

1922.
NEW ZEALAND.

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDING 31st DECEMBER, 1921.

[In continuation of E.—1, 1921.]

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, 12th September, 1922.

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, 1921.

I have, &c.,

C. J. PARR.

His Excellency the Governor-General of the
Dominion of New Zealand.

REPORT.

CONTENTS.

THIS report, with its appendix, 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. It gives also the expenditure of public funds appropriated by Parliament for educational purposes, and the principal statistics relating to matters which are more fully dealt with in separate papers, as follows:—

E.—2. Primary Education ; with appendices, namely—

- Appendix A, Report of Chief Inspector of Primary Schools ;
- Appendix B, Reports of Education Boards ;
- Appendix C [not printed this year] ;
- Appendix D [not printed this year] ;
- Appendix E, List of Public Schools, Teachers, and Salaries.

E.—3. Education of Native Children.

E.—4. State Care of Children, Special Schools, and Infant-life Protection.

E.—5. Technical Education.

E.—6. Secondary Education.

E.—7. Higher Education.

E.—8. Teachers' Superannuation.

INTRODUCTION.

It may not be out of place at the commencement of this report to give a very brief *résumé* of the progress made in the education system since the beginning of the year 1920, and to indicate some proposals for further reforms in the near future. The Education Amendment Acts of 1920 and of 1921-22, and various regulations made during the last two years, have provided for many improvements and developments, of which the following are some of the most important:—

Increased salaries and allowances for primary-school teachers, including additional payments according to efficiency, resulting in the increase of the average salary of all teachers, excluding those in Grade 0 schools, from £191 in 1918 to £292 in 1921.

Increased allowances for pupil-teachers, probationers, and training-college students, the emoluments of these young teachers now being possibly the best in the Empire.

Provision for probationers to join the Teachers' Superannuation Fund.

Provision for a nationalized system of appointment and promotion of teachers based upon the Dominion graded list, under which the best-qualified applicant receives each appointment irrespective of the district in which he is employed, and a certain preference may be given to teachers who have served in remote districts.

- A Dominion scheme for the staffs and salaries of secondary schools, including regulations for the grading of teachers, the staffing of schools, the appointment of teachers, and the provision of the salaries and incidental allowances by the Government. This scheme replaces the previous arrangements under which the controlling Boards received capitation grants for all purposes, and provided their own staffs and salaries, which varied greatly from school to school. These reforms in the administration of secondary schools, which have been accompanied by greatly increased grants, have resulted in the removal of long-standing anomalies, the payment of more adequate salaries, and the improvement of teaching conditions generally, and have placed these schools in every way in a much more satisfactory position.
- The grading of manual and technical teachers; the payment of salaries and the staffing of technical schools according to a Dominion scale; the abolition for the most part of capitation payments for manual and technical classes. As in the case of secondary schools, the extensive reforms in this branch have been successfully carried into operation with similar beneficial results.
- Provision has been made, after the fullest discussion and consideration by all concerned, for a trial in three or four districts of a scheme under which the primary-school course will be shortened, and pupils transferred to junior high schools in which post-primary courses differentiated according to the aptitude of the pupils will be entered upon at the age of twelve.
- Provision for the extension of the school age to fifteen as soon as circumstances warrant the change.
- Increased allowances for the incidental expenses of School Committees.
- The development of local control of all technical schools by Boards of managers representing the parents of pupils, the Education Board, the local bodies, and organizations of employers and workmen.
- The purchase of material for elementary handwork in bulk by the Department, and the simplification of payments to Boards for manual instruction.
- The increase of the number of students in the training colleges from 582 in 1919 to 1,150 in 1922, in order to reduce the number of uncertificated untrained teachers employed in our schools and to increase the staffs in the larger schools with a view to reducing the large, unwieldy classes.
- Regulations for the exchange of teachers with those of other countries, under which a number of New Zealand teachers and one Inspector are at present obtaining experience in schools in Canada and Great Britain, and teachers from these countries are working and observing in New Zealand schools.
- The establishment of a correspondence scheme of education to assist the children of settlers in remote districts where the number of children is too small to justify the establishment of a school. Already some two hundred children are being assisted in their studies by an officer of the Department appointed for the purpose.
- Revised regulations for teachers' certificate examinations providing for improved grouping of subjects and the removal of various defects.
- Various amendments and improvements effected to regulations for grading of primary-school teachers and for appeals against grading.
- Retardation of school-children dealt with by a special committee
- The institution of a monthly departmental publication for the information of teachers—the *Education Gazette*—providing a means of advising teachers of changes in departmental regulations and of vacancies in all classes of schools, of circulating instructions regarding school-work, and of placing before teachers suggestive schemes of instruction and informative articles on educational topics.
- The appointment of a School Architect as a departmental officer, and closer supervision of all building proposals in connection with primary, secondary, technical, and university education. £110,000 was expended in new primary-school buildings in 1919, as against £328,000 in 1921.
- The revision of the school syllabus in history and civics emphasizing the inculcation of the principles of patriotism and loyalty to King and country, and provision requiring all teachers to take the oath of loyalty.

The payment of largely increased grants for university education, and of an additional amount to the Workers' Education Association.

The development of the work of the branch of the Department dealing with the State care of dependent and delinquent children under the probation system, and the extension of the policy of boarding children out in private homes in preference to increasing departmental institutions for the purpose. Classes for children afflicted with defective hearing or speech, and evening classes for deaf adults, have been established at the large centres, with gratifying results.

The compulsory registration of all private schools.

THE GENERAL COUNCIL OF EDUCATION.

The Third General Council of Education, comprised of representatives of the Education Department, Education Boards, primary-school teachers, secondary- and technical-school teachers, the University of New Zealand, and certain members appointed by the Minister of Education met for its first session in June, 1921. Resolutions passed by the Council dealt with the following among other less important matters: The shortening of the present primary-school course; the curriculum for the new post-primary course; the establishment of experimental schools of remodelled primary and post-primary types; the establishment of an experimental school in a rural district; the establishment of farm schools by the Department of Agriculture; provision for refresher courses for teachers in all subjects, with special reference to the needs of technical and manual-training teachers; the establishment of correspondence courses for teachers in connection with the training colleges; the recognition of senior mistresses in mixed secondary schools; the appointment of women on secondary-school Boards; the domestic-science syllabus in secondary schools; and the establishment and disestablishment of a number of district high schools and technical high schools. Several of the recommendations of the Council have been given effect to, and other proposals will be carried out as opportunity permits.

A report of the proceedings of the Council is printed fully in a separate publication.

COST OF EDUCATION.

(See also Tables A-F on pages 53-54, and the Appendix.)

The total payments made by the Education Department in the year 1921-22 amounted to £3,497,373, showing an increase of £273,315 over the corresponding figure for the previous year. If to the expenditure by the Department is added the expenditure by secondary schools and University colleges out of income from reserves, the total expenditure becomes £3,567,000, or 8 per cent. more than in 1920-21. As the increase in the number of persons receiving instruction was 3 per cent. in the primary schools, 7 per cent. in the secondary schools, and 8 per cent. in the University colleges, the greater part of the increased cost can be readily accounted for. Included in the total is an expenditure of £567,000 expended upon new buildings, which should be regarded as capital expenditure. The cost of maintaining and overseeing some 5,000 delinquent, dependent, and defective children, totalling £135,000, is also included in the cost of education mentioned, and as this is a social rather than an educational service the annual cost to the Department of the maintenance of the Education service alone (excluding capital expenditure) may be reckoned at approximately £2,800,000.

The total cost of education per head of the population was £2 15s. 3d., or, excluding capital expenditure on new buildings, £2 6s. 6d., and excluding both capital expenditure and expenditure on more or less social services, £2 4s. 5d. The cost of education in England and Scotland, as estimated for the year 1922-23, was nearly £104,000,000, or £2 8s. 6d. per head of the population.

Of the total cost to the Department of the maintenance of the system, 77·9 per cent. was on account of primary education; 8·2 per cent., secondary education; 5 per cent., technical (including technical high schools); 2·7 per cent., University; 4·6 per cent., special schools, industrial schools, and probation system; and 1·6 per cent., teachers' superannuation and miscellaneous charges.

The expenditure of £2,627,000 on primary education represents a charge of £2 0s. 8d. per head of the population, the corresponding charge excluding capital expenditure on new buildings being £1 15s. 4d. The cost per child on the roll was £11 1s. 4d., excluding expenditure on new buildings, and £12 14s. 8d. including the same. The expenditure on elementary education in England in the year 1921-22 was estimated at £12 4s. 4d. per child in average attendance. The salaries of teachers absorb two-thirds of the cost of elementary education, the remaining expenditure being in connection principally with buildings, training of teachers, administration, inspection, conveyance, and incidental expenses of schools.

The expenditure on secondary education, which includes the expenditure on secondary schools and on the maintenance of secondary departments of district high schools, amounted to £370,000, of which sum £48,000 was met by income from reserves belonging to the various high-school Boards. Of the total cost to the Department £81,000 was capital expenditure on new buildings. The total cost of secondary education works out at £27 11s. 4d. per pupil; excluding the expenditure on new buildings, the cost to the Department was £17 19s. 1d. per pupil. In England the total expenditure on secondary education was estimated for the year 1920-21 at £26 per pupil; and in Ottawa (Canada), for the year 1919, at £25.

The expenditure on technical education, which for the year under review includes the whole expenditure on technical high schools, amounted to £248,000, of which sum £101,000 was capital expenditure on new buildings, several of which were in course of erection.

Towards the cost of University education the Department provided £78,000 for general maintenance and £39,000 for new buildings, while £22,000 was met by income from the reserves of the various colleges, making a total of £139,000, or 2s. 2d. per head of the population. The total expenditure was the same as in the previous year, although the number of students increased by 8 per cent.

The expenditure on special and industrial schools and the probation and boarding-out system amounted to £137,000, the cost being about the same as in the previous year.

In addition to the above expenditure controlled by the Education Department, £5,848 was expended by the Mines Department on schools of mines, and £2,100 by the Department of Public Health on dental and medical bursaries tenable at the University of Otago.

PRIMARY EDUCATION.

NUMBER OF PUBLIC SCHOOLS.

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

The number of public schools open at the end of 1921 was 2,498, or sixty-one more than in the previous year. 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)	.. ..	203	1,169	VIB	(441-480)	.. ..	15	7,609
I	(9-20)	.. ..	703	9,849	VIIA	(481-520)	.. ..	16	7,640
II	(21-35)	.. ..	542	13,823	VIIb	(521-560)	.. ..	10	5,480
IIIA	(36-80)	.. ..	588	30,123	VIIc	(561-600)	.. ..	14	8,181
IIIB	(81-120)	.. ..	132	12,199	VIIb	(601-640)	.. ..	13	8,155
IVA	(121-160)	.. ..	54	7,316	VIIe	(641-680)	.. ..	12	8,083
IVB	(161-200)	.. ..	40	7,135	VIIF	(681-720)	.. ..	8	5,637
IVC	(201-240)	.. ..	32	7,108	VIIg	(721-760)	.. ..	5	3,613
VA	(241-280)	.. ..	21	5,716	VIIH	(761-800)	.. ..	2	1,506
VB	(281-320)	.. ..	33	10,105	VIIi	(801-840)	.. ..	2	1,663
VC	(321-360)	.. ..	28	9,299	VIIj	(841-880)	.. ..	1	881
VD	(361-400)	.. ..	15	6,224	VIIk	(881-920)	.. ..	1	902
VIA	(401-440)	.. ..	8	3,550	VIIl	(921-960)	.. ..	..	..

Total, 1921 2,498 schools.

„ 1920 2,437 „

Increase 61 „

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

Of the sixty-one additional schools open in 1921, twenty-seven were in Grade 0, having an average attendance of less than 9. Of the whole 2,498 schools, it will be observed that 906 had average attendances ranging from 1 to 20, and 2,036 had averages ranging from 1 to 80, so that the proportion of comparatively small schools is very great.

Of a total of 183,000 children, 25,000 are in sole-teacher schools with an attendance not exceeding 35, and 88,000 are in schools with an average attendance exceeding 280.

PUBLIC-SCHOOL BUILDINGS.

The following table shows expenditure, &c., in connection with public-school buildings for the last six years :—

Financial Year.				Applications received.	Special Grants approved.	Expenditure.
				£	£	£
1913-14	..	..	..	..	..	69,123
1916-17	..	..	..	95,849	36,973	43,790
1917-18	..	..	..	129,202	66,750	47,106
1918-19	..	..	..	238,817	124,162	80,780
1919-20	..	..	..	496,153	319,225	109,981
1920-21	..	..	..	790,296	380,977	279,476
1921-22	..	..	..	152,335	72,615	328,228

The substantial reduction in the approved grants, as shown in the above table, is due to the fact that during the past year, owing to the financial situation, special grants for new buildings and sites were approved only in the most urgent cases, precedence being given to the needs of country districts. Rented halls were used as far as possible in lieu of erecting new schools or providing additional accommodation at existing schools, but in general the character of the accommodation in such rented buildings is not satisfactory, and the provision of permanent buildings cannot be indefinitely postponed. The expenditure of £328,228 had reference almost wholly to authorities that had been issued in previous years. As applications were received by the Department they were scheduled, and grants were made according to the order of urgency of the work. Education Boards, also recognizing the position, exercised a wise discretion and refrained from transmitting applications which, under more favourable financial conditions, would undoubtedly have been sent forward. The result was a marked falling-off in the applications received during the year. Even though consideration of many applications that came before the Department was postponed indefinitely, and the claims were struck off for the time being, those still before the Department on the 1st April last totalled £461,403, which may be taken as a measure of the work regarded as urgent. Under the Education Amendment Act of last session Education Boards' rebuilding funds can be expended on new works, and such Boards as have these funds immediately available are readily acquiescing in suggestions made for utilizing the moneys in connection with urgent works. To provide the cost of new works debentures or stock issued under the Education Purposes Loans Act were freely taken up in various parts of the Dominion.

The portable buildings designed by the Department, to which reference was made last year, have now been erected in several centres, and give general satisfaction both to the teachers and to the local school authorities. In a time of financial stress they have enabled the Department to avoid the immediate cost of expensive permanent additions to schools, and, as they can be erected beside existing buildings, they have also enabled the Department to postpone for the time being the erection of schools on new sites in connection with which would be involved considerable expense for work on the site, fencing, outbuildings, &c. Apart from their recognized utility in connection with primary schools, these buildings, which are constructed in sections, can be widely used in connection with secondary schools, technical schools, &c., for workshops, laboratories, and so on, not so much

because of their cheapness, but because of the degree of elasticity they afford in modifying the accommodation according to changing educational needs. Sufficient margin of safety being allowed, it is unlikely that the class-rooms at present being erected will outlast their educational utility, but this cannot be claimed with any degree of certainty for workshops, &c., erected in permanent material, for it is more than probable that their structural life will far exceed their utility life owing to changes in ideals of instruction and to the desirability for substituting new and up-to-date equipment for that which from time to time becomes obsolete. In this respect the portable and extensible building may be regarded as providing 100 per cent. of elasticity, for, while the more permanent building can be remodelled from time to time only at considerable cost, and may even have to be abandoned altogether long before the end of its structural life, the portable building can be extended indefinitely or subdivided at comparatively small cost. Even if it has to be taken to pieces to provide a new building the sections can be again used without waste of material. Such a building may be regarded as providing what educationists and school architects are aiming at—a building whose utility life is equal to its structural life.

For some years it was difficult to erect school buildings except at excessive cost, and almost invariably additional sums had to be approved to meet the amount of the actual cost over what was regarded as a reasonable estimate. Latterly, however, the position has been much more satisfactory, and substantial savings on the grants have been effected. The reduced cost of building is particularly noticeable in those education districts where the Boards have their own workshops and their own constructional staffs. Profits under the tender system are eliminated, and, what is even more important from the educational point of view, the Boards' permanent men, being constantly engaged on school buildings, know exactly what is aimed at, and become skilful in regard to matters that are apparently unimportant from a structural point of view, but are of great importance in connection with the working of the school and the comfort and convenience of the pupils and teachers. The saving in cost is particularly noticeable where an existing building has to be altered to provide for additions, or in the process of remodelling. The Department considers that the maintenance of school buildings is undoubtedly work that should be carried out by permanent staffs. Of the nine Education Boards, six now widely employ their own staffs.

The programme for remodelling and rebuilding schools, which it was expected would now be well under way, has been necessarily postponed. Except in cases of extreme urgency, grants for rebuilding have not been approved, and remodelling has been authorized only when it has been necessary in connection with the urgent provision of additions. Where remodelling has been carried out the result has been most satisfactory, and has convinced local school authorities, who previously were insistent in their demands for entirely new schools, that, provided the materials are sound, it is a very bad building indeed that cannot be remodelled to advantage at a fraction of the cost of a new structure.

ROLL NUMBER.

(Tables B1 and B2 in E.—2.)

The number of children attending public schools in 1921, as shown by the average weekly roll number, was 202,944, the roll number at the end of the year being 207,357. The following are comparative figures for the last two years :—

—	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 1921	202,944	200,311	207,357	205,181
Year 1920	196,731	194,188	199,802	197,645
Increase in 1921 ..	6,213	6,123	7,555	7,536
Increase per cent. in 1921	3·2	3·2	3·8	3·8

The yearly increase in the average weekly roll number was 6,213, or 3·2 per cent., compared with 1·6 per cent. in 1920, and representing the largest increase since the year 1915. The increase is spread over all classes, but is greatest proportionately in S5 and S6; more than half the increased numbers are in the largest city schools. Comparing the two Islands, the school population increased by 4·3 per cent. in the North Island, and by 1·3 per cent. in the South Island. During the last ten years the public-school population in the Dominion has increased by 27 per cent., so that there were more than one and a quarter times as many children in the schools in 1921 as in 1911.

The table below shows the average roll number for every fifth year from 1878 to 1918, and for each of the last four years; the table gives also the average attendance for each year, the average attendance as a percentage of the roll, and the number of teachers employed in the public schools.

SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	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	218	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
1913	2,255	169,530	151,242	89·2	1,603	2,659	4,262	142	474	616
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
1920	2,437	196,731	171,102	87·0	1,675	3,500	5,175	114	466	580
1921	2,498	202,944	182,306	89·8	1,772	3,488	5,260	141	415	556§

* Average of three quarters. † Strict average. ‡ Working average. § Exclusive of 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)	1920.	1921.
Native village and Native mission schools	194,188	200,311
Registered private primary schools	5,689	5,986
Lower departments of secondary schools	22,193*	23,924*
	815*	774*
Total average weekly roll of primary scholars	222,885	230,995

* Number on roll at end of year.

