

1920.
NEW ZEALAND.

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDING 31st DECEMBER, 1919.

[In continuation of E.-1, 1919.]

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

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Office of the Department of Education,

SIR,—

Wellington, 27th August, 1920.

I have the honour, in accordance with the provisions of the Education Act, 1914, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ending the 31st December, 1919.

I have, &c.,

C. J. PARR.

His Excellency the Administrator of the Government
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, 1914, and its subsequent amendments, also the Education Reserves Act, 1908, as subsequently amended, the expenditure of public funds appropriated by Parliament for educational matters, 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 Inspectors ;

Appendix C, Manual Instruction in Primary Schools ;

Appendix D, Training of Teachers ;

Appendix E, List of Public Schools, Teachers, and Salaries.

Appendix F, Report of the Chief School Medical Officer.

E.—3. Education of Native Children.

E.—4. Special Schools and care of Dependent Children.

E.—5. Technical Education.

E.—6. Secondary Education.

E.—7. Higher Education.

E.—8. Annual Examinations.

E.—9. Teachers' Superannuation.

E.—10. Subsidies to Public Libraries.

In this report summaries are made of the more important tables appearing in the separate papers above mentioned. Where information in any section of the 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.

INTRODUCTION.

The changes and improvements recently effected in the education system of the Dominion are referred to throughout in this report in the sections dealing with the various branches that have been affected. For convenience a brief summary is given below of the more important recent changes and reforms that have been instituted or provided for :—

Further increased salaries for primary-school and Native-school teachers, and provision for additions to salary according to the teachers' grading.

Further increased salaries and allowances for pupil-teachers and probationers.

Further increased allowances for training-college students.

Further increased grants for incidental expenses of School Committees.
 Increased salaries for the staffs of training colleges.
 Extension of the provision for practising schools in connection with training colleges.
 Provision for increases in the staffs of large primary schools.
 Revision of the syllabus of instruction in public schools.
 Amendments in the regulations for the grading of teachers.
 The appointment of a Chief Inspector of Primary Schools.
 The appointment of two Women Supervisors for the Education of Girls and Infants.
 Further increases in the staff and work of the medical inspection of school-children; the appointment of a Chief School Medical Officer.
 The appointment of a Chief School Dental Officer and the inauguration of a scheme for dental treatment of school-children.
 Wide extension in the work of providing public-school buildings.
 Amendment in the provision of grants to Education Boards for the purposes of administration.
 Increased capitation allowances for classes for manual instruction.
 Provision for an annual grant and for increased capitation allowances for technical high schools.
 Provision for annual grants towards the maintenance of technical-school buildings.
 Amendments in the regulations prescribing subjects of instruction for technical and continuation classes and the capitation rates payable thereon.
 Amended regulations for the compulsory attendance of pupils at continuation classes.
 Provision for annual grants and increased capitation allowances for secondary schools.
 Provision for the payment of certain minimum and average salaries to secondary-school teachers.
 Improvements and extension in the work of the Special Schools Branch.
 Increased annual statutory grants to the University of New Zealand and the affiliated colleges.

THE GENERAL COUNCIL OF EDUCATION.

The General Council of Education met in June, 1919, and made many important recommendations to the Minister dealing with various matters, of which the following may be mentioned: The necessary accommodation per pupil in primary schools; the area of playgrounds; the provision of sites for technical schools; the establishment of hostels in connection with all secondary and technical high schools; the salaries of secondary-school teachers; the curriculum for girls in secondary schools; the training of secondary-school teachers; the control of training colleges; the supply, salaries, and distribution of public-school teachers; compulsory education up to the age of eighteen; and teachers of technical classes. Several recommendations of the Council have been given effect to, and other proposals will be carried out as opportunity permits.

The proceedings of the Council are printed fully in a separate publication.

COST OF EDUCATION.

(See also Tables A-E on pages 57 and 58 and the Appendix.)

The total expenditure by the Education Department for the year 1919-20 was £2,544,001, an increase of £557,776 over the expenditure for the previous year and an increase of £1,032,618 over the corresponding expenditure five years ago. If to this expenditure is added the income derived by secondary schools and University colleges from reserves (most of which was expended), the total expenditure amounts to £2,624,000, or £2 3s. 4d. per head of the population. It should also be stated that £4,500 is expended by the Mines Department on the schools of mines in the

Dominion, and that the Department of Public Health contributes to certain bursaries held at University colleges. Of the total expenditure 74 per cent. was on account of primary education, 13 per cent. on account of secondary education (including technical high schools), 4 per cent. on account of university education, 3 per cent. on account of special schools and care of dependent children, 3 per cent. on account of technical education, and 3 per cent. on account of teachers' superannuation and miscellaneous charges. The expenditure on primary education per head of roll number was £9 5s. 6d., as compared with £7 9s. 9d. in 1918, excluding new buildings, and £9 17s. 4d., including new buildings; the expenditure on secondary education per head of the roll number was £17 8s. 8d., excluding new buildings and reserves revenue, and £24 12s. 4d., as compared with £20 19s. 4d. in 1918, including them.

Of the expenditure of £1,939,000 by the Government on primary education, £1,260,000 was on account of teachers' salaries and allowances, and £120,000 was for the general administrative purposes of Education Boards and allowances to School Committees. £110,000 represented the expenditure on new school buildings and additions, and £106,000 was the amount granted for the maintenance of school buildings. The cost of the inspection of schools amounted to £32,000, and of the conveyance of scholars and teachers and board of the former, to £32,000. The expenditure on medical inspection and physical education amounted to nearly £15,000.

Included in the total expenditure on education is the sum of £100,000 expended on social agencies such as the work of infant-life protection, the juvenile probation system, and schools for the blind, the deaf, the feeble-minded, and for dependent and delinquent children.

PRIMARY EDUCATION.

NUMBER OF PUBLIC SCHOOLS.

(Tables A1 and B3 in E.-2.)

The number of public schools open at the end of 1919 was 2,400, as compared with 2,365 in 1918—an increase of 35, being for the most part in the number of very small schools. In the following table the schools are classified according to the yearly average attendance, and the total number of children at the schools in each grade is shown.

Grade of School.			Number of Schools.	Total Average Attendance.	Grade of School.			Number of Schools.	Total Average Attendance.
0. (1-8)	..	..	185	1,123	VIB. (441-480)	..	..	14	6,670
I. (9-20)	..	..	721	10,410	VIIA. (481-520)	..	..	10	5,331
II. (21-35)	..	..	490	12,712	VIIb. (521-560)	..	..	9	5,188
IIIA. (36-80)	..	..	561	28,771	VIIc. (561-600)	..	..	12	7,024
IIIB. (81-120)	..	..	131	12,617	VIIId. (601-640)	..	..	14	8,716
IVA. (121-160)	..	..	46	6,433	VIIe. (641-680)	..	..	10	6,715
IVB. (161-200)	..	..	46	8,195	VIIF. (681-720)	..	..	8	5,801
IVc. (201-240)	..	..	27	6,143	VIIg. (721-760)	..	..	7	5,181
VA. (241-280)	..	..	28	7,913	VIIh. (761-800)	..	..	3	2,259
VB. (281-320)	..	..	25	7,660	VIIi. (801-840)	..	..	2	1,636
Vc. (321-360)	..	..	23	7,973	VIIj. (841-880)	..	..	1	840
VD. (361-400)	..	..	13	4,967	VIIk. (881-920)	..	..	1	940
VIA. (401-440)	..	..	13	5,636					
Total, 1919..			..	..	..	..	2,400 schools.		
,, 1918..			..	..	..	..	2,365 ..		
Increase			..	..	..	..	35 ..		

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

It will be observed that of 2,400 schools, 1,957 were in Grades 0-IIIa, having average attendances between 1 and 80, and of these 906 had averages ranging from 1 to 20.

Of 177,000 children, more than 24,000 are in sole-teacher schools with averages between 1 and 35, and 82,000 children are in schools with an average number of pupils of more than 280.

PUBLIC-SCHOOL BUILDINGS.

During the year ending 31st March, 1920, applications were received by the Department from Education Boards for grants for new public-school buildings, additions, residences, sites, &c., to a total amount of £496,153, as compared with £238,817 in 1918–19. This is apart from schools established in buildings for which no grant is made except by way of rent. The departmental expenditure for the year was £109,981, and at the end of the financial year the commitments totalled £308,088. Thirty-five new schools of varying sizes were erected, forty-seven were enlarged, and two were rebuilt; six residences were also erected and two were enlarged.

During the war the Education Boards restricted the applications for grants to cases that were regarded as of pressing urgency. The result was that in growing centres the school accommodation became overtaxed to a degree that could be justified only by the necessity for exercising the strictest economy in the expenditure of public funds. Where, under normal conditions, additional rooms would have been provided, the best use was made of the existing accommodation, or temporary provision for the increase in the attendance was made by renting such halls as were available; and where new schools were required every possible expedient was adopted to avoid the erection of buildings. These temporary arrangements were more or less unsatisfactory in character. The rented buildings were sometimes unlined, poorly lit, and otherwise unsuitable for educational purposes and for occupation by children.

With the close of the war, however, it was generally recognized that adequate financial provision should be made, not only for the erection of buildings in connection with which action had necessarily been deferred as a war measure, but also for the adoption of a general scheme of reconstruction of such of the older schools as, gauged by modern standards, are defective in essential features. Such a comprehensive school-building programme was rendered possible by the passing of the Education Purposes Loans Act, 1919, which empowered the Minister of Finance to borrow during four years moneys to the amount of £3,500,000 for the purpose of the erection, structural alteration, and improvement of educational buildings and for the acquisition of the necessary sites. This with £450,000 additional available from unexpended appropriations on the Public Works Fund authorizes the provision of a total of approximately £4,000,000 for all classes of educational buildings and sites.

The large sum thus made available for the erection of educational buildings has resulted in a very great increase in the amounts applied for by the several Education Boards for buildings and sites, while the grants authorized have increased correspondingly. During the last six financial years the amounts authorized for public schools alone were—1914–15, £54,895; 1915–16, £34,412; 1916–17, £36,973; 1917–18, £66,750; 1918–19, £124,162; 1919–20, £319,225.

The increased cost in the erection of school buildings is a very serious problem with which the Department is faced, for schools are now costing at least twice as much as they did under pre-war conditions. Education Boards, particularly in the North Island, are moreover experiencing the greatest difficulty in carrying out authorized works. Sometimes no tenders at all are received in response to advertisements, sometimes only one or two are received. Almost invariably the Department is asked to approve additional grants—often for substantial sums, representing a very large percentage of increase on the estimated cost. Prices are still rising, and though little rebuilding or remodelling has so far been undertaken, except in connection with schools where increased accommodation is necessary, the large sums that are being even now spent on school buildings are undoubtedly tending to inflate building-prices, particularly in districts where the school population is rapidly increasing. It is indeed a matter of great concern whether the State is getting the best value for the expenditure at the present time, and it may be temporarily found necessary to impose restrictions with respect to the accommodation that is to be regarded as absolutely essential.

As indicated above, a comprehensive scheme of rebuilding and remodelling older schools has not yet been undertaken. Education Boards have been requested

to submit schedules of their proposals in the order of their urgency ; but as these have been received by the Department in one or two cases only, grants cannot be allocated with due regard to the necessities of the cases within any district and also to the relative needs of one district as compared with those of another.

ROLL NUMBER.

(Tables B1 and B2 in E-2.)

The number of children in attendance at public schools in 1919, as shown by the mean of the average weekly roll for the four quarters of the year, was 193,655, which exceeds the figure for the previous year by 1·2 per cent. The following figures give in detail the average weekly roll and the roll number at the end of 1919 :—

—	Mean of Average Weekly Roll.		Roll Number at end of Year.	
	Including Second-ary Departments of District High Schools.	Excluding Second-ary Departments of District High Schools.	Including Second-ary Departments of District High Schools.	Excluding Second-ary Departments of District High Schools.
Year 1919	193,655	191,153	196,059	193,900
Year 1918	191,382	188,932	194,934	192,680
Increase in 1919 ..	2,273	2,221	1,125	1,220
Increase per cent. in 1919	1·2	1·2	0·6	0·6

The percentage increase in the average weekly roll has been declining during recent years, the figures for the last six years being as follows : 1914, 3·6 per cent. ; 1915, 3·2 per cent. ; 1916, 1·6 per cent. ; 1917, 2·1 per cent. ; 1918, 1·8 per cent. ; 1919, 1·2 per cent. It is in the schools of the South Island that the falling-off in the increase is most marked, the percentage increase in 1919 being only 0·6, while in the North Island (including Marlborough) the figure was 1·6. The falling-off in the number of entrants noticed in 1918 did not recur in 1919, there being 1,000 more children between the ages of five and seven than in the previous year, and 2,800 more children in the preparatory classes. There were fewer children in S1, S2, and S6 than in the previous year, the decrease in numbers to the extent of over 1,000 in S6 pupils being especially regrettable.

The table below shows the mean average roll number for every fifth year from 1878 to 1908, and for each of the last ten years ; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll (including secondary departments of high schools), and the number of teachers employed in the public schools.

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	†109,321	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
1903	1,786	134,748	113,047	83·9	1,270	1,726	2,996	147	552	699
1908	1,998	145,974	127,160	87·1	1,331	2,021	3,352	161	476	637
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
1912	2,214	164,492	146,282	88·9	1,555	2,550	4,105	162	476	\$638
1913	2,255	169,530	151,242	89·2	1,603	2,659	4,262	142	474	\$616
1914	2,301	175,570	158,134	90·1	1,628	2,820	4,448	139	470	\$609
1915	2,338	181,229	163,092	90·0	1,591	3,077	4,668	141	485	\$626
1916	2,355	184,056	163,156	88·6	1,501	3,209	4,710	137	519	\$656
1917	2,368	187,954	168,711	89·8	1,383	3,224	4,707	132	517	\$649
1918	2,365	191,382	169,836	88·7	1,366	3,452	4,818	123	523	\$646
1919	2,400	193,655	174,885	90·3	1,606	3,394	5,000	123	503	\$626

* Average of three quarters. † Strict average. ‡ Working average. § Exclusive of male and female probationers.

The above figures relate to public schools. To estimate the total number of children receiving primary education in the Dominion it will be necessary to

include public schools (exclusive of secondary departments of district high schools), Native schools, registered private primary schools, and the lower departments of secondary schools. The figures will then be :—

AVERAGE WEEKLY ROLL NUMBER			
Public schools (less secondary departments of district high schools)	1918.	1919.	
Native village and Native mission schools	188,932	191,153	
Registered private primary schools	5,223	5,358	
Lower departments of secondary schools	20,076*	20,977*	
Special schools	665*	686*	
	252	..	
Total average weekly roll of primary scholars	215,148	218,174	

* Number on roll at end of year.

ATTENDANCE.

(Tables B1, B2, and B3 in E-2.)

The following figures show the average attendance at public schools in the Dominion during the years 1918 and 1919 :—

	Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1919	174,885	172,610
Year 1918	169,836	167,601
Increase in 1919	5,049	5,009
Increase per cent...	3.0	3.0

The increase of 3.0 per cent. in the average attendance is greater than the increase in the roll number, owing to the fact that the regularity of attendance in 1919 was better than in the previous year. Taken as a percentage of the average weekly roll it was 90.3—the highest figure for the Dominion yet reached, the previous record being 90.1 in the year 1914. There was an improvement in the regularity of attendance in every education district, the best results being obtained in Otago and Wellington, with percentage attendances of 92.1 and 91.5 respectively. The number of children in the country districts living long distances from school contends against obtaining the best results in respect of attendance; nevertheless, the regularity of attendance in New Zealand appears to compare very favourably with that obtaining in other English-speaking countries.

The following figures represent the total number of children (of whom the average weekly roll number was given above) in average attendance at registered schools giving primary instruction :—

Public schools (excluding secondary departments of district high schools)	1918.	1919.
Native village and mission schools	167,601	172,610
Registered private primary schools	4,492	4,632
Lower departments of secondary schools	17,441	18,472
Special schools	573	608
	248	..
Totals	190,355	196,322

CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

(Tables C1-C7 in E.-2.)

Classification and Age of Pupils.

The classification of pupils takes place usually at the end of the school year, the teachers carrying out the work, in which, when necessary, they may be guided or assisted by the Inspectors of Schools. Although an annual reclassification is the general rule, pupils may be promoted more than once during a year, and in the case of brighter pupils more frequent promotions are encouraged. In the lower classes especially, rapid promotion is often possible.

Educationists in other countries are giving their attention to the matter of shortening the period spent in the primary schools, and so avoiding a waste of time, which in later years becomes a serious matter to the child. The amount of

retardation according to the recognized normal classification has been ascertained in many cases, and is generally found to reach a high percentage. In New South Wales it has been ascertained that 42 per cent. of the children in all classes, and 66 per cent. of the pupils of the Sixth Class, are retarded ; in San Francisco 44 per cent. of the children are retarded. The following table shows the position in New Zealand. The normal age for S1 pupils at the end of the year is taken as between eight and nine years, and so on through the classes ; this is one year younger than has been regarded as normal in previous reports on the subject, but in view of the fact that a child entering school at the age of five should be eight at the end of a year in S1, it appears justifiable to regard children over nine at that stage and over fourteen at the end of a year in S6 as retarded. The difficulty of arriving at a true norm in this matter is acknowledged ; in New South Wales a still lower age is taken as being normal.

CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1919, EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	7,860	7,193	3	..	..	..	..	..	..	..	..	..	..	..	..	..	7,863	7,193
6 „ 7 ..	10,581	9,744	132	155	8	8	..	..	..	..	..	..	..	..	..	..	10,721	9,907
7 „ 8 ..	9,936	8,911	1,603	1,613	113	160	8	5	..	..	..	..	..	..	..	..	11,660	10,689
8 „ 9 ..	5,154	4,222	4,678	4,674	1,568	1,583	127	153	5	3	1	..	..	..	..	..	11,533	10,635
9 „ 10 ..	1,724	1,283	3,814	3,331	4,274	4,333	1,408	1,559	114	132	8	5	..	1	..	..	11,342	10,644
10 „ 11 ..	519	369	1,615	1,211	3,727	3,456	3,974	4,112	1,255	1,338	145	136	6	6	..	..	11,241	10,628
11 „ 12 ..	175	135	573	389	1,780	1,461	3,704	3,367	3,628	3,603	1,194	1,180	92	91	..	..	11,146	10,227
12 „ 13 ..	61	48	173	135	673	523	2,030	1,704	3,441	3,169	3,173	3,185	972	904	19	10	10,542	9,678
13 „ 14 ..	25	23	59	41	232	138	817	684	1,963	1,674	3,254	3,047	2,654	2,592	35	43	9,039	8,242
14 „ 15 ..	6	4	12	13	51	35	191	129	665	582	1,534	1,230	2,239	2,029	33	55	4,731	4,077
15 „ 16 ..	..	4	3	3	4	6	22	17	111	87	361	291	806	657	22	37	1,329	1,102
16 „ 17 ..	..	..	..	..	3	..	..	3	17	10	34	29	95	80	6	12	155	134
Over 17 ..	..	..	..	..	1	..	..	..	3	1	1	1	10	1	1	3	16	6
Totals, 1919 ..	36,041	31,936	12,665	11,565	12,434	11,703	12,281	11,733	11,202	10,599	9,705	9,104	6,874	6,361	116	161	101,318	93,162

NOTE.—The number of S6 pupils in this table differs from that shown in Table C2 in E.-2 for the reason that pupils who did the work of S6 but left before the end of the year are included in this table.

In the table the numbers between the heavy horizontal lines represent children of normal classification, those above the upper lines children brighter than the average, and those below the lower lines cases of retardation. An examination of the figures discloses an unsatisfactory position, 50 per cent. of the children being shown as below normal classification. The following figures show the percentage of pupils above and below normal classification in the various classes :—

Class.			Normal Classification.	Above Normal Classification.	Below Normal Classification.
			Per Cent.	Per Cent.	Per Cent.
Class P	..	..	..	..	22
„ S1	..	..	39	14	49
„ S2	..	..	36	14	50
„ S3	..	..	33	14	53
„ S4	..	..	33	13	54
„ S5	..	..	34	14	52
„ S6	..	..	39	16	45
Classes S1-S6			36	14	50

Owing to the accumulation of their numbers the percentage of retarded children increases in each succeeding class until S4 is reached, the lowering in the percentage in the upper classes being due to the fact that badly retarded children seldom reach them. The above figures include children retarded one year or more, about two-fifths of the number being retarded two years or more. It is unnecessary again to mention the causes of retardation, some of which are beyond the control of teachers or educational authorities; the object of drawing attention to the matter is to show the necessity for entrance to school at an early age and for avoiding any unnecessary delay in promotion, especially in the lower classes. In comparing the standard ages in New Zealand with those in other countries it should be stated in fairness that where a lower age is taken as being normal the syllabus of instruction will be found to be less comprehensive than it is in this Dominion. The following are the average ages of the pupils in the several classes at the end of the year's instruction:—

						1918.		1919.	
						Yrs.	mos.	Yrs.	mos.
Preparatory classes	..	..	..	..	..	7	0	7	1
Class S1	..	..	..	..	..	8	11	9	0
„ S2	..	..	..	..	..	10	1	10	1
„ S3	..	..	..	..	..	11	1	11	3
„ S4	..	..	..	..	..	12	1	12	3
„ S5	..	..	..	..	..	13	1	13	1
„ S6	..	..	..	..	..	13	11	13	11
Mean of average age						9	10	9	10

The figures for each education district are shown in table C5 in E.-2. In several classes there is a range difference of seven months in the average age for the various districts, any good reason for the variation not being apparent. As will be observed, there are as yet no signs of a lowering of the ages in the various classes or of the mean of the average age.

A certain check may be kept on the length of stay in the preparatory classes by observing the percentage number of children in these classes. In 1919 35.05 per cent. of the whole number of pupils were in the preparatory classes, which is 1.22 per cent. more than in the previous year. The number of children between the ages of five and seven was only 0.3 per cent. more of the total roll than in 1918, the inference being that, instead of an improvement taking place in the direction of shortening the time spent in these classes, there has been a slight tendency in the opposite direction. Six per cent. of the pupils in the preparatory classes were over nine at the end of the year, and 22 per cent. were over eight years of age.

Children leaving School before passing S6.

