

SESSION II.
1912.
NEW ZEALAND

E D U C A T I O N : THIRTY-FIFTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

[In continuation of E.—1, 1911.]

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

C O N T E N T S.

Primary Education :	Page	Secondary Education :	Page
Number of Public Schools	3	Number of Schools	45
Roll Number	5	Roll and Attendance	45
Attendance	6	Free Secondary Education	47
Age and Sex of Pupils	8	Scholarships held at Secondary Schools and	
Maori Children receiving Primary Instruc-		District High Schools	49
tion	9	Junior National Scholarships	49
Europeans in Native Schools	10	Education Board Scholarships	49
Private Schools	10	Foundation (or Governors') Scholarships ..	50
Classification and Examination	11	Private Scholarships	50
Conveyance of Children	12	Staffs of Secondary Schools	50
Free School-books	13	Salaries of Secondary Teachers	50
<i>The School Journal</i> , &c.	13	Finances of Secondary Schools	51
Staffs of Public Schools	14	Lower Departments	53
Salaries of Teachers	17	Higher Education :	
Status of Teachers in regard to Certificates ..	17	New Zealand University and Affiliated Colleges	53
Training of Teachers	19	New Zealand University	54
Finances of Education Boards	21	Degrees and Scholarships	55
Education Reserves	27	Affiliated Colleges	56
Native Schools	28	Finances of the Affiliated Institutions ..	57
Chatham Islands	32	Scholarships, Business, &c.	59
Special Schools :		The University Endowment Act, 1868	
Afflicted and Dependent Children	32	General :	
Children under State Guardianship	34	Expenditure out of Public Funds on Education	60
Infant-life Protection	35	National Endowment	64
School for the Deaf	35	Annual Examinations	65
Jubilee Institute for the Blind	36	Teachers' Superannuation Fund	66
Special School for Boys of Feeble Mind ..	36	Public Libraries	66
Manual and Technical Instruction :		Junior Cadets	67
Manual Instruction in Schools	36	Education Commission	67
Technical Instruction	39	Census Returns, April, 1911	67
		Appendix :	
		Expenditure of Parliamentary Appropriations	
		for Financial Year ending 31st March, 1912	70

FOR INDEX, SEE PAGE 75.

Office of the Department of Education,

MY LORD,—

Wellington, 14th August, 1912.

I have the honour, in accordance with the provisions of the Education Act, 1908, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ending the 31st December, 1911.

I have, &c.,

J. ALLEN.

His Excellency the Right Honourable Lord Islington,
Governor of the Dominion of New Zealand.

REPORT.

CONTENTS.

THIS report, with its appendices, gives the information which is of general public interest with regard to the administration of the Education Act, 1908, the Education Amendment Acts, 1908 and 1910, and the Education Reserves Acts, 1908 and 1910, the expenditure of public funds appropriated by Parliament for educational purposes, and the principal statistics relating to matters which are more fully dealt with in separate papers, as follows:—

- E.-2. Primary Education ;
with appendices, namely,—
Appendix A. Reports of Education Boards ;
Appendix B. Reports of the Land Boards on the Administration of the Education Estate.
Appendix C. Reports of Inspectors ;
Appendix D. Training of Teachers ;
Appendix E. List of Public Schools and Teachers, with certain Details of Expenditure.
- E.-3. Native Schools.
- E.-4. Special Schools and Infant-life Protection.
- E.-5. Manual and Technical Instruction.
- E.-6. Secondary Education.
- E.-7. Higher Education.
- E.-8. Annual Examinations.
- E.-9. Teachers' Superannuation.
- E.-9A. Actuary's Report on Teachers' Superannuation Fund.
- E.-10. Public Libraries.
- E.-11. Junior Cadets.
- E.-12. Education Commission.

In this report summaries are made of the more important tables appearing in the separate papers above mentioned. These summaries are numbered with the letters from the alphabet from A to N, and the tables from which they were prepared will be found in the separate paper concerned, numbered A1, A2, B1, B2, &c. Where information in any section of this report has been prepared from tables appearing in the other reports above named, a reference will be found under the heading of the section to the table concerned and the report in which it is printed.

PRIMARY EDUCATION.

Number of Public Schools.

(E.-2.—Table A1.)

The number of public schools open at the end of 1911 was 2,166, as against 2,096 for the year 1910, an increase of 70.

In Table A the schools are classified according to the yearly average attendance. In a number of cases schools maintained in grades under Schedule A of clause 2 of the staffs and salaries regulations are included in this table in such grades, although the average attendance of these schools respectively for 1911 was below the minimum of the grades as indicated in Table A. The classification is in accordance with the provisions of the Education Amendment Act, 1908, which came into operation on the 1st January, 1909.

The number of small schools with an average attendance not exceeding 15 has increased since 1910 from 527 to 555. There has likewise been a marked increase in schools with an average attendance of 16 to 80—1,225 as compared with 1,196. Of schools with an average attendance of over 80 the number has also increased by 13—386 as against 373. It will thus be seen that the increase in attendance has been general throughout all grades of schools, a fact commented upon in the section dealing with attendance in the primary schools.

Schools with an average of 35 or under are sole-teacher schools. On referring to Table A it will be seen that there were 1,318 such schools. But, as already stated, schools are in some cases maintained in a higher grade than their average attendance would appear to warrant, while on the other hand a number of schools in charge of sole teachers at the beginning of the year had so risen in attendance as to be entitled to assistant teachers before the end of the year. Thus in Grade IV there were, in 1911, 27 schools the average attendance of which did not warrant the appointment of an assistant teacher, but in Grades II and III nine schools had the services of an assistant teacher. There were therefore altogether 1,336 schools in 1911 in charge of sole teachers, an increase of 45 over last year. In other words, in 1911 sole-teacher schools formed 62 per cent. of the total number of public schools in the Dominion. The aggregate average attendance at these sole-teacher schools in 1910 was 22,793, or 16·7 per cent. of the total average attendance of the Dominion; in 1911 the aggregate was 24,579, or 17·1 per cent. The average per school was 17·8 per cent., or 23·76 omitting schools below 16 in average attendance.

The number of schools with two or more teachers was, in 1910, 805. In 1911 the number was 830. Of these schools there were, in 1910, 28 with an average attendance exceeding 600, and 31 in 1911.

During the year 1911 85 schools were closed. Several of these schools, although reckoned as closed in their original form, were reopened in another: in some cases two schools were amalgamated; in some, half-time schools became separate full-time schools; and so on. Including such reopened schools, the total number of schools opened during the year was 155. The following list shows the number of schools opened and closed in each of the various education districts:—

INCREASES AND DECREASES IN NUMBER OF PUBLIC SCHOOLS.

District.	Number of Schools closed.	Number of Schools opened.	Increase in Number of Schools.	Decrease in Number of Schools.
Auckland	41	70	29	..
Taranaki	3	5	2	..
Wanganui	2	7	5	..
Wellington	1	10	9	..
Hawke's Bay	6	11	5	..
Marlborough	6	11	5	..
Nelson	5	9	4	..
Grey	5	2	..	3
Westland	2	3	1	..
North Canterbury	3	9	6	..
South Canterbury	2	4	2	..
Otago	6	6	..	..
Southland	3	8	5	..
	85	155		
		85		
Increase (1911) .. ..	..	70		

The net increase in the number of schools open at the end of the year is thus 70.

The total number of public schools in each grade is shown in Table A, the corresponding figures for the previous year being shown for purposes of comparison.

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1910 AND 1911.

Grade (as in Education Amendment Act, 1908).			Number of Schools.		Grade (as in Education Amendment Act, 1908).			Number of Schools.	
			1910.	1911.				1910.	1911.
0. (1-8) .. ..	..	..	155	162	9. 9A. (451-500) .. ..	..	..	8	7
1. (9-15) .. ..	..	..	372	393	9. 9B (501-550) .. ..	..	..	12	12
2. (16-25) .. ..	..	..	469	480	9. 9C (551-600) .. ..	..	..	5	4
3. (26-35) .. ..	..	..	284	283	10A. (601-650) .. ..	..	..	9	12
4. (36-80) .. ..	..	..	443	462	10B (651-700) .. ..	..	..	8	5
5. (81-120) .. ..	..	..	126	127	10C (701-750) .. ..	..	..	2	6
6. 6A. (121-160) .. ..	..	..	51	58	10D (751-800) .. ..	..	..	2	3
6. 6B (161-200) .. ..	..	..	37	33	10E (801-850) .. ..	..	..	4	2
7. 7A. (201-250) .. ..	..	..	35	34	10F (851-900) .. ..	..	..	2	2
7. 7B (251-300) .. ..	..	..	24	27	10G (901-950) .. ..	..	..	..	..
8. 8A (301-350) .. ..	..	..	20	24	10H (951-1,000) .. ..	..	..	1	..
8. 8B (351-400) .. ..	..	..	15	13	10I (1,001-1,050) .. ..	..	..	..	1
8. 8C (401-450) .. ..	..	..	12	16					
					Totals .. ..	..	..	2,096	2,166

For the number of schools in each education district, classified in grades, reference should be made to Table A1, in the primary-education report, E.-2.

Roll Number.

(E.-2.—Tables A1, B1, B2, B3, and E1.)

The average weekly roll number for 1911 showed an increase for each quarter over that for the corresponding quarter of 1910. The mean of the average weekly roll for the four quarters was—

Mean of average weekly roll, 1910	154,756
" " 1911	159,299
Increase in 1911	4,543
Increase per cent in roll number, 1911	2.9

The additions to the roll were again much more marked in the North Island, where settlement has of late years been more rapid than in the South; but, with the exception of Marlborough and Grey, every district showed at least some increase. As usual, the increase was most noticeable in the December quarter.

Number on roll at end of 1910	156,324
" " 1911	161,648
Increase in 1911	5,324

Table B shows the numbers on the roll at the end of 1911, classified according to age and standards. Reference to some of the more interesting facts disclosed by this table will be found under the headings "Age and Sex of Pupils," page 8, and "Classification and Examination," page 11.

TABLE B.—CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1911.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	7,124	6,403	7	5	..	..	..	..	..	..	..	..	..	..	..	..	7,131	6,408
6 " 7 ..	9,166	8,406	139	145	2	5	..	..	..	..	..	..	..	..	..	..	9,307	8,556
7 " 8 ..	8,614	7,650	1,337	1,434	140	155	3	7	..	..	..	..	..	..	..	..	10,094	9,246
8 " 9 ..	4,645	3,922	3,565	3,570	1,224	1,317	145	164	8	4	..	..	..	..	..	..	9,587	8,977
9 " 10 ..	1,640	1,273	3,162	2,711	3,266	3,341	1,094	1,199	134	112	4	2	..	..	..	..	9,300	8,638
10 " 11 ..	519	370	1,376	1,164	3,017	2,763	3,062	3,061	1,034	1,102	95	108	11	7	..	..	9,114	8,575
11 " 12 ..	181	152	502	378	1,429	1,191	2,949	2,732	2,727	2,632	891	923	118	90	2	3	8,799	8,101
12 " 13 ..	79	51	162	136	575	419	1,565	1,249	2,763	2,467	2,371	2,269	798	786	33	40	8,346	7,417
13 " 14 ..	45	33	60	52	182	119	698	493	1,586	1,310	2,426	2,300	1,937	1,903	198	210	7,132	6,420
14 " 15 ..	13	4	21	14	49	26	169	93	530	340	1,202	930	1,616	1,479	397	384	3,997	3,270
Above 15 ..	8	2	3	1	11	4	30	21	117	77	355	224	743	544	488	605	1,755	1,478
Total ..	32,034	28,266	10,334	9,610	9,895	9,340	9,715	9,019	8,899	8,044	7,344	6,756	5,223	4,809	1,118	1,242	84,562	77,086

Table BA shows the mean average roll number for every fifth year from 1878 to 1898, and for each of the last twelve years; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll, and the number of teachers employed in the public schools.

TABLE BA.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	Mean of Average Weekly Roll.	Average Attendance, Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.					
					Adults.			Pupil-teachers.		
					M.	F.	Total.	M.	F.	Total.
1878 ..	748	..	*48,773	..	707	454	1,161	118	332	450
1883 ..	971	90,859	69,838	76.9	905	656	1,561	159	571	730
1888 ..	1,158	113,636	†90,108	79.3	1,039	887	1,926	219	694	913
1893 ..	1,375	125,692	†100,321	79.8	1,107	1,096	2,203	238	825	1,063
1898 ..	1,655	133,782	111,636	83.4	1,234	1,370	2,604	229	831	1,060
1900 ..	1,707	132,897	111,748	84.1	1,216	1,415	2,631	206	749	955
1901 ..	1,715	132,868	111,797	84.1	1,222	1,446	2,668	184	771	955
1902 ..	1,754	133,952	113,711	84.9	1,272	1,685	2,957	143	604	747
1903 ..	1,786	134,748	113,047	83.9	1,270	1,726	2,996	147	552	699
1904 ..	1,827	136,282	116,506	85.5	1,272	1,797	3,069	144	505	649
1905 ..	1,851	138,471	120,265	86.9	1,302	1,835	3,137	151	528	679
1906 ..	1,921	140,320	121,958	86.9	1,314	1,887	3,201	153	518	671
1907 ..	1,963	141,946	120,026	84.6	1,332	1,955	3,287	172	478	650
1908 ..	1,998	145,974	127,160	87.1	1,331	2,021	3,352	161	476	637
1909 ..	2,057	151,142	132,773	87.8	1,406	2,208	3,614	166	530	696
1910 ..	2,096	154,756	135,738	87.7	1,456	2,252	3,708	174	526	700
1911 ..	2,166	159,299	142,186	89.3	1,493	2,351	3,844	179	528	707

*Average of three quarters.

† Strict average.

‡ Working average.

§ Exclusive of 32 male and 151 female probationers.
|| Exclusive of 41 male and 178 female probationers.

A comparison between New Zealand and the various Australian States, which are somewhat similarly placed in regard to the facilities for regular school attendances, reveals the fact that this Dominion easily takes the lead in the matter of regularity of attendance.

New Zealand	..	..	..	..	..	..	89.3
Western Australia	..	..	..	..	..	..	84.0
New South Wales	..	..	..	..	..	..	79.1
Queensland	..	..	..	..	..	..	77.4
South Australia	..	..	..	..	..	..	71.2
Victoria	..	..	..	..	..	..	72.0
Tasmania	..	..	..	..	..	..	70.0

NOTE.—In some cases in the above table the percentage has been computed on the “strict” average. It is estimated, however, that if the same method of computation were adopted in the New Zealand figures the difference would be about only 1 per cent.

In New Zealand the district having the lowest average was Grey—87.1—an increase, however, of 2.4 over last year.

Two years ago the North Island had attained the same percentage of regularity as the South. The high average of Otago, and the great improvement shown by North Canterbury, have, however, raised the South Island average 1.3 per cent. above the North, although the latter has improved appreciably since 1909. The figures for the past five years are as follows:—

							Attendance per Cent. of Roll.	
							North Island.	South Island.
1907	..	..	..	..	..	..	83.7	85.6
1908	..	..	..	..	..	..	86.7	87.6
1909	..	..	..	..	..	..	87.8	87.8
1910	..	..	..	..	..	..	87.4	88.1
1911	..	..	..	..	..	..	88.7	90.0

It is confidently anticipated that next year, when the section of the Education Amendment Act above referred to becomes more widely known, and parents awake to the fact that by detaining their children from attending school for even a single day they are infringing the provisions of the Act, the standard of attendance will be even higher than it is at present.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each quarter of the years 1910 and 1911 was as follows:—

				Actual Attendance.		Per Cent. of Roll.	
				1910.	1911.	1910.	1911.
First quarter	...	...	...	134,636	143,081	87.9	91.1
Second quarter	...	...	...	134,438	140,787	87.3	89.0
Third quarter	...	...	...	133,984	140,038	86.7	87.9
Fourth quarter	...	...	...	139,895	144,837	88.9	89.1
Whole year	...	...	...	135,738	142,186	87.7	89.3

The above figures represent those actually in attendance at all public schools, including district high schools. To obtain the exact attendance of all children at primary schools subject to inspection it will be necessary to add those attending Native village schools, Chatham Islands schools, private primary schools, and the lower departments of secondary schools, and to subtract the secondary pupils attending the district high schools. We then get the following results:—

							1911.
Public schools	...	...	...	...	...	...	142,186
Native village schools	...	...	...	...	...	...	3,990
Chatham Islands schools	...	...	...	...	...	...	80
Private primary schools	...	...	...	...	...	...	14,084
Lower departments of secondary schools	...	...	...	...	...	...	244
Total	...	...	...	...	...	...	160,584
Less secondary departments of district high schools	...	...	...	...	...	...	1,889
Total average attendance of primary scholars	...	...	...	...	...	...	158,695

Age and Sex of Pupils.

(E.-2.—Table C1.)

Table C shows the age and sex of the pupils on the rolls of the public schools of the Dominion at the end of 1911, and the percentage of the roll for each age.

TABLE C.—AGE AND SEX OF PUPILS, DECEMBER, 1911.

Ages.	1911.			Percentages for Five Years.				
	Boys.	Girls.	Total.	1907.	190 .	1909.	1910.	1911.
5 and under 6 years	7,131	6,408	13,539	8.0	8.2	8.7	8.4	8.4
6 " 7 "	9,307	8,556	17,863	10.5	10.6	10.8	11.2	11.1
7 " 8 "	10,094	9,246	19,340	11.6	11.7	11.6	11.5	12.0
8 " 9 "	9,587	8,977	18,564	11.1	11.3	11.4	11.4	11.5
9 " 10 "	9,300	8,638	17,938	11.4	11.0	11.2	11.3	11.1
10 " 11 "	9,114	8,575	17,689	11.3	11.2	10.7	10.9	10.9
11 " 12 "	8,799	8,101	16,900	11.0	10.9	10.6	10.2	10.5
12 " 13 "	8,346	7,417	15,763	10.5	10.4	10.2	10.0	9.6
13 " 14 "	7,132	6,420	13,552	8.7	8.4	8.5	8.5	8.4
14 " 15 "	3,997	3,270	7,267	4.0	4.2	4.3	4.5	4.5
15 and over	82,807	75,608	158,415	98.1	97.9	98.0	97.9	98.0
	1,755	1,478	3,233	1.9	2.1	2.0	2.1	2.0
Totals	84,562	77,086	161,648	100.0	100.0	100.0	100.0	100.0

It will, however, be found that Table B, on page 5, gives very much fuller information in regard to both age and sex.

Age.—Of the children, 53.8 per cent. are under ten, and 46.2 per cent. are over ten. This proportion has remained constant for the past three years.

Sex.—For every 100 boys on the rolls of the public schools there were 91 girls. This proportion has remained practically stationary for several years past. According to the census returns for 1911 there were 100 boys between the ages of five and fifteen for every 97 girls. Now that it is compulsory for all children of school age to attend a school whenever it is open, it may well be asked what is the reason for this discrepancy. Certainly it is true that a larger proportion of girls attend private primary schools, but even after taking these into consideration we find that the numbers are 100 boys to every 94 girls. An examination of the figures set out in Table B reveals two important sources of leakage. In the first place, we find that for every 100 boys between the ages of five and six in attendance at public schools there were between 89 and 90 girls; and, secondly, of children thirteen years and over there were 100 boys to every 87 girls. With regard to this last figure, it might be supposed that girls, being somewhat quicker at passing through the standards than boys, enter the high school at an earlier age; but a glance at the figures for the secondary schools immediately negatives such an argument—there are only 70 girls in attendance to every 100 boys. We then arrive at three conclusions: (1) A considerable number of girls never enter the primary schools; (2) generally speaking, girls enter the primary schools at a later age than boys; (3) generally speaking, girls leave the primary schools at a much earlier age than boys.

In regard to (1), the census figures for 1911 throw some light on the matter; a larger proportion of girls than boys receive instruction at home—2,791 as against 2,057. Such home instruction, if reasonably efficient, is a ground for exemption under section 150 of the Education Act.

No. (2) is no doubt due to the reluctance of parents to send their girls to school at too early an age. The compulsory age is seven years.

No. (3) may be due to two causes, both of which, however, are closely related. It will be seen that, although there are only 87 girls to every 100 boys in attendance over the age of thirteen years, there are 92 girls to every 100 boys in Standard VI. The reason is that girls develop mentally at a more rapid rate than boys, and consequently pass through the standards at an average rate of a year quicker than boys. Hence a proportionately large number of girls succeed in obtaining an exemption certificate a year or more before they reach the age of exemption, and of these many are withdrawn from school immediately, before the child has obtained the full benefit of school discipline and instruction. A somewhat greater degree of differentiation in the work of the girls from that of the boys in the

higher classes, more especially in the direction of giving them some instruction and training in home science, would leave less excuse for the apparent failure of parents to appreciate the fact that the sound education of girls is just as important as that of boys.

An examination of the figures published by the Department of Public Instruction in New South Wales reveals a precisely similar condition of affairs in that State.

It is interesting, in this connection, to note the proportion of girls to boys in the whole population between the ages of five and fifteen and on the rolls of the public primary schools of England, the United States, and Australia. For every hundred boys we find the number of girls to be as follows:—

						Population, 5-15.	Schools.
England .. .. .	..	..	..	..	..	100	98
United States .. .. .	..	..	..	..	..	98	98
Queensland .. .. .	..	..	..	..	..	98	94
New South Wales .. .. .	..	..	..	..	..	98	91
Victoria .. .. .	..	..	..	..	..	98	95
Western Australia .. .. .	..	..	..	..	..	99	91
Tasmania .. .. .	..	..	..	..	..	98	92
New Zealand .. .. .	..	..	..	..	..	97	91

Table C1 in E.-2 shows the age and sex of the pupils on the rolls of the public schools in the several education districts at the end of 1911.

Maori Children receiving Primary Education.

(E.-3.—Tables H5 and H5a.)

At the end of 1911 there were 4,685 Maori children receiving instruction in public schools. The total number of Maoris under instruction in all primary schools was as follows:—

At Native village schools .. .. .	..	..	..	..	..	..	4,039
At Native mission schools .. .. .	..	..	..	..	..	..	230
At public schools .. .. .	..	..	..	..	..	..	4,685
Total .. .. .	..	..	..	..	..	..	8,954

This number does not include Maoris attending schools not under inspection or private schools subject to inspection; of these no separate return is made.

The classification of Maori children attending Native village schools will be found on page 29. The following table shows the age, sex, and classification of the Maoris attending public schools:—

TABLE CA.—MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1911.

Years.		Class P.		S1.		S2.		S3.		S4.		S5.		S6.		S7.		Total.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under	6 ..	169	122	..	..	..	..	..	..	..	..	..	..	..	..	..	..	169	122
6	7 ..	274	230	2	2	..	..	..	..	..	..	..	..	..	..	..	..	276	232
7	8 ..	325	283	3	12	..	3	..	..	..	..	..	..	..	..	..	..	328	298
8	9 ..	257	226	47	40	13	8	..	1	..	..	..	..	..	..	..	..	317	275
9	10 ..	158	147	74	66	40	47	15	7	2	2	1	..	..	..	..	..	290	269
10	11 ..	114	98	97	55	65	63	36	28	4	7	..	..	..	..	..	..	316	251
11	12 ..	82	91	51	50	77	54	60	50	20	19	5	3	..	1	..	..	295	268
12	13 ..	26	20	38	39	52	44	60	29	41	33	17	14	2	1	..	..	236	180
13	14 ..	21	24	17	19	41	25	47	24	30	27	31	16	6	8	..	1	193	144
14	15 ..	11	4	11	5	9	2	9	6	23	12	22	14	18	8	2	..	105	51
15 and over	..	4	..	..	2	1	2	5	3	6	7	11	9	13	2	3	2	43	27
Totals	..	1,441	1,245	340	290	298	248	232	148	126	107	87	56	39	20	5	3	2,568	2,117

Average Age of Maori Pupils in Various Classes.

		Average Age.				Average Age.	
		Yrs.	mos.			Yrs.	mos.
Class P. .. .. .	..	8	2	Class S4 .. .. .	..	12	10
„ S1 .. .. .	..	10	4	„ S5 .. .. .	..	13	7
„ S2 .. .. .	..	11	2	„ S6 .. .. .	..	14	4
„ S3 .. .. .	..	12	0	„ S7 .. .. .	..	15	0

N.B.—For the purposes of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori.

Number to whom has been granted a certificate of proficiency ..	29
" " competency in S6 ..	5
Total	<u>34</u>

Number of schools at which Maori scholars were in attendance, 551.

In the above table it is a matter of comment that so few Maori scholars reached the higher standards. A comparison between this table and that shown on page 29 will at once show that Native schools compare much better in this respect. The reason, no doubt, is that in a school where there are only one or two Maori children among a hundred or more Europeans the education of a Maori is apt to be left to take care of itself. Again, if the above table is compared with Table B, appearing on page 5, it will be noticed that over a third of the pupils of, say, twelve years and upwards in preparatory classes and Standard I are Maoris. While this is no doubt due in part to the fault referred to above, it is also to a great extent accountable by the fact that many Maoris, living in remote districts, never enter the walls of a school until they are ten or eleven years of age, or even older.

No Native schools were handed over to Education Boards during the year, but the attendance of Maoris has risen considerably since last year. The policy is steadily followed of gradually transferring Native schools to the Boards as the extension of European settlement and the ability of the Maoris to speak English and to adapt themselves to European customs render the field suitable for the ordinary machinery of education. It is part of the same policy to assimilate the programme of work in Native schools as nearly as possible to that in public schools, and to make no distinction in point of salary between teachers in the two classes of schools.

Europeans in Native Schools.

(E,-3,—Table H4.)

There were 518 European children attending Native village schools at the end of the year. Children intermediate in blood between half-caste and European are reckoned as European. The following table shows the age, sex, and classification, of these children :—

TABLE CB.—EUROPEAN SCHOLARS ATTENDING NATIVE SCHOOLS AT THE END OF DECEMBER
QUARTER, 1911.

Years.	Class P.		S1.		S2.		S3.		S4.		S5.		S6.		S7.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under	6	20	11	..	..	..	..	..	..	..	..	..	..	..	..	..	20	11
6 "	7	38	26	2	1	..	1	..	..	..	..	..	..	..	..	..	40	28
7 "	8	29	20	4	7	5	1	..	..	..	..	..	..	..	..	..	38	28
8 "	9	15	13	9	3	7	5	5	..	1	..	..	..	..	..	..	37	21
9 "	10	13	6	7	6	13	12	3	6	1	1	..	..	..	..	..	37	31
10 "	11	2	4	4	1	8	8	5	6	2	6	1	3	..	..	..	22	28
11 "	12	..	1	1	..	4	3	7	4	8	11	5	5	1	2	..	1	26
12 "	13	1	..	..	..	2	..	2	7	7	3	3	8	10	..	..	3	25
13 "	14	..	..	..	..	1	2	1	..	5	..	5	6	5	10	..	3	17
14 "	15	..	..	..	..	..	..	1	..	2	..	2	2	7	4	4	6	16
15 and over	..	..	..	..	..	..	..	..	1	1	2	2	1	..	3	2	8	4
Totals	..	118	81	27	18	40	32	24	23	27	22	18	25	16	7	15	286	232

Private Primary Schools.

By section 170 of the Education Act, 1908, the teachers or managers of any private primary school may apply to have the school inspected, and the school thereupon becomes "subject to inspection," and no education given to children between the ages of seven and fourteen is deemed efficient, so as to be legal ground for exemption from attendance at a public school, unless it is given at home or in a school subject to inspection. There is therefore indirectly a compulsion on all private primary schools to become subject to inspection. Such private schools

are inspected by officers of Education Boards. The following are the particulars in regard to these schools for the year 1911:—

Total number of schools inspected	183
Total roll number	15,914
Average attendance	14,084
Total roll at annual examination	15,404
Number present at annual examination	14,233
Number present in preparatory classes	5,774
Number present in S6	928
Number present in S7	244
Number of proficiency certificates issued	581
Number of competency certificates issued	174

The standard of regularity of attendance was very satisfactory, being 88·5 per cent. of the total roll number.

Classification and Examination.

Table D is a summary for the whole Dominion of Table D1 in E.-2, which shows the numbers in the several classes for the various districts. The proportion of pupils in the preparatory classes is still steadily increasing. In 1909 it was 36·66 per cent., in 1910, 37·15 per cent. in 1911, 37·30 per cent.

TABLE D.—CLASSIFICATION OF PUPILS AT PUBLIC SCHOOLS, DECEMBER, 1911.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1907.	1908.	1909.	1910.	1911.
Class P	32,034	28,266	60,300	31·11	34·27	36·66	37·15	37·30
" S1	10,334	9,610	19,944	12·05	11·96	12·25	12·17	12·34
" S2	9,895	9,340	19,235	12·10	11·61	11·82	11·94	11·90
" S3	9,715	9,019	18,734	12·04	11·98	11·34	11·44	11·59
" S4	8,899	8,044	16,943	11·46	11·20	10·78	10·39	10·48
" S5	7,344	6,756	14,100	10·24	9·65	9·08	9·10	8·72
" S6	5,223	4,809	10,032	7·79	6·87	6·56	6·16	6·21
" S7	1,118	1,242	2,360	3·21	2·46	1·51	1·65	1·46
Totals	84,562	77,086	161,648	100·00	100·00	100·00	100·00	100·00

More detailed information in regard to the classification of pupils can be obtained on reference to Table B appearing on page 5. A study of this Table shows how much quicker girls pass through the standards than do boys. It will also be noticed that a larger proportion of girls than boys remain in Standard VII.

The following is a summary of the examination statistics for 1911:—

Total roll at time of annual examination	162,536
Present at examination	155,244
Present in preparatory classes	56,770
Present in classes S6	9,742
Present in classes S7	1,757
Standard VI certificates gained, viz.,—	
Certificates of proficiency	7,212
" competency	1,808
	9,020

Details of these figures for each district are given in Table D2 of the Primary Education Report.

