

1910.
NEW ZEALAND.

EDUCATION:

THIRTY-THIRD ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

[In continuation of E.—1, 1909.]

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

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Office of the Department of Education,

MY LORD,—

Wellington, 19th August, 1910.

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, 1909.

I have, &c.,

GEO. FOWLDS.

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

REPORT.

CONTENTS.

THIS report, with its appendices, gives the information which is of general public interest with regard to the administration of the Education Act, 1908, the Education Amendment Act, 1908, and 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.) List of Public Schools and Teachers.
- 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. Education Conferences.
- E.—11. Junior Cadets.

PRIMARY EDUCATION.

PUBLIC SCHOOLS.

Number of Schools.

The number of public schools open at the end of 1909 was 2,057, or 59 more than at the end of 1908.

In Table A the schools are classified according to the yearly average attendance. The classification is in accordance with the provisions of the Education Amendment Act, 1908, which came into operation on the 1st January, 1909.

The number of small schools with an average not exceeding fifteen, which in 1908 rose from 447 to 504, shows a further increase for 1909, the number of such schools in operation last year being 569, or more than a quarter of the number of public schools in the Dominion.

There was a decrease of 28 in the number of schools with an average attendance of sixteen to twenty-five (1908—466 schools; 1909—438 schools).

The number of schools graded with an average attendance of twenty-six to forty was 329 in the year 1908; the number of such schools in 1909 was 349 (an increase of 20); of the last-named number, 90 schools, having thirty-six to forty pupils in average attendance, were accordingly grouped with the other schools of Grade IV (36–80), in which two adult teachers are provided by the new scale. In estimating the total number of schools under the charge of one teacher it is therefore necessary to deduct the 90 schools referred to; the total number of such schools—that is, schools with an average attendance not exceeding thirty-five—was last year 1,266; in 1908 the number of sole-teacher schools—namely, schools with an average of not more than forty—was 1,299. In other words, in 1908 the sole-teacher schools formed 65 per cent. of the total number of public schools, and in 1909 such schools formed 61·5 per cent. of the total. The aggregate average attendance at schools of this kind in 1908 was 24,812, or 19·4 per cent. of the total average attendance for the Dominion; in 1909 the aggregate was 22,859, or 17·1 per cent. In 1908 the number of schools with two or more teachers was 699, in 1909 it was 791. Of these schools there were in the former year 24 schools with an average attendance exceeding 600; last year there were 28 schools with such an attendance.

During the year 1909, 61 schools were closed; 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 120. The totals of schools closed and of schools opened during the year are as follows:—

INCREASES AND DECREASES IN NUMBER OF PUBLIC SCHOOLS.

District.	Number of Schools closed.	Number of Schools opened.	Increase in Number of Schools.	Decrease in Number of Schools.
Auckland	15	30	15	..
Taranaki	2	5	3	..
Wanganui	7	12	5	..
Wellington	5	4	..	1
Hawke's Bay	5	21	16	..
Marlborough	8	17	9	..
Nelson	6	8	2	..
Grey	2	4	2	..
Westland	2	..	..	2
North Canterbury	4	5	1	..
South Canterbury	1	5	4	..
Otago	1	6	5	..
Southland	3	3	..	..
	61	120		
		61		
Increase (1909) .. ..	..	59		

The net increase in the number of schools open at the end of the year is thus 59.

The total number of public schools in each grade is shown in Table A; it is, of course, necessary to remember that the grading in 1908 was in accordance with the former scale, whereas the grading for 1909 is that prescribed by the First Schedule to the Education Amendment Act, 1908.

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1908 AND 1909.

Grade (as in Education Act, 1908).	Number of Schools.		Grade (as in Education Amendment Act, 1908).	Number of Schools.	
	1908.			1909.	
0. (1-15)	504		0. (1-8)	182	
1. (16-20)	250		1. (9-15)	387	
2. (21-25)	216		2. (16-25)	438	
3. (26-32)	190		3. (26-35)	259	
4. (33-40)	139		4. (36-80)	434	
5. (41-50)	169		5. (81-120)	118	
6. (51-60)	82		6. { 6A. (121-160)	55	
7. (61-75)	82		{ 6B. (161-200)	34	
8. (76-90)	61		{ 7A. (201-250)	31	
9. (91-120)	75		{ 7B. (251-300)	23	
10. (121-150)	43		{ 8A. (301-350)	21	
11. (151-200)	40		{ 8B. (351-400)	14	
12. (201-250)	33		{ 8C. (401-450)	12	
13. (251-280)	15		{ 9A. (451-500)	8	
14. (281-330)	20		{ 9B. (501-550)	8	
15. (331-390)	17		{ 9C. (551-600)	5	
16. (391-420)	12		{ 10A. (601-650)	9	
17. (421-480)	9		{ 10B. (651-700)	6	
18. (481-510)	7		{ 10C. (701-750)	3	
19. (511-570)	8		{ 10D. (751-800)	2	
20. (571-600)	2		{ 10E. (801-850)	4	
21. (601-660)	10		{ 10F. (851-900)	2	
22. (661-690)	2		{ 10G. (901-950) .. ..	..
23. (691-750)	4		{ 10H. (951-1,000)	2	
24. (751-780)	4				
25. (781-840)	2				
26. (841-870)	1				
27. (871-930) .. ..	..			
28. (931-960) .. ..	..			
29. (961-1,020)	1				
30. (Over 1,020) .. ..	..			
Total	1,998		Total	2,057	

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 1909 the average of the weekly roll-numbers showed an increase over that for the corresponding quarter of 1908. The mean of the average weekly roll for the four quarters was 151,142 for 1909, as against 145,974 for 1908, an increase of 5,168, 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 September quarter of the year. The number on the roll at the end of the year was 152,416, as against 147,428 for the previous year, an increase of 4,988.

Table B shows the mean average roll-number for every fifth year from 1878 to 1898, and for each of the last eleven 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	†90,108	79·3	1,039	887	1,926	219	694	913
1893	1,375	125,692	†100,321	79·8	1,107	1,096	2,203	238	825	1,063
1898	1,655	133,782	†111,636	83·4	1,234	1,370	2,604	229	831	1,060
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
1909	2,057	151,142	†132,773	87·8	1,406	2,208	3,614	166	530	†696

* Average of three quarters. † Strict average. ‡ Working average. † Exclusive of 25 male and 139 female probationers.