In 1914 there were 21,621 pupils in S1 who, allowing for various contingencies, should at the end of 1919 have been in S6. The fact that there were only 13,235 pupils in S6 in 1919 demonstrates the regrettable fact that 39 per cent. of the primary-school pupils leave school without reaching the very moderate standard of education represented by S6. This figure is higher than the one ascertained in 1918, the reduced number of pupils in S6, referred to above, accounting for the fact. Similarly it appears that 16 per cent. of the pupils leave school without doing the work of S5. The law as at present constituted allows children to leave school upon attaining the age of fourteen years irrespective of the class reached, and an amendment in the direction of raising the compulsory school age would unquestionably benefit the leavers here referred to. In 1918 they numbered 4,662, being nearly half as many as left having passed S6. An attempt to assist some of the children leaving school thus ill-prepared for their future work was made by extending the free-place system at technical schools to offer them some training in subjects related to industrial occupations. The attempt has been successful in so far as nearly 1,000 such free places were taken up in 1919 by pupils who had not passed S6.

Examination of Pupils.

The usual practice of the Inspectors examining the pupils of S6 for the proficiency and competency certificates was reverted to in 1919 after having been partially suspended in 1918 owing to the influenza epidemic. The examinations

resulted in 9,381 certificates of proficiency being awarded, the number representing 68·3 per cent. of the S6 roll, and 2,195 certificates of competency, representing 16 per cent. of the roll. Of the latter certificates 287 were endorsed for merit in science and handwork. The number of proficiency certificates awarded was 5·3 per cent. less than in the previous year, the percentage approximating more closely to that of 1917, when the examinations were conducted by the Inspectors. There was a wide range of difference in the results of the various education districts, the lowest percentage of proficiency certificates awarded being 56·1 and the highest 76. The range difference is less marked than it was in 1917, but the fact that it occurred in 1918 when the examinations were conducted for the most part by the teachers goes to show that it is not due to the personal equation of the Inspectors, but apparently to an uneven standard of attainment in the various education districts.

REGISTERED PRIMARY PRIVATE SCHOOLS.

(Tables D1 and D2 in E.-2.)

The number of primary private schools (excluding private schools for Natives referred to elsewhere) registered under the Education Act, 1914, in 1919 was 212, compared with 210 in 1918. For the purpose of ensuring that children who do not attend public schools, wherein the State is willing to provide for them, are receiving adequate instruction elsewhere, private schools are inspected by the Department's Inspectors, upon the character of whose reports the registration largely depends. Pupils in S6 are also examined by the Inspectors for certificates of proficiency and competency. The following are the statistics relative to these schools :—

		1918.		1919.	
Number of schools	.. ..	210		212	
Roll number at end of year—Boys	.. ..	9,042		9,525	
Girls..	.. ..	11,034		11,452	
		20,076		20,977	
Average attendance	.. ..	17,441		18,472	
		Number.	Percentage.	Number.	Percentage.
Children under seven years of age	.. ..	3,957	20·0	3,902	19·0
Children from seven to ten years of age	.. ..	6,684	33·0	6,775	32·0
Children over ten years of age	.. ..	9,435	47·0	10,300	49·0
Children in preparatory classes	.. ..	6,380	32·0	6,636	32·0
		Males.	Females.	Males.	Females.
Number of full-time teachers	.. ..	44	639	67	616
Average number of pupils per teacher	.. ..	26		27	
S6 pupils presented for examination	.. ..	1,471		1,553	
		Number.	Percentage.	Number.	Percentage.
Proficiency certificates issued	.. ..	1,076	74·0	917	59
Competency certificates issued	.. ..	227	16·0	261	17

Tables D1 and D2 in E.-2 give particulars of the schools in the various districts. A list of registered private schools is published each year in the *New Zealand Gazette*.

CONVEYANCE AND BOARD OF SCHOLARS.

Free passes on the railway to the nearest public or private school are granted to children living near to the railway-line but out of reach of a primary school, and the same privilege is enjoyed by pupils having to travel to attend secondary schools, district high schools, and technical high schools, and also by free-place holders travelling to attend technical schools or classes other than technical high schools.

Education Boards are also authorized to make provision when necessary for the conveyance of pupils to primary schools by road or water and to contribute towards the payment for board of children compelled to live away from home in order to attend school. The following are the rates payable under the various headings :—

- (a.) Sixpence per return trip for each child over five years of age conveyed to the nearest public school: Provided that the home is not less than three miles from the school in the case of a child ten years of age or over, and not less than two miles in the case of a child under ten years.

- (b.) Sixpence per return trip for each child over five years of age conveyed by ferry to enable him (or her) to attend a public school.
- (c.) Eightpence per return trip for each child where the distance to be conveyed exceeds five miles.
- (d.) Two-thirds of the recognized rates (subject in each instance to the approval of the Department on the recommendation of the Board and the Senior Inspector of Schools) in the case of a child using a horse or pony as a means of conveyance where roads for wheel traffic are non-existent or are such as to be dangerous or impassible for vehicles.
- (e.) Five shillings a week for the board for each child over five years of age who through impracticability of conveyance has to live away from home in order to attend a public school.
- (f.) Half the amount expended by the Board on the conveyance (including ferrying) and board of all children over five years of age in excess of the allowances received under (a), (b), (c), (d), and (e).

The following represents the expenditure by the Department for the year 1919-20 on the above-named services:—

				Railway Fares.	Boarding-allowance and Conveyance by Road and Water.	Total.
				£	£	£
Primary	..	..	..	11,459	17,757	29,216
Secondary	..	..	..	5,613	155	5,768
Technical	..	..	..	3,852	..	3,852
Total	..	..	..	20,924	17,912	38,836

The total expenditure for the previous year was £29,147. The large increase in the expenditure is due to the higher rates paid in 1919 for the conveyance by road and water and for the boarding-allowance of primary-school pupils.

THE "SCHOOL JOURNAL."

The *School Journal* is published by the Department every month (except in December and January) for use as a supplementary reader in primary schools, and is still regarded as a useful and popular publication. In many cases it is being used as the chief reader. It is issued in three parts, suited to the varying capacities of the pupils in standards I to VI inclusive, and is supplied free to public schools, Native schools, special schools, and other institutions more or less under the Department's control or supervision. To a very large number of private schools it is supplied at cost price, with the result that over 15,000 copies of the *School Journal* are purchased monthly. Of the last issue of the *School Journal* for the past year the number of copies printed was—Part I, 63,400; Part II, 61,500; Part III, 50,300; total, 175,200.

In addition to reading-matter of a general character there have appeared in the *School Journal* during the past year articles dealing with national events, scientific discoveries, and the history and industries of the Dominion, while special numbers have been largely devoted to topics suitable for Empire Day and Arbor Day. Extracts have been taken from the best authors and articles inserted with a view to developing in the minds of the children an appreciation of the highest literature, both in prose and verse, an admiration of truth and goodness in daily life, and a high conception of patriotism and national service.

CLASS-BOOKS AND SCHOOL AND CLASS LIBRARIES.

The practice of former years of making grants for establishing and maintaining school and class libraries was continued in 1919. These grants come under two heads:—

- (a.) A capitation grant at the rate of 3d. per head on the average attendance was paid to Boards for the purpose of supplying schools with supplementary continuous readers in sufficient numbers for class reading in P to S6 inclusive, and also for the free supply of class-books in necessitous cases or in cases where a newly entered pupil had already purchased elsewhere class-books different from those in use in the school. After provision was made for the supply of such books, the balance of the grant, if any, was spent on approved books suitable for individual reading in school or at home.
- (b.) Further to encourage the establishment and the satisfactory maintenance of school libraries provision is made for the payment of subsidies of £1 for £1 on moneys raised by voluntary contributions. In addition to this departmental subsidy a subsidy is payable by the Education Board under section 37 of the Education Act, but the Board is not required to pay a sum exceeding 3d. for each child in average attendance at a school, or exceeding £5 for any one school. The books purchased are to be suitable for individual reading in school or at home, and are to be approved by the Senior Inspector.

The complaints regarding the expense to which parents are put by reason of their having to purchase new books for their children when they move from one district to another are not so common as formerly, and there are good grounds for believing that the attention drawn by the Department to the provision that in these cases class-books must be supplied free has resulted in the relief of parents with respect to such charges. There are also similar grounds for believing the provision of the free supply of class-books in necessitous cases is being more generally complied with.

The question of making some further provision in the direction of supplying certain text-books free of cost is at present receiving the attention of the Government.

SUBSIDIES ON VOLUNTARY CONTRIBUTIONS.

In addition to the subsidies mentioned above with respect to school libraries, under section 159 of the Education Act subsidies of £1 for £1 are payable on voluntary contributions for many other school purposes prescribed by regulation. The total amount approved as subsidies in connection with public schools for the financial year ending 31st March last was £8,929 (as compared with £4,617 in 1918-19), showing that the annual expenditure is increasing as School Committees become more fully aware that any efforts they may make in the direction of providing funds for improving their schools and grounds are recognized by the payment of a Government subsidy. By this means many schools have been enabled to carry out desirable works somewhat beyond their own unaided efforts, and the extension of the provision to all public schools by the Act of 1914, instead of its being limited to district high schools as previously, has served as an excellent stimulus to self-help.

MEDICAL INSPECTION AND PHYSICAL EDUCATION.

The staff of officers engaged in school medical work at the end of 1919 had increased to ten School Medical Officers and fifteen school nurses, and since that date the staff has been still further augmented. The increased staff has made it possible to extend the work in many directions.

The number of schools visited in 1919 was 704, the number including all large primary schools and a certain proportion of small schools in country districts previously unreached by the School Medical Officers. The number of children completely examined was approximately 30,000, and, in addition, a much larger number were partially examined or examined specially for suspected defects. Part of the duty of the school nurse is to "follow up" the report to the parent of the Medical Officer by ascertaining what steps are being taken to obtain the required treatment, and, if necessary, by urging parents to take action. It is found that when circumstances permit and facilities are available a large proportion of the parents notified act on the advice of the School Medical Officer.

It goes without saying that the commonest physical defect found among school-children is dental disease. As a result of the school medical-inspection scheme, which includes no provision for treatment, a very marked improvement is reported in the condition of and attention given to the teeth of children in the town schools. In the country districts, however, where there are practically no facilities for obtaining dental treatment, the notifications of the School Medical Officer can be of little avail. A Chief School Dental Officer has now been appointed, who is at present inaugurating a scheme for providing dental treatment for children otherwise unable to obtain it, and when this system is in operation a great advance will have been made in the work of maintaining the physical fitness of our boys and girls.

Next to dental disease, defects of the nose, throat, ear, and eye are the most common found among school-children. In the country districts, again, great difficulty is experienced in obtaining the necessary medical treatment, this lack of opportunity hindering the greater effectiveness of the work of the medical inspection. It will be necessary for some solution of the difficulty to be sought in the near future.

While further provision for treatment is required, the most important need is the prevention of disease. It may be safely said that the causes of the commonest, and at the same time the most serious, defects in children are known, and that the removal is practicable. Before the children enter upon their school life the seeds of the evil have often already been sown, and supervision of the health of children during the pre-school period is now urged as being of even greater importance than supervision during school life. A wide extension of such work as is done by the Plunket Society during the period of infancy, supervision during the intervening pre-school period, and a general linking-up of this work with the school medical system are suggested as the steps that should be taken in the attempt to prevent physical defects, often difficult to cure at a later stage. Much, it is submitted, can also be done by educating parents in matters relating to the health of their children. Educative propaganda of this kind has been begun by the preparation of special articles for the Press and by circulars widely distributed among parents by School Medical Officers.

A staff of twelve special instructors efficiently carried out the work of instructing pupils and teachers in the various physical exercises which form part of the scheme of physical education. 1,100 schools were visited in 1919 and 85,000 children inspected, while some refresher classes were held for teachers, and the students of the training colleges were given regular instruction. Particular attention was given to special corrective classes for the instruction of children with certain physical defects and deformities, the benefits resulting from these classes and from the general physical training, when properly carried out, being often remarkable.

One of the best results of the work of school medical inspection and physical education has been the unprecedented manner in which the importance of the physical welfare of the child has been brought home to teachers, and more especially to parents. Parents frequently meet the School Medical Officers at the medical examination of their children and gladly accept the advice given, using every endeavour to have remedied the physical defects pointed out to them. The parents are in a position to do infinitely more for the physical welfare of the children than are any Government officers, and one of the chief aims of the system should be, and is, the education and guidance of parents in matters pertaining to health from the birth of the child onwards.

The Department's expenditure on school medical, dental, and physical training services in 1919-20 was £14,816.

MANUAL INSTRUCTION.

The progress of all forms of handwork appears to provide substantial evidence that it is no longer regarded by teachers as a form of recreative amusement, but, having passed the experimental stages, is now generally acknowledged as an essential factor in education. The form it takes in the schools is conditioned by the preferences and aptitudes of the teachers, and the available supply of material; but whether it be modelling, paper and card-board work, or such subjects as wood and

metal work for boys, or domestic subjects for girls, it is generally recognized that it contributes to the creation of serviceable mental habits and the stimulation of alertness and resourcefulness. Another phase of manual instruction appears to be forcing its way into recognition. A celebrated physician has expressed the fear that the British nation is losing the use of its hands, largely owing to economic and commercial conditions. Whether his conclusions are based on sufficient evidence need not concern us, but the fact remains that for many years the old-time intelligent and skilful hand-worker who took pride in his work has almost ceased to be; and while on the one hand there is a continual demand for the services of the skilled mechanic, on the other the extension of machinery into almost every phase of human activity points to the possibility of the elimination of the craftsman from the industrial world. The question arises, would this prove an economical and social advantage to the State? If not, then the trend of thought toward the utilization of manual training as a preparation for vocational training is worthy of serious attention; and if by some such means the discovery of aptitudes can be hastened, and the children directed toward a mental and manual training that will best fit them for efficient and purposeful living, school life and its potentialities become increasingly important.

The provision of material for handwork is becoming an increasingly difficult problem, so much so that at some woodwork centres it has been found almost impossible to secure a supply of suitable timber, and it would appear that the question of a more satisfactory and economical method of securing and distributing material will have to be faced, or the work will be seriously hampered.

The correlation of hand-work with other subjects of the syllabus has steadily developed in the last few years, so that at the present time the regulations referring to the time to be given weekly to hand-work may be fully complied with without, in many cases, allotting specific periods in the time-table to such work. It is considered that the greatest educational benefit is secured when the hand-work is intimately connected in this way with the other subjects of the course, and that the formal treatment of separate hand-work subjects during specific periods in the time-table should not be an unduly prominent feature of the training.

The number of schools in which some form of handwork was taken in 1918 stood at 2,135; for the year under review facilities were provided and capitation paid in respect of 2,166 schools, an increase of 31; and as 1,562 schools provide instruction in some other branches of manual training, it may be said that few children of school-age in the Dominion are unable to share in the advantages of hand-and-eye training. Special subjects of manual training are taught at 114 suitably equipped centres, and are confined to wood and metal work for boys, and cookery, laundry-work, and needlecraft for girls; and as for the most part all the subjects are taught with a fair degree of skill, the interest of the pupils is sustained with most satisfactory results. In this connection it may not be out of place to remark that at most of the woodwork centres the development of originality and resourcefulness is not neglected. The limitation of supplies has often led to the utilization of material hitherto regarded as waste, and the selection of a series of exercises, including the construction of useful articles full of interest to the boys, in preference to exercises which on completion have little value except as firewood. The experience gained will, it is hoped, lead to the elimination of the formal model or group of models which is repeated year after year with machine-like precision, and which, instead of quickening initiative and sustaining interest, tends to suppress them, and reduces the educational value of the work to an absolute minimum. Instruction in woodwork or metal-work is provided in connection with 506 schools.

Facilities for the instruction of girls in domestic subjects have been provided at 527 schools, an increase of twenty-seven on the number for the previous year, and the increasing demands for cookery-rooms and suitable equipment to enable a full course of work to be given show that the appreciation of the value of the instruction to the home and to the State is not waning. It appears necessary to point out that the equipment of a cookery centre should be complete and substantial, but at the same time the desirability of limiting the equipment to that of a good average home should be kept in view. Elaborate fittings and utensils may not be out of place in a cookery-room, but it is found they often lead to discontent and confusion when girls are called upon to use the necessarily more limited and simpler equipment of the home.

There has been a slight decrease in the number of schools at which instruction more or less related to agriculture has been given, the numbers being, for 1918, 1,390, and 1,384 for 1919. It is felt that while valuable work within well-defined limits has been done in the past, and that many children have received an introduction to elementary scientific method, a very elementary knowledge of chemistry, physics, botany, and biology, and a practical acquaintance with gardening, the net results are not altogether commensurate with the energy and enthusiasm that have characterized much of the instruction. The probable causes of this are not far to seek, and it is to be expected that a clearer understanding of the aims and methods of elementary agriculture in primary schools will follow from the conference held during the year of those specially engaged in directing and teaching this subject in the several school districts.

The following table shows that the number of district high schools providing a course of instruction bearing on rural pursuits is forty-seven :—

District.					Number of Schools.	Number of Pupils.	Approximate Capitation earned.
							£
Auckland	..	..	..	..	12	437	3,302
Taranaki	..	..	..	..	1	111	1,014
Wanganui	..	..	..	..	5	172	1,091
Hawke's Bay	..	..	..	..	3	100	901
Wellington	..	..	..	..	6	281	1,819
Canterbury	..	..	..	..	13	361	2,728
Otago	..	..	..	..	7	173	1,310
Totals, 1919					47	1,635	£12,165
Totals, 1918					47	1,413	£9,172

The science subjects of the rural course are for the most part, as heretofore, taught by visiting instructors, and in all the districts an excellent course of work is carried out. The rural course has not been established sufficiently long to enable conclusive deductions to be made as to its value, but that every boy who had completed a course of two or three years at one of the district high schools is at the present time engaged in farm-work appears to indicate that the course has not altogether failed. It was, however, never intended that this course should be a direct preparation for agricultural pursuits; its limitations and the conditions under which it could be carried out were fully recognized. It is, however, hoped that a closely correlated scheme of rural instruction will soon be available, in which the nature-study of the primary schools and the elementary rural science of district high, technical high, and secondary schools will be vitally linked together, leading to a course of instruction in farm schools as a complete preparation for farm life and work.

It is to be regretted that there is a continued drop in the number of recognized elementary science classes. While the importance of those subjects of primary education that are fundamental and the necessity of devoting as much time as possible to them is acknowledged, it should be found possible in all schools, if facilities are available, to arrange for a course in, say, elementary physical measurements for Standards V and VI. In this connection the words of a wise educationist are worthy of consideration: "I grant that the tendency of the times is to exaggerate the good which teaching can do, but in trying to teach too much, in most matters, we are neglecting others in respect of which a little sensible teaching would do no harm."

The number of approved classes for swimming and life-saving remain as for last year.

Approximate capitation earnings by Education Boards for the year amounted to £52,284, as compared with £41,906 for 1918, the large increase being due to the amended regulation providing for an increase of 20 per cent. on capitation payments for manual instruction; while grants amounting to £2,948 in aid of buildings and equipment were received. The total receipts of Education Boards

in respect of manual instruction amounted to £57,560, and the total payments to £63,094. The manual instruction accounts of all Boards were in credit (when assets and liabilities were included) at the end of the year, a transfer from the General Fund to meet the expenditure being necessary in two cases.

The following table gives some particulars of the payments by Education Boards in respect of certain branches of manual instruction :—

Subjects.	Number of Schools.	Payments.		
		Salaries of Instructors.	Working- expenses.	Totals.
		£	£	£
Woodwork and ironwork	506	10,997	2,832	13,829
Domestic subjects	527	9,045	4,687	13,732
Agriculture and dairy science ..	1,384	7,423	3,267	10,690
Elementary science	120	680	266	946
Swimming and life-saving	134	237	217	454
Elementary handwork and needlework	2,166	1,397	8,379	9,776
Totals	..	29,779	19,648	49,427

STAFFS OF PUBLIC SCHOOLS.

(Table E1 in E.-2.)

The number of teachers employed in the primary departments of public schools in 1919 was 5,626 (excluding 23 supernumerary teachers) as compared with 5,464 teachers in 1918. Of the total number, 5,000 were adult teachers and 626 pupil-teachers.* Classified according to sex, there were 1,606 male and 3,394 female adult teachers, and 123 male and 503 female pupil-teachers. The increase in the adult-teacher staff has been, for the first time for many years, entirely in the number of men teachers, there being 240 more men teachers than in the previous year and 58 fewer women. The return to civil duty of soldier teachers and the relinquishing of positions temporarily held by women teachers account for the facts revealed by the figures. In addition to the staff of adult teachers and pupil-teachers 436 probationers (62 males and 374 females) were employed, the number being 58 more than the preceding year.

The following table shows the number of adult teachers in each grade of school classified under the headings of sole, head, or assistant teachers.

NUMBER OF ADULT TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS,
DECEMBER, 1919.

Grade of School.				Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Adult Teachers.		
				M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade	0. (1-8)	..	..	8	141	..	..	..	..	8	141	149
"	I. (9-20)	..	..	163	478	..	..	..	..	163	478	641
"	II. (21-35)	..	..	186	316	6	6	1	11	193	333	526
"	IIIA. (36-80)	..	..	22	13	382	142	7	528	411	683	1,094
"	IIIB. (81-120)	..	..	..	..	119	3	3	233	122	236	358
"	IV. (121-240)	..	..	..	..	105	1	39	265	144	266	410
"	V. (241-400)	..	..	..	..	84	5	105	393	189	398	587
"	VI. (401-500)	..	..	..	..	23	..	41	131	64	131	195
"	VII. (over 500)	..	..	..	..	85	..	227	728	312	728	1,040
All grades				379	948	804	157	423	2,289	1,606	3,394	5,000

NOTE.—The numbers of sole and head teachers do not agree with the numbers of schools in each grade as shown in the summary on page 4, for the reason that all half-time schools and side schools are placed in that summary in the grades strictly according to the average attendance of each school counted separately, while for salary purposes in the case of half-time schools, and for salary and staffing purposes in the case of main schools with side schools attached the grade is determined in the one case by the average attendance of each school group, and in the other by the combined average attendance of the main and side schools together. (There were twenty-three supernumerary teachers in addition to those shown in the table.)