Average Age.—The average ages of the pupils in the several classes for the two years 1910–11 were as follows:—

				1910.		1911.	
				Yrs.	mos.	Yrs.	mos.
Preparatory classes .. .. .	...	...	...	7	0	7	1
Class S1 .. .. .	...	...	...	9	2	9	1
" S2 .. .. .	...	...	...	10	2	10	2
" S3 .. .. .	...	...	...	11	3	11	3
" S4 .. .. .	...	...	...	12	3	12	2
" S5 .. .. .	...	...	...	13	1	13	2
" S6 .. .. .	...	...	...	14	0	13	11
" S7 .. .. .	...	...	...	15	0	15	0
Mean of average ages .. .. .	...	...	...	9	10	9	9

Details for the several districts will be found in Table D3 of E.-2.

The Inspector-General of Schools has felt it his duty once more to bring under notice (see E.-2) the gradual increase in the proportion of children in preparatory classes. During the year he has obtained fuller information on the subject, and has accordingly been enabled to define the position more accurately. He points out that, while the percentages of children on the school roll from 5 to 8 years of age have increased in the years 1905-11 from 29·8 to 31·4 the percentage on the roll of the preparatory classes has risen from 28·3 to 37·3, an increase of 9 per cent., as against 1·6. The following figures show how much more rapidly the number of pupils in preparatory classes has increased than those of five to eight years of age :—

					<i>Roll.</i>	Children 5 to 8 Years of Age.	Children in Preparatory Classes.
1905	39,781	36,823
1911	50,742	60,300
Increase	10,961	23,477

Several Boards consider that this exceptional increase is not an occasion for alarm or anxiety, as comparatively few pupils proceed to the secondary schools, and the long wait in the preparatory classes compels the average pupil to spend longer at school before reaching the standard of exemption. There can be no doubt, however, that from the point of view of the community at large no benefit can accrue by keeping back pupils capable of more advanced work.

Table D4 shows the number of pupils in each education district receiving instruction in the various subjects set forth in the syllabus. As reading, writing, arithmetic, English grammar, geography, elementary science and drawing, object-lessons and vocal music are compulsory subjects, and history must be taken unless the parent objects, no separate return has been prepared of these subjects. It may be of interest to compare the numbers doing nature-study, handwork, and elementary agriculture during the past five years. The total number doing handwork in 1910 and 1911 is not available, as the number has been split up under the headings of the various subjects included under the general title of handwork—viz., cookery, woodwork, needlework, elementary agriculture, and other branches of handwork.

				Number of Pupils.				
				1907.	1908.	1909.	1910.	1911.
Roll	..	..	..	141,071	147,428	152,416	156,324	161,648
Nature-study	..	..	..	122,660	128,716	134,651	136,341	129,796
Handwork	..	..	..	105,514	112,952	116,588	..	..
Elementary agriculture and dairy-work	}	Comprising "Handwork."	{	6,000	8,000	10,200	15,159	18,546
Cookery				..	..	..	5,155	6,110
Woodwork				..	..	..	5,532	6,742
Needlework				53,789	55,065	55,911	54,606	57,968
Other branches of handwork				..	..	..	100,772	109,763

It will be seen from the above table that the number taking the various subjects of manual instruction has increased in every case, and in most cases more than proportionately to the increase in the roll number.

Conveyance of Children.

Conveyance by Rail.—Since the year 1895 children out of the reach of a primary school, but living near to a convenient line of railway, have been granted free passes to the nearest public school or private school; in 1902 this privilege was extended to holders of scholarships and free places in secondary schools, district high schools, and technical schools; and at the beginning of 1909 the same concession was granted to other secondary pupils who were compelled to travel by rail in order to attend school.

The amount paid on this account for railway fares in the years 1910 and 1911 was as follows :—

	1910.	1911.
	£	£
Primary pupils	4,961	4,753
Pupils attending—		
(a.) Secondary schools	2,323	2,308
(b.) District high schools.. .. .	1,354	1,426
(c.) Technical schools	3,798	4,359
	<hr/>	<hr/>
	£12,436	£12,846

Conveyance by Road and Water.—By section 44 (e) of the Education Act, Boards are empowered to arrange, where necessary, for the conveyance of children to and from school, and conveyance by road or water is accordingly arranged in districts where the population is widely scattered, and the necessary facilities for conveyance are obtainable. For children under ten living more than three miles away from school by the nearest road, and for children of ten and upwards living more than four miles away, the Department makes the Boards an allowance of 6d. for each return trip—that is, the conveyance of one child to and from school on one day. No claim is entertained in the case of children riding to school on horses or bicycles. The Taranaki, Grey, and Westland Boards did not arrange for conveyance. In the more closely settled districts of the South Island—North Canterbury, South Canterbury, Otago, and Southland—this plan for conveyance was very much more widely adopted than in any other district in New Zealand. The total amount paid in 1911 to ten Education Boards for conveyance by road and water amounted to £4,297, as against £3,322 in the previous year.

The total amount paid for conveyance of pupils to public schools in 1911 by rail, road, and water was therefore £17,143, as against £15,758 in 1910.

Board of School-children.—In aid of the board of any child who, on account of distance or the absence of roads, has to live away from home in order to attend a public school, an allowance of 2s. 6d. per week is similarly made. In 1911 £354 was paid for the board of school-children, as against £269 in 1910.

Free Class-books.

The system of free class-books has now been in operation for four years. The preparatory classes and Standards I and II were supplied during 1909, Standard III during 1910, Standard IV during 1911, and last session a sum was included in the vote for elementary education to defray the cost of books to be supplied to Standards V and VI, and also to replace books in all standards as they are worn out.

In deference to representations that some teachers considered it desirable that pupils should have a reading-book for home preparation, Boards were given the option of (1) supplying the miscellaneous readers free to pupils, or (2) requiring the pupils to provide the miscellaneous readers (except in necessitous cases or in cases where a newly entered pupil has already purchased a different miscellaneous reader), and under certain conditions supplying in lieu thereof paper to be used in school instead of slates.

The conditions of the grants provide also that after provision has been made for the supply of specified class-books, the balance of the grant may be spent on approved books for libraries suitable for class reading or for individual reading in school or at home. As the grants are on a liberal scale Boards should be able to provide schools with suitable class or school libraries, which should foster in the pupils a desire for reading.

The "School Journal" and other Publications, Charts, &c.

The *School Journal* has now completed its fifth year of issue, the first number being published in May, 1907. It is published in three parts—viz., Part I (sixteen pages) for Classes I and II; Part II (sixteen pages) for Classes III and IV; and Part III (thirty-two pages) for Classes V and VI. There are no issues for the months of December and January, but the November number is enlarged to provide reading-matter until the schools close, about the middle of December. Public schools, Native schools, special schools (such as industrial schools), and certain other institutions more or less under departmental control or supervision are supplied free with a number of copies sufficient to provide each pupil in the standard classes with a copy of the appropriate part. An increasing number of private schools purchase copies at the rate of ½d. per copy for Part I, and 1d. per copy for each of Parts II and III.

While the *School Journal* aims primarily at being instructive rather than recreative, there is ample evidence that each monthly number is eagerly looked for and

welcomed by the children, and that its influence tends to the very desirable end of fostering the habit and love of reading not in the school only, but also in the home. It is gratifying to note also that the *Journal* is meeting with appreciation beyond New Zealand, and particularly in Canada, where Earl Grey, late Governor-General, has succeeded in inducing the educational authorities of some of the provinces to undertake the publication of school-papers similar to the New Zealand *School Journal*.

In addition to containing well-defined series of articles on geography, history, nature-knowledge, &c., the *Journal* gives due attention to current topics of more than local importance, to striking events in current history, to important developments in modern discovery and invention, as well as to the recurrent topics of Arbor Day, Empire Day, &c.

The *Journal* is regularly illustrated; but, in addition to the illustrations appearing in its pages, pictures and prints illustrating geography, history, and nature-study are being issued separately on cards as aids to oral instruction on modern lines in these subjects. Up to the present time the following series have appeared: Twenty-four pictures illustrating great British battles; forty illustrations of New Zealand flora; twenty-four of New Zealand geography; eight dealing with the lives of Captain Cook and Lord Nelson; twenty-eight of the geography of the British Isles; twenty illustrating life on H.M.S. "New Zealand"; twenty-four dealing geographically, historically, and ethnologically with South Africa; seventy-two which form part of a comprehensive series dealing with British history; fifty-six illustrating the countries of Europe geographically and historically; and also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook.

During the year the Department has issued to schools a chart showing a method of restoring animation to the apparently drowned (prepared by the Health Department), and published a special report on the teaching of English in secondary schools (a reprint of a circular issued by the Board of Education, England) and also a pamphlet entitled "An account of the education system of the Dominion." Among the publications of general interest that will be issued shortly are "A Manual of New Zealand Mollusca," by H. Suter; "Geology of New Zealand," by Dr. P. Marshall; and plates of New Zealand flora, published in connection with Cheeseman's "Manual of New Zealand Flora."

The departmental library contains a large number of educational books and papers, most of which are available on loan to Inspectors, teachers of primary or secondary schools, and others interested in education.

Staffs of Public Schools.

(E.-2.—Table E1 and F3.)

The number of the teachers in the public schools, exclusive of those employed in the secondary departments of district high schools, in December, 1910, and December, 1911, respectively, was as follows:—

TABLE E.—NUMBER OF TEACHERS EMPLOYED.

							1910.	1911.
Adults—								
Men	..	..	..	..	..	..	1,456	1,493
Women	..	..	..	..	..	..	2,252	2,351
Total	..	..	..	..	..	..	3,708	3,844
Pupil-teachers—								
Male	..	..	..	..	..	..	174	179
Female	..	..	..	..	..	..	526	528
Total	..	..	..	..	..	..	700*	707†
All teachers—								
Male	..	..	..	..	..	..	1,630	1,672
Female	..	..	..	..	..	..	2,778	2,879
Total	..	..	..	..	..	..	4,408	4,551

* Exclusive of 32 male and 151 female probationers.

† Exclusive of 41 male and 178 female probationers.

The number of adult teachers may be further summarized thus :—

Heads of schools—							1910.	1911.
Men	..	..	..	..	..	..	712	728
Women	..	..	..	..	..	..	72	85
							784	813
Sole teachers—								
Men	..	..	..	..	..	..	445	452
Women	..	..	..	..	..	..	793	814
							1,238	1,266
Assistant teachers—								
Men	..	..	..	..	..	..	299	313
Women	..	..	..	..	..	..	1,387	1,452
							1,686	1,765

Of the sole teachers, 102 men and 370 women, total 472, were employed in schools of less than 16 in average attendance; the average number of children per teacher being 10·05. The average number of children per teacher in the remaining sole-teacher schools—that is, schools with 16 to 35 in average attendance—was 23·77. It will be seen on referring to the remarks in this report under the head, “Number of Schools” (page 4), that there were 1,336 sole-teacher schools. The difference (70) between this number and the number of sole teachers shown above is accounted for by the fact that 116 half-time schools (in charge of 58 sole teachers) and 12 side schools have been counted separately as sole-teacher schools.

In schools with two or more teachers—that is, schools of Grade IV and upwards—we find that the average number of pupils per adult teacher, reckoning two pupil-teachers as equivalent to one adult, was 40·22. With the same assumption we find that the average for all schools was 33·62, and for all schools, omitting those below Grade II, 36·61.

The following figures show the ratio of males to females, adult teachers and pupil teachers being considered separately. For purposes of comparison the figures for the previous years are also given :—

	1909.		1910.		1911.	
	Male.	Female.	Male.	Female.	Male.	Female.
Ratio of adult male to adult female teachers, schools with one to fifteen scholars	100	: 359	100	: 325	100	: 362
Ratio of adult male to adult female teachers, schools with more than fifteen scholars	100	: 140	100	: 141	100	: 142
Ratio of adult male to adult female teachers, all schools	100	: 157	100	: 155	100	: 157
Ratio of male pupil-teachers to female pupil-teachers	100	: 319	100	: 302	100	: 295
Ratio of male to female teachers, all schools	100	: 174	100	: 170	100	: 172

From the above table it will be seen that the proportion of males to females is by no means small, except in the cases of pupil-teachers and sole teachers of small schools. The figures in regard to pupil-teachers show conclusively that a much larger percentage of females enter the service than males; but a great number of these female pupil-teachers leave before completing their period of training. In regard to the large proportion of female teachers to males in Grade 0 and Grade I schools, the maximum salary payable to teachers of such schools is £120, and Education Boards have always found extreme difficulty in procuring suitable male teachers to fill such positions. Indeed, many educationists hold the view that women teachers are more suited to take charge of small schools than are men; for in such schools one-half of the pupils on the average are girls, and, of the boys, half are under ten years of age, and both these groups are consequently more easily and sympathetically managed by a woman teacher; thus 75 per cent. of the average number in attendance at a sole-teacher school are more suited to instruction by a woman teacher than by a male.

If we take into consideration the corresponding proportion for primary-school teachers, secondary teachers in district high schools, and secondary schools (exclusive of part-time teachers), and for students in training colleges respectively, we have:—

Number of Women Teachers or Students per Hundred Men Teachers or Students (omitting Teachers of Schools with 15 or less in Average Attendance).

	1906.	1907.	1908.	1909.	1910.	1911.
Adult primary teachers ..	125	124	126	140	141	142
Pupil-teachers ..	339	277	296	319	302	295
Secondary teachers ..	80	77	76	82	85	84
Training-college students ..	350	315	285	280	219	197
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
All teachers and students	148	142	144	158	156	155
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

In other words, out of a total of 4,814 persons engaged in the above-named branches of the teaching profession, there were, in 1911, 1,889 men and 2,925 women.

It will be interesting to see how these figures compare with those from other parts of the world—England, Scotland, and the United States, for instance. In comparing this Dominion with such old-established countries, it is necessary to bear in mind that in the latter, the population being comparatively dense and the means of communication—the roads and railways—being more complete and efficacious, there are few schools corresponding to our Grade 0 or Grade I schools. Accordingly such schools are not taken into consideration in the New Zealand figures.

	England.	Scotland.	United States.	New Zealand.
Adult primary teachers..	.. 314	245	368	142
Pupil-teachers ..	.. 313	449	*	295
Secondary teachers ..	.. 95	*	121	84
Training-college students	.. 211	389	365	197

* Figures not available.

Full details of the primary staffs of the public schools in the several education districts is given in Table E1 of the Primary Education Report. The relieving-teachers appointed by the several Education Boards are not included in this table, nor in the summary above, but will be found in Table F3 of the Appendix of the same report.

Including all grades of schools, the average number of pupils per teacher is 34, if we take into consideration both pupil-teachers and adults. Table E1 gives details for the various education districts.

In spite of the very considerable improvement in the staffing of New Zealand schools as a result of the provisions of the Education Amendment Act, 1908, there is no doubt that there is still much room for improvement in the staffing of the larger schools. Counting only schools having an average attendance of over 200, we have the following results: (1) If pupil-teachers are altogether left out of consideration, and only adult teachers are counted, we find that each adult teacher is in charge of an average number of 58·4 children. Obviously, however, this is not a fair method of calculation. (2.) A much fairer method is to count two pupil-teachers as one adult. We then find that each adult teacher is in charge of 48·3 children. (3.) If pupil-teachers and adults are both counted together, each teacher is found to be in charge of 41·2 children.

The second method of calculation is undoubtedly the only fair method. A comparison with the staffing in countries generally considered to be most advanced in education emphasizes the fact above stated—viz., that there is considerable room for improvement in the staffing of the larger schools. It must, of course, be borne in mind that all schools in these countries are taken into consideration, while in New Zealand only the large schools are counted. The rural school in England is very different from the rural school in New Zealand; it approaches the rank of a suburban school in this Dominion. Were it possible to eliminate from consideration all schools with an average attendance of under 200, it would be found that the average number of pupils per teacher in England and elsewhere would increase considerably, but the available reports are not sufficiently full to enable this to be done.

Average Number of Children per Adult Teacher (counting Two Pupil-teachers as One Adult).

London (County Council schools)	..	..	..	..	..	39.0
England (Board of Education schools)	..	..	..	..	..	32.5
Wales (Board of Education schools)	..	..	..	..	..	28.3
Scotland	..	..	..	..	..	38.1
New York City	..	..	..	..	..	34.6
Switzerland	..	..	..	..	..	42.7
United States	..	..	..	..	..	25.0
New Zealand (in schools, 201-700)	..	..	..	..	..	48.3

Salaries of Public-school Teachers.

The total amount of all salaries and allowances (as at 31st December, 1911) was £631,251. This includes pupil-teachers' salaries and allowances, £35,419; probationers' salaries and allowances, £8,395; also house allowances to head or sole teachers who had no residence provided, £15,370; but the total does not include the corresponding amounts saved in rent where houses are provided, estimated at £26,600. The average rates of salary for adult teachers in public primary schools were,—

(1.) All schools—

(a.) <i>Excluding</i> house allowances and amounts saved in rents where residences are provided	...	...	...	£	s.	d.
	...	...	...	148	16	5
(b.) <i>Including</i> house allowances and amounts saved in rents	...	...	...	159	14	9

(2.) Schools with average attendance over fifteen—

(a.) <i>Excluding</i> house allowances and amounts saved in rents	...	158	14	6
Namely, men	...	204	3	4
women	...	126	16	3
(b.) <i>Including</i> house allowances and amounts saved in rents	...	170	3	8
Namely, men	...	225	1	7
women	...	131	4	1

Status of Teachers in regard to Certificates.

(See also E.-2, Tables E2 and E3.)

Table E2, in the Report E.-2, gives the number of certificated and uncertificated teachers respectively on 31st December, 1911, exclusive of secondary schools and secondary departments of district high schools. It is safe to say that the number of these latter holding certificates is very much larger now than in the past. The following summary of Table E2 shows the number of certificated and uncertificated teachers in each of the years 1906 to 1911 respectively:—

Primary Teachers in all Public Schools (Secondary Departments of District High Schools excluded), 1911.

	1906.	1907.	1908.	1909.	1910.	1911.
I. Certificated teachers—						
Adults	2,412	2,422	2,451	2,593	2,663	2,783
Pupil-teachers	6	14	2	1	..	..
Totals	2,418	2,436	2,453	2,594	2,663	2,783
II. Uncertificated teachers—						
(a.) Holding partial qualifications—						
(i.) Holders of licenses	227	178	99	68	56	71
(ii.) Others partially qualified	134	142	167	264	259	285
Total of (a)	361	320	266	332	315	356
(b.) Having no recognized examination status	428	545	635	689	730	705
Total number of uncertificated teachers	789	865	901	1,021	1,045	1,061
Total of I and II	3,207	3,301	3,354	3,615	3,708	3,844

It will be noticed that the number of certificated teachers has increased during the year by 120, and that the number holding partial qualifications has likewise increased by 41, whereas the number having no recognized examination status whatever has decreased by 25. This hearty and genuine attempt of teachers to improve their status is most encouraging. It may be set down to three causes :—

(1.) Parliament last year voted £1,000 for the establishment at suitable centres of training classes, held in subjects essential to the award of a teachers' certificate and for the maintenance of a system of tuition by correspondence applicable to the cases of teachers who were too remote from any convenient centre or whose requirements in individual subjects were not such as could be dealt with collectively. The grant was notified last year at rather too late a date to enable due advantage to be taken by teachers of the increased facilities offered, but it is hoped that full advantages of it will be taken during the current year (1912).

(2.) Education Boards have of late shown an increasing desire to dispose of the services of teachers who have made no attempt to improve their status.

(3.) Thanks to the improvements made of recent years in staffs and salaries, the growing tendency among teachers, evidenced in other countries, to leave the ranks of the teaching profession for some more remunerative sphere of employment is not nearly so marked in this Dominion.

It was pointed out in several of the reports of Education Boards (reprinted in Appendix A of E.—2) that it is impossible to expect teachers of schools of Grades 0 and I to qualify for teachers' certificates. Whatever soundness there may be in this statement, it is certainly true that only about a quarter of such teachers are certificated. Omitting teachers of schools with average attendance of 15 or less, we get the following comparison :—

Primary Teachers in Public Schools with an Average Attendance of 16 and upwards, 1911.

	1905.	1909.	1910.	1911.
I. Certificated	2,460	2,524	2,608	2,723
II. Uncertificated—				
(a.) Partially qualified	329	272	262	277
(b.) Without status	163	353	383	374
	— 492	— 625	— 645	— 651
Totals	2,952	3,149	3,253	3,374
Percentages—				
I. Certificated	83·3	80·2	80·2	80·7
II. (a.) Partially qualified	11·1	8·6	8·0	8·2
(b.) Without status	5·6	11·2	11·8	11·1
	— 16·7	— 19·8	— 19·8	— 19·3
Totals	100	100	100	100

The above figures do not include teachers in the secondary departments of district high schools, the great majority of whom are fully certificated teachers. Below is printed a summary of Table E3, including all certificated teachers employed by Education Boards, whether engaged in primary work or in the secondary departments of district high schools, arranged according to sex and class of certificate held. It is to be noted that there is now no examination for E certificate.

Holders of Teachers' Certificates in the Service of Education Boards at 31st December, 1910, and at 31st December, 1911.

Class of Certificate.	1910.			1911.		
	M.	F.	Total.	M.	F.	Total.
A	29	11	40	20	3	23
B	154	62	216	172	47	219
C	405	227	632	419	280	699
D	532	837	1,369	505	887	1,392
E	95	393	488	84	366	450
Total	1,215	1,530	2,745	1,200	1,583	2,783

The following table gives a comparative view of the number of persons holding certificates who were employed in all forms of public instruction on the 30th June of the years named:—

Comparative Table of Certificates held by Persons employed in Public Instruction as at the 30th June.

Class.	Number of Teachers holding Certificates.						
	1906.	1907.	1908.	1909.	1910.	1911.	1912.
A	86	87	94	99	105	116	119
B	201	208	232	266	300	352	392
C	197	294	415	544	648	761	939
D	1,650	1,593	1,479	1,442	1,420	1,486	1,488
E	721	642	595	555	522	480	441
Total, A, B, C, and D ..	2,134	2,182	2,220	2,351	2,473	2,715	2,938
„ A, B, C, D, and E	2,855	2,824	2,815	2,906	2,995	3,195	3,379

It is satisfactory to note that the total increase in the number of certificated teachers is entirely due to the increase in the number of certificates of the three higher classes, A, B, C.

TRAINING OF TEACHERS.

(See also E.-2, Appendix D, Tables P1 to P5.)

The four training colleges in the chief centres of population all had approximately their full number of students during the year.

Of the 389 students in attendance 339 had already completed their course as pupil-teachers or probationers before entering the training college, or had obtained a University degree or taken a two-years course at an agricultural college (Division A students); forty-three had qualified for admission by passing the Matriculation or some higher University examination, but were without previous teaching experience (Division B students); and seven, although they had not qualified by examination, had been teaching in small schools for two years or more (Division C students). The number of the division first mentioned above has shown an increase of 20 per cent. during the year, this increase being compensated by a corresponding decrease in the other divisions. This is very satisfactory, and entirely in accord with the intentions of the Government. Of the total of 389 students, 131 were men and 258 were women. The following table shows the percentages for the past three years:—

Percentages of Male and Female Students.

						Males.	Females.
For the year	1909	..	..	..	..	26.33	73.67
"	1910	..	..	..	..	31.32	68.68
"	1911	..	..	..	..	33.67	66.33

It will thus be seen that the proportion of men to women is gradually increasing, and in view of the fact that men on the average remain very much longer in the service than women, it is considered that the relative number of the sexes within the training colleges is such as fully to secure an adequate proportion of men on the teaching staffs of the schools.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available. By regulation it is provided that each normal school shall include (a) a main school, organized as a district high school, and having an average attendance of not more than 450 pupils, and (b) a "model school," arranged on the lines of a small rural school, with an average attendance of thirty-five to forty. If the Minister approves, there may be (c) a second "model school," organized as a rural school with an average attendance of seventy to eighty, as a junior school with thirty-five to forty children of a standard not higher than S2, or as a rural school with thirty-five to forty children in attendance and under the charge of a sole teacher; and (d) a junior kindergarten class containing not more than forty children between the ages of three and five. For the secondary department of the main school a maximum attendance of not more than fifty is permitted. The following shows the actual average attendance at the normal schools in each case:—

					Main School (exclusive of Model Schools and Second- ary Department).	Secondary Department.	Model School.	Junior Model School (P to S2).
Auckland	..	..	..	..	378	34	31	24
Wellington	..	..	..	..	267	37	29	35
Christchurch	..	..	..	..	408	14	33	..
Dunedin	..	..	..	..	440	31	36	..

The following information is summarized from tables appearing in Appendix D of E.—2, the primary education report:—

Table P2 shows the University work undertaken by students. At the University college students are required to take at least a course in English in addition to the lectures on education given by the Principals of the training colleges, who for this purpose are recognized as members of the University college staff. Any other University work undertaken varies greatly according to the aims and educational status of individual students, but is necessarily subordinated to the aims and requirements of their special professional training, and the due relation of the two claims (which at times appear to conflict with one another) constitutes one of the chief problems of organization with which the principals of training colleges have to deal. Of such work, Latin, mathematics, and mental science seemed most generally taken by students. Ninety-nine students of the Auckland Training College took a course of voice-production at the University.

Table P3 contains parallel facts for special classes of professional training for which provision has been made within the training college itself or in intimate connection with it. It deals only with students who are in their second year of training. Methods of teaching, elementary handwork and kindergarten, agriculture, and drawing were taken by almost all the students. In some other subjects, such as public-school science, drill and physical culture, and vocal music, practically every student took a course either in his first or second year.

Table P4 classifies the students, and shows the qualification on which they were admitted into the training college. Table P5 shows their examination status at the end of their first and second years. The analysis is of special interest at the present

time, in view of the recent abandonment of general certificate examination tests for training-college students after their admission, and the substitution therefor of evidence otherwise furnished of the satisfactory completion of a training-college course as prescribed by the regulations. Five students at admission held Class C certificates, and 114 Class D. By the end of the year one student held a Class A certificate, eleven a Class B, 121 a Class C, and 158 a Class D.

As has already been remarked, the regulations were revised at the beginning of the current year, and make several important changes in the work of the training college. Provision is made for the grant of training-college certificates on the principle stated, for some increase to the staff, for the addition of a second "model school" of one or other of a variety of types with a view to improve the student's opportunities of observation and teaching, and for the admission on special terms of a certain number of graduate students who are prepared during one year of attendance to devote their whole attention to subjects of professional study and practice.

The following table shows the number of male and female students in training in each of the four training colleges :—

	1910.			1911.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	41	59	100	37	64	101
Wellington	26	70	96	31	65	96
Christchurch	20	66	86	23	72	95
Dunedin	32	66	98	40	57	97
Totals	119	261	380	131	258	389

The following is a summary of Table P5 :—

	Number of Students in Attendance in 1911 who qualified by Examination for a Certificate of			
	Class A.	Class B.	Class C.	Class D.
First-year students—				
Division A	1	4	16	106
Division B ... ..	...	...	3	9
Second-year students—				
Division A ... ..	...	5	90	40
Division B ... ..	...	2	12	3
	1	11	121	158

The amounts paid to Education Boards in 1910 and 1911 for the training of teachers were as follows :—

I. Training colleges,—		1910.		1911.	
		£	£	£	£
Salaries of staffs (half charged to public-school salaries)		6,533		6,723	
Students' allowances		17,667		18,495	
University fees of students		2,589		2,903	
Libraries		43		26	
Apparatus		124		13	
Buildings		4,896		900	
			31,852		29,060
II. Other training,—					
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students		1,735		2,115	
Railway fares of teachers and instructors		2,778		3,477	
			4,513		5,592
Totals			£36,365		£34,652

FINANCES OF EDUCATION BOARDS.

(See also E.—2.—Tables F1 to F12.)

1. General Survey of the Finances of Education Boards.

Table F is a summary of the income and expenditure, and of the assets and liabilities of the various Education Boards for the calendar year 1911. Full information for each district can be obtained on reference to Appendix A of E.—2, or to tables F1 and F2 published in the same report.

TABLE F.—SUMMARY OF THE RECEIPTS AND EXPENDITURE AND ASSETS AND LIABILITIES OF EDUCATION BOARDS FOR THE YEAR 1911.