ATTENDANCE.

(Tables B1, B2, and B3 in E.—2.)

The average attendance at public schools was 89·8 per cent. of the average weekly roll, the figures for 1920 and 1921 being :—

	Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1921	182,306	179,866
Year 1920	171,102	168,816
Increase in 1921	11,204	11,050
Increase per cent.	6·5	6·6

The very substantial increase (6·5 per cent.) over the previous year in the number of children in average attendance, besides being due to the increased number of pupils on the roll, was largely owing to the comparative freedom of the pupils in most districts from serious epidemics, which in the previous year, especially,

greatly interfered with the regularity of attendance. The percentage of regularity (89·8) does not fall far short of the highest figure yet attained—namely, 90·3, in the year 1919. Every education district shows an improvement in this respect, the percentages ranging from 88·4 to 92·2, the latter high figure of attainment being reached in the Otago District. Compared with the results achieved in other countries, the regularity of attendance in New Zealand is distinctly good, and it is felt that the improved attitude of parents towards this matter is largely responsible for the high standard reached during recent years.

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:—

	1920.	1921.
Public schools (excluding secondary departments of district high schools)	168,816	179,866
Native village and mission schools	4,861	5,198
Registered private primary schools	19,162	20,941
Lower departments of secondary schools	688	710
Totals	193,527	206,715

CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

Classification and Age of Pupils.

The classification of pupils is reported by the Inspectors of Schools to be carried out intelligently by the teachers as a whole. In small country schools where previously there was weakness in this respect the assistance given by the organizing teacher has resulted in a considerable improvement. The seriousness of undue retardation of pupils has been previously emphasized in this report, and teachers as a whole now realize the importance of, as far as possible, allowing the pupil to progress at his natural rate.

The following table shows the classification of pupils of primary schools, the numbers between the heavy horizontal lines representing children regarded as of normal classification, those above the upper lines children brighter than the average, and those below the lower lines children below normal classification:—

CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1921, 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 ..	7,901	7,415	1	1	..	..	..	..	..	..	..	..	..	..	..	..	7,902	7,416
6 ..	10,860	9,967	91	104	3	3	..	..	..	..	..	..	..	..	..	..	10,954	10,074
7 ..	10,459	9,604	1,688	1,689	127	121	5	2	..	..	..	..	..	..	..	..	12,279	11,416
8 ..	5,491	4,423	5,020	4,810	1,429	1,643	106	113	2	5	..	..	..	..	..	..	12,048	10,994
9 ..	1,762	1,341	4,306	3,710	4,712	4,668	1,333	1,412	85	114	3	4	..	..	..	..	12,201	11,249
10 ..	492	351	1,723	1,284	3,938	3,464	4,165	4,183	1,307	1,348	84	90	6	1	..	..	11,715	10,721
11 ..	177	132	651	407	1,790	1,410	3,890	3,506	3,617	3,827	1,117	1,235	86	77	3	..	11,331	10,594
12 ..	71	60	214	112	692	459	2,139	1,731	3,650	3,454	3,504	3,528	1,030	1,045	6	6	11,306	10,395
13 ..	33	22	78	39	261	189	973	679	2,081	1,952	3,450	3,363	2,996	2,987	29	48	9,901	9,279
14 ..	10	4	25	11	61	36	245	180	735	549	1,786	1,420	2,838	2,446	28	58	5,728	4,704
15 ..	5	2	3	2	11	12	37	17	142	89	465	320	1,184	801	16	32	1,863	1,275
16 ..	..	1	..	..	1	2	6	2	20	12	58	37	173	117	3	12	261	183
Over 17 ..	..	..	..	..	..	..	..	1	1	1	8	4	13	6	5	11	27	23
Totals, 1921 ..	37,261	33,322	13,800	12,169	13,025	12,007	12,899	11,826	11,640	11,351	10,47	10,001	8,326	7,480	90	167	107,516	98,323

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.

On the assumption that school life is commenced at the age of five years and that two years are spent in the preparatory classes and one year in each standard, pupils should be eight years old at the end of a year in S1, nine years old in S2, &c. In the above table pupils are regarded as below normal classification if they are nine years of age or over in S1, and so on ; and the large number coming under this heading is arresting—in fact, more than half of the pupils according to this standard are below normal classification. The following figures show the position for each standard:—

Class.				Normal Classification.	Above Normal Classification.	Below Normal Classification.
				Per Cent.	Per Cent.	Per Cent.
Class P	..	..	..	..	..	20
„ S1	..	..	..	38	14	48
„ S2	..	..	..	38	13	49
„ S3	..	..	..	34	12	54
„ S4	..	..	..	32	12	56
„ S5	..	..	..	34	12	54
„ S6	..	..	..	38	14	48
Classes S1–S6				36	13	51

While 51 per cent. of the pupils are one year or more below normal classification, about 20 per cent. are two years or more below. Beginning school life at a later age than five years doubtless accounts to a great extent for the high ages of the pupils, and other causes beyond the teachers' control are irregular attendance, migration from school to school, and mental backwardness. It is well, however, to keep the fact steadily in view that large numbers of children are much older than they should be for the classes they are in, and everything possible should be done to avoid the waste of time and opportunity represented by such retardation. The fact is not to be overlooked, of course, that modern investigation goes to show that children should be classified less according to age than according to educational ability, which varies at the different ages more than was previously supposed. There is, therefore, always the danger to be avoided of forcing a backward child to attempt work beyond its ability, but it is probable that in our schools the tendency is to err in the other direction, not only backward children being retarded owing to the lack of special attention, but, what is now regarded as a much more serious matter, the children with more than average ability being denied the opportunity of progressing at the faster rate suitable to their capabilities. The following are the average ages of the pupils in the several classes at the end of the year's instruction:—

				1920.		1921.	
				Yrs. mos.		Yrs. mos.	
Preparatory classes	..	..	..	7	1	7	1
Class S1	..	..	..	9	1	9	1
„ S2	..	..	..	10	2	10	3
„ S3	..	..	..	11	3	11	3
„ S4	..	..	..	12	3	12	3
„ S5	..	..	..	13	1	13	2
„ S6	..	..	..	13	11	14	0
Mean of average age				9	10	9	11

The average age varies very little from year to year and shows no sign of becoming lower. The difference in the figures from the various education districts is difficult to account for and is not regarded as satisfactory. The opinion is quite established that the average age of fourteen for passing S6 is much too high, and the fact that the pupils enter upon their secondary course of education at least two years too late in life is now regarded as a serious flaw in our education system. As mentioned elsewhere in this report, an effort is being made to have the matter remedied, and it is intended shortly to make the experiment in three or four districts of shortening the primary course to such an extent that the average pupil will be transferred to a junior high school at the age of twelve years, at which stage the post-primary course will be entered upon.

A record is kept of the percentages of children in the various classes, the percentage of pupils in the preparatory classes being in 1921, 34·40 per cent. of the whole number—a very slightly lower figure than that for the previous year. Any reduction in this figure is welcomed as one sign that pupils are being promoted more rapidly out of these classes and that the suspected retardation is being overcome. The fact still remains, however, that at the end of the year 20 per cent. of the pupils in the preparatory classes were eight years of age and over, and 6 per cent. nine years of age and over, showing that there is still considerable scope for improvement in this respect.

Examination of Pupils.

(Table C5 in E.-2.)

The usual practice was followed in 1921 of holding S6 examinations for the award of certificates of proficiency and competency, the Inspectors as a rule conducting the examinations, but in the case of some large schools contenting themselves with carefully reviewing the work done at the teachers' examinations held throughout the year. Where the teachers are thoroughly experienced the latter method commends itself, as it improves the attitude of the pupil towards his daily task and does not admit of his best efforts being confined to a short period at the end of the year. The examination resulted in 11,633 certificates of proficiency being awarded, the number representing 72·4 per cent. of the public-school S6 roll, and 2,395 certificates of competency, representing 14·9 per cent. of the roll. Included in the number of competency certificates were 348 which were endorsed for special merit in handwork or science. The percentage of certificates awarded is 2·3 higher than in the previous year. A matter of serious consideration arising out of the results is the wide difference in the figures of the various districts, which in the case of the proficiency certificates ranged from 59·2 per cent. in Nelson to 82·2 per cent. in Hawke's Bay. It is difficult to believe that the efficiency of the school-work varies between one district and another to the extent of 23 per cent., so that part, at least, of the difference must be considered due to the variation in the standard set up by Inspectors. The Department's endeavour is to make this standard as uniform as possible, and Inspectors are urged to use their best efforts in the same direction. The fact that in some districts there are fairly uniform results year after year in spite of changes in the inspectorate goes to show that differences in the standard set by Inspectors may not be the only factor in the case, which is also more or less confirmed by the fact that the district with the highest record of passes in 1921, although under the same inspectorate a few years ago, produced the poorest results. In this district the higher records are attributed to a genuine improvement in the efficiency of the schools. The matter is a serious one from the point of view that if the examination results do not accurately indicate the relative efficiency of the pupils in the various districts, pupils below the average standard are being awarded free secondary education in some districts while pupils in other districts above the average are being denied this privilege.

DESTINATION OF PUPILS AFTER LEAVING THE PRIMARY SCHOOLS.

Of 16,000 children leaving the primary schools in 1920, 11,400 had passed S6, and 4,600, or 29 per cent., had not done so. The figures show an improvement of 5 per cent. over the previous year in the number having passed S6 before leaving. A certain proportion of those leaving without the minimum educational equipment regarded as necessary are very backward children who probably would be little benefited by further teaching along the usual lines, but there still remains a large number who, owing to external conditions, have reached only S4 or S5 at the age of fourteen years, and it is a matter for regret that these children are denied at least one year's further schooling or that it was not possible to pass them more quickly through the standards. Of those leaving school without passing S6 it appears that approximately 46 per cent. of the boys take up farming pursuits and 60 per cent. of the girls domestic duties, 20 per cent. learn trades, and the remainder follow miscellaneous callings, only a small proportion receiving any further education. The provision of free places at technical schools offering

training in subjects related to industrial occupations to specially recommended pupils who have not passed S6 has been of some assistance to these children, nearly two hundred free places of this kind being taken up in 1921. Of the pupils who passed S6 before leaving the primary school over 60 per cent. enter upon some course of secondary education, 9 per cent. take up trades; 7 per cent., farming; 3 per cent., clerical or commercial work; 4 per cent. enter one or other of the Government services; and 22 per cent. of the girls take up domestic duties.

REGISTERED PRIVATE PRIMARY SCHOOLS.

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

The provisions of the Education Amendment Act, 1921-22, make it compulsory for all private schools to apply for registration, which is granted if in the opinion of the Department's Inspectors the instruction afforded is as efficient as in a public school of the same class and if the school is satisfactory from the point of view of premises, staff, and equipment. The parents of children attending unregistered schools are liable to a penalty under the compulsory attendance clauses of the Act. Private schools are inspected annually by the Department's Inspectors, and the S6 pupils examined for the award of proficiency and competency certificates; in this way it is ensured that children not attending the State schools are receiving an adequate education elsewhere. The following statistics relate to registered primary schools in 1921 :—

	Catholic Church Schools.	Other Church Schools.	Undenominational Schools.	Total.		
Number of schools ..	168	32	35	235		
Roll number ..	19,647	2,882	1,395	Boys. 10,967	Girls. 12,957	Total. 23,924
Average attendance ..	..	..	..	..	..	20,941
Ages of pupils—						
Children under seven years of age ..	..	..	..	..	..	4,071
Children from seven to eleven years of age ..	..	..	..	..	..	10,183
Children from eleven to thirteen years of age ..	..	..	..	..	..	5,161
Children from thirteen to fourteen years of age ..	..	..	..	..	..	2,304
Children from fourteen to fifteen years of age ..	..	..	..	..	..	1,469
Children over fifteen years of age ..	..	..	..	..	..	736
S6 examinations—						
Number of pupils in S6 ..	..	..	..	..	..	1,766
Number obtaining proficiency certificates ..	..	..	..	..	..	1,151
Number obtaining competency certificates ..	..	..	..	..	..	237
Number obtaining endorsed competency certificates ..	..	..	..	..	..	36
Number of teachers—					Males.	Females.
Catholic Church schools ..	..	..	..	..	40	520
Other Church schools ..	..	..	..	..	11	84
Undenominational schools ..	..	..	..	..	25	78
Totals ..	..	..	..	..	76	682

Tables D1 and D2 in E.-2 give particulars of the schools in the various districts. A list of registered private schools is published annually 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 Department contributes at the rate of from 4d. to

8d. per return trip, according to the mode of conveyance used, for each child over five years of age that is conveyed to school, and 5s. a week towards the cost of the board of each child compelled to live away from home to attend a public school. If the expenditure by Education Boards exceeds this allowance the Department also pays half the excess cost.

The following represents the expenditure by the Department for the year 1921–22 on the above-named services :—

—				Railway Fares.	Boarding-allowance and Conveyance by Road and Water.	Total.
				£	£	£
Primary	..	..	..	13,470	22,089	35,559
Secondary	..	..	..	6,113	..	6,113
Technical	..	..	..	4,386	..	4,386
Total	..	..	..	23,969	22,089	46,058

The total expenditure for the previous year was £41,314.

DEPARTMENTAL PUBLICATIONS.

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 production. In many cases it is 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 all 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 17,000 copies of the *School Journal* are purchased monthly. Of the last issue of the *School Journal* for the year 1921 the number of copies printed was—Part I, 68,950 ; Part II, 65,900 ; Part III, 56,150 : total 191,000. These numbers show an increase of 10,100 over those of the previous year. The rates charged to purchasers are 1d. for each of Parts I and II, and 1½d. for Part III, the minimum charge for one of each part being 4s. 6d. per annum.

In Part I last year practically the whole of the reading-matter consisted of stories suited to the age of the children, and every endeavour was made, especially in the first two months of the year, to make the text as simple as possible, as well as to stimulate the children's interest in the *Journal*. In Part II more instructive matter was introduced, but a fair proportion of the reading-matter consisted of stories. The history of two New Zealand ports—Timaru and New Plymouth—was dealt with, in order that the children might see how this country has been developed in the past, and the way in which difficulties have been overcome. There were articles on natural history, and lessons appropriate to Empire Day and Arbor Day. In Part III there was one entirely new feature—a serial story, “David Blaize,” which, by the great kindness of the author, Mr. E. F. Benson, it was possible to reproduce free of charge, and there is no doubt whatever that this story was appreciated far above anything else. It is regretted that a suitable successor to this serial has not been found for this year. There were also some interesting and original natural-history articles on the birds of New Zealand, written by Mr. Johannes Andersen, and as a result of these articles children from all over New Zealand have sent in some very valuable observations on bird-life. Among the industries of this country dealt with in Part III were the woollen and milk industries. A special issue for Empire Day was much appreciated and very favourably commented on, and another special number was brought out for Arbor Day.

Extracts were included from some of the great masters of English literature—Dickens, O. W. Holmes, Irving, Jeffries, and Ruskin. In the final issue for the year there was an article in which the different ramifications of the New Zealand system of education and its bearing on the life and occupations of the people were set out in diagrammatic form.

In the poetry a new feature was introduced, each poem in Part III being prefaced by a short paragraph indicating its special merit and some observations on the style of the author. Among the list of poets are the following names—Allingham, Rupert Brooke, Browning, Burns, Barry Cornwall, Cowper, Goldsmith, Mrs. Hemans, Henley, Hood, Christina Rossetti, Scott, Shelley, Southey, Stevenson, Tennyson, E. W. Wilcox, Whittier, and Wordsworth.

A monthly departmental publication for the information of teachers—the *Education Gazette*—is now issued. Besides containing helpful articles by experts on various educational matters, there are also published in it departmental regulations and instructions, and also lists of all vacant positions for which teachers may apply. Owing to the necessity for economy the publication is limited in volume, but it is hoped when circumstances permit to increase its size and its capacity for usefulness.

SUBSIDIES ON VOLUNTARY CONTRIBUTIONS.

The Education Act provides for the payment by the Department of pound-for-pound subsidies on voluntary contributions raised for improving and beautifying the premises, grounds, and equipment of public schools. It may be justly claimed that the system is on a more generous basis than obtains in other countries, and that it has been the means of stimulating throughout the Dominion a strong spirit of self-help and local effort. Further, it has undoubtedly enhanced the pride taken locally in the schools and their surroundings. While an increasing number of schools are taking advantage of the provisions, the large sums raised as contributions, not infrequently being in the neighbourhood of £1,000 at urban schools, have necessitated a revision of the regulations in order that the funds made available as subsidies by the Government might be widely and equitably distributed, having regard particularly to the needs of small schools. At these the raising of comparatively small sums entails greater effort and more sacrifice than does the raising of very substantial sums obtained in large towns, where a spirit of emulation between neighbouring schools is often apparent and all the conditions for raising large amounts are more favourable. The amended regulations provide, therefore, that in any financial year for approved purposes the total subsidy payable with respect to any school shall not exceed 10s. per unit of average attendance, an exception being made in the case of country schools, however, which may receive pound for pound up to £30, no matter how small the attendance. These limitations do not apply to subsidies in connection with the extension of school-sites or the provision of actual school accommodation. The amount paid by the Department in subsidizing contributions in 1921-22 was £13,411, as compared with £10,004 in the previous year, and £3,328 five years ago.

CLASS-BOOKS AND SCHOOL LIBRARIES.

Included in the purposes for which voluntary contributions may be subsidized is the provision and maintenance of school libraries, and in addition to the departmental subsidy the Education Board may pay a further subsidy for this purpose. The books purchased for school libraries are approved by the Inspector of Schools, and are such as are suitable for individual reading in school or at home.

A capitation grant of 3d. per child is also payable for the purpose of supplying schools with supplementary continuous readers for class reading, and also for the free supply of class-books in necessitous cases or in cases where a newly entered pupil has already purchased elsewhere class-books different from those in use in the school. As many of the Education Boards had moneys in hand on this account in 1921 they agreed, in view of the financial position, to accept smaller grants than those prescribed, the total disbursements made by the Department for this purpose during the financial year being accordingly only £685. The Department is at present devising an improved scheme for the supply of continuous readers and library books to schools.

PHYSICAL EDUCATION.