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 (called Native 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 for the year 1909 then appears as follows:—

	1908.	1909.
Public schools	145,974	151,142
Maori village schools (Native schools)	4,479	4,308
Chatham Islands schools	85	92
Total	150,538	155,542

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 pointed out, the roll-numbers were considerably higher than in the previous year; this was true also in 1909; accordingly, it is not surprising to find that the total average attendance in the public schools for 1909 shows a very marked increase on that for 1908, the actual figures being—1908, 127,160; 1909, 132,773: an increase of 5,613. Here, again, an increase is shown in every education district.

The high standard of regularity of attendance—86·9 per cent.—reached in 1905 and 1906, and even slightly surpassed (87·1) in 1908, was still further exceeded in 1909, being 87·8 in the last-named year. Otago (90·2) stands highest in New Zealand, and the Westland District (89·8) second in New

Zealand, Wellington (89·6) being highest in the North Island. There is no reason, however, why the standard should not be higher still. In this connection it is worthy of note that several Education Boards call attention to a practice that seems to be growing up—some parents, relying on the fact that the law inflicts no penalty unless a child is absent without reasonable excuse at least three half-days out of ten, keep their children from school one day a week. The existence of this evil was mentioned in a previous report, and there is no doubt that the time has now come, in the interests of the children and the State, to amend the Act so as to provide that every child must attend school whenever it is open, unless some reasonable ground for exemption can be shown.

The districts having the lowest average are North Canterbury, 86; Grey, 86·7; Wanganui, 86·8; Taranaki, 86·9; Nelson, 86·9. It is a matter for congratulation that the North Island has now attained the same high standard of regular attendance reached by the South Island, the ratio of total average attendance to total average roll being the same. In this connection the following figures are interesting:—

	Attendance per Cent. of Roll.	
	North Island.	South Island.
1907	83·7	85·6
1908	86·7	87·6
1909	87·8	87·8

The average daily attendance, in actual numbers and as a percentage of the average weekly roll-number, for each quarter of the years 1908 and 1909 was as follows:—

	Actual Attendance.		Per Cent. of Roll.	
	1908.	1909.	1908.	1909.
First quarter	125,288	131,438	86·9	87·9
Second quarter	126,597	131,837	87·2	87·7
Third quarter	126,581	132,376	86·7	87·4
Fourth quarter	130,175	135,442	87·7	88·2
Whole year	127,160	132,773	87·1	87·8

If to these numbers we add the average numbers in attendance at Native schools and at the schools in the Chatham Islands, we find the total average attendance at all public primary schools for the years 1908 and 1909 in the Dominion to have been as follows:—

	1908.	1909.
Public schools	127,160	132,773
Native schools	3,781	3,680
Chatham Islands schools	72	91
Total	131,013	136,544

Age and Sex of Pupils.

Table C shows the age and sex of the pupils on the rolls of the public schools of the Dominion at the end of 1909, and the percentage of the roll for each age.

TABLE C.—AGE AND SEX OF PUPILS, DECEMBER, 1909.

Ages.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1905.	1906.	1907.	1908.	1909.
5 and under 6 years	7,074	6,166	13,240	8·1	8·3	8·0	8·2	8·7
6 " " 7 " "	8,602	7,889	16,491	10·3	10·6	10·5	10·6	10·8
7 " " 8 " "	9,243	8,504	17,747	11·4	11·1	11·6	11·7	11·6
8 " " 9 " "	8,991	8,331	17,322	11·5	11·5	11·1	11·3	11·4
9 " " 10 " "	8,902	8,278	17,180	11·5	11·4	11·4	11·0	11·2
10 " " 11 " "	8,540	7,762	16,302	11·3	11·4	11·3	11·2	10·7
11 " " 12 " "	8,391	7,739	16,130	11·2	11·1	11·0	10·9	10·6
12 " " 13 " "	8,061	7,438	15,499	10·6	10·5	10·5	10·4	10·2
13 " " 14 " "	6,913	6,087	13,000	8·3	8·3	8·7	8·4	8·5
14 " " 15 " "	3,696	2,893	6,589	3·9	4·0	4·0	4·2	4·3
15 and over	78,413	71,087	149,500	98·1	98·2	98·1	97·9	98·0
	1,574	1,342	2,916	1·9	1·8	1·9	2·1	2·0
Totals	79,987	72,429	152,416	100·0	100·0	100·0	100·0	100·0

Age.—Of the children in the public schools, 53·8 per cent. are under ten, and 46·2 are over that age; the corresponding percentages for 1908 were 52·8 and 47·2. The proportion of children under ten continues, as in past years, to show

a slight increase. This is probably to be accounted for partly by the increase in the population of the Dominion, partly by the larger number entering the secondary schools, especially between the ages of thirteen and fourteen.

Sex.—The proportion of boys to girls remains about the same as for the previous six years, 52·48 per cent. to 47·52 per cent.—that is, for every 100 boys on the roll there are 91 girls. The proportion is the same if we omit those over fifteen years of 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 90 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 88 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 63; 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. Attention was called to this fact in last year's report. Home reasons no doubt account for some cases, but probably the chief cause is the thoughtlessness of parents who consider education less important for girls than for boys. The obvious remedy would appear to be a stricter enforcement of the attendance sections of the Act. There would be less excuse, however, for thoughtless parents who withdraw their girls too soon from school attendance if it was an established practice in all schools to give practical domestic instruction to the elder girls.

Table C1 in E.—2 shows the age and sex of the pupils on the rolls of public schools in the several education districts at the end of 1909.

Maori Children receiving Primary Instruction.

Besides the children of Maori race who were receiving instruction in the Native schools at the end of 1909, there are a still larger number who are attending public schools; so that the total number of primary pupils of Maori race is 8,164, made up as follows:—

Attending Native schools	...	...	...	...	...	3,730
Attending public schools	...	...	...	...	...	4,434
Total	...	...	...	...	...	8,164

The classification of Maori children attending Native schools is given in the special report on Native schools (E. 3). The following table shows the age, sex, and classification of those attending public schools:—

TABLE CA.—CLASSIFICATION OF MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1909.