No.	Name of Account. (1)	As at 1st January.			Cash Transactions during Year.					Transfers.		As at 31st December.		
		Balances. (2)	Deficits. (3)	From Government. (4)	Receipts.		Expenditure. (7)	Debit. (8)	Credit. (9)	Balances. (10)	Deficits. (11)	Assets.	Liabilities.	
					Reserves Revenue. (5)	From other Sources. (6)						£ s. d.	£ s. d.	£ s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	£ 6,918 12 2	£ 133 14 10	£ 543,915 19 4	£ 446,776 16 7	£ 57 1 8	£ 608,957 17 7	£ 7,277 11 1	£ ..	£ ..	£ 4,011 16 9	£ 3,273 1 2	£ 885 10 3	
2	Teachers' house allowances ..	..	2,008 9 5	14,991 11 2	..	6 11 9	15,106 15 5	111 10 8	..	..	130 16 8	219 11 11	20 10 2
3	Salaries of relieving-teachers ..	..	458 3 1	3,523 16 10	..	2 10 0	3,412 12 11	..	15 2 0	..	1,894 15 6	0 16 0	..
4	Conveyance of school-children ..	..	..	4,257 4 11	..	0 17 0	3,967 18 11	..	..	..	154 19 7	941 15 3	814 11 2
5	Board of school-children ..	..	..	372 10 0	..	..	347 5 0	0 7 6	..	..	2 10 0	108 0 0	107 12 6
6	Free school-books ..	..	430 10 1	2,912 9 3	..	1 6 0	4,956 1 0	..	..	..	2,472 15 10	2,737 13 3	241 19 9
7	General administration ..	£ 31,846 14 4	..	£ 88,267 18 1	£ 111 12 3	£ 446 19 8	£ 42,830 16 10	£ 4,679 3 6	£ 9,356 4 7	£ 30,063 8 1	..	£ 695 3 4	£ 2,429 4 2	
	(a.) Incidental expenses of schools (in terms of the Order in Council of 13th February, 1911, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)	..	..	..	..	11 13 10	..	..	..	..	..	..	£ 639 17 9
	(b.) Office staff (including Secretary, Inspectors, &c.), salaries, and clerical assistance (as in Return No. 4)	..	..	..	..	..	28,913 9 10	..	..	..	..	..	..
	(c.) Office contingencies (as in Return No. 4)	..	..	..	..	2 8 0	14,290 15 7	..	..	..	..	285 0 0	223 0 2
	(d.) Refunds and sundries ..	..	..	..	..	399 15 9	317 1 1	..	..	..	..	..	..
	(e.) Unclassified items grouped	..	..	..	..	474 13 9	469 3 2	..	..	..	..	..	..
8	Training colleges—	..	..	..	..	..	6,754 3 4	1,669 19 1	50 0 0	..	1,375 13 7	227 19 0	12 10 0
9	Salaries of staff (half of the total cost)	..	2,197 7 7	6,684 16 11	..	..	20,471 13 4	..	..	..	..	273 17 2	204 7 11
10	Allowances for students ..	..	..	20,465 11 1	..	..	1,766 11 6	..	..	..	..	743 14 4	..
11	Incidental expenses ..	..	..	1,043 15 1	..	..	..	..	..	..	..	..	..
	Secondary education—	..	..	..	..	..	..	..	..	..	..	..	..
	Scholarships—	..	..	..	..	..	..	..	..	..	..	..	..
12	Board ..	..	1,543 14 9	9,781 8 5	..	11 5 0	9,243 16 5	32 15 2	351 17 11	..	1,314 0 6	1,375 3 7	50 9 11
13	National ..	..	337 11 1	2,979 17 10	..	0 12 0	3,184 9 6	..	..	..	541 10 9	635 2 1	32 10 0
14	Special ..	£ 268 16 10	..	25 0 0	..	220 0 0	236 3 0	..	..	£ 277 13 10	..	12 10 0	277 13 10
	District High Schools—	..	..	..	..	..	..	..	..	..	..	..	..
15	Salaries of staffs of secondary departments	..	438 8 0	16,874 14 11	..	37 1 8	16,923 2 7	550 12 9	..	100 18 9	..	30 16 0	212 1 2	
	General purposes—	..	..	..	..	..	..	..	..	..	..	..	..
16	(a.) Voluntary contributions and subsidies	..	..	1,683 12 5	..	1,886 18 2	2,805 11 9	..	..	..	..	..	..
17	(b.) Fees from pupils ..	£ 1,217 13 4	..	..	..	174 14 0	16 10 9	..	845 0 11	1,365 1 5	..	227 18 10	1,086 16 9
	(c.) High School Boards' grants ..	..	..	..	..	279 10 0	160 3 1	..	..	..	..	..	..
	(d.) Special Instructors ..	..	..	..	..	..	50 0 0	..	..	..	..	..	..

Manual and technical—																																
School classes—																																
18	Capitation	19,817	9	4	1,112	7	2	20,588	3	8																						
19	Voluntary contributions and be- quests and subsidies	469	14	8	1,003	3	6	411	9	10																						
20	Special and associated classes—																															
20	Capitation	21,254	17	3	328	9	2	23,780	7	10																						
21	Material	1,558	10	3	273	15	6	1,900	4	7																						
22	Voluntary contributions and be- quests and subsidies	3,175	17	6	1,034	9	7	3,596	3	7	5,023	2	6	5,663	13	1																
23	Fees from pupils at special classes				3,656	9	6	572	8	5																						
24	Free-place holders	7,760	11	6	38	4	0	5,165	3	11																						
25	Training of teachers	2,596	9	8	10	9	4	2,620	1	7																						
26	Direction and administration (school and special classes)	57	17	9	12	0	7	6,456	3	3																						
26A	Sundry items unclassified				73	1	0	104	10	6																						
	Buildings: Maintenance, rebuilding, rent—																															
27	Maintenance and small additions (a), and ordinary rebuilding (b)	72,529	0	0	1,510	5	3	(a) 47,803	10	6																						
28	Rebuilding schools destroyed by fire	7,835	9	3	316	13	3	7,505	4	11	7,028	17	11	12,655	13	2																
29	Rents of buildings and sites for school purposes	2,816	16	1	114	3	9	2,674	15	7																						
	New buildings, furniture, additions, sites—																															
30	Public schools	50,725	11	3	410	17	11	54,711	14	4	7,515	10	7	5,469	17	4																
31	Manual instruction	5,386	0	4	706	0	5	9,244	12	10																						
32	Technical instruction	7,039	16	1	227	5	8	18,269	15	10																						
33	Rent of buildings for manual-instruc- tion purposes	40	0	0				140	14	2	793	18	1	127	14	1																
34	Rent of buildings for technical-instruc- tion purposes	614	6	4	131	14	0	814	10	4																						
35	Sites—sales	1,241	6	0	293	17	9	2,508	11	3																						
	Other separate accounts—																															
	Contractors' deposits				2,232	3	3	2,134	11	3																						
	Wanganui School sites				632	10	11	9,847	7	7																						
	Rees Bequest Fund				132	14	1	249	16	0																						
	Other separate accounts				19	6	5	7	7	0																						
	Totals	117,794	7	0	51,082	15	7	922,707	6	6	46,888	8	10	18,284	0	31,013,063	5	3	34,683	8	10	115,412	0	1	73,883	18	4	112,159	13	874,635	13	10

£ s. d.

Net bank balance at beginning of year 1911

66,711 11 5

Net bank balance at end of year 1911

41,528 1 9

In the case of conveyance and board of school-children, free school-books, and scholarships, it will be noticed that the balance or deficit at the end of the year is accounted for by a corresponding liability or asset. For the above items, and for teachers' salaries and house allowances the Department makes grants to cover the actual cost.

The unclassified items grouped under heading 7 (e) include the following : Income—Rents (Hawke's Bay and South Canterbury), £188 8s. 6d. ; school material (Nelson), £73 18s. ; interest on fixed deposits (South Canterbury), £80. Expenditure—Motor-cycle for Truant Officer (Wanganui) (to be refunded), £77 10s. ; truancy expenses (Marlborough), £62 ; school material (Nelson), £45 9s. 3d. ; gymnastic instructor (Otago), £136 10s. 1d.

It will be noticed that transfers have been made to the extent of £34,683. This sum represents the actual amounts transferred in the separate balance-sheets presented by the Boards, but a glance at Table F will show that the net total of the transfers is very much less. For instance, referring to "Manual and Technical Instruction," we find that £5,663 was transferred to other items, and £5,023 was transferred from other items, the net transfer being thus only £640.

The question of transfers from item to item, depending as it does on the individual discretion of the Secretaries to the Boards, must always be a somewhat vexed one. In the first place, all moneys received by a Board from any source whatever are, under section 50 of the Education Act, payable into one account—the Education Board Account ; but such funds must, in the main, be expended for the purposes for which they were voted by Parliament, and paid over by the Department. It is only reasonable, however, that Boards should transfer to their Administration Account a fair percentage of the money expended under, for instance, the Manual and Technical Account, for such a transfer might fairly be expected to cover the cost of administration in such a case.

Table F3* shows the salaries and allowances paid to officers of Education Boards other than teachers. Tables F4 and F5 give a summary of the receipts and expenditure of Education Boards from 1877 to 1911.

Excluding the expenditure on buildings, which is dealt with separately below, the following summary shows the chief items of expenditure for the past four years :—

	1908.	1909.	1910.	1911.
	£	£	£	£
Board's administration	39,730	42,392	41,396	43,697
Incidental expenses of schools	38,077	40,374	37,394	42,831
Teachers' salaries†	489,042	554,012	582,288	608,958
Training colleges	19,949	22,425	27,467	28,992
Scholarships and district high schools	31,892	32,136	32,811	32,620
Manual and technical instruction	48,212	47,927	56,049	65,195

The increase in the expenditure on teachers' salaries is due partly to the increased number of children under instruction, and partly to the yearly increment of £5 in teachers' salaries provided by section 7 (3) of the Education Amendment Act, 1908. It is anticipated that there will be a still more noticeable increase this year (1912) owing to the replacement of most of the pupil-teachers in schools with an attendance of 81 to 160 by adult assistants. The increase in the manual and technical expenditure must be attributed to the increased number of students, the establishment of day technical schools to replace the day classes previously conducted at the schools, and the rural courses given in many of the district high schools.

The following table shows the proportion of expenditure on administration to the whole expenditure, and the corresponding proportion of the incidental expenses of schools (through the School Committees), the figures for the five years previous being also entered for purposes of comparison :—

	Boards.	Committees.	Total.
1906	4.5	4.8	9.3
1907	4.7	4.8	9.5
1908	4.7	4.5	9.2
1909	4.6	4.4	9.0
1910	4.5	4.0	8.5
1911	4.3	4.2	8.5

* In E.-2, Primary Education Report.

† House allowances excluded.

Generally speaking, the percentage of expenditure on administration tends to decrease, although a reference to the previous table will at once show that the actual amount spent on administration by Boards and School Committees was considerably more in 1911 than in any of the previous years.

The corresponding percentages for the several Education Boards are printed in Table F12 of E.-2. As is to be expected, the ratio of expenses of administration to the whole expenditure is highest in the smallest district (8.3) and lowest in the largest (3.7).

It would appear at first sight that Boards were not in December, 1911, on so firm a financial footing as in December, 1910, as the total net bank balances decreased from £66,712 to £41,528. As a matter of fact, however, about £19,000 of this difference is due to the fact that Land Boards have not followed the practice of School Commissioners of making the December quarter payments before the end of the calendar year. As in 1910, only one Board had an overdraft.

2. General Account.

For convenience, the funds of Education Boards may be roughly divided into two classes—those granted for building purposes, and those not so granted. The latter class will hereafter be called the General Account, and consists of all items in Table F, except Nos. 2, 27-35, and contractors' deposits, these constituting the Building Account.

Table F6 shows the cash assets and liabilities of the Boards on the General Account. These may be summarized thus :—

GENERAL ACCOUNT, ALL BOARDS, 31ST DECEMBER, 1911.

<i>Liabilities.</i>				<i>Assets.</i>			
			£				£
Overdrafts	..	..	1,323	Cash	..	..	24,057
Due to Government	..	..	722	Due from all sources	..	..	43,078
Other liabilities	..	..	16,259	Deficits	..	..	126
Balances	..	..	48,957				
			<u>£67,261</u>				<u>£67,261</u>

Taking into consideration cash, assets, and liabilities, the General Account of every Education Board, with the exception of one, was in credit at the end of the year 1911; the Nelson Education Board had a deficit on its General Account of £126. The total net credit balance on these accounts for the last three years is shown as follows :—

				Balances.	Deficits.	Net Balances.
				£	£	£
1909	..	..	..	28,167	Nil	28,167
1910	..	..	..	30,850	563	30,287
1911	..	..	..	48,957	126	48,831

The position of this account has therefore shown remarkable improvement since the previous year; indeed in two years the balance has increased by £20,000. Only two Boards showed a decrease in their credit balance, and one, which was in debit last year, has managed to considerably reduce the deficit. The total increases over last year amounted to £18,897, and the decreases to £353, a net increase of £18,544. The largest increase was shown by the Auckland Board—£4,111. Auckland also shows the largest credit balance—£11,372. The next in order are Wanganui, £8,414; Wellington, £5,284; Southland, £5,279; Otago, £4,831; and Hawke's Bay, £4,592.

3. Buildings Account.

The Buildings Account refers to moneys granted for two purposes, which by parliamentary appropriation and by the terms of the grants made by the Department are quite distinct, namely,—

- (a.) Moneys granted for the general maintenance and replacement of school buildings out of the Consolidated Fund, and additional sums paid for the rebuilding of schools destroyed by fire, and for the rent of temporary premises during such rebuilding;

- (b.) Moneys appropriated by Parliament and granted out of the Public Works Fund specially for the erection of new schools and the extension of existing schools rendered necessary by increased attendance, and for building teachers' residences in certain cases where suitable houses cannot be rented.

The moneys so granted in the year 1911 for the respective purposes named are shown in Tables F7, F8, and F9.

Table F10 shows the assets and liabilities of the Boards on the combined buildings accounts. The following is a summary :—

COMBINED BUILDINGS ACCOUNT (a) AND (b), ALL BOARDS, 31ST DECEMBER, 1911.									
<i>Liabilities.</i>				£	<i>Assets.</i>				£
Overdrafts	..	..	..	12,323	Cash	..	..	..	31,117
Other liabilities	..	..	..	57,655	Due from all sources	..	..	..	69,082
Balances ..	..	..	..	41,342	Deficits	..	..	..	11,121
				<u>£111,320</u>					<u>£111,320</u>
				<u><u>£111,320</u></u>					<u><u>£111,320</u></u>
Net balances 1st January, 1911 ..									£30,221

The net balance in the Buildings Account at the close of the year 1910 was £33,692. From the above summary it will be seen that at the end of 1911 the net balance was £30,221, a decrease of £3,471. This decrease is entirely accounted for by the very considerable building operations undertaken by the Wanganui Education Board under the provisions of the Wanganui School Sites Act, 1909, and its amendment of 1911.

In recent reports attention has repeatedly been called to the fact that during the last few years Boards have gradually diverted to other purposes amounts voted by Parliament and distributed by the Government specially for the purposes of maintenance and rebuilding. In view of the necessity of expending in the near future a very large sum on the replacement of worn-out and dilapidated schools, it seems advisable to once more bring the question under notice.

From an examination of the grants made to the Boards for the maintenance and replacement of school buildings—see (a), above—and their returns of expenditure under these heads, it has been found that the School Buildings Maintenance Account should stand as shown in Table F11, a summary of which is given below :—

SCHOOL BUILDINGS MAINTENANCE ACCOUNT, ALL BOARDS, 31ST DECEMBER, 1911.

	£
Cash balances	£86,290
Net excess of amounts due by Boards over amounts due to Boards	76
Net balance, 31st December, 1911	<u>£86,214</u>

Since the cost of maintenance and repairs of school buildings, as well as the cost of actual replacement during the year 1911, has been taken into consideration in the above statement, it would appear that there was the sum of £86,214 available on the 1st January, 1912, for rebuilding worn-out schools, for replacement of worn-out furniture and fittings, and for maintenance of school buildings and residences. But from the Combined Buildings Account it will be seen that the actual net balance is only £30,221. This amount, then, represents all that is available for maintenance and rebuilding, and Boards have diverted to other purposes amounts totalling £56,000. In accordance with the recommendation of the Education Commission, the Department has informed Boards that it has no objection to a transfer of 7 per cent. from maintenance to new buildings to cover the cost of small additions and alterations coming within the meaning of the appropriation which defines the maintenance grant as a grant "for general maintenance of school buildings, and for additions to buildings, alterations, rebuildings, furniture, fittings, fencing, rents, additions and improvements of sites, &c." The circular notifying Boards of this concession stated in clear terms that due provision had first to be made for main-

tenance and rebuilding. If Boards had since the date of this circular regularly transferred sums amounting to 7 per cent. of their maintenance grants, such sums would have totalled only £28,000 by the end of 1911, and there would still be £28,000 unaccounted for. It is of the utmost importance that this depreciation fund be kept as far as possible intact, and Boards are urged to expend their school-building maintenance grants solely on the purposes for which the moneys were appropriated by Parliament—viz., maintenance and rebuilding of schools and small additions, &c., the cost of which latter item should not exceed in the total 7 per cent. of the maintenance grant.

These calculations and remarks are based on all the building transactions undertaken by all Boards, and must not be taken to refer especially to any individual Board.

EDUCATION RESERVES.

(See also E.—2, Appendix B.)

By the provisions of the Education Reserves Amendment Act, 1910, the School Commissioners ceased to hold office on the 31st March, 1911, and all reserves and endowments vested in them were vested in the Crown in trust for the purposes for which they were reserved, and were placed under the administration of the several Land Boards. The revenues derived from these reserves, after being subject to a charge for expenses of administration, are paid by the Receivers of Land Revenue into the Public Account to the credit of a separate account for each provincial district.

The above provisions of the Act apply only to revenue derived from reserves since the day on which the Act came into force. There is a further provision that all funds, mortgages, and investments vested in the School Commissioners on 1st April, 1911, should be taken over by the Public Trustee, and administered on the same trusts as they were held by the School Commissioners. The revenue is dealt with similarly to that received by Land Boards.

All revenue paid into the Treasury in respect of education reserves, whether received from Land Boards or from the Public Trustee, is distributed quarterly by the Minister of Finance among Education Boards and High School Boards on a basis provided by statute, and in the case of Education Boards amounts equal to such sums are deducted from the payments made for teachers' salaries.

It will thus be seen that four Departments are concerned in the administration of the Act—viz., Lands and Survey, Public Trust, Treasury, and Education. As the year under review has been a year of transition, the Education Department has taken the liberty of summarizing the transactions of these four Departments, but in future only those directly pertaining to the Education Department will be dealt with in this report.

The total area of education reserves in the hands of Land Boards was, on the 31st December, 1911—

	Total Area. Acres.
Primary reserves ..	800,748
Secondary reserves ..	41,593
Total ..	842,341

The estimated capital value of these reserves was as follows, on the same date :—

	Estimated Capital Value. £
Primary reserves ..	1,186,264
Secondary reserves ..	192,255
Total ..	£1,378,519

Table G is a summary of the income and expenditure of the Land Boards in connection with the reserves. In order not to make a break with the figures given in last report, the accounts of the School Commissioners for the March quarter, 1911, have also been taken into consideration.

TABLE G.—SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1911 OF THE EDUCATION
ENDOWMENT RESERVES DEALT WITH BY LAND BOARDS.

[illegible]

The following figures summarize the transactions of the Public Trustee in respect to cash and mortgages taken over from the School Commissioners on 1st April, 1911. The figures are extracted from statements dealing with the financial year 1911-12.

Taken over from School Commissioners,—					£	s.	d.
Mortgages valued at	..	..	..	..	22,162	0	0
Cash	..	..	..	..	2,417	14	0
Fixed deposits	..	..	..	..	3,058	2	0
Interest during the year	..	..	..	..	1,791	5	0
Paid to Public Account—							
For primary education	..	..	..	..	1,660	10	3
For secondary education	..	..	..	..	53	11	7

The two latter sums were accordingly distributed by the Treasury to Education Boards and High School Boards along with amounts received from Land Boards in the manner prescribed by statute.

The total amount received by Education Boards from School Commissioners or from the Treasury was, for the year ending 31st December, £46,776 16s. 7d. The total amount received similarly by High School Boards was £5,709 1s. 8d.

NATIVE SCHOOLS.

(See also E.-3.)

At the end of 1910 there were in operation ninety-nine Native village schools. During 1911 the school at Te Kopua was closed, and five new schools—Te Huruhi, Waiheke Island; Orauta, Bay of Islands; Kokako, near Waikaremoana; Taharoa, south of Kawhia Harbour; and Rangiahua, near Wairoa—were opened; also the school at Waiotapu, south of Rotorua, was reopened. The school at Orauta was temporarily closed in the December quarter. Including this school, there were thus 104 schools in actual operation at the end of 1911. In addition to these schools, there were five mission schools giving primary instruction to Maori children

* The balance-sheet for the March quarter, 1911, was referred back to the late secretary of the School Commissioners by the Audit Department, and is not at present available. The sudden accidental death of the Government Auditor for the district has also helped to make it a matter of difficulty to get the required information.

and 551 public schools at which Maori scholars were in attendance. Thus, the total number of schools giving instruction to Maori children was,—

Native village schools	104
Mission schools subject to inspection by the Education Department	5
Public schools at which Maori scholars were in attendance.. ..	551
Total primary schools.. .. .	660
Boarding-schools affording secondary education to Maoris	9
	669

ATTENDANCE.

(E.—2.—Tables H2 to H6a.)

The average daily attendance, in actual numbers and as a percentage of the average weekly roll-number, for each of the years 1910 and 1911 was as follows:—

	Actual Attendance.		Per Cent. of Roll.	
	1910.	1911.	1910.	1911.
First quarter	3,659	3,932	85.5	87.0
Second quarter	3,720	3,893	86.7	86.2
Third quarter	3,686	3,849	85.5	86.9
Fourth quarter	3,669	3,836	84.7	84.2

Table H shows the number of scholars, both Maori and European, attending Native schools at the end of the year 1911.

TABLE H.—NUMBER OF SCHOLARS ATTENDING NATIVE SCHOOLS AT THE END OF DECEMBER QUARTER, 1911.

Years.	Preparatory Class.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Total.	
	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6	140	124	..	..	..	..	..	..	..	..	..	..	..	..	..	..	140	124
6 " 7	268	184	3	1	..	1	..	..	..	..	..	..	..	..	..	..	271	186
7 " 8	266	234	22	28	6	1	..	..	..	..	..	..	..	..	..	..	294	263
8 " 9	228	177	53	47	20	21	7	1	..	..	..	..	..	..	..	..	309	246
9 " 10	140	103	62	50	54	45	10	14	5	5	..	..	..	..	..	..	271	217
10 " 11	87	78	55	46	69	80	39	36	15	15	1	5	..	..	..	..	266	260
11 " 12	46	41	39	24	62	52	60	52	37	37	12	16	1	3	..	1	257	226
12 " 13	16	26	26	11	35	33	54	51	54	32	40	33	20	9	..	3	245	198
13 " 14	11	18	12	12	28	18	37	29	49	28	45	40	28	28	3	6	213	179
14 " 15	8	6	6	6	14	9	14	11	23	9	34	20	32	19	8	8	139	88
15 and over ..	4	2	2	4	9	7	7	7	19	12	20	14	24	15	14	5	99	66
Totals ..	1,214	993	280	229	297	267	228	201	203	138	152	128	105	74	25	23	2,504	2,053

The following are some of the figures in regard to the attendance at Native village schools for 1911, the corresponding figures for 1910 being inserted for purposes of comparison:—

	1910.	1911.
Number on rolls at end of year	4,280	4,557
Average weekly roll-number	4,325	4,621
Average yearly attendance	3,714	3,990
Percentage of regularity of attendance	85.8	86.3

If to the Native village schools are added the Native mission schools and Native secondary schools, we have the following figures for 1910 and 1911 respectively:—

	1910.	1911.
Number on rolls of Native village schools at end of year	4,280	4,557
„ „ mission schools at end of year	221	230
„ „ secondary schools at end of year	378	387
Combined rolls of Native schools	4,879	5,174
Combined average weekly roll-number	4,923	5,245
Combined average yearly attendance	4,259	4,563
Percentage of regularity of attendance	86.5	86.8

Table HA shows the mean average roll-number from 1881 to 1901 in five-yearly periods, and from 1901 onwards for each year. The year 1881 is practically the first year of operation of the Native schools under the Education Department. The total average attendance, the average attendance as a percentage of the roll, and the number of teachers employed are also shown.

TABLE HA.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance: Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.				
					Teachers in Charge.		Assistant Teachers.		Sewing Mistresses.
					Male.	Female.	Male.	Female.	
1881	60	..	1,406	..	54	6	..	4	48
1886	69	2,343	2,020	86.2	60	9	..	26	30
1891	66	2,395	1,837	76.7	59†	8†	1	26	37
1896	74	2,874	2,220	77.3	64†	11†	..	61	16
1901	89*	3,257	2,592	79.6	70†	18†	..	69	15
1902	98*	3,650	3,005	82.3	77†	20†	..	83	11
1903	97*	3,805	3,012	79.2	76†	20†	..	79	13
1904	95*	3,794	3,083	81.3	73†	21†	..	85	11
1905	95	4,097	3,428	83.7	74†	22†	..	87	15
1906	98	4,235	3,607	85.2	78†	21†	2	94	11
1907	99	4,321	3,561	82.4	82†	18†	2	105	3
1908	95	4,479	3,781	84.4	76	19	2	104	5
1909	94	4,308	3,680	85.4	76	18	3	101	5
1910	99	4,325	3,714	85.9	78	21	3	106	4
1911	104	4,621	3,990	86.3	81	22	3	119	3

* Includes two subsidized schools.

† Includes two teachers jointly in charge of one school.

Though the average percentage of regularity of attendance in Native schools has steadily improved during the last five years, it is still lower by 0.8 per cent. than that of the lowest public-school district. The prevalence of severe epidemics during the year has seriously affected the attendance at some of the larger schools. There are, however, many difficulties to prevent regular attendance in Native schools, and it is therefore pleasing to find that in about one-third of them the average percentage of regularity reaches 90 per cent. There is ample evidence to show that the Maori is fully alive to the necessity of having his children educated, and a large number of apparently well-founded applications for the establishment of schools is now receiving attention.

Table H1, in the appendix,† gives in detail the staffs and salaries of the various schools in order of their grades. Table H2 supplies detailed information in regard to the roll-number, average attendance, and grading of the schools.

There were 387 Maori boys and girls receiving higher education at the various secondary Native schools. Of these, 48 boys and 80 girls were holders of free places provided by the Government.

Detailed information in respect to Maori pupils receiving higher education will be found in Tables H2 and H3 of the appendix.†

The number of European children attending Native schools (see also page 10) shows a considerable increase over the number for 1910.

	1910.	1911.
Number attending at end of year	427	518
In the preparatory and lower standards (up to Standard V)	386	455
In the higher standards (Standards VI and VII)	41	63
Number of certificates issued—		
Competency	5	13
Proficiency	7	14

As regards Maoris attending public schools, the following particulars are set out in Table H5 of E.—3 :—

	1910.	1911.
Number attending at end of year	4,462	4,685
In the preparatory and lower standards (up to Standard V)	4,409	4,618
In the higher standards (Standards VI and VII)	53	67
Number of certificates issued—		
Competency	1	5
Proficiency	18	29

† See E.—3, Native Schools Report.

Tables H6, H6A, and H6B* give full information as regards the race of the children on the rolls of the Native schools in December, 1911. As will be seen, 86.4 per cent. were Maoris speaking Maori in their homes, 2.2 were Maoris speaking English, and 11.4 per cent. were Europeans.

The total number of children of Maori or of mixed race on the rolls of primary Native schools, public schools, Native mission schools, and secondary Native schools, together with such pupils as were receiving special technical training at the end of the year 1911 is shown in the schedule below. The numbers do not include Maori children attending public secondary schools or Maoris at schools not under Government inspection: of these no separate return is made. (In the corresponding table of the Native Schools Report—E.-3—Europeans attending Native schools were also included).

	Actual Number.	Number per 10,000 of Maori Population at Census of 1911 (49,829).
I. Primary schools—		
(a.) Government Native schools	4,039	810.5
(b.) Mission schools	230	46.2
(c.) Public schools	4,685	940.2
	8,954	1,796.9
II. Secondary schools	387	77.7
III. Special technical training	17	3.4
Totals	9,358	1,878.0

CLASSIFICATION OF PUPILS.

(E.-3—Tables H6B to H8.)

A reference to Table H* (*supra*, page 29) will show the classification of the pupils attending Native village schools, grouped according to ages. The following is a summary:—

	Maoris.	Europeans.	Totals.	Per Cent of the Roll.
Class P	2,008	199	2,207	48.4
Standard I	464	45	509	11.2
Standard II	492	72	564	12.4
Standard III	382	47	429	9.4
Standard IV	292	49	341	7.5
Standard V	237	43	280	6.1
Standard VI	138	41	179	3.9
Standard VII	26	22	48	1.1

Further details in regard to the above figures will be found in the tables in the appendix to E.-3.

RESULTS OF INSPECTION.

(E.-3—Table H9.)

Table H9* gives full information as to the results of the annual inspection. Twelve schools attained the maximum marks allotted, and eighty-one others showed good results. Six were only fair, and three were unsatisfactory. Five schools opened after the Inspector's annual visit to the district had been made were not inspected during the year.

STAFFS AND SALARIES.

(E.-3—Table H1.)

As shown in Table H1*, the staffs of the village schools included 81 masters, 22 mistresses in charge, 122 assistants, and 3 sewing-teachers. The total amount paid in salary during the year was £24,439 8s. The average salary of the head teachers at the rate paid in December, 1911, was £170 8s. 8d.—males, £175 9s. 3d.; and females, £151 18s. 2d.; the average salary of assistants being £48 13s. 2d. Lodging-allowances at the rate of £30 per annum were paid to forty-one assistants.

* See E.-3, Native Schools Report.

Three schools are in charge of teachers who are themselves members of the Maori race, and the Inspectors speak highly of their efficiency. Several Maori girls who have completed their course in secondary schools are employed as assistants, and are, on the whole, doing satisfactory work.

EXPENDITURE.

(E.—3—Table H10.)

The total net expenditure on Native schools during the year 1911 was £35,881 9s. 4d., included in which amount is the sum of £2,680 paid out of revenues from endowment reserves. New buildings and additions involved an expenditure of £3,451; maintenance and repairs, £2,053. Table H10 of E.—3 is a classified summary of expenditure.

CHATHAM ISLANDS.

During the year 1911 there were four schools in operation in the Chatham Islands—viz., those at Te One, Te Roto, and Makarakau on the main island, and the school on Pitt Island. Towards the end of the year most of the pupils from Pitt Island crossed over to Owenga—the headquarters of the Chatham Island Fisheries Company—and in the early part of the present year the Department decided to close the Pitt Island School and open one at Owenga under the headmastership of Mr. Hutchinson of the Pitt Island School. There are now four schools on the mainland.

The total number of pupils on the roll at the end of 1911 was 87, the average attendance being 80.

The total expenditure on the schools for the year under review was £734 5s. 3d., made up as follows: Salaries and allowances to teachers, £654 12s. 6d.; repairs, &c., £10 1s.; scholarships, £40; inspection, £13 9s. 8d.; other expenses, £16 2s. 1d.

The schools at Te One and Te Roto were examined in the month of January of the present year in accordance with the regulations for the inspection and examination of public schools in New Zealand. The results were very satisfactory. It was not found possible to visit Matarakau and Pitt Island, where there were 7 and 3 children respectively, and the classification of the pupils was accordingly left in the hands of the teachers.

Three candidates presented themselves for the examination held in connection with the Chatham Island Scholarship in November, and a scholarship was awarded to Frances Lilian Guest, a pupil of the Te One School.