In his report on the year's work the Chief Physical Instructor states that physical education appears to be progressing in a satisfactory manner throughout the Dominion, and that teachers are realizing in an increasing degree the value of

regular and systematic practice in this subject. In schools where physical training is efficiently carried on, an improvement in both the physique and mentality of the children is noticeable. Unfortunately, owing to the fact that some teachers have had no training and that many others require further instruction in the subject, there are still many children not receiving their due as far as physical education is concerned. The need for providing teachers with opportunities of learning more of the subject is emphasized, and the necessity of holding refresher classes for them as soon as the financial position permits is strongly urged. In view of the comparatively small amount of assistance afforded them, the teachers deserve great credit who by their keenness and enthusiasm have brought physical education up to a high standard in their schools, and who by their example and precept in every phase of the subject are doing so much to improve the health and physical well-being of their pupils. The physical instructors and school medical officers work in close co-operation, especially in the forming of corrective classes for children suffering from postural deformities, these classes proving of great benefit. The insistence by many teachers now, however, on good posture during school-hours is having so marked an effect in preventing postural deformities that in many instances there has been no necessity for forming corrective classes. The majority of schools were visited once by the physical instructors during the year, and many of them twice. The staff has fallen, however, from fifteen to twelve, so that physical instructors have much more ground to cover than can be done with the best results. The Chief Physical Instructor, in mentioning this regrettable result of the necessity for economy, quotes Sir George Newman as saying "Physical training, if properly conceived and employed, is one of the most powerful instruments of preventive medicine," and thus the desirability is stressed of, as soon as possible, strengthening the staff to a degree compatible with the greatest efficiency. The departmental expenditure on physical education in 1921-22 was £9,373.

MEDICAL INSPECTION.

The administration of the work of medical inspection of school-children and school dentistry has now been assumed by the Department of Public Health, and reference to the work carried out in 1921 will be found in the annual report of that Department.

MANUAL INSTRUCTION.

Staffing.

Under regulations made in 1920 all teachers of manual-training classes were classified along with teachers in technical schools and classes in two main divisions, with six classes in each division, men and women separately. The following table shows the classification of teachers of manual-training classes as at the end of 1921, Class VI being the highest class :—

FULL-TIME CLASSIFIED TEACHERS IN MANUAL TRAINING CLASSES, DECEMBER, 1921.

Class.				Division I.		Division II.	
				Men.	Women.	Men.	Women.
VI	..	..	..	..	2	1	
V	..	..	..	5	6	1	
IV	..	..	..	8	21	9	
III	..	..	..	2	10	15	
II	..	..	..	..	9	10	
I	..	..	..	..	12	13	
Totals				15	11	60	49
				26		109	
				135			

The introduction of a classification system based solely on the personal qualities, attainments, and service of the teacher, and providing salaries based on classification and independent of the position held by the teacher, has tended to encourage teachers to train for higher qualifications, and has at the same time eliminated the competition for special positions to a very large degree. It is expected that the service will become considerably more efficient under the new system. The increasing proportion of University-trained teachers of home science is noteworthy, and with the maintenance of a high standard of practical as well as scientific training in the Otago School of Home Science the effect on the work done in the schools should be wholly beneficial.

Incidentals and Material.

A liberal provision was made in the year 1921 for the cost of material and other incidentals in connection with manual-training classes. Capitation was paid at the rate of 1½d. per pupil-hour for woodwork, 1¾d. for cookery, and 1d. for agricultural and other science, with the result that the Boards were placed in a favourable position as compared with former years.

In 1921 orders were placed in London by the Department for handwork material for the ensuing year to be supplied direct to the Education Boards for distribution among the schools. This innovation is proving on the whole satisfactory, the quality of the material being fairly good, the quantity barely sufficient, and the cost considerably below the capitation payments of over £12,000 for the year 1921 on account of the same material. While it is not intended that the materials supplied shall be too rigidly standardized for the Dominion, it was found that considerable economies could be effected by supplying in bulk the same type of material for the same purpose to all the Boards.

It is not expected that handwork exercises should find a definite place in the time-table of subjects in any school, but that recourse should be had to these concrete modes of expression whenever the subject in hand offers opportunities of better maintaining interest, driving home the lesson, and training the intelligence by these means. In such circumstances teachers may often be able to obtain better results by the adaptation of local waste materials collected or supplied by the children themselves to the illustration in a concrete form of principles or facts which are to be impressed on the mind of the pupil.

The Department's total payments to Education Boards for the year 1921-22 on account of manual instruction amounted to £75,924. The following are some particulars of the amounts payable to the Boards for the maintenance of manual classes for the year 1921 :—

	£
Salaries of Instructors (including part-time and overtime payments)	.. 36,816
Capitation for material and incidentals	 22,156
Capitation for handwork classes	 12,697
Travelling-expenses of instructors	 3,876
	<u>£75,545</u>

STAFFS OF PRIMARY SCHOOLS.

(Table E1 in E.-2.)

The number of teachers employed in the primary departments of public schools in 1921 was 5,816, or sixty-one more than in the previous year. Of the total number 5,260 were adult teachers (1,772 males and 3,488 females) and 556 were pupil-teachers (141 males and 415 females). The increase took place in the number of males, there being ninety-seven more male adult and twenty-seven more male pupil-teachers, but twelve fewer female adult and fifty-one fewer female pupil-teachers, than in the year 1920. In addition to the staff of adult and pupil-teachers 692 probationers (127 males and 565 females) were employed as compared with 580 (95 males and 485 females) in the previous 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 :—

MUMBER OF ADULT TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS,
DECEMBER, 1921.

Grade of School.			Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Adult Teachers.		
			M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade	O. (1-8)	..	13	164	..	..	..	..	13	164	177
"	I. (9-20)	..	181	452	..	..	..	..	181	452	633
"	II. (21-35)	..	228	304	11	10	..	14	239	328	567
"	IIIA. (36-80)	..	29	22	397	128	3	531	429	681	1,110
"	IIIB. (81-120)	..	..	..	122	3	4	230	126	233	359
"	IV. (121-240)	..	..	..	119	..	48	285	167	285	452
"	V. (241-400)	..	..	..	88	5	115	415	203	420	623
"	VI. (401-480)	..	..	..	22	..	44	128	66	128	194
"	VII. (over 480)	..	..	..	91	1	257	796	348	797	1,145
All grades			451	942	850	147	471	2,399	1,772	3,488	5,260

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
O. (1-8)	1,169	6	VIIA. (481-520)	7,481	44
I. (9-20)	9,849	14	VII B. (521-560)	5,480	
II. (21-35)	13,823	25	VII C. (561-600)	8,042	
IIIA. (36-80)	30,123	26	VII D. (601-640)	8,027	
IIIB. (81-120)	12,162	32	VII E. (641-680)	7,894	
IVA. (121-160)	7,253	40	VII F. (681-720)	5,637	
IVB. (161-200)	6,991		VII G. (721-760)	3,574	
IVC. (201-240)	6,976		VII H. (761-800)	1,506	
VA. (241-280)	5,575		VII I. (801-840)	1,449	
VB. (281-320)	9,988	43	VII J. (841-880)	881	
VC. (321-360)	8,914		VII K. (881-920)	902	
VD. (361-400)	6,130		VII L. (921-960)	..	
VIA. (401-440)	3,387	49			
VIB. (441-480)	7,527				

	Total Average Attendance.	Average Number of Children per Teacher.
Grades III-VII (two or more teachers)	 155,899	38
Grades V-VII (six or more teachers)	 92,394	44
All schools	 180,740	33

There is practically no alteration in the number of pupils per teacher either in all schools taken together or in the various classes of school. The comparatively low figure of thirty-three pupils per teacher in all schools is, of course, due to the large number of sole-teacher schools with small attendances, and it must be pointed out that the small number of pupils per teacher in these cases scarcely compensates for the difficulties arising from the pupils being spread over all the classes of the primary school. As soon as a supply of trained teachers is available the question of increasing the staffs of the larger schools will be considered, and in the meantime extra assistants are being provided where the necessity of reducing the size of classes is greatest. Although probationers are not included in the staff the fact that they teach four hours a day and possess fair educational qualifications makes them a not entirely negligible quantity in estimating the staff, and if two probationers are reckoned as equivalent to one adult teacher the average number of pupils per teachers in all schools is reduced by two and in the larger schools, where most of

the probationers are employed, by a greater number. In the London County Council schools, according to the latest information available, the average number of pupils per teacher is thirty-seven, 4,000 classes under one teacher being forty or less in number, 7,000 being between forty and fifty, and nearly 5,000 being between fifty and sixty. Although it is recognized that ideal conditions in this respect are still some distance off in New Zealand, the comparison with the London County Council schools, where a high standard is set, is not altogether unfavourable.

With regard to the sex of public-school teachers, the figures below show the proportion of men and women teachers on the primary-school staff:—

	1915.		1918.		1920.		1921.	
	M.	F.	M.	F.	M.	F.	M.	F.
Ratio of adult male to adult female teachers—								
Schools with 1 to 20 scholars	100	323	100	523	100	392	100	318
Schools with more than 20 scholars	100	176	100	227	100	190	100	182
All schools	100	193	100	253	100	209	100	197
Ratio of male pupil-teachers to female pupil-teachers	100	344	100	425	100	409	100	294
Ratio of male probationers to female probationers ..	100	647	100	688	100	511	100	445
Ratio of male students to female students in the training colleges	100	387	100	488	100	333	100	324

It will be observed that in accordance with expectations the proportion of males to females continues to increase in each of the above sections. The increase is especially marked in the proportion of male pupil-teachers, who now number one in four, as compared with one in five in the previous year; the increase in the proportion of male probationers is also substantial. The present proportion among all adult teachers of one male in every three teachers is entirely satisfactory, and now that the male element among entrants to the service shows signs of becoming sufficient to maintain this proportion the matter is no longer one of grave concern. It has to be borne in mind in considering the figures of the entrants that a woman's average length of service is shorter than a man's, and thus the proportion of women among the entrants of any one year becomes smaller as the length of service of those entrants increases. As has been mentioned in previous reports, the staffs in most other English-speaking counties have a much greater preponderance of women teachers than is the case in New Zealand.

SALARIES OF PRIMARY PUBLIC-SCHOOL TEACHERS.

(Table E4 in E.-2.)

The scale of salaries introduced in 1920 and operating in 1921 provides salaries for head or sole teachers ranging from £180 to £480, and for assistants ranging from £160 to £400. In addition, increments of from £20 to £60 are payable according to a teacher's position on the graded list, and married assistants also receive an additional allowance of £40 per annum. Head teachers either have the free use of a school residence or receive a house allowance of from £30 to £60 per annum.

The total amount of all salaries and allowances at the rates payable on the 31st December, 1921, was £1,585,397, or £72,331 more than in the previous year. The total is made up as follows:—

	£
Adult teachers' salaries	1,413,822
Pupil-teachers' allowances	58,660
Probationers allowances	71,065
House allowances to head or sole teachers where residence is not provided	41,850
	£1,585,397

The above figures do not include the equivalent of house allowance where residences are provided, estimated at £45,670, 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 £9 1s. 4d. per head of the average attendance, or £8 2s. 10d. per head of the average weekly roll number.

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

AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS.

	1918.	1919.	1920.	1921.
(1.) Teachers in all schools—	£	£	£	£
(a.) Men and women	187	240	278	285
(b.) Men	273	323	366	369
(c.) Women	153	201	235	243
(2.) Teachers in schools with average attendance over eight—				
(a.) Men and women	191	245	283	292
(b.) Men	273	324	367	371
(c.) Women	158	207	241	250
(3.) Teachers in schools with average attendance over twenty—				
(a.) Men and women	200	254	294	301
(b.) Men	286	339	382	388
(c.) Women	164	210	245	253
(4.) Head teachers—				
(a.) Men	319	380	432	438
(b.) Women	251	319	373	385
(5.) All sole teachers—				
(a.) Men	174	221	266	266
(b.) Women	143	193	221	234
(6.) Assistants—				
(a.) Men	257	301	336	343
(b.) Women	150	197	229	238

The increase in average salaries over a period of three years is very striking ; it ranges in the various sections from £86 to £134 per annum, and in the average salary of all teachers in all schools it is £98. The total expenditure on salaries and allowances has increased in the three years mentioned by £650,000 or 69 per cent. The figure corresponding to the average salary of all teachers in New Zealand—viz., £285—was in New South Wales, according to the estimates for 1920–21, £241.

The following table gives some further information regarding the number of certificated teachers receiving certain salaries :—

Salaries (including Allowances and Value of Residences.)	Certificated Male Teachers.		Certificated Female Teachers.	
	Sole and Head Teachers.	Assistants.	Sole and Head Teachers.	Assistants.
Not exceeding £180	..	7	2	23
£181 to £250	20	41	68	1,236
£251 „ £300	78	52	167	370
£301 „ £350	111	113	118	223
£351 „ £400	321	139	161	70
Over £400	481	94	26	3
Totals	1,011	446	542	1,925

It thus appears that the salary of 48 per cent. of certificated male head or sole teachers exceeds £400, and of 69 per cent. exceeds £350. Of certificated male assistants 21 per cent. receive over £400, 52 per cent. over £350, and 78 per cent. over £300. Referring to women certificated teachers, 56 per cent. of those that are head or sole teachers receive over £300, and 99 per cent. of those that are assistants receive over £180, and 35 per cent. over £250. It must be borne in mind in considering these figures that all young certificated teachers just emerging from the training college or just entering upon their service as adult teachers are included.

In New South Wales, where there are 2,000 more teachers than in New Zealand, the estimates for 1920–21 provided salaries for 321 male teachers exceeding £400 (compare 575 in New Zealand), and for 103 women teachers exceeding £300 (compare 601 in New Zealand in 1921). From this it is evident that a comparison of the scales of salaries in various States does not indicate the true relative position ; it is necessary to know the actual salaries paid to the teachers.

Pupil-teachers and probationers were paid allowances at the following rates in 1921 : First year, £90 per annum ; second and third years, £95 per annum, with an additional £5 in the case of a male. In addition a boarding-allowance of £30 per annum is paid if the young person is obliged to live away from home, or a travelling-allowance not exceeding £10 per annum if daily travelling is necessary.

STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

(Table E2 in E.-3.)

The table below gives a summary of the position with regard to the number of primary-school teachers holding teachers' certificates in the last three years :—

PRIMARY TEACHERS IN PUBLIC SCHOOLS.

	1919.		1920.		1921.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers	3,577	72	3,703	72	3,924	75
II. Uncertificated teachers—						
(1.) Holding licenses	122	2	86	2	139	3
(2.) Unlicensed	1,301	26	1,386	26	1,197	22
Total uncertificated	1,423	28	1,472	28	1,336	25
Totals of I and II	5,000	100	5,175	100	5,260	100

The substantial proportion of uncertificated teachers employed in primary schools has for some years been a reason for dissatisfaction, and every effort has been made to reduce the number. The statistics for 1920 showed no improvement over those of the previous year, but fortunately the figures for 1921 show that there are 136 fewer uncertificated teachers than in the previous year, 75 per cent. of the staff being certificated, as against 72 per cent. in 1920. The very large number of small country schools in the Dominion militates against the possibility of attaining a completely certificated staff, but it is recognized that there is still room for improvement. Excluding teachers in schools with less than twenty-one children, 84 per cent. of the staff was certificated in 1921—i.e., 3,742 teachers out of a total of 4,450. Education Boards report that during the current year the position has again improved materially, and several are now able to notify uncertificated teachers that unless their status is improved it will be necessary for them to sacrifice their positions. The following table shows the number of teachers holding the various certificates in 1920 and 1921 :—

CLASSES OF CERTIFICATES HELD BY PRIMARY-SCHOOL TEACHERS.

Class of Certificate.				1920.			1921.		
				M.	F.	Total.	M.	F.	Total.
A				42	10	52	41	7	48
B				209	77	286	219	79	298
C				659	970	1,629	707	1,072	1,779
D				427	1,079	1,506	458	1,126	1,584
E				29	201	230	32	183	215
Total				1,366	2,337	3,703	1,457	2,467	3,924

It is gratifying to find that the largest increase has taken place in the number of teachers holding Class C certificates, 54 per cent. of certificated teachers now holding a Class C or higher certificate.

THE TRAINING OF TEACHERS.

(Tables E5 to E7 in E.-2).

Training Colleges.

A teachers' training college is situated in each of the four principal centres of the Dominion, at each of which 250 students may be accommodated. The students come under one or other of the following divisions: 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 number of students in attendance during the last quarter of 1921 under the various divisions were—Division A, 730; Division B, 145; Division C, 9; and Division D, 20: the total being 904, as compared with 680 in 1920 and 582 in 1919; 508 students were first-year students and 396 were second-year students.

The numbers of students at each training college during the last quarter of 1920 and 1921 respectively are indicated in the following table:—

			1920.			1921.		
			Men.	Women.	Total.	Men.	Women.	Total.
Auckland	...	...	56	133	189	65	202	267
Wellington	...	...	39	135	174	49	142	191
Christchurch	...	...	26	117	143	50	146	196
Dunedin	...	...	36	138	174	49	201	250
Totals	...	...	157	523	680	213	691	904

The number of students in 1921 was 33 per cent. greater than in the previous year, and it may be stated that the number has further increased to 1,150 in the current year. The ordinary course of training is for two years, and the number of students completing their course at the end of 1921 was 383, as compared with 355 in 1920. With this large influx of trained teachers into the service every year it will be possible to improve the efficiency of the teaching and to reduce the size of classes in the larger schools.

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) model schools 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 special class of children of school age; (v) a junior kindergarten. 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 capable 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-teachers' certificate ranking with the Class C or Class D certificate, as may be determined. Of the 366 students beginning a two-years course in 1920, 163 held Class D certificates, and 147 held partial successes towards teachers' certificates at the time of entry; and the following was the examination status of 383 students completing their course at the end of 1921: Class A certificate, 4; Class B certificate, 32; Class C certificate with partial B, 15; partial C or D with partial B, 5; Class C, 221; Class D with partial C, 63; Class D, 5; sectional D and sectional C, 27; sectional C, 4; sectional or partial D, 6; no examination, 1.

The allowances payable to training-college students were: Division A and C students, £100 per annum; Division B and D students, £80 per annum. University class fees are paid in addition, and when necessary a boarding-allowance of £30 per annum or a travelling-allowance.

In addition to the staffs of the normal practising schools the staffs of each training college consists of a principal, vice-principal, one or more assistant lecturers, and a tutor and librarian.

