interested parties were invited to attend. The committee has received some 60 submissions from teachers' organisations, employing authority organisations, other bodies involved in education, and from the public at large. The committee is about to enter its deliberative stage and expects to be engaged on the investigation for several more months. While it would be inappropriate to anticipate what will be the committee's recommendations, the scope of its investigation would suggest that some major changes which would bring about a more unified education service can be expected.

Work of Statutory Bodies

Technicians Certification Authority

A growing awareness of the value and the importance of the technician in industry and commerce is reflected in the increasing number of requests now being received by the authority to establish new courses. In 1976 the authority approved the New Zealand Certificate of Advertising and the New Zealand Certificate in Forestry with two options catering for forestry management and forest technology respectively. Further courses are under consideration.

Concurrently with new developments an extensive course and subject revision programme is under way; some of the more notable aspects of

this programme are the revision of the civil engineering, geology, survey, and town and country planning courses.

Vocational Training Council

The Vocational Training Council with 25 associated industry training boards continues to play a vital role in fostering vocational training, particularly of tradesmen and technicians, and is a valued source of advice to the department and to the Government. The council has recently completed a 5-year plan, on a rolling basis, which aims to increase the effectiveness of manpower performances, assist people to meet their aspirations in their own jobs through the policies adopted by the council, and identify priorities and monitor performances on a continuing basis. According to its 5-year plan the council aims to review the effectiveness of the industry training boards; continue its involvement in activities associated with Polynesians and women in industry; examine alternative methods of funding training; integrate management training programmes; examine the needs of individuals within the work force and, in particular, those with special problems and handicaps. The plan is to be reviewed annually and updated.

The National Council of Adult Education

The National Council of Adult Education plays an important role in bringing together a wide range of interests in the field of continuing education, and by fostering debate about developments. It organised one major national conference, in May 1976, and has very actively promoted a concern for provision to adults with reading handicaps. A working party set up by the council has completed a major review and report on the training needs of those working in continuing education. The council publishes a twice yearly journal, a substantial professional forum, and its newer and less formal newsletter *PACE* which itself serves to bring out the common interests of a wide and diverse field. Proposals for reconstituting the council, following a recommendation in the EDC report "Directions for Educational Development", have been completed.

The University Grants Committee

The university system is reviewed in more detail in the report of the University Grants Committee, published as E 3. In the past year universities have felt the effect of rising costs in areas other than salaries and wages, at a time when the trend in university rolls has altered. The rate of increase in rolls, which had markedly slowed in the previous 3 years, accelerated again in 1976, with the largest annual increase in numbers since 1946. The comparative figures for 1 July returns were 42 122 in 1975 and 44 819 in 1976. This increase may be accounted for both by the return of students who had temporarily abandoned studies and by the delayed entry of others who had not proceeded direct from school. A smaller but significant trend has been an increase in the proportion of older students, i.e., over 25; this seems to be a world-wide trend. One possible reason for the increase in rolls is the higher allowance available to a student under the tertiary bursary scheme brought in at the beginning of the 1976 academic year.

THE TEACHING PROFESSION

Teacher Education

A consultative group was brought together following the publication of the Review of Certification Committee under Professor C. G. N. Hill's chairmanship. It comprised representatives of the New Zealand Post-primary Teachers' Association, the New Zealand Educational Institute, the New Zealand Teachers' Colleges Association, and the department. It met during 1976 to investigate the means by which holders of restricted teaching certificates might up-grade their professional qualifications and so obtain a New Zealand Trained Teachers' Certificate. Criteria for general certification were established based on the three elements of general education, experience and specialist expertise; knowledge of the theory and practice of teaching; and level of practical competence as a teacher. These criteria were applied to a group of Maori language teachers who were about to be certificated. About 25 percent of the group were recommended for the immediate award of a Trained Teachers' Certificate and a further 50 percent were found to require some additional study before qualifying for full certification. It is intended that this opportunity to be assessed for full certification will be extended to other holders of restricted certificates during 1977.

It is the aim of the department that within the scheme of classification for salary purposes similar opportunities should be available to all secondary teachers. For this reason in July 1976 the Minister approved the introduction of two new departmental qualifications for teachers, the Commerce Teachers' Diploma, and the Commerce Teachers' Advanced Diploma.

The awards are based on papers selected from recognised examinations and will permit teachers hitherto restricted to group I salary to advance through group II to group IIIA.

A similar arrangement of examination papers, again mostly from existing courses of study, is under consideration at present. This will lead to the establishment of two more departmental awards for teachers, the Home Economics Teachers' Diploma and the Home Economics Teachers' Advanced Diploma.

Apart from Auckland and Christchurch, courses in secondary teacher training are now available at Wellington, Dunedin, and Hamilton.

The work of assessing new qualifications, amendments to existing qualifications and overseas awards as well as seeking levels of parity between qualifications in different specialist areas (all in relation to the requirements of the New Zealand teaching service and schools system) is becoming increasingly complex. In order to deal with the complexities and establish uniform and acceptable standards a qualifications co-ordinating committee has been formed. The first meetings of this committee are expected to begin shortly. Teachers' organisations are represented on the committee which is chaired by the Director of Teacher Education.