By Ages.				By Standard Classes.			
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.
5 and under 6	169	170	339	Class P ...	1,316	1,136	2,452
6 " 7	238	222	460	" S1	345	274	619
7 " 8	299	250	549	" S2	272	214	486
8 " 9	318	265	583	" S3	231	163	394
9 " 10	298	231	529	" S4	153	99	252
10 " 11	289	246	535	" S5	90	57	147
11 " 12	270	206	476	" S6	47	27	74
12 " 13	236	174	410	" S7	7	3	10
13 " 14	196	122	318				
14 " 15	106	59	165				
15 years and over	42	28	70				
Totals	2,461	1,973	4,434	Totals	2,461	1,973	4,434

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

The number of Maori children in the public schools, as compared with those in Native schools, continues to show 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, educationally at least, so far 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. It is part of the same policy to assimilate the programme of work in Native schools as nearly as possible to that in public schools, and to make no distinction in point of salary between teachers in the two classes of schools.

Europeans in Native Schools.

There are 391 European children—206 boys and 185 girls—attending Native schools. Under this head those children who are intermediate in blood between half-caste and European are reckoned as European. The age, sex, and classification of these children is as follows:—

TABLE CB.—CLASSIFICATION OF EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS, DECEMBER, 1909.

By Ages.				By Standard Classes.				
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.	
5 and under 6	16	15	31	Class P	67	72	139	
6 " 7	32	16	48	" S1	20	15	35	
7 " 8	17	29	46	" S2	19	18	37	
8 " 9	17	22	39	" S3	27	25	52	
9 " 10	24	30	54	" S4	29	24	53	
10 " 11	19	12	31	" S5	21	18	39	
11 " 12	22	27	49	" S6	17	9	26	
12 " 13	25	17	42	" S7	6	4	10	
13 " 14	20	10	30					
14 " 15	10	6	16					
15 years and over	4	1	5					
Totals	206	185	391	Totals	206	185	391	

Classification and Examination.

Table D is a summary for the whole Dominion of Table D1 in the special report (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 34.27 to 36.66 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, 1909.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1905.	1906.	1907.	1908.	1909.
Class P	29,669	26,203	55,872	28.28	29.36	31.11	34.27	36.66
" S1	9,678	8,990	18,668	12.06	12.08	12.05	11.96	12.25
" S2	9,439	8,580	18,019	11.95	12.18	12.10	11.61	11.82
" S3	8,931	8,350	17,281	12.67	12.17	12.04	11.98	11.34
" S4	8,661	7,768	16,429	12.03	11.79	11.46	11.20	10.78
" S5	7,291	6,560	13,851	10.69	10.59	10.24	9.65	9.08
" S6	5,202	4,798	10,000	8.37	8.24	7.79	6.87	6.56
" S7	1,116	1,180	2,296	3.95	3.59	3.21	2.46	1.51
Totals	79,987	72,429	152,416	100.00	100.00	100.00	100.00	100.00

The following is a summary of the examination statistics for 1909 :—

Total roll at time of annual examination	...	...	...	153,161
Present at examination	...	...	...	145,496
Present in preparatory classes	...	...	...	52,888
Present in classes S6	...	...	...	9,480
„ classes S7	...	...	...	1,938
Standard VI certificates gained, viz.,—				
Certificates of proficiency	...	...	6,403	8,465
„ competency	...	...	2,062	

Details of these figures for each district are given in Table D2 of E.—2.

S6 Certificates.—The percentage of pupils who gained certificates of proficiency and certificates of competency respectively in the three years 1907–9 are shown below :—

		1907.	1908.	1909.
		Per Cent.	Per Cent.	Per C. nt.
Gained certificates of proficiency	...	59·00	61·96	67·54
„ „ competency	...	23·98	25·29	21·75
No certificate	...	17·02	12·75	10·71
		<u>100·00</u>	<u>100·00</u>	<u>100·00</u>

The raising of the standard required for a certificate of proficiency, introduced by the regulations of 1908, has not, therefore, apparently had the effect of lessening the number of such certificates awarded.

Average Age.—The average ages of the pupils in the several classes for the three years 1907–9 were as follows :—

			1907.	1908.	1909.
			Yrs. Mo.	Yrs. Mo.	Yrs. Mo.
Preparatory classes	...	...	7 1	7 2	6 11
Class S1	...	...	9 1	9 3	9 2
„ S2	...	...	10 1	10 3	10 3
„ S3	...	...	11 1	11 3	11 4
„ S4	...	...	12 1	12 3	12 3
„ S5	...	...	13 0	13 1	13 0
„ S6	...	...	13 10	14 0	13 11
„ S7	...	...	14 11	14 9	15 0
Mean of average ages	...	...	<u>11 5</u>	<u>11 6</u>	<u>11 5</u>

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

The average age for the Dominion of the pupils in Standard VI at the time of the annual examination was thirteen years eleven months. 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 Inspector-General of Schools in his report attributes the high average age in Standard VI principally to what he considers to be the unduly long time that pupils appear to be kept in the preparatory classes. He points out that, whereas by reason of the increase of population the percentage of the total school roll under eight years of age has risen during the years 1905–9 from 29·8 to 31·1, the proportion in the preparatory classes has risen in the same period from 28·28 to 36·66 per cent. of the roll, and the average age in Standard I has risen from eight years eleven months to nine years two months. Meanwhile, the interval between the average ages of the children in Standards I and VI respectively has fallen slightly—namely, from four years ten months in 1905 to four years nine months in 1909; so that the high age in Standard VI does not appear to be due to any change in the rapidity of promotion through the standard classes, but chiefly to the high age in Standard I—or, in other words, to the length of time that children are kept in the infant classes. There is probably no sound reason for this; moreover, if the age at which a certificate of proficiency was gained was substantially lowered, all those pupils proceeding to secondary schools (that is, a considerable proportion of the total) would begin their secondary education at an earlier age, which, in the opinion of most of those who are in a position to judge, would be a most desirable consummation,

The numbers of pupils receiving instruction in the several subjects of the syllabus for each education district is shown in Table D4 of 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.	1909.
Roll	139,302	141,071	147,428	152,416
Nature-study	120,833	122,660	128,716	134,651
Handwork	98,465	105,514	112,952	116,588
Elementary agriculture and dairy-work (included in the above)	4,000	6,000	8,000	10,200

Conveyance of Children.