The amounts paid to Education Boards in 1920–21 and 1921–22 for the training of teachers were as follows :—

I. Training colleges—					1920–21.	1921–22.
Salaries of staffs (two-fifths charged to public-school salaries)					£	£
Cost-of-living bonus					20,478	25,527
Students' allowances and University fees					1,330	..
Special instruction, libraries, and incidentals					89,156	116,670
Buildings, sites, equipment, and material					1,027	2,484
					11,694	7,623
					123,685	152,304
II. Other training—						
Grants for special instruction in certificate subjects of teachers other than training-college students					2,013	2,312
Railway fares of teachers					3,987	3,542
					6,000	5,854
Totals					£129,685	£158,158

The increased cost shown in this table is due to the fact that the numbers of young teachers in training have been increased in order to provide for two reforms long overdue, and becoming more and more essential if our education system is to be placed on a sound basis—viz., the replacement of the uncertificated teachers in the country schools by trained and certificated teachers and the elimination of the unwieldy classes from the larger schools.

Provision for Uncertificated Teachers.

The previous arrangements for providing instruction for uncertificated teachers not being regarded as satisfactory, new regulations were made in December, 1921, governing the establishment by Education Boards of central classes for the instruction of pupil-teachers, probationers, and uncertificated teachers in science and in drawing and handwork, and also of short-period schools of instruction for teachers. The classes are free, the Department paying the cost of maintenance, and, wherever possible, classified technical or manual-training teachers are being employed as instructors. Teachers attending the classes regularly and making good progress may be exempted from sitting for the examinations in science and in drawing and handwork for the Class D certificate.

Instructions have also been issued definitely setting forth the duties of head teachers with regard to the training of pupil-teachers and probationers. Head teachers must instruct pupil-teachers and probationers in all the subjects for their teachers' examinations, excepting science, drawing and handwork, first-aid, and singing. They must also see that they have sufficient daily practice in teaching, and also that a specified portion of the day is devoted to systematic study. It is hoped that the special attention being given to matters such as these will result in securing an adequate supply of enthusiastic and efficient young teachers for the service.

Supplementary Model Country Schools.

Regulations were made at the end of 1920 providing for the establishment of supplementary model country schools for the purpose of giving training in the management of a country school (a) to young persons who intend to become teachers but are ineligible to enter a training college, (b) to teachers requiring further training. Only teachers who have shown special skill in managing a country school may be placed in charge of a model school of this type, and they will receive special remuneration. Teachers being trained in the school receive their full salary and other young persons receive an allowance. Two Education Boards are at present experimenting under this scheme and others propose doing so.

THE GRADING OF TEACHERS.

The fifth annual graded list of teachers has been issued, and now that a teacher's grading determines his promotion the general opinion among teachers and others is that merit is much more certain of its just reward than it was previous

to the introduction of the system. The great difficulties inherent in producing an accurately graded list are acknowledged, but credit must be taken for the success with which the system has so far been carried out. Recently amended regulations impress upon Inspectors of Schools the necessity of making their investigation of a teacher's merits on the broadest lines possible, and of guarding against estimating the efficiency of a school or a teacher solely in accordance with measurable results, irrespective of both the manner in which the results have been produced and the effect the production may have had on the mental and spiritual development of the child as evidenced by his intelligence, spontaneity, and his interest in his work. It is hoped by proceeding on lines such as these to obtain the most accurate estimate possible of the fitness and ability of every certificated teacher in the service.

ORGANIZING TEACHERS.

The employment by Education Boards of organizing teachers, begun in 1919, was continued with success in 1921, twenty-four such teachers working in the various education districts. Their duty is to supervise closely the work of small groups of country schools placed under their charge, assisting the teachers in matters of organization, schemes of work, and method of teaching, and directing uncertificated teachers in their courses of study. Inspectors of Schools report very favourably on the success of the scheme, commenting on the marked improvement in the efficiency of small schools brought under this supervision.

The salaries of organizing teachers range from £370 to £430 per annum, in addition to which a house allowance of £60 per annum is payable.

FINANCES OF EDUCATION BOARDS.

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

The following figures show the receipts and payments of Education Boards for the years 1920 and 1921, under the various headings :—

	1920.		1921.	
	Receipts.	Payments.	Receipts.	Payments.
	£	£	£	£
General Fund, expended on administration ..	41,842	47,626	43,289	46,765
Teachers' salaries and allowances	1,525,892	1,530,561	1,646,627	1,642,940
School and class libraries	810	2,028	1,698	1,984
Conveyance and board of school-children ..	20,147	19,306	23,491	22,367
Incidental expenses of schools	87,454	87,824	92,337	94,112
Training of teachers	103,537	107,968	138,402	136,441
Manual instruction	69,251	81,573	99,643	104,474
Technical instruction	133,372	147,864	206,122	207,810
Public-school buildings (including rebuilding) and sites	266,760	300,350	368,436	391,794
Maintenance and rent of school buildings ..	106,114	130,240	108,090	123,796
Subsidies and voluntary contributions, scholarships, refunds, &c.	25,588	34,667	21,324	50,442
Receipts from local sources	49,357	..	68,389	..
Totals	2,430,124	2,490,007	2,817,848	2,822,925

The payments in 1921 exceeded the receipts by £5,077, the Board's cash balances being less by that amount at the end of the year than they were at the beginning.

The total payments for administration from the General Fund were slightly less than in the previous year. In the case of six Boards the payments exceeded the receipts from the Government for the purpose, part of the balance being made up by receipts from local sources. In this connection attention is drawn to the fact that in the case of at least two of the Boards the expenditure on administration is greater than the total revenue available for the purpose, and that sooner or later

action must be taken to keep the expenditure within the revenue. The average cost of administration by the Boards over all districts was 5·13s. per head of the average attendance, as compared with 5·71s. in the previous year; the figure ranged in the various districts from 4·9s. to 8·3s., the difference between the lowest and highest cost being unaccountably great.

The payments for incidental expenses of School Committees exceeded the receipts by £1,775, four Boards making transfers from the General Fund to make good the deficiency. The cost of incidental expenses averages 10·32s. per head, and does not vary greatly in the different districts.

The receipts and the payments for the training of teachers were both greater than in the preceding year, owing principally to the increased number of students drawing allowances, &c.

Although the payments exceeded the receipts in the case of the accounts for manual instruction, technical instruction, public-school buildings, and maintenance of school buildings, in nearly every case amounts owing to the Boards at the end of the year were sufficient to make up the deficiency. The large increase in the cost of technical instruction was due to capital expenditure on new buildings.

Several Boards have established workshops in connection with the manufacture of furniture and the erection and maintenance of buildings, and under proper management considerable saving in the cost of building works will result. The cost of the material used may be met in the first instance by transfers from the General Fund or the fund for the maintenance of buildings, and subsequently the other funds are charged with the output of the workshop according to the purpose for which the material is used. The Boards are being required to keep accounts in connection with the workshops on business lines, so that it may be seen whether the operations are a financial success.

By the provisions of the Education Amendment Act, 1921–22, the expenditure of moneys from the Rebuilding Fund is restricted to works approved by the Minister; and in order to provide increased amounts for buildings during the present period of financial stress that fund is made available for expenditure in connection with new buildings.

Every Board had a cash credit balance at the end of the year, the balances ranging from £12 to £43,742 and totalling £94,389. When the amounts owing to and by the Boards are taken into account the total credit balance becomes £187,000, of which sum £134,000 constitutes the Rebuilding Fund referred to above.

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 1921–22 was £88,135.

KINDERGARTEN SCHOOLS.

The Education Act does not provide for the establishment of State kindergarten classes, except in the case of 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 five centres, the average attendance for 1921 being 734. The Government pays a subsidy of £1 5s. to the pound upon moneys raised by voluntary contribution 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 1921–22 being £2,310. 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 £381.

EDUCATION OF NATIVE CHILDREN.

(See also E.—3.)

Number of Schools.

The primary education of Maori children living in districts principally settled by Natives is provided by means of Native village schools specially instituted by the Government and under the direct control of the Education Department. All of these schools (numbering 123 at the end of 1921) excepting two are situated in the North Island. The schools were graded as follows:—

Grade	I (average attendance 9–20)	..	..	..	..	17
„	II i (average attendance 21–25)	..	..	..	..	16
„	II ii (average attendance 26–35)	..	..	..	..	22
„	IIIA i (average attendance 36–50)	..	..	..	..	33
„	IIIA ii (average attendance 51–80)	..	..	..	..	27
„	IIIB (average attendance 81–120)	..	..	..	..	7
„	IVA (average attendance 121–160)	..	..	..	..	1
Total						123

In addition to the Government schools there are in operation for the benefit of Maori children six primary mission schools and ten boarding-schools, the latter affording a rather more advanced educational programme. These schools have been established by private enterprise, but they are inspected by the Department's officers, and the Government provides a number of free places for Maori children at the boarding-schools. Maori children living in districts more or less settled by Europeans attend the ordinary public schools, 620 of these schools having some Maoris in attendance in 1921; thus the total number of schools under inspection at which Native children were receiving instruction in 1921 was—

Native village schools	..	..	..	..	..	123
Native mission schools subject to inspection by the Education Department	..	..	..	..	..	6
Public schools at which Maori scholars were in attendance	..	..	..	..	..	620
Total number of primary schools						749
Native boarding-schools affording secondary education to Maoris	..	..	..	..	..	10
Total						759

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1921 was 5,822, including 5,043 Maoris and 779 Europeans, the latter representing 13 per cent. of the roll. The roll exceeds that of the previous year by 314, 252 of this number being Maoris. The fact that in the last two years the number of Maori pupils in these schools has increased by 500, and that the number of Natives attending public schools shows a corresponding increase, goes to support the evidence of the recent census as to the arrest in the decline in numbers of the Native race. The following figures refer to attendance at Native schools:—

	1920.	1921.
Number on rolls at end of year	5,508	5,822
Average weekly roll number	5,416	5,738
Average yearly attendance	4,639	4,988
Percentage of regularity of attendance	85.7	86.9

The figures in each case continue to show an increase, and the regularity of attendance was better than in the previous year, comparing not unfavourably, considering the circumstances, with that of public schools. One-third of the schools achieved a regularity of attendance of 90 per cent. or over, and 87 per cent. reached a percentage regularity of 80 or over.

The number of pupils on the rolls of the Native mission schools at the end of 1921 was 237, and on the rolls of the Native boarding-schools 488. 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 6,547. The following are the figures for the years 1920 and 1921 in respect of the three classes of Native schools mentioned:—

	1920.	1921.
Combined rolls of Native schools	6,249	6,547
Combined average weekly roll number	6,134	6,464
Combined average yearly attendance	5,277	5,653

The following table records the development of the Native village schools since the year 1881, when they were transferred to the control of the Education Department; no account is taken of schools which, as the European element has become predominant in them, have been handed over to the various Education Boards :—

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
1920 ..	119	5,416	4,639	85.7	73	46	9	125
1921 ..	123	5,738	4,988	86.9	72	49	11	131

As mentioned above, Maori children living in European settlements attend the ordinary public schools, the total number so attending in 1921 being 5,577, or 491 more than in the previous year. The majority of these pupils are in the North Island schools, about half of them being in the Auckland District.

The total number of Maori children receiving primary education at the end of 1921, including pupils of Native village schools, mission schools, and public schools, was thus 11,636, the corresponding number for the previous year being 10,134.

Classification of Pupils.

The statistics of the classification of the pupils of Native schools show that a higher percentage of the pupils are in the lower classes than is the case in public schools, and that a proportionately smaller number of pupils reach the higher standards. Likewise, the average age of the pupils in the various classes is higher. The difference, however, is not greater than can be reasonably accounted for by the peculiar conditions of Maori life, and if the comparison were made with public schools of similar size in country districts the difference would be much less marked. A comparison of the classification of Maoris in their own schools and in the public schools shows a much smaller percentage of Maoris reaching the higher classes in public schools, and is fairly conclusive evidence of the superiority of the schools specially instituted for them in meeting the particular needs of the Maori children.

The following table shows in 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.				Pupils attending Native Schools.	Percentage of Roll.		
					Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory ..	..	..	..	2,659	45.7	34.4	54.0
Standard I ..	..	..	..	718	12.3	12.7	16.2
" II ..	..	..	..	673	11.6	12.2	11.3
" III ..	..	..	..	617	10.6	12.0	8.7
" IV ..	..	..	..	466	8.0	11.2	5.1
" V ..	..	..	..	373	6.4	10.0	3.2
" VI ..	..	..	..	259	4.4	7.4	1.5
" VII ..	..	..	..	57	1.0	0.1	..
Totals ..	..	..	..	5,822	100.0	100.0	100.0

Inspection of the Schools.

Native village schools were inspected as usual by the departmental officers, who report that the general very satisfactory efficiency of the schools was well maintained, and that in a number of schools where there was previously room for improvement increased efficiency was noticed. The methods of teaching are judged by a high standard, and results as good as those obtained in public schools are expected, and are obtained in the majority of cases. The fact that the number of certificated teachers in this service is increasing will tend also to raise the standard of the school-work. The Inspectors classified the schools as follows: Excellent, 10; very good, 35; good, 30; very fair, 26; fair, 12; inferior to weak, 10.

The pupils of S6 were examined for the award of certificates of proficiency and competency, eighty-two of the former and forty-four of the latter class of certificate being awarded; these figures represent a distinct improvement on the results of the previous year.

Community Interest.

Probably in no other class of school is so much community interest displayed as in the Native village school. This is largely due to the efforts of the teachers, the majority of whom far exceed their duties in merely teaching their pupils the subjects of the syllabus. The personal cleanliness and health of the children are regarded as a concern of the teacher, and the co-operation of the parents having been secured, invaluable work in improving the clothing and feeding of the children and in raising the standard of living generally among the Natives has been accomplished. The entertainments and functions held in connection with the school are also a great source of interest and pleasure to the parents, and help materially in improving and brightening the social life of the district. The more or less missionary work undertaken by Native-school teachers is most praiseworthy, and it is highly satisfactory to the Department to observe that the great bulk of the teachers are keenly alive to this aspect of their work.

Natives attending Public Schools.

As has been frequently remarked before, Maori children make better progress in schools specially instituted for their particular need than they do in the ordinary public schools. The public schools they attend are generally small sole-teacher schools in which it is impossible for the Maori pupils to receive the special attention in language-training they require, and thus they become seriously handicapped in almost every branch of school-work. Maoris at public schools also display a lack of interest and an irregularity of attendance not at all apparent when they are attending their own schools, with the result, remarked upon above, that they are found principally in the lower classes, and are generally more backward than European pupils. The number of S6 proficiency and competency certificates awarded was sixty-five, as compared with 126 in Native schools, although the number of pupils in the latter schools only slightly exceeds the number of Maoris in public schools.

Staffs of Native Village Schools.

The staffs of Native village schools in December, 1921, included seventy-two male and forty-nine female head or sole teachers and 142 assistants, of whom eleven were males, making a total of 263 teachers, the same number as in 1920.

Although the scale of salaries was not again raised in 1921, the automatic increases have resulted in higher average salaries being paid than in the previous year. The following figures indicate the improvement in salaries that has taken place since 1914:—

			1914.	1918.	1920.	1921.
			£	£	£	£
Male head or sole teachers	..	..	180	212	310	319
Female head or sole teachers	..	..	144	164	236	259
All head or sole teachers	..	..	172	194	281	295
Male assistants	}	..	66	82	124	139
Female assistants				90	139	145

In the majority of Native schools husband and wife both teach, drawing separate salaries and, in addition, house allowance if no residence is provided. It must be admitted, therefore, that whatever hardships may be involved in the work the remuneration is adequate. The total expenditure on salaries and allowances for the year ended 31st March, 1922, was £56,338, as compared with £53,712 in 1920-21 and £29,148 in 1914. The staff is reported to be showing increased efficiency; the proportion of certificated teachers is gradually increasing, and those still uncertificated, although they may be excellent teachers, are urged by the Inspectors to attempt to improve their status by passing the necessary examinations. Included in the staff there are now no less than thirty-eight young Maori women.

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 secures free continued education for qualified Maori children by providing at these schools a number of scholarships or free places. 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 1921 was 488, of which number fifty boys and sixty-two girls held the free places referred to. One free place was also held at an ordinary 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 wood-work, and the girls take a domestic course. A farm of 600 acres is being worked in conjunction with Te Aute College—one of the schools referred to. In some of the schools the more capable pupils are prepared for the Public Service Entrance Examination, a satisfactory number of candidates being successful at the last examination. The Makarini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College. One senior and one junior Makarini Scholarship and one Buller Scholarship were awarded in 1921.

Senior free places are provided for boys in the form of industrial and agricultural scholarships, which enable the holders to be apprenticed to suitable trades, or, under recently amended regulations, to obtain agricultural training at Te Aute College. Two scholarships of the latter type have been awarded to promising boys. Senior free places for girls take the form of nursing scholarships. These scholarships have proved very satisfactory, a number of Maori girls having qualified as nurses and now being at work in the field. At the end of 1921 three scholarship-holders were in training.

University scholarships are available for Maoris possessing the necessary qualifications, and two such scholarships were held at University colleges by Maori youths in 1921.

Expenditure.

The total net expenditure on Native schools during the year ended the 31st March, 1922, was £77,650. The chief items of expenditure were teachers' salaries and allowances, £56,338; new buildings and additions, £7,072; maintenance of buildings, repairs, &c., £4,058; secondary education, £4,297; books and school requisites, £1,546.

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 at present 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.

There were thirty-five secondary schools in operation, including thirteen separate schools for boys, thirteen for girls, and nine for boys and girls. Two of the boys'

schools, although endowed with public property, do not come directly under the control of the Government. The remaining secondary schools are managed by separate Boards in accordance with special Acts constituting them, and the provisions of the Education Act and regulations hereunder. There were fifty-seven secondary departments of district high schools, thirteen technical high schools, ten Maori secondary schools, and twenty registered private secondary schools, making a total of 135 schools providing secondary education. Four district high schools were disestablished during the year and technical high schools established in their place.

NUMBER OF PUPILS RECEIVING SECONDARY EDUCATION.

The total number of pupils attending the thirty-five secondary schools mentioned above at the end of 1920 and 1921 respectively was :—

	1920.			1921.		
	Boys.	Girls.	Total.	Boys.	Girls.	Totals.
Roll (exclusive of lower departments) ..	5,246	3,950	9,196	5,583	4,447	10,030

The roll number shows an increase of 834 over the figure for the previous year, more than half the increase being in the number of first-year pupils. In the last five years the number of pupils has increased by 42 per cent. The roll number on the 1st March, which is regarded as the highest roll number during the year, was 10,765, compared with 10,080 in the previous year.