University Departments of Education and Teacher Education

In January 1977 a conference was held at Hogben House, Christchurch, under the chairmanship of the Director-General, to bring

together senior academic staff from university departments of education and other departments associated with or contributing to the education of teachers, some teachers' colleges principals, and officers of the Department of Education, for a discussion of current practices, trends, and issues in teacher education. The topics discussed included the relationships between universities and teachers' colleges, Bachelor of Education degrees, and advanced and specialised courses for teachers. It enabled those present to learn more about developments, in all universities and in a number of teachers' colleges, relating to initial training and in-service training of teachers.

Technician Staffing Review

Early in 1976 a working party visited each teachers' college in order to carry out a review of the technician and technical assistant staffing. This was an attempt to assess the adequacy of the support services in the various departments of the teachers' colleges and to establish the need, if any, for further development of support so that lecturing staff may be freed for professional duties. The report of the review committee is being considered by interested parties at present.

Staffing in Teachers' Colleges

A decline in the 1977 student intake has resulted in colleges continuing to be staffed over the official staffing entitlement. Working parties consisting of representatives of the teachers' colleges and the department have been set up to review the position. This review is associated with the recommendations of the Educational Development Conference which seek to expand the roles of teachers' colleges, particularly through the revision of courses in continuing education for teachers.

Teachers' Centres

Three teachers' centres at Arney Road, Auckland, New Plymouth, and Alexandra commenced operation on 1 February 1977. A director has been appointed for each centre and arrangements have been made for the appointment of clerical and technical staff. Each centre has a range of audio-visual equipment and an allocation of finance to enable it to develop in-service programmes, continuing education courses, and resource material and facilities for teachers' use. This is a significant development within the total in-service training programme for teachers. Evaluations of these centres will provide a basis for providing the most appropriate facilities in other localities throughout the country.

During the year steps were taken to provide for the effective distribution of financial allocations for national and local in-service training. Each of the regions has been given greater autonomy for determining how resources are allocated to the various aspects of their in-service programmes. This parallels a positive move to develop local in-service committees, representative of the different sectors in the teaching service, to determine the nature and range of courses to be offered.

An in-service programme dealing with the teaching of reading in the early school years has been developed in Auckland. The programme, which uses a series of slides, audio tapes, and work booklets, is taken by individual teachers over a period of 12 weeks. It introduces them, at a rate to suit themselves, to the latest ideas and research in the teaching of reading, provides them with suggestions for developing a class pro-

gramme and a variety of teaching methods, and requires the teachers to apply these in their own classrooms. The whole programme, known as ERIC (Early Reading In-service Course) has been tried out by hundreds of teachers in Auckland and is now being prepared for use throughout the whole country.

The integration of early childhood teacher training within teachers colleges is proceeding smoothly. The 1977 intake of students has been reduced in size to balance the increased retention rate of teachers. Teachers' college division E staffs are becoming increasingly involved in national courses, and division E students are becoming involved in schemes of mutual benefit with parents and the community.

A correspondence course called "Development and Learning in Early Childhood" has been completed and was offered through the Advanced Studies for Teachers Unit from February 1977. The course is designed to provide training that playcentre supervisors can undertake in part fulfilment of their qualification requirements. It will also provide a pre-requisite for a course in "Child Care" that personnel in child care centres can undertake. Thirty-eight external tutors are being used to provide tutorial assistance for the 130 persons, many of whom are teachers, who enrolled for the initial course.

Recruitment

The primary intake quotas to teachers' colleges were reduced this year because of several factors. Among these are falling rolls, a declining birthrate, a higher retention rate of teachers already in the service, an increase in the number of teachers returning to the service, and a surplus of teachers in some districts, due mainly to immobility. To ensure that the supply of teachers matches the demand, the department monitors carefully changes in key variables affecting enrolment projections and the calculation of supply and demand. The intakes to kindergarten and primary teacher-training courses, approved by Government, were 250 and 1640 respectively. Forecasts of supply and demand for secondary teachers reflect levelling off of total enrolment in secondary schools after 1979. This has resulted in some reduction in the approved intake particularly to full-time university courses, the graduates of which would enter teaching in the post 1979 period. The secondary intake approved by Government for 1977 was 1520.

There was a shortfall in the overall numbers who accepted secondary training courses. Although there was an increase in the number of applicants, this was mainly for the division U full-time university course. The reduction in the division U quota accounted for the overall reduction in the secondary intake. Selection for this course this year gave particular emphasis to subject content to meet the shortage areas in the secondary service.

Other secondary courses maintained their numbers as in recent previous years, with the exception of the Adult Maori Language Speakers Course. The reduction in the number of applicants for this course is attributed to the fact that the initial demand for teachers of this subject has been filled and there are likely to be fewer vacancies in the future (and future demand will be less but steady).

Intake for training courses for 1977 were: division E 172, division A 1645, and secondary divisions 1186.

