

1909.
NEW ZEALAND.

EDUCATION:
THIRTY-SECOND ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

[In continuation of E.-1, 1908.]

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

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Office of the Department of Education,

Wellington, 19th August, 1909.

MY LORD,—

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

I have, &c.,

GEO. FOWLDS.

His Excellency the Right Hon. Baron Plunket,
Governor of New Zealand.

R E P O R T.

CONTENTS.

THIS report, with its appendices, gives the information which is of general public interest with regard to the administration of "The Education Act, 1908," and of "The Education Reserves Act, 1908," 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,—
 - (a.) Reports of Education Boards ;
 - (b.) Reports of the School Commissioners ;
 - (c.) Reports of Inspectors ;
 - (d.) Training of Teachers ;
 - (e.) Public-school Cadets ;
 - (f.) List of Schools and Teachers (Table No. 8).
- E.-3. Native Schools.
- E.-4. Special Schools and Infant-life Protection.
- E.-5. Manual and Technical Instruction.
- E.-6. Secondary Education.
- E.-7. Higher Education.
- E.-8. Annual Examinations.
- E.-9. Teachers' Superannuation.
- E.-10. Public Libraries.

PRIMARY EDUCATION.

Number of Schools.

The number of public schools open at the end of 1908 was 1,998, or 35 more than at the end of 1907.

In Table A the schools are classified, as for 1907, according to the yearly average attendance. The classification is in accordance with the grades in Part I of the Fourth Schedule to "The Education Act, 1908."

The number of small schools with an average not exceeding fifteen, which in 1907 rose from 440 to 477, shows a further increase for 1908, the number of such schools in operation last year being 504, or more than a quarter of the number of public schools in the Dominion.

The increase in the number of schools with an average attendance of sixteen to twenty was 12 (1907—238 schools ; 1908—250 schools).

Although the number of schools in the next grade—that is, with an average twenty-one to twenty-five—shows a slight decrease (from 218 to 216), the increase in the total number of schools with an average attendance not over twenty-five was 37.

The number of pupils attending these schools has increased by 767—namely, from 13,633 to 14,400.

The total number of schools under the charge of one teacher was 1,269 in 1907 and 1,299 in 1908 ; in other words, sole-teacher schools constitute 65 per cent. of all the schools. The aggregate average attendance at such schools in 1908 was 24,812, or 19·4 per cent. of the total average attendance for the Dominion. In 1907 the number of schools with two or more teachers was 694, in 1908 it was 699. Of these schools there were in the former year 23 schools with an average attendance exceeding 600 ; last year there were 24 schools with such an attendance. These facts seem to show (1) a tendency for the population to spread into new districts ; (2) a tendency against excessively large schools—both tendencies being such as should probably be regarded as healthy signs.

During the year 1908, 60 schools were closed in the districts named below :—

Schools closed—

Auckland	..	..	..	..	..	..	..	5
Taranaki	..	..	..	..	..	..	..	1
Wanganui	..	..	..	..	..	..	..	8
Wellington	..	..	..	..	..	..	..	4
Hawke's Bay	..	..	..	..	..	..	..	6
Marlborough	..	..	..	..	..	..	..	11
Nelson	..	..	..	..	..	..	..	9
Grey	..	..	..	..	..	..	..	2
Westland	..	..	..	..	..	..	..	1
North Canterbury	..	..	..	..	..	..	..	2
South Canterbury	..	..	..	..	..	..	..	0
Otago	..	..	..	..	..	..	..	4
Southland	..	..	..	..	..	..	..	7
Total	..	..	..	..	..	..	..	60

As in previous years, several of these schools, although reckoned as closed in their original form, were reopened in another; some were amalgamated, some half-time schools became full-time schools; and so on. Including such reopened schools, the total number of schools opened during the year was 95, made up as follows :—

Auckland	..	..	..	..	..	..	..	26
Taranaki	..	..	..	..	..	..	..	7
Wanganui	..	..	..	..	..	..	..	11
Wellington	..	..	..	..	..	..	..	6
Hawke's Bay	..	..	..	..	..	..	..	11
Marlborough	..	..	..	..	..	..	..	12
Nelson	..	..	..	..	..	..	..	8
Grey	..	..	..	..	..	..	..	3
Westland	..	..	..	..	..	..	..	2
North Canterbury	..	..	..	..	..	..	..	5
South Canterbury	..	..	..	..	..	..	..	0
Otago	..	..	..	..	..	..	..	2
Southland	..	..	..	..	..	..	..	2
Total	..	..	..	..	..	..	..	95

The net increase in the number of schools open at the end of the year is thus 35.

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1907 AND 1908.

Grade.	Number of Schools.	
	1907.	1908.
0 (1-15)	477	504
1 (16-20)	238	250
2 (21-25)	218	216
3 (26-32)	195	190
4 (33-40)	141	139
5 (41-50)	163	169
6 (51-60)	102	82
7 (61-75)	72	82
8 (76-90)	54	61
9 (91-120)	82	75
10 (121-150)	39	43
11 (151-200)	43	40
12 (201-250)	30	33
13 (251-280)	16	15
14 (281-330)	11	20
15 (331-390)	21	17
16 (391-420)	8	12
17 (421-480)	12	9
18 (481-510)	5	7
19 (511-570)	11	8
20 (571-600)	2	2
21 (601-660)	8	10
22 (661-690)	3	2
23 (691-750)	4	4
24 (751-780)	1	4
25 (781-840)	2	2
26 (841-870)	2	1
27 (871-930)	2	..
28 (931-960)	..	..
29 (961-1,020)	..	1
30 (over 1,020)	1	..
Totals	1,963	1,998

The number of schools in each grade in the several education districts is given in Table A1 in the special paper dealing with primary education (E.-2).

Roll Number.

For each quarter of the year 1908 the average of the weekly roll-numbers showed an increase over that for the corresponding quarter of 1907. The mean of the average weekly roll for the four quarters was 145,974 for 1908, as against 141,946 for 1907—an increase of 4,028, making the total roll greater than in any previous year. Although the additions to the roll were most marked in the North Island, every district showed at least some increase. The increase was most marked in the last quarter of the year: this is probably largely due to the fact that for the first time, generally speaking, the annual examinations were held in November or December. The effect has been to check the exodus, especially from the upper classes, which has taken place hitherto in the December quarter. Although the change is not likely to be so marked in future, it is probable that the new arrangement will keep most of the Standard VI class at school until the close of the school year, and to that extent will benefit both the pupils themselves and the efficient working of the schools. The number on the roll at the end of the year was 147,428, as against 141,071 for the previous year, an increase of 6,357. Table B shows the mean average roll-number for every fifth year from 1878 to 1898, and for each of the last ten years; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll, and the number of teachers employed in the public schools.

TABLE B.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	Mean of Average Weekly Roll.	Average Attendance, Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.					
					Adults.			Pupil-teachers.		
					M.	F.	Total.	M.	F.	Total.
1878	748	..	*48,773	..	707	454	1,161	118	332	450
1883	971	90,859	69,838	76·9	905	656	1,561	159	571	730
1888	1,158	113,636	†90,103	79·3	1,039	887	1,926	219	694	913
1893	1,375	125,692	†100,321	79·8	1,107	1,096	2,203	238	825	1,063
1898	1,655	133,782	111,636	83·4	1,234	1,370	2,604	229	831	1,060
1899	1,677	133,540	110,316	82·6	1,221	1,372	2,593	230	792	1,022
1900	1,707	132,897	111,748	84·1	1,216	1,415	2,631	206	749	955
1901	1,715	132,868	111,797	84·1	1,222	1,446	2,668	184	771	955
1902	1,754	133,952	113,711	84·9	1,272	1,685	2,957	143	604	747
1903	1,786	134,748	113,047	83·9	1,270	1,726	2,996	147	552	699
1904	1,827	136,282	116,506	85·5	1,272	1,797	3,069	144	505	649
1905	1,851	138,471	120,265	86·9	1,302	1,835	3,137	151	528	679
1906	1,921	140,320	121,958	86·9	1,314	1,887	3,201	153	518	671
1907	1,963	141,946	120,026	84·6	1,332	1,955	3,287	172	478	650
1908	1,998	145,974	127,160	87·1	1,331	2,021	3,352	161	476	637

* Average of three quarters.

† Strict average.

‡ Working average.

For the details of these facts relating to the several districts, Tables B1, B2, B3, in the special report on primary education (E.-2), may be consulted.

The roll statistics cannot be considered as complete unless there are included all the children for whose primary education the State is responsible. To the above figures we must add the number of pupils in the Maori village-schools and in the schools of the Chatham Islands, which are under the direct control of the Department; the complete roll for all public primary schools at the 31st December, 1908, then appears as follows:—

Public schools	145,974
Maori village-schools	4,479
Chatham Island schools	85
Total	150,538

Attendance.

As was mentioned in last year's report, the total average attendance for the year 1907, owing to epidemics of sickness in almost all parts of the Dominion, was lower than that for 1906. In 1908 this cause did not exist, and, as has been already

age. Now, according to the census of 1906 there were in New Zealand, between the ages of five and fifteen, 97 girls for every 100 boys. The difference in the proportion on the school rolls is partly accounted for by reference to the number enrolled between the ages of five and seven—for every 100 boys between these limits there are on the rolls of the public schools only 89 girls; in other words, speaking generally, girls are not sent to school at so early an age as boys. The second important source of leakage is found between the ages of twelve and fifteen, where the ratio of girls to boys on the school rolls is again 89 to 100: this seems to mean that more girls than boys are taken away from the primary schools at the age-period named. The number of girls to every 100 boys between twelve and fifteen years of age at the secondary schools of the Dominion is only 73; so that the leakage is not accounted for in this direction. Apparently there are a certain number of parents who think that it is sufficient for a girl to have little more than half the amount of schooling that a boy receives.

Race of Pupils.

Besides the children of Maori race who are receiving instruction in the Maori village-schools, there are about as many more who are attending public schools; so that the total number of primary pupils of Maori or mixed race is 8,264. These are made up as follows:—

	Public Schools.	Native Schools and Chatham Islands.	Total.
Of Maori race	2,814	3,424	6,238
Of mixed race living as Maoris	277	331	608
Of mixed races living as Europeans	1,338	80	1,418
Totals	4,429	3,835	8,264

The number of Maori children in the public schools as compared with those in Native schools shows an increase, owing principally to the fact that the policy has been steadily followed of handing over Native schools to the Education Boards as soon as the pupils have become so far, educationally at least, European in character that they can be conveniently taught with European children. This point is reached when the Maori can use English fluently in his ordinary conversation. There are 410 European children—217 boys and 193 girls—attending Native schools.

Further details as to the race of pupils are given in Tables B4, B5, C1, and C2 of the report E.-2.

Inspection and Examination.

Table D is a summary for the whole Dominion of Table No. 3 in the Appendix to E.-2, which shows the numbers in the several classes for the various districts. The proportion of pupils in the preparatory class, which has for years past been showing a gradual increase, shows a still further and very marked increase for the year from 31·11 to 34·27 per cent. Although this is partly accounted for by the increase of young children in the Dominion, it seems also to suggest that pupils are being kept too long in the preparatory classes.

TABLE D.—CLASSIFICATION OF PUPILS AT PUBLIC SCHOOLS, DECEMBER, 1908.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1908.	1907.	1906.	1905.	1904.
Preparatory	26,802	23,731	50,533	34·27	31·11	29·36	28·28	27·97
Standard I	9,250	8,378	17,628	11·96	12·05	12·08	12·06	11·55
Standard II	8,982	8,137	17,119	11·61	12·10	12·18	11·95	12·49
Standard III	9,229	8,431	17,660	11·98	12·04	12·17	12·67	12·73
Standard IV	8,573	7,934	16,507	11·20	11·46	11·79	12·03	12·38
Standard V	7,374	6,849	14,223	9·65	10·24	10·59	10·69	10·68
Standard VI	5,175	4,953	10,128	6·87	7·79	8·24	8·37	8·17
Standard VII	1,767	1,863	3,630	2·46	3·21	3·59	3·95	4·03
Totals	77,152	70,276	147,428	100·00	100·00	100·00	100·00	100·00

The following is a summary of the examination statistics for 1908 :—

Public schools—

Total roll at time of annual examination	..	..	..	..	147,865
Present at examination	..	..	..	..	139,764
Present in preparatory classes	..	..	..	..	50,618
Present in Standard VI classes	..	..	..	..	8,771
„ Standard VII classes	..	..	..	..	2,038
Standard VI certificates gained, viz.,—					
Certificates of proficiency	..	..	..	..	5,435
„ competency	..	..	..	..	2,218
					7,653

Details of these figures for each district are given in Table D1 of E.—2.

S6 Certificates.—The percentages of pupils who gained certificates of proficiency and certificates of competency respectively in the two years 1907–8 are shown below :—

				1907. Per Cent.	1908. Per Cent.
Gained certificates of proficiency	..	..	..	59.00	61.96
„ „ competency	..	..	..	23.98	25.29
No certificate	..	..	..	17.02	12.75
				<hr/> 100.00	<hr/> 100.00

The raising of the standard required for a certificate of proficiency, introduced by the regulations of last year, has not, therefore, apparently had the effect of lessening the number of such certificates awarded. But account must be taken of the fact that last year, for the first time generally for the Dominion, the examination for these certificates was held in November or December, so that many of the pupils had received instruction in Standard VI for a longer period than the usual twelve months.

Average Age.—The average ages of the pupils in the several classes for the two years 1907–8 were as follows :—

					1907. Yrs. Mo.	1908. Yrs. Mo.
Preparatory classes	..	..	..	..	7 1	7 2
Class S1	..	..	..	..	9 1	9 3
„ S2	..	..	..	..	10 1	10 3
„ S3	..	..	..	..	11 1	11 3
„ S4	..	..	..	..	12 1	12 3
„ S5	..	..	..	..	13 0	13 1
„ S6	..	..	..	..	13 10	14 0
„ S7	..	..	..	..	14 11	14 9
Mean of average ages	..	..	..	..	<hr/>11 5	<hr/> 11 6

Details for the several districts will be found in Table D2 of E.—2.

Taking into account the difference in the date of examination already referred to, there does not seem to be any great difference between the average ages for the two years.

The average age for the Dominion of the pupils in Standard VI at the time of the annual visit of the Inspector was fourteen years. It may be worthy of serious consideration whether this age is not too high for the moderate standard of attainment reached by the pupils.

The numbers of pupils receiving instruction in the several subjects of the syllabus for each education district is shown in Table D3 (E.—2). In English, arithmetic, and drawing these numbers are practically identical with the roll-numbers. It may be interesting to note the continued increase of the numbers doing nature-study, handwork, and elementary agriculture :—

	Number of Pupils.		
	1906.	1907.	1908.
Roll	139,302	141,071	147,428
Nature-study	120,833	122,660	128,716
Handwork	98,465	105,514	112,952
Elementary agriculture (included in the above)	4,000	6,000	8,000

Conveyance of Children.

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

The amount paid in railway fares on this account for 1908 was £9,437, made up as follows:—

	£
Primary pupils	4,145
Holders of free places in—	
(a.) Secondary schools	1,489
(b.) District high schools	1,043
(c.) Technical schools	2,760
Total	£9,437

Conveyance by Road and Water.—For the last five years grants have been made to Education Boards for the conveyance of children from outlying localities to central public schools as contemplated by section 44 of the Act. The allowance has been made at the rate of 6d. per child per day of attendance at school; and in 1908 the grants to ten Boards for conveyance by road and water amounted to £1,905. The Grey and Westland Boards did not arrange for the conveyance of school-children in this manner. The six districts in which the plan was most used were Auckland, Wellington, North and South Canterbury, Otago, and Southland.

The total amount paid for the conveyance of pupils was thus £11,342.

Board of School-children.—A similar allowance—namely, 2s. 6d. a week—is made, on the approval of the Minister, in aid of the board of any child who, through the impracticability of conveyance, has to live away from home in order to attend a public school. In 1908 £57 was paid for the board of school-children whilst attending public schools.

Further reference to this subject is made in E.—2.

Free School-books.

Last session an item of £3,500 was included in the vote for elementary education to provide free text-books for the pupils of the preparatory classes and the classes of Standards I and II in the public schools. The rate of payment to the Boards, based on the number on the roll at the end of 1908, is 6d. for each child in the preparatory classes, 1s. 3d. for each child in Standard I, and 1s. 6d. per head in Standard II. As the grants did not begin until the 1st January, 1909, the matter is not strictly one for the present report; but it may be interesting to note that now (August) all the Boards have accepted the conditions of the grants. The alternative proposed, the adoption of a uniform series of reading-books, was strongly condemned by nearly all the experts consulted, as tending to a cast-iron uniformity of method. If such a series, moreover, were to be published in the Dominion, the expense of publication would be out of all proportion to the benefits sought to be gained, if the quality of the books bore any sort of comparison with that of corresponding books produced by leading firms in Great Britain, and the cost of renewal from time to time, to bring the contents up to date, would be almost prohibitive.

The School Journal, &c.

The *School Journal* has now completed its second year of issue, the first number having been published in May, 1907. It is published in three parts—viz., Part I (sixteen pages), for Classes I and II; Part II (sixteen pages), for Classes III and IV; and Part III (thirty-two pages), for Classes V and VI. There are no issues for December and January, but the November number is enlarged to provide reading-

matter until the schools close, about the middle of December. For each year there are 168 pages in each of Parts I and II, and 336 pages in Part III. Public schools, Native schools, and special schools (such as industrial schools) are supplied with copies free, and an increasing number of private and secondary schools purchase copies at the rate of $\frac{1}{2}$ d. per copy for Part I, and 1d. per copy for each of Parts II and III. The monthly free distribution to children is—Part I, 37,163; Part II, 36,885; Part III, 29,718. The sales during the year 1909 are at the rate of 16,780 per annum for all parts.

The public schools are supplied with sufficient copies to provide for every child on the rolls of the various classes one copy of the appropriate Part of the *Journal*, Part I, II, or III, as the case may be.

Although the *Journal* aims primarily at being instructive rather than recreative, there is ample evidence from the Inspectors and teachers that its appearance each month is welcomed by the children, and that its influence tends to the very desirable end of fostering the habit and the love of reading. It differs from most of the miscellaneous Readers in that, being composed largely of articles belonging to well-defined series of courses, it preserves a continuity absent from ordinary readers. These courses deal with the history and geography of New Zealand, of the rest of the British Empire, and foreign countries, from the point of view of the human interests involved, so far as these appeal to a child's mind; with nature-knowledge of various kinds—the object being to extend what the pupils have learnt by their own observation, not to give information as a substitute for actual observation; with practical matters of hygiene; with civics and moral instruction; and with current topics, such as Antarctic exploration, Empire Day, Arbor Day, and so forth. It is believed that these subjects are so presented as to cultivate the imagination as well as to arouse thought.

The *Journal* is regularly illustrated; but, in addition to the illustrations contained in its pages, pictures and prints illustrating history, geography, and nature-study are being issued separately on cards, as aids to oral instruction on modern lines in these subjects. Up to the present—August, 1909—the following series have appeared: Twenty-four pictures illustrating great British battles, thirty-two illustrations of New Zealand flora, eight of New Zealand geography, and sixteen of the geography of the British Isles; also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook. Further reference to the *Journal* is made in E.-2.

There are also in preparation similar pictures—namely, sixteen illustrations of glaciers, eight of New Zealand flora, eight of harbours in New Zealand, four depicting incidents in the life of Captain Cook, and four dealing similarly with the life of Nelson.

Several publications of educational value were placed at the disposal of the Department, and so far as the number of copies permitted and the nature of each work warranted these were distributed to Special schools, Native schools, District high schools, Secondary schools, the larger Technical schools, Training colleges, and University colleges. In this way the following publications were distributed: "Animals of New Zealand," Hudson's "Entomology," "New Zealand Neuroptera," Colenso's "Lexicon," Tregear's "Maori Race," and Thomson's "New Zealand Naturalist's Calendar."