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 (Christ's College and Wanganui Collegiate Schools included).

Roll number at end of 1921 ..	..	..	..	..	..	10,030
Roll number, 1st March, 1921 ..	..	..	..	..	..	10,765
Average attendance for the year 1921 ..	..	..	..	..	..	9,861
Number of new entrants, 1921 ..	..	..	..	..	..	4,495
Number of first-year pupils ..	..	..	..	..	..	4,008
Number of second-year pupils ..	..	..	..	..	..	2,866
Number of third-year pupils ..	..	..	..	..	..	1,743
Number of fourth-, fifth-, and sixth-year pupils ..	..	..	..	..	..	1,413
Number of pupils at end of year under thirteen years of age ..	..	..	..	..	..	121
Number of pupils at end of year between thirteen and fourteen years of age ..	..	..	..	..	..	753
Number of pupils at end of year between fourteen and fifteen years of age ..	..	..	..	..	..	2,359
Number of pupils at end of year between fifteen and sixteen years of age ..	..	..	..	..	..	3,091
Number of pupils at end of year over sixteen years of age ..	..	..	..	..	..	3,706

(b.) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Number on roll at end of 1921 ..	..	..	..	..	..	2,176
Mean of average weekly roll—Boys, 1,275 ; girls, 1,358 : total ..	..	..	..	..	..	2,633
Average attendance ..	..	..	..	..	..	2,440
Number of new entrants from public primary schools ..	..	..	..	..	..	1,626
Number of first-year pupils ..	..	..	..	..	..	1,214
Number of second-year pupils ..	..	..	..	..	..	560
Number of third-year pupils ..	..	..	..	..	..	402
Number of pupils at end of year under thirteen years of age ..	..	..	..	..	..	26
Number of pupils at end of year between thirteen and fourteen years of age ..	..	..	..	..	..	282
Number of pupils at end of year between fourteen and fifteen years of age ..	..	..	..	..	..	637
Number of pupils at end of year between fifteen and sixteen years of age ..	..	..	..	..	..	712
Number of pupils at end of year over sixteen years of age ..	..	..	..	..	..	519

(c.) TECHNICAL HIGH SCHOOLS.

Number on roll at end of 1921—Boys, 1,782 ; girls, 1,567 : total ..	..	..	..	..	..	3,349
Number under thirteen years of age ..	..	..	..	..	..	143
Number between thirteen and fourteen years of age ..	..	..	..	..	..	706
Number between fourteen and fifteen years of age ..	..	..	..	..	..	1,089
Number over fifteen years of age ..	..	..	..	..	..	1,411

(d.) REGISTERED PRIVATE SECONDARY SCHOOLS.

Number on roll at end of 1921—Boys, 535 ; girls, 1,099 : total ..	..	..	..	..	..	1,634
Average attendance, 1921 ..	..	..	..	..	..	1,551
Number under thirteen years of age ..	..	..	..	..	..	32
Number between thirteen and fourteen years of age ..	..	..	..	..	..	146
Number between fourteen and fifteen years of age ..	..	..	..	..	..	288
Number between fifteen and sixteen years of age ..	..	..	..	..	..	488
Number over sixteen years of age ..	..	..	..	..	..	680
Number of teachers—Male, 30 ; female, 63 : total ..	..	..	..	..	..	93

(e.) SECONDARY SCHOOLS FOR MAORIS.

Number on roll at end of 1921	..	..	..	..	..	488
Average attendance, 1921	..	..	..	..	..	455

The total number of children, therefore, receiving secondary education in 1921 was 18,134, being 1,716 more than in 1920. Of the 11,383 children who left the primary schools in 1920 having passed S6, 3,972 entered secondary schools in 1921, 1,626 the secondary departments of district high schools, and 1,634 technical high schools, hence a total of 7,232, or 64 per cent., of the children mentioned entered upon a course of secondary education. The number represents 45 per cent. of the total number of pupils leaving the primary schools in 1920, of whom more than one-quarter had not passed S6. In addition to the pupils mentioned as having proceeded to a secondary course of education, 2,116 entered technical schools or classes, of which number 1,475 had passed S6 and 641 had not.

LENGTH OF STAY AND AGE OF PUPILS.

The average length of stay of pupils at secondary schools has varied very little during recent years, boys remaining on the average two years and ten months and girls two years and eight months. The following figures show the percentage of pupils leaving the secondary schools at the stages indicated :—

	Boys.	Girls.
(a.) Percentage leaving at end of first year or during second year	.. 19	17
(b.) Percentage leaving at end of second year or during third year	.. 33	37
(c.) Percentage leaving at end of third year or during fourth year	.. 14	19
(d.) Percentage leaving at end of fourth year or during fifth year	.. 23	17
(e.) Percentage leaving at end of fifth year or during sixth year	.. 8	8
(f.) Percentage remaining at end of sixth year	.. 3	2

It is gratifying to find that the percentage of pupils leaving at the end of the first year shows a considerable fall, for the opinion is general that one year's tuition in secondary schools as they are at present constituted can be of very little real value to the pupil. In the case of district high schools the proportion leaving at a correspondingly early stage is greater, but as the course of work is more in the nature of an extension of the primary course the wastage is not so serious. More than half of the pupils leave the secondary schools at the end of two years, and as the average age of the pupils at that stage is fifteen years ten months little else can be expected. The question that is receiving serious consideration is whether the present arrangement of the primary and secondary systems of education provide the best educational equipment for the large number of children leaving school finally at the age of fifteen or sixteen years. The conclusions arrived at are set out in the following paragraph.

POST-PRIMARY EDUCATION.

A conference of educationists held in April of the current year, after fully considering the matter, passed certain resolutions which it is proposed to carry into effect as opportunity offers. The principal proposal is that the primary course should end when the average child has completed his twelfth year. (The present average age of children at the end of the year in S6 is fourteen years.) The child should then enter upon his post-primary course at a junior high school, three-fifths of which course will be common to all the pupils and include such subjects as English, arithmetic, geography, history and civics, general science, and drawing and practical geometry, the remaining two-fifths having an academic, commercial, industrial (including domestic), agricultural, or art bias, according to the special aptitude of the individual. Pending the elaboration and adoption of a complete scheme, the proposal is to experiment in three types of such post-primary schools :—

- (a.) A junior high school in one of the four chief centres.
- (b.) Another in a town in which all the post-primary pupils could be taken for a three-years course in a junior high school.
- (c.) Another in a country district in which the post-primary pupils of a number of small schools could be provided for in a district high school with a junior-high-school course.

At the conclusion of the junior-high-school course pupils desiring to proceed further will, of course, enter a senior high school or technical high school. The chief point of the proposed change is that the school course will be divided into 6-3-3 year periods, instead of 8-2 or 8-4 year periods as at present, and pupils leaving after nine years' schooling will have received a much more useful, well-balanced, and complete course than is possible under the present arrangement.

CURRICULUM OF SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

Although there are at present 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.

The Department's Inspectors of Secondary Schools visit all secondary schools, inspecting the work, conferring with the teachers on teaching matters, and discussing with the Principals details of organization and method. Written and oral tests are also given to second-year pupils in English, arithmetic, and usually in other subjects up to the standard of the Intermediate Examination, and Principals' recommendations for the award of senior free places and of the various leaving-certificates are dealt with. General improvement in the quality of the teaching is reported, teachers, on the whole, displaying a growing interest in educational reform and in modern methods of instruction.

In the main the courses provided at secondary schools are of an academic character, but the necessity of providing for pupils not intending to take up a scholastic or professional career is being increasingly realized. Short courses are now provided in most schools, suitable for pupils remaining only one or two years, from which the study of foreign languages and mathematics is generally excluded; commercial courses are also followed by a large number of pupils, and instruction in such subjects as agriculture, needlework, and cookery is fairly general. Of the total number of pupils only 55 per cent. of the boys and 33 per cent. of the girls now take Latin, while 90 per cent. of the boys and 93 per cent. of the girls take French; about 1,500 boys and 1,000 girls take commercial subjects, 750 boys take agriculture, and only 688 girls now study botany, its place having been taken by home science.

The course provided in the secondary departments of district high schools is intended to be of a less academic nature than that of the secondary schools, and to have a bearing more or less upon rural pursuits. The result is that 65 per cent. of the boys and 22 per cent. of the girls study agricultural science, and 28 per cent. of the boys and 18 per cent. of the girls learn dairy-work. Subjects connected with home life are also largely taken by the girls. Only 29 per cent. of the pupils learn Latin. A number of the pupils, however, in these schools prefer to follow the usual scholastic course, with the result that the teachers in small schools have a difficult task in teaching a wide range of subjects to a limited number of pupils. The present proposals for reorganizing the post-primary system will eliminate this special difficulty of the district high school as it is now constituted.

DESTINATION OF PUPILS LEAVING THE SECONDARY SCHOOLS.

In close connection with the suitability of the courses provided at secondary schools is the destination of the pupils after leaving. From returns received concerning 2,200 pupils who left the ordinary secondary schools at the end of the year 1921 it appears that 7 per cent. continued their education at the University, 13 per cent. went to other schools or classes for commercial or other training, and 16 per cent. entered the teaching service. Thirty-six per cent. of the girls took up duties at home, and 24 per cent. of the boys proceeded to farming occupations. The principal avocations followed by the remainder were: clerical work in commercial

houses, &c., 12 per cent. ; Government services, 2·5 per cent. ; shops, 4 per cent. ; engineering and similar trades, 2 per cent. ; other trades, 2 per cent. ; and professions such as architects, surveyors, &c., 3 per cent.

HOSTELS FOR PUPILS OF SECONDARY SCHOOLS.

(Table K6 in E.-6.)

The policy of accommodating country pupils in hostels attached to the secondary schools is favoured by the Department, and, as far as possible, financial assistance is being given for the erection of hostels. Unfortunately, the enforced restriction of all building operations has led to the postponement of the erection of a few urgently needed hostels. The majority of schools now have hostels connected with them, the buildings as a rule being the property of the Boards, but in a few cases being rented. In nearly every instance the hostels are now controlled by the Board of Governors, and in many cases they are a source of revenue. There were 1,223 boys and 407 girls of the secondary departments and 264 lower department pupils accommodated in school hostels in 1921. Of the boys, 370 were at Christ's College, Christchurch, and the Wanganui Collegiate School. In addition to these numbers, 98 pupils were boarding at establishments approved by the Principals, and 562 were boarding privately. For these last-named, and also for the large number of children prevented from attending school owing to the boarding difficulty, or forced to make long railway journeys daily, additional accommodation where there is dependable supervision and desirable environment is still needed.

FREE SECONDARY EDUCATION.

(Table K4 in E.-6.)

Free secondary education is provided on an extensive scale, junior and senior free places being tenable at secondary schools, district high schools, technical high schools, and other 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 or in 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.

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. Recommendation is the qualification now frequently offered, the number receiving senior free places in this manner in 1921 being 2,170, representing nearly three-fifths of the total number of senior free places gained.

As a result of the free-place system 13,821 children were receiving free secondary education in 1921—8,540 in secondary schools, 2,029 in district high schools, 3,140

in technical high schools, and 112 in Maori secondary schools. The number represents 91 per cent. of the pupils of all Government schools affording secondary education. The following table gives details of the free places held in 1920 and 1921 :—

FREE PLACES IN DECEMBER, 1920 AND 1921.

	1920.			1921.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
(i.) Secondary schools—						
(a.) Junior free pupils ..	2,974	2,590	5,564	2,713	2,941	5,654
(b.) Senior free pupils ..	1,242	1,047	2,289	1,723	1,163	2,886
Totals ..	4,216	3,637	7,853	4,436	4,104	8,540
(ii.) District high schools—						
(a.) Junior free pupils ..	809	867	1,676	841	870	1,711
(b.) Senior free pupils ..	157	184	341	145	173	318
Totals ..	966	1,051	2,017	986	1,043	2,029
(iii.) Maori secondary schools ..	48	50	98	50	62	112
(iv.) Technical high schools—						
(a.) Junior free pupils ..	1,226	1,000	2,226	1,445	1,202	2,647
(b.) Senior free pupils ..	151	199	350	232	261	493
Totals ..	1,377	1,199	2,576	1,677	1,463	3,140
Grand totals ..	6,607	5,937	12,544	7,149	6,672	13,821

SCHOLARSHIPS HELD AT SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

(See also Tables K4 and K5 in E.-6.)

National Scholarships.

Junior and Senior National Scholarships 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 candidates being not over fourteen years of age; and the senior examination being of a standard comparable with the standard of the Public Service Entrance Examination, the candidates being not over sixteen years of age. Scholarships are awarded to all candidates reaching a certain standard, the standard of award being determined so as approximately to provide one scholarship (junior or senior) for every 500 children in attendance at all public schools; the Junior and Senior Scholarships awarded are in the proportion of nine to five, so that there is one Junior Scholarship among approximately every 750 pupils in attendance at the schools, or among every fifty-five S6 pupils. 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 1921 examinations was 64½ per cent. for Junior Scholarships (general standard) and 63 per cent. for Senior Scholarships.

The results of the examination were as follows: 216 candidates qualified for Junior National Scholarships, of which number ten were pupils of sole-teacher schools, and fifty-one were pupils of secondary schools. The number of successful pupils from sole-teacher schools was greater than in the previous year, and the number from secondary schools smaller. The number of candidates qualifying for Senior National Scholarships was 124, of which number only two 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. 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, 1921. 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—							1921.
Boys	..	..	..	..	..	..	426
Girls	..	..	..	..	..	..	273
Totals	..	..	..	..	..	..	699
Number receiving boarding-allowance (included in the above total)							172
Number receiving travelling-allowance (similarly included)							47
Number held at public secondary schools							569
Number held at other registered secondary schools							24
Number held at district high schools							75
Number held at technical high schools							31
Total annual rate of payment							£11,693

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 1921 was 188. Of the holders 114 were also Government free pupils under the regulations.

WAR BURSARIES FOR SOLDIERS' DEPENDANTS.

Regulations provide 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 1921 the number of bursaries held at secondary schools was thirty, the expenditure thereon being £565.

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-year 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. The following are the numbers of certificates awarded in 1912 (the year of their institution), in 1920, and in 1921 :—

	1912.	1920.	1921.
Higher leaving-certificates awarded	64	307	305
Lower leaving-certificates awarded	32	270	255
Applications for certificates declined	20	93	80
Total number of applications	116	670	640

STAFFS OF SECONDARY SCHOOLS.

(Table K3 in E.-6.)

The number of full-time teachers on the staffs of secondary schools at the end of 1921 was 405, as compared with 400 in the previous year. This number includes 20 male and 13 female principals and 191 male and 181 female assistants. In addition a number of part-time teachers were employed. The staffing of schools now being controlled by regulation, the average number of pupils to each assistant teacher in the various schools is fairly uniform, and, taking the highest roll during the year of all schools, works out at twenty-seven pupils per assistant teacher.

The second annual classified list of assistant teachers was issued at the end of the year, and of the twenty-one appeals against classification four were allowed. That so little exception was taken to the work of the classifying officers is a tribute to the manner in which the many difficulties connected with the new scheme were overcome. Of the total number of assistants, 18 per cent. are classified in the highest grade (Grade A), 23 per cent. in Grade B, 28 per cent. in Grade C, and 31 per cent. in the lowest grade (Grade D). Some of the smaller schools have been unable to obtain teachers possessing the required classification to fill the vacant positions on their staffs, the difficulty being due partly to the fact that the number of teachers classified in the higher grades is comparatively small, and partly to the disinclination of teachers for various reasons to move to the smaller centres. On the other hand, the complaint is made by women teachers, especially, that some of their number are holding positions of a lower grade than they are qualified to fill, to which the answer is that the service is hard to find in which a higher position is immediately available for every member as his qualifications improve, and also that the present proposals for a reorganized system of secondary education will provide a much wider scope for the activities of secondary teachers.

Provision for the training of secondary-school teachers is still inadequate, and although a certain number of young teachers now take a training-college course, it is frequently necessary to appoint to the junior classes teachers with high academic status but no training in methods of teaching. The effect on the pupils of these classes who have just left the hands of highly trained teachers in the primary schools cannot be other than unsatisfactory. In some of the larger schools the heads of departments now devote special attention to directing the work of the junior teachers, arranging schemes of work for them, and suggesting generally methods of teaching. The position will not, however, be entirely satisfactory until it is possible to ensure that every secondary-school teacher receives an adequate training in the art of teaching. Reforms in this direction have been under consideration for some time and will be given effect to when financial conditions permit.

The head teacher of a district high school controls the secondary department and takes some part in the instruction, receiving on that account an addition to his ordinary salary of from £30 to £50 according to the number of pupils in the secondary department. Special assistants are also employed for the secondary departments; in 1921 there were 103 such assistants—33 men and 70 women.

SALARIES OF SECONDARY-SCHOOL TEACHERS.

The Dominion scale of salaries of secondary-school teachers which came into force in the year 1920, briefly, is as follows: Principals—Men, £600 to £900; women, £440 to £680. Assistants—Men, £200 to £540; women, £175 to £410. In addition, a married Principal receives house allowance of £60 if a residence is not provided, a head of a department may receive £30, and a married assistant receives £40 per annum. The salaries of Principals are graded according to the size of the school, and the salaries of assistants according to the classification of the position held. The total rate of salaries, including those of part-time teachers, as payable in December, 1921, was £152,135, or £14 18s. per head of the highest roll number.

The following figures indicate the average rates of salary prevailing at three-yearly intervals since the year 1915 :—

AVERAGE SALARIES OF FULL-TIME TEACHERS IN SECONDARY SCHOOLS.

	1915.			1918.			1921		
	M. £	F. £	All. £	M. £	F. £	All. £	M. £	F. £	All. £
Principals	585	436	535	615	434	568	734	542	658
Assistants	266	187	232	300	201	246	383	284	335

The value of residences, and board and residence, and of house allowance when payable, is excluded from the above figures. Of 191 male assistants the salaries of twenty-eight were over £500, of forty-seven between £400 and £500, of sixty-seven between £300 and £400, and of forty-nine below £300. Of 181 female assistants the salaries of twenty-one were over £350, of forty-two between £300 and £350, of sixty-two between £250 and £300, and of fifty-six under £250. In considering these figures it should be borne in mind that nearly one-third of the teachers are classified in the lowest grade, and that many have no teaching experience whatever. In other countries the salary scales of which are sometimes compared with the New Zealand scale teachers either do not enter the service until they have received a training or else they serve for a term of years as junior teachers before the salary scale applies to them.