School.	Names of Teachers.	Salaries at End of 1911.	Allowance for Conveyance of Goods.	Attendance.	
				Mean of Average Attendance for Four Quarters of 1911.	Mean of Weekly Roll Number for Four Quarters of 1911.
Te One	Guest, J. J. .. H.M.	£ 210 0 0	£ 25	38	45
	Guest, Mrs. L. R. .. S.	8 10 0	..	..	..
	Seymour, Miss E. .. Pt. 3	45 0 0	..	..	..
	Lanauze, Miss G. .. Pt. 3	45 0 0	..	..	..
Pitt Island ..	Hutchinson, J. .. M.	94 10 0	15	10	11
Te Roto	Silcock, H. S. .. M.	112 10 0	15	24	28
Matarakau ..	Russell, Mrs. E. A. .. F.	90 0 0	..	7	8
Total . . .	..	605 10 0	55	79	92

SPECIAL SCHOOLS.

AFFLICTED AND DEPENDENT CHILDREN.

(E.—4, 1911.)

The total number on the rolls of schools for afflicted and dependent children was on the average 2,819 during the year 1911, an increase of 233 in the number for the previous year; and the expenditure decreased from £51,922 to £47,272, of which sum the outlay in connection with the purchase of property, erection of buildings, and carrying out other new works amounted to £6,762.

The following statement gives a comparison between the years 1910 and 1911 as regards the numbers of children belonging to the various institutions and the cost to the Government :—

	Number under Control.		Net Cost.	
	1910.	1911.	1910. £	1911. £
Under Industrial Schools Act ..	2,419	2,632	39,280	36,841
School for the Deaf ..	97	98	4,087	3,651
Jubilee Institute for the Blind ..	39	35	721	405
Special School for the Feeble-minded ..	31	54	7,834	6,375

The feature of the work connected with special schools that demands the most urgent attention at the present time is that of making provision for the large number of boys and girls of feeble mind whose disabilities preclude their receiving due benefit from instruction in ordinary schools, but who are capable of being improved under special tuition. Six years is fixed by the Education Amendment Act, 1910, as the age at which young people of this kind shall come under instruction, and, unless previously exempted by the Minister of Education by reason of ill health or through having developed sufficiently to enable them to earn their own living, the instruction must be continued until they are twenty-one years old. When an inmate of the School for the Feeble-minded reaches that age, and it is considered that he has not the capacity to guide his life either in his own or the public interest, he may, on the order of a Magistrate, be kept under control for a further period of four years; and by similar procedure extensions of the currency of the order may be made from time to time, thus securing lifelong guidance where deemed advisable. It is to be noted that at such proceedings counsel appointed by the Magistrate and paid for by the Government appears on behalf of the pupil.

The number of children in the Dominion who are suitable for this training in such schools cannot be accurately determined at present, but it is undoubtedly very large—almost certainly not less than 300—and, as the parents of very few of them are in a position to pay for efficient tuition privately, a heavy expenditure must be incurred to provide for them in special schools.

The increase of mental deficiency which is so alarmingly evident in older countries is already shown plainly in New Zealand. Here, however, if energetic measures are taken, the danger to society can be eliminated, as the circumstances are very favourable for doing so. A careful watch can be kept to prevent persons of feeble mind from coming in from outside countries; our population is small, and, by detaining those adults who are mentally incapable of taking up the duties of citizenship advantageously, the propagation of their class will be kept at a minimum. The subject is of the first importance, and, although the cost of establishing and maintaining schools of this kind is heavy, their work will undoubtedly be a strong factor in restricting the expenditure in connection with destitution and criminality.

The number of children brought under the operation of the Industrial Schools Act during the year was 389, an increase of 99 over the number for 1910. In 195 of these cases vagrancy, lack of control, or being charged with offences constituted the reason for action. Children who have drifted into bad habits of this kind are very often found to be not suitable for boarding out with foster-parents, and for that reason have to be kept in residence at the industrial schools at a heavier cost for maintenance. An examination of the causes underlying the admission of so many young people shows that in somewhat more than two years 225 boys between ten and sixteen years old were sent to industrial schools for the above-named reasons. In 93 of these cases the evidence showed that both parents were of good character; in 43 additional cases the character of the father was described as good; and in 38 others the mother's was good. Thus, out of these 225 boys who got out of hand, there were 174 cases in which one or both of the parents were of good character. This seems to show that the trouble lies more in the weakness or laxity of parental control than in the bad character of the parents or in the fault of the children; and the need for the admission in many cases might be obviated if, when the Magistrate was satisfied that want of judicious guidance was the cause of the trouble, the child were placed by the direction of the Court under the friendly and helpful oversight of an officer who had the experience and other qualifications needed to obtain a good

influence over him, and thus direct his life into a proper course. Such a system as this is in operation in other countries, and it is claimed that many children who would otherwise have to be removed from the parental guardianship and placed in institutions, are encouraged, by this means, to do well; further, the natural tie between parent and child is maintained, and expense to the State is substantially reduced. This important matter is now engaging the earnest attention of the Government.

CHILDREN UNDER STATE GUARDIANSHIP.

(See also E.—4, Special Schools Report.)

The number under the control of industrial schools at the end of 1911 was 2,617, an increase of 163 during the year. Of this total, 868 were resident in the institutions, 246 being in the private (Roman Catholic) industrial schools, 856 were boarded out with foster-parents, and 893 were earning their living in situations, placed with friends on probation, &c.

The numbers of children on the books at the end of the years 1910 and 1911 respectively whose maintenance was a charge against the public funds were as follows:—

				1910.	1911.
Boarded out from Government schools	..	..	..	792	855
Boarded out from private schools	..	..	..	2	1
Number resident at schools	..	..	..	805	868
At other institutions	..	..	..	30	37
Total	..	..	..	1,629	1,761

		1910.		1911.
		£	s. d.	£ s. d.
The amount of parental contributions was	..	5,575	8 6	6,969 6 6
Rate per head for children maintained	..	3	8 5	3 19 1

Details respecting the number of children on the books of industrial schools at the end of the year are given in Table I5 of E.—4.

The net expenditure on account of industrial schools during the year showed a decrease of £1,217 0s. 4d. as compared with the preceding year. The following statement gives particulars:—

		1910.		1911.
		£	s. d.	£ s. d.
Cost of maintenance of schools	..	17,960	8 2	23,630 3 0
Boarding out (exclusive of cost of administration, inspection, &c.)	..	13,962	16 5	14,844 15 2
Salaries	..	8,816	2 2	10,466 19 1
New buildings and works, and purchase of property	..	10,330	6 2	3,082 2 9
Salaries, travelling-allowances, and expenses of certain departmental officers (Inspectors, visiting officers, &c.)	..	1,458	19 4	1,396 3 3
Sundry payments	..	107	7 11	108 14 2
Gross total	..	52,636	0 2	53,528 17 5
Recoveries	..	15,701	5 2	17,811 2 9
Net cost	..	£36,934	15 0*	£35,717 14 8*

(* Including for 1910 £3,225, and for 1911 £1,660, paid from National Endowment revenue.)

Further details of the expenditure on industrial schools during the year are contained in Tables I1 and I2 of E.—4.

	1910.	1911.
Payments by Charitable Aid Boards for maintenance of children who came into Government schools owing to indigence (included in the total sum recovered)	£9,336 19 6	£10,681 5 4
Number of children at the end of the year belonging to Government schools who were so paid for	678	713
Number maintained at the expense of Charitable Aid Boards at private industrial schools	98	106

The amount paid by the Charitable Aid Boards on account of children sent to the private industrial schools as indigent is not stated here, as the managers of these schools make their claims upon the Boards without reference to the Education Department,

At the end of the year the amount in the Post Office Savings-bank held in trust in the names of inmates and former inmates of industrial schools was £29,769 10s. 9d., the Government schools accounts having £26,228 18s. 11d. to credit, and the private (Roman Catholic) schools £3,540 11s. 10d. The total sums withdrawn from these accounts during the year were £2,753 9s. 5d. and £433 1s. respectively. These moneys represent the earnings of boys and girls in situations away from the schools, or of those in residence under training, whose services are worth more than the cost of their maintenance. According to law it is at the discretion of the Minister of Education whether payment (with interest) is eventually made to these young people or not. In practice they do receive payment where there is evidence that the applicant's record after the control of the school has ceased has been good, and that he has a proper investment for the money. In exercise of his discretion the Minister may order forfeiture of the money where a former inmate proves his unworthiness to receive it. In such a case the amount is credited to the Public Account.

The following figures are taken from Tables I2 and I3 of the Appendix to E.-4:—

	£	s.	d.
Government expenditure on private industrial schools ..	1,036	0	0
Government expenditure on special cases at other institutions ..	87	0	0

INFANT-LIFE PROTECTION.

(See also E.-4 Report of Secretary for Education.)

At the end of the year the number of foster-homes licensed under the Infants Act was 738, and the number of children maintained in them for the whole or part of the year was 1,183, of whom 454 were under one year old. The total number of deaths was 13, equal to 1.09 per cent.

The report of the Secretary for Education gives detailed information as regards the various phases of the work.

The expenditure for the year, amounting to £1,156 3s. 1d., is accounted for as follows:—

	£	s.	d.
Salaries of Visiting Nurses and local representatives ..	791	15	1
Travelling-expenses of District Agents, Visiting Nurses, and local representatives ..	224	6	7
Payments to foster-parents for board of infants ..	92	5	3
Medical attendance ..	9	1	0
Office expenses (including rent) and sundries ..	67	7	8
Less recoveries ..	28	12	6

SCHOOL FOR THE DEAF.

Number of pupils who returned to the school in February, 1911, after the summer vacation ..	91
Number admitted during the school year ..	11
Number who left during or at the end of the school year ..	5
Number remaining on the roll after the close of the school year ..	97

The cost of the school for the years 1910 and 1911 respectively was as follows:—

	1910.			1911.		
	£	s.	d.	£	s.	d.
Salaries ..	2,958	12	6	3,380	6	7
Maintenance of pupils and sundry expenses ..	1,697	3	5	1,446	7	1
Maintenance of buildings and water charges ..	367	16	5	276	19	10
Less—						
Amount collected from parents by way of maintenance contributions ..	893	11	2	887	13	3
Amount collected from Charitable Aid Boards ..	35	9	0	563	8	7
Sundry other recoveries ..	7	11	3	1	7	0
Net expenditure on the institution ..	4,087	0	11*	3,651	4	8*

(* Including for 1910 £540, and for 1911 £235, paid from National Endowment revenue.)

It has been found necessary to erect additions to the main buildings. These will provide more class-rooms, an infirmary, larger quarters for servants, and other rooms needed for the more efficient working of the school.

JUBILEE INSTITUTE FOR THE BLIND.

During the year the Government contributed towards the cost of training thirty-three pupils of this institution, the net amount expended being £405 (including £50 from National Endowment revenue) as against £721 (including £99 from National Endowment revenue) for the previous year on account of thirty-five pupils. Maintenance payments by parents and guardians decreased from £272 7s. 6d. in 1910 to £238 8s. during 1911. For the two past financial years the revenue from the National Endowment Reserves Account amounted to £149. The sum payable by the Government as subsidy to the Board of Trustees during last year under the provisions of the Hospitals and Charitable Institutions Act was £2,173. The amount paid by Charitable Aid Boards towards the maintenance of pupils was £269 13s. 11d.

SPECIAL SCHOOL FOR CHILDREN OF FEEBLE MIND.

	1910.			1911.		
	£	s.	d.	£	s.	d.
Salaries	1,564	10	8	1,985	3	11
Maintenance of pupils	1,115	7	6	1,750	3	2
Maintenance of buildings	239	18	0	418	13	3
Farm and stock	318	8	9	226	5	5
Additional buildings, water-supply, drainage, fencing, &c.	4,984	0	8	2,983	15	6
Sundries	178	19	6	..		
Less—						
Amount collected from parents by way of maintenance contributions	371	0	1	559	5	1
Amount collected from Charitable Aid Boards	57	16	2	294	17	0
Sundry other recoveries	138	12	6	135	9	1
Net expenditure on the institution	7,833	16	4†	6,374	10	1†

(† Including for 1910 £440, and for 1911 £235, paid from National Endowment revenue.)

The existing accommodation of the school is fully occupied, the number of resident boys being 57; but it is proposed to make provision immediately, by means of cottage homes, for a much larger number of pupils than there are at present.

The power given to a Magistrate under the Education Amendment Act, 1910, to extend the period of control, if he is satisfied upon a pupil's nearing his majority that his mental state precludes his being free from the school's guidance, was exercised in respect of four youths. They consequently remain under control until they attain twenty-five years of age, when their cases will be reviewed again.

MANUAL AND TECHNICAL INSTRUCTION.

MANUAL INSTRUCTION IN PUBLIC AND SECONDARY SCHOOLS.

(E.—5—Tables J1 to J6.)

During the year manual instruction, in accordance with the regulations, was given in 66 per cent. of the public schools, an increase of 2·5 per cent. The percentages for the various Education districts were as follows:—

District.	Percentage of Schools at which Instruction was given.	
	1910.	1911.
Auckland	43	51
Taranaki	72	68
Wanganui... ..	93	95
Wellington	74	71
Hawke's Bay	80	76
Marlborough	32	70
Nelson	57	52
Grey	26	22
Westland	37	39
North Canterbury	68	68
South Canterbury	61	57
Otago	63	64
Southland... ..	97	98

TABLE J.—SUBJECTS OF AND NUMBER OF CLASSES FOR MANUAL INSTRUCTION IN PUBLIC SCHOOLS.

Subjects of Instruction.	Number of Classes.	
	1910.	1911.
Elementary handwork	3,489	3,530
Woodwork	273	315
Ironwork	8	6
Agriculture and dairy-work	666	832
Elementary science	109	76
Physical measurements	118	122
Cookery	308	342
Laundry-work	63	69
Dressmaking	90	91
Swimming and life-saving	165	200
Physiology and first aid	78	75
Totals	5,367	5,658

The number of public schools in which recognized classes for manual instruction were held was 1,436.

The number of pupils in attendance at recognized classes for cookery was 6,110.

The number of pupils in attendance at recognized classes for woodwork was 6,742.

The number of pupils in attendance at recognized classes for agriculture was about 15,000.

The number of pupils receiving instruction in other branches of manual instruction was 118,026.

The payments by way of capitation and subsidies on voluntary contributions were £20,892 10s.

The average rate of payment per class was £3·7.

Special grants for buildings and equipment totalled £4,745.

It is gratifying to note an increasing tendency on the part of teachers to regard handwork as a method rather than as an isolated subject of instruction, and to provide for training in handwork under the headings of other school subjects.

Subjects such as woodwork and cookery continue to be taught on the central system, and by special instructors. There are now over sixty well-equipped manual-training schools in operation. In the larger towns special buildings separate from the technical college or school have been provided. In the smaller towns the manual-training centre is usually attached to the district high school, the secondary school, or the technical school, as the case may be. While the central system cannot be regarded as an ideal one from many points of view, yet for reasons of economy it appears at present to be the only practicable means of providing instruction. The work is, unfortunately, too often treated as an isolated subject in which the school staff takes little interest, and has little or no connection with other school subjects. These defects, which cannot be regarded as other than serious, would, it is considered, be less pronounced if the course of work were arranged after consultations between the head teachers of the schools served by the centre and the special instructors. The time spent by pupils in travelling to the centre, and the consequent break in the school-day, are also to be regarded as drawbacks to the system. In the case of schools at some distance from the centre these are met, to some extent, by increasing the duration of the lesson, thus allowing the course to be completed in a shorter time.

It is a matter for regret that very few public-school teachers have given instruction to their classes in either woodwork or cookery, in spite of the fact that during recent years special classes in these subjects have been established by Education Boards with the view, presumably, of giving their teachers the requisite training.

Elementary instruction in subjects bearing on agriculture was given in 832 schools as compared with 666 for the previous year. Instruction in this branch of manual training is, in the case of ten of the thirteen Education districts, supervised by special itinerant instructors. Experimental and observational work—the results of which, in some cases, have proved of no little value locally—is a feature of the course of instruction in most districts. Considerable attention is also being given to instruction, of an elementary character, in dairying, especially in the North Island.

Local interest in the school-gardens and experimental plots continues to be well maintained, valuable assistance being forthcoming from agricultural and pastoral associations, School Committees, and members of the farming community generally. In addition to prizes, which, as in previous years, have been freely offered, contributions in money and kind to the value of over £300 have been received by Education Boards during the year. These contributions carry a Government subsidy of £1 for £1.

During 1911 regular courses of instruction having a direct bearing on rural pursuits were carried out in connection with the secondary departments of district high schools in five education districts, as follows :—

District.						Number of Schools.	Number of Pupils.
Taranaki .. .. .	..	..	..	..	..	1	53
Wanganui .. .. .	..	..	..	..	..	5	128
Wellington .. .. .	..	..	..	..	..	6	206
Hawke's Bay .. .. .	..	..	..	..	..	3	55
South Canterbury ..	..	..	..	..	..	2	57
Totals .. .. .	..	..	..	..	..	17	499

Capitation payments on account of rural courses carried out during the year at these schools amounted to £3,349 2s. 8d., equivalent to a rate of £6·7 per pupil.

Arrangements are in progress for the establishment of similar courses in connection with district high schools in Auckland, North Canterbury, and Otago. These courses, which were inaugurated in 1909, appear from reports received to have fully justified their establishment. The opposition to which reference was made last year appears to have largely disappeared, an indication, it is hoped, that many who saw serious objections to the introduction of what was regarded as an uncalled-for innovation are discovering that a course of instruction that is definitely related to the pupils' environment affords opportunities for training that compare not unfavourably with those provided by a course based on what may be termed grammar-school lines.

The significant subjects of the rural course continue to be taught, for the most part, by visiting instructors. This arrangement, which is unsatisfactory from many points of view, appears at present to be unavoidable in view of the scarcity of trained teachers qualified to undertake the work. It is a matter for surprise and regret that, with the facilities now available for training, the proportion of trained teachers able and qualified to give instruction on modern lines to secondary classes in the various branches of natural and physical science continues to remain quite inadequate.

More than half of the district high schools of the Dominion (fifty-nine in number) are now provided with laboratories equipped for individual practical work in elementary physics or chemistry. Where special science-rooms are not available, as in the case of most public schools, a course in elementary physical measurements is being taken up in a small but increasing number of schools. The number of recognized classes for this subject last year was 122, as against 118 for the previous year.

Though there has been an increase from 165 to 200 in the number of classes for swimming and life-saving recognized under the regulations for manual and technical instruction, the provision made for instruction in this useful branch of knowledge still leaves something to be desired. Recognized public-school classes were held in ten of the thirteen education districts.

New buildings or additions to buildings for manual instruction in connection with public schools have been erected during the year, or are in course of erection at Devonport, Pukekohe, Helensville, Waihi, Pahiatua, Motueka, Sydenham, Lincoln, Temuka, Mosgiel, Balclutha, Milton, Lawrence, Invercargill, and Riverton, while necessary equipment has been provided for classes at Cambridge, Inglewood, Carterton, Masterton, Greytown, Levin, Wellington, Pahiatua, Pleasant Point, Dunedin, and Riverton.

TABLE JA.—CAPITATION RECEIVED AND EXPENDITURE BY EDUCATION BOARDS IN CONNECTION WITH MANUAL INSTRUCTION IN PUBLIC SCHOOLS DURING THE YEAR ENDING 31ST DECEMBER, 1911 (EXCLUSIVE OF EXPENDITURE OUT OF GRANTS FOR BUILDINGS AND EQUIPMENT).

Education District	Capitation.			Expenditure.		
	£	s.	d.	£	s.	d.
Auckland	3,484	13	2	4,698	4	11
Taranaki	1,064	1	9	932	9	6
Wanganui	2,940	18	6	3,324	10	3
Wellington	3,658	3	6	3,879	7	10
Hawke's Bay	1,792	16	5	2,320	13	10
Marlborough	340	12	0	295	10	10
Nelson	406	13	2	910	4	10
Grey	78	3	9	60	17	9
Westland	42	1	9	12	1	11
North Canterbury	2,138	13	5	3,088	1	4
South Canterbury	1,153	13	5	1,604	0	7
Otago	1,998	2	10	2,125	14	6
Southland	850	1	2	1,536	9	4
Totals for 1911	19,948	14	10	24,788	7	5
Totals for 1910	18,103	10	4	19,935	7	3

Recognized classes for manual instruction were also carried on during the year in connection with twenty-eight of the secondary schools (thirty in number) in receipt of Government grants. The chief branches taken up and the total average attendance at classes were as follows:—

Subjects of Instruction.	Average Attendance.	
	1910.	1911.
Physics and chemistry	940	1,463
Natural science	1,325	1,335
Woodwork	361	460
Cookery	512	638
Dressmaking	278	338

Some further particulars relating to the classes are as follows:—

	1910.	1911.
The number of recognized classes was	227	274
The capitation payments on attendance amounted to	£929	£1,147
The average rate of payment per class was	£4.1	£4.2
Special grants for buildings and equipment totalled	£912	£2,073

It is gratifying to note that in the case of most of the rural secondary schools steps are being taken to bring the curricula into closer touch with the pupils' environment. Many of them now provide opportunities for instruction in subjects bearing on rural pursuits. Improved facilities for instruction in subjects relating to the home are also being provided in several secondary schools.

New buildings or additions to buildings for manual-instruction purposes have been erected during the year or are in course of erection in connection with Wellington Girls' College, Marlborough High School, and Gore High School; while necessary equipment for manual instruction has been provided at Palmerston North High School, Wellington Boys' College, Christchurch Boys' and Girls' High Schools, and Rangiora High School.

TECHNICAL INSTRUCTION.

(E.—5—Tables J7 to J17.)

Satisfactory progress continues to be made by controlling authorities and managers throughout the Dominion in the matter of providing, improving, and extending facilities for technical instruction. The schools and classes, with few exceptions, continue to receive satisfactory support at the hands of those for whose direct benefit they exist. The interest taken by local bodies and various industrial and trade organizations in the schools has not only strengthened the hands of those responsible for the conduct of the classes, but has also assisted very materially the finances of the controlling bodies. During the year nearly £5,000 in the way of voluntary contributions was received by these bodies. These contributions carry a Government subsidy of £1 for £1. The Government has, as in previous years, favour-

ably considered applications for new buildings or additions, and for necessary equipment for technical instruction. New or additional buildings have been erected or are in course of erection at Woodville, Nelson, Christchurch, Kaiapoi, and Ashburton, while necessary equipment has been provided for technical classes at Auckland (the School of Mines), Wanganui, Palmerston North, Napier, Nelson, Christchurch (the Technical College and the Schools of Engineering and Art, Canterbury College) and Dunedin (the Technical School). During the year grants, totalling £11,495, were distributed to controlling authorities in aid of buildings and equipment for technical classes.

There are now about fifty well-equipped buildings available for the accommodation and instruction of technical classes. As in previous years, classes in the smaller and more remote centres where buildings specially adapted for the purpose have not yet been provided have been carried on in the local schools or in suitable rented buildings. Thus, in the Wanganui district classes were held at twenty-three such centres, in the Hawke's Bay district at ten, in the Taranaki and North Canterbury districts at nine, and in the Wellington and Southland districts at seven. These classes are for the most part conducted by itinerant instructors.

Following are some particulars regarding technical classes (including day technical schools) in operation during the year:—

The number of places at which recognized classes were held	1910.	1911.
was	115	130
The number of day technical schools was	8	8
The number of other classes was	1,828	1,467
The number of individual students at day technical schools was	1,216	1,341
The number of individual students attending other classes was	13,252	13,632

The status of the classes was as follows:—

Status.	Number of Centres.	Number of Day Technical Schools.	Number of other Classes.	Number of Students.
"Special" classes	112	4	837	7,777
"Associated" classes	27	4	472	6,547
"College" classes	3	..	158	649
Totals	142	8	1,467	14,973

NOTE.—It will be noticed that the number of centres is greater than the number of places at which classes were held. This is accounted for by the fact that in the larger towns there are two or more schools providing technical instruction.

NOTE.—Prior to 1911 what are now known as "day technical schools" were treated as aggregations of classes, whereas they are now regarded as organized schools. This will explain the apparent decrease in the number of classes in operation in 1911.

"Special" classes—i.e., classes conducted by an Education Board or by the governing body of a secondary school—continue to be the most numerous and the most widely distributed. Most of the classes in the smaller places come under this heading. "Associated" classes, or classes conducted by managers representing bodies contributing to the funds of the classes, were held at twenty-seven centres, as against twenty-three in 1910. In only a few cases does a technical classes association conduct classes at more than one centre. "College" classes or classes controlled by a University college have remained practically stationary.

Day technical schools, providing courses of instruction occupying not less than twenty hours a week, were in operation during the year in connection with the technical schools at Auckland (317 pupils), Wanganui (90 pupils), Wellington (268 pupils), Napier (83 pupils), Nelson (10 pupils), Westport (14 pupils), Christchurch (349 pupils), and Dunedin (210 pupils). These schools, which provide fairly full courses in science and technology, domestic economy, agriculture, and commercial instruction, continue to be well attended, and appear to attract a number of young people who

probably would not for one reason or another proceed in the absence of such schools to secondary schools. The number of pupils on the rolls of day technical schools was 1,341, of whom 598 were males. Free places were held by 1,260 pupils, including 552 males.

The following table gives the school age and sex of free pupils at day technical schools :—

School Age.	1910.			1911.		
	Males.	Females.	Total.	Males.	Females.	Total.
Junior free pupils (First year ..	355	381	736	328	422	750
(Second year ..	112	175	287	176	203	379
Senior free pupils (First year ..	26	64	90	36	70	106
(Second year ..	12	15	27	9	12	21
(Third year ..	2	4	6	3	1	4
Totals	507	639	1,146	552	708	1,260

The number of pupils holding Junior Free Places tenable for two years was 1,129, the number holding Senior Free Places tenable for three years being 131. Fifty-one per cent. of the pupils who entered on Junior Free Places in 1910 continued to attend during 1911, while about 30 per cent. of the pupils who completed the second year of their Junior Free Places at the end of 1910 qualified for and were awarded Senior Free Places in 1911.

The courses of instruction taken up by students at day technical schools were as follows :—

	Males.	Females.	Totals.
Industrial	362	0	362
Commercial	193	499	692
Domestic	0	237	237
Agricultural	41	0	41
Art	2	7	9
Totals	598	743	1,341

Over 50 per cent. of the pupils on the roll of day technical schools attended commercial courses, industrial courses being taken by 27 per cent. and domestic courses by 17 per cent. of the pupils. Courses of agricultural instruction were provided at two of the schools, and were attended by forty-one pupils, or about 9 per cent. of the total roll.

The capitation payments made during the year on account of day technical schools amounted to £9,477.

The following remarks relate to technical classes other than classes at day technical schools :—

The number of individual students in attendance during 1911 was 13,632, representing an increase of about 3 per cent. Some particulars as to the age and sex of students are as follows :—

	Under Twenty-one Years of Age.	Twenty-one Years of Age and over.	Totals.
Males	4,156	2,816	6,972
Females	3,644	3,016	6,660
Totals	7,800	5,832	13,632

The occupations of students may be summarized as follows:—

	Number of Students.	Percentage of Totals.
Clerical pursuits	1,678	12.3
Professional pursuits	2,308	16.9
Students	1,062	7.8
Domestic pursuits	3,136	23.0
Agricultural pursuits	1,130	8.3
Various trades	3,966	29.1
Other occupations not included in above	352	2.6
	13,632	100.0

These figures appear to indicate that the instruction provided by the technical schools as a whole is meeting in a satisfactory way the needs of the districts in which they are located.

TABLE JB.—NUMBER OF CLASSES FOR, AND CAPITATION ON ATTENDANCES DURING 1911 IN RESPECT OF, CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION.

Subjects of Instruction.	Number of Classes.	Capitation.
		£ s. d.
Commercial subjects	229	3,129 12 1
Mathematics and science	86	798 10 11
Mathematics and science applied to trades and industries	430	4,408 8 1
Domestic science	275	2,748 3 10
Art and art-crafts	289	4,679 2 4
Continuation classes	158	824 6 0
Totals	1,467	16,588 3 3

Classes for subjects relating to the various branches of engineering—civil, mechanical, and electrical—continue to be well attended. Most of the larger schools are provided with facilities for practical work, enabling students to take up fairly full courses in engineering. Instruction in art and art-crafts is also well provided for, and well arranged courses—both elementary and advanced—have been carried out in the schools, six in number, in which special attention is given to these branches of technical education.

Instruction in one or more branches of domestic science was given at eighty-two centres as compared with seventy-three in 1910. Now that the special courses in home-science and domestic arts arranged for by the Council of the Otago University are in operation it is hoped that increased attention will in the near future be given to instruction bearing directly on the home.

The demand for commercial instruction continues to be maintained. Classes were held at forty-three centres. Though the number of what are known as “continuation” classes in operation during the year appears to be small, it must not be thought that adequate provision is not made by the schools as a whole for instruction on subjects of general education. Where, as in an increasing number of schools, the subject taken in a continuation class forms part of a grouped course of instruction, the class is regarded as ranking with technical classes, and capitation is paid thereon at the rate for the course to which it belongs. The continuation classes, 158 in number, included in the above table were classes attended mainly by students not taking grouped courses.

A considerable increase has again to be recorded in the number of centres in which instruction in subjects relating to rural pursuits was provided. Classes were held at sixty-one centres in 1910 and at sixty-seven in 1911. The subjects of instruction included wool sorting and classing, sheep-shearing, dairying, veterinary science, agriculture, horticulture, bee-keeping, and poultry-keeping. It would thus appear that the continued efforts of controlling authorities to provide facilities for instruction in subjects bearing on rural pursuits are at last meeting with fairly

satisfactory response at the hands of the farming community. That a good deal is being done by the bodies charged with the administration of primary, secondary, and technical education to create an intelligent interest in rural pursuits is shown by the fact that recognized classes for subjects related to agricultural and pastoral pursuits were attended during the year by some 15,000 pupils on the rolls of primary schools, by about 650 pupils on the rolls of secondary schools and district high schools, and by about 1,600 students of technical schools.

TABLE JC.—NUMBER OF STUDENTS TAKING GROUPED COURSES OF INSTRUCTION OCCUPYING NOT LESS THAN FOUR HOURS A WEEK AND EIGHTY HOURS A YEAR.