The number of pupils per teacher in the several grades or groups of schools is shown below, two pupil-teachers being counted as equivalent to one adult teacher, and probationers being disregarded :—

Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.	Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.
0. (1-8) ..	1,123	6	VIIA. (481-520) ..	5,331	46
I. (9-20) ..	10,410	14	VIIb. (521-560) ..	4,964	
II. (21-35) ..	12,712	25	VIIc. (561-600) ..	6,938	
IIIA. (36-80) ..	28,748	26	VII d. (601-640) ..	8,716	
IIIB. (81-120) ..	17,563	32	VIIe. (641-680) ..	6,715	
IVA. (121-160) ..	6,378	39	VII f. (681-720) ..	5,623	
IVB. (161-200) ..	7,990		VII g. (721-760) ..	5,074	
IVC. (201-240) ..	6,073		VII h. (761-800) ..	2,179	
VA. (241-280) ..	7,802	43	VII i. (801-840) ..	1,636	
VB. (281-320) ..	7,483		VII j. (841-880) ..	627	
VC. (321-360) ..	7,831		VII k. (881-920) ..	940	
VD. (361-400) ..	4,815	44			
VIA. (401-440) ..	5,449				
VIB. (441-480) ..	6,527				

		Total Average Attendance.	Average Number of Children per Teacher.
Grades III-VII (two or more teachers)	.. ..	150,402	38
Grades V-VII (six or more teachers)	.. ..	88,650	45
All schools	.. ..	174,647	32

The average number of pupils per teacher in all schools (two pupil-teachers being taken as equal to one adult teacher) was thirty-two—one less than the figure for 1918. The comparatively low average figure is, however, dominated to some extent by the large number of small sole-teacher schools, the average number in the larger schools being considerably in excess of this figure. About half of the total number of pupils attend schools where the average number of pupils per teacher ranges from forty-three to forty-six, and in the largest schools many of the classes are much larger than the average figure indicates. Amended regulations came into force in 1919 providing for additional assistance being employed in the larger schools for every additional forty pupils, instead for every additional fifty as had previously been the case. The necessity of still further reducing the size of classes as opportunity offers is well recognized.

With regard to the sex of public-school teachers, the figures below show that the heavy increase in the proportion of female to male teachers which took place during the years of the war has been arrested. In 1918 there were 253 adult women teachers to every 100 men; the figure has now fallen to 211 women, corresponding closely with the proportion in 1916. The proportion of male teachers in sole-teacher schools shows a large increase and is now greater than it was in 1916. As has been stated in previous reports, women may be regarded as suitable teachers for three-fourths of the school population, so that while a proportion of one male teacher in every four teachers might be regarded as sufficient, the present proportion of nearly one in every three teachers is very satisfactory. Attention must, however, be directed to the entrants to the profession in order to ensure that sufficient men are taking up the work to maintain the requisite proportion of male teachers in the future. It is therefore satisfactory to note in 1919 an increase in the proportion of both male pupil-teachers and male probationers, and an increase of 50 per cent. in the number of men attending the training colleges. The numbers entering the teaching profession at present are approximately in the proportion of one man to five women, but, the average length of service of women teachers being much shorter than that of men, the disparity in these numbers will lessen with the passing of time.

The following figures show in detail the position with regard to the population of men teachers and women teachers in the primary schools :—

Ratio of adult male to adult female teachers	1915.		1916.		1917.		1918.		1919.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Schools with 1 to 20 scholars ..	100	: 323	100	: 386	100	: 544	100	: 523	100	: 362
Schools with more than 20 scholars ..	100	: 176	100	: 194	100	: 213	100	: 227	100	: 193
All schools	100	: 193	100	: 214	100	: 240	100	: 253	100	: 211
Ratio of male pupil-teachers to female pupil-teachers	100	: 344	100	: 379	100	: 391	100	: 425	100	: 409
Ratio of male to female teachers (including pupil-teachers), all schools ..	100	: 205	100	: 228	100	: 254	100	: 267	100	: 225

Comparisons with the statistics of other countries show that (including junior or student teachers or persons in similar positions) in the United States of America 2 in every 10 teachers are men, in Ontario 2 in every 8, in England 2 in every 8, in Victoria 2 in every 6, in Queensland 2 in every 5, in New South Wales 2 in every 4, while in New Zealand the corresponding figures are 2 in every 6.

ORGANIZING TEACHERS.

Regulations were made in 1919 for the appointment of organizing teachers under whose close supervision are placed a number of small schools. The duties of the organizing teacher include assisting the head or sole teachers of these schools in such matters as organization, schemes of work, and methods of teaching; he should also advise and direct uncertificated teachers with regard to their course of study. He regularly visits the schools placed under his charge, giving actual demonstrations in teaching, and as occasion arises, taking charge of the school for a period not exceeding one week at a time. He may also hold conferences of the teachers to discuss matters relating to the general efficiency of the schools.

Twenty-one organizing teachers had been appointed by the various Education Boards at the end of 1919, and although the scheme had not been in operation sufficiently long to report definitely upon its success, Inspectors of Schools are unanimous in the opinion that great promise is already given of increased efficiency in the small schools. The number of organizing teachers has been increased since 1919, and the scheme will in all probability be still further extended.

The rate of salary payable to organizing teachers is £340–£380 per annum, with £50 per annum house allowance, the total rate of salaries and allowances payable in December, 1919, being £7,250.

SALARIES OF PRIMARY PUBLIC-SCHOOL TEACHERS.

(Table F4 in E.-2.)

The total amount of all salaries and allowances at the rates payable on the 31st December, 1919, was £1,261,714, showing the large increase of £326,534 over the amount for the previous year, and an increase of £522,228 or 71 per cent. over the corresponding figure for the year 1914. The amount is made up as follows :—

	£
Adult teachers' salaries	1,142,604
Pupil-teachers' salaries and allowances	54,275
Probationers' allowances	34,635
House allowances to head or sole teachers where residence is not provided	30,200
	£1,261,714

The above figures do not include the equivalent of house allowance where residences are provided, estimated at £32,560, nor the additional amounts paid to head teachers for the supervision of secondary departments of district high schools. The total cost of salaries and allowances (including the sum saved in house allowances) works out at £7 9s. 11d. per head of the average attendance, as compared with £5 15s. 5d. in 1918. Corresponding figures in other countries are: New South Wales, £6 0s. 6d.; Victoria, £4 11s. 6d.; South Australia, £3 15s. 10d.; Ontario, £5 9s. 5d.

The average salaries of adult teachers (including house allowances and value of residences) for the years 1918 and 1919 are shown in the following table :—

AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS.

	1918.	1919.
(1.) Teachers in all schools—	£	£
(a.) Men and women	187	240
(b.) Men	273	323
(c.) Women	153	201
(2.) Teachers in schools with average attendance over eight—		
(a.) Men and women	191	245
(b.) Men	273	324
(c.) Women	158	207
(3.) Teachers in schools with average attendance over twenty—		
(a.) Men and women	200	254
(b.) Men	286	339
(c.) Women	164	210
(4.) Head teachers—		
(a.) Men	319	380
(b.) Women	251	319
(5.) All sole teachers—		
(a.) Men	174	221
(b.) Women	143	193
(6.) Assistants		
(a.) Men	257	301
(b.) Women	150	197

The result of the amended scale of salaries which came into force in April, 1919, is immediately apparent from the above figures, which show increases ranging from £47 to £68; and if the average salary of all teachers is compared with that paid in 1914 it will be found to have increased by 47 per cent. The following table (which appears in greater detail in E.-2) gives some further information regarding the number of certificated teachers receiving certain salaries:—

Salaries.	Certificated Male Teachers.		Certificated Female Teachers.	
	Sole and Head Teachers.	Assistants.	Sole and Head Teachers.	Assistants.
Not exceeding £180	5	16	34	598
£181 to £250	70	49	215	815
£251 „ £300	95	82	149	235
£301 „ £350	334	155	136	80
£351 „ £400	157	88	7	2
Over £400	249	3	3	..
Totals	910	393	544	1,730

As will be observed, the annual salaries of 81 per cent. of certificated male head or sole teachers exceed £300; 54 per cent. of the certificated women head or sole teachers (which approximately represents the number in schools above Grade II), receive salaries exceeding £250. Of the certificated male assistants 63 per cent. receive salaries exceeding £300, while of the certificated woman assistants 65 per cent. receive salaries exceeding £180 per annum. When it is remembered that all certificated teachers who have just emerged from the training colleges or have just entered upon their service as adult teachers are included in the numbers given, it must be admitted that a substantial improvement has taken place in the remuneration of public-school teachers.

Corresponding figures to those given in the preceding paragraph for England and Wales for the year 1919 are: Percentage of male head teachers receiving more than £300, 28; percentage of female head teachers receiving more than £250, 13; percentage of male assistants receiving more than £300, 2; percentage of female assistants receiving more than £180, 11. The value of residences (if such are provided to head teachers) is not included in arriving at these figures.

The salaries and allowances of pupil-teachers and probationers were further increased by regulations made in December, 1919, the following being the rates now payable: Probationers' allowance, £65 per annum for the first year; £75 per annum for the second year. Pupil-teachers' salary—third grade, £65; second grade, £75; first grade, £85. A boarding-allowance of £25 per annum or a

travelling-allowance not exceeding £10 per annum is paid when necessary in addition to the salary or allowance.

The salaries of organizing teachers, amounting to £7,250, are not included in any of the figures given above.

STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

(Tables E2 and E3 in E.-2.)

The table below gives a summary of the position with regard to the number of primary-school teachers who held teachers' certificates in the years named.

PRIMARY TEACHERS IN PUBLIC SCHOOLS.

	1914.		1916.		1917.		1918.		1919.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers ..	3,282	74	3,322	71	3,323	71	3,426	71	3,577	72
II. Uncertificated teachers—										
(1.) Holding licenses ..	90	2	82	1	99	2	107	2	122	2
(2.) Unlicensed ..	1,076	24	1,306	28	1,285	27	1,285	27	1,301	26
Total uncertificated ..	1,166	26	1,388	29	1,384	29	1,392	29	1,423	28
Totals of I and II ..	4,448	100	4,710	100	4,707	100	4,818	100	5,000	100

The percentage of certificated teachers (72) shows an increase of 1 compared with the previous year, and the percentage holding certificates higher than the D certificate an increase of 2. Taking men and women separately, it appears that 81 per cent. of the men teachers are certificated and 67 per cent. of the women teachers, the fact of the great majority of the small country schools being staffed by women teachers accounting for the difference in favour of the men. If schools with an average attendance of twenty and under are excluded, the proportion of certificated teachers is 81 per cent. The following table shows the number of teachers holding the various certificates in 1918 and 1919 :—

CLASSES OF CERTIFICATES HELD BY PRIMARY-SCHOOL TEACHERS.

Class of Certificate.				1918.			1919.		
				M.	F.	Total.	M.	F.	Total.
A				30	7	37	38	8	46
B				178	68	246	186	64	250
C				504	841	1,345	622	885	1,507
D				360	1,146	1,506	419	1,102	1,521
E				44	248	292	38	215	253
Total				1,116	2,310	3,426	1,303	2,274	3,577

TRAINING OF TEACHERS.

(E.-2, Appendix D.)

There are four training colleges situated in the four principal centres of the Dominion, which are open to four classes of students, as follows: Division A, ex-pupil-teachers, ex-probationers, or ex-trainees of recognized kindergarten schools who have obtained the necessary educational qualification; Division B, other students who have passed Matriculation or obtained a higher leaving-certificate; Division C, University graduates admitted for one year; and Division D, teachers entering on short-period studentships. The numbers of students in attendance during the last quarter of 1919 under the various divisions were—Division A, 516, Division B, 51; Division C, 4; and Division D, 11: the total being 582, as compared with 500 for the previous year; 323 students were first-year students and 259 were second-year students.

The number of students at each training college during the last quarters of 1918 and 1919 respectively are indicated in the following table :—

		1918.			1919.		
		Men.	Women.	Total.	Men.	Women.	Total.
Auckland	...	27	111	138	52	123	175
Wellington	...	19	117	136	26	126	152
Christchurch	...	18	99	117	21	108	129
Dunedin	...	21	88	109	27	99	126
Totals	...	85	415	500	126	456	582

The number of students continues to increase, and it is satisfactory to note an increase of nearly 50 per cent. in the number of men students in 1919 as compared with the previous year; there are now more male students at the training colleges than there were in 1914.

The ordinary course of training is for two years, so that if the training colleges had their full complement of students (150 in each case) the number of students annually completing their training and passing into the schools would be about 300. Under certain conditions a one-year course is provided for in the case of University graduates or matriculated students who have completed a two-years course at an agricultural college or a school of home science recognized by the University of New Zealand. In addition, there are short-period studentships, of not less than three months' or more than one year's duration, for the benefit of teachers who have been already employed in teaching and are deemed worthy of further training in professional work, the allowances payable to such students being the same as those payable to students under Division B. The actual number of students completing one or other of these courses at the end of 1919 was 271, as compared with 229 in 1918.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available, and opportunities of observation are also extended so as to embrace specially selected teachers and classes in neighbouring schools. Each normal school includes—(a) a main school, organized as a "mixed school"; and (b) such "model schools" as may be approved by the Minister, each model school being one of the following types: (i) A rural public school under a sole teacher; (ii) a junior school under one teacher with not more than 45 children of classes P to S2 on the roll; (iii) a class representing the secondary department of a district high school; (iv) a class for backward children; (v) a junior kindergarten. Provision is made for the staffing of classes for backward children and for public schools established as model schools, a class for backward children being in operation in Auckland in a specially designed modern building erected at the cost of a private donor.

Students receive their theoretical instruction from the training-college staff, and also attend University college classes to a considerable extent. A certain proportion of students attempt degree work in conjunction with their training-college work, although this double course is discouraged except in cases of specially suited students.

Divisions A, B, and C students satisfactorily completing the prescribed course of work at the training college may, on the recommendation of the Principal, receive without further examination a trained teacher's certificate ranking with the Class C or Class D certificate, as may be determined. Of the students beginning a two-years course in 1918, 4 held Class C certificates, 129 Class D certificates, and 87 held partial successes towards teachers' certificates at the time of entry; and at the end of the course, out of 252 students, 1 held a Class A certificate, 13 Class B certificates, 144 Class C certificates, and 68 Class D certificates, the remaining students having secured sectional passes.

Still further increases were made in 1919 in the allowances payable to training-college students. Division A and Division C students now receive an annual allowance of £85, and Division B and Division D students, £65; all receive in addition University class fees, and, when necessary, a boarding-allowance of £25 per annum or a travelling-allowance.

The amounts paid to Education Boards in 1918–19 and 1919–20 for the training of teachers were as follows :—

I. Training colleges—		1918–19.	1919–20.
Salaries of staffs (two-fifths charged to public-school salaries)	£	16,741	21,418
War bonus to staff (£261) and students (£3,903) ..	£	4,164	..
Students' allowances and University fees ..	£	32,110	56,967
Special instruction, libraries, and incidentals ..	£	1,437	1,420
Buildings, sites, and equipment	£	140	3,344
		54,592	83,149
II. Other training—			
Grants for special instruction in certificate subjects of teachers other than training-college students ..	£	1,800	3,162
Railway fares of teachers	£	3,529	2,759
		5,329	5,921
Totals	£	59,921	89,070

PROVISION FOR UNCERTIFICATED TEACHERS.

Apart from the provision for training colleges, a sum of £5,921, as shown above, was expended upon the maintenance of training classes for uncertificated teachers, and upon the conveyance of the teachers to the classes. The purposes for which the grants were made were :—

- (1.) Central classes for the direct personal tuition of uncertificated teachers (exclusive of pupil-teachers and probationers) in subjects required for the D certificate.
- (2.) Tuition and training in Class D subjects of uncertificated teachers (exclusive of pupil-teachers and probationers) by means of correspondence classes under the control of Education Boards, in cases in which it is found highly inconvenient to bring teachers to classes. Under this heading, however, no correspondence classes in science subjects are recognized unless the Board makes adequate provision for practical work.
- (3.) Courses of practical work in physical and natural science, in subjects of manual instruction other than those usually taught by special instructors, in vocal music, and in drawing.

GRADING OF TEACHERS.

During the year the third revision of the graded list of certificated teachers was duly completed under the amended regulations. Several improvements in the system have been made as the result of experience, and it is considered that the regulations now fairly meet nearly all the requirements of the situation.

Though there have been general and theoretical criticisms of the system and its results, it has been found that with few exceptions the criticisms cannot be justified when an appeal is made to the actual facts of the case and a specific instance is called forth. Many criticisms are due to want of careful reading and study of the regulations, remarkable ignorance of the system being often displayed even by those who are selected by branches of the New Zealand Education Institute to place before the authorities their criticisms of the system. In a similar way there is much misguided criticism due to the selection by teachers of a few cases out of over four thousand, on which slender basis sweeping assertions are confidently made.

One exception above referred to was the lack of uniformity in the grading of one education district. In all of the other eight districts a reasonable degree of uniformity was secured without difficulty two years ago, and no valid criticism of uniformity has ever been made regarding those districts. The standard of grading in the district referred to was, in accordance with regulations, on the judgment of a conference of all senior Inspectors, brought into more reasonable conformity with that of the other eight districts, and though it is claimed that the standard of grading is still slightly higher in that district than elsewhere, the difference is so slight as to be fairly free from criticism.

It may now be asserted that the standard of grading throughout the Dominion is reasonably uniform. Further, the Inspectors in the various districts state that under the system now in operation, and made effective in the present graded list, the teachers are really placed in order of merit as far as their general efficiency as teachers is concerned. It should always be remembered that there must of necessity be distinct limitations to the operation of a Dominion scheme for the grading of teachers. When all the operative factors are considered, as well as the variety of conditions and the number of officers who have some share in the carrying-out of the system, it will be recognized that a degree of success considerably short of perfection must be regarded as satisfactory. The only alternative is the form of selection and appraisal of the efficiency of teachers which obtained before the introduction of the grading system. A careful analysis of the results of this method reveals a condition of affairs that can be described only as chaotic. Teachers with approximately the same salaries and holding similar positions are shown to differ in efficiency to such an extent that they are separated from each other by nearly two-thirds of the length of the graded list. Scores of teachers of very high efficiency are holding minor and comparatively poorly paid positions while many others, much less efficient, are holding far higher and better-paid positions. An earlier application of the present grading scheme would, in spite of the scheme's necessary limitations, have made it impossible for the present condition of things to arise where in a great number of cases comparative inefficiency triumphs over efficiency.

As it is useless to grade teachers except with the object of securing a basis for appointment and promotion, it is clear that, provided a classification is secured that places teachers as nearly as possible in order of merit, the sooner such a classification is made operative the sooner will there be some guarantee that merit in a teacher will meet its due reward. It is claimed that the present graded list provides such a classification. All theoretical criticism and generalizations on imperfect data may be ignored. The only effective criticism would be such as would show that the teachers are not placed in reasonable order of merit, or that better results could be secured by some alternative method. A test of this kind would be accepted by the Department with confidence. On the other hand, if the present system has succeeded in placing the teachers in order of merit, it may be asked whether anything further is required of it.

FINANCES OF EDUCATION BOARDS.

(See Tables F1-F3 in E.-2.)

The following figures show the receipts and payments of Education Boards for the year 1919 under the various headings:—

	Receipts. £	Payments. £
General fund expended on administration	47,863	38,003
Teachers' salaries and allowances (including relieving teachers) ..	1,278,842	1,281,942
School and class libraries—Capitation and subsidies	3,633	1,494
Conveyance and board of school-children	11,972	16,715
Incidental expenses of schools	83,301	83,360
Training of teachers	79,801	79,703
Manual instruction	51,884	63,095
Technical instruction	97,427	100,823
New public-school buildings and sites	91,053	106,296
Rebuilding, rent, and maintenance of school buildings ..	139,106	124,448
Subsidies and voluntary contributions, scholarships, refunds, &c.	17,386	33,678
Receipts from local sources	46,988	..
Totals	<u>£1,949,256</u>	<u>£1,929,557</u>

The receipts exceeded the payments by £19,699, the Boards' cash balances being greater by that amount at the end than at the beginning of 1919. Excluding the amount received at the beginning of the year in trust for rebuilding, the principal saving was effected in the General Fund, and transfers were made to some extent from that fund to extinguish deficits on special accounts. The debit balances

on all special accounts having been extinguished in 1918, the transfers necessary in 1919 were not very large.

The cost of the Boards' administration was nearly £5,000 greater than in the preceding year, owing principally to increased salaries of the staffs. The cost averaged 4·4s. per head of the average attendance, ranging in the various districts from 3·4s. to 6·1s. By the provisions of the Education Amendment Act, 1919, the capitation payment of 5s. was replaced by an annual grant of £750 and a capitation of 3s. 6d. on the average attendance, the new scale of payments coming into operation in November, 1920.

The payments on account of the incidental expenses of School Committees also show an increase of £17,190 compared with the previous year, the amount being met by additional allowances also provided under the Amendment Act and regulations made in 1919. The cost of incidental expenses of School Committees works out at 9·5s. per head of the average attendance, ranging from 8·7s. to 11·7s. in the various districts.

In the case of both the Manual Instruction Account and the Technical Instruction Account transfers from the General Fund were necessary in several instances to extinguish the deficits. Owing to certain amounts being due at the end of the year for capitation, however, the difference between the income and expenditure was not so great as the figures given above appear to indicate.

Payments to Boards to be held in trust for the purpose of rebuilding worn-out schools were discontinued in 1919, it being considered no longer desirable to continue this practice.

The total cash balances of the Boards amounted to £158,812 16s. 2d. at the end of 1919, all Boards having credit balances which ranged from £1,155 12s. 3d. to £89,209 8s. 11d. These balances include large sums paid to the Boards over a long period, to be held in trust for the purpose of rebuilding worn-out schools, and, as has been pointed out before, if these moneys had been strictly kept for the proper purpose many Boards would have had much larger credit balances to their account at the present time.

EDUCATION RESERVES.

The Education Reserves Amendment Act of 1914 provides for the revenue received from primary-education reserves to be paid by the Receiver of Land Revenue into the Public Account to the credit of a special deposit account called "The Primary Education Endowments Deposit Account." The moneys so received are applied without further appropriation than the Act mentioned towards the payment of amounts charged on the Consolidated Fund for the purposes of primary education. The revenue from this source during the year 1919-20 was £90,750.

KINDERGARTEN SCHOOLS.