EDUCATIONAL DEVELOPMENT

Research Activities

In 1976 I reported upon the appointment of Professor W. J. Campbell and Dr E. M. Campbell as a research team to investigate aspects of pupil and teacher attitudes and teacher training. Professor Campbell has completed his research into some of the objectives, processes, and outcomes of teacher preparation at both primary and secondary levels. Questionnaires were given to inspectors, principals, senior teachers of junior classes, teachers' college administrators and lecturers, associate teachers, and first- and second-year teachers. These questionnaires were supplemented by interviews with representative samples of each of these teacher groups.

Dr Campbell's research into life in secondary school classrooms and realities of curriculum in relation to intention and aspiration is now complete. She administered questionnaires to both teachers and pupils and obtained comprehensive data on their experiences at school, their reactions to these experiences, and their concepts of what would constitute ideal educational experiences.

The reports on these research projects are now in final draft and will be published.

In 1976 significant research projects completed by members of teachers' college staff included:

- A study of deaf children and their families (Mr M. B. Parsons, Christchurch Teachers' College).
- The adjustment and professional development of beginning teachers (Mr R. M. Doyle, Christchurch Teachers' College).
- Outdoor education and New Zealand schools (Mr G. G. Clark, Christchurch Teachers' College).
- An evaluation of the professional development of year one and year two teachers (Miss B. Purdie, Wellington Teachers' College).

Other research projects initiated or completed during the year included studies requested by the Organisation for Economic Co-operation and Development for its activities on recurrent education, the in-service education of teachers, the integration of education and community services, and basic education and teacher support in sparsely populated areas. Preparations were made for surveys required for the joint New Zealand - Organisation for Economic Co-operation and Development conference on early childhood care and education to be held in February 1978.

Curriculum Evaluation

New Zealand has continued to play a leading international role in the International Association for the Evaluation of Educational Research (IEA). During the year a small co-ordinating unit has been established within the department to undertake the development, co-ordination, and administration of a second international study of mathematics achievement.

The design of the study will place considerable emphasis on the effects of the curriculum and classroom processes as they relate to the issues facing mathematics education today. IEA has extensive data

from its first survey in 1964 and the second survey presents a unique opportunity to assess the effects of the introduction of new mathematics in an international context.

The New Zealand co-ordinating committee has produced a series of working papers for the international committee and these are now being studied by some 20 countries which have shown interest. It is expected that the final instruments will be ready for the collection of data towards the end of 1978. A new element in the research style will be the inclusion of a longitudinal study which it is hoped will enable growth scores over a school year to be related to teaching styles and practices. During the year analysis of the data from earlier IEA surveys has continued. It is hoped with the help of the author of the international report, Dr Alan Purves, of the University of Illinois at Urbana, U.S.A., to produce a New Zealand report on reading, comprehension, and literature during 1977. The same hope is held for a report on civic education when Dr Judith Torney of the University of Illinois at Chicago Circle, U.S.A., visits New Zealand in 1977.

Educational Development Council

The council continued with two principal activities. In the first of these, monitoring progress with the recommendations in its report, *Directions for Educational Development*, the council was heartened by the many advances made across a wide range of its priorities. Its second activity was to look at the kind of assistance available for those undertaking continuing education and training as part of an intended study of the possibilities for a scheme for a recurrent educational entitlement.

National Advisory Committee on Maori Education

The first major review of Maori Education since 1971 was begun in November 1976 by the National Advisory Committee on Maori Education. Recommendations from bodies represented at the meeting were considered and the review will be continued in 1977.

Recreation and Sport

The new policy inaugurated in the previous year by the Ministry of Recreation and Sport for funding facilities in schools for community use has been continued. During the year grants from the ministry have been approved in respect of 14 gymnasiums, swimming pools, and other facilities at secondary schools and 12 halls, swimming pools, and other facilities at primary schools.

INTERNATIONAL EDUCATION

Overseas Aid

Advice and assistance to Pacific Island countries on educational projects and programmes, the recruitment of teachers, the availability of training courses within New Zealand, and the provision of School Certificate facilities were continued.

Overall, due to the phasing out of the various schemes of co-operation and the availability of more locally qualified teachers, there was a further reduction in the number of New Zealand teachers employed in schools in the Pacific basin. However, there was an increase in the Cook Islands where additional schools have embarked on School Certificate programmes.

Scholarship opportunities, offered either for individual or group training in New Zealand or at South Pacific regional institutions, were extended to and taken up by trainees from Pacific, Asian, and Commonwealth countries. In addition, the number of private students studying in New Zealand increased. Alternative School Certificate examination papers with a Pacific bias were available to pupils in Pacific Island schools for the first time in English, mathematics, and science whilst specially designed papers in biological and physical science were again offered to candidates in the pilot schools in Fiji. Orientation and adaptation of the School Certificate syllabus will be extended further in 1977 with the introduction of alternative prescriptions and papers in history and geography.

An offer by New Zealand to fund in 1977 a two-man survey team to research the setting up of a regional South Pacific Board of Educational Co-operation is welcomed by Pacific governments. One function of the board would be assessment and this is regarded as a significant step towards the transfer of School Certificate assessment to a South Pacific body.

The Minister of Education, with the Director-General as his adviser, led the New Zealand delegation to the Seventh Commonwealth Education Conference in Accra. The Director-General participated in the study group for the proposed Commonwealth Programme of Applied Studies in Education. This programme is designed to help Commonwealth governments solve pressing problems in developing and implementing their educational policies.