Course of Instruction.	Number of Students.
Elementary commercial	1,033
Higher commercial	208
Practical mathematics and science	117
Mathematics and science applied to trades and industries	1,037
Domestic science	268
Art and art-crafts	541
Total	3,204

Reference was made in last year's report to the provision made in 1910 for capitation payments at higher rates in respect of attendances of students taking up definite courses of technical instruction. During 1911 capitation on the attendances of such students was earned by twenty-six schools in nine of the thirteen education districts. The total number of students taking grouped courses was 3,204, representing 25 per cent. of the total roll. This must be regarded as satisfactory in view of the comparatively short time the regulations governing grouped courses in technical schools have been in operation. It is probable that the current year will see a considerable increase both in the number of schools offering grouped courses and in the number of students taking such courses.

The number of students who voluntarily attend evening classes, particularly in the larger centres, is distinctly encouraging, as also is the increase in the proportion of those who find it worth while to attend on several evenings a week. Following are the roll numbers for 1911 of some of the larger schools (exclusive of the day technical schools that are carried on in connection with some of them):—

School.	Roll Number.	
	1910.	1911.
Auckland Technical College	1,060	941
"Elam" School of Art	360	446
Wanganui Technical College	636	487
Palmerston North Technical School	498	530
Wellington Technical School	1,110	1,131
Napier Technical College	225	231
Christchurch Technical College	910	984
Canterbury College—School of Art.. .. .	357	365
Timaru Technical School	256	359
Dunedin Technical School	896	857
Dunedin School of Art	180	289
Southland Technical College	344	369

As stated last year, there is a movement in certain education districts in the direction of the establishment of compulsory continuation and technical classes under section 18 of the Education Amendment Act, 1910. Regulations requiring the attendance of young persons between the ages of fourteen and seventeen who are not otherwise receiving a suitable education, or who are not specially exempted from attendance have now been approved for certain school districts in Taranaki, Wanganui, and Hawke's Bay. The operation of these regulations, which it is expected will shortly be put into force, will be watched with much interest in view of the attention now being given to the question of the further education of adolescents in other parts of the world.

Free places at classes other than classes at day technical schools were held by 2,308 students. The following table gives the school age and sex of free pupils attending such classes :—

School Age.		1910.			1911.		
		Males.	Females.	Total.	Males.	Females.	Total.
Junior free pupils	First year ..	688	406	1,094	670	341	1,011
	Second year ..	257	184	441	356	200	556
Senior free pupils	First year ..	189	116	305	223	140	363
	Second year ..	104	73	177	130	99	229
	Third year ..	57	24	81	81	68	149
		1,295	803	2,098	1,460	848	2,308

In 1911 the number of pupils holding Junior Free Places tenable for two years was 1,567, the number holding Senior Free Places tenable for three years being 741. About 51 per cent. of the pupils who entered on Junior Free Places in 1910 continued to attend in 1911. Of the total number of senior free pupils in their first year about 45 per cent. had previously been in attendance as junior free pupils. The remainder were either admitted on transfer from day technical schools, district high schools, or secondary schools, or had qualified by examination for Senior Free Places. Of the total number (2,308) of students admitted to free places 2,016, or 87 per cent., qualified for capitation. Capitation payments on account of free places amounted for 1911 to £5,900 15s. 10d., being at the rate of £2·9 per free place.

The following is a summary of the chief sources of income and items of expenditure for 1911 in respect of "Special" and "Associated" classes for technical instruction (including day technical schools) :—

ASSOCIATED CLASSES.

<i>Receipts.</i>	£	<i>Expenditure.</i>	£
Capitation on attendances and free places	16,699	Administration, &c. ..	5,413
Voluntary contributions and subsidies thereon	6,155	Salaries of instructors	18,453
Grants for buildings and equipment ..	4,164	Buildings and equipment	7,145
Grants for rent and material	1,090	Rent and material	2,619
Students' fees	4,316		
Other receipts	2,686		
Totals	<u>£35,110</u>		<u>£33,630</u>

SPECIAL CLASSES

<i>Receipts.</i>	£	<i>Expenditure.</i>	£
Capitation on attendances and free places	14,547	Administration	6,215
Voluntary contributions and subsidies thereon	2,436	Salaries of instructors	15,416
Grants for buildings and equipment ..	6,032	Buildings and equipment	16,724
Grants for rent and material	1,025	Rent and material	2,043
Students' fees	4,528		
Other receipts	1,799		
Totals	<u>£30,367</u>		<u>£40,398</u>

Special grants totalling £2,115 for the maintenance of training classes for teachers in subjects of manual instruction taken up in public schools were distributed to Education Boards during the year.

The Science and Art Examinations of the Board of Education, London, and the Technological Examinations of the City and Guilds of London Institute were held as usual, the former at twelve and the latter at sixteen centres. The number of entries for the Science and Art Examinations was 918, the number of passes being 609; while for the Technological Examinations the number of entries was

484, and the number of passes 291. The proportion of entries to passes was 66 and 60 per cent. respectively.

The expenditure by the Government on manual and technical instruction during 1911 may be summarized as follows:—

Manual instruction—			£	s.	d.	£	s.	d.
Capitation on classes	..	..	21,095	11	2			
Subsidies on voluntary contributions	..	..	1,014	17	8			
Grants for buildings, equipment, &c.	..	..	6,857	16	8			
						28,968	5	6
Technical instruction—								
Capitation—								
Day technical schools	..	..	9,477	0	0			
Other classes (including free places)	..	..	21,819	6	5			
Subsidies on voluntary contributions	..	..	4,552	1	11			
Grants for buildings, equipment, material, &c.	..	..	13,433	6	9			
						49,281	15	1
Manual and technical instruction—								
Railway fares, etc., of instructors and students	..	..				5,725	13	9
Examinations	..	..				683	14	4
Inspection and other expenses	..	..				1,014	9	3
						£85,673	17	11

This total includes £6,550 from National Endowment revenue. The total expenditure by the Government by way of capitation, subsidies, and grants during 1910 was, for manual instruction, £24,008 7s. 7d., and for technical instruction £46,418 11s. 7d.

SECONDARY EDUCATION.

NUMBER OF SCHOOLS.

The schools usually included in the list of secondary schools in this report which were open in 1911 were thirty-two in number, namely,—

(a.) "Endowed secondary schools" within the meaning of section 89 of the Education Act, 1908, and included in the Eighth Schedule to the Act	26
(b.) Secondary schools within the meaning of the same section (89), but established by the Minister under section 94	4
(c.) Other endowed secondary schools not coming within the definition of section 89	2
Total	32

Of the endowed secondary schools only twenty-two were in operation during the year. Of the other four—Akaroa, Greymouth, Hokitika, and Waimate—the last three have never been in operation, and the first existed as a small struggling high school for a few years only; but a permanent increase of population might lead to the establishment (or re-establishment) of one or more of them at any time. Meanwhile, secondary education is carried on in the secondary departments of the district high schools established in each of these four centres, and statutory provision exists whereby the income derived from the endowments of the secondary schools may be devoted, if the Minister thinks fit, wholly or in part to the maintenance of these district high schools.

It must also be borne in mind that, in addition to the above thirty-two schools, there are seven endowed schools providing suitable secondary education for Maori boys and girls, and a considerable number of private secondary schools.

ROLL AND ATTENDANCE.

(See also E.—6—Tables K1 to K4, and L1.)

The total number of pupils attending the thirty-two secondary schools in the last terms of 1910 and 1911 respectively was—

	1910.			1911.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)	2,844	2,062	4,906	3,058	2,151	5,209
Number in lower departments	178	92	270	164	92	256
Total	3,022	2,154	5,176	3,222	2,243	5,465
Number of boarders (included above)	614	141	755	680	152	832

The following are some of the figures in connection with the roll and attendance of secondary schools and secondary departments of district high schools :—

(a.) *Secondary Schools.*

	Boys.	Girls.
Number on roll at beginning of 1911, lower departments excluded ..	3,261	2,166
Number admitted during 1911, lower departments excluded ..	307	269
Number who left during 1911, lower departments excluded ..	510	284
Number on roll at end of 1911, lower departments excluded ..	3,058	2,151
Number on roll at end of 1911, lower departments included ..	3,222	2,243
Of whom the number under twelve years of age was ..	84	44
And the number over eighteen years of age was ..	140	108
Number of boarders ..	680	152
Average attendance, lower departments excluded ..	5,238	
Average attendance, lower departments included ..	5,682	

(b.) *Secondary Departments of District High Schools.*

Number of district high schools open at end of 1911 ..	59
Mean of average weekly roll of secondary departments ..	2,090
Total roll at end of 1911 ..	1,777
Average attendance of secondary departments ..	1,889

It will be noticed from the above figures that there is a very considerable falling-off in the roll numbers of district high schools at the end of the year. The same tendency, but in a much less degree, is evidenced in the secondary-school figure. This falling-off is more noticeable in the case of boys than of girls, and is due to the large number who leave school early to enter upon some vocation.

In addition to those in secondary schools and in the secondary departments of district high schools there should properly be included in the number of pupils under secondary instruction in the Dominion (a) the pupils attending certain day classes in connection with technical schools, which in this regard may be called technical high schools; and (b) the pupils in various institutions for the secondary education of Maori boys and girls.

The numbers on the rolls of the day technical schools were :—

	1910.	1911.
Boys ..	545	598
Girls ..	708	743
Total ..	1,253	1,341

The numbers on the rolls of the secondary schools for Maoris (all of whom were boarders) were—

	1910.	1911.
Boys ..	182	177
Girls ..	196	210
Total ..	378	387

To obtain as close an estimate as possible of the total number receiving secondary education in schools, it will be necessary to include pupils attending all the above classes—i.e. secondary schools proper, secondary departments of district high schools, Maori secondary schools, and day technical schools. Also private secondary schools subject to inspection must be taken into consideration. Of private secondary schools not so subject the Department has no information. We then arrive at the following total of all secondary-school pupils in New Zealand known to the Department :—

Average Weekly Roll.

	1910.	1911.
Secondary schools ..	5,168	5,209*
District high schools ..	2,189	2,090
Day technical schools ..	1,253	1,341
Maori secondary schools ..	378	387
Private secondary schools ..	†	831†
Total ..	8,988	9,858

* Roll at end of year. † No information for 1910 available.

† This figure represents only private secondary schools inspected by the Department.

There has been a steady increase since last year in all the groups of schools giving secondary instruction, with the exception of district high schools; these latter must, of necessity, decline somewhat, for from time to time, as districts become more closely settled, the district high schools are disestablished and secondary schools established in their stead; thus, during the year, Hamilton High School replaced the district high school.

The population of New Zealand, according to the 1911 census, was 1,058,312, including Maoris and Chatham Island colonists, but excluding the inhabitants of the Cook and other annexed islands. Thus, the proportion of persons receiving some form of day secondary instruction in 1911 was 93·1 per 10,000 of population. In 1906 the corresponding proportion was 72·7 per 10,000, so, even after allowing for private secondary schools, which were not taken into consideration in the earlier return, there has been a very steady development of secondary education in New Zealand during the past five years. Although, from an examination of the figures set out in blue-books received from England and Scotland, it would appear that the proportion in this Dominion is well ahead of that in those two countries, it is still behind the United States, which claims 122 secondary pupils per 10,000 of population.

Further information in regard to the roll and attendance at secondary schools will be found in Tables K1, K3, and K4, and at district high schools in Tables L1 and L2 of the secondary schools report (E.—6).

FREE SECONDARY EDUCATION.

(See also E.—6—Table K5.)

Under the free-place regulations free places are divided into two classes—junior and senior—both being tenable at secondary schools and district high schools.

Boys and girls who qualify for Junior Education Board Scholarships, whether they obtain scholarships or not, are entitled to Junior Free Places, and those who pass the special examinations for free places are also participants in the privilege. Junior Free Places may, again, be obtained by those who qualify for a certificate of proficiency—that is, essentially pupils who pass with credit the Sixth Standard of the public-school syllabus; but on this qualification the age of the candidate must not exceed fifteen years. Generally speaking, Junior Free Places are tenable for two years, with a possible extension in certain cases to three years without examination. In the case of district high schools they are tenable to the age of seventeen.

A Senior Free Place is tenable by any pupil who has passed the Civil Service Junior Examination or the Intermediate Examination, the latter of which is regarded as the special examination for Senior Free Places. Both these examinations are held simultaneously, and differ mainly in the fact that in the Intermediate Examination different papers are set in certain subjects to meet the requirements of non-competitive candidates. The passing of the Matriculation Examination is also regarded as a qualification for a Senior Free Place. But in a largely increasing number of cases Senior Free Places may now be obtained without the necessity of having recourse to an external examination. By a recent amendment in the regulations the Minister has been empowered to award Senior Free Places to eligible scholars who have satisfactorily completed a two-years course in a secondary school or district high school in accordance with the specified conditions, and are recommended by the Principal of the secondary school attended, or, in the case of a district high school, by an Inspector of the district, such recommendation being subject to the concurrence of the Inspector-General of Schools. Senior Free Places are tenable up to the age of nineteen.

For free places granted in secondary schools in accordance with regulations grants are payable on a sliding scale, in which the capitation payments vary according to the income of the school from public endowments, and are calculated in such a way as to secure to the school for each free pupil under instruction an annual income from public sources and from endowments taken together of not less than £12 10s. per pupil, which is estimated to be sufficient to cover the necessary expenditure.

SCHOLARSHIPS HELD AT SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

(See also E.—6—Tables K5, KL1, and KL2.)

These scholarships are of four kinds,—

- (i.) Junior National Scholarships ;
- (ii.) Education Board Scholarships ;
- (iii.) Foundation or Governor's Scholarships, given by the governing bodies of secondary schools ;
- (iv.) Private scholarships, endowed by private owners.

(i.) *Junior National Scholarships.*—These scholarships are allotted to the several education districts practically on the basis of population, as in each district there is offered annually one scholarship for each 4,000 or part of 4,000 children in average yearly attendance. The scholarships are awarded by the Education Boards on the results of an examination conducted by the Education Department, and the Boards exercise a certain control over the holders, and pay over to them from time to time the amounts falling due.

The following summary to Table KL1 shows the number and value of Junior National Scholarships current in December, 1911 :—

Number of scholarships,—							
Boys	...	...	...	...	...	...	75
Girls	...	...	...	...	...	...	51
Total	...	...	...	...	...	...	126
Number receiving boarding-allowance (included in the above total)							
Number receiving travelling-allowance (similarly included)	...	...	...	...	...	...	62
Number held at secondary schools	...	...	...	...	...	...	1
Number held at district high schools	...	...	...	...	...	...	103
Total annual rate of payment as in December, 1911	...	...	...	...	...	...	23
	...	...	...	...	...	...	£3,185

(ii.) *Education Board Scholarships.*—The scholarship funds of the Boards are provided by grants which, although not statutory, are of old standing, and amount to 1s. 6d. per head of the average attendance. The conditions of the scholarships are determined by regulations approved in the case of each Board by the Minister of Education. For the award of the Junior Scholarships all the Boards now use the Junior National Scholarship Examination, and for their Senior Scholarships nearly all use the Civil Service Junior Examination ; but the awards themselves and the subsequent control of the holders are entirely in the hands of the Boards. The number and value of the Board scholarships in the various districts are shown in Table KL2 of E.—6, the totals of which are for the whole of New Zealand :—

	Scholarships.						
At £40 per annum	...	...	...	...	...	...	113
At £35 per annum	...	...	...	...	...	...	7
At £30 per annum	...	...	...	...	...	...	40
Under £30 and not under £25 per annum	...	...	...	...	...	...	9
Under £25 and not under £20 per annum	...	...	...	...	...	...	17
Under £20 and not under £15 per annum	...	...	...	...	...	...	1
Under £15 and not under £10 per annum	...	...	...	...	...	...	185
Under £10 and not under £5 per annum	...	...	...	...	...	...	143
Under £5 per annum	...	...	...	...	...	...	67
Total...	...	...	...	...	...	...	582
Number of scholarships,—							
Boys	...	...	...	...	...	...	363
Girls	...	...	...	...	...	...	219
Total	...	...	...	...	...	...	582
Total expenditure of Boards on scholarships—							£
In 1909	...	...	...	...	...	...	8,694
In 1910	...	...	...	...	...	...	9,232
In 1911	...	...	...	...	...	...	9,244

As will be seen from the above summary, the value of the scholarships varies considerably. In five out of the thirteen education districts scholarships of the

value of £40 are offered for competition, while in another the highest scholarship offered is of the value of £24. Further, four Boards do not give scholarships of a lower value than £10 per annum, whereas others offer scholarships of a value of £2.

The most common period of tenure is two years. By the provisions of the Education Act every Education Board scholarship is tenable at a secondary school, or its equivalent approved by the Board. With very few exceptions holders of Education Board scholarships are also holders of secondary free places.

(iii.) *Foundation (or Governors') Scholarships*.—These are of two kinds, those offered by the Governors of secondary schools not granting free places under the Act, and those offered as additional scholarships by the Governors of schools providing free places.

(iv.) *Private Scholarships*.—These are derived from funds provided by private donors at certain schools, by bequest or otherwise.

The number of foundation and private scholarships in the last term of 1911 was 171. Of the holders, forty-four were also Government free pupils under the regulations. The total value of the scholarships in cash was £898 3s. 4d. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £945 6s., the value of the Government free places already mentioned not being included in this amount.

STAFF.

(See also E.—6—Tables K4, L1, and L2.)

The staffing of the secondary schools was as follows:—

	1909.			1910.			1911.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Regular staff	131	93	224	140	107	247	148	111	259
Part-time teachers	44	33	77	48	31	79	48	33	81

The average number of pupils per teacher (excluding part-time teachers) was 20.9 in 1910 and 21.1 in 1911.

The head teacher of a school at which district high school classes are held generally takes some part in the secondary instruction, and receives from the Government the sum of £30 in addition to his salary as head teacher of the primary school. In 1910 there were 95 special assistants—45 men and 50 women. In 1911 there were 40 men and 47 women. Leaving out of consideration the head teachers of district high schools, the average number of pupils per teacher was 23 in 1910 and 21.7 in 1911.

SALARIES OF SECONDARY TEACHERS.

(See also E.—6—Tables K3, L1, and L2.)

The total amount paid as salaries to the regular staffs of secondary schools as at the rates paid at the end of the year was £61,082, as against £55,769 at the end of 1910. Full particulars will be found in Table K4 of the Secondary Schools Report. As might be expected, the salaries paid vary considerably; the following summary shows the average salary paid to principals and assistants:—

Average Salaries in Secondary Schools.

	1910.			1911.		
	M. £	F. £	All. £	M. £	F. £	All. £
Principals	490	368	450	493	401	464
Assistants	232	145	194	243	155	204
Whole staff	271	167	226	280	177	236

NOTE.—The salaries of part-time teachers are not taken into consideration in the above summary.

In the secondary departments of district high schools salaries are uniform, in accordance with the schedule to the Act. The average salaries actually paid

to assistants, exclusive of the sums paid to head teachers by way of extra salary, were, in December, 1910 and 1911, as follows :—

	1910.			1911.		
	£	s.	d.	£	s.	d.
Male assistants	195	9	9	196	13	7
Female assistants	159	2	1	164	13	11
All secondary assistants	176	14	2	179	8	6

The scale of salaries is the same for men and women.)

The total amount paid in salaries from receipts from Government for the secondary departments of district high schools, including the special payments to head teachers, was £17,880, as against £18,240 for 1910.

The professional qualifications of the secondary-school teachers of the Dominion are as follows :—

Status of Secondary Teachers (Regular Staff only), December, 1911.

	Secondary Schools.	District High Schools (Secondary Departments).
Principals,—		
Graduates	31	24
Holding certificates or other qualifications (excluding graduates)	1	35
Assistants,—		
Graduates	183	60
Certificated (excluding graduates)	14	27
Uncertificated	30	...
Total	259	146

Further information in regard to the salaries of secondary-school teachers will be found in Table K4 of the Appendix, and of District High Schools in Tables L1 and L2.

FINANCES OF SECONDARY SCHOOLS.

(See also E.—6—Tables K6 to K8.)

The income of secondary schools is derived from the following sources :—

- (i.) Rents from the special reserves allocated to them by statute ;
- (ii.) Statutory grants given in lieu of special reserves ;
- (iii.) Interest upon moneys derived from the sale of reserves and invested in accordance with the Education Reserves Act ;
- (iv.) Income from the secondary-school reserves controlled by the Land Boards, divided among the secondary schools in the several land districts in proportion to the number of pupils in average attendance, lower departments excluded ;
- (v.) Government payments : (a) Statutory capitation upon free pupils under the Act ; (b) subsidies on voluntary contributions for the general purposes of the school ;
- (vi.) Government payments : (a) Capitation for manual - instruction classes ; (b) subsidies on voluntary contributions for manual-instruction purposes ;
- (vii.) Special Government grants for buildings and apparatus ;
- (viii.) Tuition fees of pupils ;
- (ix.) Boarding fees of pupils ;
- (x.) Miscellaneous sources, such as interest on moneys (other than those obtained by the sale of reserves), donations, and special endowments (for scholarships, prizes, &c.), rent of premises, loans raised, &c.

The revenue derived from the sources (i) to (iv) is the income derived from endowments, and the “ net annual income derived from endowments ” is the average for the three preceding years of this revenue, less the expenditure upon the endowments and investments and upon buildings, and less mortgage and other charges.

The following is a summary of the receipts and expenditure of all secondary schools for the year 1911 :—

TABLE K.—SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1911 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Credit balances on 1st January, 1911 ..	22,143	1 6	Debit balances on 1st January, 1911 ..	7,597	5 0
Endowment reserves sold, and mortgage moneys repaid and insurance ..	1,310	4 10	Expenses of management ..	4,015	16 9
Rents, &c., of reserves ..	32,863	8 2	School salaries ..	64,491	17 11
Interest on moneys invested ..	1,402	18 4	Boarding-school accounts ..	17,310	7 6
Reserves revenue ..	5,709	1 8	Scholarships and prizes ..	2,228	1 6
Government payments—			Printing, stationery, fuel, light, &c. ..	5,388	6 11
For manual instruction, capitation, and subsidies ..	1,309	1 7	Buildings, furniture, insurance, rent, and rates ..	55,749	3 3
For free places, capitation, and subsidy on voluntary contributions ..	46,345	18 10	On endowments ..	6,343	14 6
Grants for buildings, sites, furniture, &c. ..	11,588	6 7	On manual instruction, exclusive of buildings..	1,206	13 9
Statutory grant (Marlborough High School) ..	400	0 0	Interest ..	3,048	2 4
School fees (tuition)..	17,768	16 4	Sundries not classified ..	5,918	17 0
Boarding-school fees, &c. ..	22,456	3 3	Credit balances, 31st December, 1911 ..	27,863	17 6
Sundries not classified ..	28,839	5 11			
Debit balances, 31st December, 1911 ..	9,025	16 11			
	<u>£201,162</u>	<u>3 11</u>		<u>£201,162</u>	<u>3 11</u>

The following table gives a comparison of the chief items of income and expenditure with those for 1909 and 1910 :—

	Income.	1909. £	1910. £	1911. £
Income from reserves and endowments	37,478	38,980	39,975
Grants from Government (exclusive of building grants)*	41,258	42,492	48,055
Building grants	4,746	11,794	11,588
Tuition fees	18,887	17,828	17,769
	<i>Expenditure.</i>			
Salaries of staff	56,494	60,024	64,492
Expenses of management	3,637	4,334	4,016
Buildings, &c.	41,911	53,554	55,749

* These include, in addition to grants for secondary education properly so called, amounts paid to secondary schools as controlling authorities of technical classes: These amounts in the years 1909, 1910, and 1911 were respectively £6,521, £850, and £1,018.

The receipts under "Tuition fees" are still gradually declining, owing to the steady advance of the free-place system. All other items show an increase in receipts or expenditure, as the case may be, with the exception of management and building grants.

The Education Amendment Act of 1908, by the introduction of a higher scale of capitation on free pupils, benefits not only those secondary schools which have few, if any, endowments, but also the more numerous class of schools whose income from endowments is small in proportion to the number of pupils; further, it will relieve from anxiety those schools where a necessity arises for a large building expenditure in any year, as the effect of the new sliding scale is that in any year the total of the net annual income from endowments and the capitation—that is, of the moneys available for the payment of staff salaries and working-expenses—cannot, with due safeguards, fall below £12 10s. per pupil—a sum which past experience shows to be just sufficient.

Twenty of the secondary schools show a credit balance at the end of the year, and eight a debit balance. The net credit balance of all schools taken together has increased from £14,546 in 1910 to £16,838. This must be considered exceedingly satisfactory, as several High School Boards undertook heavy building programmes during the year; and only one-fifth of the funds therefor was supplied by the Government.

Attention has been drawn in previous reports to the urgent necessity devolving upon the High School Boards for making better provision for the salaries of their staffs. It was stated that in many schools the staffs were inadequate and, in view of the high qualifications expected, indifferently paid. The Department is, therefore, pleased to be in a position to record that this year the average salary of secondary-school teachers has been considerably improved. The total payments for salaries have increased by over £4,400, while the average salary of male assistant

teachers has increased during the year from £232 to £243, and that of female assistants has likewise increased from £145 to £155. It is hoped that the present rate of salaries, especially in the case of women, will not be curtailed in any future year.

The item of income, "Sundries unclassified, £28,839," includes a loan of £23,100 to the Wanganui Collegiate School.

For the whole Dominion, if there are taken into account only the secondary schools that admit free pupils under the Act, we find from Table K5 the following position :—

	1909.	1910.	1911.
Total number of pupils, excluding lower departments	4,421	4,638	5,144
Total net income from endowments (average of three years ending 31st December, 1911) ...	£11,775	£9,561	£11,066
Net income from endowments per head ...	£2·66	£2·06	£2·15
Approximate annual rate of capitation ...	£10·40	£10·98	£10·80
Total available net income per free pupil for salaries and management	£13·06	£13·04	£12·95
Total expenditure on salaries of staff	£45,081	£48,570	£52,978
" management	£2,851	£3,275	£3,100
" staff salaries, and management	£47,932	£51,845	£56,078
Expenditure per head on staff salaries	£10·60	£10·82	£10·37
" on management... ..	£0·64	£0·70	£0·67
Total expenditure per head on staff salaries, and management	£11·24	£11·52	£11·04

The last figure given shows as nearly as may be the actual cost per annum for each pupil, exclusive of those in the lower departments. Further details of the income and expenditure of the secondary schools will be found in Tables K7 and K8.

Lower Departments.—The Education Act provides that pupils who have not obtained a certificate of competency in the subjects of Standard V or a higher standard of the public-school syllabus may be admitted to a lower department of a secondary school if they are taught in a separate building or class-room, and if no part of the actual cost of their instruction is met out of the endowments of the secondary school. There were lower departments in eleven secondary schools during 1911; the total number of pupils in those departments was 256; the total cost of their instruction was £2,005; the total amount of fees received on their account was £2,030. (See Table K9 of E.—6.)

HIGHER EDUCATION.

NEW ZEALAND UNIVERSITY AND AFFILIATED COLLEGES.

(See also E.—7, Higher Education Report.)

The New Zealand University, the body which has general control of higher education in New Zealand, was founded by the New Zealand University Acts of 1870, 1874, and 1875. In 1876 the University was recognized by Royal charter as entitled to grant the degrees of Bachelor and Master in Arts, and Bachelor and Doctor in Law, Medicine, and Music. The Amendment Act of 1883, and the supplementary charter issued in December of the same year, added the degrees of Bachelor and Doctor of Science. Moreover, in 1904, the University Degrees Act gave the University authority to confer degrees of Doctor of Literature, Master of Laws, Surgery, and Science, and Bachelor, Master, and Doctor of Veterinary Science, Dental Surgery, Mechanical, Electrical, Civil, Mining, and Metallurgical Engineering, Naval Architecture, Agriculture, Public Health, and Commerce. For these latter no further charter has been given, so that nominally they must be considered as having currency only in New Zealand.

The affairs of the University of New Zealand are controlled by a Senate, which, under the New Zealand University Amendment Act, 1902, consists of twenty-four members or Fellows—four elected by the Governor in Council; eight by the governing bodies of the four affiliated institutions, two by each; four, one each, by the

Professorial Boards ; and eight, two each, by the four District Courts of Convocation, consisting of the graduates belonging to the several University districts. The revenue of the University is derived chiefly from a statutory Government grant of £3,000 per annum, from examination and diploma fees, and from interest on money invested.

The University is an examining, not a teaching, body, and four teaching institutions are affiliated to it—the Auckland University College, Victoria College, Canterbury College, and Otago University. Of these four institutions the two first mentioned—Auckland University College and Victoria College—each receive an annual statutory grant of £4,000, supplemented during each of the last three years by grants of £1,200 and £1,500 respectively, while the two others—Canterbury College and Otago University—are endowed with reserves of land. The affairs of these University colleges, including the appointment of professors and lecturers, are entirely in the hands of their various Councils.

Each of the four affiliated University colleges specializes in certain directions, and to further this purpose Government makes to each an annual grant of £2,000. Otago University has attached to it Medical and Dental Schools and a School of Mining and Metallurgical Engineering ; Canterbury College has a School of Engineering (mechanical, electrical, and civil) ; Auckland University College has a School of Mining and Metallurgical Engineering and a School of Commerce ; while the grant to Victoria College is intended to enable it to specialize in law and science.

While the University colleges thus perform the actual teaching-work, the University exercises most important functions in regulating the scope of the degree examinations, in appointing examiners, in awarding scholarships, in conferring degrees, and in many other directions. At the outset it was the policy of the University Senate to appoint outside examiners for most of its degree examinations ; generally speaking, this is still its policy, with the result that the University colleges, having their programme of work strictly defined by the statutes of the University, and having the work of their students examined in England and elsewhere, possess very little freedom in extending or modifying their curriculum.

OTHER PROFESSIONAL INSTITUTIONS.

In addition to the four University colleges there are several institutions which, though not actually affiliated to the New Zealand University, are equally entitled to be considered professional in their scope and character.

The Canterbury Agriculture College is recognized as a School of Agriculture, and matriculated students of the College may, after a two years' course, followed by a further course of one year at a University college, qualify for the Degree of Bachelor of Agriculture upon passing the prescribed examination.