The Education Act does not provide for the establishment of State kindergarten classes, except in the case of the practising schools attached to the four teachers' training colleges in each of which a kindergarten class of not more than forty pupils may be included.

Kindergarten schools under the control of free kindergarten associations are, however, conducted at each of the four chief centres, the total number of children in attendance being approximately 600. The Government pays a subsidy of £1 5s. to the pound upon moneys raised for the maintenance of these schools up to a limit of £3 2s. 6d. per head of the average attendance, the total amount paid on this account in the year 1919-20 being £1,945. In addition, a pound-for-pound subsidy is paid on moneys raised for buildings, sites, or initial equipment for the schools; the sum paid in this manner for the last financial year being £1,367.

EDUCATION OF NATIVE CHILDREN.

(See also E.-3., Education of Native Children.)

Number of Schools.

For the education of Native children the Department has established special schools in districts principally settled by Maoris, Native children living in European

settlements attending for the most part the ordinary public schools. There were 119 Native village schools in operation in 1919, all excepting two being situated in the North Island. Two schools were temporarily closed during the year and one permanently so; two schools were reopened and one new school was opened, so that the number of schools open at the end of the year was the same as in the preceding year.

In addition to the Native village schools, five primary mission schools for Maori children and ten boarding-schools affording more advanced education to Maoris were inspected by the Department's Inspectors. Throughout the Dominion there were also 531 public schools at which Maori children were in attendance, this number being twenty-two more than the corresponding number for the previous year. Thus the total number of schools under inspection where Maori children were receiving instruction was—

Native village schools	119
Native mission schools subject to inspection by the Education Department ..	5
Public schools at which Maori scholars were in attendance ..	531
Total number of primary schools	655
Native boarding-schools affording secondary education to Maoris ..	10
Total	665

The following table shows the number of Native village schools classified according to grade for the years 1918 and 1919 :—

Grade	1918.	1919.
I (average attendance 9-20)	18	17
„ II i (average attendance 21-25)	13	14
„ II ii (average attendance 26-35)	27	27
„ IIIA i (average attendance 36-50)	37	38
„ IIIA ii (average attendance 51-80)	16	15
„ IIIB (average attendance 81-120)	8	8
„ IVA (average attendance 121-160)	..	..
	119	119

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1919 was—Boys, 2,763; girls, 2,435; total, 5,198—134 more than in the previous year. Included in these numbers are 354 boys and 294 girls who are Europeans, leaving a total of 4,550 Maori children. There was a slight decrease in the numbers in 1918 owing, probably, to the withdrawal of a number of Maori children from a Native school for enrolment in a private school; this loss in numbers has now been recovered.

The following are some figures for the years 1918 and 1919 in connection with attendance at Native village schools :—

	1918.	1919.
Number on rolls at end of year	5,064	5,198
Average weekly roll number	5,044	5,190
Average yearly attendance	4,338	4,485
Percentage of regularity of attendance	86.0	86.4

Small increases in all of the figures will be observed, the regularity of attendance being also better than in the previous year. When the special conditions pertaining to the Native schools are taken into account the attendance compared with the record for public schools may be regarded as reasonably good. Of 119 schools, forty schools attained a percentage regularity of 90 and upwards and ninety-seven schools reached the figure of 80 per cent. or over.

The number of pupils on the rolls of the Native mission schools at the end of 1919 was 167, and on the rolls of the Native boarding-schools 434. The total number of children on the roll, at the end of the year, of Native village, mission, and boarding schools visited and inspected by the Inspectors of this Department

was therefore 5,799. The following are the figures for the years 1918 and 1919 in respect of the three classes of Native schools mentioned :—

	1918.	1919.
Combined rolls of Native schools	5,710	5,799
Combined average weekly roll number	5,694	5,803
Combined average yearly attendance	4,927	5,036
Percentage of regularity of attendance	86.5	86.6

The increase in the development of the Native village schools since the year 1881, when they were transferred to the control of this Department, is shown in the following table :—

NATIVE VILLAGE SCHOOLS.—NUMBER, 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.	
					Male.	Female.	Male.	Female.
1881 ..	60	..	1,406	..	54	6	..	4
1886 ..	69	2,343	2,020	86.2	60	9	..	26
1891 ..	66	2,395	1,837	76.7	59	8	1	26
1896 ..	74	2,874	2,220	77.3	64	11	..	61
1902 ..	98	3,650	3,005	82.3	77	20	..	83
1907 ..	99	4,321	3,561	82.4	82	18	2	105
1912 ..	108	4,644	4,042	87.0	86	22	4	122
1917 ..	118	5,191	4,507	86.8	71	45	9	122
1918 ..	119	5,044	4,338	86.0	73	43	8	119
1919 ..	119	5,190	4,485	86.4	73	44	7	115

No account is taken in the above table of a number of schools that have from time to time been transferred to the various Education Boards. Table H2 in E.-3 supplies the information for each school in regard to the roll number and average attendance.

In addition to the Maori children in attendance at the schools specially instituted for Natives there were 5,020 Natives attending 531 different public schools at the end of 1919, the number of pupils being 166 more than in 1918, and exceeding the number of Maoris attending Native village schools. The great majority of these pupils are in the North Island, more than half of them being in the Auckland District. Details as to their age and classification are given in Table H5, from which it may be seen that the great majority of the pupils are in the lowest classes, the proportion reaching S5 and S6 being much smaller than in the case of Maori scholars attending the Native village schools.

The total number of Maori children receiving primary education at the end of 1919, including pupils of Native village schools, mission schools, and public schools, was 9,737.

Classification of Pupils.

Tables H6, H6A, H6B, and H7 in E.-3 give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 84.4 per cent. were Maoris speaking Maori in their homes, 3.1 per cent. were Maoris speaking English in their homes, and 12.5 per cent. were Europeans.

In comparing Native schools with public schools in respect to the classification of pupils it will be seen that in Native schools a larger proportion of the pupils are in the lower classes, and also that the average age of the children in the various classes is higher than in public schools. Taking into consideration the irregular and nomadic habits of the Natives, and the fact that the schools are in remote country districts, the difference is not greater than might be expected, and a comparison with small European schools similarly situated would probably show the Native schools at small, if any, disadvantage.

The following table shows in a summary form the classification of pupils in Native schools, the percentages of pupils in the various classes in public schools, and in the case of Natives attending public schools being also shown for comparison :—

Classes.				Maoris attending Native Schools.	Europeans attending Native Schools.	Total attending Native Schools.	Percentage of Roll.		
							Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	..	..	..	2,109	202	2,311	44.4	35.05	55.4
Standard I	..	..	..	599	81	680	13.0	12.50	14.8
„ II	..	..	..	573	68	641	12.3	12.45	11.2
„ III	..	..	..	497	80	577	11.3	12.39	8.4
„ IV	..	..	..	374	69	443	8.5	11.24	5.2
„ V	..	..	..	242	85	327	6.3	9.70	3.2
„ VI	..	..	..	131	49	180	3.5	6.53	1.6
„ VII	..	..	..	25	14	39	0.7	0.14	0.2
Totals	..	..	..	4,550	648	5,198	100.00	100.00	100.0

Efficiency of the Schools.

The inspection of the schools was again carried out by the Inspector of Native Schools with the assistance of Public-school Inspectors who visited the schools of certain districts. This system has been in operation for four years, but in view of a certain amount of disorganization which was taking place it was decided to revert to the previous practice of having all Native schools inspected by special Native School Inspectors, and an additional Native School Inspector was appointed who took up his duties at the commencement of the current year. The experiment served the useful purpose of affording Public-school Inspectors an opportunity of observing the much better progress made by Maori scholars in their own schools than in European schools.

According to the reports of the Public-school Inspectors the efficiency of the Native schools compares favourably with that of public schools, one Inspector remarking that the enthusiasm of the Native child for its studies was apparently greater than that manifested by the European child. The report of the Inspector of Native Schools, which deals critically with all the subjects of the curriculum, goes to show that a high standard of efficiency is expected and is in most cases reached. He remarks that, taken as a whole, the methods of teaching followed are very satisfactory indeed, and that the great bulk of the teachers, appreciating the responsibilities imposed upon them, endeavour to mould the character of the pupils placed under their charge and to lay the foundations of good citizenship.

The schools were classified by the Inspectors as follows :—

	Number of Schools.	
	1918.	1919.
Very good to excellent	45	45
Satisfactory to good	61	64
Inferior to weak	10	10

The number of certificates of proficiency awarded was forty-seven, and of competency (S6) twenty-five.

Natives attending Public Schools.

As stated above, there are more Native children attending European schools than Native village schools, with unfortunately much inferior results in the former case. So convinced have Public-school Inspectors become of the advantage to the Maori pupil of attending a school specially instituted to meet his needs that, in the interests of the Native, they are advocating the establishment of separate schools where practicable. The Maori pupils attending public schools make commendable progress as far as S4, although their age is almost invariably in advance

of that of European pupils. The fact of the language difficulty not having been completely mastered places the work of the higher standards for the most part beyond their reach. It is stated that it is practically impossible for sole teachers with a number of Native children attending their schools to give the requisite special attention to the Maoris, so that poor results are inevitable. Lack of interest in the school and the want of the necessary special attention probably account for the very irregular attendance of Maoris in public schools, which is another reason for their general backwardness.

Secondary Education and Free Places.

The Government has not instituted any schools especially for the secondary education of Maoris, but a number of such schools having been established and being maintained by the various denominational bodies, the Government subsidizes them by providing at them a number of free places for Maori children possessing the requisite qualifications. The value of the free places is £30 per annum, and they are tenable for two years. The roll number of these schools (ten in number) at the end of 1919 was 433, of which number forty-two boys and forty-eight girls held the free places referred to. One free place was also held at a private secondary school. The great majority of the scholars were ex-pupils of Native schools. The syllabus of work to be followed by free-place holders is prescribed by the Department, and is designed to secure such industrial training as is considered desirable in the case of Maoris: the boys learn agriculture and woodwork, and the girls take a domestic course. The Makarini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College. Two senior and three junior Makarini Scholarships and one Buller Scholarship were awarded in 1919.

Senior free places are provided for boys in the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades, but recently very few applications have been received for the scholarships, and at the end of 1919 no industrial scholarships were current. Senior free places for girls take the form of nursing-scholarships. At the end of 1919 one girl was in training as a day pupil and one as a probationer on the staff of two different hospitals.

Staffs and Salaries.

The staffs of Native village schools in December, 1919, included seventy-three male and forty-four female head or sole teachers and 122 assistants. The average salary of male head or sole teachers was £274 18s. 7d., of female head or sole teachers £218 17s. 3d., and of both combined £253 13s. 3d. These figures do not include the value of residences or house allowance provided in every case. The averages show an increase of £62 18s., £54 11s. 8d., and £59 6s. respectively over the corresponding salaries in 1918, the large increases of 30 per cent. and over being due to the amended scale of salaries adopted in 1919. The average salary of the 115 female assistants was £115 15s. 8d., and of the seven male assistants £115, as compared with £89 11s. 1d. and £81 17s. 6d. respectively in 1918. The total expenditure on Native school teachers' salaries and allowances for the year ended 31st March, 1920, was £46,032, as compared with £37,285 (including war bonus) in 1918 and £29,148 for a practically similar staff in 1914. As will be observed, the expenditure on salaries since 1914 has increased by 58 per cent.

Expenditure.

The total net expenditure on Native schools during the year ended the 31st March, 1920, was £59,166. The chief items of expenditure were teachers' salaries and allowances, £46,032; new buildings and additions, £2,885; maintenance of buildings, repairs, &c., £2,975; secondary education, £3,524; books and school requisites, £1,075.

SECONDARY EDUCATION.

NUMBER OF SCHOOLS.

(Table K1 in E.-6.)

Schools affording education of a secondary nature are established in every centre of any importance in the Dominion, and are of the following types: Secondary schools, technical high schools, district high schools, private secondary schools, and Maori secondary schools. The majority of the district high schools are in the country centres, the secondary schools and technical high schools being in the larger towns and cities. The secondary schools, which are under the control of twenty-seven separate controlling authorities, may be classed as follows:—

(a.) Endowed secondary schools included in the Ninth Schedule to the Education Act, 1914	32
(b.) Secondary schools without endowments established in the manner provided by section 88 of the Education Act, 1914	4
(c.) Endowed secondary schools within the meaning of the Act, but not included above	2
Total	38

Of the thirty-eight secondary schools, twelve are for boys, twelve for girls, and ten are mixed schools. Four of the schools under (a) are not in operation—namely, Akaroa, Greymouth, Hokitika, and Waimate. At these places secondary education is carried on in the secondary departments of district high schools, to which the High School Boards supply some financial assistance.

The number of district high schools in 1919 was sixty, technical high schools nine, Maori secondary schools ten, and private secondary schools registered under the Education Act, 1914, twenty-one, making a total of one hundred and thirty-four schools affording secondary education. One secondary department of a district high school was converted into a technical high school, and one secondary department of a district high school was disestablished during the year.

ROLL AND ATTENDANCE.

(Tables K1, K2, L1, and L2 in E.-6.)

The total number of pupils attending the thirty-four secondary schools included under (a), (b), and (c) above at the end of 1918 and 1919 respectively was—

	1918.			1919.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Roll (exclusive of lower departments) ..	4,621	3,763	8,384	5,054	4,014	9,068
Number in lower departments ..	397	268	665	392	294	686
Totals	5,018	4,031	9,049	5,446	4,308	9,754

The roll number, excluding the lower departments, shows an increase in 1919 of 8.1 per cent. over the roll for the previous year, the number of boys being 433 more and the number of girls 251 more. The number of first-year pupils was 359 more than in 1918.

The following are some of the figures in connection with the roll and attendance of schools in which secondary education is given:—

(a.) SECONDARY SCHOOLS (Lower Departments excluded).

Number on the roll at the end of 1919	9,068
Average attendance for the year 1919	9,082
Number of new entrants, 1919	4,342
Number of these who left the public primary schools in 1918	3,728
Number of first-year pupils	3,695
Number of second-year pupils	2,522
Number of third-year pupils	1,527
Number of fourth-, fifth-, and sixth-year pupils	1,324

(b.) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Number on roll at end of 1919	2,159
Mean of average weekly roll: Boys, 1,195; girls, 1,307; total	2,502
Average attendance	2,275
Number of new entrants from public primary schools	1,458
Number of first-year pupils	1,123
Number of second-year pupils	622
Number of third-year pupils	402

(c.) TECHNICAL HIGH SCHOOLS.

Number on roll at end of 1919 : Boys, 1,438 ; girls, 1,488 : total 2,926

(d.) REGISTERED PRIVATE SECONDARY SCHOOLS.

Number on roll at end of 1919 : Boys, 595 ; girls, 902 : total 1,497

Average attendance, 1919 1,409

(Number between twelve and fifteen years of age 554)

(Number over fifteen years of age 942)

Number of teachers : Male, 30 ; female, 48 : total 78

(e.) SECONDARY SCHOOLS FOR MAORIS.

Number on roll at end of 1919 434

Average attendance, 1919 405

The total number of children, therefore, receiving secondary education in 1919 was 16,427, showing an increase of 8 per cent. over the corresponding figure for the previous year, and an increase of nearly 50 per cent. over the figure of five years ago. Of 10,639 children who left the primary schools having passed S6 in 1918, 1,458 entered the secondary departments of district high schools, 3,735 secondary schools, and 1,521 technical high schools ; hence a total of 6,714 children, or 63 per cent. of those who left the primary schools having passed S6, in 1918, or 44 per cent. of the whole number that left school in that year, entered upon an education of a secondary nature at one of the types of school mentioned. In addition to those enumerated, 2,687 children proceeded from the primary schools to evening technical classes. Of these 1,798 had passed S6 and 889 had not done so.

The average length of stay of boys at secondary schools (group (a) above) is two years and ten months, and of girls two years and eight months. The following figures show the percentage of children leaving the secondary schools at the stages indicated :—

				Boys.	Girls.
(a.)	Percentage leaving at end of first	year or during second year	..	23	26
(b.)	..	second .. third	..	23	25
(c.)	..	third .. fourth	..	19	20
(d.)	..	fourth .. fifth	..	23	20
(e.)	..	fifth .. sixth	..	9	6
(f.)	Percentage remaining at end of sixth year	..	..	3	3

The most regrettable fact apparent from the above figures is that one-quarter of the pupils entering secondary schools remain for only one year's tuition. As the curricula of secondary schools are framed with the view of at least a two-years course being taken, the instruction received by these pupils can be of little value. It is further noted that nearly another 25 per cent. of the pupils leave at the end of the second year, at the termination of their junior free places. In order that the greatest possible benefit may be obtained from this short period of secondary education, secondary schools, as a rule, now provide courses suitable for pupils leaving school at this stage. No appreciable increase in the average length of stay at secondary schools appears to have taken place during recent years, the larger numbers remaining for a longer period being merely in proportion to the increased roll numbers.

CURRICULUM OF SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

(Tables K12 and L3 in E.-6.)

Although there are no departmental regulations directly governing the curriculum of secondary schools, the regulations defining the subjects of instruction to be taught to free-place holders and the prescribed syllabuses of the various public examinations to a large extent control the character of the courses of work undertaken. Instruction must be provided for junior-free-place holders in English, history and civics, arithmetic, mathematics, a branch of science, and in two additional subjects which may be one or two foreign languages, science subjects, or some such subject as commercial work, woodwork, drawing, &c. The study of home science is compulsory for every girl holding a junior free place.

In addition to the general or professional course, commercial, agricultural, and domestic courses are provided at most secondary schools. General courses designed for pupils remaining at school for a limited period and not following an academic

career are also provided—the study of Latin and frequently of French, also, especially in the case of girls, of mathematics being excluded from these courses. From an examination of the numbers of secondary-school pupils studying various subjects, it appears that Latin is now taken by only 55 per cent. of the boys and by 37 per cent. of the girls, while French is taken by 88 per cent. of the boys and by 94 per cent. of the girls. 719 boys, or 15 per cent., take agriculture as a subject, and 158, or 3 per cent., take dairy-work. Book-keeping and commercial work are taken by 35 per cent. of the boys and by 20 per cent. of the girls. 64 per cent. of the girls were studying home science in 1919, while such subjects as needlework, cookery, home nursing, and laundry-work were taken by large numbers. The fact that some of the subjects mentioned are studied during only a portion of the time spent by a pupil at the secondary school results in a smaller percentage appearing to study such subjects than is actually the case.

Courses bearing more or less on rural pursuits are taken in many district high schools, 69 per cent. of the boys and 32 per cent. of the girls studying agricultural science, 24 per cent. of the pupils taking dairy-work, 55 per cent. of the boys learning woodwork, and 52 per cent. of the girls cookery or needlework. Latin is taken by only 31 per cent. of the pupils, and French by 53 per cent. Commercial work is taken by 25 per cent. of the pupils. The task of providing courses for pupils desiring tuition in subjects of a more or less directly practical and vocational nature, and also for pupils wishing to follow a more academic course, constitutes the peculiar difficulty of district high schools where the number of pupils and the staffs are comparatively small.

HOSTELS FOR PUPILS OF SECONDARY SCHOOLS.

(Table K5 in E.-6.)

The fact of large numbers of children having to live away from home while attending the secondary schools is making the provision of hostels where the pupils can be properly cared for and supervised increasingly necessary. A number of controlling authorities have recently established or enlarged hostels in connection with their schools, the Government assisting, where necessary, with substantial monetary grants. Of thirty-four schools twenty-six now have hostels attached to them providing accommodation for a total of 1,201 boys and 341 girls attending the secondary departments and for 248 lower-department pupils. In addition to these pupils, 841 are returned as boarding either in private establishments approved by the Principals of the schools or in entirely independent homes. To make satisfactory provision for these pupils and for others who are prevented by the boarding difficulty from attending school, or who are forced to make long railway journeys every day, new or enlarged hostels are required in many instances. The controlling authorities and the Government are giving attention to the matter, which, it is hoped, will gradually be satisfactorily dealt with.

FREE SECONDARY EDUCATION.

(Table K4 in E.-6.)

Free places are divided into two classes—junior and senior—both being tenable at secondary schools and district high schools, or, under somewhat different conditions, at technical schools.

Generally speaking, junior free places are tenable for two years, with a possible extension in certain cases to three years. In the case of their being held at district high schools they are tenable to the age of seventeen. The means of qualification are—

- (1.) For entrance to secondary schools and district high schools—
 - (a) Special examinations for Junior National Scholarships, (b) the certificate of proficiency.
- (2.) For entrance to technical high schools the means of qualification named in (1), or the certificate of competency in S6, with a special endorsement of merit in handwork and elementary science, which for the purposes of technical schools is deemed to be equivalent to a certificate of proficiency.

- (3.) For entrance to technical classes other than technical high schools the means of qualification named in (1) or (2), or, under special conditions applicable to industrial courses only, a recommendation by the Inspector of Schools if a pupil is over fourteen years and has been in regular attendance at a public school up to a date not more than six months prior to the date of admission to the technical classes.

Senior free places are tenable at secondary schools, district high schools, and technical high schools up to the age of nineteen, and at technical classes other than technical high schools for three or in some cases four years. The means of qualification for senior free places are the Intermediate or other equivalent examinations, or the recommendation of the Principal or Director of the school or classes attended based on the school records and examination results, or the recommendation of an Inspector of secondary schools, or, in the case of district high schools, of the senior Inspector of the district, or in part on such a recommendation and in part on the results of a special examination.

The provision for qualification for senior free places on the recommendation of the Principals of secondary schools is becoming increasingly applicable, the number receiving senior free places in this manner in 1919 being 1,793; the number represents about two thirds of the total number of senior free places awarded. In addition two pupils were granted partial exemption from examination, being required to submit to a test in English or arithmetic only.

The following are some of the figures for 1918 and 1919 in regard to free places in secondary schools :—

	1918.	1919.
Number of secondary schools giving free tuition ..	32	32
Roll number of these schools ..	7,871	8,536
Number of free-place holders at end of year ..	6,966	7,657
Average number of free-place holders during year ..	7,177	8,006
Free-place holders as a percentage of roll number ..	91 per cent.	94 per cent.
Total annual payment by Government for free places	£85,422	£111,062

In order to arrive at the total number of pupils in New Zealand receiving free secondary instruction, it will be necessary, however, to include also 104 holders of scholarships or exhibitions carrying free instruction not otherwise enumerated, which are granted by the secondary schools included above or by endowed secondary schools not coming under the conditions for free places, 2,015 free-place holders at district high schools, 90 Maori pupils receiving free education in Maori secondary schools, and 2,754 holders of free places in technical high schools. Consequently, there were approximately 12,620 pupils receiving free secondary education in the Dominion, exclusive of those holders of free places in technical schools (mostly evening students), who, while not taking full-day courses, were nevertheless receiving free education of secondary grade.