Among other publications of general interest that have been issued by the Department during the past year may be mentioned the Inspector-General's "Report on Educational Institutions in Europe and America"; the "Manual of Physical Drill"; and the "Outline of a Scheme for Teaching Hygiene and Temperance" (reprint). The following are in preparation, and will appear shortly: "A Manual of New Zealand Mollusca," by H. Suter; "New Zealand Plants and their Story," by Dr. L. Cockayne; "Geology of New Zealand," by Dr. P. Marshall; "Industrial Education a Phase of the Problem of Universal Education," by Dr. Davenport (reprint), of Illinois College of Agriculture, Urbana; New Zealand Flora plates, being published in connection with Cheeseman's "Manual of New Zealand Flora."

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

Staffs of Public Schools.

The number of teachers in the public schools, exclusive of those employed in the secondary departments of district high schools in December, 1907, and December, 1908, respectively, was as follows:—

TABLE E.—NUMBER OF TEACHERS EMPLOYED.

Adults,—				1907.	1908.		
Men .. .. .	..	..	..	1,332	1,331	Decrease	1
Women .. .. .	..	..	..	1,955	2,021	Increase	66
Total .. .. .	..	..	..	3,287	3,352	Increase	65
Pupil-teachers,—							
Male .. .. .	..	..	..	172	161	Decrease	11
Female .. .. .	..	..	..	478	476	Decrease	2
Total .. .. .	..	..	..	650	637	Decrease	13
All teachers,—							
Male .. .. .	..	..	..	1,504	1,492	Decrease	12
Female .. .. .	..	..	..	2,433	2,497	Increase	64
Total .. .. .	..	..	..	3,937	3,989	Increase	52

For the schools above Grade 0 having only one teacher—that is, schools with 16 to 40 children in average attendance—the average number of children per teacher—or, in other words, per school—was 24·80. Taking all schools with two or more teachers, we find that the average number of pupils per adult teacher, if we reckon two pupil-teachers as equivalent to one adult, was 42·51; and with the same assumption the average for all schools of Grade 1 and upwards was 38·42.

Omitting teachers of schools of Grade 0, the ratio of adult men teachers to adult women teachers in 1908 was 100 to 126; in 1907 it was 100 to 124.

The rise in the proportion of male pupil-teachers, which had been steady during the previous five years, was arrested in 1908, when the ratio of male pupil-teachers to female pupil-teachers was 1 to 2·96, as against 1 to 2·77 in 1907.

It may be interesting to note the corresponding proportions for primary-school teachers, secondary teachers in district high schools and secondary schools (exclusive of visiting teachers), and for students in training colleges, respectively:—

Number of Women Teachers or Students per Hundred Men Teachers or Students (omitting Teachers of Schools in Grade 0).

				1906.	1907.	1908.
Adult primary teachers .. .. .	..	..	..	125	124	126
Pupil-teachers .. .. .	..	..	..	339	277	296
Secondary teachers .. .. .	..	..	..	80	77	76
Training-college students .. .. .	..	..	..	350	315	286
All teachers and students .. .. .	..	..	..	148	142	144

In other words, out of a total of 4,105 persons engaged in the above-named branches of the teaching profession there were in 1908, 1,683 men and 2,422 women.

Remembering that a much larger number of women than of men leaves the profession after a few years of service, we may form some idea of the extent to which New Zealand has been affected by the general tendency all over the world towards the increase of women in the teaching profession.

So far as can be gathered from the reports received from England, Scotland, and the United States, the following statement shows the number of women teachers per hundred men teachers:—

		England.*	Scotland.†	United States.‡
Adult primary teachers .. .. .	..	329	252	} 388
Pupil-teachers .. .. .	..	386	456	
Secondary teachers .. .. .	..	§	§	117
Training-college students .. .. .	..	212	396	321

Full details of the primary staffs of the public schools in the several education districts are given in Table E1 of the report on primary education (E.—2).

* Figures for 1903–7, being last available. † Figures for 1907–8, ‡ From report for 1907. § Not available.

[The relieving-teachers appointed by several of the Boards are not included in Table E1, or in the summary given above, but will be found in Table 1 of the Appendix to E.-2.]

The Education Act of last session will, among other things, improve the staffing of the public schools in the following respects :—

- (1.) It gives an assistant as soon as a school reaches an average attendance of 36, instead of 41 as heretofore : this amendment comes into force at once. The other amendments will operate gradually ; the chief are,—
- (2.) A second assistant is given at 81, whereas the second increase of staff under the principal Act was a pupil-teacher, given when there were 91 in average attendance. Similarly, the third and fourth assistants also will be adults, and will be employed when a school reaches 121 and 161 respectively. Hence the new staff for schools between 161 and 200 will in the future be a head teacher and four assistants, instead of a head teacher and three assistants (or a head teacher, two assistants, and two pupil-teachers), which was the staffing under the former scale.
- (3.) In the schools with an average attendance above 200 the staff will be further strengthened by providing an adult teacher for every 50 or part of 50 children in average attendance, instead of an adult teacher or two pupil-teachers for every 60 children. Thus, in a school of 601 to 660 the old staff was 9 adults and 6 pupil-teachers, equivalent to 12 adults ; the new staff will consist of 14 adult teachers, as pupil-teachers will gradually disappear. The probationers who may be appointed under the Amendment Act are not to be counted on the regular staff of the school to which they are attached. Their appointment will be made simply for the purpose of ascertaining their fitness for the teaching profession, and of giving them some insight into the methods of teaching under actual conditions before they enter the training college ; it is not intended that they should have charge of a class, nor are they to be engaged in teaching—even of small sections and under supervision—for more than fifteen hours a week. Probationership will thus form a bridge between the secondary school or district high school and the training college.
- (4.) Every side school must be staffed as fully as if it were a main school, even if this means the addition of one or more teachers to the number warranted by the combined attendance of the main and side schools.

Although the improved staffing may not be quite as liberal as might be imagined in an ideal system, it will more nearly approach in numerical strength the scales which obtain in those countries that are most advanced in matters of education ; for instance, the average number of children per adult teacher is in—

	Roll Number.	Average Attendance.
England	49.8	40.8
Wales	45.4	34.8
Scotland	40.2	34.9
Switzerland (including Geneva Canton)	44.9	44.0
Canton of Geneva	29.9	29.3
United States (city schools)	35.4	24.9
New Zealand (under the new scale in schools 201-700)	47.9	41.9

Salaries of Teachers.

At the rate paid in December, 1908, the total amount of all salaries and allowances paid to teachers and pupil-teachers was £503,362 ; the average rate per teacher (including pupil-teachers) was therefore £126 3s. 9d., as compared with £126 17s. 1d. in December, 1907.

A fairer idea could be gained by excluding teachers in Grade 0 schools and pupil-teachers, and by deducting the house allowances that are payable to head teachers for whom residences are not provided. We then find that the average net salaries of adult teachers in the last three years (in December of each year) have been as follows :—

	1906.			1907.			1908.		
	£	s.	d.	£	s.	d.	£	s.	d.
Men	189	18	2	192	9	3	195	1	0
Women	116	7	3	115	0	3	115	13	5
All adults	149	3	7	148	17	7	148	8	1

These salaries will be considerably higher under the new Act, although the large increase of comparatively junior teachers substituted for the pupil-teachers will to a certain extent counteract the tendency to a rise in the general average salary. Under the same Act there is introduced the principle of annual increments to salaries, which operate in each grade until the maximum salary for the grade is reached.

Status of Teachers in Regard to Certificates.

The numbers of certificated teachers and uncertificated teachers respectively employed in primary work in the several education districts will appear in Table E2 of the special report (E.-2), a summary of which for the whole Dominion is given below, as at 31st December, in each of the years 1905 to 1908 inclusive :—

	1905.	1906.	1907.	1908.
I. Certificated teachers,—				
Adults	2,460	2,412	2,422	2,451
Pupil-teachers	13	6	14	2
Total	2,473	2,418	2,436	2,453
II. Uncertificated teachers,—				
(a.) Holding partial qualifications,—				
(i.) Holders of licenses	270	227	178	99
(ii.) Others partially qualified	90	134	142	167
Total of (a.)	360	361	320	266
(b.) Having no recognised examination status	320	428	545	635
Total number of uncertificated teachers	680	789	865	901
Total primary teachers	3,153	3,207	3,301	3,354

From the table it will be seen that the teachers employed in primary-school work in the Dominion at the end of 1908 numbered 53 more than in December, 1907. Of the total, 2,453 were fully certificated, while 901, or 26·9 per cent. of the whole, either possessed no recognised examination status or had not yet completed the necessary qualification. The corresponding percentage for 1907 was 26·2.

A fairer idea of the proportion of certificated and uncertificated teachers could probably be obtained by omitting teachers in schools of Grade 0, only about a quarter of whom are certificated. If we do this for the years 1905 and 1908 we get the following numbers :—

Primary Teachers in Schools of Grade 1 and upwards.

	1905.	1908.
I. Certificated	2,460	2,411
II. Uncertificated,—		
(a.) Partially qualified	329	213
(b.) Without status	163	294
	492	507
Total	2,952	2,918
Percentages,—		
I. Certificated	83·3	82·6
II. (a.) Partially qualified	11·1	7·2
(b.) Without status	5·6	10·2
	16·7	17·4
Total	100	100

It will be understood that the above figures do not include any of the teachers in secondary schools, secondary departments of district high schools, and technical

schools, of whom it is safe to say that the number holding certificates is very much larger than at any previous time.

The following summary of Table E3 in the special report (E.-2) includes, however, all certificated teachers in the employment of Education Boards, whether engaged in primary work or in the secondary departments of district high schools, arranged according to sex and the class of certificate held.

Holders of Teachers' Certificates in the Service of Education Boards at 31st December, 1908.

Class of Certificate.						M.	F.	Total.
A	..	..	..	..	..	27	7	34
B	..	..	..	..	..	114	42	156
C	..	..	..	..	..	289	105	394
D	..	..	..	..	..	631	773	1,404
E	..	..	..	..	..	129	417	546
Total certificate-holders (December, 1908)						1,190	1,344	2,534

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

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

Class.	Number of Certificate-holders in each Year.					
	1909.	1908.	1907.	1906.	1905.	1904.
A	99	94	87	86	83	75
B	266	232	208	201	198	190
C	544	415	294	197	172	151
D	1,442	1,479	1,593	1,650	1,499	1,251
E	555	595	642	721	794	907
Totals, Classes A, B, C, and D ...	2,351	2,220	2,182	2,134	1,952	1,667
" " A, B, C, D, and E	2,906	2,815	2,824	2,855	2,746	2,574

Training of Teachers.

Three out of the four training colleges had during the year 1908 almost, if not quite, their full complement of students; it is to be regretted that the fourth college had less than half the full number it could accommodate. The supply of trained teachers required to fill the regularly recurring vacancies, to staff new schools, and to improve the staffing of existing schools in accordance with the provisions of the Education Amendment Act, can be maintained only if the numbers at the training colleges are maintained at the highest figures; otherwise, the vacancies must be filled with untrained or partially trained teachers—a result it is desirable to avoid. The new regulations gazetted in December last increased the number of students who may be attending a training college at any one time from eighty to a hundred, the increase being called for by the new scale of staffing. The same regulations also increased the inducements to pupils from secondary schools to enter the teaching profession by giving to all students in Division B (non-pupil-teachers) living away from home the additional allowance of £30 a year formerly paid to only four of such students entering in each year; the scale of payments to the staff was revised, giving salaries that are at once more liberal, and yet graded in accordance with the Amendment Act of last session; in order to increase the opportunities for the child-study that forms so important a part of the training-college course, permission was given to each institution, with the sanction of the Minister, to establish a small kindergarten division for a limited number of children between three and five years of age; and the course of study and training was further defined, with a view to ensuring that subjects essential to a teacher should not be neglected. It may be necessary

to define the courses still further, so far as that can be done without interfering with the freedom of the several colleges to shape their own programmes, as, unfortunately, there seems to be a tendency at present to avoid the study of natural science, without which no teacher can be said to be properly equipped for his work. It is also a question whether some other modification of the regulations may not be desirable to prevent some of the students from subordinating their legitimate training as teachers altogether to the object of taking a university degree. The course of training extends over two years, and it does not seem expedient that this period should be shortened, except in the case of those who have already graduated in the University, and who may therefore be considered as requiring only professional training in the colleges; for them one year would probably be sufficient. The new Training College buildings at Auckland and Dunedin have now been completed, and are in actual occupation.

At the close of the year the students in training numbered 274, as follows:—

Number of students in training colleges, end of 1908:—					Men.	Women.	Total.
Auckland	..	..	..	..	23	25	48
Wellington	..	..	..	..	14	64	78
Christchurch	..	..	..	..	13	59	72
Dunedin	..	..	..	..	21	55	76
Total	..	..	..	..	71	203	274

				£	s.	d.
The amount paid in 1908 for the training of teachers was				40,968	0	4
made up as follows:—						

I. Training College—

Salaries of staffs .. .. .	..	..	..	..	..	5,925	3	10
Students' allowances .. .. .	..	..	..	..	..	10,666	4	11
University fees of students .. .. .	..	..	..	..	..	2,276	8	3
Libraries .. .. .	..	..	..	..	..	187	18	11
Apparatus .. .. .	..	..	..	..	..	25	13	3
Buildings .. .. .	..	..	..	..	..	13,565	0	0
Total .. .. .	..	..	..	..	..	£32,646	9	2

II. Other training—

Grants for special instruction in handwork, including agriculture, of teachers other than training-college students .. .. .	..	..	..	..	..	2,900	0	0
Railway fares of teachers and instructors .. .. .	..	..	..	..	..	5,421	11	2
Total .. .. .	..	..	..	..	..	£8,321	11	2

Public-school Cadets.

The Education Act provides that "in public schools provision shall be made for the instruction in military drill of all boys"; and it is declared to be the duty of the Board in each district "to cause physical drill to be taught to all boys and girls over the age of eight years attending the public schools in the district." The number of children returned as receiving instruction in drill in the public schools of the Dominion at the end of the year was 143,580. The term "drill" here must be taken to include physical and disciplinary exercises.

There were on the 31st March, 1909, 185 cadet companies, 111 detachments, and 14 sections, with a total strength of 14,686 members, equipped with the "model rifles" (dummies) which have been imported by the Department for purposes of drill, and with a percentage of miniature Martini-Henry rifles for target-practice. Details of the number of cadet companies in the several districts are given in Table V of the report of the Officer Commanding. The number of battalions formed was 32.

At the end of the year the companies in the North and South Islands respectively, exclusive of those attached to district high schools, competed for two challenge shields presented by the Government. The conditions were that each competing squad should consist of ten cadets, all belonging to the same company or detachment; each company to have seven shots at 100 yards (kneeling), 150 yards (sitting), and 200 yards (lying), the local range being used in each case. The North Island shield was again won by the Dannevirke North No. 1 Company (Hawke's Bay), with a score of 798 out of a possible 840; the South Island shield was won by the

North-east Valley (Dunedin) No. 1 Company, with a score of 724. The results of the competitions for the valuable prizes presented by the Weekly Press Company (Christchurch) and the Colonial Ammunition Company (Auckland) are given in the tables of the report of the Officer Commanding.

During the summer of 1908-9 five camps were held, seven battalions, with a total strength of all ranks of 1,343, being represented. Each camp was held for a week (six days), and a capitation allowance of 3s. 6d. per head was provided by the Department towards the expenses, together with the loan of necessary equipment.

An illustrated manual of physical exercises has been supplied for general use in schools; and a revised edition of the Manual of Infantry Training for the Public-school Cadets has also been issued for use in schools where there are cadet corps.

For the encouragement of rifle practice by the cadet companies forming the No. 3 Wellington Battalion and the No. 2 Wanganui Battalion, Captain J. Kebbell, of Ohau, and Mr. J. Handley, of Wanganui, each very generously presented a silver-mounted shield.

The expenditure for the year 1908 was £5,613 12s. 1d., made up as follows:—

	£	s.	d.	£	s.	d.
Salary of Commanding Officer	317	10	0			
Travelling-expenses of Commanding Officer	263	11	5			
Salaries of clerk, and armourer and storeman	389	0	0			
Rent and expenses of store-room	29	2	6			
				999	3	11
Capitation	1,633	19	7			
Arms, accoutrements, ammunition, &c. 2,737 9 10	2,737	9	10			
Less recoveries	847	1	11			
	1,890	7	11			
Rent, &c., of rifle ranges	182	17	10			
Railway fares of corps	267	14	11			
Training-camps	583	19	1			
Contribution towards expenses of Cadet Friar, competing at Boys' Bisley, England	50	0	0			
Contingencies	5	8	10			
				4,614	8	2
Total	£5,613	12	1			

Finances of Education Boards.

Table F contains an abstract of the accounts of the receipts and expenditure of Education Boards for the year 1908. These are tabulated in detail in an appendix to E.-2, and another appendix contains the annual reports of the several Boards, with their statements of receipts and expenditure in full detail.

TABLE F.—ABSTRACT OF THE RECEIPTS AND EXPENDITURE OF EDUCATION BOARDS, 1908.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Balance, 1st January, 1908	50,178	1 11	Boards' administration	39,730	9 7
Rents from reserves .. £48,764 19 6			Teachers' and pupil-teachers' salaries, and pupil-teachers' lodging-allowances	489,041	18 10
Balance of grants for salaries of teachers and pupil-teachers .. 437,282 16 5			Incidental expenses of schools (including £4,495 16s. 3d. paid over to School Committees out of special capitation provided by Government for the purpose) ..	38,077	9 1
Allowance, £250, and capitation	76,319	10 8	Salaries of relieving-teachers	3,778	3 7
Other grants	28,496	4 6	Scholarships and secondary education	31,892	8 7
Total for maintenance 590,863 11 1			Training of teachers	19,948	13 3
Scholarships and salaries of staffs of secondary departments of district high schools	31,128	14 8	Manual and technical instruction	48,212	3 10
Manual and technical instruction	42,634	15 11	Buildings, house allowances, sites, &c. ..	157,969	3 8
Buildings and teachers' house allowances .. 185,777 10 10			Refunds and sundries	9,817	1 11
Total from Government	850,404	12 6	Balance, 31st December, 1908	78,144	3 1
Local receipts—					
Fees, donations, &c. .. 9,855 19 4					
Interest, rents, &c. .. 3,686 3 0					
Refunds, fines, &c.	13,542	2 4			
	2,486	18 8			
	£916,611	15 5		£916,611	15 5

If we exclude the expenditure on buildings and on scholarships and secondary education, which are dealt with below, the chief items of expenditure in 1907 and 1908 were as follows:—

	1907.	1908.
	£	£
Boards' administration	37,832	39,730
Incidental expenses of schools	38,320	38,077
Teachers' salaries	484,673	489,042
Training of teachers	20,086	19,949
Manual and technical instruction	43,462	48,212

The increase in teachers' salaries is due to the increase in the number of schools; and to some extent the increase in the cost of the administration may be attributed to the same cause. The increase in the expenditure upon manual and technical instruction is due mainly to the increase in the number of classes for both manual and technical instruction, and in the number of centres at which classes were held.

The proportion of the expenditure by Boards for administration to their whole expenditure and the corresponding proportion of the incidental expenses of schools (through School Committees) for the last four years have been as follows:—

	Boards.	Committees.	Total.
1905	5.0	5.7	10.7
1906	4.5	4.8	9.3
1907	4.7	4.8	9.5
1908	4.7	4.5	9.2

On the whole, therefore, there is a slight tendency for the proportion of expenditure upon administration by the Education Boards and School Committees to decrease, and this is as it should be, for the cost of administration should not increase proportionately with the number of schools.

The corresponding percentages for the several Boards are given in E.-2. As might be expected, the percentage is generally higher in the case of the smaller education districts.

For convenience the funds granted to the Boards for building purposes and those granted for general purposes may be considered separately, as in former years. Table F1 in the special report (E.-2) shows the assets and liabilities of the Boards on the General Account; these may be summarised thus—

General Account, all Boards, 31st December, 1908.