In several respects the four training colleges at Auckland, Wellington, Christchurch, and Dunedin—may be considered professional schools. Although not affiliated with the New Zealand University, they are in several ways directly associated with the University colleges : matriculation is the entrance examination for both ; the Principal of the training college is usually lecturer on education at the University college ; attendance at some at least of the University college courses is compulsory for trainees ; and a member of the Professorial Board of the University college is a member of the Board of Advice of the training college.

NEW ZEALAND UNIVERSITY.

The following figures are extracted from the Annual Report of the University to His Excellency the Governor :—

Total number of candidates at all examinations, &c.	..	..	..	3,346
Number of degrees conferred in 1911	..	..	..	163
Of whom the number gaining honours was	..	..	..	42
Number passing Matriculation Examination	..	..	..	512
Total number of graduates so far admitted	..	..	..	1,524

The following table shows the principal items of income and expenditure of the University of New Zealand for the years 1910 and 1911 :—

<i>Income.</i>			<i>Expenditure.</i>		
	1910.	1911.		1910.	1911.
	£	£		£	£
Balances—			Scholarships	2,076	2,071
General Account ..	3,514	3,841	Examinations	5,588	6,046
Scholarship Account ..	23,775	24,290	Office salaries	1,217	1,086
	27,289	28,131	Expenses of Senate meetings	555	585
Statutory grant ..	3,000	3,000	Miscellaneous	721	771
Fees	6,783	7,506	Balances	28,131	29,728
Interest	1,071	1,177			
Miscellaneous.. ..	145	473			
	£38,288	£40,287		£38,288	£40,287

In the above statement no account has been taken of special scholarships and prize funds. The balance at the end of the year, £29,728, consists of a balance on the Scholarships Account of £25,440, and a balance on the General Account of £4,288. The amount in hand for general purposes was therefore £4,288, the only liability of importance against which is an amount of £1,752 due to English examiners for the degree examinations of November, 1911. The net balance on the General Account has therefore increased from £2,075 in 1910 to £2,536, a net increase of £461.

In regard to the balance in hand on the Scholarship Account, £25,440, it may be explained that by a decision of the Senate half the amount of the £3,000 statutory grant is earmarked for scholarships. This amount has been increased to £2,000, a sum practically sufficient to cover the cost of the scholarships awarded. The balance for 1910 has consequently remained intact, and, being interest-bearing, has increased during the year by over £1,000. It will therefore be seen that the Scholarship Account of the University is on a very good financial basis.

In December, 1911, the standard of matriculation was raised. It is now defined as that which may reasonably be expected from students who have completed a four-years course at a secondary school. As a result, the number of entrants and the number of passes decreased considerably, but on the other hand there can be no doubt that the change will make for greater efficiency in the University colleges.

At its January meeting the Senate considered the recommendations of the Professorial Boards and District Courts of Convocation on the question of amalgamating the B.A. and B.Sc. degrees, and it was resolved that the whole question be referred to a Professorial Conference to be held in Wellington in November next.

The question of English history also received careful attention, and it was decided to make this a separate subject for the B.A. degree. There is no doubt that this subject has received too little attention in the past, and it is hoped that the new departure will result in its fuller appreciation by teachers and, by a reflex action, by pupils of primary and secondary schools.

DEGREES CONFERRED AND SCHOLARSHIPS AWARDED.

At its annual meeting in January of the present year the Senate conferred degrees and awarded scholarships as set out in the table below. For the sake of clearness no notice has been taken of similar degrees awarded on the results of a single examination—as, for instance, Master and Honours, or the double degree of Bachelor of Medicine and Surgery.

TABLE M.—DEGREES CONFERRED BY THE NEW ZEALAND UNIVERSITY AT THE BEGINNING OF 1912.

Degrees.	Auckland University College.			Victoria College.			Canterbury College.			Otago University.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Doctor of Science .. ..	..	..	..	..	..	..	..	..	..	1	..	1	..	..	1
Doctor of Medicine .. ..	..	..	..	..	..	..	..	..	..	2	..	2	..	..	2
Honours in Arts.. ..	4	2	6	3	6	9	7	2	9	10	4	14	24	14	38
Honours in Science	1	..	1	1	..	1	1	..	1	1	..	1	4	..	4
Honours in Laws .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Master of Arts	1	..	1	..	..	..	1	..	1	1	..	1	3	..	3
Master of Laws	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1
Master of Science .. ..	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
Bachelor of Arts.. ..	5	2	7	12	7	19	7	2	9	12	13	25	36	24	60
" Science	2	..	2	1	1	2	..	..	..	7	..	7	10	1	11
" Engineering (electrical) .. ..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
" (mechanical) .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
" Medicine and Surgery.. ..	..	..	..	..	..	..	..	..	..	10	..	10	10	..	10
" Dental Surgery .. ..	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
" Laws	6	..	6	9	..	9	5	..	5	3	..	3	23	..	23
" Commerce .. ..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
Senior University Scholarships	2	1	3	3	1	4	1	..	1	4	..	4	10	2	12
John Tinline Scholarships	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1
	23	5	28	29	15	44	24	4	28	55	17	72	131	41	172

Out of 1,900 students on the books of the University colleges there were thus 159 who rose from undergraduates to graduates—a percentage of 8·4, as against 7·3 for 1910.

Three degrees of Doctor were awarded, one in medicine and two in science, The degree in dentistry was the first so far conferred, and there have not yet been any Doctors of Music, Bachelors of Agriculture, or Bachelors of Veterinary Science.

AFFILIATED COLLEGES.

Reference to Table MA will show that there were 1,776 students actually in attendance at the four University colleges, an increase of 57 over the number for the previous year. Of these, 74 were graduates, 1,245 were undergraduates, and 457 were unmatriculated students. In addition to the matriculated students mentioned above, there were 124 students attached to the various University colleges, but exempt from lectures—that is, they were prevented by distance or by the necessity of earning their living from attending lectures at the college, but were allowed to keep terms, except in certain science and professional subjects, by passing the annual college examination. It is evident that, as these students do not come into direct contact with college life, the possession of a degree in their case possesses an entirely different significance from that in the case of students who actually attend the University. They can hardly be considered University students, in the strict sense of the term, since the only function of the University in their case is to examine their work and grant diplomas.

TABLE MA.—STUDENTS ON THE BOOKS OF THE AFFILIATED INSTITUTIONS.

Number of Students, 1911.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.	Totals.	Totals for 1910.
I. Attending lectures (whether terms were kept or not)—						
(1.) Matriculated students—						
(a.) Graduates—						
Men	10	12	16	13	51	45
Women	9	6	5	3	23	36
Total graduates attending lectures..	19	18	21	16	74	81
(b.) Undergraduates—						
Men	169	237	161	249	816	816
Women	99	114	113	103	429	459
Total undergraduates attending lectures	268	351	274	352	1,245	1,275
(c.) All matriculated students (a) and (b)—						
Men	179	249	177	262	867	861
Women	108	120	118	106	452	495
Total matriculated students attending lectures	287	369	295	368	1,319	1,356
(2.) Non-matriculated students—						
Men	112	71	37	41	261	215
Women	93	34	34	35	196	148
Total non-matriculated students attending lectures	205	105	71	76	457	363
(3.) All students attending lectures (1) and (2)—						
Men	291	320	214	303	1,128	1,076
Women	201	154	152	141	648	643
Total all students attending lectures	492	474	366	444	1,776	1,719
II. Exempt students not attending lectures, not included above—						
Men	12	47	6	19	84	104
Women	6	22	1	11	40	39
Total exempt students	18	69	7	30	124	143
III. Total all students I and II—						
Men	303	367	220	322	1,212	1,180
Women	207	176	153	152	688	682
Grand total all students	510	543	373	474	1,900	1,862

A close examination of the above table shows some interesting facts. The total number of University students has increased by 54 in the past two years, and in the same period the number of unmatriculated students has increased by 71. The number of unmatriculated students is now 26 per cent. of the total number attending, as against 21 per cent. last year. This very considerable increase is due chiefly to the fact that students studying for accountancy need not be matriculated—the entrance examination may be either the Civil Service Senior Examination or the Matriculation Examination, at the option of the student. It is also worthy of note that the number of graduates attending the University colleges shows a steady decline—89 in 1909, 81 in 1910, and 74 in 1911. It is a matter for regret that the majority of our graduates rest satisfied with a Bachelor's degree, and, having obtained a "handle" to their name, consider that it is unprofitable to prolong their studies at the University college.

Table MB shows the degree courses taken during the year 1911 by students attending lectures at the various University colleges, including the professional schools attached thereto.

TABLE MB.—COURSES TAKEN BY STUDENTS ATTENDING LECTURES AT UNIVERSITY COLLEGES IN 1911

Course.	Men.	Women.	Total.
Arts (as for B.A., M.A., &c.)	298	262	560
Science (as for B.Sc., M.Sc.)	41	10	51
Law (as for LL.B.)	227	1	228
Commerce (as for B.Com.)	8	...	8
Music (as for B.Mus.)	1	3	4
Medicine (as for M.B., &c.)	111	6	117
Dentistry (as for B.D.S.)	8	...	8
Engineering (Civil, Mechanical, or Electrical)	24	...	24
Mining Engineering	7	...	7
Agriculture (exclusive of students at Lincoln Agricultural College during 1911)	2	...	2
Totals	727	282	1,009

The total staff of the four University colleges consists of 47 professors and 42 lecturers. The number of professors has increased during the year by 3, an indication that the colleges are gradually making a more satisfactory distribution of the work of instruction. In the past, owing to want of funds, it has frequently been found necessary to place two or even more subjects in the hands of a single professor, a drawback which has not yet been entirely obviated.

The following table shows the staff of the several institutions:—

Professors and Lecturers (1911).

	Professors.	Lecturers, Demonstrators, and Assistants.
Auckland University College	8	8
Victoria University College	10	8
Canterbury University College	9	13
Otago University	20*	13†
Total.. ..	47	42

FINANCES OF THE AFFILIATED INSTITUTIONS IN 1911.

The detailed statements of accounts of the New Zealand University, the four affiliated institutions, and the Canterbury Agricultural College, Lincoln, will be found in the appendix to E.—7. The following summary gives a general view of the finances of the University colleges. No notice has been taken of special trust accounts and of non-university institutions under the control of a College Council, such as (for instance) the Museum, Public Library, or School of Art, controlled by the Board of Governors of Canterbury College, or the Museum connected with Otago University.

* Also one Emeritus Professor.
Clinical Medicine and Clinical Surgery.

† Also the honorary staff of the Dunedin Hospital act as Lecturers on

TABLE MC.—SUMMARY OF ACCOUNTS.
Receipts—(exclusive of Special Trusts).

University College.	From Government.				Income from Endowments and Interest.	Fees.	Donations, &c.	Miscellaneous.	Total.
	Statutory.	Special and other Payments.	Buildings.	Total from Government.					
Auckland	£ s. d. 4,000 0 0	£ s. d. 3,358 0 0	£ s. d. 145 0 0	£ s. d. 7,503 0 0	£ s. d. 742 18 1	£ s. d. 2,363 19 0	£ s. d.	£ s. d. 175 17 5	£ s. d. 10,785 14 6
Victoria (to 31st March, 1912) ..	4,000 0 0	3,575 0 0	.. ..	7,575 0 0	113 11 3	2,220 15 0	200 10 0	11 8 8	10,121 4 11
Canterbury .. .. .	.. ..	3,000 8 4	.. ..	3,000 8 4	9,257 19 11	3,063 18 3	.. ..	272 4 3	15,594 10 9
Otago (to 31st March, 1912) ..	.. ..	4,126 6 6	.. ..	4,126 6 6	*8,346 14 2	5,615 15 3	460 0 0	126 2 10	18,674 18 9
Total of four University Colleges ..	8,000 0 0	14,059 14 10	145 0 0	22,204 14 10	18,461 3 5	13,264 7 6	660 10 0	585 13 2	55,176 8 11
Canterbury Agricultural College ..	.. ..	.. ..	.. ..	.. ..	3,351 7 10	1,740 2 5	18 13 6	4,275 15 4	9,385 19 1

* Including £1,800 paid (annually) by the Presbyterian Church Board.

Expenditure—(exclusive of Special Trusts).

University College.	Administration.	Salaries.	Sites, Buildings, &c.	Equipment and Apparatus.	Material and Renewals.	Expenses on Endowments.	Interest.	Libraries.	Scholarships.	Miscellaneous.	Total.
Auckland	£ s. d. 1,176 16 7	£ s. d. 6,035 5 0	£ s. d. 373 11 8	£ s. d. 699 15 6	£ s. d. 242 16 1	£ s. d. 5 17 11	£ s. d. 1 1 7 0	£ s. d. 153 0 10	£ s. d.	£ s. d. *2,528 17 2	£ s. d. 11,217 7 9
Victoria (to 31st March, 1912) ..	977 7 6	8,438 1 9	.. ..	299 13 1	267 13 4	.. ..	.. ..	307 13 3	.. ..	301 13 1	10,592 2 0
Canterbury	1,239 11 2	10,761 8 8	1,531 12 1	1,013 6 5	120 5 9	192 12 8	411 5 2	69 4 10	265 2 2	709 1 7	16,313 10 6
Otago (to 31st March, 1912) ..	818 9 5	10,850 3 10	1,307 0 4	465 16 7	334 14 6	143 10 8	552 3 11	56 11 9	.. ..	5,192 5 11	19,720 16 11
Total of four University Colleges ..	4,212 4 8	36,084 19 3	3,212 4 1	2,478 11 7	965 9 8	342 1 3	964 16 1	586 10 8	265 2 2	8,731 17 9	57,843 17 2
Canterbury Agricultural College ..	291 6 6	1,786 14 6	368 15 0	19 2 2	1,124 13 3	.. ..	.. ..	32 0 5	.. ..	4,994 18 9	8,617 9 10

* Including £2,363 19s., students' fees paid to Professors and Lecturers.

† Including £3,466, students' fees paid to Professors and Lecturers.

SCHOLARSHIPS, BURSARIES, ETC.

University scholarships may be divided into three broad classes: (1.) Entrance scholarships, (2) scholarships awarded during the degree course, (3) post-graduate scholarships.

(1.) University entrance scholarships are awarded annually on the results of the University Junior Scholarship Examination, and are as follows: Junior University, Senior National, and Taranaki Scholarships, in addition to some thirty or forty local and privately endowed scholarships awarded on the results of the same examination. Queen's Scholarships (Victoria College) are not now awarded, and the terms of the last holders have expired. In addition to the above, all those who gained "credit" at the same examinations are entitled to hold bursaries which meet the cost of college fees up to £20 per annum.

(2.) Scholarships awarded during the degree course are the Senior University, Tinline, and Sir George Grey. The two first are tenable by candidates sitting for their final examination for B.A. or B.Sc., and may therefore be regarded in a sense as post-graduate.

(3.) The chief scholarships awarded at the end of the University course are the Rhodes Scholarship, the 1851 Exhibition Scholarship, the Medical Travelling Scholarship, and the Research Scholarships. The three first are all travelling scholarships—that is, they are tenable abroad. The Research Scholarships are each of the value of £100 per annum, with laboratory fees and expenses. They are offered by the Government, one to each of the affiliated institutions, to promote research-work likely to be of benefit to New Zealand industries.

So far nine Rhodes Scholarships have been granted, four to students of Auckland University College, three to students of Otago University, and two to students of Victoria College. The last scholarship awarded (1912) was to Alan Wallace, of Auckland University College.

So far (1912) seven Research Scholarships have been awarded, and of these three were in active operation in 1911. The subjects of research undertaken have been in each case closely connected with some New Zealand industry, or with some industry which, though not yet undertaken in this Dominion, may at an early date be an industry of importance in New Zealand. Even if the discoveries made in the course of the research have no immediate commercial value, yet the training of a body of students in the application of scientific methods to the national industries cannot fail to be of great ultimate benefit to the Dominion.

An important step was made in May of the current year (1912) in the direction of extending the system of granting University bursaries. Bursaries may be awarded on the recommendation of the University of New Zealand to matriculated students who have been resident in the Dominion for a full year, provided they fall within one of the five following classes:—

- (1.) They must have obtained "credit" at the University Junior Scholarship or the Senior National Scholarship;
- (2.) *Or* they must have within one year and six months immediately preceding gained a higher leaving certificate;
- (3.) *Or* they must, within the same period, have completed their terms of service as probationers or pupil-teachers to the satisfaction of the Education Board of their district, and must declare their intention of entering a recognized training college on completion of the tenure of their bursary;
- (4.) *Or* they must have completed a course of training at one of the four training colleges;
- (5.) *Or* they must have gained a C or higher certificate.

Such bursaries are not tenable with any entrance scholarship the value of which exceeds £20 per annum. They are tenable for three years at any University college or school of agriculture recognized by the University, and entitle the holders to exemption from payment of University and College fees up to £20 per annum.

Table MD shows the number of scholarships, bursaries, and studentships held at each University college during the year.

TABLE MD.—SCHOLARSHIPS, BURSARIES, EXHIBITIONS, AND STUDENTSHIPS HELD AT THE AFFILIATED INSTITUTIONS IN 1911.*

Scholarships, &c.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.	Total.
Junior University Scholarships	9	1	4	13	27†
Senior National Scholarships	3	14	14	25	56
Taranaki Scholarships ... ..	...	1	...	1	2
Senior University Scholarships	4	...	3	6	13
Bursaries Scholarships	13	13	2	6	34
Sir George Grey Scholarships ... ..	...	1	1	1	3
Other Scholarships and Exhibitions	3	1	5	9	18
Training-college Studentships	101	96	94	97	388
Totals	133	127	123	158	541

* Exclusive of Rhodes Scholarships and International Exhibition Scholarships (which are tenable out of New Zealand), and exclusive also of the Research Scholarships given by the Government. † Also holders of bursaries Total bursaries, 61.

The proportion of male and female students who have won the chief entrance scholarships in the last five years may be seen from the following table :—

<i>Junior University, Senior National, Taranaki, and Queen's Scholarships.</i>								M.	F.	Total.
1907	..	..	..	..	..	..	..	18	12	30
1908	..	..	..	..	..	..	..	24	6	30
1909	..	..	..	..	..	..	..	23	8	31
1910	..	..	..	..	..	..	..	27	5	32
1911	..	..	..	..	..	..	..	18	12	30
								110	43	153

It will be noticed that the proportion of males to females fluctuates considerably.

THE UNIVERSITY ENDOWMENT ACT, 1868.

The income accrued under this Act, and applicable to the purposes of higher education yet to be determined by Parliament, amounted, on the 31st March, 1912, to £297 6s. 8d., received from reserves in Westland.

GENERAL.

EXPENDITURE OUT OF THE PUBLIC FUNDS ON EDUCATION.

In the following tables, N, N1, N2, N3, and N4, an attempt is made to analyze the public expenditure on the various branches of education, and to show under what heads the increase of expenditure in recent years has taken place ; to give the expenditure per head of the population and per head of the roll of schools, colleges, &c. ; and to present a comparative statement of the increase in the number of persons under instruction. Graphs have been inserted corresponding to the Tables N1, N2, and N3 ; these give a clearer view of the rapid advance made in education in the past few years.

Tables N and N1 give an analysis of the expenditure for the years 1910–11 and 1911–12 respectively.

TABLE N. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1910-11.
(Figures given in every case to the nearest £1,000.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	£ 790,000	£ 54,000	£ 844,000	£ 75,000	*£919,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	78,000	10,000	88,000	40,000	128,000
(3.) Continuation and technical	37,000	15,000	52,000	6,000	58,000
(4.) Higher (including university and higher technical)	29,000	2,000	31,000	26,000	57,000
Totals A (1-4)	934,000	81,000	1,015,000	147,000	1,162,000
B. Industrial schools	32,000	10,000	42,000	1,000	43,000
C. Special schools (Deaf and Blind and Home for Backward Children)	7,000	4,000	11,000	1,000	12,000
D. Superannuation and miscellaneous	15,000	..	15,000	..	15,000
Totals A, B, C, D	988,000	95,000	1,083,000	†149,000	1,232,000

* Teachers' salaries and allowances, £633,000; repairs and rebuilding, £80,000; new buildings, £54,000; all other expenses, £152,000: total, £919,000. † £39,000 from National Endowment Reserves Fund.

TABLE N—continued. (2.) EXPENDITURE PER HEAD OF POPULATION (1,050,452 INCLUDING MAORIS, BUT EXCLUDING COOK AND OTHER PACIFIC ISLANDS) ON EDUCATION, 1910-11.
(Figures given in every case to the nearest penny.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	s. d. 15 0	s. d. 1 1	s. d. 16 1	s. d. 1 5	s. d. 17 6*
(2.) Secondary (including secondary schools and secondary departments of district high schools)	1 6	0 2	1 8	0 9	2 5
(3.) Continuation and technical	0 9	0 3	1 0	0 1	1 1
(4.) Higher (including university and higher technical) ..	0 6	0 1	0 7	0 6	1 1
Totals A (1-4)	17 9	1 7	19 4	2 9	22 1
B. Industrial schools	0 8	0 2	0 10	..	0 10
C. Special schools (Deaf and Blind and Home for Backward Children)	0 2	0 1	0 3	..	0 3
D. Superannuation and miscellaneous	0 3	..	0 3	..	0 3
Totals A, B, C, D	18 10	1 10	20 8	2 9	23 5

* Teachers' salaries and allowances, 12s.; repairs and rebuilding, 1s. 6d.; new buildings, 1s. 1d.; all other expenses, 2s. 11d.: total, 17s. 6d.

TABLE NI. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1911-12.
(Figures given in every case to the nearest £1,000.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	* Maintenance.	† New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	£ 834,000	£ 58,000	£ 892,000	£ 88,000	£ †980,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	85,000	6,000	91,000	39,000	130,000
(3.) Continuation and technical	39,000	19,000	58,000	7,000	65,000
(4.) Higher (including university and higher technical)	29,000	1,000	30,000	25,000	55,000
Totals A (1-4)	987,000	84,000	1,071,000	159,000	1,230,000
B. Industrial schools	37,000	3,000	40,000	1,000	41,000
C. Special schools (Deaf and Blind and Home for Backward Children)	5,000	3,000	8,000	1,000	9,000
D. Superannuation and miscellaneous	14,000	..	14,000	..	14,000
Totals A, B, C, D	1,043,000	90,000	1,133,000	\$161,000	1,294,000

* Expended out of Consolidated Fund. † Expended out of Public Works Fund. ‡ Teachers' salaries and allowances, £666,000; repairs and rebuilding, £86,000; new buildings, £58,000; all other expenses, £170,000: total, £980,000. § £44,000 from National Endowment Reserves Fund.

TABLE N1—continued. (2.) EXPENDITURE PER HEAD OF POPULATION (1,058,312, INCLUDING MAORIS, BUT EXCLUDING COOK AND OTHER PACIFIC ISLANDS) ON EDUCATION FOR 1911-12.
(Figures given in every case to the nearest penny.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	s. d. 15 9	s. d. 1 1	s. d. 16 10	s. d. 1 8	s. d. 18 6*
(2.) Secondary (including secondary schools and secondary departments of district high schools)	1 7	0 2	1 9	0 9	2 6
(3.) Continuation and technical ..	0 9	0 4	1 1	0 2	1 3
(4.) Higher (including university and higher technical)	0 7	..	0 7	0 5	1 0
Totals A (1-4)	18 8	1 7	20 3	3 0	23 3
B. Industrial schools	0 8	0 1	0 9	..	0 9
C. Special schools (Deaf and Blind and Home for Backward Children)	0 1	0 1	0 2	..	0 2
D. Superannuation and miscellaneous	0 3	..	0 3	..	0 3
Totals A, B, C, D	19 8	1 9	21 5	3 0	24 5

* Teachers' salaries and allowances, 12s. 7d.; repairs and rebuilding, 1s. 7d.; new buildings, 1s. 1d.; all other expenses, 3s. 3d.; total, 18s. 6d.

For primary education the cost per head of population, excluding the cost of new schools and additions, was 17s. 5d. The following figures, taken from the latest available reports, show the cost per head, excluding new schools and additions, contributed out of public funds (general and local) in some other countries :—

	s. d.
England	11 11
Wales	14 10
Scotland	14 2
United States (including State of New York) ..	18 7
State of New York	19 0

Table N2 analyses the expenditure on education in New Zealand out of public funds for the five-yearly periods 1898-9 and 1903-4 and for the last six years. The total amounts spent on the various branches of education are shown to the nearest thousand pounds, and the expenditure per head of the population to the nearest penny.

TABLE N2. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEARS 1898-99, 1903-4, AND 1906-7 TO 1911-12 OUT OF PUBLIC REVENUE (EXCLUSIVE OF INCOME FROM RESERVES.)
(Figures given in every case to the nearest £1,000.)

—	1898-9.	1903-4.	1906-7.	1907-8.	1908-9.	1909-10.	1910-11.	1911-12.
Population (including Maoris, but excluding Cook and other Pacific Islands)	783,317	875,648	956,457	977,215	1,008,373	1,030,657	1,050,452	1,058,312
Branch of Education.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.
A. (1.) Primary (including Native schools and training colleges)	£ 482,000	£ 565,000	£ 717,000	£ 736,000	£ 756,000	£ 769,000	£ 844,000	£ 892,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	26,000	68,000	76,000	74,000	80,000	88,000	91,000
(3.) Continuation and technical ..	5,000	23,000	54,000	64,000	59,000	58,000	52,000	58,000
(4.) Higher education (including university and higher technical)	12,000	12,000	41,000	24,000	28,000	39,000	31,000	30,000
Totals A (1-4) ..	499,000	626,000	880,000	900,000	917,000	946,000	1,015,000	1,071,000
B. Industrial schools	15,000	37,000	36,000	32,000	39,000	33,000	42,000	40,000
C. Special schools (Deaf and Blind and Home for Backward Children)	3,000	13,000	5,000	7,000	17,000	9,000	11,000	8,000
D. Superannuation and miscellaneous	2,000	3,000	5,000	8,000	14,000	10,000	15,000	14,000
Totals A, B, C, D ..	519,000	679,000	926,000	947,000	987,000	998,000	1,083,000	1,133,000

TABLE N1.—Expenditure on Education in New Zealand, 1911-12.

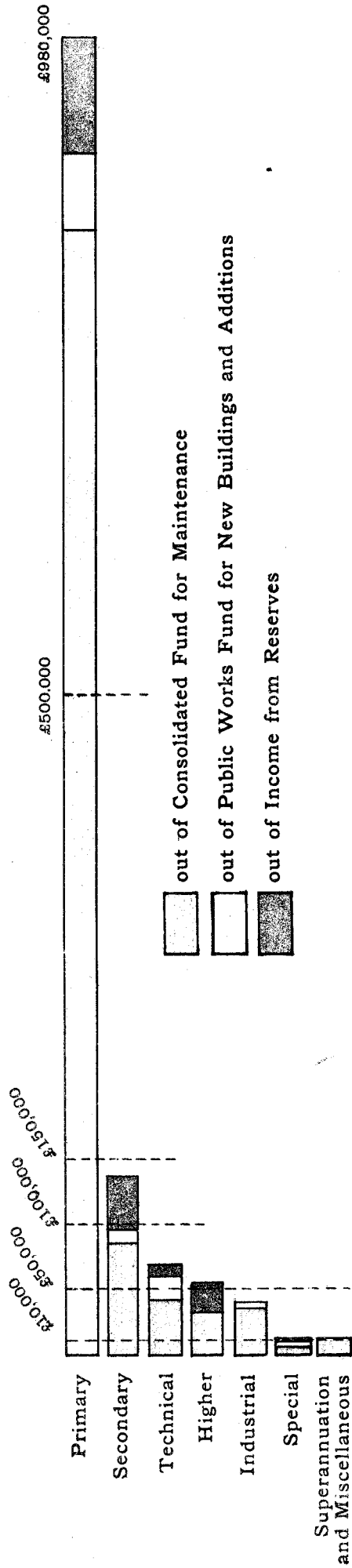


TABLE N2.—Expenditure per Head of Population for certain Years.

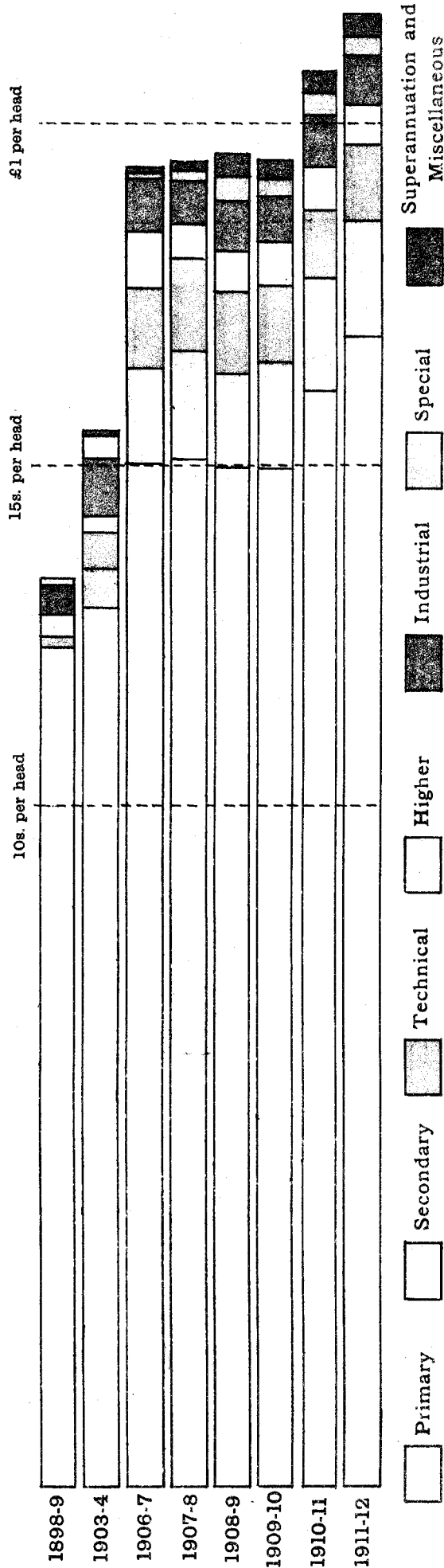


TABLE N3.—Expenditure out of Public Revenue on each Branch of Education for each Individual on the Roll of the Several Schools, &c. (excluding Reserves Revenue and Cost of New Buildings).