SEAMEO

The Minister of Education and the Director-General attended the twelfth council meeting of the South-east Asian Ministers of Education Organisation in Djakarta. Mr J. N. Cox, Senior Curriculum Officer, participated in an external evaluation of the SEAMEO centres, particularly the regional centre for science and mathematics.

New Zealand - Japan Exchange Programme

Five New Zealand teachers of Japanese undertook a 6-week Japanese language training course in Tokyo during July/August. Four teachers of geography/social studies participated in a cultural and educational tour of Japan in November/December. Mr W. S. Edginton, Executive Officer for the exchange programme, also joined these teachers, following a week of discussion with officials in Tokyo.

Three teachers from Japan arrived to take up positions in New Zealand.

The presentation of books and films about Japan to selected New Zealand educational institutions, opportunities for post-graduate study and research, specialist interchange, consultation and lecture tours, all forged further links.

SINTESD

The possibility of exchanges in technical education and training, under the Agreement between Singapore and New Zealand for Industrial Technological and Scientific Co-operation (SINTESD), was explored. Co-ordinating committees were set up in both countries to service the agreement and administrative exchange visits took place.

Organisation for Economic Co-operation and Development

Mr M. W. Taylor, Senior Inspector, Special Duties; Mr G. M. W. F. Portners, Senior Inspector of Schools, and Mr N. P. Harris, Regional Superintendent, Wellington, attended meetings of OECD in Paris. Work undertaken for the Centre for Educational Research and Innovation (CERI) included a study of adults in secondary schools and the preparation of papers for an international workshop in basic secondary education.

UNESCO

Much of the National Commission's efforts during the year were in preparation for the Nineteenth Session of the General Conference of UNESCO which was held in Nairobi in October/November 1976. The New Zealand delegation was led by Mr F. Turnovsky, Chairman of the National Commission for UNESCO, and included Mr W. L. Renwick, Director-General of Education, for part of the conference. New Zealand was also represented at a meeting of the Asian Federation of UNESCO clubs in Seoul, by Mr E. J. Simmonds, National Secretary of the New Zealand Educational Institute, and at a regional meeting on the training of engineers and higher technicians, by Professor R. F. Meyer, Head of Department of Mechanical Engineering, University of Auckland.

Support was continued to national projects of relevance to UNESCO and a study on the impact of tourism on Queenstown has been initiated. In association with the University of Auckland a workshop on the protection of cultural properties was organised for participants from the South Pacific.

Five UNESCO fellows commenced studies in New Zealand during the year.

FINANCE

For the year ended 31 March 1977 the amount provided for Education was $704.01 million which was 11 percent more than in 1975–76. This increase was more than double the projected increase in total Government expenditure. In previous years works expenditure was met from the Consolidated Revenue Account, but last year the provision for capital works was funded from Works and Trading Account. A comparison of voted and actual expenditure for 1976–77 is:

	Estimated ($000)	Actual ($000)
Consolidated Revenue Account	587,810	586,145
Works and Trading Account	116,200	118,533
Total gross	704,010	704,678
Receipts	4,360	5,265
Net total	699,650	699,413

The net underexpenditure was therefore $237,000.

The department has acted in accordance with the Government's directives to contain expenditure within the voted level. Overexpenditure

of the allocation in Works and Trading Account was offset by savings in the Consolidated Revenue Account. The expenditure results show that expenditure has been effectively controlled. However, some over-expenditure has been incurred, notably on primary teachers' salaries and the transport of school children. The procedures relating to these items are under continuing scrutiny to ensure that overexpenditure does not occur in the 1977–78 financial year.

In the following table net expenditure for 1976–77 is compared with previous years.

Year Ended 31 March	Net Expenditure	Mean Annual Growth Rate	Proportion of GNP	Proportion of Total Government Expenditure (2)
	($m)	%	%	%
1957	63.3	—	3.1	10.5
1962	93.7	8.2	4.0	11.7
1967	157.2	10.9	4.0	13.4
1972	335.1	16.7	5.2	17.8
1977	699.4	15.9	5.6 (1)	15.5

NOTES:

(1) Based on an estimate by New Zealand Institute of Economic Research in June 1977.

(2) Refer to the note to table 8, education finance.

At the start of the year the department was concerned about the restrictions it had to impose on the content of the programme due to the Government's instructions to limit capital works spending in the continuing climate of economic difficulty facing the country. Many works of a non-essential nature had to be omitted from the programme.

As the year progressed it became apparent that planning difficulties with some major works and delays in negotiations for new school sites were having a retarding effect on the normal pattern of expenditure. This enabled the department to reallocate funds to various sectors of the programme and allowed a number of additional works to proceed. A down-turn in expenditure on capital works occurred in the latter part of the year, final figures for 1976–77 being $68,213,000.