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

The amount paid in railway fares on this account for 1908 was £9,437, in 1909 it was £13,186, made up as follows:—

	1908.	1909.
	£	£
Primary pupils	4,145	5,769
Pupils attending—		
(a.) Secondary schools	1,489	2,199
(b.) District high schools	1,043	1,368
(c.) Technical schools	2,760	3,850
Total	£9,437	£13,186

Conveyance by Road and Water.—For the last six 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; in 1909 the grants to eleven Boards for conveyance by road and water amounted to £2,755, as against £1,005 in 1908. 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 in 1909 was thus £15,941.

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 1909 £138 was paid for the board of school-children whilst attending public schools.

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

Free School-books.

The grant that was available for the purchase of free text-books for pupils in the preparatory classes and in Standards I and II was accepted by Education Boards with the exception of two, who were unable to comply with the conditions attached to the grant. These Boards have now notified the Department that they have accepted the grant for these classes for the current year. At

the close of the financial year 1909-10 (three months after the close of the school year) in no case had a Board applied for the total amount available, and it would therefore appear that the grant is sufficient to cover the cost of the necessary books.

The principle of the free supply of text-books was last session extended to Standard III, and a sum was included in the vote for elementary education to defray the cost. The payment to Boards is 3s. per pupil, based upon the roll number for the current year (1910). This amount is considered ample to provide miscellaneous readers, arithmetic books, and supplementary readers, due regard being paid to the needs of the smaller country schools, where the teachers have to rely upon books in history and geography more than is considered necessary in the larger schools.

The following appeared in last year's report: "The alternative proposed [to free school-books]—viz., 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 third 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, special schools (such as industrial schools), and certain institutions more or less under departmental control or supervision, 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 (June, 1910)—Part I, 41,089; Part II, 39,544; Part III, 32,949. The sales are at the rate of 24,260 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, it preserves a continuity absent from ordinary readers. These series 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 Polar 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—June, 1910—the following series have appeared: Twenty-four pictures illustrating great British battles, forty illustrations of New Zealand flora, twenty-four of New Zealand geography, eight dealing with the lives of Captain Cook and Lord Nelson, twenty-eight of the geography of the British Isles, and twenty illustrating life on H.M.S. "New Zealand"; also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook.

Further reference to the *Journal* is made in E.-2.

Among other pictures the Department proposes to issue shortly is a comprehensive series of historical pictures, which, it is hoped, will enable history to be taught pictorially and effectively.

Among other publications of general interest that are in preparation, and will appear shortly, are: "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; New Zealand Flora plates, 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, 1908, and December, 1909, respectively, was as follows:—

TABLE E.—NUMBER OF TEACHERS EMPLOYED.

Adults,—		1908.	1909.
Men .. .. .	.. .. .	1,331	1,406
Women .. .. .	.. .. .	2,021	2,208
Total .. .. .	.. .. .	3,352	3,614
Pupil-teachers,—			
Male .. .. .	.. .. .	161	166
Female .. .. .	.. .. .	476	530
Total .. .. .	.. .. .	637	696*
All teachers,—			
Male .. .. .	.. .. .	1,492	1,572
Female .. .. .	.. .. .	2,497	2,738
Total .. .. .	.. .. .	3,989	4,310

For the schools above Grade I having only one teacher—that is, schools with 16 to 35 children in average attendance—the average number of children per teacher—or, in other words, per school—was 24.13. 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 40.44; and with the same assumption the average for all schools of Grade II and upwards was 37.60.

Omitting teachers of schools below Grade II, the ratio of adult men teachers to adult women teachers in 1909 was 100 to 140; in 1908 it was 100 to 126. The proportion of men to women in charge of schools of Grade I and Grade 0 has increased from 71 out of a total of 504 in 1908 to 138 out of 569 in 1909. If we include all public schools and all adult teachers, we find that the ratio of adult men teachers to adult women teachers was 100 to 152 in 1908, and 100 to 157 in 1909. The increase in the proportion of women employed in the profession is more than accounted for by the number of assistant mistresses appointed in 1909 to schools having thirty-

* Exclusive of 25 male and 139 female probationers.

six to forty in average attendance; omitting these, the proportion of men to women among the primary teachers in the Dominion was slightly higher in 1909 than in 1908.

The ratio of male pupil-teachers to female pupil-teachers was 1 to 3·19 in 1909, as against 1 to 2·96 in 1908.

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 with Fifteen or less in Average Attendance).

	1906.	1907.	1908.	1909.
Adult primary teachers ..	125	124	126	140
Pupil-teachers ..	339	277	296	319
Secondary teachers ..	80	77	76	82
Training-college students	350	315	286	280
All teachers and students	148	142	144	158

In other words, out of a total of 4,446 persons engaged in the above-named branches of the teaching profession there were in 1909, 1,721 men and 2,725 women.

Remembering that a much larger number of women than of men leave 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.†	New Zealand (1909).
Adult primary teachers ..	326	252	388	140
Pupil-teachers ..	323	456	..	319
Secondary teachers ..	‡	‡	117	82
Training-college students ..	239	396	321	280

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).

[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 following appeared in last year's report:—

“The Education Amendment Act, 1908, 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

* Figures for 1907-8, being last available.

† From report for 1907.

‡ Not available.

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 scales in schools 201–700) ..	47.9	41.9”

The introduction of the provisions in paragraphs (2) and (3) above depends chiefly on the possibility of securing a supply of qualified teachers to fill the additional positions created under the new scale; it would be a mistake to bring these provisions into force (by Order in Council, as the Act prescribes) if the effect was to increase the number of uncertificated teachers. The increased supply of students to the training colleges (the probationers being an addition to the pupil-teachers and other candidates formerly available) will probably enable the supply of qualified teachers in a few years to overtake the demand.

Salaries of Teachers.