<i>Liabilities.</i>	£	<i>Assets.</i>	£
Overdrafts	677	Cash	26,072
Due to Government	17,499	Due from all sources	36,197
Other liabilities	14,704	Deficits	Nil
Balances	29,389		
	<u>£62,269</u>		<u>£62,269</u>

At the end of 1907 the deficits amounted to £939, and the balances to £24,906, leaving a net balance of £23,967, so that, taken altogether, the Boards have still further improved their position, which was already good, by £5,422. Auckland, Taranaki, Hawke's Bay, and South Canterbury showed smaller balances in 1908 than in the preceding year; all the other Boards either increased their credit balances or converted deficits into balances.

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

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

Table F2 of E.-2 will show the assets and liabilities of the several Boards on this combined Buildings Account. It may be set forth in outline as follows:—

Buildings Account (a) and (b), all Boards, 31st December, 1908.

<i>Liabilities.</i>		£	<i>Assets.</i>		£
Overdrafts .. .. .	.. .. .	5,789	Cash .. .. .	.. .. .	58,538
Other liabilities .. .. .	.. .. .	56,672	Due from all sources .. .. .	.. .. .	60,923
Balances .. .. .	.. .. .	59,875	Deficits .. .. .	.. .. .	2,875
		<u>£122,336</u>			<u>£122,336</u>
			Net balances 1st January, 1909		<u>£57,000</u>

The net balances at 1st January, 1908, amounted to £54,268, so that it will be seen that the total credit balances increased during the year by £2,732. As will appear, however, from what is stated below, this fact does not necessarily indicate a satisfactory condition of things, although at first sight it might seem to do so. From an examination of the grants made to the Boards for the maintenance and replacement of school buildings—see (a), above—and their returns of expenditure under these heads, it has been found that the School Buildings Maintenance Account should stand as shown in Table F3 (E.-2), a summary of which is given below :—

School Buildings Maintenance Account, all Boards, 31st December, 1908.

		£			£
Liabilities .. .. .	.. .. .	7,504	Assets .. .. .	.. .. .	1,117
Net balance .. .. .	.. .. .	94,954	Balances .. .. .	.. .. .	101,341
		<u>£102,458</u>			<u>£102,458</u>

Judging from this statement, we should expect a net balance, available on 1st January, 1909, for the maintenance and rebuilding of school buildings, of £94,954. As the actual cost of maintenance and repairs has already been charged to the fund, it may be said that this net balance should be available for rebuilding worn-out schools and for replacing worn-out furniture, fittings, &c. But the Combined Buildings Account shows a net balance of only £57,000; by the conditions of the grants for new buildings and additions, which are made just sufficient to meet the ascertained cost of the works in question, there can be no balance on these grants, and the deficit, if any, should be comparatively small; further, out of the sum of £57,000 just mentioned, over £19,000 forms a trust fund, being made up of the balance of donations and the statutory subsidy thereon intended to provide for the erection of part of the proposed Auckland Technical School; accordingly, the portion of the balance presumably available for the proper purposes of the maintenance and rebuilding of schools cannot be more than £38,000—that is, £57,000 less £19,000. Hence, it would appear that the sum of £56,954 (that is, the difference between £94,954 and £38,000) has been diverted from the Buildings Maintenance Account to the erection of new school buildings.

It might be contended, on the other hand, that from 1905 to 1907, inclusive, the Boards have been allowed to spend sums, amounting in the aggregate to not more than 7 per cent. of the building maintenance grants, on “small alterations and additions”; also that by a circular of February, 1908, the limitation of the use of this proportion of the grants to small additions and alterations was removed; but it should be remarked that the last-named circular stated in clear terms the condition upon which any part of the grants could be so used—namely, only after the Boards had “made due provision for the requirements” in respect of maintenance and rebuilding; neither circular gives authority for using the money for or in aid of the cost of new schools. So many are the school buildings that will require to be replaced in a few years that it is doubtful whether many of the Boards could comply with the condition named—a condition that appears reasonable enough on the ground of prudence alone. Even had they all been able to make due provision for the rebuilding expenditure that is imminent, and yet have had 7 per cent. of the grants left for additions and alterations, the deficiency of £56,954 would not have been accounted for, as the total of the maintenance grants for the four years 1905–8 has been £227,794, and 7 per cent. of this, which, on the hypothesis just made, the Boards might have so spent on additions, &c., is £15,496. Hence, on the most liberal interpretation of the facts, the amount of money diverted from the proper

purpose of the maintenance grants, for which they are voted by Parliament and distributed by the Department, is not less than £41,000; probably £50,000 would be nearer the real amount.

The actual balance remaining (£38,000) may be sufficient to provide the cost of rebuilding the schools that require to be replaced in the next two or three years, but not to provide the proportion that should now be in hand of the cost of replacing those falling due at a later date.

It is clear that the Government cannot reasonably be asked to pay a second time moneys already given for rebuilding.

There appears to be only one way in which the Boards concerned can set the matter right—namely, by using the balances in hand on the General Account, which by paragraph (b) of section 52 of “The Education Act, 1908,” may be used, *inter alia*, “for the expense . . . of erecting, fitting up, and improving school buildings.”

It would be only fair to state here that these remarks do not apply equally to all the Boards—in fact, in the case of one or two Boards they do not apply at all.

EDUCATION RESERVES.

Tables G1, 1A, 1B, in the appendix to E.-2 give a summary of the accounts of the School Commissioners, which are also given in full in the same appendix. These accounts may be presented in outline as follows:—

TABLE G.

(a.) *Income and Expenditure of School Commissioners, 1908.*

<i>Income.</i>			<i>Expenditure.</i>		
		£			£
Balances, 1st January, 1908	..	12,599	Payments during year	..	65,990
Receipts during year	..	68,404	Balances at 31st December, 1908	..	15,013
Total	..	£81,003			£81,003

(b.) *Assets and Liabilities of School Commissioners.*

<i>Liabilities.</i>			<i>Assets.</i>		
		£			£
Amounts owing	..	7,829	Amounts due	..	7,515
Balance	..	60,692	Balances at bank on mortgage, &c.	..	61,006
		£68,521			£68,521
			Balance brought down		£60,692

The payments made to Education Boards for primary education out of proceeds from Education reserves in 1908 amounted to £52,616 9s. 6d., as compared with £47,385 4s. 8d. for the previous year. The revenues of the Boards are not, however, increased thereby, as equal amounts are deducted from the grants otherwise payable by the Government.

Table H8 in E.-6 shows the payments for secondary education from reserves under the control of the School Commissioners, which amounted in 1908 to £4,154 4s. 3d., as compared with £4,353 13s. 7d. in 1907. This money is distributed by the Commissioners to the governing bodies of secondary schools in the provincial districts in proportion to the number of pupils in average attendance at these secondary schools, exclusive of those in any lower department.

Table G2 in E.-2 shows the total income from Education reserves for the several districts for the ten years 1899–1908, and the cost of administration for the same period. Summarised this appears as below:—

Total income for the ten years 1899–1908	..	..	..	£585,644
Cost of administration during the same period, 1899–1908	..	..	..	£38,023
Cost of administration per cent. of income	..	..	..	6.49

The cost of administration shows a slight decrease as compared with previous years, but is still very high in one or two districts.

NATIVE SCHOOLS.

The number of Native village schools in operation at the end of 1907 was ninety-nine. During the year 1908 seven were opened, five were transferred to the control of the Education Boards of their respective districts, and four were closed, thus

leaving a total of ninety-seven schools in operation at the end of 1908. The number of children on the rolls of these schools at the 31st December, 1908, was 4,217, as against 4,183 at the close of the preceding year. The average attendance for the year was 3,781, the percentage of regularity being 84.4, an increase of about 2 per cent. on that of the previous year. The average weekly roll-number for the year was 4,479, which was the highest yet reached.

There were at the 31st December 215 children on the rolls of the various Native mission-schools and 303 others on the rolls of the secondary Native schools, all of which are inspected by officers of the Education Department. This shows that there were at the end of 1908 4,735 children attending Native schools of one kind or another, the gross average weekly roll being 4,986 and the gross average attendance being 4,249.

The new schools opened during the year—viz., Waiuku, Manukau Harbour; Wharekawa and Mataora Bay, Thames County; Kakanui, in Kaipara district; Ngongotaha, near Rotorua; Motiti Island, Bay of Plenty; and Taemaro, near Mangonui—have made a very promising beginning, though some are being conducted in temporary buildings at present.

The steady increase in the attendance, and the frequent applications received for the establishment of new schools, point to the appreciation by the Maori people of the advantages offered to them, and an increasing desire on their part for education. Information will be found in the Inspector's report with regard to the applications that are now under consideration.

Reference to the Inspector's report will show that the standard of efficiency of the schools is satisfactory; in many cases it is very high indeed. It must be remembered in this connection that there has been a very considerable increase during the past five years in the standard requirements, which are now practically on a level with those of the ordinary country school.

The new syllabus provides for some form of manual training in every school. In many schools elementary practical agriculture is taken up, and useful experimental work is being done. There were fifteen workshops in operation during the year, and much useful work continues to be done by them.

At the six boarding-schools—St. Stephen's and Te Aute for boys; Queen Victoria, Hukarere, St. Joseph's, and Turakina, for girls—the Government provides a number of free places tenable for two years to Maori children qualified under the regulations. One hundred and three free places were held at the end of 1908.

One University Scholarship was being held at the end of the year by a Maori youth studying medicine at Otago University, and there were five boys apprenticed to suitable trades.

There were during 1908 three nurses holding day-pupil scholarships, and four probationers on the staffs of various hospitals. Of these latter, two have passed the examination qualifying them for registration as nurses, and they have since attended for further training at St. Helens Maternity Hospital, where one has gained a certificate in midwifery.

The total expenditure on Native schools during the year, including £52 6s. 10d. paid from Native school reserves, was £33,307 2s. 4d. Deducting recoveries, £72 3s. 3d., the result is a net expenditure of £33,234 19s. 1d., as against £31,492 4s. 4d. in 1907. Included in this amount is the sum of £4,773 18s. 5d. expended on new buildings and additions; £2,583 14s. 8d. on secondary education including fees for holders of free places in secondary schools, industrial or technical scholarships for boys, nursing scholarships for girls, and University Scholarships.

Head teachers of Native schools now receive salary at the same rate as do head teachers of public schools, and the payments are subject to similar conditions. Prior to the revision of the salary scheme the amount paid in salaries for 1906 was £17,519, for 1908 it was £20,292, and under the revised scale coming into force this year a further increase is effected. The average salary paid to head teachers of Native schools for the year 1908 was £158 11s. 7d.

The staffs of the village schools included seventy-six masters and nineteen mistresses in charge, one hundred and six assistants, and five sewing-teachers.

At the end of the year the standard classification of the children in the village schools was as follows:—

Class P	1,939
Standard I	465
Standard II	524
Standard III	536
Standard IV	376
Standard V	246
Standards VI and VII	131

Six certificates of proficiency and twenty-four of competency were gained in these schools during the year. The number of European children in Native schools at the end of the year was 410, of whom 376 were in the preparatory class and the lower standards, and 34 in Standards VI and VII. Two certificates of proficiency and seven of competency were gained by European children during the year.

The classification according to race of the children at the 31st December, 1908, was as follows:—

Maori or nearly so	80.5 per cent.
Half-castes speaking Maori	7.9 „
Half-castes speaking English	1.9 „
Europeans	9.7 „

There were 4,429 children of Maori or mixed race attending public schools: of these, 63.54 per cent. were Maori, 6.25 per cent. of mixed race living as Maoris, and 30.21 per cent. of mixed race living as Europeans.

Twenty-six certificates of proficiency and fifteen of competency were gained during the year by Maori children in public schools.

So far as statistics are available the number of persons in New Zealand of Maori and of mixed race receiving instruction at the end of the year 1908 may be summarised as follows (omitting Maoris attending secondary schools and Maoris at certain schools not under Government inspection, of whom no separate return is made):—

	Actual Number.	Number per 10,000 of Maori Population at Census of 1906 (47,731).
I. Primary schools—		
(a.) Government Native schools	4,217	883.5
(b.) Mission-schools	215	45.0
(c.) Public schools	4,429	927.9
	8,861	1,856.4
II. Secondary schools	303	63.5
III. Special technical training	13	2.7
Totals	9,177	1,922.6

The Inspector's report and further details regarding the work done in 1908 are contained in E.-3.

CHATHAM ISLANDS.

During the year 1908 there were two schools in operation in the Chatham Islands—viz., the school at Te One, on the mainland, and that at Pitt Island. Representations made to the Department warranted the removal of the Moreroa building to a more central position at Te Roto, and the school was opened early in January of the present year.

The total number of children on the rolls of the Te One and Pitt Island Schools at the end of 1908 was 85, as compared with 65 of the previous year, while the average attendance for the year was 72.

The total expenditure on the schools for the year 1908 was £524 10s. 10d., made up as follows: Salaries and allowances of teachers, £405 11s. 8d.; repairs and works,

requisites, &c., £37 4s. 8d.; scholarships, £60; inspection, £16 0s. 6d.; other expenses, £5 14s.

The school at Te One was inspected and examined in the month of January of the present year, according to the regulations for the Inspection and Examination of Public Schools in New Zealand. The results generally were fair. Pitt Island was also visited, but time did not permit of any inspection or examination. Arrangements were made, however, to have the pupils of the Sixth Standard examined, and the work done was of a very satisfactory nature.

Three candidates presented themselves for the examination held in connection with the Chatham Islands Scholarship in January of this year, but none of them gained sufficient marks in the examination to entitle him to the scholarship. It has been decided that for the future the examination regulations respecting Junior National Scholarships shall be substituted for the regulations for Chatham Island Scholarships. The first examination under the new arrangement will take place at the end of the current year.

SPECIAL SCHOOLS: AFFLICTED AND DEPENDENT CHILDREN.

The Education Act requires that deaf, blind, feeble-minded, and epileptic children between the ages of seven and sixteen years shall be under efficient and suitable instruction. The institutions in New Zealand that exist for the purpose of educating children so afflicted are the School for the Deaf at Sumner, the Special School for mentally backward boys at Otekaike, North Otago—both of which are maintained by the Government—and the Jubilee Institute for the Blind at Auckland, which is administered by a Board of nine Trustees, four of whom are nominated by the Government, and five by the subscribers to the funds of the Institute. The Trustees are required by law to admit children of the compulsory school age who are nominated by the Minister of Education, payment from Government funds being at the rate of £25 per annum for each child. The Government also pays for the tuition of certain adults at the rate of £15 for the first year and £10 for the second, but in these cases makes no allowance for their maintenance.

At the end of the year the total number under training in these three institutions was 119, and the net sum expended out of Government funds during the year in connection with them was £18,194 7s. 3d.; but of this amount £12,560 12s. 2d. represents non-recurring expenditure, £9,401 16s. being accounted for in the purchase of land, buildings, equipment, and other inaugural expenses in connection with the Special School for Boys at Otekaike; also a grant of £3,000 was made towards new buildings for the Jubilee Institute for the Blind; and to complete the contract for laying out the grounds of the School for the Deaf at Sumner a sum of £158 16s. 2d. was paid.

It is a matter for satisfaction that the training given in these three schools follows closely the lines upon which the most modern systems in European and American schools are being developed.

A question for serious consideration is whether it would not be advisable to extend the period of instruction for these afflicted young people, making it begin at six years and continue to twenty-one years, unless satisfactory evidence were forthcoming either that the pupil was physically or mentally unfit to pursue the course of instruction, or that he had reached such a standard of efficiency in some art, handicraft, or calling as to enable him to maintain himself without further assistance.

School for the Deaf.

Roll number when work was resumed after the summer vacation	..	..	82
Pupils admitted later in the year	..	..	4
Number who left the institution	..	..	2
Deaths	..	..	2

Thus the number at the close of the year was 82, of whom 23 had entered during the year. The teaching staff, including the Director, numbers 10, there being 4 female teachers. Another male teacher has been appointed as from the commencement of the school year now current. This staff, as compared with that of

an ordinary school, seems very large; but it must be remembered that it is only by the closest individual attention that deaf pupils can receive efficient tuition—in fact, there should, if possible, be not more than six or eight pupils allotted to each teacher.

The school work of the latter part of the year was interfered with by a widespread epidemic of measles, and in two cases pneumonia supervened, one of these terminating in the death of a boy. The other death was that of a little Maori girl from the far North, who was not in good health when admitted, and who died very soon after from a tumour on the brain.

The school course has followed on the lines of previous years, the articulation method being used solely. Besides the strictly scholastic work, the boys have had regular training in elementary woodwork and gardening; and the older boys have learned to milk. The girls who were old enough received regular practical domestic training, including cooking, laundry-work, dressmaking, and sewing. For the younger children kindergarten methods are employed. The Department cordially acknowledges the enthusiasm of the Director and his staff, professional and domestic, in their exacting task of training and caring for the children; their success is apparent when it is known that the number of former pupils who are not occupying honourable and useful positions in the community is very small. Had such an education not been given them nearly all these former pupils who are now useful members of society would have been dependent either upon their friends or upon charitable funds for their subsistence. Undoubtedly the expense incurred by the country in the education of the deaf results in a material gain.

In connection with the subject of providing suitable occupations for the deaf, the following extract from the report of the Inspector-General of Schools upon his investigation of schemes of education in Europe and America is valuable:—

“In Ontario, Canada, through the sympathetic co-operation of the Postmaster-General, a new sphere of employment has been found for the deaf. A certain number of deaf persons, trained in oral speech, have been during the last two or three years engaged as sorters or otherwise in the General Post Office, and they have given such satisfaction to the authorities that the latter have asked for more persons so trained. Perhaps something might be done in this way in New Zealand, especially for deaf persons not suited for farm life.”

The gross cost of the school for the year was £4,908 8s. 3d., made up as follows:—

	£	s.	d.
Salaries of Director and teachers	1,858	8	8
„ Matron and servants	953	14	0
Housekeeping	1,101	19	1
Travelling-expenses (including transit of pupils)	190	9	0
School material	4	11	8
Clothing	40	11	1
Medical attendance and medicines	100	12	9
Water-supply	63	5	0
Boarding-out of pupils	23	0	0
General maintenance of buildings and furniture	291	11	10
Laying-out of grounds	158	16	2
Sundries	121	9	0
Amount collected from parents by way of maintenance contributions	694	9	8
Sundry other recoveries	24	8	10
Net expenditure on the institution	4,189	9	9

During the year a careful review was made of these parental contributions, and the result was an increase of 30 per cent. in the rates of payment, as against an increase of 13 per cent. in the number of pupils. The Department availed itself of the assistance of several Stipendiary Magistrates in determining what rates should be fixed, and it is felt that, while the cost of the institution is thus reduced, no undue hardship has been laid upon the children's relatives. The Department acknowledges its obligation to the Magistrates for the trouble taken by them in this respect.

The annual report of the Director of the school appears in the paper on Special Schools, E.-4.

Jubilee Institute for the Blind.

Although this is not a Government institution, it yet forms an integral section of the educational system of New Zealand, and it is therefore fitting that some

account of its work should be given annually in the general report on the state of education in the Dominion.

The new buildings and outdoor equipment are now complete, and they are excellently adapted to the training of the blind according to modern methods. There is every indication that the school is pursuing a course that will lead to most satisfactory results.

At the end of 1907 the Government was paying for

18 pupils between the ages of seven and sixteen years,

7

”

sixteen and twenty-one years,

and also for the tuition of 3 adults.

At the close of last year the numbers were—

21 pupils between the ages of seven and sixteen years,

8

”

sixteen and twenty-one years,

and for the tuition of 4 adults.

Total paid for, 33.

The expenditure by the Government in way of fees for pupils at the school amounted to £648 5s. 9d for the year 1907. For 1908 it was £705 5s. 5d. The amount of parental contributions was £154 17s. 3d., an increase of £10 17s. In addition to this expenditure by the Education Department it is to be noted that a sum of £1,388 12s. 5d. was paid during the year by the Department of Charitable Aid as subsidies at the rate of 24s. in the pound on voluntary contributions towards the funds of the Institute.

Details of the administration of the Jubilee Institute are given in the annual report of the Trustees for the year ending 31st March, 1909.

Illustrations of the new buildings, and of the course of literary, technical, and manual training, appear in E.-4, the paper dealing with special schools.

Special School for Boys, Otekaike.

