

It will be seen that the cost per pupil is greater in Chicago in the case of both primary and secondary schools. As regards the former, the difference in salaries alone is 18s. per head more in Chicago than in New Zealand; the excess of other expenses of maintenance in our schools is more than accounted for by such factors as the large number of small schools, the cost of the conveyance of school-children, and the larger cost of maintenance of wooden buildings, as against that of stone or brick buildings. It would not be unfair to compare the expenditure on salaries in the Chicago Elementary Schools with the corresponding expenditure in a New Zealand school with the same average attendance—viz., 924. We spend in such a school for the salaries and allowances of teachers about £2,371, or £2 11s. 4d. per pupil, as against £4 6s. 6d. in Chicago. On the other hand, in the American city the average number of children per teacher (all teachers being adults) is forty-two, whereas in such a school in one of our towns the average number per teacher (counting two pupil-teachers as equivalent to one adult) would be fifty-six, and the cost of living in Chicago is at least 20 to 25 per cent. higher than with us. The greater strength of the staff, by reason of the smaller size of the classes and the absence of pupil-teachers, makes, of course, for greater efficiency.

The salaries of supervising officers are fairly liberal; but those of teachers are not absolutely much higher than those of the teachers would be in schools of the same size in New Zealand, and if the difference in the cost of living be taken into account they cannot be regarded as so high. It may be interesting to quote some of the salaries: Superintendent of Schools, \$10,000; District Superintendents, \$4,000; Assistant Superintendents, \$2,000 to \$3,000; Principal of Normal School, \$5,000; Vice-Principal of Normal School, \$3,000; heads of departments and instructors, \$1,200 to \$2,500; teachers in normal practice schools, \$750 to \$1,200; principals of high schools, \$2,500 to \$3,000; principals of elementary schools, \$1,200 to \$2,500; assistants in elementary schools, \$550 to \$1,175; assistants in high schools, \$800 to \$2,500; assistants in deaf schools, \$750 to \$1,200; special teachers of household arts, \$750 to \$1,200; special teachers of manual training and physical culture, \$750 to \$1,400.

The average salary of principals of elementary schools in Chicago is £464, and that of assistants £166 18s., or of all teachers, £180 12s. The average number in attendance at a school is 924; in a public school of that size in New Zealand, the principal would receive as salary and house allowance £440, the assistants an average of £149 1s. 10d., and the average salary for the whole staff would be £173 6s. 8d., which would compare not unfavourably, taking all the circumstances into consideration, with the salaries of teachers in Chicago. It may be remarked, however, that a large proportion of the latter are women.

The average salary paid to principals of high schools in Chicago is £602, that of assistants is £303, and of all high-school teachers £313.

In New Zealand the average salaries are: High-school principals*—men, from £250 to £800, average, £463; women, from £250 to £450, average, £343. Assistants—men, average, £226; women, average, £139. Average for all principals, £425; average for all assistants, £187. Principals in the four chief towns, from £500 to £800 for men, and £300 to £450 for women; average—men, £654; women, £408; men and women £562.

School Buildings.

A great deal of attention has been devoted of late years in Chicago to school buildings, and much more room is allowed per pupil than we are accustomed to think sufficient in New Zealand. It must not be forgotten, however, that within a school building the authorities there have to provide for a large boiler-room and for blast-chambers to secure the proper heating and ventilation of the building, especially in the winter months; for indoor playgrounds; for sanitary conveniences and lavatories; and that woodwork, and other forms of manual training, cookery, and other branches of domestic science, have provision made for them in the school building; that the school library and school museum are often important enough to require large special rooms; that there are many store-rooms and teachers' rooms, and almost invariably a spacious (and frequently elegant) assembly hall; in many schools a luncheon-room, with kitchen and pantries attached; and in all new schools gymnasiums are to be included.

The latest plans for large schools will be understood from the illustrations. The Moos School contains 26 class-rooms, holding upon an average

* Five principals (out of twenty-eight) have residence or house allowance, and two others have board and residence. Out of 167 assistants, six have residence or house allowance, and twenty-four others have board and residence.