At the rate paid in December, 1909, the total amount of all salaries and allowances paid to teachers and pupil-teachers was £570,254; the average rate per teacher (including pupil-teachers) was therefore £132 6s. 2d., as compared with £126 3s. 9d. in December, 1908.

A fairer idea could be gained by excluding teachers in schools with less than 16 pupils in average attendance 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:—

	1907.			1908.			1909.		
	£	s.	d.	£	s.	d.	£	s.	d.
Men	192	9	3	195	1	0	201	10	7
Women	115	0	3	115	13	5	122	8	2
All adults	148	17	7	148	8	1	155	7	3

It will be seen that these salaries are 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 of adults, as shown in a return. Under the same Act there was 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 1909 inclusive :—

	1905.	1906.	1907.	1908.	1909.
I. Certificated teachers,—					
Adults	2,460	2,412	2,422	2,451	2,593
Pupil-teachers	13	6	14	2	1
Total	2,473	2,418	2,436	2,453	2,594
II. Uncertificated teachers,—					
(a.) Holding partial qualifications,—					
(i.) Holders of licenses	270	227	178	99	68
(ii.) Others partially qualified	90	134	142	167	264
Total of (a)	360	361	320	266	332
(b.) Having no recognized examination status	320	428	545	635	689
Total number of uncertificated teachers	680	789	865	901	1,021
Total primary teachers	3,153	3,207	3,301	3,354	3,615

From the table it will be seen that the teachers employed in primary-school work in the Dominion at the end of 1909 numbered 261 more than in December, 1908. Of the total, 2,594 were fully certificated, while 1,021 or 28·2 per cent. of the whole, either possessed no recognized examination status or had not yet completed the necessary qualification. The corresponding percentage for 1908 was 26·9.

A fairer idea of the proportion of certificated and uncertificated teachers could probably be obtained by omitting teachers in schools below Grade II (that is, with 15 or less in average attendance), only about a quarter of whom are certificated. If we do this for the year 1909 we get the following comparison with numbers previously reported :—

Primary Teachers in Public Schools with an average Attendance of Sixteen and Upwards, 1909.

	1905.	1908.	1909.
I. Certificated	2,460	2,411	2,524
II. Uncertificated,—			
(a.) Partially qualified	329	213	272
(b.) Without status	163	294	353
Total	492	507	625
Total	2,952	2,918	3,149
Percentages,—			
I. Certificated	83·3	82·6	80·2
II. (a.) Partially qualified	11·1	7·2	8·6
(b.) Without status	5·6	10·2	11·2
Total	16·7	17·4	19·8
Total	100	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, and at 31st December, 1909.

Class of Certificate.	1908.			1909.		
	M.	F.	Total.	M.	F.	Total.
A	27	7	34	26	10	36
B	114	42	156	148	56	204
C	289	105	394	354	188	542
D	631	773	1,404	555	798	1,353
E	129	417	546	106	425	531
Total .. .	1,190	1,344	2,534	1,189	1,477	2,666

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

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

Class.	Number of Teachers holding Certificates.					
	1905.	1906.	1907.	1908.	1909.	1910.
A	83	86	87	94	99	105
B	198	201	208	232	266	300
C	172	197	294	415	544	648
D	1,499	1,650	1,593	1,479	1,442	1,420
E	794	721	642	595	555	522
Total, A, B, C, and D ..	1,952	2,134	2,182	2,220	2,351	2,473
„ A, B, C, D, and E ..	2,746	2,855	2,824	2,815	2,906	2,995

Training of Teachers.

In order that the present position may be fully understood, the following information contained in last year's report is reprinted here:—

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 regulations gazetted in December, 1908, 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 insuring that subjects essential to a teacher should not be neglected.

Three out of the four training colleges had during the year 1909 nearly their full complement of students. At the fourth the number in attendance was still less than half the number for whom provision was made; but steps have now been taken to bring it on a level with its fellows in this respect, and the returns for the current year will in consequence show a notable increase, no less than eighty-two students being now reported as admitted thereat at the beginning of 1910. To secure this increase, however, a sacrifice has had to be made in respect of the length of the period of training, a number of ex pupil-teachers being admitted for one year only. Consequently, the condition of things is not yet quite satisfactory at the training college in question; that so marked an increase should be secured only by the relaxation of the conditions of training is a matter to be regretted, and it is to be hoped that the expedient will be only a temporary one. There seems still to be a danger that some of the students may subordinate their legitimate training as teachers to the object of taking a university degree. It does not seem expedient, in the interests of the efficiency of the teaching profession in the Dominion, to shorten the regular two-years course of training, 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. There is, of course, no desire to cut off any suitable students from the pursuit of a university course; but, after all, the training colleges exist to train teachers for their professional work, and it is not desirable to confuse the aims of a training college with those of a university college.

At the close of the years 1908, 1909, the students in training numbered 274 and 319 respectively, as follows:—

	1908.			1909.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	23	25	48	20	25	45
Wellington	14	64	78	21	70	91
Christchurch	13	59	72	19	70	89
Dunedin	21	55	76	24	70	94
Total	71	203	274	84	235	319

The amounts paid to Education Boards in 1908 and 1909 for the training of teachers were as follows:—

	1908.		1909.	
	£	£	£	£
I. Training colleges,—				
Salaries of staffs (half charged to public-school salaries)	5,925		6,283	
Students' allowances	10,666		13,210	
University fees of students	2,276		2,776	
Libraries	188		92	
Apparatus	26		40	
Buildings	13,565		5,691	
		32,646		28,092
II. Other training,—				
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students	2,900		2,340	
Railway fares of teachers and instructors	5,422		5,020	
		8,322		7,360
Totals	£40,968		£35,452	

Public-school Cadets.

The Cadets, hitherto known as the "New Zealand Public-school Cadets," have by the coming into force of the Defence Act, 1909, become part of the "Junior Cadets," which include all boys who have resided in New Zealand for six months and are British subjects, from twelve to fourteen years of age or to the date of leaving school, whichever is the later. This includes all private schools, and all boys who are not attending any school until they are fourteen years of age.