Expenditure on buildings, including subsidies paid on pre-school buildings was $119.8 million in 1976–77 compared with an allocation of $117.7 million. The expenditure breaks down as follows:

	$000
Pre-school subsidies	1 228
Primary schools	34 318
Secondary schools	33 330
Special schools and classes	565
Teachers' colleges	6 579
Technical institutes	15 215
Universities (including equipment)	28 526
	$119,761

Grants

The financial highlight of the 1976–77 year was the implementation of procedures for the announcement of grants prior to the commence-

ment of the academic year to which they relate. In December 1976 rates of increases for educational grants were announced to take effect from 1 April 1977. The increases range from 11 percent to 19 percent. These new procedures for advance notice will remove budgeting uncertainties, enable controlling authorities to meet the requirement to contain their expenditures within the approved grant levels, and provide an impetus for greater effectiveness in grants expenditure. It should also be added that there has been a noticeable improvement in the financial position of secondary schools. It is anticipated that the new grant procedures will see the improvement continue.

Integration

The first phase of the integration programme has been completed. The main element of expenditure was a grant of $700,000 made to the integrating Catholic schools to enable them to improve their staffing ratios up to state standards, to employ additional ancillary staff, and to finance maintenance programmes in the various schools.

TABLE 1: Roll Numbers at Educational Institutions at 1 July

Type of Institution	1970	1975	1976
Pre-School—			
Playcentres	16 767	22 400	24 065
Kindergartens	24 336	32 357	34 075
	41 103	54 757	58 140
Primary—			
Primary schools under board control	404 533	390 444	390 350
Intermediate schools	57 305	77 316	77 315
Forms 1 and 2 at form 1-7 schools	2 696	5 015	5 615
Chatham Island schools	203	155	146
Correspondence School	1 173	963	1 021
Departmental special schools	634β	587β	482
Department of Social Welfare schools	..	..	89
Royal New Zealand Foundation for the Blind ..	89	98	95
Private primary schools	50 904	50 745	49 899
	517 537	525 323	525 012
Secondary—			
State secondary schools	153 022	184 225	193 894
District high and area schools	4 775	3 016	2 856
Correspondence School	505	709	762
Departmental special schools	..	..	109*
Department of Social Welfare schools	..	..	291*
Private secondary schools	28 441	31 804	32 379
	186 743	219 754	230 291
Continuing—			
Technical Correspondence Institute	15 203	19 634	21 712
Other Technical Institutes			
Full-time students	1 882	3 666	4 260
Part-time students	28 001	33 091	35 151
Technical classes at other instutitions			
Full-time students	..	174	253
Part-time students	58 208	59 324	62 497
	103 294	115 889	123 873
Teacher training—			
Teachers' colleges‡	8 709	7 779†	7 521†
Kindergarten training centres	321	..	..
	9 030	7 779	7 521
University institutions—			
Full-time internal students	23 323	25 875	26 144
Part-time internal students	8 585	11 056	12 361
Extra-mural students	2 538	5 191	6 314
Agricultural short courses	280	280	173
Medical short courses	43	34	40
	34 769	42 436	45 032
Grand totals	892 476	965 938	989 869

* Figures collected for first time this year.
† Includes 568 kindergarten trainees in 1975 and 521 in 1976.
‡ Students on studentships and bursaries are included in university totals.
β Includes pupils in Department of Social Welfare schools.

TABLE 2: Teaching Positions at all Educational Institutions

Institution	Positions in Full-time Equivalents			Full-time Staff 1976		
	1970	1975	1976	Male	Female	Total
Pre-school–						
Playcentres*	203	262	302	..	..	..
Kindergartens	601	836	1 015	3	992	995
Primary–						
State	16 655	19 874	19 826	7 479	12 021	19 500‡
Private	1 718	1 776	1 821	296	1 543	1 839
Secondary–						
State†	8 605	11 474‖	12 244	6 891‡	4 123‡	11 014‡
Private	1 312	1 672	1 665	689	664	1 353
Tertiary–						
Technical institutes	957	1 622	1 721	1 321	228	1 549
Teachers' colleges	576	629	641	459	165	624
Universityβ	2 174	2 756	2 793	2 527	266	2 793

* Revised figures for full-time equivalents now comparable with kindergartens. All staff is part-time.

† Excludes positions in continuing education at secondary schools but includes manual training positions.

‡ Estimate only.

β Excludes positions filled by part-time staff.

‖ Revises figure previously published in E.1.

TABLE 3: Numbers of Educational Institutions

Year	Pre-School		Primary								Primary and Secondary			Secondary		Tertiary			
	Kindergartens	Play Centres	State Full Primary (Public Schools)	State Contributing Primary (Public Schools)	Special Schools	Maori Schools	Intermediate Schools	Intermediate Departments	Manual Training Centres	Private Primary Schools (Including Lower Departments)	Correspondence School	D.H.S. (Secondary Departments) and Area Schools	Maori District High Schools	State Secondary Schools	Private Secondary Schools	Technical Institutes (incl. Tech. Correspondence Institute)	Teachers' Colleges	Kindergarten Training Centres	University Institutions
1960	200	141	1 742	230	20	156	51	8	261	335	1	86	10	150	108	2	7	4	6
1965	243	299	1 649	364	32	128	78	3	289	339	1	71	7	186	112	5	9	4	7
1970	305	542	1 555	553	42	—	105	2	280	338	1	63	—	210	115	8	9	4	7
1972	340	633	1 402	681	50	—	117	2	270	331	1	55	—	223	114	12	9	4	7
1973	366	655	1 355	701	56	—	122	2	270	325	1	50	—	229	114	12	9	4	7
1974	375	666	1 246	789	60	—	131	2	276	325	1	48	—	233	112	12	9	4	7
1975	401	697	1 192	821	68	—	133	1	272†	328	1	42	—	241	109	14	9	4	7
1976	424	697	1 169	845	69	—	140	1	273	327	1	39	—	248	108	14	9	4	7

† Amends previous year's figure.