In the secondary departments of district high schools salaries are paid in accordance with a general scale. The average salaries paid to secondary assistants in 1921 were as follows: Male assistants, £345; female assistants, £307; all assistants, £319. The total annual rate of salaries paid to teachers of district high schools, including the special payments to head teachers, was £35,566, which is equivalent to £13 10s. per head of the average weekly roll number.

LOWER DEPARTMENTS OF SECONDARY SCHOOLS.

(Table K11 in E.-6.)

Lower departments for pupils who have not passed S6 may be held in connection with secondary schools, provided that no part of the cost of instruction or of the maintenance of the department is met out of income from the endowments of the school or from Government grants. Fourteen secondary schools (including Christ's College, Christchurch) have lower departments attached to them, the total number of pupils in 1921 being 774, as compared with 815 in 1920. The roll number included 433 boys and 341 girls, and the total number of teachers was twenty-nine (seven males and twenty-two females). A large number of the pupils board at the school hostels, indicating that these departments are used by the children of country residents able to afford to send their children away from home to attend school. The tuition fees charged range in the various schools from £9 9s. to £13 10s. per annum, the boarding-fees ranging from £48 to £60 per annum.

FINANCE.

(See also Tables K7-K9 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) For teachers' salaries and incidental expenses; (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 sources (i) to (iv) is the income from endowments, the "net annual income derived from endowments" being this sum less the expenditure incurred in connection with the endowments and school property and upon building purposes approved by the Minister. The "net annual income" and receipts from tuition fees are deducted from the amount payable to the High School Board by the Department for salaries.

The following is a summary of the receipts and payments of all operative secondary schools :—

SUMMARY OF THE STATEMENTS OF RECEIPTS AND PAYMENTS FOR THE YEAR 1921 FURNISHED BY THE GOVERNING BODIES OF OPERATIVE SECONDARY SCHOOLS.

(Wanganui Collegiate and Christ College Grammar Schools not included.)

<i>Receipts.</i>		<i>Payments.</i>	
	£		£
Endowments—		Endowments (including proportion of office expenses)	7,454
Sales	1,330	Teachers' salaries and allowances	153,543
Lands vested in High School Boards	43,373	Incidental expenses of secondary departments—	
Secondary-education reserves	12,701	Office expenses and salaries (excluding endowments)	4,705
Interest on moneys invested	516	Printing, stationery, and advertising	3,813
Government grants—		Cleaning, heating, lighting, and care of school-grounds	12,069
Grants for buildings, sites, rent, apparatus, &c., and subsidies	92,663	Material, examinations, prizes, games, and other incidentals	4,945
For salaries	139,516	Maintenance of buildings, rates, and taxes	9,028
For incidental expenses	25,076	Sites, buildings, furniture, and apparatus	130,584
Tuition fees	10,106	Lower Department Account	8,137
Lower Department Account	8,179	Hostels Account	69,171
Hostels Account	66,962	Loans repaid, and interest	8,402
Loans, interest, &c.	3,811	Technical Classes Account	4,755
Technical Classes Account	5,394	Scholarships, manual instruction, advances to pupils, and miscellaneous	8,547
Voluntary contributions, income from property not reserves, refunds, capitation for manual instruction, and sundries	13,815		
	<u>£423,442</u>	Total	<u>£425,153</u>

The amount expended exceeded the sum for the previous year by £78,000 ; the capital expenditure on new buildings being £59,000 greater, and the expenditure on hostels £12,000 greater. The latter increase was balanced by a corresponding increase in the receipts. The cost of maintenance, including salaries and incidental expenses, was practically the same as in the previous year.

The Department's allowance of £2·5 per head for incidental expenses should have been sufficient to cover the total expenditure under this heading, but in some schools the expenditure was greater than the allowance. The cost ranged from £1·86 to £3·3 per head, with the outstanding exception in which the cost was £5·05. The average cost per head for all schools was £2·54.

The net annual income from endowments, as defined above, amounted to £13,000, which sum was deducted from the Department's payments to the Boards for salaries.

Hostels for school boarders were conducted by fourteen Boards, five of which ran the hostels at considerable profit ; five others made a loss on the year's working, the remaining four making the revenue and expenditure approximately balance.

The expenditure of over £130,000 on new buildings represents the cost of large building operations in connection with schools and hostels at several of the centres. The Government's contribution towards this expenditure by way of direct grants was nearly £93,000 ; the balance being met by income from endowments or by loans raised on the security of these endowments. Several Boards have raised loans in this way which will be gradually paid off from endowment income. The total debit balance of all Boards at the end of the year amounted to approximately £80,000.

The following payments were made by the Department on account of secondary education during the year ending 31st March, 1922 :—

Payments to Education Boards for—	£
District high schools: Secondary teachers—Salaries	33,495
National Scholarships	11,693
Payments to secondary schools and colleges for --	
Salaries and incidental expenses	157,660
Manual instruction capitation	3,561
Subsidies on voluntary contributions	743
New buildings, equipment, furniture, sites, &c.—Education Purposes	
Loans Act, 1919	81,197
Rebuilding high school destroyed by fire	4,156
From reserves revenue in accordance with Education Reserves Amend- men Act, 1914	9,958
Conveyance of pupils to secondary and district high schools	6,112
Marlborough High School: Statutory payment	400
Inspectors' salaries	1,437
Inspectors' travelling-expenses	466
Total	£310,878

TECHNICAL EDUCATION.

GENERAL.

Number of Schools.

The number of organized technical schools offering both day and evening classes open during the year 1921 was twenty, including thirteen technical high schools, an increase of four on the number for the previous year.

Technical high schools were established at Pukekohe, Stratford, Feilding, and Hastings during the year, in each case replacing district high schools. Technical classes were also conducted in a number of manual-training and other centres, the total number of centres being ninety-four.

Attendance.

The total number of students receiving instruction in all technical classes was 20,181, as compared with 21,394 in 1920. The total for 1920 includes, however, about 1,800 teachers attending technical classes, whereas such students are excluded from the numbers for 1921. The attendance at technical high schools increased from 2,766 in 1920 to 3,349 in 1921, 434 of the increase being due to the establishment of four new schools. Taking only the technical high schools in operation in 1920, the increase is 149, as compared with a decrease of 302 in the previous year.

Of the total number of 20,181 students, 3,140 held free places at technical high schools, 3,835 at other technical classes, 1,585 were attending continuation and technical classes held under the regulations for compulsory classes, and 674 were attending under the regulations relating to the free instruction of discharged soldiers.

Staffing.

There were at the end of 1921 192 full-time assistant teachers on the staffs of technical schools, besides a large number of part-time teachers. The teachers employed full time were classified as follows, Class VI being the highest :—

Class	Division I.		Division II.		Totals.
	Men.	Women.	Men.	Women.	
VI	2	4	2	5	13
V	6	6	8	11	31
IV	14	3	9	13	39
III	13	6	8	19	46
II	14	7	13	12	46
I	4	1	7	5	17
Totals ..	53	27	47	65	192
Totals for 1920..	39	24	51	61	175

The effect of the classification system in encouraging teachers with high professional qualifications is reflected in the totals shown in the table. Teachers classified in Division I, who must have had a training at least equivalent to a three-years course at a university, have increased in number by 20 per cent., whereas the numbers in Division II have on the whole remained the same. The increase in the number of Division I teachers is partly explained, however, by the increase in the number of technical-high-school pupils.

There is no doubt that the system of classification adopted has greatly improved the conditions of service in technical schools, with the result that it now possesses attractions for competent teachers as nearly equal to those offered in other branches of the teaching service as it is at present possible to arrange. It is hoped that a reasonable solution of some remaining minor difficulties may be found in the near future.

Courses of Instruction.

The reports of the Inspectors of Technical Schools show that on the whole the standard of work in previous years was maintained. In evening classes, generally speaking, the students are keen and industrious, but the fact that most of the classes are heterogeneous as regards the attainments of pupils renders class-work difficult, with the result that teachers are compelled often to resort to individual instruction where class-work would be much more effective if all the pupils were all at one stage. This difficulty is due to the small numbers offering in many trades in most of the schools, and can hardly be removed until the population of the Dominion becomes much more dense than it is at present. In the day classes at technical schools this drawback is not very seriously felt, and in the technical high schools it is only noticeable in the higher classes in certain courses. In these schools, usually offering four or five different courses, the senior pupils of more than one course are often taken together for general subjects of instruction, in preference to the pupils in two or three years of one course being placed in one class.

Part-time day continuation classes have not hitherto been encouraged by associations of employers except in the case of painters and decorators in one large centre. It is hoped that such classes will receive the support and encouragement which they deserve from both employers and employees, and that the single example at present in operation will be followed in all trades and occupations. Some form of compulsion may be necessary to secure the regular attendance of apprentices and other young workers at day continuation classes, but it is felt that no such compulsory classes would prove successful if they lacked the sympathy and aid of the masters and men in the occupations concerned.

CLASSES OTHER THAN CLASSES AT TECHNICAL HIGH SCHOOLS.

(NOTE.—All figures for 1921 are exclusive of teachers' classes, which were included in 1920.)

Classes were held at 94 centres. In the previous year the number of centres was 121, and the decrease was probably due to a decrease in the number of wool-sorting classes in country centres.

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

Description of Class.	Number of Classes.		Number of Students.	
	1920.	1921.	1920.	1921.
Conducted by Education or High School Boards ..	913	611	8,221	5,567
Conducted by Technical School Boards or by Managers ..	968	1,111	9,163	10,081
Conducted by University Colleges	198	230	1,244	1,184
Totals	2,079	1,952	18,628	16,832

It is to be noted in comparing the numbers for 1921 with those for 1920 that the Pukekohe, Wanganui, Feilding, and Greymouth Technical Schools, and the Dunedin School of Art, were each conducted by a Board of managers in 1921 for the first time. This caused a transfer in numbers of 151 classes and 1,389 pupils from the first to the second line in the above table.

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.	
	1920.	1921.	1920.	1921.	1920.	1921.
Males	4,851	4,998	4,700	4,102	9,551	8,934
Females	4,156	4,207	4,921	3,525	9,077	7,898
Totals	9,007	9,205	9,621	7,627	18,628	16,832

SUMMARY OF OCCUPATIONS OF STUDENTS.

	Number of Students.	Percentage of Totals.
Clerical pursuits	2,214	13·15
Professional pursuits	1,134	6·73
Students	3,965	23·56
Domestic pursuits	2,965	17·62
Agricultural pursuits	490	2·91
Various trades and industries	5,416	32·18
Other occupations not stated	648	3·85
Totals	16,832	100·00

NUMBER OF CLASSES IN CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION HELD IN 1920 AND 1921.

	1920.	1921.
Art and artercrafts	238	211
Mechanical and electrical engineering, theoretical and practical	239	230
Building-construction, carpentry, plumbing, and other trades	252	218
Experimental and natural science, practical mathematics, &c.	143	110
Agriculture, wool-sorting, dairy-work, &c.	103	22
Domestic subjects	405	389
Commercial subjects	346	375
Subjects of general education	353	397
Totals	2,079	1,952

The total number of classes shows a decrease compared with that for 1920, due mainly to the exclusion of teachers' classes and a falling-off in the number of wool-classing classes.

“College” classes were conducted in connection with the Auckland University School of Engineering, Canterbury College School of Engineering and School of Commerce, Otago University School of Domestic Science and School of Commerce, the total capitation earnings for these classes for the year being £2,945.

The School of Domestic Science in Otago University was attended by seventy-five students taking either the course for the degree or that for the diploma. Eleven Government bursaries were awarded in 1921, making a total of forty-four tenable during the year. Four degree and eighteen diploma students completed their course. Payments totalling £3,069 were made in respect of the forty-four bursars, an average of nearly £70 each. Graduates from this school are now filling important positions throughout the Dominion as instructors in home-science, and their influence in this important phase of the training of our girls is already very marked.

NUMBER OF STUDENTS RECEIVING FREE EDUCATION AT TECHNICAL SCHOOLS OTHER THAN TECHNICAL HIGH SCHOOLS.

		1920.			1921.		
		Males.	Females.	Totals.	Males.	Females.	Totals.
Junior free pupils	First year ..	757	518	1,275	773	572	1,345
	Second year ..	558	426	984	497	342	839
Senior free pupils	First year ..	449	410	859	429	360	789
	Second year ..	252	284	536	302	256	558
	Third year ..	118	194	312	126	178	304
Totals		2,134	1,832	3,966	2,127	1,708	3,835

Nearly 23 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 a decrease of 75 as compared with the number for 1920, and the total number of senior free pupils shows a decrease of 56. 495 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	..	..	638	students in 14 school districts.
Taranaki Education District	..	..	229	.. 5 ..
Wanganui Education District	..	..	478	.. 3 ..
Hawke's Bay Education District	..	..	115	.. 1 ..
Nelson Education District	..	..	1	.. 1 ..
Canterbury Education District	..	..	124	.. 1 ..
Totals	..	..	1,585	.. 25

During the year 644 returned soldiers attended as free students at technical classes in twenty-one centres. The Repatriation Board, as in 1920, 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:—

	Number on Roll.	
	1920.	1921.
Christchurch Technical School	1,598	1,633
Wellington Technical School	1,146	1,205
Dunedin Technical School	1,302	1,138
Auckland Technical School	1,236	854
Palmerston North Technical School	695	760
Wanganui Technical School	677	700
Ashburton Technical School	493	527

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 362, an increase of 70 over the number for the previous year, and the number of passes was 204, or 56.4 per cent. A gold medal was awarded to one candidate for plumbers' work, Grade II.

TECHNICAL HIGH SCHOOLS.

The number of students in attendance at technical high schools in 1920 and 1921 was as follows:—

Technical High Schools—	Number of Students.	
	1920.	1921.
Christchurch	581	549
Auckland	476	493
Dunedin	385	421
Wanganui	312	354
Invercargill	298	335
Wellington	299	317
Napier	249	259
Stratford	..	165
Hawera	142	164
Pukekohe	..	126
Hastings	..	101
Feilding	..	42
Westport	24	23
Totals	2,766	3,349

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

Course.	Number of Pupils.			Increase over 1920.
	Boys.	Girls.	Total.	
Industrial	951	..	951	+112
Commercial and general	588	1,158	1,746	+388
Domestic	..	385	385	+ 55
Agriculture	243	20	263	+ 31
Art	..	4	4	— 3
Totals	1,782	1,567	3,349	+583

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

	1920.			1921.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Junior free pupils { First year ..	759	588	1,347	945	758	1,703
{ Second year ..	467	412	879	500	444	944
Senior free pupils { First year ..	124	153	277	174	203	377
{ Second year ..	24	38	62	49	51	100
{ Third year ..	3	8	11	9	7	16
Totals	1,377	1,199	2,576	1,677	1,463	3,140

FINANCIAL.

The total amount due by the Department to the controlling authorities for the salaries and incidental expenses of all technical classes, including technical high schools, was approximately £107,434, made up as follows :—

Salaries of full-time teachers	£ 56,057
Salaries of full-time Directors	11,758
Capitation for part-time teachers	19,260
Capitation for student teachers	1,524
Overtime payments	1,300
Incidental allowances	23,030
College classes capitation	2,945
	115,874
Less recoveries from tuition fees	8,440
Totals	<u>£107,434</u>

The following is a summary of the total expenditure by the Department on technical instruction during the financial year ending 31st March, 1922 :—

Capitation and salaries	£ 119,289
Subsidies on voluntary contributions	3,991
Scholarships and bursaries	3,173
Grants in aid of material for class use	5,632
Grants for buildings and equipment	101,198
Grants for rents of buildings	1,517
Conveyance of—	
Instructors	679
Free pupils	4,386
	5,065
Examinations	142
Maintenance technical school buildings	560
Inspectors' salaries and travelling-expenses	2,624
Grant on account of Elam School of Art	1,436
Totals	<u>£244,627</u>

SPECIAL SCHOOLS.

STATE CARE OF DEPENDENT AND DELINQUENT CHILDREN AND INFANT-LIFE PROTECTION.

The Special Schools Branch of the Education Department provides (1) for the maintenance, training, and general upbringing of neglected and homeless and orphan children committed by Courts to the care of the State, for the training of delinquent children and juvenile offenders, for the supervision of all young persons (male and female) placed on temporary probation by the Courts; (2) for the supervision of all infants under the age of six years maintained apart from their parents or adopted with premium, for the general supervision of children for whose upkeep pensions are paid, under the widows' pensions scheme, and for the investigation of applications for the adoption of children; and (3) for the education and maintenance of all afflicted children—deaf, blind, feeble-minded, and for children with defective speech.

The total number of children in the care of the State in 1921 was 5,157, classed under the following headings:—

Boarded out, industrial schools, receiving-homes, &c.	..	..	..	3,830
Juvenile probation	..	..	..	272
Infant-life protection	..	..	..	706
Deaf children	..	..	..	148
Feeble-minded children	..	..	..	201
Total	..	..	..	5,157

The number of children committed to the care of the State during the year was 528; classified according to reason for committal as follows: Destitution, 156; vagrancy, 44; associating with disreputable persons, 14; not under proper control, 162; uncontrollable (complaint by parents), 13; transferred from gaol, 17; accused or guilty of punishable offences, 89; and, in addition, 33 were admitted by private arrangement.

Classified according to age at the time of admission the numbers are as follows: Under six months, 45; over six months and under one year, 23; from one to five years, 102; from five to ten years, 120; from ten to fourteen years, 139; and over fourteen years, 99.

Numbers under Control.

At the end of the year there were 3,830 children under control (excluding those mentioned under separate headings below), and of these 136 were in residence at Government receiving-homes, probation homes, training-farms, and training institutions, and 167 in private industrial schools; 2,035 children were boarded out in foster-homes, 754 were in situations, and 477 residing under license with relatives and friends. The remainder were in various homes or institutions. Of the boarded-out children 120 are over the age of fourteen years and are still attending primary schools, 30 are receiving higher education (10 technical and 20 secondary), and a number are apprentices partly maintained by the State.

The children over school age in employment number 643 males and 350 females (included in the total of 3,830). Of the males, 496 are farm workers (18 skilled in dairy-work and cheesemaking and 478 competent to milk and carry out general farm-work), 36 are apprentices, and 111 others are employed in various trades. Of the girls there are 315 domestic workers, 14 apprentices, 21 factory employees, and 14 engaged in various employments such as shop-assistants, nurses, dress-makers, typists, kindergarten trainees, &c.

Juvenile Probation System.