Regulations under the Defence Act, 1909, are being compiled. Capitation will not in the future be paid, and the necessary uniforms and equipment will be provided free by the Crown. The organization of the Junior Cadets under the new scheme is under way, and there is every prospect of last year's numbers being doubled. The expenditure for the year was £3,914 18s. 2d.

Finances of Education Boards.

Table F contains an abstract of the accounts of the receipts and expenditure of Education Boards for the year 1909. These are shown in detail in Tables F1 and F2 of the special report (E.—2), and an appendix thereto contains the annual reports of the several Boards, with their statements of receipts and expenditure in full detail.

The revenue from reserves, together with the amount next following, should be balanced by the disbursements for teachers' salaries; the difference is due to the adjustments remaining to be made at the end of the year between the Boards and the Department. The last remark applies also to the amounts received and paid for teachers' house allowances, for free school-books, for conveyance and board of school-children, for training colleges, for scholarships, and for district high schools. The balances due to or by the Boards for these items are taken into account in Table F6 of the special report (E.—2), and in the summary of it given below. The greater part of the grant for maintenance and rebuilding of schools for the year 1909 was not paid over to the Boards until the beginning of 1910.

Boards' administration includes salaries of Inspectors and other officers, travelling-expenses of Inspectors and other officers and of members of Boards, and the miscellaneous incidental expenses of office administration.

Refunds and sundries includes the cost of erection of Board's offices (South Canterbury, £720), payment to injured employee (Hawke's Bay, £194), school requisites (Nelson, £218), &c.

Table F3 in the special report (E.—2), shows the salaries and allowances paid to officers of Education Boards other than teachers. Tables F4 and F5 give a summary of the receipts and expenditure of the Boards for the several years 1877–1909.

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, in 1908, and 1909 were as follows:—

		1907.	1908.	1909.
		£	£	£
Boards' administration ... ..	...	37,832	39,730	42,392
Incidental expenses of schools ... ..	...	38,320	38,077	40,452
Teachers' salaries ... ..	...	484,673	489,042	554,012
Training colleges ... ..	...	20,086	19,949	22,425
Manual and technical instruction ... ..	...	43,462	48,212	47,927

The increase in teachers' salaries is due principally to the large increase in the scale introduced by the Education Amendment Act, 1908, which came into operation on the 1st January, 1909; partly also to the improvement in the staffing of schools with thirty-six to forty children in average attendance, sanctioned by the same Act; and partly to the increase in the number of schools. The increase in the cost of the administration by Boards and Committees is probably due mainly to the last-named cause. The slight decrease in the expenditure upon manual and technical instruction must not be taken as indicating a falling-off in the attendance or in the number of classes, which, on the contrary, have grown considerably (see the special paper, E.—5). It is due probably to the fact that various payments for services rendered during the year were not actually paid by the Boards until the beginning of the present year 1910.

The proportion of the expenditure by Boards for administration to their whole expenditure and the corresponding proportion of the incidental expenses of schools (through Schools Committees) for the last five 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
1909 ...	...	...	...	...	4.6	4.4	9.0

On the whole, therefore, there is a slight tendency for the proportion of expenditure upon administration by the Education Boards and Schools 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 F6 in the special report (E.-2) shows the cash assets and liabilities of the Boards on the General Account; these may be summarized thus:—

General Account, all Boards, 31st December, 1909.

<i>Liabilities.</i>				<i>Assets.</i>			
		£				£	
Overdrafts ...	...	341	Cash ...	...	...	31,787	
Due to Government ...	...	20,075	Due from all sources ...	...	...	31,502	
Other liabilities ...	...	14,706	Deficits ...	...	...	Nil.	
Balances ...	...	28,167					
		<u>£63,289</u>				<u>£63,289</u>	

The General Account of every Board was in credit on the 31st December, 1909. The total net credit balance on these accounts for the last three years is shown as follows:—

	Balances.	Deficits.	Net Balances.
	£	£	£
1907 ...	24,906	939	23,967
1908 ...	29,389	Nil.	29,389
1909 ...	28,167	Nil.	28,167

The position of the Boards on this account, therefore, on the whole is still good, although in the total net balance there is a falling-off of £1,222. This is explained by the fact that seven Boards showed decreases in their credit balances amounting to £5,317 altogether, whereas the increases shown by the remaining six Boards amounted only to £4,095. Otago shows the largest credit balance, £6,204. The next in order are Auckland, £4,737; North Canterbury, £3,617; Wellington, £3,033; Southland, £3,017; Hawke's Bay, £2,779; and Wanganui, £2,091.

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

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

The moneys so granted in the year 1909 for the respective purposes named are shown in Tables F7, F8, and F9 of E.-2.

Table F10 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:—

Combined Buildings Account (a) and (b), all Boards, 31st December, 1909.

<i>Liabilities.</i>			<i>£</i>	<i>Assets.</i>			<i>£</i>
Overdrafts ...	...	...	21,924	Cash ...	...	...	20,475
Other liabilities ...	...	...	45,130	Due from all sources ...	...	...	50,728
Balances ...	...	...	15,515	Deficits ...	...	...	11,366
			<u>£82,569</u>				<u>£82,569</u>
				Net balances 1st January, 1910 ...	...	...	<u>£4,149</u>

The net balances at the 1st January, 1909, were stated in last year's report as amounting to £57,000, but, as was also pointed out, from this amount there had to be deducted about £19,000 which formed 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; so that the total net balances on the building accounts proper at the beginning of the year 1909 amounted to about £38,000. In the above statement, which shows total net balances of about £4,000 at the end of the year, the amount remaining in the trust fund referred to has been duly included in the liabilities; so that the total credit balances on the combined building accounts decreased during the twelve months by nearly £34,000. Nearly all of this is accounted for by the fact that the grants distributed to the Boards for the maintenance and replacement of school buildings were £32,099 less than the amount that would have been payable according to the rule adopted since 1903.

From an examination of the grants made to the Boards for the maintenance and replacement of school buildings—see (a), above—and their returns of expenditure under these heads, it has been found that the School Buildings Maintenance Account should stand as shown in Table F11 (E.—2), a summary of which is given below:—

School Buildings Maintenance Account, all Boards, 31st December, 1909.