The following table gives a summary of the various secondary free places in 1918 and 1919 for which payment was made by the Government :—

FREE PLACES IN DECEMBER, 1918 AND 1919.

(i.) Secondary schools—	1918.			1919.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(a.) Junior free pupils ..	2,503	2,405	4,908	2,793	2,573	5,366
(b.) Senior free pupils ..	1,081	977	2,058	1,187	1,104	2,291
Totals ..	3,584	3,382	6,966	3,980	3,677	7,657
(ii.) District high schools—						
(a.) Junior free pupils ..	876	977	1,853	849	859	1,708
(b.) Senior free pupils ..	103	167	270	116	191	307
Totals ..	979	1,144	2,123	965	1,050	2,015
(iii.) Maori secondary schools ..	45	58	103	42	48	90
(iv.) Technical high schools ..	1,162	1,342	2,504	1,351	1,403	2,754
Grand totals ..	5,770	5,926	11,696	6,338	6,178	12,516

SCHOLARSHIPS HELD AT SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

(See also Tables K4 and L5 in E.-6.)

National Scholarships.

Junior and Senior National Scholarships, in the proportion of nine to five, are awarded by the Government on the results of annual examinations, the junior examination being of a standard somewhat higher than that of the certificate of proficiency, and the senior examination being of a standard comparable with the standard of the Public Service Entrance Examination. Scholarships are awarded to all candidates reaching a certain standard, the standard of award being determined so as approximately to provide one scholarship for every 500 children in attendance at all public schools. In the case of pupils from sole-teacher schools—i.e., schools with an average attendance of under thirty-six—the standard of award is made 10 per cent. lower than the general standard. The standard of qualification fixed for the 1919 examinations was 64 per cent. for junior scholarships (general standard) and 62 per cent. for senior scholarships.

The results of the examination were as follows: 217 candidates qualified for Junior National Scholarships, as compared with 214 in 1918, of which number 6 were pupils of sole-teacher schools, and 86 were pupils of secondary schools. The number of successful candidates from sole-teacher schools was again lower than in the previous year, and, as has been stated before, represents too small a proportion of the number of scholarships being won by pupils of small schools. The number of successful candidates from secondary schools, on the other hand, was greater than previously. The number of candidates qualifying for Senior National Scholarships was 122; of which number 6 qualified on the alternative programme provided specially to suit the needs of those taking a rural or domestic course.

Junior and Senior National Scholarships are tenable at secondary schools and district high schools, each for three years, provided that the total tenure of the two scholarships in the case of one person must not exceed five years. In addition to tuition fees, the holder receives £5 per annum if a junior scholar, or £10 per annum if a senior scholar, with a further sum of £35 per annum in each case if obliged to live away from home.

The figures below indicate the number and the value of scholarships current in December, 1918, and December, 1919, respectively. The number of scholarship-holders is, of course, included in the number of free-place holders shown in the preceding section.

Number of scholarship-holders—							1918.	1919.
Boys	..	..	..	..	..	..	486	481
Girls	..	..	..	..	..	..	310	285
Totals							796	766
Number receiving boarding-allowance (included in the above total)							239	221
Number receiving travelling-allowance (similarly included)							47	42
Number held at public secondary schools							687	661
Number held at other registered secondary schools							23	23
Number held at district high schools							86	82
Total annual rate of payment							£13,130	£12,913

Private Scholarships.

Private scholarships are derived from funds provided at certain schools by private donors, by bequest or otherwise. The number of foundation and private scholarships in the last term of 1919 was 150. Of the holders fifty-one were also Government free pupils under the regulations. The total annual value of the scholarships in cash was £1,547. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £470, the value of the Government free places already mentioned not being included in this amount.

WAR BURSARIES FOR SOLDIERS' DEPENDANTS.

Regulations which came into force in January, 1918, provided for the award of bursaries to dependants of killed or disabled members of the New Zealand Expeditionary Force. To qualify for a war bursary a child must be eligible for—

- (a.) Free education at technical classes ; or
- (b.) A free place at a secondary school, district high school, or technical high school ; or
- (c.) A University or educational bursary at a University college.

A bursary entitles the holder to an allowance, in addition to free tuition, of £1 10s. or £3 per annum in the case of those qualified under (a), £5 for those under (b), or £10 for those under (c). Lodging-allowance is also paid to bursars who are obliged to live away from home to attend school, at the rate of £15 per annum under (a) and £30 under (b) and (c) ; travelling-allowances varying from £5 to £10 per annum are also made when travelling is necessary.

During 1919 the number of bursaries held at secondary schools was thirty-five, as compared with twenty-seven in 1918, the expenditure thereon being £524.

SECONDARY-SCHOOL CERTIFICATES.

Three classes of certificates may be issued to free-place holders taking a secondary course of instruction. The intermediate certificate may be granted to junior-free-place holders who have satisfactorily completed under certain conditions a two-years course at a secondary school, district high school, or technical high school, and who in general are qualified in attainment to receive a senior free place. The lower leaving-certificate may be issued to pupils who have satisfactorily completed a three-years course of secondary instruction, including not less than one year of a senior course in which the standard of work is sufficiently advanced in character to meet the requirements of the examination for a teacher's certificate of Class D, or of the Matriculation Examination. Likewise the higher leaving-certificate may be granted to pupils having satisfactorily completed at least a four-years course of secondary instruction and having satisfied the requirements of the lower leaving-certificate, and, in addition, having completed to good advantage and under certain conditions a further secondary course of not less than one year.

STAFFS OF SECONDARY SCHOOLS.

(Table K3 in F.-6.)

The number of teachers on the staffs of secondary schools, excluding lower departments, was for the last three years as follows :—

	1917.			1918.			1919.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Regular staff	174	175	349	175	195	370	186	195	381
Part time	37	43	80	42	43	85	74		74

The staffs of Wanganui Collegiate and Christ's College Grammar Schools, totalling twenty-nine teachers, have been excluded from the figures for 1919 ; the number of male teachers in 1919 was thus forty more than in the previous year, the number of women teachers remaining the same. The return to duty of teachers who had been on active service accounts for the unusual increase in the number of men teachers, the positions of many of whom had been held temporarily by women. Included in the regular staff for 1919 are twenty-two Principals and 349 assistant teachers. The average number of pupils per full-time assistant was twenty-four, the number ranging in the various schools from twenty-one to twenty-nine ; including the Principals, the average number of pupils per teacher was twenty-two.

The head teacher of a district high school generally takes some part in the secondary instruction, and now receives in addition to his ordinary salary the sum of £30 per annum if the average attendance of the secondary department does not exceed 120, and £50 per annum if it does exceed that number. In 1919 there were in the secondary departments of district high schools 105 special secondary assistants—thirty-four men and seventy-one women—the increase in the number of male assistants being thirteen, and the women assistants being one less in number than in the previous year. The average number of pupils per assistant teacher was twenty-one, as compared with twenty-four in the previous year.

SALARIES AND STATUS OF SECONDARY-SCHOOL TEACHERS.

(Table K3 in E.-6.)

The total annual amount of salaries of teachers in secondary schools (excluding Wanganui Collegiate and Christ's College Grammar Schools) as at the rate payable in December, 1919, was £126,694, as compared with £95,137 in 1918. The value of residences and of board and residence provided in a large number of cases is not included in this figure. The cost of the salaries works out at £14·8 per head of the average attendance, ranging in the various schools from £11·8 to £19·5. The cost in boys' schools was £15·4 per head, in girls' schools £13·6 per head, and in mixed schools, £15·9 per head.

The following figures indicate the average rates of salary prevailing in 1914, 1918, and 1919. The exclusion of the two schools referred to above (where the salaries are high) from the 1919 figures places that year at a slight disadvantage in the comparison.

AVERAGE SALARIES OF FULL-TIME TEACHERS IN SECONDARY SCHOOLS

		1914.			1918.			1919.		
		M.	F.	All.	M.	F.	All.	M.	F.	All.
		£	£	£	£	£	£	£	£	£
Principals	.. ..	524	397	482	615	434	568	647	509	596
Assistants	.. ..	248	163	211	300	201	246	332	252	290
Whole staff	.. ..	283	183	241	340	215	274	366	268	316

The value of residences, or of board and residence, where provided, is entirely excluded from these figures. The average salaries of Principals, and of male Principals especially, would be considerably higher if allowance were made for these perquisites. The average salary of assistants would also be affected, although to a less extent, if the value of board and residence were included.

The substantial increase in the average salaries for 1919 over those for 1918 is the result of the application of the Department's regulations prescribing minimum average salaries in each school of £320 and £250 for qualified men and women assistants respectively, and also prescribing fixed minimum salaries for the Principals and first assistants of schools of various grades. Since 1914 the average salary of male Principals has increased by £123, or 23·5 per cent., and the average salary of women Principals by £112, or 28·3 per cent. The average salary of male assistants has increased by £84, or 33·8 per cent., since 1914; of female assistants by £89, or 54·6 per cent.; and of both combined by £79, or 37·5 per cent. The regulations referred to apply only to teachers who are graduates or hold a teacher's certificate, and the average salaries of such assistants are higher than those quoted, being—male assistants, £348; female assistants, £256. Of 166 male assistants, the salaries of 109 are between £150 and £350, and of 183 women assistants the salaries of 110 are between £150 and £250, and of 157 between £150 and £300. It appears, especially in the case of women teachers, that junior teachers have benefited more from the new regulations than have senior teachers, the difference in salary between teachers just entering the profession and those with long service and experience not being sufficiently marked.

A scheme for grading secondary-school teachers, and for providing a more definite scale of salaries, is at present under consideration.

In the secondary departments of district high schools salaries are paid in accordance with a general scale. The average salaries (excluding war bonus) paid to secondary assistants in 1918 and 1919 were as follows:—

	1918.	1919.
Male assistants	263	298
Female assistants	218	268
All secondary assistants	228	278

The total annual rate of salaries paid to teachers in secondary departments of district high schools, including the special payments to head teachers, was £30,980, as against £23,037 for 1918. The large increase in the total expenditure on salaries and also in the average salaries is the result of the application of the revised scale of salaries for public-school teachers that came into operation in 1919.

The following table shows the position of secondary-school teachers with regard to University examination status and teachers' certificate qualifications :—

STATUS OF SECONDARY TEACHERS (REGULAR STAFF ONLY), DECEMBER, 1919.

	Graduates, also Holders of Teacher's Certi- ficate.		Graduates not included in First Column.		Holders of Teacher's Certificate only.		Uncertificated.		Totals.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
Secondary schools —										
Principals	19	59	12	38	1	3	..	..	32	100
Men assistants	52	32	60	36	22	13	32	19	166	100
Women assistants	68	37	78	43	15	8	22	12	183	100
All assistants	120	34	138	40	37	11	54	15	349	100
Secondary departments of dis- trict high schools—										
All assistants	57	54	1	1	39	37	8	8	105	100

It will be observed that there is a larger proportion of uncertificated teachers among the male assistants of secondary schools than among the women assistants. The percentage of all uncertificated assistants is, however, less than it was in 1918, the effect of the war upon the male staff until that time having been to increase the proportion of uncertificated teachers. Thirty-four per cent. of the assistants, in addition to being University graduates, hold teachers' certificates; the number who have attended a training-college is, however, small, and the necessity is recognized of making better provision for the training of secondary-school teachers.

FINANCES OF SECONDARY SCHOOLS.

(See also tables K6-K8 in E.-6.)

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

- (i.) Rents from special reserves allocated to them by statute :
- (ii.) Statutory grant given in lieu of special reserves (in one case) :
- (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) Annual grant, statutory capitation upon free pupils under the Amendment Act ; (b) subsidies on voluntary contributions ; (c) capitation for manual-instruction classes :
- (vi.) Special Government grants for buildings and apparatus :
- (vii.) Tuition fees of pupils :
- (viii.) Boarding-fees of pupils :
- (ix.) Miscellaneous sources, such as interest on moneys (other than those obtained by the sale of reserves), donations, and income from special endowments (for scholarships, prizes, &c.), rent of premises, &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 of this revenue for the three preceding years, less the expenditure upon the endowments and investments, upon buildings approved by the Minister, and less mortgage and other charges. By the Education Amendment Act of 1919 the capitation payment on account of free pupils has been increased to £15 (except in the case of a girls' school with separate endowments, when it is £14), and in addition a grant of £500 per annum is made to each boys' or mixed school and of £400 per annum to each girls' school. The Board's net annual income from endowments is deducted from the total sum thus payable to it. It is intended that a sum equal to the total of £15 per free pupil, the annual grant, and the tuition fees of paying pupils should be expended upon the salaries of the teachers and the incidental expenses of the schools.

for over £14,000 in connection with extensive building operations. The following is a summary of the monetary assets and liabilities at the end of the year :—

<i>Monetary Assets.</i>				£	<i>Liabilities.</i>				£
Bank balances	..	..	..	32,975	Overdrafts and loans	..	..	..	63,494
Other assets	..	..	..	26,947	Other liabilities	..	..	..	54,972
				<u>£59,922</u>					<u>£118,466</u>
					Debit balance	..	..	..	£58,544

It should be pointed out that the Boards' assets in the way of buildings and sites are not included in these figures; otherwise all Boards would show large credit balances.

LOWER DEPARTMENTS OF SECONDARY SCHOOLS.

(Table K10 in E.-6.)

The Education Act as amended in 1919 provides that pupils who have not obtained at least a certificate of competency in the subjects of Standard VI 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 cost of their instruction or of the maintenance of the department is met out of the income from the school's endowments or out of any moneys granted by the Government. Previous to the Amendment Act of 1919 pupils could enter the secondary school on passing Standard V; it is now necessary for them to be provided for in the lower department until they pass Standard VI. There were lower departments in fourteen secondary schools in 1919, the total number of pupils being 686—392 boys and 294 girls, and the total number of teachers twenty-five. The great majority of the pupils are classified in the upper standards, and as more than a third of them board at the school hostels, it appears that these departments are largely used by country residents who can afford to send their children away to obtain their primary education. The tuition fees charged range from £7 10s. to £13 10s. per annum, and the boarding-fees from £36 to £51 per annum.

TECHNICAL EDUCATION.

(See also E.-5, Report on Technical Education.)

GENERAL.

The work of the technical schools and classes has proceeded on the same general lines as in previous years. There are some signs of a recovery from the effects of the extraordinary conditions of the five preceding years. It is satisfactory to note that there was an increase of over 700 in the number of males over seventeen years of age attending classes, as well as an increase of over 300 in the number of boys of seventeen years and under.

The reports of the technical Inspectors in regard to the quality of the work done, and the attendance and industry of the students show that a good standard is maintained in spite of the difficulties which are inherent in a system that involves mainly evening instruction of students who are at work during the daytime.

The general dearth of apprentices in skilled trades, and the urgent necessity for training the youth of the country so as to fit them for filling the gaps in these trades are matters that demand serious consideration, and in this connection the question of introducing generally a system of part-time day instruction in the technical schools is one that merits the attention in this Dominion which it is receiving in Great Britain. Part-time day classes for apprentices have been arranged through the co-operation of employers and employees in one instance in the Dominion, but the results so far appear to indicate that some form of compulsion is necessary to ensure the regular attendance of the apprentices. In any case, however, the hearty co-operation of employers and employees is essential to the complete success of such classes.

The total number of students receiving instruction in all technical classes was 20,876, as compared with 19,657 for the previous year. Of this total 2,754 held free places at technical high schools, 4,488 held free places at other classes, and 1,372

were attending continuation and technical classes held under the regulations for compulsory attendance.

Voluntary contributions in money to the funds of technical schools and classes amounted to £2,975, and subsidies were paid during the year 1919 to the amount of £4,640. The subsidies paid included limited subsidies on account of gifts of land made by local effort during the year, as well as amounts paid on account of contributions received by the controlling authorities during the previous year. Although voluntary contributions in money amount to less than 4 per cent. of the total income of the schools, they indicate a healthy general interest in technical education, and the amount would be considerably increased if the cost of land provided locally for technical school purposes were included.

CLASSES OTHER THAN CLASSES AT TECHNICAL HIGH SCHOOLS.

Classes were held at 110 centres. In the previous year the number of centres was 131, and the drop in number is accounted for by the discontinuance of farmers' classes in the Taranaki District held at a large number of centres, but each course occupying a very short period in the year.

The number of classes and the number of individual students were as follows :—

Description of Class.	Number of Classes		Number of Students.	
	1918.	1919.	1918.	1919.
Conducted by Education or High School Boards ..	1,111	959	9,176	8,232
Conducted by Technical School Boards or by Managers ..	672	879	6,949	8,664
Conducted by University Colleges	182	176	785	1,054
Totals	1,965	2,014	16,910	17,950

The following are some particulars of the age, sex, and occupations of students :—

	Seventeen Years of Age and under.		Over Seventeen Years of Age.		Totals.	
	1918.	1919.	1918.	1919.	1918.	1919.
Males	4,657	4,984	3,573	4,305	8,230	9,289
Females	4,009	4,074	4,671	4,587	8,680	8,661
Totals	8,666	9,058	8,244	8,892	16,910	17,950

SUMMARY OF OCCUPATIONS OF STUDENTS.

	Number of Students.	Percentage of Totals.
Clerical pursuits	1,911	10·65
Professional pursuits	2,754	15·34
Students	3,548	19·76
Domestic pursuits	2,911	16·22
Agricultural pursuits	753	4·20
Various trades and industries	5,071	28·25
Other occupations not stated	1,002	5·58
Totals	17,950	100·0

NUMBER OF CLASSES IN CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION HELD IN 1918 AND 1919.

	1918.	1919.
Arts and arcrafts	235	232
Mechanical and electrical engineering, theoretical and practical	220	238
Building-construction, carpentry, and plumbing, and other trades	204	201
Experimental and natural science, mathematics, &c.	135	120
Agriculture, wool-sorting, dairy-work, &c.	98	95
Domestic subjects	367	371
Commercial subjects	369	380
Subjects of general education	337	377
Totals	1,965	2,014

It is to be noted, as a sign of recovery from war conditions, that whereas in 1917 the females attending classes outnumbered the males by over a thousand, and in 1918 by some four hundred and fifty, in 1919 the males outnumber the females by about three hundred and fifty. The number of students engaged in agriculture and trades and industries is approximately one-third of the total.

The total number of classes held shows an increase over that for 1918, though in some subjects there is a slight falling-off.

The engineering classes have more than recovered the drop in number reported last year, the total number being fourteen in excess of that for 1917. In almost all cases these classes have been conducted with vigour and success.

There is again a slight decrease in the number of classes in agricultural subjects, but there has been no diminution of interest in the instruction, and in certain cases notable work has been done in short courses for farmers, conducted with the co-operation of the Department of Agriculture. In general, however, the instruction has been mainly directed towards the more scientific aspects of agriculture, and not so much towards purely vocational training.

An increase has again to be recorded in the number of classes in subjects related to the home. The principal object of the training provided in these subjects is that of equipping the girl-student for her future duties in her own home.

The more professional course of the School of Domestic Science in Otago University, designed mainly with the object of providing specially qualified teachers of domestic science for the technical schools, girls' high schools, and manual-training centres, continues to grow in popularity. The number of students in attendance during the year at this special course was sixty-three, of whom forty-three were holders of Government bursaries, and may be regarded as prospective teachers of domestic subjects. Seven degree and nine diploma students completed their course during 1919, and were immediately offered good positions. Payments totalling £2,766 were made in respect of forty-three bursars, an average of about £64 per bursar.

The difficulties in the way of providing skilled instructors in the various branches of technical work have not markedly diminished in recent years, and in 1919, particularly, the demand of industry for competent men has been a serious obstacle in the way of securing the best teachers for the schools. This competition has been largely responsible for the increase of £22,664 in the payments made on account of staff salaries, an increase of more than 38 per cent. on the staff salaries paid in the previous year.

An additional difficulty lies in the fact that the number of skilled tradesmen who have also been trained as teachers is very small in every branch of industry. In the larger schools some valuable work has been done in the direction of training young people in various trades with a view to their subsequent appointment as teachers. The efforts made in this direction are worthy of every encouragement, since the success of the whole system of technical instruction depends as much on the skill, knowledge, and enthusiasm of the teachers as on the industry and capacity of the students.

In this connection it is hoped that regulations recently issued providing for the appointment of student teachers in technical classes in certain approved conditions will help towards the solution of a very pressing and difficult question.

NUMBER OF STUDENTS RECEIVING FREE EDUCATION UNDER THE REGULATIONS FOR FREE PLACES.

			1918.			1919.		
			Males.	Females.	Totals.	Males.	Females.	Totals.
Junior free pupils	First year	..	854	695	1,549	982	739	1,721
	Second year	..	522	409	931	543	463	1,006
Senior free pupils	First year	..	422	396	818	424	461	885
	Second year	..	276	314	590	253	323	576
	Third year	..	135	188	323	124	176	300
Totals			2,209	2,002	4,211	2,326	2,162	4,488

Twenty-five per cent. of the total number of students in attendance at classes held free places under the Government regulations. The total number of junior free pupils shows an increase of 247, as compared with the number for 1918, and the total number of senior free pupils shows an increase of thirty. 380 students held scholarships or free places provided locally. Included in the return of junior free pupils there is a number of young persons not otherwise qualified for a free place who have been recommended by an Inspector of Schools for free places in industrial classes.

In certain districts the regulations for compulsory attendance at continuation classes were in operation during the year, the number of students in attendance being as follows :—

Auckland Education District	..	..	501	students in 11 school districts.
Taranaki Education District	..	..	183	„ 4 „
Wanganui Education District	..	..	519	„ 5 „
Hawke's Bay Education District	..	..	121	„ 1 „
Canterbury Education District	..	..	48	„ 1 „
Totals	..	..	1,372	„ 22 „

During the year 1,021 returned soldiers attended as free students at technical classes in thirty-one centres. Instruction was provided in the following subjects : Electrical, motor, and mechanical engineering ; carpentry and joinery ; and commercial subjects. The Repatriation Board, as in 1918, provided the funds for additional instructors and equipment wherever necessary.

