

have to be framed and made applicable generally. In the meantime a substantial increase in the public-works estimates has been applied for for primary, secondary, and technical schools. Having regard therefore to the conditions existing in the Dominion, it seems desirable that steps should be taken to secure unity of control in the management of the various types of educational institutions in order to bring about adjustments, economy, and efficiency in the various spheres of education represented by primary, secondary, and technical schools. The question of control is now under consideration by the General Council of Education, and when its report is received the whole question as to what further steps should be taken in New Zealand to secure a closer correlation of the various branches of education with actual needs and conditions will receive full consideration.

THE PRESENT POSITION.

Though many of the defects of our present system of education have been frankly set forth herein, it is necessary to point out that even with respect to the special defects discussed New Zealand is in no worse position than are the leading nations of the world, while in many respects it might be shown that we are distinctly in advance of many of the older civilized nations. Those who have been responsible for the working of the educational system in New Zealand have every reason to be proud of the results achieved in so young a country, especially when the resources at their disposal are taken into consideration. Very great advances have been made during the past fifteen years, and some of the burning questions now being faced in England and America, and for which wider powers and greater expenditure are being proposed, have already to a large extent been solved in New Zealand. As some indication of the progress made in New Zealand since the year 1900 it may be stated that though the school attendance between 1900 and 1914 increased by 41 per cent., the grants to Education Boards for buildings, sites, and equipment rose from £58,000 to £219,000, an increase of over 275 per cent. The approval made with regard to certain other items between the years 1902 and 1916 is set out in the following table, which shows the increase in annual expenditure over and above the increase of 43 per cent. that would be due to natural increase in average attendance :—

Item.	For 1902.	Plus 43 per Cent. for Natural Increase.	Actual Expenditure, 1916.	Amount above Natural In- crease.
	£	£	£	£
Teachers' salaries	412,568	589,972	933,000	343,028
Grants to superannuation	..	..	40,000	40,000
Training colleges	1,000	1,430	43,000	41,570
Manual and technical	9,825	14,050	129,265	115,215
Buildings, sites, and furniture	67,628	96,708	189,000	92,292
Secondary education capitation, 1903 ..	15,170	39,745	126,424	86,679
Totals	£506,191	£741,905	£1,460,689	£718,784

It might further be pointed out that if from the year 1902 to the year 1916 the educational expenditure of New Zealand had increased in the same proportion as the population of the Dominion the expenditure in the latter year would have been £939,000, whereas the actual expenditure was £1,772,000. Consideration of these facts should convince the public that the Government and educational authorities have effected very substantial progress during recent years, and should indicate that, given the necessary resources, this progress will be continued in the future.

THE FUTURE.

A review of the defects and deficiencies discussed above, as well as all others which have not been mentioned, shows, however, what a great deal still remains to be done, and no amount of satisfaction at the progress recently made should blind us to the fact of the immediate and imperative needs of to-day. As previously indicated, no investment of national funds, administrative skill,