<i>Liabilities</i>			<i>£</i>	<i>Assets</i>			<i>£</i>
...	...	...	67	...	...	...	19,444
Net balance, 31st December, 1909	...	...	69,997	Balances	...	...	50,620
			<u>£70,064</u>				<u>£70,064</u>

As the actual cost of maintenance and repairs (as well as that of schools already replaced) has already been charged to this fund, it would appear that there should be on the 1st January, 1910, a net balance of £69,997 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 £4,149. Hence it would appear that about £66,000 has been diverted from the Buildings Maintenance Account to the erection of new school buildings. It is true that since 1905 the Boards have been informed that, in accordance with the recommendation of the Education Committee, sums amounting in the aggregate to not more than 7 per cent. of the buildings maintenance grants might be spent on "additions and alterations"; but the circular conveying that information further stated in clear terms the condition under which any part of the grants could be used for additions and alterations—namely, only after the Board had "made due provision for the requirements" in respect of maintenance and rebuilding; no authority was given for using the money for or in aid of the building of new schools. Even if the Boards had all been able to make due provision for the heavy rebuilding expenditure that is imminent, the deficiency of £66,000 would not have been accounted for, as the total of the maintenance grants for the five years 1905–9 has been £263,092, and 7 per cent. of this, which on the most liberal interpretation the Boards might have spent on additions, is £18,416. Hence, apparently, the amount of money diverted from the proper purposes of

the buildings maintenance grants, the purposes for which they are voted by Parliament and distributed by the Department, is not less than £48,000.

The calculation is made on the total of the buildings accounts of all the Boards taken together. It is not to be inferred by any means that these remarks apply with equal force to all Boards taken individually; in some cases they may not apply at all.

It is very doubtful whether the actual balance remaining (£4,000), even with the aid of building grants of this year of the normal amount, will be sufficient to provide the cost of rebuilding schools that require to be replaced in the immediate future. Some relief might be afforded by transferring to the Buildings Maintenance Fund 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." This suggestion would not, of course, help the Boards which have deficits on the General Account; even in the case of other Boards, whose general accounts show credit balances, the remedy would be incomplete and only temporary, unless the policy adopted in the expenditure of these grants were radically amended. The only alternative would be to ask the Government to pay a second time moneys already given for rebuilding.

EDUCATION RESERVES.

Tables G1, G1A, G1B, 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.) *Receipts and Expenditure of School Commissioners, 1909.*

<i>Receipts.</i>			£	<i>Expenditure.</i>			£
Balances, 1st January, 1909	..	..	15,013	Office expenses and salaries	..	..	2,368
Receipts—				Other expenses of management	..	..	2,154
Primary reserves	..	..	56,537	Paid for primary education..	..	..	55,367
Secondary reserves	..	..	6,530	Paid for secondary education	..	..	4,628
Investments repaid	..	..	4,000	Investments and refunds	..	..	6,438
Interest	..	..	2,384	Balances, 31st December, 1909	..	..	14,002
Sundries	..	..	493				
Total	..	..	£84,957	Total	..	..	£84,957

(b.) *Cash Assets and Liabilities of School Commissioners, 31st December, 1909.*

<i>Liabilities.</i>			£	<i>Assets.</i>			£
Amounts due to Capital Account	..	..	1,533	Arrears of rent and interest due	..	..	7,352
Other liabilities	..	..	473	Balances at bank	..	..	£14,460
Net balance, 31st December, 1909	..	..	61,049	* On mortgage	..	..	41,243
Total	..	..	£63,055	Total	..	..	55,703

Balance brought down 1st January, 1910, £61,049.

The payments made to Education Boards for primary education out of proceeds from education reserves in 1909 amounted to £55,367 5s. 2d., as compared with £52,616 9s. 6d. 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 J7 in E.—6 shows the payments for secondary education from reserves under the control of the School Commissioners, which amounted in 1909 to £4,627 15s. 9d., as compared with £4,154 4s. 3d. in 1908. 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.

* Of which £3,000 has been reinvested, and is included in the amount of investments and refunds on the opposite side of the account.

The cost of administration in 1909 was £4,522, or 6·88 per cent. of the total income. The corresponding figures for 1908 were £4,817, or 7·15 per cent. of the total income.

Table G2 in E.-2 shows the total income from education reserves for the several districts for the ten years 1900-9, and the cost of administration for the same period. Summarized, this appears as below :—

	£
Total income for the ten years 1900-9	587,003
Cost of administration during the same period, 1900-9	37,537
Cost of administration per cent. of income	6·39

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 Maori village schools in operation at the end of the year 1909 was ninety-four. During the year three new schools were opened—viz., Whangape, Pawaranga, and Waitapu—all in the Hokianga district; and two schools—Hauaroa or Taumarunui, in the King-country, and Ruapuke Island, Foveaux Strait—were transferred to the control of the Education Boards in their respective districts. The school at Ngongotaha, Rotorua, and the side school at Lower Waihou, Hokianga, were closed during the year; while the schools at Pamoana, Wanganui River, and Te Kopua, King-country, were closed temporarily for want of teachers.

On the rolls of the ninety-four schools at the 31st December, 1909, there were 4,121 children, as against 4,217 at the end of 1908. The average attendance for the year was 3,680, the percentage of regularity being 85·4, an increase of 1 per cent. on that of the previous year. The average weekly roll number shows a slight falling-off, being 4,308, as against 4,479, a result due largely to the transfer of the schools above referred to. The number of pupils on the rolls of the six Native mission schools was 231, and on those of the secondary Native schools 360. At the end of the year, therefore, the total roll number of all the Native schools inspected by officers of the Department was 4,712, the average weekly roll being 4,898, and the gross average attendance being 4,213.

The number of institutions that offer secondary education to Maori boys or girls has been increased this year, and now amounts to nine, at eight of which the Government provides a number of free places tenable for two years by children who have qualified under the regulations. The number of free places held at the end of the year 1909 was 124. In addition to the provision under the Senior Scholarship Regulations for apprenticing Maori boys to various trades, arrangements have been made in the regulations issued during the year by which boys, as the holders of agricultural scholarships, may receive a practical training in general farming. The scheme for the training of Maori girls as nurses has now matured, and the two girls who were the first to qualify as registered nurses are now following their profession amongst their people.