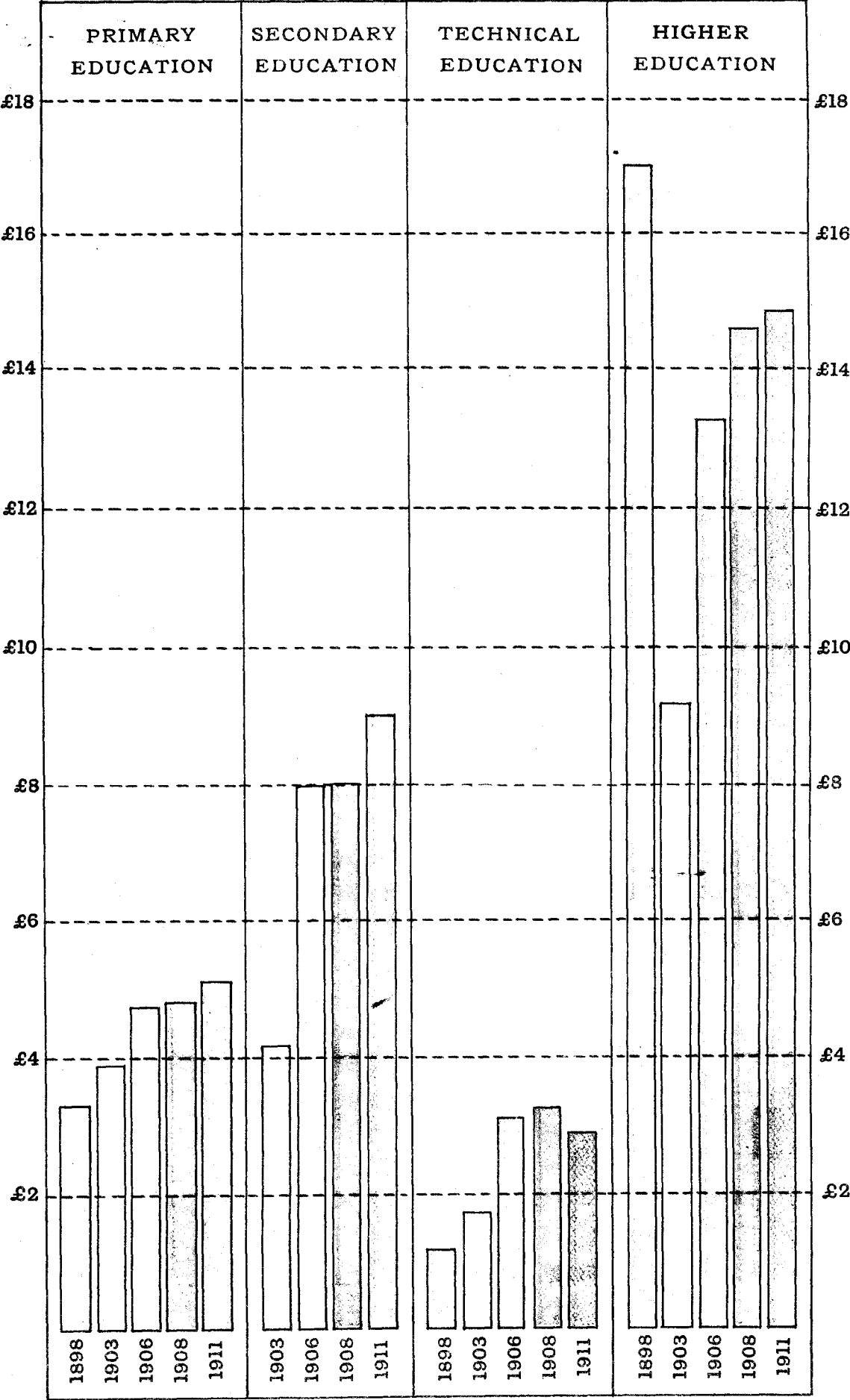


TABLE N2—*continued.* (2.) EXPENDITURE PER HEAD OF POPULATION IN NEW ZEALAND FOR THE YEARS 1898-99, 1903-4, AND 1906-7 TO 1911-12 OUT OF PUBLIC REVENUE.

(Figures given in every case to the nearest penny.)

	1898-9.	1903-4.	1906-7.	1907-8.	1908-9.	1909-10.	1910-11.	1911-1.
	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	12 4	12 11	15 0	15 1	14 11	14 11	16 1	16 10
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	0 7	1 5	1	1 5	1 7	1 8	1 9
(3.) Continuation and technical	0 2	0 6	1 2	1 4	1 2	1 1	1 0	1 1
(4.) Higher education (including university and higher technical)	0 4	0 3	0 10	0 6	0 7	0 8	0 7	0 7
Totals A (1-4)	12 10	14 3	18 5	18 6	18 1	18 3	19 4	20 3
B. Industrial schools	0 5	0 10	0 9	0 7	0 9	0 8	0 10	0 9
C. Special schools (Deaf and Blind, and Home for Backward Children)	0 1	0 4	0 1	0 2	0 4	0 3	0 3	0 2
D. Superannuation and miscellaneous .. ..	..	0 1	0 1	0 2	0 4	0 3	0 3	0 3
Totals A, B, C, D	13 4	15 6	19 4	19 5	19 6	19 5	20 8	21 5

In Table N3 is shown the cost to the State per individual pupil or student.

TABLE N3.—EXPENDITURE OUT OF PUBLIC REVENUE ON EACH BRANCH OF EDUCATION FOR EACH INDIVIDUAL ON THE ROLL OF THE SEVERAL SCHOOLS, COLLEGES, AND OTHER INSTITUTIONS (EXCLUDING RESERVES REVENUE AND COST OF NEW BUILDINGS).

Branch of Education.	1898.	1903.	1906.	1908.	1911.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
I. Primary, &c.	3 4 10	3 17 2	4 14 4	4 15 2	5 3 0
II. Secondary, &c. .. ..	..	4 2 6	7 19 9	8 0 2	9 9 11
III. Continuation and technical	1 2 10	1 13 8	3 2 10	3 4 4	2 16 11
IV. Higher	16 18 11	9 4 3	13 6 4	14 12 3	14 16 10
All branches except primary	5 13 11	3 7 11	5 15 10	5 14 8	6 4 3

Including new buildings and classes for manual instruction, the total expenditure on primary education in the year 1911-12 was £907,506. The average weekly roll was 161,648. Therefore the total cost of primary education per pupil is £5 12s. 3d. In the United States the total cost in 1909, the last figure available, was 31 dollars 65 cents, or £6 11s. 10d. As regards the figure given for New Zealand, £3 18s. 11d. of the £5 12s. 3d. was for teachers' salaries, and it is generally admitted that any reduction in the rates paid would seriously militate against the supply of really good teachers. The salaries paid in the United States average £158 for males and £125 for females—very much lower than the average salary paid in this Dominion (see page 17). It is obvious, therefore, that the greater cost of the United States system of education is not due to larger salaries for teachers. To what, then, is it due? The cause is clearly explained in the following extract from the Report of the Commissioner of Education at Washington: "The total expenditure per pupil for common school purposes in 1900 was 20 dollars 21 cents. In 1909 it had increased to 31 dollars 65 cents, or at the rate of 56 per cent. This increased cost per pupil has resulted largely from the relatively larger expenditures made for buildings, sites, furniture, libraries, and general school equipment. There has been a steady falling-off in the percentage of the common-school income devoted to salaries for the teachers. In 1900, 64 per cent. of the total expenditure was devoted to salaries; in 1909 this had decreased to 59.2 per cent., and it declined steadily through the intervening years. While it is to be hoped that in the next decade this upward trend in better equipment will be continued, good buildings and good equipment generally cannot take the place of better teachers." In New Zealand, 70 per cent. of the total expenditure is spent on teachers' salaries.

From the above, two deductions may be drawn: (1) That in the opinion of the Department of Education for the United States the quality of the teaching staff suffers proportionately to the decrease in the salaries paid; (2) that the amount spent in this Dominion in buildings and equipment is undoubtedly reasonable, and

very much less in proportion than the United States, although New Zealand, being a comparatively new country, should be prepared to expend a proportionately larger amount in buildings than a country which has been settled for several centuries.

Nor do the above remarks apply only to the United States. *The Irish School Weekly*, in its number of the 18th May, 1912, criticizes the education system of Ontario, as outlined in the Minister's report, in the following terms: "The average cost per year per pupil in average attendance in Ontario is 33·44 dollars, or about £6 12s. This is a highly creditable item of expenditure; the only other remark we might make in reference to it is that we wonder a larger proportion of it is not expended on teachers' salaries"; and in another place, "The average salary for men teachers is £142, and the corresponding figure for women about £96. This scale of remuneration is certainly not extravagant, and it would be vastly in the interests of the people of this great province if they would double the salaries. It is no wonder the best of the teachers leave the profession, and that the average period of service of the 9,369 teachers does not exceed eight years. The Canadians spend huge sums in building and equipping their schools, but they seem to forget that the most important educational equipment is the teacher, and, as such, the teacher must be paid."

Table N4 shows the progress made in education since 1898. It will be noticed that the proportion of those receiving instruction beyond the primary stage has vastly increased.

TABLE N4.—PROGRESS IN EDUCATION: A COMPARISON OF THE NUMBER OF PUPILS UNDER INSTRUCTION IN THE SEVERAL BRANCHES OF EDUCATION IN THE YEARS 1898, 1903, 1906, 1908, AND 1911 RESPECTIVELY.

	Actual Numbers.					Number per 10,000 of Population.				
	1898.	1903.	1906.	1908.	1911.	1898.	1903.	1906.	1908.	1911.
Population	783,317	875,648	956,457	1,008,373	1,058,312	..	..	..	..	..
I. Primary (including public and Native schools, all receiving free tuition)	136,652	136,546	142,079	148,180	161,921	1,744	1,551	1,480	1,467	1,528
II. Secondary (including secondary schools, secondary departments of district high schools, technical day schools, and Maori secondary schools)	3,046	5,818	7,512	7,742	8,953	39	66	78	77	84
III. Continuation and technical (excluding school classes)	1,750*	6,533*	10,500*	13,051*	13,713	22	75	109	129	129
IV. University, higher technical, and training colleges	708	1,194	1,502	1,711	1,954	9	14	16	17	18
(Private schools not included above, principally primary)	14,857	15,609	17,131	18,367	19,985	190	177	178	182	189
Total under instruction ..	157,013	165,700	178,724	189,051	206,526	2,004	1,883	1,863	1,872	1,948
V. Total under instruction higher than primary (II, III, and IV above)	5,504	13,545	19,514	22,504	24,620	70	155	203	223	232
Number of latter (V) receiving free tuition	1,178†	4,260†	7,329	7,959	10,540	15	49	76	79	99

* Estimated.

† Approximate.

NATIONAL ENDOWMENT.

By the provisions of the Land Act, 1908, areas of land, not to exceed in the total nine million acres, are set apart as national endowments, and, after administration and other expenses allowed by law have been deducted, 70 per cent. of the balance is applied for the purposes of education. The sum thus applied amounted last year to £43,656, and was allocated as follows: To primary education, £21,831; secondary education, £6,549; manual and technical, £6,550; higher, 4,366; education reserves, £2,180; deaf, £235; blind, £50; backward children, £235; special schools, £1,660.

ANNUAL EXAMINATIONS.

(See also E.-8.)

The annual examinations were conducted by the Department as usual for the various purposes of Junior National Scholarships, Junior Free Places in secondary schools, district high schools, and technical schools, Senior Free Places in secondary schools and district high schools, for admission to or promotion in the Civil Service, and for teachers' certificates. The examinations were held from the 21st to 29th November, and on the 30th November and 1st December, 1911, and from the 5th to 20th January, 1912, at fifty-seven centres.

The number of candidates examined in these two sets of examinations shows a considerable increase over the numbers of previous years. It will be noticed from the table given below that the increase has been general in all of the examinations.

	1909-10.	1910-11.	1911-12.
Junior National and Education Board Scholarships and Junior Free Places	2,214	2,383	2,564
Civil Service Junior, Senior Free Places, Education Board Senior Scholarships, First Pupil-teachers	2,369	2,375	2,563
Teachers D and C	1,482	1,534	1,626
Civil Service Senior	443	390	518
Totals	6,508	6,682	7,271

The following table shows collectively, in comparison with the preceding year, the number who entered for the various examinations enumerated, the number present, and the number of absentees. In explanation of the number set down under the last of these heads it is to be noted that the relatively large proportion is to be accounted for partly on the usual grounds, but chiefly in the case of Senior Free Place candidates through the application of a principle recently put in operation by which awards of Senior Free Places are made with the concurrence of the Inspector-General on the recommendation of the principal of the secondary school attended or for district high schools of an Inspector of Schools.

Number who entered, 1911-12	8,230
Number who entered, 1910-11	7,553
Number actually present at examination, 1911-12	7,271
Number actually present at examination, 1910-11	6,682
Number who did not present themselves, 1911-12	959
Number who did not present themselves, 1910-11	871

The Department's examination for Junior National Scholarships is now used by all the Education Boards of the Dominion for the award of their Junior Scholarships, superseding thus without exception any examination locally conducted in earlier years for this purpose. For the award of their Senior Scholarships the Boards have, so far, commonly, but not exclusively, used the Civil Service Junior Examination. In the coming year any exception in this respect will be removed. Apart from this extension of its functions, the Civil Service Junior Examination is employed for a variety of purposes. Either in its proper competitive form or as the Intermediate Examination, with certain modifications in selected subjects to meet the needs of a non-competitive qualification, it thus serves not only as an entrance examination for the Civil Service of the Dominion, but as a scholarship examination, an examination for the Senior Free Place qualification in secondary schools and district high schools, an examination for pupil-teachers of the second or third year, and a qualifying examination for the probationer appointments instituted under the provisions of the Education Amendment Act, 1908.

The cost of conducting both groups of examinations was as follows:—

Total expenses, including cost of additional clerical services temporarily employed, but excluding cost of printing	£	s.	d.
Less recoveries—fees paid by candidates	5,904	4	8
	4,048	15	6
Net cost of examinations	£1,855	9	2

TEACHERS' SUPERANNUATION FUND.

(See also E9.)

The contributors to the fund consist of—

- (1.) Those who joined under the original Act of 1905 and elected to remain thereunder; the retiring-allowance being one-sixtieth of the total salary received by the contributor during the period of contributing to the fund (or, in other words, one-sixtieth of his average salary for each year of service during the whole period of contribution), together with one one-hundred-and-twentieth of the salary during the years of service between the 1st January, 1878, and the 1st January, 1906; the retiring-allowance being in no case less than £52.
- (2.) Those who joined subsequently to the passing of the amending Act in 1908, together with such of the original members as did not exercise the option of remaining under the original Act; the retiring-allowance being for each year of service one-sixtieth of the average rate of salary received during the three years next preceding retirement, with a limitation of the total allowance to two-thirds of the average salary; and for those who joined after the 24th December, 1909, a further limitation to £300 per annum.

The report of the Actuary appointed in terms of the Act to make the first examination of the fund will be published in a separate paper (E.-9A.)

At the end of 1911,

The number of contributors was	.. .. .	3,409
Of whom members under Part IX of Education Act, 1908, numbered	.. .. .	109
The annual rate of contribution paid as at the end of the year was over..	£39,000	
The number of retiring-allowances in force at the end of the year was 324,		
representing an annual charge of over £18,787. Of these,—		
Ordinary allowances were	.. .. . 194, representing	£15,349
Allowances in medically unfit cases	.. .. . 30, ..	1,875
Allowances to widows	.. .. . 50, ..	913
Allowances to children	.. .. . 50, ..	650
The balance at the credit of the fund and invested by the Public Trustee		
at the end of the year was	.. .. .	£183,117
The fund receives $4\frac{1}{2}$ per cent. interest on daily balances in the hands of the Public		
Trustee, and no charge is made for investment.		

PUBLIC LIBRARIES.

(See also E.-10, Subsidies to Public Libraries.)

As in the previous year, Parliament voted the sum of £4,000 in 1911-12 for payment of subsidies to public libraries. In view of the fact that this sum has been increased by £1,000 during the last two years, it is a matter of regret that the number of libraries participating in the vote should have decreased during that time by forty-six.

In the *New Zealand Gazette* of the 9th November, 1911, a notice was inserted stating that £4,000 had been voted by Parliament for distribution to libraries. Forms of application were sent to all libraries known to the Department.

The method of distribution of the vote was the same as that adopted in previous years—viz., a nominal addition of £25 was made to the amount of the income of each library derived from subscriptions, donations, and rates, provided that the receipts for the year were not less than £2, and the vote was distributed according to the amount thus augmented; but no library received credit for a larger income than £75—that is, in no case did the augmented amount on which distribution was based exceed £100. In accordance with the *Gazette* notice, the day appointed for the distribution of the subsidy was the 3rd February, 1912, and the amount of the vote was divided among the 391 libraries from which applications, each accompanied by a statutory declaration on the

proper form, had been received at that date. The vote, as thus dealt with, afforded a subsidy of 4s. 9·68d. in the pound on the nominal income, and the subsidies ranged from £6 9s. 9d. to £24 0s. 8d. The number of libraries participating in the vote shows a decrease of fourteen as compared with the number aided in February, 1911.

In order that the purpose intended to be served by the vote may be attained, it is made a condition for participation that the whole of the subsidy granted to each library in the previous year shall have been expended in the purchase of books.

The following table shows the distribution according to the education districts:—

SUMMARY OF DISTRIBUTION OF PUBLIC LIBRARIES SUBSIDY.

Education Districts.	Number of Libraries.	Income.	Income upon which Subsidy is based.	Subsidy.
		£ s. d.	£ s. d.	£ s. d.
Auckland	89	3,055 12 9	3,590 7 3	862 17 6
Taranaki	12	283 18 6	524 13 8	126 1 11
Wanganui	29	1,450 6 5	1,443 5 10	346 17 5
Wellington	20	4,900 8 5	1,256 14 0	302 0 9
Hawke's Bay	28	1,168 2 11	1,320 13 10	317 8 2
Marlborough	5	150 11 4	257 0 4	61 15 4
Nelson	24	542 15 1	1,039 6 8	249 15 7
Grey	3	328 13 2	249 11 0	59 19 6
Westland	6	104 15 6	254 15 6	61 4 9
North Canterbury	68	1,656 16 1	2,626 4 1	631 3 4
South Canterbury	22	372 11 2	922 11 2	221 14 7
Otago	46	808 16 0	1,811 8 6	435 7 8
Southland	37	335 2 3	1,260 2 3	302 16 6
Stewart Island	1	29 15 0	54 15 0	13 3 3
Chatham Islands	1	7 0 0	32 0 0	7 13 9
Totals	391	15,195 4 7	16,643 9 1	4,000 0 0

JUNIOR CADETS.

(See also E.-11, Junior Cadets.)

The Junior Cadet Department, although under separate administration, is in charge of the Minister of Education.

Full particulars with regard to the Junior Cadets will be found in E.-11.

The report of the Staff Officer shows that the total strength of the Junior Cadet Force (including Scout-Cadets) is 29,308, the number of officers is 1,315, and the number of primary schools and secondary schools with a primary department in which the Department has active interests is 573, and of these many have two or more Cadet companies. There are also many schools in the backblocks that the Department as yet has been unable to reach, owing to the expense of sending instructors.

The net cost for the year ended 31st March, 1912, was £6,513, as compared with £7,669 for the previous year.

EDUCATION COMMISSION.

(E.-12.)

The Education Commission appointed to inquire into educational questions has presented its report to Parliament. The detailed evidence will be published shortly.

CENSUS RETURNS, APRIL, 1911.

(a.) *Persons unable to read or write.*

The census returns record that 83·78 per cent. of the population of the Dominion could read and write. Of the remainder, 0·86 could read but could not write, and 15·36 could neither read nor write. Of these, it is estimated that 14 per cent. were too young to be reasonably expected to read or write. Therefore only a little more than 1 per cent. of the population of the Dominion did not take at least some advantage of the facilities for education. Of these, thirteen out of every fourteen are over twenty years of age, and it may reasonably be supposed that most of these came

to the Dominion as adults without the rudiments of education. This contention, indeed, is amply borne out by another table, which shows that more than two-thirds of these are not New-Zealand-born. There are only 292 persons between the ages of ten and fifteen who cannot read or write, and the explanation of even this small number lies in the fact that there are still a few isolated parts of the Dominion where, on account of the sparsely populated nature of the district, it has been found impossible to supply the machinery for education.

An interesting census table is that showing the gradual advance in education at various censuses since 1858. In 1858, 36·49 per cent. of the population could not read or write; at successive censuses this percentage was gradually reduced till, in 1878, only 30·48 were illiterate. The effect of the passing of the Education Act, 1877, is here very marked, the figure for 1886, for instance, being 25·99. From that date onwards the number has been gradually decreasing at each successive census.

Presuming that 14 per cent. of the population are under seven years of age, and that this proportion held good in previous censuses, we get the following results.

Persons of Seven Years and upwards unable to read or write.

In 1858	..	..	..	..	..	22 out of every 100
In 1878	..	..	..	..	..	16 " 100
In 1886	..	..	..	..	..	12 " 100
In 1911	..	..	..	..	..	1 " 100

(b.) Attendance at various Educational Institutions.

The following return shows the census figures for persons in attendance at University colleges, secondary schools, technical schools, and primary schools, and those receiving instruction at home. The Department's figures have been added where possible for purposes of comparison; in all cases except in University colleges and primary schools it has been found impossible to supply the figures for the same period (April, 1911), and the figures for December, 1910, have been inserted.

	Census Returns.			Education Department's Returns.		
	Males.	Females.	Total.	Males.	Females.	Total.
At University colleges	1,087	538	1,625	1,128	648	1,776
At secondary schools and day technical schools	4,652	4,646	9,298	5,081	4,124	9,205
At private secondary schools	1,003	2,102	3,105	..	..	..
At technical classes	2,612	1,486	4,098	7,811	7,257	15,068
At private technical schools	291	278	569	..	..	..
At primary schools	80,546	73,606	154,152	81,322	74,031	155,353
At private primary schools	6,460	8,310	14,770	*	*	15,914†
Home instruction	2,057	2,791	4,848	*	*	*

* No returns available. † Roll for year 1911.

As regards University colleges, the slight discrepancy arises in all probability from the fact that some students do not begin their course till after the Easter holidays.

The peculiarity in regard to the return of secondary-school pupils lies in the fact that, according to the census returns, there were almost as many girls as boys, whereas, according to the figures supplied by secondary schools and day technical schools there were 20 per cent. more boys than girls.

It will be noted that there is a very great disparity between the two sets of figures in the case of technical classes. For this several reasons may be assigned. The most obvious and most important is that when the census was taken on the 2nd April, many of the technical classes had not opened for the year's work. Moreover, many of those attending such classes were already engaged in some trade, and having entered due particulars in the census column concerned doubtless took no

heed of the column on education. So far as the Education Department's figures are concerned it may safely be asserted that no individual student is entered more than once, although he may have been in attendance at several different classes. In order to get at the root of the disparity, if possible, the Department has made a careful analysis of the figures set down in census Table VII, wherein the same particulars are given for the various boroughs, and in every case has found that the figures supplied by the local authorities are much in excess of the census figures.

The comparatively slight disparity in the primary figures, less than 1 per cent., is no doubt due partly to a falling-off in attendance at the beginning of a new quarter.

Efficient home instruction is a ground of exemption from attendance at school. Probably a considerable number of the 4,848 children returned as receiving home instruction were too young to be sent to school; in some cases, in sparsely populated districts, the school is too far away; while in still other cases parents consider, no doubt quite rightly, that the child will benefit more by parental teaching than by instruction with others in a class-room.

(c.) *Increase in Attendance during Forty Years.*

		Attending Government Primary Schools. (1.)	Attending all other Schools and Universities. (2.)	Taught at Home. (3.)
1871 .. .. .	..	14,953	16,757	..
1878 .. .. .	..	62,866	14,611	9,706
1886 .. .. .	..	110,644	14,948	7,567
1911 .. .. .	..	154,152	33,465	4,848

Column 1.—The effect of the passing of the Education Act, 1877, is here very clearly shown. The numbers in attendance at primary schools to-day are over ten times as great as forty years ago.

Column 2.—Prior to the passing of the Education Act many children were taught privately. In fifteen years, in spite of the enormous increase in population, the number attending schools other than primary fell off to the extent of almost 2,000. In recent years, the facilities for free education at secondary schools and technical day schools has resulted in an enormous increase in the numbers attending.

Column 3.—The number of children taught at home has fallen in accordance with the increase in the number taught in primary schools.

APPENDIX.

STATEMENT OF EXPENDITURE AND RECOVERIES IN RESPECT OF ALL SERVICES UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF EDUCATION DURING THE YEAR ENDING 31ST MARCH, 1912.

	£	s.	d.	£	s.	d.	£	s.	d.
Head Office (Vote No. 79).									
Inspector-General of Schools .. .. .	..	..	..	775	0	0			
Secretary .. .. .	..	..	..	625	0	0			
Assistant Inspector-General .. .. .	..	..	..	575	0	0			
Chief Clerk and Secretary to Teachers' Superannuation Board .. .. .	..	..	..	490	0	0			
Two Inspectors, at £435 .. .. .	..	..	..	870	0	0			
Clerks and clerical assistance .. .. .	..	..	..	6,726	7	1			
Travelling-expenses .. .. .	..	..	..	330	2	9			
Telephone subscriptions .. .. .	..	..	..	63	6	10			
Publications, books of reference, &c. .. .. .	..	..	..	58	6	3			
Office requisites .. .. .	..	..	..	232	6	7			
Contingencies .. .. .	..	..	..	15	1	0			
							10,760	10	6
Elementary Education (Votes Nos. 80, 90, and 91, Consolidated Fund; and 105, Public Works Fund).									
Grants to Education Boards for—									
Teachers' salaries (including lodging-allowances of pupil-teachers) .. .. .	..	..	..	618,938	10	11			
Teachers' house allowances (Vote No. 91) .. .. .	..	..	..	15,337	2	3			
General administrative purposes: Capitation at 12s. on average attendance .. .. .	..	..	..	85,311	15	0			
Grant of £250 per annum to each Board .. .. .	..	..	..	3,250	0	0			
Relieving teachers: Capitation at 6d. on average attendance .. .. .	..	..	..	3,554	16	8			
Inspection of private schools .. .. .	..	..	..	608	17	0			
Free text-books—Class P and S1, S2, S3, S4, S5, and S6.. .. .	..	..	..	10,186	15	10			
School buildings—									
General maintenance and replacement of worn-out buildings (Votes Nos. 91 and 105)	75,432	0	0						
Less amount received for sale of old buildings, &c.	128	3	6						
				75,303	16	6			
Rent of buildings and sites used for school purposes (Vote No. 91) .. .. .	..	..	..	1,529	6	1			
Schools destroyed or damaged by fire (Vote No. 91)—									
Rebuilding and repairs .. .. .	..	..	..	9,073	9	3			
Rent of temporary premises .. .. .	..	..	..	139	18	2			
New buildings, additions, and teachers' residences (Vote No. 105) .. .. .	..	..	..	53,164	1	4			
Miscellaneous Expenditure—									
Schools at Chatham Islands .. .. .	..	..	..	783	15	7			
Grants in aid of free kindergartens (Vote No. 90) .. .. .	..	..	..	596	3	4			
Conveyance (£9,526 1s. 9d.) and board (£382 7s. 6d.) of school-children; conveyance of teachers (£94 19s. 9d.) .. .. .	..	..	..	10,003	9	0			
Preparation of standard test questions in English and arithmetic .. .. .	..	..	..	20	0	0			
Illustrations: Natural history, &c., £350 16s. 2d.; postage, £30 11s. 6d. .. .. .	..	..	..	381	7	8			
School Journal—Printing, &c. (Vote No. 80), £2,379 10s. 2d.; postage (Vote No. 90), £458 12s.	2,838	2	2						
Less amount received for sales	119	3	10						
				2,718	18	4			
Wall-sheets .. .. .	..	..	..	72	17	2			
Sundries .. .. .	..	..	..	3	17	6			
				890,978	17	7			
Less—									
Recoveries	100	6	8						
Revenue from National Endowment reserves	21,830	13	6						
Revenue from reserves for primary education	64,246	16	6						
				86,177	16	8			
							804,801	0	11
Secondary Education (Votes Nos. 81 and 91, Consolidated Fund; 105, Public Works Fund; and statutory payments).									
Grants to Education Boards for—									
Scholarships: Not exceeding capitation allowance at 1s. 6d. on average attendance .. .. .	..	..	..	9,616	5	2			
District high schools: Salaries of secondary teachers .. .. .	..	..	..	16,432	8	5			
Subsidies (Education Act, 1908) .. .. .	..	..	..	1,762	10	9			
National Scholarships, Junior (Education Act, 1908) .. .. .	..	..	..	3,250	18	6			
Carried forward .. .. .	..	..	..	31,062	2	10	815,561	11	5