TABLE 4: Pupils at Primary and Secondary Schools Attending Full Time

Year (1 July)	PRIMARY State	PRIMARY Private	PRIMARY Total	SECONDARY State	SECONDARY Private	SECONDARY Total	Grand Total
1960 ..	372 953	52 887	425 840	99 913	19 293	119 206	545 046
1965 ..	416 541	57 244	473 785	132 560	25 073	157 633	631 418
1970 ..	466 633	50 904	517 537	158 302	28 441	186 743	704 280
1971 ..	468 267	51 009	519 276	161 442	29 267	190 709	709 985
1972 ..	469 809	50 859	520 668	167 577	29 804	197 381	718 049
1973 ..	471 160	50 711	521 871	172 675	30 201	202 876	724 747
1974 ..	473 099	50 574	523 673	177 582	31 014	208 596	732 269
1975 ..	474 578	50 745	525 323	187 950†	31 804	219 754	745 077
1976 ..	475 113	49 899	525 012	197 912	32 379	230 291	755 303

† Amends previous figure.

TABLE 5: All Pupils and Students at Educational Institutions

Year (1 July)	Full-time* Pupils and Students	Part-time Pupils and Students	Total Numbers	Percent of Mean Population
1960	557 163	84 228	641 391	27.0
1965	651 103	116 337	767 440	29.0
1970	737 393	153 961	891 354	31.6
1971	745 370	152 315	897 685	31.3
1972	755 180	150 958	906 138	31.1
1973	762 204†	160 816	923 020†	31.0
1974	768 895	170 707†	939 602†	30.9
1975	782 571	183 367	965 938	31.3
1976	793 481	196 388	989 869	31.7

* Full-time students include primary and secondary school pupils, kindergarten training centre and teachers' college students, full-time technical students and full-time university students.

† Amends number published previous years.

TABLE 6: Size of Classes at State Primary Schools at 30 September†

Number of Pupils	−19		20−24		25−29		30−34		35−39		40+		Total Classes
Year	Classes	Percent	Classes	Percent	Classes	Percent	Classes	Percent	Classes	Percent	Classes	Percent	
1965 ..	*	*	*	*	3 861	30.3	2 869	22.5	3 837	30.1	2 167	16.5	12 734
1970 ..	*	*	*	*	5 523	36.8	3 429	22.8	5 071	33.8	997	6.6	15 020
1971 ..	*	*	*	*	5 848	38.3	3 670	24.1	4 918	32.3	810	5.3	15 246
1972 ..	*	*	*	*	6 541	41.7	4 385	28.0	4 279	27.3	476	3.0	15 681
1973 ..	*	*	*	*	7 471	46.0	5 244	32.3	3 260	20.1	261	1.6	16 236
1974 ..	*	*	*	*	9 044	53.6	5 895	35.0	1 897	11.3	23	0.1	16 859
1975 ..	2 119	12.4	2 262	13.2	3 797	22.2	6 047	35.3	2 861	16.7	49	0.3	17 135
1976 ..	2 115	12.1	2 677	15.3	4 038	23.1	6 188	35.4	2 436	13.9	40	0.2	17 494

* Figures not available, included under 25-29.
† Includes primary schools, intermediate schools and departments, departmental schools, and Chatham Island schools.
Prior to 1970 special classes were excluded from this table but from 1970 onwards special classes are included in the official size of class statistics.

TABLE 7: Classification of Pupils at all Primary and Secondary Schools at 1 July

Year (1 July)	Unclassified*	Primer Classes	Standard 1	Standard 2	Standard 3	Standard 4	Form 1	Form 2	Form 3	Form 4	Form 5		Forms 6 and 7		Totals
											First Year	Others	Without U.E.	With U.E.	
1960	2 217	120 208	52 586	51 364	49 999	49 102	50 531	49 690	46 591	35 740	21 692	5 233	8 059	2 034	545 046
1965	1 003	141 655	57 368	56 707	56 588	54 310	53 325	52 427	51 583	46 076	32 961	9 030	14 545	3 840	631 418
1970	1 809	142 608	65 029	65 365	63 922	61 643	59 914	57 079	56 823	53 095	41 253	6 908	22 939	5 893	704 280
1971	2 146	137 525	62 930	65 431	65 202	63 644	62 362	60 000	57 215	53 440	43 038	6 613	23 849	6 590	709 985
1972	2 388	136 077	61 252	63 662	65 462	65 358	64 312	62 157	59 941	54 220	44 577	6 730	25 029	6 884	718 049
1973	2 224	137 066	60 568	61 822	63 987	65 728	65 910	64 566	62 256	56 823	44 759	6 622	25 417	6 999	724 747
1974	2 257	139 161	61 017	61 598	62 498	64 232	66 554†	66 356†	65 186	58 712	46 113	6 028	25 468	7 089	732 269
1975	1 982	142 646	61 723	62 294	61 958	62 778	65 264	66 678	66 739	61 989	49 594	6 458	27 578	7 396	745 077
1976	2 044	145 244	62 298	62 298	62 184	61 671	63 645	65 628	67 046	64 107	53 378	7 590	30 014	8 156	755 303

* From 1965 this column only includes children in special schools and school groups for the intellectually handicapped.
† Amends previous year's figures.