The following technical schools had a roll of more than 500, exclusive of the technical high schools carried on in connection with some of them :—

School.	Number on Roll.	
	1918.	1919.
Dunedin Technical School..	1,147	1,377
Christchurch Technical School	1,276	1,368
Auckland Technical School	1,047	1,285
Wellington Technical School	1,139	1,202
Invercargill Technical School	550	630
Wanganui Technical School	578	619
Palmerston North Technical School	560	580

Capitation earnings for the year amounted to approximately £42,802, as against £34,917 earned in 1918.

Technological examinations were conducted by the Department on behalf of the City and Guilds of London Institute at fifteen centres in the Dominion. The total number of entries was 168, a decrease on the number for the previous year, and the number of passes was seventy-seven.

TECHNICAL HIGH SCHOOLS.

The number of technical high schools was increased by one during the year 1919. The statistics for this school are, however, included in those for technical classes, as the establishment did not take place at the beginning of the year.

The steady growth of these institutions and the constant demand for new schools of this type afford some evidence that they serve a useful purpose in the Dominion, and so long as their aims remain primarily educational, and the material content of their courses is used to train the intelligence and develop the aptitudes of the pupils, and to prepare them in every respect for their future duties as good and useful citizens, there is little doubt that their close connection with the occupations of the people possesses considerable advantages.

Not the least of these advantages is that the technical-high-school pupil on leaving the day classes to take up employment usually continues his studies for some years in the evening classes of the same institution, and thus receives a continuous training closely correlated with his occupation, and often under the same instructors, extending over the whole period of adolescence.

The number of students in attendance at technical high schools during the year was as follows :—

Technical High School.						Number of Students.	
						1918.	1919.
Christchurch	..	..	..	..	..	532	596
Auckland	..	..	..	..	..	595	587
Dunedin	..	..	..	..	..	422	435
Wellington	..	..	..	..	..	414	405
Invercargill	..	..	..	..	..	297	300
Wanganui	..	..	..	..	..	258	300
Napier	..	..	..	..	..	203	275
Westport	..	..	..	..	..	26	28
						2,747	2,926

The enrolment for the year shows an increase of 179 pupils over the number for the previous year. The increase in attendance for the five years ending December, 1919, was 59 per cent. for the technical high schools. The increase for 1919 was below the average, and less than half the gain in 1918, which was abnormally high. Of the total number in attendance 786, or nearly 55 per cent. of the boys received training preparatory to entering the mechanical and electrical engineering and allied trades, while 1,635 boys and girls took the commercial or the general course.

The numbers of pupils taking up the various courses provided were as follows :—

Course.						Number of Pupils.		Total.
						Boys.	Girls.	
Industrial	..	..	..	..	..	786	..	786
Commercial and general	..	..	..	..	..	448	1,187	1,635
Domestic	..	..	..	..	..	..	297	297
Agriculture	..	..	..	..	..	203	..	203
Art	..	..	..	..	..	1	4	5
Totals						1,438	1,488	2,926

It is interesting to note that the numbers of boys taking commercial (or general) courses and of those taking industrial courses are in approximately the same proportion as the numbers of breadwinners in the Dominion in these two classes, 66·3 per cent. of the total number of male breadwinners in the industrial and commercial classes of the community belong to the industrial class, and 63·6 per cent. of the boys attending in the commercial (including general) courses and the industrial course took the latter course. In the case of agriculture, however, the number of boys attending is much less than the importance of the occupation and the number of breadwinners engaged would warrant. It is, however, to be remembered in this connection that the number of boys taking agricultural science in district high schools is not included in this return. The establishment of technical high schools in country centres should tend to correct this anomaly, and it is hoped that in time the present apparent bias towards town occupations will disappear, and that the boys will be distributed in the various courses in the same relative proportions as the breadwinners in their corresponding classes.

In the case of the girls the proportion taking the commercial and general courses is much greater, being nearly 80 per cent. of the total number of girls attending. Most of the girls who take up commercial occupations do not continue in employment for many years. For this reason the courses for girls all include a substantial proportion of training in subjects relating to the home. Commercial training and business experience are necessarily of value to the housewife, and if the training in home occupations included with the commercial course is sufficiently good, there does not appear to be any reason for discouraging girls from taking this course, which enables them to maintain themselves until such time as they are called upon to manage a home of their own, and if the course is well balanced, will also make them more efficient and capable housewives.

Capitation amounting to £41,113 was earned in respect of 2,926 pupils (of whom 2,754 were free pupils), as compared with £32,474 in 1918 in respect of 2,747 pupils.

NUMBER OF PUPILS RECEIVING FREE EDUCATION AT TECHNICAL HIGH SCHOOLS UNDER THE
REGULATIONS FOR FREE PLACES.

				1918.			1919.		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
Junior free pupils	First year	..		700	711	1,411	821	710	1,531
	Second year	..		353	449	802	411	462	873
Senior free pupils	First year	..		84	152	236	106	182	288
	Second year	..		22	27	49	9	44	53
	Third year	..		3	3	6	4	5	9
Totals	..	..	..	1,162	1,342	2,504	1,351	1,403	2,754

FINANCIAL.

The total capitation earnings of all classes, including technical high schools, amounted approximately to £83,915, as compared with £67,391 for the previous year.

The amount of capitation earnings shows an average rate of £4.02 per student, compared with £3.4 for the previous year. A far better comparison, however, is made when the rates for technical-high-school pupils and technical-class pupils are compared separately. Thus in 1919 the average rate of capitation per pupil in technical high schools was £14.05, as compared with £11.8 in the previous year. As regards capitation in technical classes, the average rate per pupil was £2.85, as compared with £2.46 in 1918. In the case of technical classes the revised rates of capitation provided under regulations issued in 1919 were intended to produce an average increase of 16 per cent., and this appears to have been fairly accurately realized, though there were considerable variations in particular cases.

The following table shows the receipts and payments for 1919 in respect of classes conducted by Education Boards or by High School Boards, and by Technical School Boards or Managers (including in each case technical high schools) :—

				Classes conducted by		Totals.
				Education or High School Boards.	Technical School Boards or Managers.	
<i>Receipts.</i>				£	£	£
Capitation	..	..	..	26,654	54,643	81,297
Class fees	..	..	..	2,528	5,221	7,749
Voluntary contributions and subsidies	..	..	..	2,136	5,479	7,615
Grants for buildings, &c.	..	..	..	6,292	4,523	10,815
Other receipts	..	..	..	4,920	11,196	16,116
Totals for 1919	..	..	..	42,530	81,062	123,592
Totals for 1918	..	..	..	41,986	54,680	96,666
Total for the two years	..	..	..	..	..	220,258
<i>Payments.</i>						
Staff salaries	..	..	..	24,437	46,488	70,925
Working-expenses	..	..	..	8,861	17,660	26,521
Buildings, &c.	..	..	..	5,834	10,564	16,398
Other payments	..	..	..	420	2,694	3,114
Totals for 1919	..	..	..	39,552	77,406	116,958
Totals for 1918	..	..	..	51,629	60,221	111,850
Total for the two years	..	..	..	..	..	228,808

In the case of classes conducted by Education Boards or by High School Boards the working-expenses represented 24.4 per cent. of the total receipts, exclusive of grants for buildings, rent, and equipment, and 36.3 per cent. of the payments on

staff salaries, while the payment on staff salaries represented 91·6 per cent. of the capitation receipts for the year. The corresponding percentages in the case of classes conducted by Technical School Boards or Managers were 23·1, 38·0, and 85·1 respectively.

The total payments on account of salaries, £70,925, represented 84·5 per cent. of the total capitation earnings of all classes, which amounted to £83,915.

Payments by the Government by way of capitation, grants for buildings, rents, equipment and material, and subsidies on voluntary contributions represented 82·6 per cent. of the total receipts for the year in the case of classes conducted by Education Boards and High School Boards, and 80·2 per cent. in the case of classes conducted by Technical School Boards and Managers.

The total receipts for 1919 exceeded the total payments by £6,634, notwithstanding the fact that the expenditure on buildings, &c., was £5,583 in excess of the grants made for these purposes. In the two years 1918 and 1919 taken together, however, the excess of payments is £8,550.

The following is a statement of monetary assets and liabilities as at the 31st December, 1919, shown in the Technical Instruction Accounts of Education Boards as controlling authorities of technical schools, and in the statements of Technical School Boards and Managers :—

	Education Boards.	Technical School Boards and Managers.	Totals
<i>Monetary Assets.</i>	£	£	£
Cash balances	4,625	10,993	15,618
Other assets	8,178	19,416	27,594
Total assets	12,803	30,409	43,212
<i>Liabilities.</i>			
Cash deficits	4,317	125	4,442
Other liabilities	3,392	4,284	7,676
Total liabilities	7,709	4,409	12,118

Transfers from the General Fund were necessary to extinguish deficits on the Technical Instruction Account in the case of three Boards, the total sum so transferred being £835.

Of the Technical School Boards or Managers (twenty in number) nineteen had net credit balances at the 31st December, 1919, totalling £26,000. The statements of accounts for one school—viz., the “Elam” School of Art, Auckland—had not been submitted when the above table was prepared.

The following is a summary of the expenditure by the Government on technical instruction during the financial year ending the 31st March, 1920 :—

	£
Capitation	95,201
Subsidies on voluntary contributions	6,934
Scholarships and bursaries	2,985
Grants in aid of material for class use	5,844
Grants for buildings and equipment	13,319
Grants for rents of buildings	1,293
Conveyance of—	
Instructors	615
Free pupils	3,852
	4,467
Examinations.	152
Inspectors' salaries and travelling-expenses	1,976
Grant for removal of Wellington Technical School classes	123
	132,294
Less recoveries (examination fees, &c.)	49
	<u>£132,245</u>

SPECIAL SCHOOLS.

(See also E.—4.)

DEPENDENT CHILDREN AND CHILD WELFARE.

The functions of the special Schools Branch of the Department include provision (1) For the maintenance, education, and training of any destitute, dependent, or homeless children committed to the care of the State ; for the maintenance and guardianship of all epidemic orphans who have lost both parents ; for the training of uncontrollable and delinquent children and juvenile offenders, and for the supervision of all young persons under the age of sixteen years who are placed on probation by the Courts : (2) for the supervision of all infants and young children under the age of six years maintained apart from their parents for payment either in foster-homes or private institutions, or adopted with premium : and (3) for the education and maintenance of all afflicted children—the deaf, the blind, and the feeble-minded.

Probably the outstanding feature during the year was the extraordinary increase in the number of children who for various causes incidental to the economic conditions of the present time have been committed to the guardianship of the Department. The number of new cases actually dealt with was 864, as compared with 381 for 1918 and 358 for 1917.

This abnormal increase has thrown a very heavy burden on the receiving-homes and the organization for the boarding-out of children, and has necessitated the adoption of a system providing for children being dealt with in their own districts rather than admitting them to receiving-homes in the various centres of population. During the year agencies for providing for State children were established in Napier, Hamilton, Whangarei, and Timaru, and further establishments are contemplated in such places as Greymouth, Palmerston North, and Invercargill.

The juvenile probation system, now firmly established in each of the four centres, has also been extended to such districts as Whangarei, Hamilton, and Nelson, and in all probability will be further extended in the near future to include Wanganui, Napier, Palmerston North, Greymouth, and Invercargill. A boys' probation home has recently been established in Dunedin, so that now there is a probation home in each of the four centres of population. The function of these homes is to provide temporarily for boys who cannot be properly controlled by their parents, or who have committed petty offences against the law and are in need of home training and discipline for short periods prior to placing out under suitable conditions, generally with relatives or friends. As a general rule young boys who have been guilty of more serious offences, or who have already been given a chance under the supervision of the Probation Officer and have failed to make good, are admitted to the special section for schoolboys at the Boys' Training-farm, Weraroa. The percentage of failures under the probation system is very small indeed (less than 3 per cent.). The number of cases dealt with by the Probation Officers is as follows : Auckland, 401 ; Wellington, 127 ; Christchurch, 196 ; Dunedin, 94 ; total, 818.

Children boarded out.

The number of children boarded out in foster-homes at the end of the year was 1,696, showing an increase of 425 when compared with the numbers for the previous year. The system of supervising all these children has been considerably revised during the year, making provision for more frequent visits at shorter intervals to the foster-homes. On account of the general shortage of housing-accommodation throughout New Zealand, considerable difficulty has been experienced in finding foster-homes, especially in the principal cities, but it may be stated that there is no dearth of suitable people in the country districts who are anxious to provide and care for these unfortunate children.

On account of the increased cost of living the boarding-out rate has been raised from 15s. to 17s. 6d. per week for infants under twelve months, and from 12s. 6d. to 15s. for children over that age and up to fifteen years, or longer if the child in question is still attending school. In addition, a very complete initial outfit of clothing is supplied with each child, and the Department provides free medical and dental treatment and medicines. School books and stationery are also provided for children attending school.

Epidemic Orphans.

In accordance with the policy approved by the Government, the Education Department has taken charge of all children who lost both parents as a result of the influenza epidemic. In the absence of legislation for this purpose, the machinery of the Industrials Schools Act has had to be utilized for the purpose of vesting the legal guardianship of these children in the Department, and for the purpose of enabling the Department to maintain the children out of moneys appropriated under the provisions of that Act. In actual practice, however, the majority of the Court orders were issued without requiring the actual attendance of the children concerned at the Court, and in no case were such children sent to an institution other than a receiving-home for destitute and neglected children. Admissions of such children even to receiving-homes were regarded as temporary expedients only for the purpose of giving necessary medical or dental treatment and to enable them to be supplied with outfits of clothing.

All these children have now been placed either with relatives or in suitable foster-homes. In the interests of each child, however, the Department's system of supervision will obtain. Experienced lady officers visit the children at regular intervals and ensure that they are being kindly treated and that their education is not being neglected. In connection with the placing of epidemic orphans, it is gratifying to note that through the numerous applications received from generous-hearted people all over New Zealand it has been possible to place all the children in good homes—many of them superior in standard to the homes provided by the parents when alive.

Boys' Schools.

With the extension of the probation and boarding-out system it has been possible to close the institution known as the Boys' Training Farm, Nelson, for the maintenance and education of boys of school age who for various reasons were committed to the care of the State. The Training-farm was actually closed on the 31st March, and immediately converted into a special school for mentally backward boys.

The boys' Training-farm at Weraroa now caters for boys of all ages who through the commission of offences against the law are not considered fit to associate with the children attending an ordinary public school, at least not until they have undergone a course of training and discipline at Weraroa. The Training-farm provides for three distinct classes of boys: (1) the schoolboy varying in age from ten years to fifteen years; (2) the boys from fifteen to seventeen years who on account of the laxity of parental control have been given too much liberty and have either become uncontrollable or have committed petty offences against the law; and (3) the elder boys who have been convicted of offences or have failed to make good after one or more trials in situations. The schoolboys are maintained in a cottage entirely apart from the others, and are not allowed to associate with the older boys. This cottage is managed by a suitable married couple, and, on account of the small number dealt with (from ten to sixteen boys), the system provides all the elements of an ordinary home. The intermediate group are housed in the main building, and are managed mainly by the Matron and her assistant. The third group, consisting of the elder boys, are maintained in a separate cottage apart from all the other inmates, under the control of a married couple.

The training of the boys in farm-work in all its branches is carried on under the personal direction of the Manager and Farm Overseer. In addition, boys are taught buttermaking and cheesemaking, gardening and orchard-work, and are thus equipped with such experience and knowledge as enables the Manager to place them in suitable employment as soon as it is found that their conduct warrants such a course. The fact that very few boys indeed are returned to the farm after being placed out is ample evidence of the good work that is being carried out by the Manager and his staff. For boys who have no taste for work on the land, provision is made for placing them at trades. The rudiments of bootmaking, carpentry, engine-driving, and motor-car driving and car-repairing are all taught at the farm under competent instructors.

The whole of the land attached to the Training-farm, nearly 500 acres, has now been brought under cultivation; the dairy herd has been extended on right lines, and the rearing of sheep and pigs has now been placed on a satisfactory basis,

with the result that the revenue derived from all sources, including the cheese-making plant, is now of a very substantial nature. So satisfactory indeed has been the development in this direction that it may be claimed that the Training-farm is now self-supporting.

CARE OF THE FEEBLE-MINDED.

Important changes have taken place in the system providing for the care and education of feeble-minded children. The younger boys in residence at the Special School at Otekaike have been transferred to the special school at Nelson, thus making it possible for the reservation of Otekaike for older boys who, although mentally subnormal and unfit to be at large in the community, are yet quite capable under suitable supervision of earning their keep in such an institution as Otekaike. The removal of the younger boys from direct contact with the elder boys is undoubtedly a step in the right direction. The training of the small boys at the Special School at Nelson is in the hands of a competent teaching staff, and, while it is yet too soon to look for definite results of such training, the Department has every confidence that the teachers—one of whom has had previous experience in the training of the feeble-minded in England—will work wonderful improvements in the mental, moral, and physical condition of these boys.

The question of providing special day classes in the various centres of population for backward children is now receiving consideration, and in conjunction with this movement it is proposed to establish special day classes with cottage homes attached for the training of the high-grade feeble-minded and for those who are considered unfit for the classes for backward children.

The cottage homes would be utilized for the purposes of boarding children whose parents are unable to provide for them or whose homes are in the country districts. By means of these special day classes it is hoped to cater adequately for all feeble-minded children in such a manner as will permit of the majority of them remaining in their own homes under the supervision of qualified officers, who will keep in close touch with the parents and will assist in placing the children in suitable employment when the proper time arrives. For the older feeble-minded children who cannot be adequately looked after in their own homes, or who are unfit on account of mental defect to be placed in the industrial work, or who would prove a menace to the community if allowed their liberty, the institutions at Otekaike and Nelson will be available for the reception of boys, who, under capable supervision, will be employed in farm-work, garden and orchard work, and in the bootmaking, basketmaking, matmaking, and carpentering shop. The older girls will be provided for at the Special School at Richmond, and employed in housework and laundry-work, in the workroom sewing, knitting, &c., and in outside occupations such as gardening and flower-growing.

INFANT-LIFE PROTECTION.

Important changes have been carried out in connection with the supervision of children under the age of six years maintained apart from their parents. This work is now carried out under the supervision of trained nurses who are fully qualified in the care and feeding of infants and young children. It must be remembered that the majority of infants dealt with under this system are illegitimate, and have been neglected to such an extent prior to placing in foster-homes that the greatest care is necessary in providing for their welfare. The fact that the death-rate of these children in licensed foster-homes is very much lower than the death-rate among children born in wedlock and cared for by their own parents may be taken as an indication that the system is satisfactorily administered.

EDUCATION OF DEAF CHILDREN AND CHILDREN WITH SPEECH DEFECTS.

During the year the Department has taken in hand the matter of establishing special classes in the various centres for the education of the hard-of-hearing children and for the correction of defective speech among children. Already such a class has been established in Wellington, and as soon as the school for the deaf at Sumner can spare a trained teacher a special class will be established in Auckland. It is necessary, of course, that the school at Sumner should be retained for the preliminary teaching of stone deaf children and young children who, in addition to being deaf, have little or no speech, and incidentally for the training of teachers for the deaf.

HIGHER EDUCATION.

(See also E.-7, Report on Higher Education.)

NEW ZEALAND UNIVERSITY AND AFFILIATED COLLEGES.

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 of Arts, and Bachelor and Doctor of Law, of Medicine, and of 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. By the provisions of the New Zealand University Act of 1908 and subsequent amending Acts the Senate of the University now has power to confer, in addition to those mentioned, the following degrees: Doctor of Literature; Master of Laws, of Surgery, and of Science; Bachelor, Master, and Doctor of Veterinary Science, of Dental Surgery, of Mechanical, Electrical, Civil, Mining, and Metallurgical Engineering, of Naval Architecture, of Agriculture, of Public Health, and of Commerce; Bachelor of Science in Home Science; and Bachelor of Science in Architecture. 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 are controlled by three Courts—the Senate, the Board of Studies, and the General Court of Convocation, which consists of members of the four District Courts of Convocation. The Senate consists of twenty-four members or Fellows—four elected by the Governor-General 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 Board of Studies consists of twenty members, five of whom are appointed by each of the Professorial Boards of the four institutions affiliated to the University. The District Courts of Convocation consist of graduates of the University.

The Senate has the entire management of and superintendence over the affairs, concerns, and property of the University, and, subject to certain provisions relating to the Board of Studies, has power to alter all statutes and regulations. The Board of Studies had power to make recommendations to the Senate as to the appointment of examiners, and as to degrees, diplomas, scholarships, prizes, courses of study, and examinations. The chief function of the General Court of Convocation is to discuss matters relating to the University and to declare its opinion on any such matters.

The revenue of the University is derived mainly from a statutory Government grant of £3,000 per annum (increased to £4,000 by the provisions of the New Zealand University Amendment Act, 1919, which came into force on the 1st April, 1920), from fees, and from interest on investments. In addition there is paid to it in trust a certain proportion of the national-endowment income for distribution among the four affiliated institutions towards the support of libraries, the establishment of new Chairs, and towards the extension of their work in other ways. The amount received from this source in 1919–20 was £3,761.

The University is an examining, not a teaching body, and four teaching institutions are affiliated to it—the Auckland University College, Victoria University College, Canterbury College, and Otago University, situated in the cities of Auckland, Wellington, Christchurch, and Dunedin respectively. The affairs of these University colleges, including the appointment of professors and lecturers, are entirely in the hands of the various Councils. Each of the colleges, besides providing the usual University courses, specializes in certain directions: Otago University has medical and dental schools, a school of mining and metallurgical engineering, and a school of home science; Canterbury College has a school of engineering (mechanical, electrical, and civil); Auckland University College has a school of mines and a school of commerce; and Victoria University College specializes in law and science.

By the provisions of the University Amendment Act of 1919 the annual statutory grants to the affiliated colleges were increased as follows: Auckland University College, from £9,000 to £11,500; Victoria University College, from £9,000 to £11,500; Canterbury College, from £2,000 to £4,500; Otago University, from £5,000 to £10,000.