The functions of Juvenile Probation Officers are to assist the Courts in ascertaining the full facts regarding parents, conditions of homes, and environment of all children brought under the notice of the police, to supervise and befriend any juveniles placed on probation by the various Magistrates, and to undertake, on the application of the parents, the supervision of any children who are inclined

to become uncontrollable. In addition, all male inmates of industrial schools or training-farms placed in situations, or with relatives or friends, are supervised by the Juvenile Probation Officers. There were 1,121 cases dealt with by the Courts in the principal centres of population throughout the year, and of these only 412 were actually admitted to receiving-homes or training institutions, 249 were placed on probation and supervised in their own homes, and the remainder were dealt with generally in a summary manner not calling for supervision by Probation Officers.

Infant-life Protection and Adoption of Children.

At the end of the year there were 706 children under the age of six years maintained in 562 foster-homes. Of these 460 homes each had one child, 73 had two children each, and 20 homes had three each. The payments for the maintenance of each child ranged from 7s. 6d. to £2 2s. a week, but the average rate of payment was approximately 14s. a week.

Adoptions.

During the year 420 children were adopted, and in 39 of these cases premiums were received by the Department's agents and paid out at the rate of 15s. a week for each child concerned. Of the total number of children adopted, 73 were under the age of six months, 53 under twelve months, and 182 under the age of six years.

CARE AND TRAINING OF AFFLICTED CHILDREN.

School for the Deaf, Sumner.

The pupils under instruction during the year numbered 148, and of these 36 were day pupils and 112 boarders.

In 1920 special day classes for partially deaf children and for stammerers were established in Auckland, Wellington, and Dunedin, which have been continued with highly successful results, about 100 children being in attendance at the classes. Provision has also been made in these centres for night classes for the instruction of the adult deaf, 70 persons afflicted in this manner attending the classes in 1921.

During the winter vacation lectures on the principles and teachings of speech were delivered by the Director of the school to teachers and students in several of the centres of population.

Special Schools for the Feeble-minded.

There are two such special schools—one at Richmond for girls, and one at Otekaike, near Oamaru, for boys. The number of girls in residence at Richmond during the year was 56, and the number of boys at Otekaike 145.

EXPENDITURE.

The total net expenditure by the Department for the year 1921–22 on the above services was as follows:—

	£
School for the deaf	6,034
Education of the blind	101
Schools for the feeble-minded	11,190
Industrial schools, receiving-homes, probation system, boarding-out system, &c.	108,622
Total	<u>£125,947</u>

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. Diplomas in a number of subjects may also be obtained. In 1921 a Bachelor of Science in Forestry and a Doctorate of Philosophy were instituted.

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 has 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 £4,000 per annum, 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 1921–22 was £3,416.

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.

The affiliated colleges receive annual statutory Government grants towards meeting the expenses of their general maintenance as follows: Auckland University College, £11,500; Victoria University College, £11,500; Canterbury College, £4,500; Otago University, £10,000. The colleges are also in receipt of rents from endowments, Canterbury College being the most richly endowed, and the total income from this source by all colleges in 1921 being £22,237. In addition to the grants 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 1921–22 being £1,708. 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; £6,868 was paid to the colleges by way of subsidy in 1921-22, and £39,071 as grants for extended buildings and sites. The receipts of the colleges from students' fees amounted to £38,427.

The total amount paid by the Education Department on account of the University of New Zealand and the affiliated colleges for the year 1921-22 was £117,434, as against £109,242 in the previous year. The total expenditure of these institutions on University education (exclusive of trust funds) was £215,000.

NEW ZEALAND UNIVERSITY.

The University conducted examinations in 1921 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 number of candidates for examination is increasing each year; there were 4,964 entrants for the degree examinations in 1921, compared with 3,671 in 1920, and the number of candidates for matriculation has more than doubled in the last ten years. 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 1921.

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 Literature	1	..	1	..	..	..	1	..	1	..	..	..	2	..	2
Doctor of Science	..	..	..	..	..	..	1	..	1	..	1	..	2	..	2
Doctor of Medicine	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Master of Science	4	..	4	1	1	2	2	..	2	4	1	5	11	2	13
Honours in Science	3	..	3	1	1	2	2	..	2	4	1	5	10	2	12
Honours in Arts	4	2	6	5	..	5	5	5	10	11	1	12	25	8	33
Master of Arts	8	2	10	10	3	13	5	10	15	15	2	17	38	17	55
Honours in Law	..	..	..	2	..	2	..	..	..	..	..	..	2	..	2
Master of Law	..	..	..	3	..	3	..	..	..	..	..	..	3	..	3
Bachelor of—															
Arts	14	6	20	11	18	29	13	13	26	18	8	26	56	45	101
Science	5	2	7	9	..	9	3	..	3	8	2	10	25	4	29
Medicine and Surgery	..	..	..	..	..	..	..	..	..	20	4	24	20	4	24
Laws	18	..	18	18	..	18	9	..	9	4	..	4	49	..	49
Commerce	2	..	2	3	..	3	1	..	1	1	..	1	7	..	7
Engineering (Civil)	..	..	..	..	..	..	3	..	3	..	..	..	3	..	3
Engineering (Electrical)	..	..	..	..	..	..	3	..	3	..	..	..	3	..	3
Science in Home Science	..	..	..	..	..	..	..	..	..	4	..	4	..	4	4
Agriculture	..	..	..	1	..	1	1	..	1	..	..	..	2	..	2
Music	..	1	1	..	..	..	..	..	..	..	..	..	..	1	1
Senior University Scholarships	1	..	1	3	3	6	2	2	4	3	..	3	9	5	14
John Tinline Scholarship	..	..	..	..	..	..	1	1	1	..	..	..	..	1	1
Totals, 1921	60	13	73	67	26	93	51	31	82	90	23	113	268	93	361
Totals, 1920	38	9	47	50	23	73	39	17	56	70	26	96	197	75	272

In addition to these successes, 1,815 candidates passed sections of the examinations for degrees or for admission to professions; 45 gained certificates of proficiency. There were 125 candidates for the Entrance Scholarship Examination, 31 gaining scholarships, 46 others passing the examination with credit, and 44 qualifying for Matriculation. The number of candidates for the Matriculation Examination was 3,643, of whom 1,095 passed the whole examination, 526 completed partial passes, and 614 gained partial passes.

Up till the present the examinations in arts and science have been conducted by examiners appointed in Great Britain. The Senate has now agreed to conduct these examinations up to pass grade in New Zealand by the appointment of external examiners in the several subjects, who will act in conjunction with the responsible teacher of the subject in each college.

The following table shows the principal receipts and payments of the University of New Zealand for the year 1921 :—

I.—GENERAL ACCOUNT.					
<i>Receipts.</i>			<i>Payments.</i>		
		£			£
Balance, 1st January, 1921	..	8,030	Transfer to Ordinary Scholarship Ac-	..	1,500
Statutory grant	..	4,000	count	..	..
National endowment	..	3,416	National endowment	..	3,416
Fees	..	19,894	Examinations	..	11,620
Miscellaneous	..	514	Office salaries and rents	..	1,998
			Expenses of Senate Sessions	..	673
			Miscellaneous	..	2,111
			English agent	..	3,356
			Suspense	..	28
			Balance, 1st January, 1922 (including		
			balance in hands of English agent) ..	..	11,152
		<u>£35,854</u>			<u>£35,854</u>
II.—ORDINARY SCHOLARSHIP ACCOUNT.					
<i>Receipts.</i>			<i>Payments.</i>		
		£			£
Balance, 1st January, 1921	..	28,775	Scholarships	..	2,985
Transfer from General Account	..	1,500	Balance, 1st January, 1922	..	28,674
Interest	..	1,384			
		<u>£31,659</u>			<u>£31,659</u>

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

AFFILIATED COLLEGES.

(Tables M1-M5 in E.-7.)

The number of students in attendance at the four University colleges in 1921 was 3,924, as compared with 3,672 in the preceding year. The figures for 1918, 1920, and 1921 are shown below, and it will be seen that the number of students has increased since the year 1918 by 83 per cent.

STUDENTS ATTENDING UNIVERSITY COLLEGES.								
						1918.	1920.	1921.
Men..	..	..	..	..	..	1,122	2,327	2,524
Women	..	..	..	..	..	1,018	1,345	1,400
Totals	..	..	..	..	..	2,140	3,672	3,924

The students are classified as follows : Graduates, 162 ; undergraduates, 2,503 ; non-matriculated students, 1,259. In addition to the matriculated students mentioned above there were 199 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 3,924 students attending University colleges, 1,656, or 41 per cent., were receiving free tuition, being the holders of scholarships, bursaries, or training-college studentships.

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

Of the students attending the colleges 2,987 are returned as taking definite courses as follows : Arts, 1,061 ; law, 543 ; medicine, 403 ; commerce, 256 ; engineering, 254 ; science, 192 ; dentistry, 89 ; music, 82 ; home science, 71 ; architecture, 23 ; and agriculture, 13.

The number of full-time professors employed in the four University colleges at the end of 1921 was as follows : Auckland, 10 ; Victoria, 13 ; Canterbury, 12 ; Otago, 21 : total, 56. In addition a number of part-time professors and large staffs

of lecturers and assistants were employed. The average salary of full-time professors was £857, and the total expenditure by the four colleges on salaries for the year £89,857, as compared with £74,888 in the previous year.

Finances of the Affiliated Colleges, 1921.

The total receipts of the University colleges for the year 1921 amounted to £185,884, of which sum £106,088 was received directly from the Government and £3,435 indirectly from the Government through the University of New Zealand. The receipts from the Government included £47,082 maintenance grants and apportionment of national endowment revenue, and £41,898 grants for buildings and equipment. Receipts from local sources included £22,237, income from reserves and £38,428 fees.

The total payments amounted to £188,765 of which the principal items were salaries, £89,858 ; buildings, £44,261 ; equipment, £12,744 ; administration, £12,010.

FREE EDUCATION AT UNIVERSITY COLLEGES.

What may be regarded as generous provision is made for free education and for scholarship allowances for students of the University colleges, 41 per cent., as mentioned above, of the students receiving free tuition.

Scholarships.

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. 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. Twenty-nine Junior University Scholarships and fifty-eight University National Scholarships were held during 1921. The expenditure by the University on scholarships was £2,985, and by the Education Department on University National Scholarships £3,634. 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.

Scholarships awarded during the degree course are: Senior University Scholarships tenable by candidates for Honours, and awarded on the papers set for 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; Sir George Grey Scholarships for students of science subjects; and a number of privately endowed scholarships open to students of the various colleges. Thirteen Senior University Scholarships were held during 1921.

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

The Rhodes scholar of 1922 is a student of Victoria College. The total number of Rhodes Scholarships that have been granted to date is twenty-one, of which six have been gained by students of Auckland University College, five by students of Otago University, six by students of Victoria University College, and four by students of Canterbury College.

Up to the present twenty-one National Research Scholarships have been awarded, three being current at present, and the following being the subjects of research: "The nature of unsaturation in unsaturated acids and their derivatives"; "Atmospheric electricity, with specific reference to meteorological conditions"; and "Radio-activity and helium content of New Zealand rocks, waters, and natural gases."

Kitchener Memorial Scholarship.—A Kitchener Memorial Scholarship endowed by a private gentleman, and contributed to by other persons and by the Government, is awarded annually 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. The scholarship is worth £50 per annum, and is tenable for two years at an agricultural college. One scholarship was awarded in each of the years 1919, 1920, and 1921, the first named having expired at the end of 1920, and an extension of a third year being granted to the second-named scholar. No award was made in 1922.

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 1921 was 610, as compared with 558 in 1920, and the amount expended on their tuition and examination fees was £10,002, the cost per head being £16 7s. 11d.

Educational Bursaries.

Educational bursaries may be awarded to persons complying with certain conditions who, having matriculated, are trained teachers, or teachers holding a class C certificate, or ex-pupil teachers, or ex-probationers. Bursars are bound to serve as teachers for a specified term of years. The bursaries provide free tuition up to an annual value of £20 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.

The number of educational bursars in 1921 was ninety-one, of which number twelve completed the three years' tenure of their bursaries. The amount expended on tuition and examination fees on account of educational bursaries was £874, the cost per head being £9 12s. 1d.

Domestic-science Bursaries.

Domestic-science bursaries tenable at the Otago University may be awarded by the Director of Education to persons who 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, on completion of their course, to 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 is 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 eleven students in 1921, making in all forty-four bursars in attendance at classes.

Agricultural Bursaries.

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, after the completion of their training the bursars being 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 Matricu-

lation 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 1921 six agricultural bursars attended Lincoln Agricultural College, two completing the second year of the course, and two of the remaining students having previously completed one year at a University college. In addition to these, seven bursars attended a University college, two being in their first year and five in the fourth year of their training. In nearly every case partial success towards the B.Ag. degree was recorded.

The expenditure by the Department on agricultural bursaries for the year 1921 was £1,022.

War Bursaries.

Regulations made in 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. One bursar, after completing his secondary-school course, continued his bursary at a University college, taking an engineering course.

WORKERS' EDUCATIONAL ASSOCIATION.

The Workers' Educational Association, which works in conjunction with the four University colleges, continued its activities in 1921 with satisfactory results. Tutorial and preliminary classes are conducted for working men and women in such subjects as economics, psychology, social and industrial history, English literature, English composition, modern history, electricity, and hygiene; in fact, the association announces its readiness to establish classes in almost any subject for which a sufficient number of students will be forthcoming. Members of the staffs of the University colleges and other highly qualified educationists act as tutors of the classes. Seventy classes and study circles were held in 1921, with a roll number of 2,000. The Government now contributes directly £2,500 per annum to the movement, in addition to which £1,250 paid by the Government out of the National Endowment Fund to the University of New Zealand is devoted to the same object, making a total of £3,750. Voluntary contributions received by the University colleges on account of the association's classes are also subsidized by the Government.

GENERAL.

ANNUAL EXAMINATIONS.

The annual examinations conducted by the Department are as follows: (1) An examination to determine the grant of Junior Scholarships and junior free places, held in November; (2) a main series for Public Service Entrance, Senior National Scholarship, and senior free places purposes, held in November; (3) a January series (a) for teachers' certificates of Classes D and C, and incidentally to some extent of Class B, and (b) for Public Service Senior qualifications; and (4) a special Public Service Entrance Examination held in June.

The examinations were held at fifty-seven centres in 1921-22. In future the teachers' examinations are to be held in August of each year instead of in January.

The total number of entries for all examinations was 10,714, of which number 8,902 candidates actually presented themselves for examination. A certain pro-

portion of the absentees is due to the practice of the accrediting principle by which candidates for senior free places may be exempted from an external examination, as may also training-college students who are candidates for the teachers' examinations. Approximately 2,170 candidates were exempted in this manner from the necessity of passing the Intermediate Examination, of which number 551 are not included in the total of examination entries given above. The number of candidates actually presenting themselves for the various examinations during the last three years is shown below :—

	1919-20.	1920-21.	1921-22.
Junior National Scholarships and junior free places	2,170	2,298	2,282
Public Service Entrance, Senior National Scholarships, and Intermediate	3,063	2,999	3,419
Teachers D and C	2,234	2,365	2,921
Public Service Senior	50	78	28
Kindergarten Certificate Examination	9	1	2
Special Public Service Entrance Examination in June	189	204	248
Special Public Service Entrance Examination for returned soldiers	..	73	..
London University Examinations	4	2	2
	7,719	8,020	8,902

Of the 2,282 candidates for junior national scholarships in 1921 216 obtained the scholarship qualification, 965 qualified for a free place in the scholarship examination, and 1,101 failed. There were also 276 candidates for free places only, of whom 58 qualified and 218 failed. The highest percentages of marks gained in the various subjects of this examination were as follows: English, 86·3; arithmetic, 100; geography, 87; history and civics, 82; elementary science and nature study, 88; drawing (I), 88; drawing (II), 96. The highest percentage gained by any one candidate on the whole examination was 81·25.

Of the 866 candidates for Senior National Scholarships 124 gained scholarships, 588 qualified for senior free places, and 154 failed. Only nineteen of the total number of candidates were examined on the Scheme B (Rural and Domestic) Course, the number qualifying for scholarships being two.

There were 2,634 entries for the Intermediate Examination, only 1,401 candidates presenting themselves, of which number 296 passed and 1,105 failed to do so.

The number present at the Public Service Entrance Examination was 1,152, 632 of the number passing and 520 failing the examination.

The Public Service Senior Examination was confined to returned soldiers who had previously obtained partial success in the examination. Of twenty-eight candidates ten completed the examination, seven gained a pass in two or more subjects, and eleven failed to improve their status.

The number of candidates who sat for the different stages of the teachers' certificate examinations was 2,921 (515 for whole or part of Class C and 2,306 for Class D). Of the total number 745 failed to improve their status. The following table shows the status of candidates before and after the examinations :—

Examination Status.	Number of Candidates qualified under the Different Headings.	
	(a.) Before the Examination.	(b.) After the Examination.
	1.	2.
Class A	..	..
Class B	..	14
Class C	43	141
Class D, with partial success towards Class C	185	207
Class D alone	86	422
Partial success towards Class D and Class C	110	104
Partial success towards Class D only	1,622	1,625
Nil	875	408
Totals	2,921	2,921

The cost of conducting the examinations was as follows:—

Total expenses, including cost of additional clerical services temporarily employed, but omitting other salaries	£ 7,498
Less amounts received or to be received—	£
Fees paid by candidates for teachers' certificates and others ..	3,908
Contributed by Public Service Commissioner for expenses of conducting Public Service Examinations, the fees for which, amounting to £1,449, were credit to him ..	1,517
	<u>5,425</u>
Net cost to Department	<u>£2,073</u>

In addition to the examinations referred to above, the Department also conducted, on behalf of the City and Guilds of London Institute, examinations in technological subjects, particulars of which are given in E.—5 (Technical Education.)

TEACHERS' SUPERANNUATION FUND.