TABLE 8: Education Finance
$ (million)

Financial Year	Net Education Expenditure	Net Government Expenditure in National Accounting Terms*	Net Education Expenditure as Percentage of	
			Net Government Expenditure	Gross National Product
1960-61 ..	87.1	779.8	11.2	3.3
1965-66 ..	140.5	1 090.1	12.9	3.7
1970-71 ..	265.6	1 616.6	16.4	4.8
1971-72 ..	335.0	1 884.7	17.8	5.2
1972-73 ..	376.8	2 266.1	16.6	4.9
1973-74 ..	440.2	2 584.9	17.0	5.1
1974-75 ..	526.6	3 185.5‡	16.7‡	5.6
1975-76 ..	627.0	3 981	15.7	5.7‡
1976-77 ..	699.4	..	..	5.6†

*The figure of Government Expenditure is net expenditure on Central Government, including gross capital formation, as shown in tables in the publication *National Income and Expenditure* published by Department of Statistics.

†Based on an estimate by the New Zealand Institute of Economic Research in June 1976.

‡Amends previous years' figures.

TABLE 9: Maori Pupils at Primary and Secondary Schools Attending Full Time

Year (1 July)	Primary				Secondary				Grand Total
	State	Maori Schools	Private	Total	State	Maori D.H.S.	Private	Total	
1960	30 513	12 098	2 990	45 601	6 047	563	1 260	7 870	53 471
1963	38 841	10 182	3 087	52.110	8 473	639	1 490	10 602	62 712
1964	42 529	9 477	3 029	55 035	9 550	462	1 574	11 586	66 621
1965	45 916	8 754	2 898	57 568	10 560	314	1 796	12 670	70 238
1970	69 118	..	2 570	71 688	15 361	..	1 813	17 174	88 862
1972	72 005	..	2 630	74 635	17 530	..	2 054	19 584	94 219
1973	72 851	..	2 733	75 584	18 951	..	1 846	20 797	96 381
1974	74 192	..	2 974	77 166	19 798	..	1 980	21 778	98 944
1975	72 725	..	3 027	75 752	21 685	..	2 184	23 869†	99 621†
1976	72 717	..	3 106	75 823	24 469	..	2 354	26 823	102 646

† Amends previous year's figures.

TABLE 10: Students Taking Courses in Continuing Education

Year (1 July)	Full-time Courses			Part-time Courses			Totals			Students Attending Block and Sandwich Courses Held During Year
	Men	Women	Total	Men	Women	Total*	Men	Women	Total*	
1969..	439	570	1 009	45 659	34 152	79 811	46 098	34 722	80 820	13 098
1970..	763	1 119	1 882	57 461	44 234	101 695	58 224	45 353	103 577	17 619
1971..	879	1 357	2 236	56 973	39 833	96 806	57 852	41 190	99 042	20 784
1972..	1 226	1 892	3 118	57 543	34 427	91 970	58 769	36 319	95 088	23 416
1973..	1 219	2 159	3 378	60 550	40 031	100 581	61 769	42 190	103 959	24 523
1974..	1 212	2 349†	3 561†	61 077	45 117	106 194	62 289	47 258	109 547	26 105
1975..	1 290	2 550	3 840	66 065	53 385†	119 450	67 355	55 935†	123 290	27 189
1976..	1 430	3 083	4 513	64 388	58 636	123 024	65 818	61 719	127 537	27 784

*Part-time totals include all enrolments and do not agree with totals shown in table one which for all years exclude any students also enrolled full time at secondary schools (59 in 1974) (108 in 1975) (127 in 1976) and from 1973 also exclude any students enrolled in more than one course.

† Amends figures printed in previous year.