This school has now been established. Its mission is to educate and train boys who, while unable, owing to mental feebleness, to derive due benefit from the ordinary school course, are yet capable of improvement by special education—sufficient in some cases to enable them to earn their living independently; in others, with assistance, to maintain themselves by following some occupation in the outside world in circumstances where due allowance will be made for their infirmity, or at the school in work that will be reproductive enough to cover, or partly cover, the cost of their maintenance.

The Principal, Mr. George Benstead, was selected in London for the position by the High Commissioner for the Dominion, the Inspector-General of Schools, who was then at Home, and Dr. Shuttleworth, a distinguished specialist in mental diseases.

Mr. Benstead took up his residence at Otekaike in April, 1908, and immediately entered upon the work of organizing the institution. For several reasons it was thought advisable, however, not to admit any pupils until spring was well advanced; and then, following the example of other countries, to take only a very few to begin with. Thus, at the end of the year there were only four boys in residence.

The present arrangements will not permit of the accommodation of more than about twenty-two; but the completion of the cottage home for special cases and other buildings now in course of construction will provide for nearly seventy. It is evident that the number of cases where training of this kind is necessary is large, for, although no systematic canvass has yet been made, there are many applications for admission. For the time being it has been decided to give preference to applicants of the compulsory school age—between seven and sixteen years.

The Principal's first annual report, which deals generally with the subject of the education of feeble-minded children, and outlines the scheme of training that he recommends for adoption at Otekaike, will be found in E.-4.

Children under State Guardianship.

In accordance with a recent decision, the schools which, under the provisions of the Industrial Schools Act, deal with neglected and delinquent children, are regarded as “special schools.”

The system dealing with this class of children is divided into two sections, "Government schools," which are wholly maintained by funds appropriated by Parliament, and "private schools," which are supported partly by private funds and partly by capitation paid either by the Government, or by Charitable Aid Boards in the case of those children who are admitted by reason of destitution. These latter are Roman Catholic institutions. It is the policy, as far as children under the control of the Government schools are concerned, to avoid congregating them in institutions; and therefore, whenever the age, temperament, and other conditions will allow, all children are placed in foster-homes. This system, which is the best attainable substitute for a child's true home and natural parents, is coming more and more into favour. An evidence of this is to be found in the "Letter to the President of the United States embodying the Conclusions of the Conference on the Care of Dependent Children held by Invitation of the President in Washington" in January of the present year. In this report the principle of boarding out is stated thus:—

"As to the children who, for sufficient reasons, must be removed from their own homes, or who have no homes, it is desirable that, if normal in mind and body, and not requiring special training, they should be cared for in families whenever practicable. The carefully selected foster-home is for the normal child the best substitute for the natural home. Such homes should be selected by a most careful process of investigation, carried on by skilled agents, through personal investigation, and with due regard to the religious faith of the child. After children are placed in homes, adequate visitation, with careful consideration of the physical, mental, moral, and spiritual training and development of each child, on the part of the responsible home-finding agency, is essential." This "letter," as far as it touches the operations of the New Zealand system, expresses very exactly the principles which guide the Education Department in its administration. It has therefore been thought advisable to reprint it for general information. It will be found in the parliamentary paper E.-4—Special Schools.

The boarding-out system has its limitations, however, and unless these are clearly recognised, and provision made otherwise for young people who need special handling, much harm may be done not only to the children themselves through lack of the expert care and training suited to their needs, but also to those with whom they associate at the ordinary elementary schools or elsewhere. Therefore, the selection of the child, as well as the selection of the foster-home, is a matter of the utmost importance.

In consequence of an adverse representation made by a society for the promotion of the welfare of children, the Department invited its officers, who are or who have been concerned with the boarding-out of children, to give candid expression to their views as to whether this system is right in principle, and, if so, in what directions its administration can be improved on. Their views, which are printed in E.-4, constitute a weighty argument in favour both of the principle and of its operation.

The private industrial schools, except for infants belonging to one school, have not yet seen their way to adopt the boarding-out system; and, though the Department is convinced that the "institution plan" does not give opportunities for the natural development of children to the same extent as boarding out, yet there is very strong evidence of the tender and efficient care given to the children by the Sisters who administer these schools.

Of the three Government schools which have in residence children who, although not of vicious tendencies, yet need control of a kind that the foster-home does not as a rule afford, two are for girls, and have on the average about 30 in residence, and one, the Boys' Training Farm, has about 160 boys, of whom about 80 of those who are suitable are provided for in a group of four cottage homes.

At both the girls' and boys' reformatories—Burnham and Te Oranga Home—the classification is being further extended by the erection of buildings specially designed for the training of older inmates, whose characteristics are such as to make it necessary to segregate them completely from those of better disposition. Here these special cases will receive the individual treatment that their abnormal tendencies call for; and it is hoped gradually to evolve methods which, while kindly, and recognising moral infirmities, will go in the direction of making the inmates regard them-

selves as clearly responsible for their actions, and of teaching them that upon their efforts to improve themselves their opportunities of promotion to a higher grade will depend. Any course that would lead to their regarding themselves as "patients" whose sickness was beyond their own power to heal would be fatal to reform.

As the law stands at present, control of industrial-school inmates may be retained until they arrive at twenty-one years of age. In the great majority of cases it is found unnecessary to exercise supervision for so long, but unfortunately there are a few who even at that age are quite unfit to take their place in society with any reasonable hope of their succeeding in life or, in some cases, of their refraining from committing crime. The problem of providing effectively and humanely for such cases is one of great difficulty; but, in view of the far-reaching consequences of their going into the world without restraint, as at present, it is necessary to attempt to find some practical means of dealing with them. Therefore it is suggested that a Magistrate, on the application of the Manager of the school in which such an inmate is detained, should be empowered, after the appointment of counsel for the inmate at the expense of the Crown, to hear evidence, and, on being satisfied that the case is not one to which the ordinary provisions as to termination of control at twenty-one years should apply, to make an order extending the period of detention to twenty-five years of age; and, if necessary at the termination of that period, a further extension could be obtained by similar procedure. The power of the Governor to discharge an inmate at any time, and of the Minister to place him out from the school on probation, should apply in the same way as in the case of an ordinary inmate of an industrial school who is under twenty-one years.

During 1908 the numbers under the control of all the industrial schools rose from 2,151 to 2,263. Of the latter number, 420 were in residence at Government schools, and 372 in the private (Roman Catholic) schools. The remaining 1,471 were non-resident, 731 being boarded out with foster-parents, and 740 being at service, with friends on probation, &c.

TABLE H.—INMATES, 1907 AND 1908.

	Boarded out.				In Residence.				At Service, &c.				Totals.			
	Dec., 1907.	Increase.	Decrease.	Dec., 1908.	Dec., 1907.	Increase.	Decrease.	Dec., 1908.	Dec., 1907.	Increase.	Decrease.	Dec., 1908.	Dec., 1907.	Increase.	Decrease.	Dec., 1908.
Government Schools—																
Auckland (Mount Albert)	74	8	..	82	29	4	..	33	55	9	..	64	158	21	..	179
Boys' Training Farm, Wairaroa	15	..	6	9	148	11	..	159	124	..	6	118	287	..	1	286
Receiving Home, Wellington	247	28	..	275	11	..	5	6	56	7	..	63	314	30	..	344
Te Oranga Home, Christchurch	..	..	..	..	55	..	1	54	31	..	3	28	86	..	4	82
Receiving Home, Christchurch	174	15	..	189	14	..	6	8	91	..	9	82	279	..	..	279
Burnham	5	..	2	3	107	17	..	124	114	2	..	116	226	17	..	243
Caversham	171	..	5	166	28	8	..	36	83	11	..	94	282	14	..	296
Private Schools—																
St. Mary's, Auckland ..	..	..	..	..	106	19	..	125	41	8	..	49	147	27	..	174
St. Joseph's, Wellington ..	..	..	..	..	23	14	..	37	26	..	6	20	49	8	..	57
St. Mary's, Nelson ..	1	..	1	..	158	8	..	166	103	..	11	92	262	..	4	258
St. Vincent de Paul's, Dunedin	8	..	1	7	42	2	..	44	11	3	..	14	61	4	..	65
Totals	695	51	15	731	721	83	12	792	735	40	35	740	2,151	121	9	2,263

Number of children on the books at the end of the year whose maintenance was a charge against the public funds	..	..	..	..	1,557
Increase on the total for the preceding year	..	..	..	..	116
Boarded out from Government schools	..	..	..	..	718
Boarded out from private schools	..	..	..	..	7
Number resident at schools	..	..	..	..	792

The balance of the number maintained was accounted for as follows:—

Girls in various corrective institutions ..	..	..	..	..	9
In orphanages (1 boy and 3 girls) ..	..	..	..	..	4
In Costley Training Institution, Auckland (boys)	..	..	..	..	11

In hospital (2 boys and 1 girl)	3
In mental hospitals (2 girls and 9 boys)	11
At the School for the Deaf	1
At the Special School for Feeble-minded Boys, Otekaike	1
Amount of parental contributions	£5,604 6 7
Rate per head of parental contributions for the 1,557 maintained (approximate)	3 12 0

This rate is very satisfactory when it is compared with the results attained in other countries.

The total net expenditure by the Government in connection with all schools for the year was	£33,655 8 10
Increase on the cost for 1907	1,103 1 1
Amount paid for new buildings and works	6,328 2 2
Net outlay for maintenance of Government establishments, including cost of boarding out	24,534 14 0
Government expenditure on account of private schools	2,516 8 1
For special cases provided for at institutions not under the Industrial Schools Act	276 4 7
Total recoveries from all sources amounted to	14,737 19 4
Payments by Charitable Aid Boards for maintenance of children who came into schools owing to indigence (included in the total sum recovered)	8,376 7 8
Number of children at the end of the year belonging to Government schools who were so paid for	542
The number maintained at the expense of Charitable Aid Boards at private industrial schools was	152

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

TABLE H1.—EXPENDITURE ON GOVERNMENT SCHOOLS, 1908.

Government Schools.	Cost of School, including Buildings and other Works.	Boarding out. (Included in first column.)	Salaries. (Included in first column.)	New Buildings and other Works. (Included in first column.)	Recoveries.	Net Cost.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	2,831 19 1	1,418 13 3	496 18 3	.. .. .	1,128 9 0	1,703 10 1
Boys' Training Farm, Weraroa	8,671 12 10	216 4 11	2,072 5 5	810 1 3	1,926 6 6	6,745 6 4
Receiving Home, Wellington	6,742 3 7	4,659 2 5	621 12 6	145 4 0	3,919 5 11	2,822 17 8
Te Oranga Home	5,883 4 1	.. .. .	818 11 8	4,100 12 10	298 14 2	5,584 9 11
Receiving Home, Christchurch	5,059 1 6	3,448 18 11	553 2 5	.. .. .	2,237 12 6	2,821 9 0
Burnham	8,088 17 11	100 19 3	2,287 11 2	1,272 4 1	874 9 3	7,214 8 8
Caversham	5,579 17 10	3,157 13 7	772 17 1	.. .. .	3,572 9 4	2,007 8 6
Totals	42,856 16 10	13,001 12 4	7,612 18 6	6,328 2 2	13,957 6 8	
Salaries, travelling allowances, and expenses of departmental officers (Inspectors, visiting officers, &c.)						1,545 1 5
Payments to inmates of their earnings held in trust						44 12 6
Commission expenses, inquiry held at Te Oranga Home						278 4 0
Grant to Postal Department in connection with payments for children boarded out						50 0 0
Contingencies						45 8 1
Total net cost						30,862 16 2

TABLE H2.—GOVERNMENT EXPENDITURE ON PRIVATE (ROMAN CATHOLIC) SCHOOLS, 1908.

Name of School.	Gross Cost.	Recoveries.	Net Cost.
	£ s. d.	£ s. d.	£ s. d.
St. Mary's, Auckland	1,850 13 0	431 14 4	1,418 18 8
St. Joseph's, Wellington	212 18 9	59 11 2	153 7 7
St. Mary's, Nelson	1,097 0 0	253 18 10	843 1 2
St. Vincent de Paul's, Dunedin	136 9 0	35 8 4	101 0 8
Totals	3,297 0 9	780 12 8	2,516 8 1

TABLE H3.—SUMMARY OF EXPENDITURE ON SPECIAL CASES AT OTHER INSTITUTIONS, 1908.

	Government Schools.			Total.
	Auckland.	Te Oranga.	Caversham.	
Auckland—	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Costley Training Institution	173 8 0	.. ..	.. ..	173 8 0
“Door of Hope” Institution	3 18 0	.. ..	.. ..	3 18 0
Salvation Army Maternity Home	5 2 0	.. ..	.. ..	5 2 0
Christchurch—				
Mount Magdala .. .. .	.. ..	84 17 10	.. ..	84 17 10
Dunedin—				
Salvation Army Maternity Home .. ..	.. ..	.. ..	8 18 9	8 18 9
Totals	182 8 0	84 17 10	8 18 9	276 4 7

Moneys earned by young people under the control of industrial schools are by law payable to the managers of the several schools, who deposit them in the Post-Office Savings-Bank in the individual names of the earners. Withdrawals from the accounts may be made on the authority of the Minister of Education, who may according to his own absolute discretion direct that payment be made either to the young person concerned or into the Consolidated Fund of the Dominion. In practice only a very small proportion of the aggregate sum so deposited is paid to the Consolidated Fund; as a rule the earner receives the amount with interest on producing satisfactory evidence of his good character after termination of the State control, and also that the use for which the money is applied is one that seems likely to be for his lasting benefit. On the other hand, if a former inmate shows by his conduct after the control of the school has ceased that he is unworthy of the privilege of receiving the amount standing in his name, it may be forfeited, and paid into the Public Account. This system has been in operation for over twenty-five years, and it is found to work thoroughly well. The uses to which the money is put are, of course, very varied, but each case is carefully inquired into and decided on its merits, and to a large extent many a former inmate owes his present comfortable position in life to the beginning made by means of these savings; while to him who is inclined to fall into bad habits the fear of forfeiture of his bank-money—often a substantial sum—acts as a strong deterrent.

The total amount in the Post-Office Savings-Bank to the credit of the earnings accounts of young people now under the control of industrial schools, or who formerly belonged to them (at 31st December, 1908) was	£23,723 9 1
Amount held on account of Government schools	18,368 13 9
“ ” private schools	5,354 15 4
Sum withdrawn during the year—Government schools	2,827 14 10
“ ” private schools	355 2 11

INFANT LIFE PROTECTION.

In the session of 1907 the Infant Life Protection Act was remodelled, and its administration transferred from the Police to the Education Department. The purpose of this Act is to provide supervision and protection for infants boarded out by their parents or guardians in circumstances that might lead to their neglect or ill treatment. It enacts that, unless licensed to act as a foster-parent, no person, in consideration of any payment or reward, may receive or take charge of an infant for the purpose of nursing or maintaining it apart from its parents or guardians for a longer period than seven consecutive days. “Infant” means a child under the age of six years, and officers appointed under the Act may enter foster-homes at any time. Payment of a premium on the adoption of an infant brings the case within the provisions of the Act. The number of infants dealt with during the year was 1,017.

A report from the Secretary for Education with respect to the administration of the system during 1908 is printed in E.—4, “Special Schools and Infant Life Protection.”

MANUAL AND TECHNICAL INSTRUCTION.

Manual Instruction in Schools.

Instruction in various branches of elementary handwork, such as modelling, brush-drawing, free-arm and blackboard drawing, paper and cardboard work, treated sometimes as separate subjects, but more often correlated with other subjects of the syllabus, as well as in the more specialised forms of handwork, such as woodwork, cookery, and elementary agriculture, was given in about 60 per cent. of the public schools during the year. Some particulars are given below :—

TABLE I.—SUBJECTS OF AND NUMBER OF CLASSES FOR MANUAL INSTRUCTION IN PUBLIC SCHOOLS, 1908.

Subjects of Instruction.							Number of Classes.
Elementary handwork .. .. .	..	..	..	..	..	..	2,198
Drawing and design .. .. .	..	..	..	..	..	..	682
Woodwork .. .. .	..	..	..	..	..	..	270
Agriculture .. .. .	..	..	..	..	..	..	460
Dairy-work .. .. .	..	..	..	..	..	..	38
Elementary science .. .. .	..	..	..	..	..	..	57
Physical measurements .. .. .	..	..	..	..	..	..	94
Cookery .. .. .	..	..	..	..	..	..	330
Dressmaking .. .. .	..	..	..	..	..	..	72
Swimming and life-saving .. .. .	..	..	..	..	..	..	103
Physiology and first aid .. .. .	..	..	..	..	..	..	51
Totals .. .. .	..	..	..	..	..	..	4,355

The number of public schools in which handwork was taught was .. .. .	..	1,200
The number of pupils under instruction was .. .. .	..	112,952
The percentage of total roll-number under instruction was .. .. .	..	76·6
The payments by way of capitation, grants, and subsidies in aid of classes was	£20,191 14s. 5d.	
The average cost per pupil was .. .. .	..	3s. 6·9d.

The instruction in cookery and woodwork in most districts was given at specially equipped centres, of which there are now nearly fifty.

Increasing attention continues to be given to instruction in elementary agriculture. School gardens, experimental and observation plots, and, in many cases, suitable laboratory practice, form special features of the instruction, which in several districts is supervised by special itinerant instructors. The number of classes in operation during the year was 460, an increase of 63. In addition, dairy-work was taught in three education districts, the number of classes being 38. In not a few of the schools attempts are being made to bring the curricula into closer touch with local conditions, by giving greater prominence to subjects bearing on rural life and pursuits.

Practical instruction in various branches of elementary science was given to 57 recognised classes. In this connection it may be noted that there are now about twenty well-equipped laboratories available for instruction in science in connection with primary and district high schools. In the case of several of the latter schools laboratory-work forms an important part of the course of agricultural instruction.

In schools where laboratories are not yet available, courses in elementary physical measurements such as may conveniently be carried out in ordinary class-rooms are found to afford excellent opportunities for individual practical work. Such courses were taken by about 90 classes.

As in previous years, several classes received assistance in the way of voluntary contributions in money and in kind from local bodies, agricultural associations, members of the farming community, and others. Such contributions carry a Government subsidy of £1 for £1.

Recognised classes for manual instruction were also held during the year at about twenty secondary schools. The subjects of instruction included woodwork, cookery, and various branches of science. Some particulars relating to the classes are as follows :—

The number of recognised classes for manual instruction in secondary schools was	159
The capitation on classes amounted to	£861 18s. 5d.
The average cost per class was	£5 8s. 5d.

Technical Instruction.

A review of the year's work indicates that satisfactory progress continues to be made by controlling authorities and managers of classes in the various education districts in providing and improving facilities for technical instruction. The organization of the technical schools, in the larger centres especially, is improving year by year, graded courses are becoming an essential feature of the curriculum, while every effort is being made to provide, as far as possible, courses of instruction adapted to local requirements. Considerable interest continues to be taken in the schools by local bodies and by industrial, trade, and other organizations, augmented in most cases by assistance of a practical nature in the way of monetary contributions, which, with the Government subsidy of £1 for £1 thereon, form an important source of revenue to the classes concerned. During the year over £6,000 was so contributed, indicating very clearly the attitude, generally, of local bodies and others with regard to technical education. The Government has, so far as available funds and other circumstances have permitted, favourably considered applications by controlling authorities for grants for new buildings or additions, and for necessary equipment. During the year grants for these purposes amounting to over £21,000 were distributed. New buildings have been erected at Feilding, Marton, Patea, Petone, Masterton, Napier, and Wakefield; necessary additions have been made to the technical schools at New Plymouth, Dannevirke, Nelson, Timaru, and Dunedin, and to the Christchurch Technical College; while considerable additions have been made to the equipment of the technical schools at Wanganui, Wellington, Napier, and Dunedin, and the School of Engineering attached to the Canterbury College, Christchurch.