The position of the fund at 31st December, 1921, and the principal figures concerning the year's transactions, as compared with those for 1920 are given below:—

	1920. £	1921. £
Balance at credit of fund at 31st December	599,303	681,777
Increase over balance at end of previous year	72,601	82,474
Income for the year—		
Members' contributions	87,526	96,409
Interest	30,295	35,145
Government subsidy	43,000	43,000
Total income	<u>£160,821</u>	<u>£174,554</u>
Expenditure—		
Retiring and other allowances	66,589	74,315
Contributions refunded, &c.	20,142	15,804
Administration expenses	1,489	1,961
Total expenditure	<u>£88,220</u>	<u>£92,080</u>
Number of contributors at 31st December	5,174	5,872
Number of members admitted during year	619	1,048
Number retiring from the fund during year	464	350
Net increase in membership at 31st December	155	698
Number of allowances in force at end of year	836	881
Representing an annual charge of	£70,208	£79,355
Ordinary retiring-allowances	437 £46,269	475 £54,393
Retiring allowances under extended provisions of section 12 of the Act	76 £10,487	78 £10,698
Retiring-allowances in medically-unfit cases	99 £9,902	102 £10,648
Allowances to widows	125 £2,263	133 £2,407
Allowances to children	99 £1,287	93 £1,209
Funds invested at 31st December—		
At 4½ per cent.	58,900	41,050
At 5 per cent.	14,601	13,801
At 5½ per cent.	38,460	38,360
At 5¾ per cent.	471,612	405,048
At 5¾ per cent.	..	93,158
At 6 per cent.	..	65,168
Total	<u>£583,573</u>	<u>£656,585</u>
Average rate of interest on investments at 31st December	5.37 per cent.	5.5 per cent.

Approval was given for the continuance of the cost-of-living bonus to widows and children, and, in cases of special hardship, to other annuitants, for the year 1st April, 1921, to 31st March, 1922, the rate being the same as allowed during the previous year—viz., widows, £26 per annum; children, £20 per annum; other annuitants, sufficient to bring the allowance up to £100 per annum, but with a maximum bonus of £40.

Approval has also been given for the continuance of the bonus up to the 31st March, 1923, but at a lower rate—viz., widows, £13 per annum; children, £13 per annum; other annuitants, £26 (maximum.)

This bonus is not a charge on the Superannuation Fund, but is provided for out of the Consolidated Fund.

SUBSIDIES TO PUBLIC LIBRARIES.

Owing to the necessity for exercising economy in every possible direction Parliament did not vote a sum for distribution in 1921 as subsidy to public libraries.

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 1921-22
(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)	2,283,000	344,000	2,627,000	..	2,627,000
(2.) Secondary (including secondary schools, and secondary departments of district high schools)	241,000	81,000	322,000	48,000	370,000
(3.) Technical and continuation (including technical high schools)	147,000	101,000	248,000	..	248,000
(4.) Higher (University)	78,000	39,000	117,000	22,000	139,000*
Totals A (1-4)	2,749,000	565,000	3,314,000	70,000	3,384,000
B. Industrial schools, probation and boarding-out system, &c.	115,000	1,000	116,000	..	116,000
C. Special schools (Deaf, Blind, and Feeble-minded Children)	20,000	1,000	21,000	..	21,000
D. Teachers' Superannuation, stores and material purchased, and miscellaneous	46,000	..	46,000	..	46,000
Totals A, B, C, D	2,930,000	567,000	3,497,000	70,000	3,567,000

* In addition to this expenditure £5,848 was expended by the Mines Department on schools of mines, and £2,100 was expended by the Department of Public Health on dental and medical bursaries.

TABLE B.—EXPENDITURE PER HEAD OF POPULATION (1,292,699, INCLUDING MAORIS) ON EDUCATION 1921-22.

(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)	35 4	5 4	40 8	..	40 8
(2.) Secondary (including secondary schools, and secondary departments of district high schools)	3 9	1 3	5 0	0 9	5 9
(3.) Continuation and technical (including technical high schools)	2 3	1 7	3 10	..	3 10
(4.) Higher (University)	1 3	0 7	1 10	0 4	2 2
Totals A (1-4)	42 7	8 9	51 4	1 1	52 5
B. Industrial schools, &c.	1 9	..	1 9	..	1 9
C. Special schools (Deaf, Blind, and Feeble-minded Children)	0 4	..	0 4	..	0 4
D. Teachers' Superannuation and miscellaneous	0 9	..	0 9	..	0 9
Totals A, B, C, D	45 5	8 9	54 2	1 1	55 3

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.	1920-21.	1921-22.
Population (including Maoris)	783,317	1,008,373	1,134,506	1,158,139	1,244,611	1,292,699
Branch of Education.	Total.	Total.	Total.	Total.	Total.	Total.
A. (1.) Primary (including Native schools and training colleges)	£ 572,000	£ 760,000	£ 1,013,000	£ 1,471,000	£ 2,173,000	£ 2,283,000
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14 to 1920-21)	53,000	98,000	157,000	238,000	321,000	289,000
(3.) Technical and continuation (including technical high schools from 1921-22)	11,000	42,000	42,000*	48,000*	*63,000	147,000
(4.) Higher (University)	37,000	50,000	63,000	77,000	102,000	100,000
Totals A (1-4)	673,000	950,000	1,275,000	1,834,000	2,659,000	2,819,000
B. Industrial schools, &c.	27,000	31,000	45,000	50,000	97,000	115,000
C. Special schools (Deaf, Blind, and Feeble-minded Children)	4,000	6,000	7,000	11,000	25,000	20,000
D. Superannuation and miscellaneous	3,000	7,000	33,000	61,000	68,000	46,000
Totals A, B, C, D	707,000	994,000	1,360,000	1,956,000	2,849,000	3,000,000

* 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.	1920-21.	1921-22.
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. 34 11	s. d. 35 4
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14 to 1920-21)	1 3	1 11	2 9	4 2	5 2	4 6
(3.) Technical and continuation (including technical high schools in 1921-22)	0 3	0 10	0 9*	0 10*	1 0*	2 3
(4.) Higher (University)	0 10	1 0	1 2	1 4	1 8	1 7
Totals A (1-4)	15 5	18 10	22 6	31 9	42 9	43 8
B. Industrial schools, &c.	0 7	0 7	0 9	0 10	1 7	1 9
C. Special schools (Deaf, Blind, and Feeble-minded Children)	0 1	0 1	0 2	0 2	0 5	0 4
D. Superannuation and miscellaneous	0 1	0 2	0 7	1 0	1 1	0 9
Totals A, B, C, D	16 2	19 8	24 0	33 9	45 10	46 6

* Technical high schools included in secondary education.

TABLE E.—EXPENDITURE ON PRIMARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL (206,297 IN 1921) OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1917.	1918.	1919.	1920.	1921.
Excluding expenditure on new buildings	£ s. d. 7 7 3	£ s. d. 7 9 9	£ s. d. 9 5 6	£ s. d. 10 17 9	£ s. d. 11 1 4
Including expenditure on new buildings	7 12 7	7 18 4	9 17 4	12 7 5	12 14 8

TABLE F.—EXPENDITURE ON SECONDARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL (13,423 IN 1921) OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1917.	1918.	1919.	1920.	1921.
Excluding reserves revenue and expenditure on new buildings	£ s. d. 14 0 7	£ s. d. 15 10 7	£ s. d. 17 8 8	£ s. d. 17 10 3	£ s. d. 17 19 1
Including reserves revenue and expenditure on new buildings	18 6 4	20 19 4	24 2 5	23 17 1	27 11 4

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, 1922.

General Administration.	£	£	£
Salaries	27,283		
Clerical assistance	2,437		
		29,720	
Travelling-expenses	..	431	
Telephones, office requisites, books of reference, &c. ..	..	459	
Postage and telegrams	..	3,283	
Printing and stationery	..	4,325	
Council of Education : Travelling-expenses, advertising, &c... ..	..	254	
Overtime and meal-allowance	..	140	
Sundries	..	8	
			38,620
Elementary Education.			
Teachers' salaries (including pupil-teachers' and probationers' allowances)	1,546,166		
Teachers' house allowances	40,814		
Allowance for loss of salary	230		
		1,587,210	
General administrative purposes (including school committees' allowances)	..	134,035	
Organizing-teachers' salaries, &c... ..	..	14,102	
Removal of teachers	..	934	
Correspondence classes	..	44	
Manual instruction : Capitation	..	75,924	
School and class libraries	..	685	
School buildings and sites—			
Maintenance and repair of school buildings and residences ..	97,722		
Rent of buildings and sites used for school purposes ..	6,281		
Schools destroyed or damaged by fire—Rebuilding and repairs and rent of temporary premises ..	20,505*		
Payment to Lands for Settlement Account for school-sites ..	1,895		
New buildings, additions, sites, and teachers' residences—			
Education Purposes Loans Act, 1919	328,228		
		454,631	
Inspectors—			
Salaries	29,515		
Travelling and removal expenses	10,650		
Telephones, office requisites, &c.	75		
Extra clerical assistance, typing, &c.	358		
		40,598	
School physical services—			
Salaries of instructors	4,486		
Courses of instruction	244		
Travelling-expenses, &c.	3,252		
Material for uniforms, &c.	1,391		
		9,373	
Conveyance of school-children, teachers, and instructors ; and allowance for board of children	..	39,084	
<i>School Journal</i> —Printing, &c.	..	8,063	
<i>Education Gazette</i> —Printing, &c.	..	110	
Subsidies on voluntary contributions on account of public primary schools, including district high schools	..	13,711	
Sundries	..	116	
		2,378,620	
Less miscellaneous recoveries	..	823	
			2,377,797†
Carried forward	..	..	2,416,417

* During the financial year £37,572 was recovered from the Fire Insurance Fund in the hands of the Public Trustee on account of financial years 1920-21 and 1921-22. † Including £46,389 from national-endowment reserves revenue and £88,135 from primary-education reserves.

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

	£	£	£
Brought forward	..	..	2,416,417
Secondary Education.			
Payments to Education Boards for—			
District high schools: Secondary teachers—Salaries ..	..	33,495	
National Scholarships	..	11,693	
Payments to Secondary schools and colleges for—			
Salaries and incidental expenses	..	157,660	
Manual instruction capitation	..	3,561	
Subsidies on voluntary contributions	..	743	
New buildings, equipment, furniture, sites, &c.—Education Purposes Loans Act, 1919 ..	..	81,197	
Rebuilding high school destroyed by fire	..	4,156*	
From reserves revenue in accordance with Education Reserves Amendment Act, 1914 ..	..	9,958	
Conveyance of pupils to secondary and district high schools ..	..	6,112	
Marlborough High School: Statutory payment	..	400	
Inspectors' salaries	..	1,437	
Inspectors' travelling-expenses	..	466	
			310,878†
Technical Education.			
Salaries of Inspectors	..	2,081	
Travelling-expenses of Inspectors	..	543	
Technological examinations	..	142	
Capitation (including free places) and salaries	..	119,289	
Material for classes	..	5,632	
New buildings and permanent apparatus, &c.—			
Public Works Fund	2,491		
Education Purposes Loans Act, 1919	98,707		
		101,198	
Rents	..	1,517	
Maintenance of buildings	..	560	
Conveyance of instructors	..	679	
Conveyance of pupils to technical schools	..	4,386	
Subsidies on voluntary contributions	..	3,991	
Scholarships and bursaries	..	3,173	
Grant to Auckland Education Board to meet liabilities of Elam School of Art	..	1,436	
			244,627‡
Training Colleges and Training of Teachers.			
Training colleges—			
Salaries of staff (three-fifths; the other two-fifths is charged to teachers' salaries, "Elementary Education") ..	..	25,527	
Allowances and fees for students	..	116,670	
Special instruction, libraries, and incidental expenses ..	..	2,484	
Science apparatus and material	..	281	
New buildings, sites, furniture, &c.—Education Purposes Loans Act, 1919	..	7,342	
Training of teachers other than at training colleges—			
Fares of teachers	..	3,542	
Classes at subcentres, &c.	..	2,312	
			158,158§
Higher Education.			
Statutory grants—			
University of New Zealand—			
New Zealand University Act, 1908	4,000		
National-endowment reserves revenue	3,416		
		7,416	
Auckland University College—			
Auckland University College Act, 1882	4,000||		
New Zealand University Amendment Acts, 1914 and 1919	8,000		
National-endowment reserves revenue	1,708		
		13,708	
Victoria University College—			
Victoria College Act, 1905	4,000||		
New Zealand University Amendment Acts, 1914 and 1919	8,000		
National-endowment reserves revenue	1,708		
		13,708	
Canterbury College—			
New Zealand University Amendment Acts, 1914 and 1919	5,000||		
National-endowment reserves revenue	1,708		
Additions to statutory grant: Finance Act, 1920 (section 43)	2,000		
		8,708	
University of Otago—			
New Zealand University Amendment Acts, 1914 and 1919	10,500||		
National-endowment reserves revenue	1,708		
		12,208	
Carried forward	..	..	3,130,080

* Amount recovered from Fire Insurance Fund.

† Including £5,100 from national-endowment reserves revenue, and

£9,958 from secondary-education reserves revenue.

‡ Including £2,550 from national-endowment reserves revenue.

§ Including £3,200 from national-endowment reserves revenue. || Includes £500 for Workers' Educational Association Classes.

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

	£	£	£
Brought forward	..	..	3,130,080
Higher Education—<i>continued.</i>			
Grants for new buildings, &c.—			
Auckland University College	1,500		
Victoria University College	21,700		
University of Otago	15,871		
		39,071	
Sir George Grey Scholarships	..	139	
National Scholarships	..	3,634	
Bursaries—			
University	10,002		
Educational	870		
Agricultural	922		
		11,794	
Workers' Educational Association—			
Grant for organization expenses	..	500	
Subsidies on voluntary contributions	..	6,868	
		117,754	
Less recoveries	..	320	
			117,434*
Native Schools.			
Salaries (Teachers and Inspectors)	..	57,419	
Special allowances: Isolated places	..	229	
Higher education (including nursing scholarships)	..	4,297	
Books, school requisites, sewing-material, &c.	..	1,546	
Expenses of removals of teachers and travelling-expenses of Inspectors	..	1,179	
Buildings: New schools, additional class-rooms, &c.—			
Education Purposes Loans Act, 1919	6,987		
Rebuilding Native school destroyed by fire	42		
Maintenance of buildings, rebuilding, repairs, &c.	4,058		
		11,087	
Manual instruction: Payment of instructors and material for classes	..	327	
Conveyance and board of children	..	1,456	
Sundries—Advertising, &c.	..	69	
		77,609	
Less recoveries	..	6	
			77,603†
School for the Deaf.			
Salaries	..	5,294	
General maintenance of institution	..	2,407	
Travelling-expenses, including transit of pupils	..	288	
Maintenance of buildings, furniture, repairs, &c.	..	369	
New buildings, &c.	..	39	
Advertising, &c.	..	19	
		8,416	
Less recoveries	..	2,380	
			6,036‡
Education of the Blind.			
Charges for pupils at Jubilee Institute, Auckland	..	524	
Less recoveries	..	423	
			101
Schools for the Feeble-minded.			
Salaries	..	8,969	
Maintenance of buildings, &c.	..	475	
Travelling-expenses	..	834	
Maintenance of institutions, &c.	..	5,563	
Additional buildings, &c.	..	493	
Advertising, &c.	..	10	
		16,344	
Less recoveries	..	5,154	
			11,190§
Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &c.			
Maintenance of buildings	1,682	..	
New buildings	1,137	..	
Salaries	31,012	..	
Boarding out of children, &c.	71,670	..	
Refund of maintenance payments	152	..	
Refund of inmates' earnings	59	..	
Travelling-expenses	8,807	..	
Law costs	14	..	
Libraries	29	..	
Payment to Post and Telegraph Department for services, &c.	884	..	
Rent, office requisites, &c.	834	..	
Special instruction, &c.	36	..	
Carried forward	..	..	3,342,444

* Including £10,248 paid from national-endowment reserves revenue.
† Including £200 from national-endowment reserves revenue.

‡ Including £1,650 paid from national-endowment reserves revenue.
§ Including £400 from national-endowment reserves revenue.

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

Brought forward	£	£	£
	..	..	3,342,444
Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &c.—<i>continued.</i>			
Rent: Te Oranga Home	15		
Maintenance of inmates in Government schools, &c. ..	20,588		
Maintenance of inmates in private industrial schools ..	2,466		
Maintenance of inmates in other institutions	13		
Wages of inmates	181		
Sundries	10		
		139,589	
Less recoveries—			
Amounts received from parents and others, and sales of farm produce, &c. ..	..	30,967	108,622*
Material and Stores.			
Stores and material purchased	14,099		
Lighting, cleaning, cartage, &c.	516		
		14,615	
Less recoveries (stores issued and issues on payments)	..	18,960	Cr. 4,345
Miscellaneous.			
Audit fees	..	350	
Examination expenses: Teachers', Public Service, and Scholarships	7,358		
Less recoveries (fees and Public Service Commissioner's share of cost)	5,425		
		1,933	
Grading of Teachers: Advertising, &c.	..	505	
War bursaries	..	565	
Training-classes for returned soldiers	..	624	
Public Libraries: Subsidies	..	43	
Teachers' Superannuation Fund—			
Government contribution	..	43,000	
Free Kindergartens—			
Subsidy to new buildings	382		
Government contributions	2,310		
		2,692	
Expenses departmental officers' visits overseas	..	200	
Grant to Wellington Education Board: Expenses case Delaney <i>versus</i> Wellington Technical School Board ..	..	402	
Conference of education authorities	..	200	
New Zealand ensigns	..	140	
Compassionate allowance to widow of late H. A. Smithson ..	..	104	
Compassionate allowance to Mrs. Miller	..	50	
Entertainment, New South Wales teachers: Grant towards expenses	..	25	
		50,833	
Less recoveries	..	181	50,652
Total	..	..	£3,497,373

* Including £2,000 paid from the National Endowment Reserves Fund.

SUMMARY.

Service.	Paid from Parliamentary Votes.	Paid from Reserves Revenue.	Totals.
	£	£	£
General Administration	38,620	..	38,620
Elementary Education	2,243,273	134,524	2,377,797
Secondary Education	295,820	15,058	310,878
Technical Instruction	242,077	2,550	244,627
Training Colleges, &c.	154,958	3,200	158,158
Higher Education	107,186	10,248	117,434
Native Schools	75,953	1,650	77,603
School for the Deaf	5,836	200	6,036
Education of the Blind	101	..	101
Schools for the Feeble-minded	10,790	400	11,190
Industrial Schools and probation system	106,622	2,000	108,622
Material and Stores	Cr. 4,345	..	Cr. 4,345
Miscellaneous Services	50,652	..	50,652
Totals	3,327,543	169,830	3,497,373

NOTE.—For a statement of the cost of education, inclusive of the amounts collected from educational bodies' endowment reserves, see Table A, page 53.

Approximate Cost of Paper.—Preparation, not given; printing (1,450 copies), £85.