The Amendment Act comes into operation on the 1st April, 1920, the main object in increasing the grants being to make provision for higher salaries for the staffs of the colleges and for increased staffs where necessary. Canterbury College and the University of Otago are each endowed with land reserves from which considerable income is derived. In addition to the grants mentioned above a certain proportion of the income from the National Endowment Fund for the purposes of education is paid directly to the four affiliated institutions, the sum paid to each in the year 1919–20 being £1,881. There is also provision for the payment under regulations of a Government subsidy on voluntary contributions to the funds of the institutions affiliated to the University of New Zealand, and special grants are made from time to time for buildings and equipment. £9,867 was paid to the colleges by way of subsidy in 1919–20, and £7,743 as grants for extended buildings. Further grants of large sums, totalling £55,000, for the acquisition of additional sites and for extensions to buildings have recently been approved.

The total amount paid by the Education Department on account of the University of New Zealand and the affiliated colleges for the year 1919–20 was £68,975, and the total expenditure of these institutions on University education (exclusive of trust funds) was £127,545.

NEW ZEALAND UNIVERSITY.

The University conducted examinations in 1919 in the faculties of arts, science, medicine, public health, dentistry, home science, law, engineering, commerce, agriculture, and music, and for admission to the legal and accountants' professions. The table below gives the numbers qualifying for degrees and scholarships from the four University Colleges:—

NUMBER OF SUCCESSFUL CANDIDATES AT THE EXAMINATIONS FOR DEGREES IN 1919.

Degrees, &c.	Auckland University College.			Victoria University College.			Canterbury College.			Otago University.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Doctor of Medicine	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Master of Science	..	..	..	..	1	1	..	..	..	..	..	..	..	1	1
Honours in Science	2	1	3	..	..	..	..	..	..	3	3	6	5	4	9
Honours in Arts	8	1	9	4	1	5	3	3	6	6	3	9	21	8	29
Master of Arts	1	..	1	3	1	4	1	4	5	3	..	3	8	5	13
Master of Commerce	..	..	..	1	..	1	..	..	..	..	..	..	1	..	1
Bachelor of—															
Arts	14	5	19	11	16	27	4	6	10	11	9	20	40	36	76
Science	4	..	4	7	3	10	3	..	3	4	1	5	18	4	22
Medicine and Surgery	..	..	..	..	..	..	..	..	..	40	3	43	40	3	43
Dental Surgery	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
Laws	8	..	8	12	..	12	4	..	4	..	..	..	24	..	24
Music	..	1	1	..	..	..	..	..	..	..	..	..	..	1	1
Commerce	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1
Engineering (Civil)	..	..	..	..	..	..	6	..	6	..	..	..	6	..	6
Bachelor of Science in Home Science	..	..	..	..	..	..	..	..	..	4	4	..	4	4	4
Senior University Scholarships	3	..	3	3	..	3	1	1	2	5	2	7	12	3	15
John Tinlin Scholarships	..	1	1	..	..	..	..	..	..	..	..	..	..	1	1
Totals, 1919	41	9	50	41	22	63	22	14	36	75	25	100	179	70	249
Totals, 1918	13	11	24	20	32	52	12	14	26	38	21	59	83	78	161

In addition to these successes, 1,327 candidates passed sections of the examinations for degrees or for admission to professions; 37 gained certificates of proficiency. There were 143 candidates for the Entrance Scholarship Examination, 41 gaining scholarships, 68 others passing the examination with credit, and 32 qualifying for matriculation. The number of candidates for the Matriculation Examination was 2,653, of whom 806 passed the whole examination, 357 completed partial passes, and 411 gained partial passes. In a number of cases the Senate granted passes in sections or in individual subjects to students who had enlisted.

The following table shows the principal receipts and payments of the University of New Zealand for the year 1919 :—

I.—GENERAL ACCOUNT.									
<i>Receipts.</i>				£	<i>Payments.</i>				
Balance, 1st January, 1919	..	..	..	4,256	Transfer to Ordinary Scholarship Account	..	..	..	£ 1,500
Statutory grant	..	..	..	3,000	National endowment	..	..	..	3,761
National endowment	..	..	..	3,761	Examinations	..	..	..	7,547
Fees	..	..	..	10,493	Office salaries	..	..	..	1,294
Miscellaneous	..	..	..	178	Expenses of Senate meetings and elections	..	..	..	678
					Miscellaneous	..	..	..	967
					Rent	..	..	..	159
					Tinline Account	..	..	..	60
					Balance, 1st January, 1920	..	..	..	5,722
				<u>£21,688</u>					<u>£21,688</u>
II.—ORDINARY SCHOLARSHIP ACCOUNT.									
<i>Receipts.</i>				£	s.	d.	<i>Payments.</i>		
Balance, 1st January, 1919	..	29,462	17	7			Scholarships—	£	s. d.
Transfer from General Account	..	1,500	0	0			Junior	..	..
Interest	..	1,453	18	11			Senior	..	..
							Miscellaneous	..	..
							Balance, 1st January, 1920	..	..
				<u>£32,416</u>	<u>16</u>	<u>6</u>			
								<u>£32,416</u>	<u>16 6</u>

In the above statements no account has been taken of special scholarships and prize funds.

AFFILIATED COLLEGES.

(Tables M 1 and M 2 in E.—7.)

The number of students in attendance at the four University colleges in 1919 was 2,961 (1,831 men and 1,130 women), as compared with 2,140 in the preceding year, the number of women students being 112 greater and the number of men students 719 greater than in 1918. The large increase in the number of men students was anticipated with the conclusion of the war, the number now being 455 in excess of the number in 1914. The increase in attendance over the year 1918 at the individual colleges was over 40 per cent. in two cases, 36 per cent. in the third, and 23 per cent. in the fourth case. The students are classified as follows: Graduates, 109; undergraduates, 1,938; non-matriculated students, 914. In addition to the matriculated students mentioned above, there were 99 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 by passing the annual college examination.

Of the 2,961 students attending University colleges, 1,348, or 46 per cent., were receiving free tuition, being the holders of scholarships, bursaries, or training-college studentships. The number is 38 per cent. greater than it was in 1918.

With respect to the courses taken by students, it appears that 36 per cent. of the number took the arts course or subjects for teachers' examinations, 18 per cent. were studying law, 16 per cent. medicine, 12 per cent. engineering, 7 per cent. commerce, and 6 per cent. were taking science courses. Smaller numbers of students took each of the remaining courses, including sixty-seven women who took the course in home science at the Otago University.

In addition to the students attending the four University colleges, fifty-two students, of whom nine were Government-bursary holders, were taking an agricultural course of university grade at the Lincoln Agricultural College in Canterbury.

The number of professors in the four University colleges at the end of 1919 was as follows: Auckland University College, 8; Victoria University College, 9; Canterbury College, 10; Otago University, 13 full-time and 4 part-time: total,

40 full-time and 4 part-time professors. In addition large staffs of lecturers, assistants, and demonstrators were employed. The total annual rates of salaries of the teaching staff paid in connection with the various colleges were: Auckland, £11,432; Victoria, £9,820; Canterbury, £10,925; Otago, £22,756. The average rate of salary of full-time professors was £763 as compared with £708 in the previous year.

FINANCES OF THE AFFILIATED COLLEGES IN 1919.

Table M 4 (E.—7) gives a summary of the receipts and payments of the University colleges, excluding special trust accounts and the accounts of non-university institutions under the control of a College Council, such as, for instance, the museum, public library, or school of art connected with Canterbury College, or the museum controlled by the Otago University. The total receipts were £130,567, and the total payments £127,545, as compared with £104,082 in 1918. The payments on account of administration amounted to £9,332, on salaries £63,426, and on new buildings, sites, and equipment, £35,703. The principal amounts included in the last-named item were on account of the new science building in connection with Auckland University College, purchase of sites at Canterbury College, and the School of Home Science at Otago University.

SCHOLARSHIPS, BURSARIES, ETC., TENABLE AT UNIVERSITY COLLEGES.

(Table M 3 in E.—7.)

Scholarships.

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 follow: University Junior, University National, and Taranaki Scholarships (open only to candidates resident in Taranaki), in addition to some thirty or forty local and privately endowed scholarships awarded on the results of the same examination. Of the candidates for the Entrance Scholarship Examination in 1919, fourteen gained Junior Scholarships, twenty-three gained National Scholarships, four gained Taranaki Scholarships, sixty-eight passed "with credit," and thirty-two qualified for Matriculation. The value of a Junior Scholarship or a University National Scholarship is £20 per annum in addition to tuition fees, students obliged to live away from home receive also a boarding-allowance of £30 per annum. Thirty-five Junior University Scholarships and fifty-eight University National Scholarships were held during 1919. The expenditure by the University on scholarships was £3,063, and by the Education Department on University National Scholarships £3,686. In addition to the scholarships, and partly in connection therewith, a scheme of bursaries entitling students to free tuition is also in operation, as set out in detail below.

(2.) Scholarships awarded during the degree course are: Senior University Scholarships tenable by candidates for Honours, and awarded on the papers set for repeated subjects in the Bachelor of Arts and Bachelor of Science Examinations; John Tinline Scholarship, awarded on the papers in English of the Senior Scholarship Examination; a number of privately endowed scholarships open to students of the various colleges. Nineteen senior University scholarships were held during 1919.

(3.) The chief scholarships awarded at the end of the University course are the Rhodes Scholarship, the 1851 Exhibition Scholarship, the Medical Travelling Scholarship, National Research Scholarships (one of which is offered to each University college), and a post-graduate scholarship in arts instituted in 1918. All, excepting the National Research Scholarships, are 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.

A French travelling scholarship has recently been instituted, to be held by a graduate who proposes to become a modern-language teacher. The first award was made in 1920.

So far nineteen Rhodes Scholarships have been granted, of which five have been gained by students of Auckland University College, four by students of

Otago University, six by students of Victoria University College, and three by students of Canterbury College.

The candidates for National Research Scholarships are not numerous. Up to the present eighteen scholarships have been awarded, no award being made in 1919. One scholarship was in active operation at the Otago University, the subject of research being New Zealand grasses.

Kitchener Memorial Scholarship.—A Kitchener Memorial Scholarship has recently been instituted, a gentleman donating £1,000 for the purpose. To this sum other private subscriptions of £468 were added, the Government subsidizing the latter amount. The scholarship (of £50 per annum) is awarded on the results of the Senior National Scholarship Examination for secondary-school pupils, and is intended for boys, being the sons of members of the New Zealand Expeditionary Force, who have taken an agricultural course. It is tenable at an agricultural college. One scholarship was awarded in 1919 and one in 1920.

University Bursaries.

University bursaries are awarded under the University Amendment Act, 1914, on the credit pass in the University Junior Scholarship Examination or on a higher leaving-certificate qualification, and entitle the holders to exemption from the payment of tuition and examination fees (not exceeding £20 per annum) during a three (or possibly four) years' course at a University college or school of agriculture recognized by the University. The number of University bursars in 1919 was 450, as compared with 291 in the previous year, and the amount expended on their tuition and examination fees was £7,034, the cost per head being £17 17s.

Educational Bursaries.

Educational bursaries are awarded under the Education Act, 1914, and any matriculated student is entitled to one who is a "teacher" as defined in the Education Act or undertakes to serve as a teacher for three years, and who—

- (i.) Has within the six months immediately preceding satisfactorily completed his term of service as a pupil-teacher or probationer, and declares his intention of entering a recognized training college on the completion of the tenure of his bursary; or
- (ii.) Has satisfactorily completed his course of training at a recognized training college and gained a trained-teacher's certificate; or
- (iii.) Has otherwise gained a teacher's certificate of a class not lower than Class C.

These bursaries are tenable for three years, with possibly two yearly extensions, at a University college or recognized school of agriculture. The classes taken must be such as to form part of the course in arts, science, or agriculture, and proof of satisfactory progress must be given.

An amendment made in the regulations in 1919 makes it necessary for a person receiving a bursary either to be a teacher in a public primary, secondary, technical, or departmental school, or to promise to serve as such for three years.

The number of educational bursars in 1919 was seventy-four (as compared with forty-two in 1918), of which number seven completed the three years' tenure of their bursaries. The amount expended on tuition and examination fees on account of educational bursaries was £698 10s., the cost per head being £9 8s. 9d.

Domestic-science Bursaries.

Domestic-science bursaries tenable at the Otago University may be awarded under the Regulations for Manual and Technical Instruction. Applicants for the bursaries must have been resident in the Dominion for not less than twelve months, and must have—

- (1.) Passed the Matriculation Examination or some other examination approved for the purpose; or
- (2.) Obtained at least a partial pass in the examination for the Class D teachers' certificate; or
- (3.) Gained a higher leaving-certificate or, in the case of pupil-teachers or probationers, a lower leaving-certificate.

Applicants are required to make a declaration that they will on completion of their course engage in teaching for not less than three years.

The term of a bursary is two (or possibly three) years. The bursar receives £20 per annum, together with the fees for the course for the degree or the diploma in home science and domestic arts, and if obliged to live away from home an allowance of £30 per annum. A large hostel is provided at which the great majority of the students reside.

Bursaries of this kind were awarded to sixteen students in 1919, making in all forty-three bursars in attendance at classes. Sixty-three students were taking either the degree or the diploma course in 1919 and four were taking special short courses, seven degree and nine diploma students finishing their course in that year. All of these were immediately offered good positions. Although the number completing the course increases each year, there are still insufficient applicants to fill the positions open to women with a domestic-science training.

Agricultural Bursaries.

A system has been in operation since 1917 under which agricultural bursaries may be granted by the Education Department to qualified candidates in order to enable them to obtain the necessary practical training for positions as teachers, or agricultural instructors, or as farmers. After the completion of their training the bursars are under a legal obligation to serve for a term of three years in one or other of these capacities.

The qualification for a bursary is Matriculation or a higher or lower leaving-certificate, and candidates are preferred who have received agricultural instruction during their secondary-school course. In addition, ex-students of teachers' training colleges who desire to specialize in the teaching of agriculture may obtain bursaries to enable them to receive the necessary training in agriculture. Agricultural bursaries are tenable at an experimental farm, an agricultural college, or other approved institution for two years, with a possible extension to a third year. Bursars receive an allowance of £20 per annum with free tuition, and if obliged to live away from home a lodging-allowance of £30 per annum.

During 1919 nine agricultural bursars were in attendance at Lincoln Agricultural College, and one at Auckland University College. Seven of the bursars at Lincoln were in their second year, and the bursar at Auckland was in his third year, having spent the two previous years at the Central Development Farm, Weraroa. In almost every case the reports on the work of the bursars were highly satisfactory. The expenditure by the Department on agricultural bursaries in 1919 was £608.

War Bursaries.

Regulations made in January, 1918, provided for the award of bursaries at secondary schools, technical schools, and University colleges to the dependants of killed or disabled members of the New Zealand Expeditionary Forces. By the provisions of these regulations such a dependant who is qualified to receive a University bursary or an educational bursary as described above may receive in addition an allowance of £10 per annum, together with a boarding-allowance of £30 per annum if obliged to live away from home while attending a University college. No war bursaries tenable at University colleges have as yet been awarded.

THE WORKERS' EDUCATIONAL ASSOCIATION.

The Workers' Educational Association, working in conjunction with the Councils of the four University colleges, has established a large number of classes for men and women in such subjects as economics, history, literature, psychology, and hygiene. Members of the staffs of the University Colleges and other prominent educationists act as tutors of the classes, which are steadily growing in number and popularity. The University of New Zealand distributed portion of the income from the National Endowment Fund paid to it by the Government to the four colleges for the promotion of this work, three colleges receiving £300 each and the fourth £350. In addition, by the provisions of the University Amendment Act of 1919, each college is to receive an annual grant of £500 for the same purpose. Otherwise the Workers' Educational Association is supported financially by grants from local and trades bodies.

GENERAL.

ANNUAL EXAMINATIONS.

(See also E.—8, Report on Examinations).

The annual examinations were conducted by the Education Department as usual for the various purposes of Junior and Senior National Scholarships, junior and senior free places in secondary schools, district high schools, and technical schools, and teachers' certificates. Also, by arrangement with the Public Service Commissioner, examinations were held for admission to and promotion in the Public Service.

The examinations were held from the 19th to the 28th November, 1919, and from the 5th to the 19th January, 1920, at fifty-eight centres.

As in 1918, at the request of the Public Service Commissioner, the Department conducted an additional special Public Service Entrance Examination in June, 1919.

The Public Service Senior Examination of January, 1920, was confined to returned soldier candidates who had previously obtained partial success in the examination and were desirous of completing their pass.

In January, 1921, all officers of the Public Service who obtained a partial success in 1919 and who failed to complete the examination, in addition to returned soldier candidates, will be given a final opportunity of completing the Public Service Senior Examination, which will then be discontinued. In future, officers of the Public Service will be required to take the Matriculation Examination in lieu of the Public Service Senior Examination.

The following table shows collectively, in comparison with the preceding year, the number who entered for the various examinations above enumerated, the number present, and the number of absentees:—

	1918-19.	1919-20.
Number who entered	9,054	9,071
Number who actually sat for examination	6,515	7,739
Number of absentees	2,539	1,332

In connection with the Junior National Scholarship Examination of November, 1919, the Department again endeavoured, as far as possible, to prevent the presentation of unprepared candidates, and the consequent heavy burden of work upon the examiners and unnecessary expense to the country. Head teachers were permitted to present, in general, not more than 10 per cent. of their Sixth Standard pupils for the examination, and secondary-school Principals were asked to take similar steps to ensure the putting-forward of only the best candidates. The number of candidates who sat in this examination shows an increase over last year. The percentage of failures is 50·3 as compared with 49·5 in 1918. The special admission of candidates who were too old to qualify for junior free places in the Certificate of Proficiency Examination was again necessary.

The practice of granting senior free places to approved candidates without special examination, on the recommendation of the Principals of the secondary schools attended by them, or, in the case of district-high-school pupils, of Inspectors of Schools, was continued in 1919.

The numbers of candidates who actually presented themselves in the examination-room are given below. For the sake of comparison the figures for the previous three years are also given.

	1916-17.	1917-18.	1918-19.	1919-20.
Junior National Scholarships and junior free places ..	4,403	3,122	1,917	2,170
Public Service Entrance, Senior National Scholarships, and Intermediate	3,839	3,315	2,422	3,063
Teachers D and C	1,941	2,102	1,912	2,234
Public Service Senior	653	226	78	50
Typists' Examination	50	60	46	..
Kindergarten Certificate Examination	5	4	5	9
Special Public Service Entrance Examination in June ..	..	..	133	189
London University Examinations	1	1	2	4
Other examinations	..	..	..	20
	10,894	8,830	6,515	7,739

The increase in the number of candidates sitting for examination in 1919–20 is due partly to the fact that the influenza epidemic of 1918 prevented a number of intending candidates from then presenting themselves.

Candidates for Senior National Scholarships again had the option of being examined under a programme (scheme A) corresponding to the usual secondary-school course, or under an alternative one (scheme B) intended to suit candidates who have been taking courses with an agricultural or domestic bias. The number of candidates examined under the scheme A programme so far remains much the same from year to year.

The standards of qualification for the year, fixed in accordance with the provisions of the Act, were 64 per cent. for juniors, and 62 per cent. for seniors. In the case of junior-scholarship candidates from one-teacher schools the standard of qualification was fixed at its lowest limit allowable by regulation—viz., 10 per cent. below the ordinary standard.

The examination conducted by the Education Department for the Public Service Commissioner to test typists' claims to promotion has been discontinued.

The employment of Inspectors of Schools as examiners and as examination supervisors has been largely reduced, as the addition of this examination work to their ordinary duties was considered to impose too heavy a burden upon them.

The cost of conducting the examinations was as follows:—

Total expenses, including cost of additional clerical services temporarily employed, but omitting other salaries	£	7,020
Less amounts received or to be received—	£	
Fees paid by candidates for teachers' certificates and others ..	2,564	
Contribution by Public Service Commissioner for expense of conducting Public Service Examinations, the fees for which, amounting to £1,326, were credited to him—		
Public Service Entrance, June 1919	267	
Public Service Entrance, November, 1919 ..	1,045	
Public Service Senior, January, 1920	69	
		<u>3,945</u>
Net expenditure	£	<u>3,075</u>

SUBSIDIES TO PUBLIC LIBRARIES.

(See E.—10.)

As in the previous year, £3,000 was voted by Parliament in 1919 for distribution as a subsidy to public libraries. Previous to the year 1915 £4,000 was the sum annually voted, all libraries making application and complying with certain conditions being eligible to participate in the grant. The distribution of the recent grant of £3,000, which was made in March, 1920, was confined to libraries in places having not more than fifteen hundred inhabitants, for the reason that small libraries in country districts have greater need of financial assistance than have libraries supported by a large number of subscribers, the benefit of so comparatively small a sum to libraries with a large income being almost negligible.

The conditions under which the vote was distributed required that a library participating in the benefits must be public in the sense of not being under the control of an association or society the membership of which is composed of only part of the community, and if a borough library, a reading-room open to the public free of charge must be provided. In addition, the receipts from subscriptions and donations to the funds of the library during the year must not have been less than £2, this sum being regarded as a very low minimum to ensure that the library receives a certain amount of local support. An application to share in the grant must be accompanied by statements of the annual receipts and payments of the body controlling the library, the membership, and the general arrangements for the carrying-on of the library.

The grant is distributed as a subsidy, the sum paid to each library being based upon the amount received during the year by the library by way of subscriptions, donations, and special rates. To this amount is made a nominal addition of £25; but no library receives credit for a larger income than £25—that is, in no case does

the amount upon which subsidy is based exceed £50. In this manner the interests of smaller and less prosperous libraries are protected.

The number of libraries participating in the vote in 1920 was 273, the incomes of the libraries from subscriptions, &c., ranging from £2 to £124. The subsidies paid ranged from £8 0s. 3d. to £14 16s. 4d.

In order that the purpose intended to be served by the vote may be attained, it is made a condition that the whole of the subsidy granted to each library must be expended in the purchase of books. It is further enjoined upon the authorities in charge of the libraries that a due proportion of the books purchased shall be books having a permanent value, the ruling high prices of books increasing the necessity of making a very careful selection. An analysis of the literature purchased in the past is not in every case very reassuring as to the value of the books chosen, and greater care and discretion in this matter are urged.

TEACHER'S SUPERANNUATION FUND.

(See also E.—9.)