Speaking generally, it may be said that good and useful work is, within the limits imposed by existing conditions, being done in the technical schools. Most of the instruction continues to be given by means of evening classes, and necessarily so, until it is found practicable to effect some change in the conditions under which the schools are at present working. That what is known as the evening technical class is not an altogether adequate means of training is now being recognised by an increasing number of employers in those countries in which the value to the community of technical education is acknowledged. The means adopted by employers to induce their workpeople to attend technical schools are many and various. Not a few, for example, find it in their interests to give their employees "time off," often without loss of pay, to enable them to attend day classes at technical schools. Other means adopted are—payment of fees; refund of fees on condition of satisfactory attendance; increase of wages and special privileges; payment for, or loan of, books and apparatus; scholarships, bursaries, and prizes; increased prospects of promotion; acceptance of time spent at the technical school as part of apprenticeship. If employers elsewhere find that it pays to place as few obstacles as possible in the way of the educational advancement of their employees, it should not be too much to hope that employers in New Zealand will be moved to follow their lead when and so far as local conditions permit. Some of them, it is pleasing to record, are already doing something in one or other of the directions indicated. It is to be hoped that their example will speedily be followed by others, for it is beyond question that the advancement of technical education in New Zealand depends to no small extent on the enlightened attitude of the employer towards the technical schools. That the schools would respond to the best of their ability to reasonable requirements of employers in the matter of providing suitable courses of instruction goes without saying.

The question of the continuation of the education of young people after they have left the primary school—a question which is receiving an increasing amount of attention in other parts of the world—must also be regarded as an important factor in the solution of the problem of how best to provide for

TABLE I1.—AVERAGE ATTENDANCE AT AND CAPITATION ON CLASSES FOR CERTAIN SUBJECTS.

Subjects of Instruction.	Average Attendance.	Capitation.		
		£	s.	d.
Engineering	1,658	1,425	8	9
Lead- and wood-working	1,897	1,810	9	7
Pure and applied art	4,355	4,494	15	7
Experimental and natural science	2,079	1,174	3	4
Dressmaking, cookery, &c.	3,278	2,563	13	8
Commercial subjects	5,549	4,198	5	6
Subjects of general education	2,601	1,844	11	2
Wool-classing	101	89	15	0
Totals	21,518	17,601	2	7

Considerable attention is being given to mechanical and electrical engineering, and to lead- and wood-working—*i.e.*, to subjects related to important industries and trades. It is gratifying to note that the schools are doing a good deal to provide opportunities for instruction for those engaged in these pursuits.

Satisfactory progress is being made in connection with instruction in pure and applied art. In most of the larger centres special attention is being given to the application of art to industries. Specially qualified instructors have in some cases been imported, and, although the classes for applied art are generally speaking at present somewhat small, there is little doubt that the instruction in art has been considerably strengthened by the increased attention now being given to art crafts.

There appears to be no diminution in the demand for commercial instruction. Classes for such instruction were held at 41 centres, while the total average attendance was higher than for any other group of classes. Classes for such subjects as cookery, dressmaking, and millinery were also widely attended. The number of centres at which such classes were held was 86, the total average attendance being 3,278.

It is a matter for regret that but little progress has been made in connection with technical instruction in subjects relating to agriculture. With the exception of classes for wool sorting and classing, and training classes for teachers, very few technical classes for agriculture have been held during the year. The efforts that have been made in certain districts to establish such classes do not, generally speaking, appear to have met with the encouragement they deserve at the hands of the farming community so far as attendance at the classes is concerned. This is somewhat surprising in view of the repeated requests made by various bodies representing agricultural interests for facilities for such instruction. It is to be hoped that the interest, now becoming widespread, that is being taken in some districts in classes for instruction in wool sorting and classing may be the means of arousing farmers to the fact that there are also advantages to be derived from systematic instruction in other branches of agriculture. Provided students were forthcoming, there is little doubt that controlling authorities would, so far as was practicable, provide the necessary facilities for instruction.

About two thousand students were admitted during the year to technical schools as holders of junior or senior free places—an increase of about two hundred. Nineteen per cent. of these students held senior free places, a considerable improvement on the previous year, when the percentage was only 7.

The courses of instruction taken by free pupils were as follows:—

Courses of Instruction.	Number of Free Pupils.
Science and technology	516
Pure and applied art	137
Domestic economy	277
Agriculture	7
Commercial instruction	1,063
Total	2,000

Capitation payments on account of free places amounted for 1908 to £6,908 0s. 6d. being at the rate of about £3 9s. per free place.

It will be seen that, as in former years, courses of commercial instruction were attended by more free pupils than any of the other courses mentioned in the table. Last year about 60 per cent. of the free pupils attended commercial courses; this year there is a slight drop, the percentage being about 53. On the other hand, there is a decided increase in the number taking courses in science and technology. It is anticipated that in the near future there will be a considerable increase in the proportion of free pupils taking courses other than commercial courses. It is a matter for regret that the number of free pupils taking courses in agriculture still remains insignificant.

The day technical schools in the larger centres continue to be well attended, chiefly by free pupils. There seems little doubt that under existing conditions the establishment of these schools has met a distinct want so far as the larger centres are concerned. Though their curriculum is mainly secondary in character, they do not appear on that account to have adversely affected the attendance at the secondary schools in their vicinity. The opinion is expressed that a not inconsiderable number of pupils qualified to hold free places would on leaving the primary schools, have gone to work had they not been able to attend a day technical school. So far as the smaller centres are concerned it is a question whether the establishment of day technical schools would not result in undesirable overlapping. In the case of such centres the better plan to pursue would appear to be the adaptation of the courses of instruction at the secondary schools and district high schools so as to meet, as far as practicable, the needs of pupils for whom an education more or less literary in character would not afford the best preparation for their life-work.

The special grants to Education Boards for the training of teachers have been continued this year. A special feature in the arrangements made for the instruction of public-school teachers in subjects of manual instruction prescribed for school classes has been the organization of special courses in the shape of winter and summer sessions. Several such courses have been held during the year, with results that seem to suggest the expediency of adopting this method where practicable in preference to the more usual Saturday classes, especially as the training colleges, which are now in full operation in the four centres should as time goes on render Saturday classes less necessary than heretofore. At the examinations of the City and Guilds of London Institute 39 teachers passed the examination in cookery, and 15 that in woodwork.

The Science and Art Examinations of the English Board of Education, and the Technological Examinations of the City and Guilds of London Institute, were held as usual, the former at 16, the latter at 15 centres. The number of candidates at the Science and Art Examinations was 626, of whom 403 passed; while at the Technological Examinations 330 candidates presented themselves, of whom 233 passed. Although the time, May to July, at which these examinations require to be held is not altogether convenient from the point of view of the schools, the number of schools making use of these examinations is increasing every year.

The following is a summary of the expenditure by the Government during the year on manual and technical instruction :—

Capitation,—	£	s.	d.	£	s.	d.
School classes	17,402	4	6			
Technical classes.. .. .	17,601	2	7			
Free places	6,908	0	6			
				41,911	7	7
Subsidies on voluntary contributions,—						
School classes	225	4	8			
Technical classes.. .. .	6,156	17	6			
				6,382	2	2
Grants for buildings, equipment, and rent,—						
School classes	3,633	10	0			
Technical classes.. .. .	21,961	10	8			
Grants for material for technical classes	1,535	17	3			
				27,130	17	11
Railway fares of instructors and students				2,973	0	0
Examinations				580	1	0
Inspection and other expenses.. .. .				1,096	5	1
				27,130	17	11
Total				£80,073	13	9

The total expenditure by the Government in the way of capitation, subsidies, and grants was—for school classes, £21,260 19s. 2d.; and for technical classes, £54,163 8s. 6d.

Full information regarding manual and technical instruction will be found in a separate paper (E.-5).

SECONDARY EDUCATION.

Number of Schools.

The schools usually included in the list of secondary schools in this report which were open in 1908 were thirty in number, namely,—

(a.) "Endowed secondary schools" within the meaning of section 89 of the Education Act and included in the Eighth Schedule to the Act ..	25
(b.) Secondary schools within the meaning of the same section (89), but established by the Minister under section 94	3
(c.) Other endowed secondary schools not coming within the definition of section 89	2
Total	30

Five of the endowed secondary schools named in the Schedule to the Act had not been established at the end of the year, although there were district high schools in the same places which were to some extent assisted by funds derived from the endowments of the secondary schools. In one of the cases referred to (the Gisborne High School) a secondary school proper was opened in February, 1909. A list of the schools is given in Table J2 of the special Report on Secondary Education (E.-6). The number of district high schools in operation during the year was sixty-six.

Roll and Staff.

The total number of pupils attending the thirty secondary schools in the last terms of 1907 and 1908 respectively were as follows:—

	1907.			1908.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)	2,441	1,610	4,051	2,502	1,678	4,180
Number in lower departments ..	87	58	145	88	59	147
Total	2,528	1,668	4,196	2,590	1,737	4,327
Number of boarders (included above)	485	124	609	557	136	693

In the same years these schools were staffed as follows:—

	1907.			1908.		
	M.	F.	Total.	M.	F.	Total.
Regular staff	118	86	204	125	91	216
Part-time teachers	38	22	60	43	25	68

The average number of pupils per teacher (excluding part-time teachers) is thus seen to have been 20·6 in 1907, and 20 in 1908.

The total number of pupils attending the secondary departments of the sixty-six district high schools in the two years, 1907, 1908, respectively, were—

Boys	1,243	1,017
Girls	1,209	1,125
Total	2,452	2,142

Besides the head teachers, who generally take some part in the secondary instruction, there were employed in 1907 in the secondary departments of district high schools 101 special assistants—53 men and 48 women—and last year 102 special assistants—namely, 55 men and 47 women. The average number of pupils per teacher was 24·3 in 1907 and 21 in 1908.

In addition to those in secondary schools and in the secondary departments of district high schools there should properly be included in the number of pupils under

secondary instruction in the Dominion (a) the pupils attending certain day classes in connection with technical schools who are receiving a special form of secondary instruction, and (b) the pupils in various institutions for the secondary education of Maori boys and girls.

Including these, but excluding the pupils in the lower departments of secondary schools, we find the total number of pupils receiving secondary instruction at the end of 1908 to be as follows :—

	Boys.	Girls.	Total.
Secondary schools	2,502	1,678	4,180
District high schools	1,017	1,125	2,142
Technical day-schools	1,096	904	2,000
Maori secondary schools	136	167	303*
Total	4,751	3,874	8,625

* All these pupils are boarders.

Salaries of Secondary Teachers.

The total amount of the salaries paid to the regular staffs of secondary schools as at the rates paid at the end of the year was £47,788. As might be expected, the salaries paid in the different secondary schools varied considerably; the average for principals and assistants, and that for men and women respectively, are shown below to the nearest pound :—

Salaries in Secondary Schools.

	December, 1908.		
	M. £	F. £	All. £
Principals	464	341	422
Assistants	224	147	190
Whole staff	£261	£168	£222

NOTE.—The salaries of part-time teachers are excluded from the above comparison.

In the secondary departments of district high schools salaries are uniform, in accordance with the Schedule to the Act. The average salaries actually paid to the assistants, in addition to the sums paid by way of extra salary to the head teachers, were, in December, 1908,—

	£	s.	d.
Men	193	17	7
Women	145	4	3
All secondary assistants	171	9	1

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

The total amount paid in salaries for the secondary departments of district high schools, including the special payments to head teachers, was £20,501; in 1907 it was £20,388.

The professional qualifications of the secondary teachers of the Dominion are shown below :—

Status of Secondary Teachers (Regular Staff only), December, 1908.

	Secondary Schools.	District High Schools (Secondary Departments).
Principals,—		
Graduates	29	24
Holding certificates or other qualifications (excluding graduates)	1	42
Assistants,—		
Graduates	142	58
Certificated (excluding graduates)	11	37
Uncertificated	34	7
Total	217	168

Further information in regard to the roll, and staff, and salaries of secondary schools is given in Tables J1 and J2 of E.—6; and further information of the same kind for district high schools is contained in Tables K1 and K2 of the same report.

Free Secondary Education.

At the end of 1908 the secondary schools giving free tuition to duly qualified pupils, and receiving grants therefor under the Act, were twenty-seven, as against twenty-six for the preceding year. The total number of pupils on the roll of these schools, exclusive of pupils in the lower departments of the schools, was 4,180, and out of this total, 2,747, or 66 per cent., were given free places under the regulations. The total annual payment at the rate paid for the last term of the year would be approximately £24,824; the approximate average cost to the Treasury was therefore £9 0s. 9d. per pupil.

In addition, free tuition was given to 145 others who were holders of scholarships or of exhibitions granted by these schools, or by endowed secondary schools not coming under the conditions for free places, making the total number of free places held at secondary schools 2,892, or 69 per cent. of the net roll above referred to. Further information in regard to the free places and scholarships held at secondary schools will be found in Table J3 of E.—6. Moreover, in reckoning the amount of free secondary education in the Dominion must be included the pupils in attendance at the secondary classes of district high schools, 2,142 in number, all but a comparatively small number of whom were free pupils, receiving free tuition at an average cost to the Government of £9 11s. 5d. per pupil. There should be added also those receiving free education in Maori schools, 108 in number, and the holders of certain free places in technical schools, numbering 2,000. There is thus an approximate total of 7,142 pupils receiving free secondary education, exclusive of those holders of free places in technical schools who were art students, or were taking courses which may be more approximately described as technical rather than as secondary.

The following table gives a summary of the various secondary free places referred to :—

Free Places as in December, 1908.

(i.) Secondary Schools,—		Boys.	Girls.	Total.
(a.) Junior free pupils	.. ..	1,083	839	1,922
(b.) Senior free pupils	.. ..	479	346	825
Total	.. ..	1,562	1,185	2,747
(ii.) District high schools	.. ..	1,017	1,125	2,142
(iii.) Maori secondary schools	.. ..	43	65	108
(iv.) Technical day-schools	.. ..	1,096	904	2,000
Grand total	.. ..	3,718	3,279	6,997

The following paragraph from last year's report is inserted here, with the necessary modifications, as an explanation of the conditions upon which Junior and Senior Free Places are obtained :—

“ Under the Regulations for Free Places in secondary schools and district high schools boys and girls who qualify for Junior Scholarships, whether they obtain scholarships or not, or pass a special examination for free places, or who obtain certificates or proficiency at the completion of their primary course, become eligible generally for a Junior Free Place, which gives the privilege of two years' free tuition, with a possible extension to a third year without further examination.

“ At the end of the period a Senior Free Place is obtainable to the age of nineteen by all who succeed in passing the Civil Service Junior Examination, either in its competitive form or, as slightly modified for the purpose in question, in the form of a qualifying examination only. The Matriculation Examination of the University may also be used for this purpose, and those qualifying for Senior Board Scholarships, whether by means of the Department's examination or not, are also eligible. As, however, various reasons exist in the interests both of the pupil and of the school for dispensing with an external examination whenever this can be done with convenience and safety, the new regulations, gazetted 2nd April, 1908, encourage the use, as a qualification for Senior Free Places, of a slightly modified form of the 'accrediting' system, which has for some time been growing in favour with educational authorities elsewhere, and which forms commonly a characteristic feature of Continental and American schools. Hereafter, on the joint recommendation of the principal of the school attended (or, in the case of district high schools, of an

Inspector of the district) and of the Inspector-General of Schools, it will be possible for a free pupil who has gone through a satisfactory course of work of sufficient scope to secure, without the restrictions of an intermediate public examination, free secondary education throughout the whole course of his attendance at a secondary school up to the age of nineteen years."

Scholarships held at Secondary Schools and District High Schools.

The scholarships at secondary schools and district high schools are of four kinds,—

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

(i.) *Junior National Scholarships.*—These scholarships, which were established by "The National Scholarships Act, 1903," the provisions of which, with its amendments, are incorporated in "The Education Act, 1908," are allotted to the several education districts practically on the basis of population, as in each district there is offered annually one scholarship for each 4,000 or part of 4,000 children in average yearly attendance. The scholarships are open, with certain limitations, to children under fourteen years of age who have been attending a public school or schools in New Zealand for the three preceding years, and are awarded on an examination in the subjects prescribed for the Sixth Standard of the Public School Syllabus ; they are tenable for three years at a secondary school or its equivalent, but the tenure may on evidence of merit be extended for a fourth, or even for a fifth year, provided the holder is not over eighteen.

The value of each scholarship, in addition to free tuition, is £10 a year, to which £30 a year is added if the scholar has to live away from home, or actual travelling-expenses up to £10 a year if he has to travel more than four miles each way daily. The scholarships are awarded by the Education Boards on the results of an examination conducted by the Education Department, and the Boards exercise a certain control over the holders, and pay over to them from time to time the amounts falling due. With the Junior National Scholarships are now incorporated the Junior Queen's Scholarships, which were established by "The Victoria College Act, 1897," to enable pupils of public schools in the Victoria College University District to attend a secondary school as a stepping-stone to a course at Victoria College. Twenty-one Junior Queen's Scholarships, of a total annual value of £463 10s., were held during 1908, but the last of them will come to an end in 1910. The number and value of the Junior National Scholarships current in December, 1908, in the several education districts are shown in table L1 of E.-6 ; the list may be summarised for the whole Dominion as follows :—

Number of scholarships,—		
Boys	.. .. .	57
Girls	.. .. .	32
		—
Total	.. .. .	89
		—
Number receiving boarding-allowance (included in the above total)	.. .. .	40
Number receiving travelling-allowance (similarly included)	.. .. .	0
Number held at secondary schools	.. .. .	75
Number held at district high schools	.. .. .	14
Total annual rate of payment as in December, 1908	.. .. .	£2,130

(ii.) *Education Board Scholarships.*—The scholarship funds of the Boards are provided by grants which, although not statutory, are of old standing, and amount to 1s. 6d. per head of the average attendance. The conditions of the scholarships are determined by regulations approved in the case of each Board by the Minister of Education. For the award of the Junior Scholarships all the Boards now use the Junior National Scholarship Examination, and for their Senior Scholarships nearly

all use the Civil Service Junior Examination ; but the awards themselves and the subsequent control of the holders are entirely in the hands of the Boards. The number and value of the Board Scholarships in the various districts are shown in Table L2 of E.-6, the totals of which are for the whole of New Zealand :—

Number of scholarships,—										
Boys	..	..	..	..	..	..	..	..	..	286
Girls	..	..	..	..	..	..	..	..	..	198
Total										484
Total expenditure of Boards on scholarships in 1908										£8,283

The most common period of tenure is two years, but in one district the scholarships are tenable for three years, and in three districts scholarships may be in deserving cases extended for a third year, if the funds of the Board admit. By the terms of the Act every Education Board scholarship is tenable at a secondary school or its equivalent, approved by the Board. With very few exceptions Education Board scholars hold secondary free places. The value of the scholarships varies considerably, apparently according to the view taken by each Board, as the circumstances of the different districts hardly seem to explain the great variation. Taking the whole of the districts we find that there are,—

At £40 per annum	..	..	..	..	..	..	87	scholarships.
At £35	..	..	..	..	..	..	5	..
At £30	..	..	..	..	..	..	49	..
At £25	..	..	..	..	..	..	14	..
Under £25 and not under £20 per annum	..	..	..	..	..	..	9	..
At £15 per annum	..	..	..	..	..	..	1	..
Under £15 and not under £10 per annum	..	..	..	..	..	..	154	..
Under £10 and not under £5 per annum	..	..	..	..	..	..	99	..
Under £5 per annum	..	..	..	..	..	..	66	..
Total								484	..

Finances of Secondary Schools.

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

- (i.) Rents from the special reserves allocated to them by statute ;
- (ii.) Statutory grants, given in lieu of special reserves ;
- (iii.) Income from the secondary-school reserves controlled by the School Commissioners, divided among the secondary schools in the several land districts in proportion to the number of pupils, exclusive of lower departments ;
- (iv.) Interest upon moneys derived from the sale of reserves, and invested in accordance with the Education Reserves Act ;
- (v.) Statutory capitation upon free pupils under the Act ;
- (vi.) Capitation on pupils in classes recognised under the Manual and Technical Instruction Regulations ;
- (vii.) Special grants from Government for buildings and apparatus ;
- (viii.) Statutory subsidies on voluntary contributions ;
- (ix.) Tuition fees of pupils ;
- (x.) Boarding fees of pupils ;
- (xi.) Miscellaneous sources, such as interest on moneys other than those obtained by the sale of reserves, donations and special endowments (for scholarships, prizes, &c.), rent of premises, &c.