TABLE 11: Examination Passes

Examination Conducted by	Department of Education		Universities Entrance Board			Universities					Technicians Certification Authority			Trade Certification Board		
						First Degrees		Post-graduate				N.Z. Certificate 5-year Course		Certificates Issued		
Year	School Certificate[1]	Other[2]	University Entrance[3]	University Entrance Scholarship	University Bursaries A and B	Bachelor	Bachelor Honours	Degrees	Diplomas	Other Diplomas and Certificates	Technician Certificate 3-year Course	Intermediate	Final	Trade	Advanced Trade	Industrial Practice
1960 ..	11 660	1 464	5 354	50	206[5]	1 183	43	250	80	259	..	77	29	911	389	..
1965 ..	28 502	1 654	8 563	90	454[4]	1 710	124	567	95	372	14	387	180	1 216	909	36
1970 ..	42 544	2 654	13 205	116	3 103	3 176	275	845	216	664	151	787	559	5 779	408	33
1971 ..	45 078	1 047	13 754	120	3 460	3 519	403	893	274	726	145	857	606	2 733	671	18
1972 ..	46 987†	925	14 291	131	3 588	3 738	413	972	292	678	246	964	647	2 384	636	28
1973 ..	47 665	1 203	14 429	133	3 600	4 111	465	957	334	631	†294	†1 200	†719	2 510	747	20
1974 ..	49 200	854	14 517	139	3 731	4 544	544	1 068	331	641	334	†1 434	†882	2 115	645	16
1975 ..	52 346	844	15 334	138	3 858	4 415	491	1 009	459	780	318	*752	974	2 241	621	125
1976 ..	52 880	804	16 656	159	4 269	4 537	472	980	477	761	588*	620*	1 088*	1 475	647	229

* Provisional. † Amends number published previous year.

[1] For 1960 the number relates to four or more subject passes. For 1965, 1966 and 1967 the number includes passes in four or more subjects plus Certificate of Education passes in 1 to 3 subjects. From 1968 the number includes all passes in one or more subjects. Certificate of Attainment included in all numbers 1960 to 1973.
[2] From 1971 the number includes Trained Teachers Certificate, Diploma of Teaching, Technical Teachers Certificate, City and Guilds of London Institute Examinations. Prior to 1971 the number also included the following examinations which are not now administered by the department. Technological, Engineers and Surveyors Assistants and Public Service shorthand typists.
[3] Includes accredited passes and passes by examination.
[4] For 1960 the numbers relate to degrees and diplomas conferred in that year. From 1965 the numbers relate to the May graduation ceremony of the year shown.
[5] Passed with credit in the University Entrance Scholarship Examination.

TABLE 12: Students in Teacher Training: Enrolments as at 1 July

Course	Totals 1960-1976							1976		
	1960	1965	1970	1972	1973	1974	1975	Males	Females	Totals
Kindergarten trainees ..	90	229	321	412	476	561	568	7	514	521
Primary trainees	3 133	4 109	6 439	6 708	6 444	6 136	5 859	1 377	4 347	5 724
Secondary trainees	2 019	2 592	3 164	3 573	3 484	3 509	3 587	1 545	1 783	3 328
Total teacher trainees ..	5 342	6 930	9 924	10 693	10 404	10 206	10 014	2 929	6 644	9 573
Trainees accommodated at teachers colleges	3 672	4 790	7 587	8 088	7 811	8 004	7 779	1 952	5 569	7 521
Overseas trainees included in totals	Not known	80	69	62	62	67	48	*	*	40

* Male and female breakdown not available.

TABLE 13: Controlling Authorities

Schools Controlled by Department of Education

Correspondence School
Special Schools (at 31 March 1977): 6

State Primary (Including Special), Intermediate, District High, and Area Schools Controlled by Education Boards

PART A

Education Board	Number of Schools 1965	Primary Pupils 1 July 1965	Number of Schools 1976	Primary Pupils 1 July 1965
Auckland	366	102 525	441	137 802
South Auckland	337	68 785	381	80 845
Taranaki	122	16 306	112	15 694
Wanganui	155	25 997	149	25 352
Hawke's Bay	182	29 451	198	33 138
Wellington	239	53 113	233	62 700
Nelson	67	10 513	59	11 176
Canterbury	321	55 488	303	60 527
Otago	168	26 303	156	23 916
Southland	137	16 710	121	16 515
Maori Schools	128	8 754	(Transferred to board control 1969*)	
Totals	2 222	413 945	2 153	467 665

* The 114 Maori schools operating at the end of 1968 were distributed as follows: Auckland 44, South Auckland 44, Hawke's Bay 20, Wanganui 6. The distribution of pupils was: Auckland 2296, South Auckland 4182, Hawke's Bay 1476, and Wanganui 246.

PART B *State Secondary Schools at 31 March 1977*

Controlled by Board of Governors			Controlled by Education Boards		
	Schools	Boards	Boards	Schools	Secondary Departments*
1 school ..	149	149	Auckland	1	9
			South Auckland	3	5
2 schools ..	26	13	Taranaki	3	1
			Wanganui	1	
3 schools ..	9	3	Hawke's Bay	2	2
			Wellington	3	..
4 schools ..	24	6	Nelson	3	5
			Canterbury	2	7
5 schools ..	15	3	Otago	..	7
6 schools ..	6	1	Southland	7	1
Totals	229	175	10	25	37

Number of secondary schools 254
Number of secondary departments 37

Number of institutions offering secondary education .. 291

* Thirteen secondary departments of district high schools, 5 of reorganised district high schools, and 19 of area schools. Twenty-seven controlling boards have formed three secondary school councils for provision of administrative services. The councils are Christchurch (17 boards), Nelson (3 boards), and Wellington (7 boards).

PART C *Teachers' Colleges and Technical Institutes*

Institutions		Controlled by	
Teachers' colleges	9	Teachers' college councils	6
Technical institutes	14	Technical institute councils	13
		Board of governors	1
Community colleges ..	1	Community college councils	1