The position of the fund at 31st December, 1919, and the principal figures concerning the year's transaction, as compared with those for 1918 are given below :—

					1919.	1918.	
Balance at credit of fund at 31st December	..	..	..	..	£526,702	£458,056	
Increase over balance at end of previous year	..	..	..	..	68,646	37,831	
Income for the year							
Members' contributions	..	..	..	..	72,561	60,310	
Interest	..	..	..	..	26,686	22,666	
Government subsidy	..	..	..	..	43,000	17,000	
Total income	..	..	..	..	£142,247	£99,976	
Expenditure					£	£	
Retiring and other allowances	..	..	..	..	57,489	48,354	
Contributions refunded, &c.	..	..	..	..	14,735	13,115	
Administration expenses	..	..	..	..	1,377	677	
Total expenditure	..	..	..	..	£73,601	£62,146	
Number of contributions at 31st December	..	..	..	..	5,019	4,894	
Number of members admitted during year	..	..	..	..	533	420	
Number retiring from the fund during year	..	..	..	..	408	318	
Net increase in membership at 31st December	..	..	..	..	125	102	
Number of allowances in force at end of year	..	..	..	..	784	698	
Representing an annual charge of	..	..	..	..	£63,448	£51,034	
Ordinary retiring-allowances	..	..	..	400	£40,493	336	£30,484
Retiring-allowances under extended provisions of section 12 of the Act	..	..	..	75	£10,533	71	£10,127
Retiring-allowances in medically unfit cases	..	..	..	94	£9,029	81	£7,125
Allowances to widows	..	..	..	117	£2,119	111	£2,011
Allowances to children	..	..	..	98	£1,274	99	£1,287
Funds invested at 31st December					£	£	
At 4½ per cent.	..	..	..	..	59,000	59,600	
At 5 per cent.	..	..	..	..	26,161	26,161	
At 5¼ per cent.	..	..	..	..	38,460	38,460	
At 5½ per cent.	..	..	..	..	385,812	322,200	
Total	..	..	..	..	£509,433	£446,421	

Of contributors who have joined the Expeditionary Force, two were killed in action in 1918 in addition to those previously reported. This brings up the total number of deaths of contributors who have been on active service to ninety-nine.

As previously intimated, the Government has undertaken to pay the contributions of members during the period they are members of the Expeditionary Force. The amount paid in 1919 was £1,600 9s. 8d., making a total during the war of £13,373 0s. 7d.

TABLES RELATING TO COST OF EDUCATION.

In the following tables, A, B, C, D, E, and F, an attempt is made to analyse the public expenditure on the various branches of education, to show under what heads the increase of expenditure in recent years has taken place; and to give the expenditure per head of the population and per head of the roll of schools.

TABLE A.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1919-20.
(Figures given in every case to the nearest £1,000.)

Branch of Education.	Out of Public Funds.			Secondary and University Reserves Revenue.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
	£	£	£	£	£
A. (1.) Primary (including Native schools and training colleges)	1,823,000	116,000	1,939,000	..	1,939,000
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	245,000	43,000	288,000	51,000	339,000
(3.) Technical and continuation	74,000	13,000	87,000	..	87,000
(4.) Higher	61,000	8,000	*69,000	29,000	98,000
Totals A (1-4)	2,203,000	180,000	2,383,000	80,000	2,463,000
B. Industrial schools, probation and boarding-out system, &c.	73,000	14,000	87,000	..	87,000
C. Special schools (Deaf, Blind, and Backward Children) ..	13,000	..	13,000	..	13,000
D. Teachers' Superannuation and miscellaneous ..	61,000	..	61,000	..	61,000
Totals A, B, C, D	2,350,000	194,000	2,544,000	80,000	2,624,000

* Excluding £4,505 paid by the Mines Department.

TABLE B.—EXPENDITURE PER HEAD OF POPULATION (1,214,184, INCLUDING MAORIS) ON EDUCATION, 1918-19.

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

Branch of Education.	Out of Public Funds.			Secondary and University Reserves Revenue.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	30 0	1 11	31 11	..	31 11
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	4 0	0 8	4 8	1 0	5 8
(3.) Continuation and technical	1 2	0 3	1 5	..	1 5
(4.) Higher	1 0	0 1	1 1	0 6	1 7
Totals A (1-4)	36 2	2 11	39 1	1 6	40 7
B. Industrial schools, &c.	1 2	0 3	1 5	..	1 5
C. Special schools (Deaf, Blind, and Backward Children) ..	0 3	..	0 3	..	0 3
D. Teachers' Superannuation and miscellaneous ..	1 1	..	1 1	..	1 1
Totals A, B, C, D	38 8	3 2	41 10	1 6	43 4

TABLE C.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND (EXCLUSIVE OF NEW BUILDINGS, SITES, ETC.), FOR FIVE-YEARLY PERIODS FROM 1903-4 OUT OF PUBLIC REVENUE (INCOME FROM RESERVES INCLUDED).

(Figures given in every case to the nearest £1,000.)

	1903-4.	1908-9.	1913-14.	1918-19.	1919-20.
Population (including Maoris)	783,317	1,008,373	1,134,506	1,158,139	1,214,184
Branch of Education.	Total.	Total.	Total.	Total.	Total.
A. (1.) Primary (including Native schools and training colleges)	£ 572,000	£ 760,000	£ 1,013,000	£ 1,471,000	£ 1,823,000
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14)	53,000	98,000	157,000	238,000	296,000
(3.) Technical and continuation	11,000	42,000	42,000*	48,000	74,000
(4.) Higher education	37,000	50,000	63,000	77,000	90,000
Totals A (1-4)	673,000	950,000	1,275,000	1,834,000	2,283,000
B. Industrial schools, &c.	27,000	31,000	45,000	50,000	73,000
C. Special schools (Deaf, Blind, and Backward Children) ..	4,000	6,000	7,000	11,000	13,000
D. Superannuation and miscellaneous	3,000	7,000	33,000	61,000	61,000
Totals A, B, C, D	707,000	994,000	1,360,000	1,956,000	2,430,000

* Technical high schools included in secondary education.

TABLE D.—EXPENDITURE PER HEAD OF POPULATION IN NEW ZEALAND (EXCLUSIVE OF NEW BUILDINGS, SITES, ETC.), FOR FIVE-YEARLY PERIODS FROM 1903-4 OUT OF PUBLIC REVENUE (INCOME FROM RESERVES INCLUDED).

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

Branch of Education.	1903-4.	1908-9.	1913-14.	1918-19.	1919-20.
A. (1.) Primary (including Native schools and training colleges)	s. d. 13 1	s. d. 15 1	s. d. 17 10	s. d. 25 5	s. d. 30 0
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14)	1 3	1 11	2 9	4 2	5 0
(3.) Technical and continuation	0 3	0 10	0 9*	0 10	1 2
(4.) Higher education	0 10	1 0	1 2	1 4	1 6
Totals A (1-4)	15 5	18 10	22 6	31 9	37 8
B. Industrial schools, &c.	0 7	0 7	0 9	0 10	1 2
C. Special schools (Deaf, Blind, and Backward Children) ..	0 1	0 1	0 2	0 2	0 3
D. Superannuation and miscellaneous	0 1	0 2	0 7	1 0	1 1
Totals A, B, C, D	16 2	19 8	24 0	33 9	40 2

* Technical high schools included in secondary education.

TABLE E.—EXPENDITURE ON PRIMARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1915.	1916.	1917.	1918.	1919.
Excluding expenditure on new buildings	£ s. d. 6 11 11	£ s. d. 6 15 11	£ s. d. 7 7 3	£ s. d. 7 9 9	£ s. d. 9 5 6
Including expenditure on new buildings	6 18 2	7 1 0	7 12 7	7 18 4	9 17 4

TABLE F.—EXPENDITURE ON SECONDARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1915.	1916.	1917.	1918.	1919.
Excluding reserves revenue and expenditure on new buildings	£ s. d. 12 3 2	£ s. d. 12 15 0	£ s. d. 14 0 7	£ s. d. 15 10 7	£ s. d. 17 8 8
Including reserves revenue and expenditure on new buildings	17 9 9	17 14 4	18 6 4	20 19 4	24 2 5

APPENDIX.

STATEMENT OF EXPENDITURE AND RECOVERIES

IN RESPECT OF ALL SERVICES UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF
EDUCATION DURING THE YEAR ENDED 31ST MARCH, 1920.

	£	s.	d.	£	s.	d.	£	s.	d.
General Administration.									
Salaries	17,879	11	7						
Clerical assistance	2,151	5	6						
War bonus to staff	10	6	5						
				20,041	3	6			
Travelling-expenses				575	6	5			
Telephones, office requisites, books of reference, &c. ..				833	5	11			
Postage and telegrams				1,975	14	11			
Printing and stationery				2,447	4	1			
Council of Education : Travelling-expenses, advertising, &c. .				139	13	1			
							26,012	7	11
Elementary Education.									
Teachers' salaries (including pupil-teachers' and probationers' allowances)	1,218,960	0	6						
Teachers' house allowances	29,465	6	4						
Teachers' war bonuses	10,057	12	0						
Salaries of relieving teachers who were displaced by return of soldier teachers	1,205	0	0						
Allowance for loss of salary	70	0	0						
				1,259,757	18	10			
General administrative purposes (including school committees' allowances)				119,595	14	3			
Organizing-teachers' salaries, &c.				4,209	2	1			
Removal of teachers				192	6	11			
Relieving-teachers				13,921	9	9			
Manual instruction : Capitation				52,874	14	0			
Compassionate allowances to next-of-kin of teachers who died during influenza epidemic				2,191	2	2			
School and class libraries				1,800	13	6			
School buildings and sites—									
Maintenance and repair of school buildings and residences, &c., and rebuilding worn-out schools	105,592	6	11						
Rent of buildings and sites used for school purposes ..	5,275	18	2						
Schools destroyed or damaged by fire—Rebuilding and repairs and rent of temporary premises	†13,270	11	1						
Payment to Lands for Settlement Account for school-sites	120	0	0						
Payment for land acquired under Education Reserves Amendment Act, 1913	7	10	0						
New buildings, additions, sites, and teachers' residences. .	109,981	15	10						
				234,248	2	0			
Inspectors—									
Salaries	23,950	14	3						
Travelling and removal expenses	7,303	5	8						
Telephones, office requisites, &c.	56	18	6						
Extra clerical assistance, typing, &c.	521	0	0						
				31,831	18	5			
School medical, dental, and physical services—									
Salaries of Inspectors, nurses, and instructors	10,197	2	0						
War bonus	1	3	5						
Travelling-expenses	3,890	3	5						
Telephones, nurses' uniform allowances, &c.	562	14	7						
Classes for teachers	164	14	8						
				14,815	18	1			
Conveyance of school-children, teachers, and instructors ; and allowance for board of children				31,610	1	0			
School Journal—Printing, &c., £5,756 9s. ; postage, £704 7s 11d.	6,460	16	11						
Less sales	234	18	2						
				6,225	18	9			
Flags for schools—New Zealand ensigns				53	9	1			
Subsidies on voluntary contributions on account of public primary schools, including district high schools				8,928	11	10			
Educational Institute : Grant in aid of delegates' conference. .				50	0	0			
Sundries				37	6	10			
				1,782,344	7	6			
Less miscellaneous recoveries				39	1	0			
							1,782,305	6	6*
Carried forward							1,808,317	14	5

* £51,608 15s. 3d. from national-endowment reserves revenue and £90,749 19s. from primary-education reserves. † During the financial year £13,681 17s. 2d. was recovered from the Fire Insurance Fund in the hands of the Public Trustee.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	..	..	..	..	..	..	1,808,817	14	5
Secondary Education.									
Payments to Education Boards for—									
District high schools: Secondary teachers—Salaries ..	..	..	..	29,007	2	3			
National Scholarships	..	..	..	13,785	9	6			
Payments to Secondary schools and colleges for—									
Free place capitation	..	..	..	119,776	7	8			
Manual instruction capitation	..	..	..	4,743	4	0			
Subsidies on voluntary contributions	..	..	..	954	5	6			
New buildings, equipment, furniture, sites, &c. ..	..	..	..	42,948	13	2			
Rebuilding high school destroyed by fire	..	..	..	2,000	0	0*			
From reserves revenue in accordance with Education Reserves Amendment Act, 1914	..	..	..	8,594	13	11			
Conveyance of pupils to secondary and district high schools ..	..	..	..	5,768	6	8			
Marlborough High School: Statutory payment	..	..	..	400	0	0			
Inspectors' salaries	..	..	..	1,225	0	0			
Inspectors' travelling-expenses	..	..	..	401	12	10			
Teachers' Conference: Grant in aid of delegates' travelling-expenses	..	..	..	25	0	0			
							†229,629	15	6
Technical Instruction.									
Salaries of Inspectors (3)	..	..	..	1,593	12	0			
Travelling-expenses of Inspectors	..	..	..	382	2	1			
Technological examinations	152	9	1						
Less recoveries	49	5	0						
Capitation (including free places)	..	..	..	94,957	9	10			
Material for classes	..	..	..	5,844	1	8			
New buildings and permanent apparatus	..	..	..	13,318	10	3			
Rents	..	..	..	1,292	10	1			
Conveyance of instructors	..	..	..	614	16	5			
Conveyance of pupils to technical schools	..	..	..	3,852	0	7			
Subsidies on voluntary contributions	..	..	..	6,934	3	11			
Scholarships and bursaries	..	..	..	2,984	18	0			
Grant for removal, Wellington Technical College class ..	..	..	..	123	7	9			
War bonus	..	..	..	37	6	4			
							‡132,038	3	0
Training Colleges and Training of Teachers.									
Training colleges—									
Salaries of staff (three-fifths; the other two-fifths is charged to teachers' salaries, "Elementary Education") ..	..	..	..	21,418	4	4			
Allowances and fees for students	..	..	..	56,966	14	5			
Special instruction, libraries, and incidental expenses ..	..	..	..	1,420	0	0			
New buildings, sites, furniture, &c.	..	..	..	3,344	5	9			
Classes at subcentres—									
Grants to Education Boards	..	..	..	3,162	9	9			
Fares of teachers	..	..	..	2,758	12	11			
							§89,070	7	2
Higher Education.									
Statutory grants—									
University of New Zealand—									
New Zealand University Act, 1908	3,000	0	0						
National-endowment reserves revenue	3,761	6	6						
Auckland University College—									
Auckland University College Act, 1882	4,000	0	0				6,761	6	6
New Zealand University Amendment Act, 1914 ..	5,000	0	0						
National-endowment reserves revenue	1,880	13	2						
Victoria University College—									
Victoria College Act, 1905	4,000	0	0				10,880	13	2
New Zealand University Amendment Act, 1914 ..	5,000	0	0						
National-endowment reserves revenue	1,880	13	2						
Canterbury College—									
New Zealand University Amendment Act, 1914 ..	2,000	0	0				10,880	13	2
National-endowment reserves revenue	1,880	13	2						
University of Otago—									
New Zealand University Amendment Act, 1914 ..	5,000	0	0				3,880	13	2
National-endowment reserves revenue	1,880	13	2						
Grants for new buildings, &c.—									
Victoria University College	1,300	0	0				6,880	13	2
University of Otago	6,453	0	0						
							7,753	0	0
Sir George Grey Scholarships	..	..	..	150	0	0			
National Scholarships	..	..	..	3,686	8	0			
National research scholarships	..	..	..	72	15	0			
Bursaries—									
University	7,023	15	6						
Educational	711	0	0						
Agricultural	428	0	0						
							8,162	15	6
Subsidies on voluntary contributions	..	..	..	9,866	11	5			
							||68,975	9	1
Carried forward	..	..	..	..	..	..	2,328,031	9	2

* Amount recovered from Fire Insurance Fund.

† Including £5,500 from national-endowment reserves revenue, and £8,594 13s. 11d. from secondary-education reserves revenue.

‡ Including £2,700 from national-endowment reserves revenue.

§ Including £3,500 from national-endowment reserves revenue.

|| Including £11,283 19s. 2d. paid from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	..	..	..	..	..	..	2,328,031	9	2
Native Schools.									
Salaries and allowances of teachers	..	..	..	46,031	12	6			
War bonus to teachers	..	..	..	10	12	6			
Higher education (including nursing scholarships)	..	..	..	3,524	9	2			
Books, school requisites, sewing-material, &c.	..	..	..	1,075	7	1			
Expenses of removals of teachers and travelling-expenses of Inspectors	..	..	..	780	13	2			
Salary of Inspectors	..	..	..	683	6	8			
Buildings: New schools, additional class-rooms, &c.	..	..	..	2,884	11	2			
Maintenance of buildings, rebuilding, repairs, &c.	..	..	..	2,974	4	1			
Manual instruction: Payment of instructors and material for classes	..	..	..	314	15	10			
Conveyance and board of children	..	..	..	881	9	9			
Sundries—Advertising, planting sites, sanitation, &c.	..	..	..	26	5	6			
				59,187	7	5			
Less recoveries	..	..	..	10	19	6			
							*59,176	7	11
School for the Deaf.									
Salaries	..	..	..	4,818	2	1			
War bonus to staff	..	..	..	15	16	1			
General maintenance of institution	..	..	..	1,969	3	7			
Travelling-expenses, including transit of pupils	..	..	..	220	17	8			
Maintenance of buildings, furniture, repairs, &c.	..	..	..	495	8	3			
Additions to buildings	..	..	..	1	17	0			
				7,521	4	8			
Less recoveries	..	..	..	2,173	8	5			
							†5,347	16	3
Education of the Blind.									
Charges for pupils at Jubilee Institute, Auckland	..	..	..	671	3	5			
Less recoveries	..	..	..	560	5	8			
							110	17	9
Schools for the Feeble-minded.									
Otekaikae (Boys)—									
Salaries	3,778	7	0						
War bonus to staff	241	1	6						
General maintenance of institution	2,237	2	5						
Travelling-expenses	198	14	9						
Maintenance of buildings, repairs, furniture, &c.	449	5	7						
Additional buildings, &c.	34	1	9						
Richmond (Girls)—									
Salaries	1,143	17	10						
War bonus to staff	93	6	6						
General maintenance of institution	885	10	0						
Travelling-expenses	36	14	7						
New buildings, furniture, &c.	30	7	3						
Maintenance of buildings, repairs, furniture, &c.	15	7	0						
				9,143	16	2			
Less recoveries	..	..	..	4,044	4	10			
							‡5,099	11	4
Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &c.									
General maintenance	24,894	9	0						
Furnishings	3,582	6	9						
New buildings	13,836	8	10						
Salaries	21,058	2	10						
Payments to foster-parents	46,364	3	7						
Refund of maintenance payments	846	14	2						
Refund of inmates' earnings	306	3	3						
Travelling-expenses, rents, &c.	7,303	15	6						
Maintenance of inmates in private industrial schools	2,446	15	4						
Maintenance of inmates in other institutions	55	1	2						
Sundries	45	10	4						
				120,739	10	9			
Less recoveries—									
Amounts received from parents and others	23,257	0	4						
Sale of farm produce, &c.	6,322	18	9						
Refunds from inmates' earnings	6,632	11	4						
				36,212	10	5			
							\$84,527	0	4
Carried forward	..	..	..	..	..	..	2,482,293	2	9

* Including £2,000 paid from national-endowment reserves revenue. † Including £170 from national-endowment reserves revenue. ‡ Including £225 from national-endowment reserves revenue. § Including £2,000 paid from the National Endowment Reserves Fund.

STATEMENT OF EXPENDITURE AND RECOVERIES, ETC.—continued.

	£	s.	d.	£	s.	d.	£	s.	d.	
Brought forward	..	..	..	..	..	..	2,482,293	2	9	
Material and Stores.										
Stores and material purchased	..	..	..	..	21,119	11	5			
Lighting, cleaning, cartage, &c.	..	..	..	..	139	7	3			
					21,258	18	8			
Less recoveries (stores issued)	..	..	..	..	15,069	17	0	6,189	1	8
Miscellaneous.										
Examination expenses: Teachers', Public Service, and Scholarships	7,058	6	4							
Less recoveries (fees and Public Service Commissioner's share of cost)	2,563	17	1							
Grading of Teachers: Advertising, &c.	..	..	..	..	4,494	9	3			
War busarries	..	..	..	..	295	9	4			
Training-classes for returned soldiers	..	..	..	..	524	6	0			
Public Libraries: Subsidies	..	..	..	..	243	14	11			
Kitchener Memorial Scholarships: Subsidy on donations	..	..	..	..	2,985	3	8			
Teachers' Superannuation Fund—					139	3	0			
Government contribution	..	..	..	..	43,000	0	0			
Free Kindergartens:										
Capitation	1,944	12	10							
Subsidy towards new building	1,366	10	0							
					3,311	2	10			
Conference of education authorities	..	..	..	..	275	3	5			
Special allowance to Private Secretary	..	..	..	..	34	0	0			
Sundry expenses	..	..	..	..	16	4	2			
Compassionate allowance to widow of late Stanley Dyson	..	..	..	..	200	0	0	55,518	16	7
Total	..	..	..	..	..	..	2,544,001	1	0	

SUMMARY.

Service.	Paid from Parliamentary Votes.	Paid from Reserves Revenue.	Totals.
	£ s. d.	£ s. d.	£ s. d.
General Administration	26,012 7 11	..	26,012 7 11
Elementary Education	1,640,521 12 3	141,783 14 3	1,782,305 6 6
Secondary Education	215,535 1 7	14,094 13 11	229,629 15 6
Technical Instruction	128,538 3 0	3,500 0 0	132,038 3 0
Training Colleges, &c.	86,370 7 2	2,700 0 0	89,070 7 2
Higher Education	57,691 9 11	11,283 19 2	68,975 9 1
Native Schools	57,176 7 11	2,000 0 0	59,176 7 11
School for the Deaf	5,177 16 3	170 0 0	5,347 16 3
Education of the Blind	110 17 9	..	110 17 9
Schools for the Feeble-minded	4,874 11 4	225 0 0	5,099 11 4
Industrial Schools and probation system	82,527 0 4	2,000 0 0	84,527 0 4
Material and Stores	6,189 1 8	..	6,189 1 8
Miscellaneous Services	55,518 16 7	..	55,518 16 7
Totals	2,366,243 13 8	177,757 7 4	2,544,001 1 0

NOTE.—For a statement of the cost of education, inclusive of the amounts collected from educational bodies' endowment reserves, see Table A, page 57.

Approximate Cost of Paper.—Preparation, not given; printing (1,450 copies), £95.

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