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

Table J gives a summary of the receipts under the several heads named above, and of the various items of expenditure for the year.

TABLE J.—SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1908 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Credit balances on 1st January, 1908 ..	27,729	4 4	Liabilities on 1st January, 1908..	5,781	7 11
Endowment reserves sold and mortgage moneys repaid	4,517	14 11	Expenses of management	3,412	8 9
Rents of reserves	28,788	9 1	School salaries	52,340	3 1
Interest on moneys invested	3,781	6 10	Boarding-school accounts	15,390	11 9
Reserves Commissioners' payments ..	4,204	9 3	Scholarships and prizes	2,031	14 6
Government payments—			Printing, stationery, fuel, light, &c. ..	3,949	11 2
For manual instruction	881	18 6	Buildings, furniture, insurance, rent, and rates	40,102	11 4
For free places	24,538	15 10	On endowments	3,883	13 10
Subsidy on voluntary contributions ..	1,080	0 6	On manual instruction	754	12 7
Grants for buildings, sites, furniture, &c. 16,164	2 3		Interest	1,895	2 5
Statutory grant (Marlborough High School)	400	0 0	Examination expenses	207	16 8
Technical instruction—			Sundries not classified.. ..	5,934	9 8
Government payments	2,207	10 4	On technical instruction	4,043	15 3
From other sources	1,534	8 2	Credit balances, 31st December, 1908 ..	25,937	17 9
School fees (tuition)	19,159	12 6			
Boarding-school fees	16,892	16 5			
Books, &c., sold, and refunds	368	0 9			
Sundries not classified.. ..	6,789	7 1			
Debit balances, 31st December, 1908 ..	6,627	14 6			
	<u>£165,665</u>	<u>11 3</u>		<u>£165,665</u>	<u>11 3</u>

This table shows that, generally speaking, the finances of the secondary schools are in a sound condition, notwithstanding the large expenditure under the head of buildings. It may be as well to compare the chief items of income and expenditure in 1907 and 1908.

	1907.	1908.
	£	£
Income from reserves and endowments.. ..	33,636	36,774
Grants from Government (exclusive of building grants) ..	24,948	29,108
Building grants	9,473	16,164
Tuition fees	20,128	19,160
Salaries of staff	50,038	52,340
Expenses of management	3,421	3,412
Buildings, &c.	38,153	40,103

As the free-place system is extended, the amount received in tuition fees will naturally diminish, and the capitation grants from Government will increase.

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

The new scale does not, like the former scale, proceed by jumps, but is a true sliding scale, increasing the rate of capitation for even the smallest decrease of the net annual income per pupil. The words of the schedule are, for this and other reasons, at first sight somewhat complicated, but their meaning may be clearly seen by the following statement of their effect at certain stages of the net annual income per head, which is found by dividing the net annual income from endowments, defined above, by the total number of pupils excluding the lower department, the latter being required to be self-supporting.

Rate of Capitation payable on Free Pupils for certain Stages of the Net Annual Income per Head.

Net Annual Income per Head.	Capitation per Free Pupil.	Total Income per Pupil.
£17 and over	£4 (or £6)	£21 and over.
£15	£4/10 (or £6)	£19/10 at least.
£13	£5 (or £6)	£18
£11	£5/10 (or £6)	£16/10
£9	£6	£15
£7	£7	£14
£5	£8	£13
£4	£8/18	£12/18

Rate of Capitation payable on Free Pupils, &c.—continued.

Net Annual Income per Head.	Capitation per Free Pupil.	Total Income per Pupil.
£3	£9/16	£12/16
£2	£10/14	£12/14
£1	£11/12	£12/12
Nil	£12/10	£12/10

There is the further proviso that in no case shall the capitation be less than £6 for every free place given in excess of the number of scholarships which a secondary school would be bound to give if it did not provide free places. Table J4 in E.-6 shows the operation of the former scale, in which the maximum rate of capitation was £10 15s., upon the finances of the secondary schools: it will be seen at once that, allowing the same rate of expenditure, the amended scale will place the poorly endowed schools in a far more favourable position—it will enable them to increase their efficiency by adding to their staffs, and, what is at least equally important, by raising the salaries paid to assistants, which are now in many cases far too low.

For the whole Dominion, if there are taken into account only the secondary schools that admit free pupils under the Act, we find from Table J4 (E.-6) the following state of things:—

Total number of pupils, excluding lower departments	3,614
Total net income from endowments (average of three years)	£11,105
Net income from endowments per head	£3·07
Approximate annual rate of capitation	£9·16
Total available net income per head for salaries and management	£12·23
<hr/>	
Total expenditure on salaries of staff	£42,929
" management	£2,798
" staff salaries, and management	£45,727
Expenditure per head on staff salaries	£11·88
" on management	£0·77
Total expenditure per head on staff salaries, and management	£12·65

The last figure given shows as nearly as may be the actual cost per annum for each pupil, exclusive of those in lower departments. If we include all the secondary schools this average becomes £13·43 per head. Further details of the income and expenditure of the secondary schools will be found in Tables J5 and J6 of E.-6, and H7 shows the several lower departments in operation at the close of the year, with the number of pupils, the proportionate expenditure on salaries, and the fees received for the pupils therein.

General Remarks.

Length of Time spent at Secondary Schools.—The average time spent at a New Zealand secondary school by each pupil who enters is about two and a half years. This is greater than the average duration of a pupil's stay at a high school in New York (2·04 years) or in Chicago (2·09 years); but less than the corresponding period in England (about 3½ years), Scotland (about 3 years), or Germany (about 4½ years). On the other hand the proportion of the population receiving secondary education at any one time in New Zealand is considerably larger than in Great Britain, although less than it is in Germany, Switzerland, and some other European countries. Economic reasons are, no doubt, to some extent at the root of the difference; indeed, for a young country, the average length of a pupil's course in our secondary schools may be considered fair. It is not, however, long enough to secure the greatest benefit to the community from the secondary-school system, and every effort should be made to extend it. Among other things, the raising of the standard of the University Matriculation Examination, and still more the acceptance of a certificate of four years' satisfactory work in a secondary school as a qualification for admission to the University, would tend to increase the duration of secondary-school life, and to raise the standard of work both in the secondary schools and in the University colleges.

Allotment of Time to Subjects.—In the thirty schools of which account is taken the allotment of time to the several main subjects on the average is as follows:—

English	4·8 hours per week.
French	3·4 ..
Latin (generally non-compulsory)	4·4 ..
Arithmetic	2·6 ..
Mathematics (exclusive of arithmetic)	4·7 ..
Science	3·0 ..

These subjects are common to all. Other subjects treated more or less commonly are commercial work, history, geography, drawing in various forms, woodwork for boys, and cookery or dressmaking for girls. In seven of the schools German is taught to small classes of pupils, and in three Greek is reported as a subject of instruction. Advantage is taken in most cases to provide a commercial course, in which book-keeping and commercial correspondence and geography, or book-keeping and shorthand, supply the alternative. In general all but a few pupils take French; in Latin the proportion pursuing the study varies very greatly in different schools, but probably not less than 60 per cent. of the aggregate enrolment are Latin pupils. In science the branches commonly observed are, for boys, physics (elementary physical measurements, electricity and magnetism, heat) and chemistry, with physiology in some cases; for girls, botany or physiology and elementary physics. In nearly all the schools adequate attention is bestowed on physical instruction, and the usual games are entered into with zest.

Except in the substitution of needlework, cookery, or dressmaking for some other form of manual instruction (or, in some instances, in lieu of a second language), in the less frequent provision of an alternative course for commercial work, and the selection made of science subjects, the curriculum in girls' schools cannot be said to differ in a marked degree from that found in schools for boys only. In conformity, however, with the trend of public opinion, indications of a wider differentiation in the future are not wanting, and encouragement is given to the tendency by the inclusion of a course in domestic science, with its various practical applications, among the subjects serving to fulfil the conditions under which free places may be held. In mixed schools, where of necessity the staff is numerically small, the problem of the differentiation of courses must always retain a special difficulty; where girls alone are to be considered the problem is simpler. Marked differences in vocational aims notwithstanding, for which provision must always be made, there should be no very serious obstacle in such circumstances to the adoption of full alternative courses of instruction, in which a training in the domestic arts should take the foremost place, in conjunction with a good scheme of general education.

As regards the science of boys' schools, in one or two cases only does it appear that the science is chosen with a definite view to its bearing on agricultural or horticultural study. It would be well if there were more. In schools with suitable environment there seems to be no study that could be more profitably pursued or that could more worthily occupy the attention or enlist the enthusiasm of teachers with benefit to both boys and girls alike.

District High Schools.—The course of instruction usually followed in the secondary departments of the district high schools of the Dominion is drawn up largely with a view to prepare pupils for the Civil Service Junior, Matriculation, and Education Board Scholarship Examinations, and in a few schools the curriculum reaches up to the Civil Service Senior and Junior University Scholarship standard. The course includes English, Latin or French (generally the former), mathematics, geography, commercial work, science, and one or more branches of manual training. Optional courses, one on the old grammar-school lines, and the other a modern programme, are now open to most of the pupils in our district high schools. The line of demarcation between these courses depends chiefly on the inclusion or exclusion of Latin or a modern language by the pupils, and, as a total of from four to five hours a week—roughly, a fifth of the time—may be regarded as a reasonable amount of time to be given to this subject, it will be seen that the inclusion or exclusion of a language apart from the mother-tongue is of great importance in arranging any course of instruction. In too many cases the curriculum itself and the methods of teaching are dominated by examination results. The true aim of education is lost sight of, and everything is subordinated to securing high marks in competitive examinations, and a large percentage of passes in non-competitive ones.

In some cases, however, an earnest effort is being made to solve the problem which confronts the various district high schools—namely, to arrange the programme in such a way that each school shall confer the maximum benefit on the majority of its pupils. As these schools have been established mainly in agricultural districts, it is obvious that in these cases the course of instruction should include subjects dealing directly or indirectly with the products of the soil. When these schools are established in mining districts the subjects chosen should have a bias towards mining

pursuits. It is not intended that such technical education should be given as would fit pupils to carry on the work of a farmer, horticulturist, orchardist, miner, &c., but that the broad scientific principles upon which the practice of these various occupations rest should be carefully laid down as a basis for future practical work.

To compel all pupils, as is sometimes done, to take a course of instruction whether that course has a definite bearing on the work of their subsequent career or not, is indefensible; but, when it is borne in mind that few pupils remain at school more than two years, and a considerable proportion leave at the end of the first year, the urgent need of optional courses is beyond dispute. There are obvious limits to the introduction of optional courses—limits imposed by the number of rooms and by the numerical strength and qualifications of the staff.

At the same time reasonable consideration must be shown to those pupils who have obtained a certificate of proficiency or a scholarship, and will receive the whole of their secondary education in the district high schools. While the claims of a small minority of these boys and girls to an education which will prepare them for admission to the Civil Service, one of the professions, or a business career are indisputable, the rights of the great majority of the pupils should not be subordinated to the "craze for results," which unfortunately has still too much influence in our system of education. Indeed, it may be contended with much reason that the former class would be much better educated for their future callings if, while taking the subjects essential for their examinations, they received instruction in a science, such as elementary agriculture, closely connected with their immediate surroundings.

When the rural course for boys and the domestic course for girls, suggestive programmes for which were recently issued by the Department, are taken up with an earnest desire to carry them to a successful issue, our district high schools will be of far greater benefit than they are now to those districts in which they have been established.

HIGHER EDUCATION.

The body having general control of higher education in the Dominion is the University of New Zealand, which was founded by the New Zealand University Acts of 1870, 1874, 1875, and recognised by the Royal Charter of 1876 as entitled to grant degrees in arts, law, medicine, and music having currency throughout the Empire. The Amendment Act of 1883 and the supplementary charter of the same year give authority in addition to confer the degrees of Bachelor and Doctor of Science. Further, the University Degrees Act of 1904 has given the Senate statutory authority to confer certain other degrees—Doctor of Literature, Master of Laws, of Surgery, of Science; and Bachelor, Master, and Doctor of certain branches of applied science—veterinary science, dental surgery, engineering, agriculture, public health, and commerce. For these no further charter has been given, so that nominally these degrees have currency only within New Zealand; some of them, at least, might be held to be already included within the powers of the supplementary charter. The four chief functions of a university may be said to be—

- (i.) To provide higher education for those who have passed beyond the standard of the secondary schools;
- (ii.) To train its students for their professional work;
- (iii.) To be the home of sound learning, where knowledge is increased, and research is encouraged—and so to be an active agent in aiding the progress and in raising the standard of culture of the community;
- (iv.) To confer degrees as evidence of the completion of a course of higher education, or of professional courses, or in recognition of research-work or of definite contribution to human knowledge or thought.

In New Zealand the actual task of providing higher and professional education (i) and (ii), is undertaken mainly by the University colleges and other institutions named below; but the University exercises most important functions in regard to these matters inasmuch as the recognition of the institutions themselves, the conditions as to study, the keeping of terms, and so forth, the requirements of the degree examinations, the appointment of examiners, the conferring of degrees, the awarding of scholarships and prizes, and many similar matters are dealt with by the University itself, acting through the Senate, or through the Chancellor as the representative of the Senate. At the outset, the University found it necessary to

employ outside examiners for its degree examinations, and in the main this policy is still continued, with the consequence that the colleges, which are the actual teaching bodies—having the programme of work determined very strictly by the statutes of the University, and the examination-tests of the bulk of their work conducted by examiners in Great Britain—possess very little real freedom in teaching, and very little power to direct or modify the character of the work of their students.

The beginning of research-work is provided for in the conditions attached to certain of the higher degrees; but so far not much has been done to encourage advanced research; probably the conditions have not been altogether favourable to it.

In two of the University colleges, the lectures are delivered mainly, but not entirely, in the evening; in the other two most of this work is done during the day; so that in the former institutions the students are at liberty to follow other occupations, and a large proportion of them actually do so. While this fact no doubt increases the number of students, its tendency is to bring down the standard of the work accomplished; as far as the holders of University scholarships are concerned, a recent decision of the Senate will render this impossible in future. The raising of the standard of matriculation, and the acceptance of evidence of the satisfactory completion of a four-years secondary course as a qualification for admission to the University would also make it easier for the colleges to raise their standard of work. At the present time proposals in reference to the modification of the course for the ordinary degrees of Bachelor of Arts and Bachelor of Science are under consideration, having been referred to the University colleges for report and suggestions. In regard to the preparation of students for professions, the University and the several colleges have done valuable work, and through their means many of the lawyers, doctors, and teachers of the Dominion have received the greater part of their training. The affairs of the University are controlled by the Senate, which under "The New Zealand University Amendment Act, 1902," consists of twenty-four members or Fellows—four elected by the Governor in Council; eight by the governing bodies of the four affiliated institutions, two by each; four, one each, elected by the Professorial Boards; and eight, two each, elected by the four District Courts of Convocation, consisting of the graduates belonging to the several University districts. The revenue of the University is derived mainly from the statutory grant of £3,000 per annum, examination and diploma fees, and from interest upon sums invested—the savings of past years. By the decision of the Senate, half the amount of the statutory grant is allocated each year to the Scholarship Fund, and, as the income of that fund is never fully expended in any year, the result has been the building-up of a reserve putting the scholarship scheme of the University on a sound basis.

The chief items of income and expenditure of the University of New Zealand for 1908 are shown below:—

<i>Income.</i>				<i>Expenditure.</i>					
				£					£
Balances—					Scholarships	..	..	..	1,970
General Account ..	..	..	..	3,230	Examinations ..	..	..	..	4,680
Scholarship Account ..	..	..	..	21,729	Office salaries ..	..	..	..	1,054
Statutory grant ..	..	..	..	3,000	Expenses of Senate meetings ..	..	..	..	370
Fees ..	..	..	..	5,880	Miscellaneous ..	..	..	..	774
Interest ..	..	..	..	954	Balances ..	..	..	..	26,038
Miscellaneous ..	..	..	..	93					
				<u>£34,886</u>					<u>£34,886</u>

The special scholarship and prize funds due to private donors are not included above. It will be seen that, apart from the Scholarship Fund the balance available for general purposes was £3,852, against which the chief liabilities were £1,318, the estimated amount due to the English examiners for the degree examinations of November, 1908, and the expenses of administration. Further details are given in the special report on higher education, E.—7.

The institutions for higher education in the Dominion consist of the four affiliated institutions (or University colleges), and six professional schools. The four affiliated institutions are the University of Otago, Canterbury College, Auckland University College, and Victoria College; the professional schools are the Medical and Dental Schools of the University of Otago; the Canterbury Agricultural College, Lincoln, recognised as a school of agriculture; the School of Engineering (mechanical, electrical, and civil) at Canterbury College; the Schools of Mining and Metallurgical Engineering at the Otago University and at the Auckland University College.

The four training colleges for teachers, although not affiliated with the University, and having only a slight and indirect connection with it, may also be considered as professional schools; a condition of entrance is the passing of the Matriculation Examination, and attendance at some at least of the courses at the University colleges is compulsory, even for those students who do not take the full course for a degree. Further, on each Board of Advice of a training college one member is a representative of the Professorial Board of the University College, and the Principal of the Training College is, in every case, the professor or lecturer in education at the University college.

Including the training colleges, and counting the professional schools as distinct from the affiliated institutions, we may say that there are in New Zealand fourteen public institutions for higher or professional education.

[In addition, there are certain other institutions for professional education which are endowed privately or otherwise, and are chiefly concerned with the training of theological students, many of whom also appear on the books of the affiliated institutions.]

At the four colleges of the University there were in all 1,493 students attending lectures during the year 1908—namely, 888 men and 605 women; of these, 1,162 (698 men and 464 women) were matriculated students, graduates or undergraduates, and the rest were unmatriculated. The full numbers at the several colleges are given in Table M, which also shows the number of exempted students—that is, students who are prevented by the necessity of earning their living or by distance from a college from attending lectures, and are allowed to keep terms, except in certain science and professional subjects, by passing the annual college examination.

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

Number of Students, 1908.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.
I. Attending lectures (whether terms were kept or not),—				
(1.) Matriculated students,—				
(a.) Graduates,—				
Men	9	15	19	18
Women	4	14	6	5
Total graduates attending lectures	13	29	25	23
(b.) Undergraduates,—				
Men	122	195	137	183
Women	78	131	131	95
Total undergraduates attending lectures	200	326	268	278
(c.) All matriculated students, (a) and (b),—				
Men	131	210	156	201
Women	82	145	137	100
Total matriculated students attending lectures	213	355	293	301
(2.) Non-matriculated students,—				
Men	50	56	49	35
Women	77	22	39	3
Total non-matriculated students attending lectures	127	78	88	38
(3.) All students attending lectures (1) and (2),—				
Men	181	266	205	236
Women	159	167	176	103
Total all students attending lectures	340	433	381	339
1,493				
II. Exempt students not attending lectures, not included above,—				
Men	12	60	5	26
Women	3	32	1	2
Total exempt students ..	15	92	6	28
141				
III. Total all students I and II,—				
Men	193	326	210	262
Women	162	199	177	105
Grand total all students ..	355	525	387	367
1,634				

Table M1 shows the degree courses being taken in 1908 by students attending lectures at the several colleges, including the professional schools attached thereto.

TABLE M1.—COURSES TAKEN BY STUDENTS ATTENDING LECTURES AT UNIVERSITY COLLEGES IN 1908.

(NOTE.—No Student is included in more than one course in this list.)

Course.	Number.*		
	Men.	Women.	Total.
Arts (as for B.A., M.A., &c.)	168	185	353
Science (as for B.Sc., M.Sc.).. .. .	19	7	26
Law (as for LL.B.).. .. .	54	..	54
Commerce (as for B.Com.)	4	..	4
Music (as for B.Mus.)	1	..	1
Medicine (as for M.B., &c.)	77	5	82
Dentistry (as for B.D.S.)	14	..	14
Engineering (Civil, Mechanical, or Electrical)	32	..	32
Mining Engineering	19	..	19
Agriculture (exclusive of students at Lincoln Agricultural College during 1908)	..	..	..
Totals	388	197	585

* Exclusive of Victoria College, the return from which does not show the classification of the students according to courses.