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	31,062	2	10	815,561	11	5
SECONDARY EDUCATION—<i>continued.</i>									
Secondary schools and colleges: Capitation	45,779	18	1			
Secondary schools and colleges: Subsidies (Education Act, 1908)	1,354	7	7			
Conveyance of holders of free places at secondary and district high schools	4,421	9	9			
Scholarships awarded to Maoris attending public schools	53	13	4			
Marlborough High School: Statutory payment (Marlborough High School Act, 1899)	400	0	0			
Grants to secondary schools for buildings, furniture, &c.—									
Whangarei (Vote No. 105)	500	0	0			
Hamilton	371	4	1			
Wellington Girls'	3,500	0	0			
Marlborough	250	0	0			
Rangiora	250	0	0			
Waitaki	500	0	0			
Gore	550	2	5			
Palmerston North—Fitting up temporary premises, school destroyed by fire (Vote No. 91)	71	15	6			
Contingencies	5	11	9			
				89,070	5	4			
Less revenue from National Endowment reserves	6,549	0	0			
							82,521	5	4
Manual and Technical Instruction (Votes Nos. 82 and 91, Consolidated Fund; 105, Public Works Fund; and the Education Act, 1908).									
Salaries of Inspectors (2)	835	0	0			
Examinations—									
Science and Art, Board of Education, South Kensington, London	266	7	7			
City and Guilds of London Institute	625	18	11			
							892	6	6
Capitation—									
School classes: Primary, £16,527 11s.; secondary, £1,169 8s. 10d.	17,696	19	10			
Special, £8,657 14s. 9d.; associated, £14,542 2s. 9d.; and college classes, £1,916 2s. 9d.	25,116	0	3			
Free places at technical schools	3,828	9	10			
							46,641	9	11
Material for technical classes				1,853	7	11
Buildings and permanent apparatus (Vote No. 105)				18,702	16	10
Rents (Vote No. 91)				619	12	4
Railway fares of instructors				1,175	4	9
Railway fares of students attending registered classes				345	16	8
Railway fares of public-school pupils attending manual-training centres				3,799	16	5
Railway fares of holders of free places at technical schools				1,677	13	6
Travelling-expenses of Inspectors				194	3	2
Subsidies on contributions (Education Act, 1908)				5,840	5	4
Sundries				15	1	11
							82,592	15	3
Less—									
Recoveries (examination fees, &c.)	255	4	9			
Revenue from National Endowment reserves	6,550	0	0			
							6,805	4	9
							75,787	10	6
Training Colleges and Training of Teachers (Votes Nos. 84, Consolidated Fund; and 105, Public Works Fund).									
Training colleges—									
Salaries of staff (half is charged to teachers' salaries "Elementary Education")	6,877	0	9			
Allowances and fees for students	21,348	4	11			
Special instruction, libraries, and incidental expenses	1,209	3	3			
Building-site (additional), Wellington (Vote No. 105)	900	0	0			
Classes at subcentres—									
Grants to Education Boards	3,890	0	0			
Fares of teachers, £3,584 11s. 5d.; less refunds, £5 15s. 5d.	3,578	16	0			
							87,803	4	11
Higher Education (Votes Nos. 81, Consolidated Fund; 105, Public Works Fund; statutory payments; and unauthorized.)									
Statutory grants—									
University of New Zealand (New Zealand University Act, 1908)	3,000	0	0			
Auckland University College (Auckland University College Act, 1882)	4,000	0	0			
Victoria College, Wellington (Victoria College Act, 1905)	4,000	0	0			
Carried forward	11,000	0	0	1,011,673	12	2

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	11,000	0	0	1,011,673	12	2
HIGHER EDUCATION—<i>continued.</i>									
Addition to statutory grants (Vote No. 81)—									
Auckland University College	1,200	0	0			
Victoria College, Wellington	1,500	0	0			
Specialization grants (Vote No. 81)—									
Auckland University College: Commerce, Mining	2,000	0	0			
Victoria College, Wellington: Law, Science	2,000	0	0			
Canterbury College: Engineering	2,000	0	0			
University of Otago: Mining, Medicine, Dental, and						
Veterinary Science	2,000	0	0			
Grants for buildings, &c.									
Victoria College, Wellington: apparatus (Vote No. 105)	75	0	0			
University of Otago: Grant in aid (Public Works Fund,						
unauthorized)	1,000	0	0			
Sir George Grey Scholarships (Vote No. 81)	150	0	0			
Queen's Scholarships, Victoria College, Wellington (Queen's						
Scholarships Act, 1906)	50	0	0			
National Scholarships, Senior (Education Act, 1908)	3,048	9	1			
Research scholarships (Vote No. 81)	239	16	4			
Bursaries (Vote No. 81)	796	15	1			
				27,060	0	6			
Less revenue from National Endowment reserves	4,866	0	0			
							22,694	0	6
Native Schools (Votes Nos. 84 and 91, Consolidated Fund; 105, Public Works Fund).									
Salaries of Inspectors (2)	890	0	0			
Salaries and allowances of teachers	24,812	6	7			
Higher education (including industrial and nursing scholar-						
ships)	3,098	10	9			
Books, school requisites, sewing material, &c.	461	8	9			
Expenses of removals of teachers	808	9	3			
Travelling-expenses of Inspectors and other Departmental						
officers	439	19	6			
Buildings: New schools, additional class-rooms, &c. (Vote						
No. 105)	4,124	16	1			
General maintenance of buildings: Repairs, painting, &c.						
(Vote No. 91)	1,929	13	6			
Manual Instruction: Payment of instructors and material						
for classes	362	19	4			
Fuel, and rewards for supplying fuel	150	1	11			
Ferrying and conveyance of children	83	12	7			
Sundries—Advertising, planting sites, sanitation, &c.	73	17	1			
				37,235	15	4			
Less—									
Recoveries	43	13	2			
Revenue from National Endowment reserves	2,180	0	0			
							2,223	13	2
							35,012	2	2
Infant-life Protection (Vote No. 85).									
Salaries of visiting nurses and local representatives	767	3	4			
Travelling-expenses, &c.	213	2	1			
Maintenance of infants in foster-homes	97	5	0			
Rent of offices (Auckland and Dunedin)	43	10	0			
Telephones, £22 2s. 6d.; sundries, £1 7s. 11d.	23	10	5			
				1,144	10	10			
Less recoveries	26	1	0			
							1,118	9	10
SPECIAL SCHOOLS.									
School for the Deaf (Votes Nos. 86 and 91, Consolidated Fund, and 105 Public Works Fund.)									
Salaries—									
Director	450	0	0			
Teachers	1,732	8	4			
							2,182	8	4
Matron and servants	1,031	7	3			
Medical Officer	20	0	0			
							1,051	7	3
General maintenance				1,218	12	5
Travelling-expenses, including transit of pupils				245	4	1
Pupils boarded out				81	13	11
Furniture and repairs to buildings (Vote No. 91, £197 1s. 4d.;						
Vote No. 105, £14 3s. 4d.)				211	4	8
							4,990	10	8
Less—									
Recoveries	2,162	12	5			
Revenue from National Endowment reserves	235	0	0			
							2,397	12	5
							2,592	18	3
Carried forward				1,073,091	2	11

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,073,091	2	11
SPECIAL SCHOOLS— <i>continued.</i>									
Education of the Blind (Vote No. 87, Consolidated Fund).									
Charges for pupils at Jubilee Institute, Auckland .. .. .	..	..	..	876	8	3			
Less—									
Recoveries	798	10	5						
Revenue from National Endowment reserves ..	50	0	0						
				848	10	5			
									27 17 10
Home for Backward Children (Votes Nos. 88 and 91, Consolidated Fund; and 105, Public Works Fund).									
Salaries—									
Principal and Matron	300	0	0						
Teachers	143	15	0						
Attendants and servants	1,619	18	3						
				2,063	13	3			
Travelling-expenses .. .. .	..	..	..	238	11	6			
General maintenance .. .. .	..	..	..	1,719	8	10			
Additional buildings, furniture, water-supply, &c. (Public Works Fund, Vote No. 105) .. .. .	..	..	..	3,078	19	3			
General maintenance of buildings, repairs, &c. (Consolidated Fund, Vote No. 91) .. .. .	..	..	..	292	2	5			
Less—				7,392	15	3			
Recoveries	1,366	15	10						
Revenue from National Endowment reserves ..	235	0	0						
				1,601	15	10			
									5,790 19 5
Industrial Schools (Votes Nos. 89 and 91, Consolidated Fund; and 105, Public Works Fund).									
Salaries of Assistant Inspector and Visiting Officers (2) ..									
Travelling-expenses, &c., of Inspectors and Visiting Officers and other departmental officers	720	0	0						
Travelling-expenses of Managers of Schools	666	18	6						
	340	14	11						
				1,727	13	5			
Schools,—									
Auckland—									
Salaries	716	17	2						
General maintenance	863	0	6						
Additional buildings, &c. (Vote No. 105), £438 8s. 1d.; repairs to buildings, furniture, &c. (Vote No. 91), £100 17s. 1d.	539	5	2						
Children boarded out	1,338	10	4						
	3,457	13	2						
Less recoveries	1,224	17	11						
				2,232	15	3			
Boys' Training Farm, Weraroa—									
Salaries	2,382	12	10						
General maintenance	5,970	4	10						
Additional buildings, &c. (Vote No. 105), £2,289 9s. 7d.; and small works and repairs to buildings, furniture, &c. (Vote No. 91), £797 11s. 8d.	3,087	1	3						
Children boarded out	14	15	8						
	11,454	14	7						
Less recoveries	2,494	0	0						
				8,960	14	7			
Receiving Home, Wellington—									
Salaries	903	19	0						
General maintenance	1,534	19	9						
Repairs, &c., to buildings (Vote No. 91)	78	14	6						
Children boarded out	6,235	12	10						
	8,753	6	1						
Less recoveries	5,338	16	1						
				3,414	10	0			
Boys' Industrial School, Stoke—									
Salaries	1,552	9	7						
General maintenance	3,477	5	5						
Additional buildings, furniture, renovation, &c. (Vote No. 105, £87 8s. 5d.; Vote No. 91, £1,091 3s. 3d.)	1,173	11	8						
Interest on mortgages on property	629	12	2						
	6,837	18	10						
Less recoveries	1,422	16	5						
				5,415	2	5			
Receiving Home, Christchurch—									
Salaries	788	1	8						
General maintenance	1,261	12	9						
Rent	143	0	0						
Furnishings, repairs to buildings, &c. (Vote No. 91) ..	39	1	7						
Children boarded out	4,530	11	6						
	6,762	7	6						
Less recoveries	3,142	5	8						
				3,620	1	10			
Carried forward .. .. .	..	..	..	25,370	17	6	1,078,910	0	2

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	25,370	17	6	1,078,910	0	2
SPECIAL SCHOOLS: INDUSTRIAL SCHOOLS—<i>continued.</i>									
Te Oranga Home, Christchurch—									
Salaries	1,105	17	1						
General maintenance	699	10	5						
Rent	103	5	0						
Repairs to buildings, furniture, &c. (Vote No. 91) ..	169	9	8						
Swimming-bath, improvements to water-supply, &c. (Vote No. 105)	838	11	10						
	2,916	14	0						
Less recoveries	555	18	2						
				2,361	0	10			
Burnham—									
Salaries	2,918	7	5						
General maintenance	4,432	15	6						
Completion of additional buildings, small works, repairs, furniture, &c. (Vote No. 91, £676 7s.; Vote No. 105, £116 11s. 8d.)	792	18	8						
	8,144	1	7						
Less recoveries	855	5	0						
				7,288	16	7			
Caversham—									
Salaries	951	15	1						
General maintenance	987	7	6						
Repairs to buildings, furniture, &c. (Vote No. 91) ..	299	16	4						
Children boarded out	3,175	10	2						
	5,414	9	1						
Less recoveries	3,537	15	5						
				1,876	13	8			
Private Schools—									
St. Mary's, Auckland—									
Capitation grants, &c.	1,229	19	8						
Less recoveries	457	5	4						
				772	14	4			
St. Joseph's, Wellington—									
Capitation grants, &c.	152	8	3						
Less recoveries	75	7	9						
				77	0	6			
St. Mary's, Nelson—									
Capitation grants, &c.	164	9	6						
Less recoveries	132	12	11						
				31	16	7			
St. Vincent de Paul's, Dunedin—									
Capitation grants, &c.	87	2	0						
Less recoveries	8	16	6						
				78	5	6			
Inmates maintained at other institutions .. .. .	..	..	..	64	3	8			
Earnings refunded to ex-inmates .. .. .	..	..	..	31	0	3			
Amount paid to Postal Department for payment of boarding-out orders .. .. .	..	..	..	100	0	0			
				38,052	9	5			
Less revenue from National Endowment reserves ..	..	..	..	1,660	0	0			
							36,392	9	5
Miscellaneous (Votes Nos. 80 and 90, Consolidated Fund; and the Public Service Classification and Superannuation Amendment Act, 1908).									
Milne seismograph No. 20, Maintenance of (Vote No. 90) ..	..	..	..	54	3	5			
Postage and telegrams (Vote No. 90) .. .. .	..	..	..	1,323	12	0			
Teachers' Superannuation Board: Travelling-expenses of members, and medical examination of applicants for retirement (Vote No. 90) .. .. .	..	..	..	30	16	8			
Annual contribution to Teachers' Superannuation Fund (Public Service Classification and Superannuation Amendment Act, 1908) .. .. .	..	..	..	7,000	0	0			
Examination expenses (Vote No. 90): Teachers' and Civil Service	5,933	10	7						
Less recoveries (examination fees)	4,075	16	0						
				1,857	14	7			
Subsidies to public libraries on basis of voluntary contributions (Vote No. 90) .. .. .	..	..	..	3,956	5	2			
Grant to Educational Institute for travelling-expenses of members (Vote No. 80) .. .. .	..	..	..	100	0	0			
Illustrations, photographs, &c., for parliamentary reports (Vote No. 90) .. .. .	..	..	..	34	18	6			
"Schoolmates": Grant to cover cost of postage (Vote No. 90) ..	..	..	..	50	0	0			
Flags for schools—New Zealand Ensigns (Vote No. 90) ..	..	..	..	5	18	4			
Rent of store-room for general departmental purposes (Vote No. 90) .. .. .	..	..	..	54	10	0			
Legal expenses (Vote No. 90) .. .. .	..	..	..	54	6	1			
				14,522	4	9			
Less recoveries .. .. .	..	..	..	47	11	8			
							14,474	13	1
Total .. .. .	..	..	..	..	..	..	£1,129,777	2	8

INDEX.

A.

Afflicted children. See Special schools.
 Agricultural instruction.—Progress in elementary agriculture, 37. Rural courses in district high schools, 38. Agricultural college, 54, 58. Rural courses in secondary schools, 39; in technical schools, 41, 42; all schools, 43.
 Attendance (see also Roll number)—
 Public primary schools, 6. Increase since 1910, 6.
 Compulsory attendance, 6. Average attendance as compared with other countries, 6, 7.
 Native schools, 7.
 Chatham Islands schools, 7.
 Private primary schools, 7, 11.
 Secondary schools.—Lower departments, 7. All schools, 46.

B.

Blind, School for the. See Special schools.
 Board of primary scholars, 13.
 Bursaries, University, 59.

C.

Cadets, Junior, 67.
 Census, 1911, Criticism of figures.—Persons unable to read or write, 67. Comparison between Department's figures and census returns, 68. Increase in attendance over forty years, 69.
 Chatham Islands schools.—Number of schools, 32. Weekly roll number, 6. Roll number at end of year, 32. Average attendance, 7, 32. Examination, 32. Scholarship examination, 32. Expenditure, 32. List of teachers, 32.
 Compulsory continuation classes, 43.
 Conveyance of scholars, 12.
 Cost per head of education system. See Finance.

D.

Deaf, School for the. See Special schools.
 Degrees conferred. See Universities.
 Dependent children. See Special schools.
 District high schools.—Roll number, 6, 46. Average attendance, 7, 46. Rural courses, 38.

E.

Education Board's finance. See Finance.
 Education Department, Head Office.—Expenditure, 70.
 Education Reserves.—Provisions of new Act, 27. Area of reserves, 27. Capital value, 27. Income and expenditure, 28.
 Elementary education. See Public primary schools.
 Enrolment. See Roll number.
 Examinations conducted by Department.—Number of candidates, 65. Expenditure, 65.

F.

Feeble-minded, School for the. See Special schools.

Finances—

All items of expenditure.—Analysis, 61, 70–74. Cost per head of population, 62. Comparison with other countries, 62. Analysis from 1898 in five-yearly periods, 62. Expenditure per head of population from public revenue, 63. Expenditure per pupil, 63. Detailed statement of expenditure for year 1911–12, 70–74.
 Public primary schools.—General Account, 25. Buildings Account, 25. Diversion of moneys from Buildings Account, 26. Statement of receipts and expenditure, 22–23.
 Native schools, 32, 72.
 Chatham Islands, 32, 70.

Finances—continued.

Special schools, 34, 35, 36, 72–74.
 Manual instruction, 45, 71.
 Technical instruction, 45, 71.
 Secondary schools.—Sources of income, 51. Receipts and expenditure, 52, 70–71. Criticism of finances, 52–53.
 Universities, 55, 57–58, 71–72.
 Education Reserves, 28.
 Free class-books, 13.
 Free places. See Secondary schools; Technical schools; University Colleges, bursaries.

H.

High schools. See Secondary schools.

I.

Income. See Finance.
 Industrial schools. See Special schools.
 Industrial training. See Technical instruction.
 Infant-life protection.—Number of licensed foster-homes, 35. Number of children maintained, 35. Expenditure, 35.

J.

Junior Cadets.—Total strength, 67. Number of officers, 67. Cost, 67.

L.

Libraries.—Method of distributing vote, 66. Number of libraries participating, 66. Income, 67. Subsidies, 67. Amount distributed, 67.

M.

Manual instruction—

In public schools.—Percentage of schools, 36. Number of classes, 37. Subjects of instruction, 37. Average rate of payment, 37. Number of pupils, 37. Centralization of instruction, advantages and disadvantages, 37. Progress in elementary agriculture, 37. Rural courses in district high schools, 38. Elementary physics, 38. Swimming and life-saving, 38. Building operations, 38. Capitation and expenditure, 39.
 In secondary schools.—Subjects of instruction, 39. Average attendance, 39. Average rate of payment, 39. Rural courses, 39. Building operations, 39.
 Maori children.—Number attending Native village schools, 9, 31. Number attending mission schools, 9, 31. Number attending public schools, 9, 31. Number attending secondary schools, 31. Number under special technical training, 31. Number of schools at which Maoris are taught, 29. Backwardness of Maori pupils attending public schools, 10.
 Model schools. See Training colleges.

N.

National endowment, 64.

Native schools—

Scholars.—Average attendance, 7, 29. Roll, 6, 29. Regularity of attendance, 30. Classification of scholars, 31. Results of inspection, 31. Number of Maoris attending Native village schools, 9, 31; attending Native mission schools, 9, 31; attending public schools, 9, 31; speaking Maori in the home, 31. Number of Europeans in Native schools, 10, 30; their standards and ages, 10.
 Schools.—Number of schools, 28–29.
 Teachers.—Number of teachers, 31. Salaries, 31. Expenditure, 32.

P.

- Private primary schools.**—Roll number, 6, 11. Average attendance, 7, 11. Present at examination, 11. Number of proficiency and competency certificates issued, 11. Regularity of attendance, 11.
- Professors,** number of, at University colleges, 57.
- Progress in education,** 64, 69.
- Public libraries.** See Libraries.
- Public primary schools—**
- Scholars.**—Roll—average weekly, 5; at end of year, 5; at annual examination, 11. Average attendance, 6; as percentage of roll, 6, 7; increase since 1910, 6; compulsory attendance, 6; attendance compared with other countries, 6, 7. Number in each standard, 5, 11. Number at various ages, 5, 8. Classification, 5, 11. Examination, 11. Average age, 8; sex, 8.
- Schools.**—Number, 3. Percentage of sole-teacher schools, 4. Increases and decreases in number of schools for separate districts, 4.
- Teachers.**—Number of adults, 5, 14–16. Number of pupil-teachers, 5, 14–16. Sex, 15–16. Salaries, 17. Status as regards certificates, 17–19. Training, 19–21.
- Expenditure,** 21–27.
- Publications issued by Department,** 13.
- Pupils.** See Scholars.

R.

- Roll number—**
- Primary schools.**—Average weekly, 5; at end of year, 5; at annual examination, 11. Increase over forty years, 69.
- Native schools,** 6, 29.
- Chatham Islands schools,** 6, 32.
- Private primary schools,** 6, 11.
- Secondary schools,** 45–46.
- University colleges,** 56.
- Reserves.** See Education reserves.

S.

- Scholars—**
- Primary schools.**—Number in each standard, 5, 11. Number at various ages, 5, 8. Sex, 8. Leakage in attendance of girls, 8. Maoris attending, 9, 30. Classification, 5, 11. Examination, 11. Average age, 8.
- Native schools.**—Europeans attending, 10, 30. Maoris attending, 9, 30. All scholars attending, 31.
- Chatham Islands schools,** 32.
- Private primary schools,** 11.
- Scholarships—**
- At secondary schools.**—Number of Junior National Scholarships, 49. Rate of payment, 49. Number of Education Board scholarships, 49. Rate of payment, 49. Foundation scholarships, 50. Private scholarships, 50.
- At University colleges.**—Description of scholarships, 59. Scholarships held—Rhodes, 59; Research, 59; Junior University, 60; Senior National, 60; Taranaki, 60; Senior University, 60; Bursaries, 60; Sir George Grey, 60; other, 60.

School Journal, 13.**Secondary schools—**

- Scholars.**—Roll, 45–46. Attendance, 46. Proportion of population receiving secondary instruction, 47. Roll of lower departments, 6, 53. Average attendance of lower departments, 7.
- Schools.**—Number of schools, 45. Number of lower departments, 53. Description of lower departments, 53.
- Teachers.**—Ratio of males to females, 50. Staffing, 50. Number of pupils per teacher, 50. Salaries, 50–51.

Secondary schools—continued.

- Free secondary education.**—Junior free places, 47–48. Senior free places, 47–48. Statistics, 48. Method of calculating capitation, 47. Advance of system, 64. Total number benefited, 48.
- Special schools—**
- All schools.**—Total roll, 33.
- School for the Deaf.**—Roll, 35. Expenditure, 35. Recoveries, 35.
- Jubilee Institute for the Blind.**—Roll, 36. Expenditure, 36. Recoveries, 36.
- School for Feeble-minded.**—Roll, 36. Expenditure, 36. Need for extension of system, 33. Precautions for eliminating mental deficiency, 33. Extension of control, if necessary, to age of twenty-five, 33, 36. Proposed building of cottage homes, 36.
- Industrial schools.**—Roll, 34. Expenditure, 34. Supervision by special officer suggested in certain cases, 33. Parental contributions, 34. Payments by Charitable Aid Boards, 34. Savings of inmates, 35.
- Staffing.** See Teachers.
- Superannuation.**—Two classes of contributors, 66. Actuary's report, 66. Statistics, 66. Expenditure, 66.

T.

Teachers—

- Public schools.**—Number of adults, 5, 14–16. Number of pupil-teachers, 5, 14–16. Sex, 15–16. Head-teachers, 15. Assistants, 15. Sole teachers, 15. Ratio of males to females, 15. Staffing, 14–17. Salaries, 17. Status as regards certificates, 17–19. Training, 19–21.
- Native schools.**—Number, 31. Staffing, 31. Salaries, 31.
- Secondary schools.**—Ratio of males to females, 50. Staffing, 50. Number of pupils per teacher, 50. Salaries, 50–51.
- All teachers.**—Status as regards certificates, 19.
- Technical instruction—**
- All technical classes.**—Progress during year, 39. Statistics, 40. Special classes, 40. Associated classes, 40. College classes, 40. Number of pupils, 40. Income and expenditure, 44, 45, 71.
- Day technical schools.**—Number of schools, 40. Number of students, 41. Sex, 41. Free places, 41. Course of instruction, 41. Capitation, 41. Free places, 41.
- Other technical classes.**—Number of students, 41. Age and sex, 41. Occupations, 42. Number of classes, 42. Capitation, 42. Grouped courses, 43. Commercial classes, 42. Rural classes, 42. Evening classes, 43. Compulsory classes, 43. Free places, 44.
- Training colleges.**—Students, 19–20. Ratio of males to females, 20. Professional work, 20. University work, 20. Number in training in each college, 21. Classification, 21. Number of scholars in main schools, 20; in secondary departments, 20; in model schools, 20. Expenditure, 21.

U.

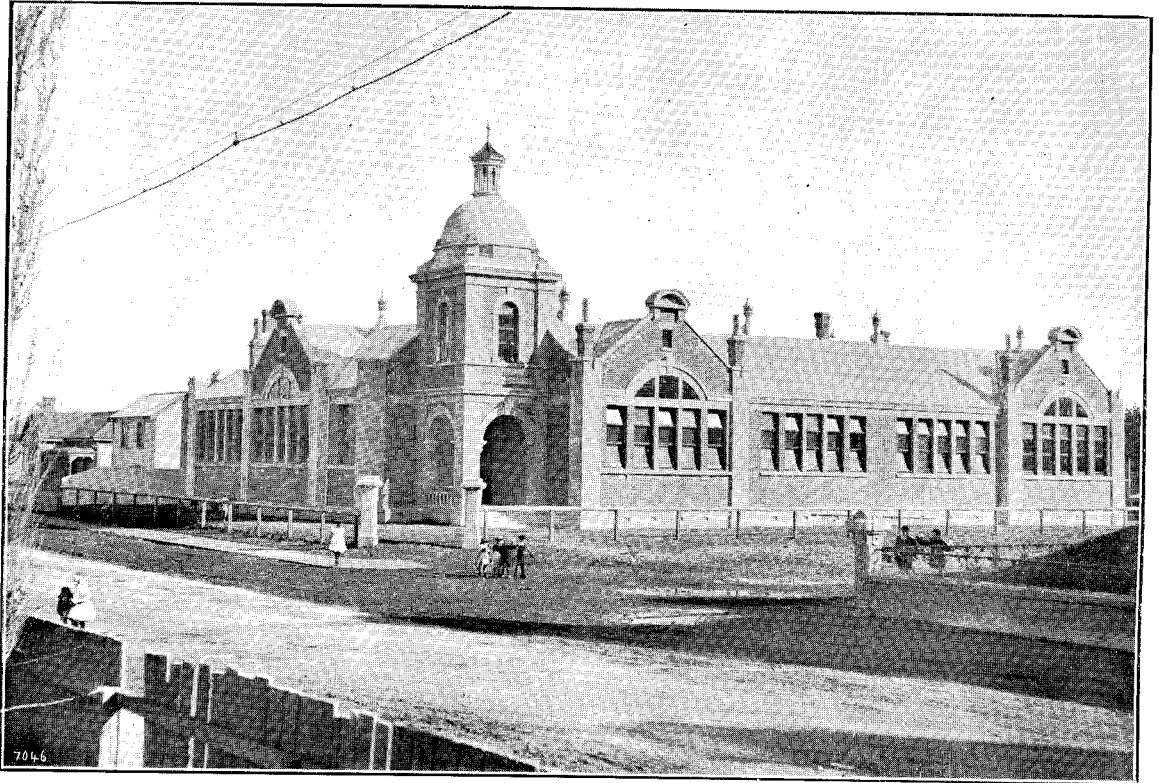
Universities—

- New Zealand University.**—Its functions, 53–54. The Senate, 53. Number of persons examined by, 54. Income and expenditure, 55. Raising of matriculation standard, 55. Resolutions adopted at last meeting, 55. Degrees conferred, 55.
- University colleges.**—Their functions, 54. Number of students, 56. Increase in unmatriculated students, 57. Courses taken, 57. Staffing, 57. Finances, 57–58.
- Other professional institutions.**—Canterbury Agricultural College, 54. Training colleges, 54.
- University bursaries,** 59.
- University Endowment Act,** 60.

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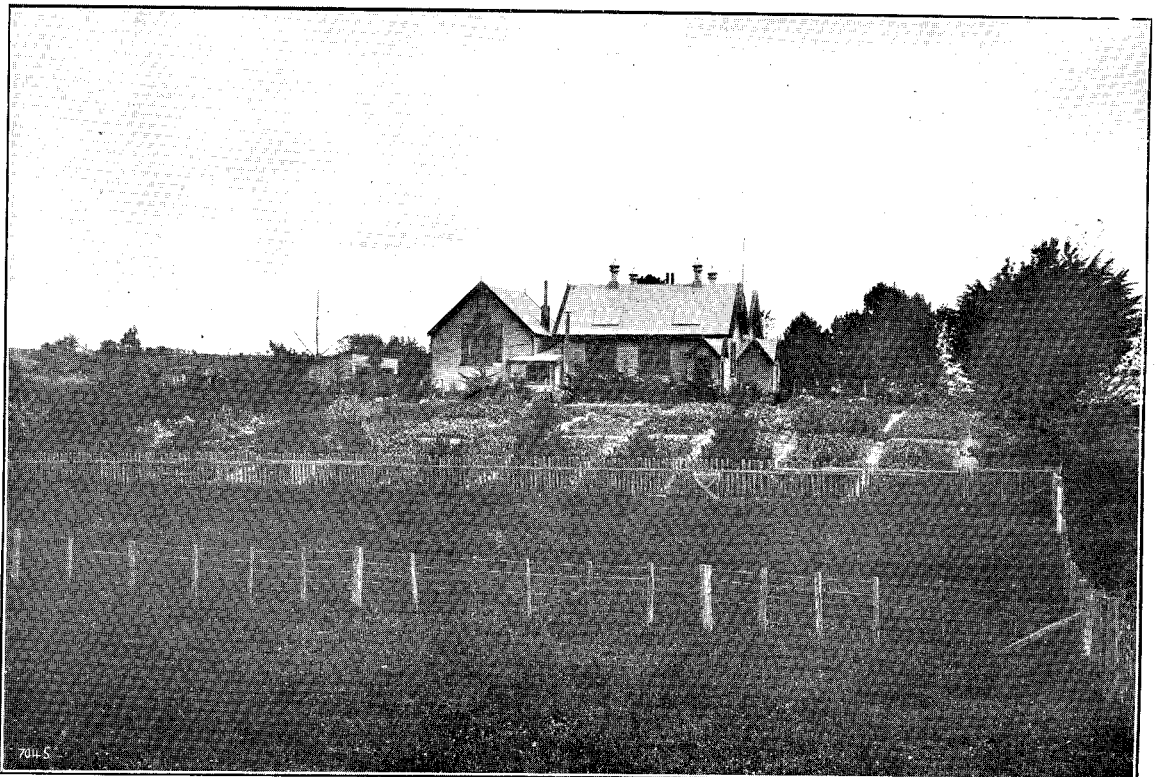
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CENTRAL INFANTS' SCHOOL, WANGANUI.

[Photo by T. H. Whetton.]



HALCOMBE PRIMARY SCHOOL, WANGANUI, SHOWING SCHOOL-GARDEN.

[Photo by B. Hobday.]