The total staff of the four colleges consists of 37 professors and 40 lecturers; in many cases, from want of funds the Councils of the colleges have been compelled to put two or more subjects under the charge of one professor; but with increased grants from Government this difficulty has recently been to some extent overcome.

The staff of the several institutions are as follows:—

Professors and Lecturers (1908).

	Professors.	Lecturers, Demonstrators, and Assistants.
Auckland University College	7	6
Victoria University College	10	8
Canterbury University College	9	7
Otago University	11*	19†
Total	37	40

Scholarships, Bursaries, &c.

The following University Entrance Scholarships are awarded each year on the results of the University Junior Scholarship Examination held in December: Junior University, Senior National, Taranaki, and Queen's Scholarships. Certain local and privately endowed scholarships (about thirty-seven in number) are also awarded on the same examination; and all who gain "credit" are entitled to hold bursaries which meet the cost of college fees up to £20 a year—that is, generally speaking, the whole of the fees.

Scholarships awarded during the degree course are the Senior University, Tinline, Sir George Grey, and various local scholarships and exhibitions. The chief scholarships awarded at the end of the University courses are the 1851 Exhibition Scholarship, the Cecil Rhodes Scholarship, the Medical Travelling Scholarship—these three being all travelling scholarships—that is, tenable abroad. There are also four New Zealand Research Scholarships of £100 per annum, with laboratory fees and expenses, one at each of the affiliated institutions, which are offered by the Government for research likely to be of benefit to the industries of the Dominion.

* Also 1 Emeritus Professor.

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

Medicine and Clinical Surgery.

Degrees Conferred, &c.

At the beginning of the present year the Senate conferred degrees and made awards of scholarships and prizes on the results of the academic year 1908, as under :—

TABLE M2.—DEGREES CONFERRED BY THE NEW ZEALAND UNIVERSITY AT THE BEGINNING OF 1909.

Degrees.	Auckland.			Victoria College.			Canterbury College.			Otago University.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Honours in Arts .. .. .	..	..	..	9	6	15	3	3	6	6	3	9	18	12	30
Honours in Science	1	..	1	..	..	..	1	..	1	..	..	..	2	..	2
Honours in Law .. .. .	..	..	..	1	..	1	..	..	..	..	..	..	1	..	1
Doctor of Medicine .. .. .	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Master of Arts	1	..	1	12	6	18	6	4	10	6	3	9	25	13	38
Master of Science	1	..	1	..	..	..	2	..	2	1	1	2	4	1	5
Master of Laws .. .. .	..	..	..	1	..	1	..	..	..	..	..	..	1	..	1
Bachelor of Arts	4	7	11	6	6	12	12	9	21	5	5	10	27	27	54
„ Science .. .. .	..	..	..	1	1	2	1	1	2	3	..	3	5	2	7
„ Engineering .. .. .	..	..	..	..	..	..	7	..	7	..	..	..	7	..	7
„ Medicine and Bachelor of Surgery .. .. .	..	..	..	..	..	..	..	..	..	9	..	9	9	..	9
„ Laws	2	..	2	3	..	3	1	..	1	1	..	1	7	..	7
Senior University Scholarships	3	1	4	2	2	4	2	..	2	1	..	1	8	3	11
Medical Travelling Scholarships .. .. .	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Macmillan Brown Prize .. .. .	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1
Total .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	116	59	175

The total number of graduates (exclusive of *ad eundem* graduates) admitted up to the 31st December, 1908, was 1,275.

The Cecil Rhodes Scholarship was awarded by the special committee of selection to A. MacDougall, Victoria College.

The degree of Doctor was not granted this year in any branch, and there were no Bachelors of Agriculture, Music, Dentistry, or Commerce; nor was the Tinline Scholarship awarded. The degree of Doctor of Music, and the degrees of Bachelor of Agriculture, Bachelor of Dentistry, and Bachelor of Veterinary Science have not yet been granted at all by the University; in regard to the last two, it may be mentioned that the School of Dentistry has not been in operation long enough to allow this to be done, and the proposed Veterinary School at Dunedin has not yet been opened. The necessary grants for buildings and maintenance (£3,000 and £1,200 a year respectively) have, however, been promised by the Government, and before long, no doubt, the Veterinary School will be in operation. The following scholarships, &c., were held during 1908 :—

TABLE M3.—SCHOLARSHIPS, BURSARIES, EXHIBITIONS, AND STUDENTSHIPS HELD AT THE AFFILIATED INSTITUTIONS IN 1908.

Scholarships, &c.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.	Total.
Junior University Scholarships	10	8	10	11	39
Senior National Scholarships	7	7	6	11	31
Taranaki Scholarships .. .. .	..	..	1	..	1
Queen's Scholarships .. .. .	..	16	..	..	16
Senior University Scholarships	1	1	4	2	8
Bursaries Scholarships	2	1	1	4	8
Sir George Grey Scholarships	1	1	1	1	4
Other Scholarships and Exhibitions	2	5	22	4	33
Training college Studentships	48	78	72	76	274
Totals	71	117	117	109	414

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

Junior University, Senior National, Taranaki, and Queen's Scholarships.

	M.	F.	Total.
1906	20	16	36
1907	18	12	30
1908	24	6	30
Totals	62	34	96

Finances of the Affiliated Institutions in 1908.

The detailed accounts of the four University colleges will be found in E.-7; the following summary will give a general view of their finances, as in it are massed all the accounts, except the special trust accounts and the accounts of non-university institutions under the same control:—

TABLE M4.—SUMMARY OF ACCOUNTS.

Expenditure (exclusive of Special Trusts).

University College.	Deficits, 1907.		Salaries.	Sites, Buildings, and Equipment Endowment.	Adminis-tration, Scholar-ships, &c.	Interest, &c.	Balances, December, 1908.		Total.
	General.	Special.					General.	Special.	
Auckland	£	£	£	£	£	£	£	£	£
Victoria (to 31st March, 1909) ..	..	..	5,192	3,093	1,193	..	4,634	..	14,112
Canterbury	1,346	637	6,322	1,295	2,358	..	5,079	..	15,054
Otago .. .. .	..	433	14,662	7,046	2,749	590	..	33,315	60,345
Total of four University colleges	1,346	1,070	9,893	3,634	1,646	498	137	12,539	28,780
Canterbury Agricultural College	..	..	1,489	871	4,894	..	624	..	7,878

Receipts (exclusive of Special Trusts).

University Colleges.	Balances, 1907.		From Government.			Endowments.	Interest.	Fees.	Miscellaneous.	Deficits, December, 1908.		Total.
	General.	Special.	Statu-tory.	Special and other.	Build-ings, &c.					General.	Special.	
Auckland	£	£	£	£	£	£	£	£	£	£	£	£
Victoria	5,181	1,877	4,000	2,075	..	502	66	99	114	..	198	14,112
Canterbury	4,944	..	4,000	3,363	200	54	126	1,950	417	..	..	15,054
Otago University .. .. .	..	26,400	..	3,771	471	15,582	985	4,296	1,393	6,497	950	60,345
Total of four University colleges	483	12,249	..	2,000	2,793	8,238	814	1,740	26	..	437	28,780
Canterbury Agricultural College	10,608	40,526	8,000	11,209	3,464	24,376	1,991	8,085	1,950	6,497	1,585	118,291
Canterbury Agricultural College	292	..	..	..	..	2,642	..	1,739	3,205	..	..	7,878

"THE UNIVERSITY ENDOWMENT ACT, 1868."

The income accrued under this Act, and applicable to purposes of higher education yet to be determined by Parliament, amounted, on the 31st March, 1909, to £292 2s. 6d., received from reserves in Westland.

GENERAL.

Expenditure out of Public Funds on Education.

An attempt is made in Tables N and N1, 2, 3, 4, to analyse the public expenditure on the various branches of education, and to show under what heads the increase of expenditure in recent years has taken place; to give the expenditure per head of the population and per head of the roll of the schools, colleges, &c.; and to present a comparative statement of the increase in the number of persons under instruction. Tables N and N1 give an analysis of the expenditure for the years 1907-8 and 1908-9 respectively.

TABLE N.—(1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1907-8.
(Figures given in every Case to the Nearest £1,000.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	£ 682,000	£ 54,000	£ 736,000	£ 47,000	*£ 783,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	64,000	12,000	76,000	34,000	110,000
(3.) Continuation and technical	37,000	27,000	64,000	..	64,000
(4.) Higher (including university and higher technical)	22,000	2,000	24,000	21,000	45,000
Totals A (1-4)	805,000	95,000	900,000	102,000	1,002,000
B. Industrial schools	29,000	3,000	32,000	..	32,000
C. Special schools (Deaf and Blind and Home for Backward Children)	5,000	2,000	7,000	..	7,000
D. Superannuation and miscellaneous	8,000	..	8,000	..	8,000
Totals A, B, C, D	847,000	100,000	947,000	102,000	1,049,000

* Teachers' salaries and allowances, £519,000; repairs and rebuilding, £62,000; new buildings, £54,000; all other expenses, £148,000: total, £783,000.

(2.) EXPENDITURE PER HEAD OF POPULATION (977,215, INCLUDING MAORIS, BUT EXCLUDING COOK AND OTHER PACIFIC ISLANDS) ON EDUCATION, 1907-8.

(Figures given in every Case to the nearest Penny.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	s. d. 14 0	s. d. 1 1	s. d. 15 1	s. d. 1 0	s. d. 16 1*
(2.) Secondary (including secondary schools and secondary departments of district high schools)	1 4	0 3	1 7	0 8	2 3
(3.) Continuation and technical	0 10	0 6	1 4	..	1 4
(4.) Higher (including university and higher technical) ..	0 5	0 1	0 6	0 5	0 11
Totals A (1-4)	16 7	1 11	18 6	2 1	20 7
B. Industrial schools	0 6	0 1	0 7	..	0 7
C. Special schools (Deaf and Blind and Home for Backward Children)	0 2	..	0 2	..	0 2
D. Superannuation and miscellaneous	0 2	..	0 2	..	0 2
Totals A, B, C, D	17 5	2 0	19 5	2 1	21 6

* Teachers' salaries, 10s. 8d.; repairs and rebuilding, 1s. 3d.; new buildings, 1s. 1d.; all other expenses, 3s. 1d.: total, 16s. 1d.

TABLE NI.—(1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1908-9.

(Figures given in every Case to the Nearest £1,000.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	£ 707,000	£ 51,000	£ 758,000	£ 53,000	*£ 811,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	62,000	12,000	74,000	36,000	110,000
(3.) Continuation and technical	42,000	17,000	59,000	..	59,000
(4.) Higher (including university and higher technical)	23,000	3,000	26,000	27,000	53,000
Totals A (1-4)	834,000	83,000	917,000	116,000	1,033,000
B. Industrial schools	31,000	8,000	39,000	..	39,000
C. Special schools (Deaf and Blind and Home for Backward Children)	6,000	11,000	17,000	..	17,000
D. Superannuation and miscellaneous	7,000	..	7,000	..	7,000
Totals A, B, C, D	878,000	102,000	980,000	116,000	1,096,000

* Teachers' salaries and allowances, £536,000; repairs and rebuilding, £66,000; new buildings, &c., £51,000; all other expenses, £158,000: total, £811,000.

TABLE N1.—*continued.* (2.) EXPENDITURE PER HEAD OF POPULATION (1,008,373, INCLUDING MAORIS, BUT EXCLUDING COOK AND OTHER PACIFIC ISLANDS) ON EDUCATION FOR 1908-9.

(Figures given in every Case to the Nearest Penny.)

Branch of Education.	Out of Public Funds.			Out of Income from Reserves.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	s. d. 14 0	s. d. 1 0	s. d. 15 0	s. d. 1 1	s. d. 16 1*
(2.) Secondary (including secondary schools and secondary departments of district high schools)	1 3	0 2	1 5	0 9	2 2
(3.) Continuation and technical	0 10	0 4	1 2	..	1 2
(4.) Higher (including university and higher technical)	0 5	0 1	0 6	0 6	1 0
Totals A (1-4)	16 6	1 7	18 1	2 4	20 5
B. Industrial schools	0 7	0 2	0 9	..	0 9
C. Special schools (Deaf and Blind and Home for Backward Children)	0 2	0 2	0 4	..	0 4
D. Superannuation and miscellaneous	0 2	..	0 2	..	0 2
Totals A, B, C, D	17 5	1 11	19 4	2 4	21 8

* Teachers' salaries and allowances, 10s. 8d.; repairs and rebuildings, 1s. 4d.; new buildings, 1s.; all other expenses, 3s. 1d.: total, 16s. 1d.

It may be of interest to give the expenditure per head of population in some other places and countries: For primary education, public funds (general and local) contribute per head of the population in England and Wales, 12s. 3d.; London, 17s.; Wales alone, 15s. 5d.; Scotland, 12s. 4d.; Ireland, 6s. 7d. In New York, the cost to the public purse of primary and secondary education (excluding the cost of new buildings) is £1 1s. 7d. per head of the population, as against 15s. 3d. (or 17s. 1d. including the income from reserves) in New Zealand.

Table N2 gives, for the years 1898, 1903, and 1906-8, an analysis of the total expenditure from public funds alone (exclusive of the income from reserves), in two forms—the actual total amounts to the nearest thousand pounds, and the expenditure per head of the population to the nearest penny.

TABLE N2.—(1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEARS 1898-99, 1903-4, 1906-7, 1907-8, AND 1908-9 OUT OF PUBLIC REVENUE (EXCLUSIVE OF INCOME FROM RESERVES).

(Figures given in every Case to the Nearest £1,000.)

	1898-99.	1903-4.	1906-7.	1907-8.	1908-9.
Population (including Maoris, but excluding Cook and other Pacific Islands)	783,317	875,648	956,457	977,215	1,008,373
Branch of Education.	Total.	Total.	Total.	Total.	Total.
A. (1.) Primary (including Native schools and training colleges)	£ 482,000	£ 565,000	£ 717,000	£ 736,000	£ 758,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	26,000	68,000	76,000	74,000
(3.) Continuation and technical	5,000	23,000	54,000	64,000	59,000
(4.) Higher education (including university and higher technical)	12,000	12,000	41,000	24,000	26,000
Totals A (1-4)	499,000	626,000	880,000	900,000	917,000
B. Industrial schools	15,000	37,000	36,000	32,000	39,000
C. Special schools (Deaf and Blind)	3,000	13,000	5,000	7,000	17,000
D. Superannuation and miscellaneous	2,000	3,000	5,000	8,000	7,000
Totals A, B, C, D	519,000	679,000	926,000	947,000	980,000

TABLE N2—continued. (2.) EXPENDITURE PER HEAD OF POPULATION IN NEW ZEALAND FOR THE YEARS 1898-99, 1903-4, 1906-7, 1907-8, AND 1908-9, OUT OF PUBLIC REVENUE.

(Figures given in every Case to the Nearest Penny.)

	1898-99.	1903-4.	1906-7.	1907-8.	1908-9.
	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	12 4	12 11	15 0	15 1	15 0
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	0 7	1 5	1 7	1 5
(3.) Continuation and technical	0 2	0 6	1 2	1 4	1 2
(4.) Higher education (including university and higher technical)	0 4	0 3	0 10	0 6	0 6
Totals A (1-4)	12 10	14 3	18 5	18 6	18 1
B. Industrial schools	0 5	0 10	0 9	0 7	0 9
C. Special schools (Deaf and Blind)	0 1	0 4	0 1	0 2	0 4
D. Superannuation and miscellaneous .. .. .	..	0 1	0 1	0 2	0 2
Totals A, B, C, D	13 4	15 6	19 4	19 5	19 4

This table shows that, while there was a great increase in the expenditure per head of the population between 1898 and 1906, the amount per head last year was slightly lower than in the two preceding years.

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

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

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

Table N4 shows that the chief progress made in New Zealand since 1898 has been in the direction of increasing the number under instruction higher than primary.

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

	Actual Numbers.			Number per 10,000 of Population.		
	1898.	1903.	1908.	1898.	1903.	1908.
Population	783,317	875,648	1,008,373	..	..	..
I. Primary: including public and Native schools (all receiving free tuition)	136,652	138,553	150,200	1,744	1,582	1,489
II. Secondary—						
(a.) Secondary schools	2,784	3,722	4,420			
(b.) Secondary departments of district high schools	262	2,096	2,057			
Total	3,046	5,818	6,477	39	66	64
III. Continuation and technical (excluding school classes)	1,750 (estimated)	6,533	21,518	22	75	214
IV. University, higher technical and training colleges	708	1,194	1,997	9	14	20
Private schools (not included above, principally primary)	14,857	15,609	17,217	190	178	171
Total under instruction	157,013	167,707	197,409	2,004	1,915	1,958
V. Total under instruction higher than primary (II, III, and IV above)	5,504	13,545	29,992	70	155	298
Number of latter (V) receiving free tuition	1,178	4,260 (approx.)	7,948	15	49	79

NOTE.—For comparison it may be noted that in Switzerland there are, per 10,000 of population, 1,571 under primary instruction, and 576 under instruction higher than primary; in Wuerttemberg, 1,486 and 569 respectively.

ANNUAL EXAMINATIONS.

The annual examinations were conducted by the Department as usual for the various purposes of Junior National Scholarships; Education Board Scholarships; Junior Free Places in secondary schools, district high schools, and technical schools; Senior Free Places in secondary schools and district high schools; for pupil-teachers; for admission to or promotion in the public service; and for teachers' certificates. The examinations were held in December, 1908, and January, 1909, at forty-seven centres.

The total number of candidates entering for the December and January tests jointly was 6,117, or 573 more than in the preceding year. Of this total the number actually present at examination was 5,519, the difference (598) being accounted for partly on the usual grounds, and partly by the operation of a new clause in the Regulations for Senior Free Places, under which a number of candidates recommended on an accrediting principle therein embodied were exempted from examination, and accordingly did not present themselves. In the several examinations the following were the numbers present: For the Junior National Scholarship and Junior Free Place Examination, 1,765; for the Civil Service Junior and allied examinations, 2,158; for the Civil Service Senior Examination, 373; for Certificate Examinations, 1,223. It may further be noted that thirty-eight of the candidates so recorded were candidates for both Senior and Junior Civil Service Examinations, and that one of the candidates for a teacher's certificate was also a candidate for the Civil Service Senior.

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

The following table gives a comparative statement of the number of candidates examined under the principal groupings during the past four years:—

	1905-6.	1906-7.	1907-8.	1908-9.
Junior National and Education Board Scholarships and Junior Free Places ..	790	1,458	1,475	1,765
Civil Service Junior, Senior Free Places, Education Board Senior Scholarships, First Pupil-teachers	1,305	2,123	2,173	2,158
Teachers D and C	749	1,051	1,184	1,223
Civil Service Senior	141	183	231	373
	<hr/>	<hr/>	<hr/>	<hr/>
	2,985	4,815	5,063	5,519

Further particulars are given in E.-8.

TEACHERS' SUPERANNUATION FUND.

The Teachers' Superannuation Act, which was passed by Parliament on the 31st October, 1905, and came into force on the 1st January, 1906, was amended by a supplementary Act on the 29th October, 1906.

Every person who at the date of the coming into operation of the principal Act was permanently employed for not less than twenty hours a week in the Education service had the option of becoming a contributor to the fund. Such contributors are "original members," and, as such, are entitled to special benefits. Every person so employed subsequently had the option of electing within six months to become a contributor; but all teachers in public schools and in Native and other schools under the control of the Education Department who were subsequently

permanently employed become contributors as from date of appointment; other persons in the Education service have a similar option to that possessed by the original members.

On the 10th October, 1908, the former Acts were repealed by "The Public Service Classification and Superannuation Amendment Act, 1908," Part I; but under the provisions of this Act former contributors were allowed six months in which to elect to remain subject to the provisions of the former Acts if they so desired. At the end of 1908, 164 contributors had so elected. At the same time the number of contributors under the provisions of the Act of 1908 was 2,767.

The chief difference between the Act of 1908 and the former Acts affects the basis of calculation of the retiring-allowance of a contributor. The retiring-allowance is now one-sixtieth of the average rate of salary received during the three years next preceding retirement, for each year of service, provided that in no case may the allowance exceed two-thirds of that salary: under the former Acts the basis was one-sixtieth of the total salary received by the contributor during the period of contributing to the fund (or, in other words, one-sixtieth of his average salary during the whole period of contribution for each year of service). In both cases "original" members, in addition to the period during which they have contributed to the fund, are also entitled to count service prior to the 1st January, 1906, but not prior to the 1st January, 1878.

At the end of 1908,—

The number of contributors was	..	..	..	..	..	2,931
of whom original members number	..	..	..	..	..	2,416

The annual rate of contribution paid as at the end of the year was over £33,000. The number of retiring-allowances in force was 168, representing an annual charge of over £7,000. Of these,—

Ordinary allowances were	..	..	..	..	100,	representing	£5,516
Allowances in medically unfit cases	..	..	..	..	17,	"	907
Allowances to widows	..	..	..	..	26,	"	473
Allowances to children	..	..	..	..	25,	"	325

The balance at the credit of the fund and invested by the Public Trustee at the end of the year was £82,933

The average rate of interest earned by the investments at the end of the year was 4·66 per cent.

The report of the Superannuation Board is printed as a separate paper (E.—9)

PUBLIC LIBRARIES

By a vote of last session a sum of £3,000 was again granted for subsidies to public libraries. Notice thereof was inserted in the *Gazette* of the 8th October, 1908, and forms of application were sent to all libraries known to the Department. The method of distribution of the vote was the same as that adopted in previous years—viz., a nominal addition of £25 was made to the amount of the income of each library derived from subscriptions, donations, and rates, provided that the receipts for the year were not less than £2, and the vote was divided according to the amount thus augmented; but no library received credit for a larger income than £75—that is, in no case did the augmented amount on which distribution was based exceed £100. In accordance with the *Gazette* notice, the day appointed for the distribution of the subsidy was the 4th February, 1909, and the amount of the vote was divided among the 437 libraries from which applications, each accompanied by a statutory declaration on the proper form, had been received at that date. The vote, as thus dealt with, afforded a subsidy of 3s. 3·5d. in the pound on the nominal income, and the subsidies ranged from £4 8s. 10d. to £16 9s. 2d.

The number of libraries participating in the vote shows an increase of twenty as compared with the number aided in the previous year. In order that the purpose intended to be served by the vote may be attained, it is made a condition for participation that the whole of the subsidy granted to each library in the previous year shall have been expended in the purchase of books.

Further particulars are given in E.—10.

APPENDIX.

STATEMENT of EXPENDITURE and RECOVERIES in respect of all SERVICES under the Control or Supervision of the MINISTER OF EDUCATION during the Year ending 31st March, 1909.

	£	s.	d.	£	s.	d.	£	s.	d.
Head Office (Vote No. 75).									
Inspector-General of Schools				750	0	0			
Secretary				600	0	0			
Assistant Inspector-General, £540; Inspector, £415				955	0	0			
Clerks and clerical assistance				6,083	15	0			
Travelling-expenses				501	14	5			
Telephone subscriptions				77	6	8			
Publications, books of reference, &c.				48	2	1			
Office requisites				95	17	6			
Contingencies				7	5	11			
							9,119	1	7
Elementary Education (Votes Nos. 75, 76, 87, and 88, Consolidated Fund; and 104, Public Works Fund).									
Grants to Education Boards for—									
Teachers' salaries (including lodging-allowances of pupil-teachers)	502,744	9	6						
Less revenue from reserves	52,616	9	6						
				450,128	0	0			
Teachers' house allowances (Vote No. 87)				12,342	15	0			
General administrative purposes: Capitation at 11s. 3d. on average attendance				71,095	0	9			
Grant of £250 per annum to each Board				3,250	0	0			
Special grants for School Committees: Capitation at 9d. on average attendance				4,776	6	9			
Relieving teachers: Capitation at 6d. on average attendance				3,159	17	6			
Inspection of private schools				186	11	0			
School buildings—									
General maintenance, &c. (Vote No. 88)	62,418	13	9						
Less amount received for sale of old buildings	135	7	9						
				62,283	6	0			
Rebuilding schools destroyed by fire (Vote No. 88)				2,375	7	2			
Rent of temporary premises during the rebuilding of schools destroyed by fire (Vote No. 88)				272	1	8			
New buildings, additions, and teachers' residences (Vote No. 104)				42,924	9	5			
Miscellaneous Expenditure—									
Schools at Chatham Islands				566	10	5			
Grants in aid of free kindergartens (Vote No. 87)				199	0	0			
Conveyance and board of school-children £6,107 17s. 7d.; conveyance of teachers, £119 15s.				6,227	12	7			
Preparation of standard test questions in English and arithmetic				32	12	4			
Illustrations: Natural history, &c.				311	8	8			
School Journal—Editor (Vote No. 75)	415	0	0						
Contributions, fees, printing, &c. (Vote No. 76)	1,934	8	11						
	2,349	8	11						
Less amount received for sales				23	17	11			
				2,325	11	0			
Contingencies				13	11	10			
							662,470	2	1
Secondary Education (Votes Nos. 77, Consolidated Fund, and 104, Public Works Fund; and statutory payments).									
Grants to Education Boards for—									
Scholarships: Not exceeding capitation allowance at 1s. 6d. on average attendance				7,752	11	0			
District high schools: Salaries of secondary teachers				18,819	4	11			
Subsidies ("Education Act, 1908")				1,806	6	6			
National Scholarships, Junior ("Education Act, 1908")				1,979	13	9			
Secondary schools and colleges: Capitation				24,372	1	8			
Secondary schools and colleges: Subsidies ("Education Act, 1908")				1,101	7	0			
Conveyance of holders of free places at secondary and district high schools				2,531	11	0			
Scholarship for H. F. Parker (at Nelson College)				40	0	0			
Carried forward				58,402	15	10	671,589	3	8

STATEMENT OF EXPENDITURE AND RECOVERIES—continued.

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	58,402	15	10	671,589	3	8
SECONDARY EDUCATION—continued.									
Scholarships for Maoris formerly attending public schools	99	6	9			
Marlborough High School: Statutory payment ("Marlborough High School Act, 1899")	400	0	0			
Grants to secondary schools for building purposes (Vote No. 104)—									
Auckland Girls'	2,000	0	0			
Palmerston North	200	0	0			
Dannevirke	550	0	0			
Wellington Boys'	6,750	0	0			
Ashburton	200	0	0			
Waitaki	2,050	0	0			
Contingencies	9	1	6			
							70,661	4	
Manual and Technical Instruction (Votes Nos. 78 and 88, Consolidated Fund; 104, Public Works Fund; and "The Education Act, 1908").									
Salaries of Inspectors (two)	800	0	0			
Examinations—									
Science and Art, Board of Education, South Kensington, London	259	6	1			
City and Guilds of London Institute	496	5	5			
							755	11	6
Capitation—									
School classes	22,023	4	3			
Special associated and college classes	17,385	8	8			
Free places	6,710	0	0			
							46,118	12	11
Material and apparatus for classes	1,507	7	2			
Buildings and permanent apparatus (Vote No. 104)	17,058	11	7			
Rents (Vote No. 88)	799	9	2			
Railway fares of instructors	907	8	8			
Railway fares of students attending registered classes	103	10	0			
Railway fares of holders of free places	2,657	0	0			
Travelling-expenses of Inspectors	228	3	5			
Subsidies on contributions ("The Education Act, 1908")	6,269	6	3			
Specimens of students' works	44	4	0			
Sundries	2	18	6			
							77,252	3	2
Less recoveries (examination fees)				171	3	0
							77,081	0	2
Training Colleges and Training of Teachers (Votes Nos. 79, Consolidated Fund, and 104, Public Works Fund).									
Training Colleges—									
Salaries of staff	5,939	5	11			
Allowances to students, &c.	12,942	13	2			
Libraries and apparatus	279	10	1			
Buildings (Vote No. 104)	4,764	13	3			
Classes at sub-centres—									
Grants to Education Boards	2,805	0	0			
Fares of teachers	4,837	5	7			
							31,568	8	0
Higher Education (Votes Nos. 77, Consolidated Fund, and 104 Public Works Fund; and statutory payments).									
Statutory grants—									
University of New Zealand ("New Zealand University Act, 1908")	3,000	0	0			
Auckland University College ("Auckland University College Act, 1882")	4,000	0	0			
Victoria College, Wellington ("Victoria College Act, 1905")	4,000	0	0			
Addition to statutory grants (Vote No. 77)—									
Auckland University College (three months)	300	0	0			
Victoria College, Wellington	375	0	0			
Specialisation grants (Vote No. 77)—									
Auckland University College	2,000	0	0			
Victoria College, Wellington	2,000	0	0			
Canterbury College	2,000	0	0			
University of Otago	2,000	0	0			
Building grants (Vote No. 104)—									
Victoria College, Wellington, additional accommodation	200	0	0			
University of Otago: Mining School	2,792	13	4			
Sir George Grey Scholarships (Vote No. 77)	125	0	0			
Queen's Scholarships, Victoria College, Wellington, ("Queen's Scholarships Act, 1906")	898	10	0			
National Scholarships, Senior ("Education Act, 1908")	2,066	11	9			
Research scholarships (Vote No. 77)	111	3	6			
Bursaries (Vote No. 77)	165	18	6			
							26,034	17	1
Carried forward	876,934	13	0

STATEMENT OF EXPENDITURE and RECOVERIES—continued.

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	876,934	13	0
Public School Cadets (Vote No. 80).									
Commanding Officer (salary, £320; travelling-expenses, £271 9s. 5d.) .. .. .	..	..	..	591	9	5			
Clerk, £200; storeman and armourer, £193 .. .. .	..	..	..	393	0	0			
Fares of corps attending parades, &c. .. .. .	..	..	..	308	18	6			
Expenses of training-camps .. .. .	..	..	..	545	13	8			
Arms and accoutrements .. .. .	..	..	..	2,568	9	11			
Capitation .. .. .	..	..	..	1,484	13	4			
Grant towards expenses of Cadet Friar competing at Boys' Bisley, England .. .. .	..	..	..	50	0	0			
Rifle ranges: Rent, &c. .. .. .	..	..	..	169	13	11			
Store: Rent and expenses .. .. .	..	..	..	42	7	6			
Contingencies .. .. .	..	..	..	10	0	0			
				6,164	6	3			
Less recoveries (sale of ammunition, &c.) .. .. .	..	..	..	672	10	9			
							5,491	15	6
Native Schools (Votes Nos. 81 and 88, Consolidated Fund; 104, Public Works Fund).									
Salaries of Inspectors (two) .. .. .	..	..	..	800	0	0			
Salaries and allowances of teachers .. .. .	..	..	..	21,034	7	0			
Higher education and apprenticeship .. .. .	..	..	..	2,657	19	9			
Books, school requisites, sewing material, &c. .. .. .	..	..	..	570	12	3			
Expenses of removals of teachers .. .. .	..	..	..	449	16	8			
Travelling-expenses of Inspectors and others .. .. .	..	..	..	504	10	2			
Buildings: New schools, additional class-rooms, &c. (Vote No. 104) .. .. .	..	..	..	3,493	12	5			
General maintenance of buildings: Repairs, painting, &c. (Vote No. 88) .. .. .	..	..	..	1,561	17	11			
Manual and Technical Instruction: Payment of instructors; material for classes .. .. .	..	..	..	460	13	11			
Warming of schoolrooms .. .. .	..	..	..	99	13	1			
Ferrying and conveyance of children .. .. .	..	..	..	50	10	9			
Compensation to ex-teacher for loss of office .. .. .	..	..	..	508	12	9			
Contingencies .. .. .	..	..	..	89	14	8			
				32,282	1	4			
Less recoveries .. .. .	..	..	..	35	6	0			
							32,246	15	4
SPECIAL SCHOOLS.									
Industrial Schools (Votes Nos. 82 and 88, Consolidated Fund; and 104, Public Works Fund).									
Salaries of Assistant Inspector and Visiting Officers	700	0	0						
Travelling-expenses, &c., of Assistant Inspectors and Visiting Officers	805	10	11						
Travelling-expenses of Managers	340	4	7				1,845	15	6
Schools,—									
Auckland—									
Salaries	564	7	4						
General maintenance	847	3	4						
Repairs to buildings, furniture, &c. (Vote No. 88)	85	9	8						
Children boarded out	1,489	7	4						
	2,986	7	8						
Less recoveries	1,111	5	6				1,875	2	2
Boys' Training Farm, Weraroa—									
Salaries	2,084	6	1						
General maintenance	5,381	4	1						
Additional buildings, clearing, &c. (Vote No. 104)	747	8	1						
Small works and repairs to buildings, furniture, &c. (Vote No. 88)	531	16	5						
Children boarded out	178	19	4						
	8,923	14	0						
Less recoveries	2,061	7	6				6,862	6	6
Receiving Home, Wellington—									
Salaries	704	3	1						
General maintenance	1,007	2	3						
Repairs, &c., to buildings, furniture (Votes Nos. 88 and 104)	40	3	8						
Children boarded out	4,764	1	1						
	6,515	10	1						
Less recoveries	4,022	6	1				2,493	4	0
Carried forward .. .. .	..	..	..	13,076	8	2	914,673	3	10

STATEMENT OF EXPENDITURE and RECOVERIES—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	13,076	8	2	914,673	3	10
SPECIAL SCHOOLS: INDUSTRIAL SCHOOLS—<i>continued.</i>									
Receiving Home, Christchurch—									
Salaries	591	9	1						
General maintenance	872	17	11						
Rent	141	11	10						
Repairs to buildings, furniture, &c. (Vote No. 88)	115	8	8						
Children boarded out	3,464	17	6						
	5,186	5	0						
Less recoveries	2,192	9	1						
				2,993	15	11			
Te Oranga Home, Christchurch—									
Salaries	891	8	4						
General maintenance	631	3	5						
Rent	122	13	5						
Repairs to buildings, furniture, &c. (Vote No. 88)	233	18	3						
Additional buildings, land, and fencing (Vote No. 104)	6,306	5	3						
	8,185	8	8						
Less recoveries	284	6	4						
				7,901	2	4			
Burnham—									
Salaries	2,420	15	10						
General maintenance	4,006	17	3						
Small works and repairs to buildings, furniture, &c. (Vote No. 88)	555	1	6						
Additional buildings (Vote No. 104)	1,457	8	1						
Children boarded out	67	14	0						
	8,507	16	8						
Less recoveries	1,076	11	3						
				7,431	5	5			
Caversham—									
Salaries	829	19	8						
General maintenance	1,037	18	8						
Repairs to buildings, furniture, &c. (Vote No. 88)	148	7	11						
Children boarded out	3,150	7	10						
	5,166	14	1						
Less recoveries	3,509	18	10						
				1,656	15	3			
Private Schools—									
St. Mary's, Auckland—									
Maintenance	1,879	4	0						
Less recoveries	420	12	2						
				1,458	11	10			
St. Joseph's, Wellington—									
Maintenance	201	1	0						
Passages	1	5	0						
	202	6	0						
Less recoveries	71	8	8						
				130	17	4			
St. Mary's, Nelson—									
Maintenance	921	8	0						
Passages, clothing, and board of inmates	67	6	2						
	988	14	2						
Less recoveries	231	4	7						
				757	9	7			
St. Vincent de Paul's, Dunedin—									
Maintenance	127	19	0						
Less recoveries	41	6	2						
				86	12	10			
Inmates maintained at other institutions .. .. .	..	..	..	282	10	9			
Earnings refunded to ex-inmates .. .. .	..	..	..	21	4	5			
Compensation for theft of private property by inmates .. .. .	..	..	..	11	13	9			
Inquiry at Te Oranga Home .. .. .	..	..	..	278	4	0			
Amount paid to Postal Department for payment of boarding-out orders .. .. .	..	..	..	100	0	0			
Compensation to foster-parent for illness contracted from inmate .. .. .	..	..	..	25	0	0			
Sundries .. .. .	..	..	..	13	6	0			
				36,224	17	7			
Infant Life Protection (Vote No. 83).									
Salaries of visiting nurses and local representatives .. .. .	..	..	..	590	4	3			
Travelling-expenses, &c. .. .. .	..	..	..	235	15	7			
Maintenance of infants in foster-homes .. .. .	..	..	..	84	3	6			
Rent of offices (Auckland and Dunedin) .. .. .	..	..	..	38	9	7			
Sundries, including office requisites, legal expenses, advertising, &c. .. .. .	..	..	..	97	10	5			
				1,046	3	4			
Less recoveries .. .. .	..	..	..	23	9	6			
				1,022	13	10			
Carried forward .. .. .	..	..	..	..	..	..	951,920	15	3

STATEMENT of EXPENDITURE and RECOVERIES—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	951,920	15	3
School for the Deaf (Votes Nos. 84 and 88, Consolidated Fund; and 104, Public Works Fund).									
Salaries—									
Director	415	0	0						
Assistants	1,473	10	3						
Matron and servants	943	10	6						
Medical Officer	20	0	0						
							1,888	10	3
General maintenance .. .. .	..	..	..				963	10	6
Travelling-expenses, including transit of pupils .. .. .	..	..	..				1,470	17	11
Pupils boarded out .. .. .	..	..	..				168	7	1
Alterations and repairs to buildings (Votes Nos. 88, Consolidated Fund; and 104, Public Works Fund) .. .. .	..	..	..				37	15	0
							350	5	7
							4,879	6	4
Less recoveries .. .. .	..	..	..				691	1	0
							4,188	5	4
Education of the Blind (Votes Nos. 85, Consolidated Fund, and 104, Public Works Fund).									
Charges for pupils at Jubilee Institute, Auckland .. .. .	..	..	..				760	7	9
Grant for new buildings, Jubilee Institute, Auckland (Vote No. 104) .. .. .	..	..	..				2,000	0	0
Passages .. .. .	..	..	..				2	2	6
							2,762	10	3
Less recoveries .. .. .	..	..	..				158	11	1
							2,603	19	2
Home for Backward Children (Votes Nos. 86 and 88, Consolidated Fund, and 104, Public Works Fund).									
Salaries—									
Principal and Matron	230	0	0						
Attendants and servants	493	16	4						
							723	16	4
Travelling-expenses .. .. .	..	..	..				82	6	11
General maintenance .. .. .	..	..	..				862	4	11
Purchase of land and buildings; cost of alterations, furniture, &c. (Consolidated Fund, Vote No. 88, £234 2s. 1d.; Public Works Fund, Vote No. 104, £8,737 19s. 10d.) .. .. .	..	..	..				8,972	1	11
							10,640	10	1
Less recoveries .. .. .	..	..	..				32	0	10
							10,608	9	3
Miscellaneous (Votes Nos. 76, 87, and 88).									
"Milne" seismograph No. 20: maintenance of (Vote No. 87) .. .. .	..	..	..				31	16	9
Postage and telegrams (Vote No. 87) .. .. .	..	..	..				1,900	14	7
Subsidies to public libraries, on basis of voluntary contributions (Vote No. 87) .. .. .	..	..	..				3,000	0	0
Teacher's Superannuation Board: travelling-expenses of members, and medical examination of applicants for retirement (Vote No. 87) .. .. .	..	..	..				67	4	6
Examination expenses (Vote No. 87): Teachers' and Civil Service	4,516	1	4						
Less recoveries (examination fees)	3,349	15	0						
							1,166	6	4
Grant to Educational Institute for travelling-expenses of members (Vote No. 76) .. .. .	..	..	..				100	0	0
Illustrations, photographs, &c., for parliamentary reports (Vote No. 87) .. .. .	..	..	..				83	3	0
New Zealand Geology, Text-book of (Vote No. 87) .. .. .	..	..	..				150	0	0
"Schoolmates": Grant to cover cost of postage (Vote No. 87) .. .. .	..	..	..				25	0	0
Parnell Orphan Home: Grant towards cost of building (Vote No. 88)				250	0	0
							6,774	5	2
Total				£976,095	14	2

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