The new regulations relating to Native schools, which were compiled and issued to teachers during the year, are now in operation. The syllabus of work therein will be found to follow closely that prescribed for the public schools of the Dominion, a fact which bears testimony to the advance made by the Native schools in recent years.

The total expenditure on Native schools during the year, including £29 10s. 6d. paid from Native reserves funds, was £32,917 16s. Deducting recoveries, £137 17s., the net expenditure amounts to £32,779 19s., as against £33,234 19s. 1d. in 1908. Included in this is the sum of £3,509 9s. 2d. expended on new buildings and additions, £2,704 12s. 3d. on secondary education, including boarding-school fees for holders of scholarships from village schools, industrial scholarships, and nursing scholarships.

The staffs of the village schools included seventy-six masters, eighteen mistresses in charge, 104 assistants, and five sewing-teachers. The total amount paid in salaries for 1909 was £22,177 14s. 9d., the average salary of the head teachers being £169 12s. 4d.

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

Class P	...	...	...	...	...	...	1,902
" S1	...	...	...	...	...	...	493
" S2	...	...	...	...	...	...	444
" S3	...	...	...	...	...	...	448
" S4	...	...	...	...	...	...	455
" S5	...	...	...	...	...	...	229
" S6	...	...	...	...	...	...	121
" S7	...	...	...	...	...	...	29

Nineteen certificates of proficiency and thirty-eight of competency were gained by children in the village schools during the year. There were 391 European children in attendance at Native schools, 355 of whom were in December, 1909, in the preparatory classes and lower standards, and thirty-six in Standards VI and VII. Four certificates of proficiency and ten of competency were gained by European children during the year.

Of the 4,121 children on the rolls of the schools in December, 1909, 86·7 per cent. were Maoris speaking Maori in their homes, 3·8 per cent. were Maoris speaking English, and 9·5 per cent. were Europeans. In connection with this classification and with the tables that accompany this report, it is to be noted that the term "Maori" as now defined applies only to children who are by birth full Maori, three-quarter Maori, or half-caste, and excludes children who are three-quarter European.

In various public schools in the Dominion there were at the end of 1909 4,434 children of Maori or mixed race. Tables 11 and 11A (E.-3) show the classification of these children according to districts, ages, and standards respectively. Twenty-one certificates of proficiency and four of competency were gained by Maori children in public schools.

So far as can be ascertained from the statistics obtainable the number of children of Maori or mixed race on the rolls of primary and secondary schools at the end of 1909 (omitting Maoris attending public secondary schools and Maoris at schools not under Government inspection, of whom no separate return is made) was as follows:—

	Actual Number.	Number per 10,000 of Maori Population at Census of 1906 (47,731).
I. Primary schools—		
(a.) Government Native schools ...	3,730	...
(b.) Mission schools ...	231	48·4
(c.) Public schools ...	4,434	928·9
II. Secondary schools...	360	75·4
Special technical training ...	13	2·7
Totals ...	8,768	1,055·4

CHATHAM ISLANDS.

During the year 1909 there were four schools in operation in the Chatham Islands—viz., those at Te One, Te Roto, and Matarakau, on the mainland, and a school on Pitt Island.

At the end of 1909 the total number of children under instruction was ninety-two, as compared with eighty-five at the end of the previous year, while the average attendance for the year was ninety-one.

The total expenditure on the schools for the year 1909 was £731 18s. 3d., made up as follows: Salaries and allowances of teachers, £652 16s. 8d.; scholarships, £43 10s.; inspection, £20 3s. 3d.; other expenses, £15 8s. 4d.

The schools at Te One, Matarakau, and Te Roto were examined in the month of December, according to the regulations for the inspection of public schools in New Zealand. The results generally were fair. Pitt Island school was not visited, as time did not permit of any inspection or examination.

One candidate presented himself for the examination held in December in connection with the Chatham Islands Scholarship. This candidate satisfied the pass conditions of the regulations, and was accordingly awarded the scholarship.

SPECIAL SCHOOLS : AFFLICTED AND DEPENDENT CHILDREN.

The special schools of the Dominion provide for the instruction of children who are deaf, blind, feeble-minded, epileptic, delinquent, neglected, or indigent. The function of such schools in the educational system of a country is to endeavour to overcome as far as practicable the disabilities under which these young people suffer, and ultimately to give them an equipment for their work in life that will enable them to maintain themselves without assistance from the public funds or from their friends.

At the end of the year the total number belonging to these schools was 2,539, and the net charge on the public funds for the year was £42,385. The figures for each class of school were as follows :—

	Number under Government Control.	Net Cost. £
School for the Deaf	89	4,038
Jubilee Institute for the Blind	39	687
Special School for Boys of Feeble Mind	31	4,103
Industrial Schools	2,380	33,557

Of the total cost, £7,441 represents the amount expended in the purchase of land, erection of buildings, and equipment of institutions. The total amount collected from parents and guardians by way of payment towards the cost of education and maintenance was £7,059.

The establishment of a special school for the training of boys of feeble mind has now been accomplished, and, though still in its infancy, there is good ground for anticipating that its effect in training boys of this class to make a living for themselves will fully justify its existence. It is, however, at least equally important that there should be a similar school for girls, and this matter is now under the consideration of the Government.

Another pressing need is a new industrial school for boys who, though not vicious, are by temperament not fit for placing out with foster-parents in private homes. The number resident at the existing Government institution for this class of boys has now reached the limit up to which that individual training can be effectively given that is essential to the formation of a boy's character, and therefore there must be no delay in taking action to meet the demand for another school. Such a need is not to be taken as an unfavourable indication of the moral tone of the youth of the Dominion. It is to some extent due to the natural increase of population; but a far more cogent reason is to be found in the greater recognition by Magistrates and the police of the fact that by means of such institutions boys who are delinquent through want of amenability to control, parental laxity, and similar causes, receive a training to fit them for the duties of citizenship that otherwise would be denied them. The Department has evidence too clear to admit of dispute that the expenditure in connection with the administration of the industrial-schools system is amply recovered to the country, on the one hand in the very large number of worthy and prosperous men and women who owe their positions to the upbringing they have thus received, and on the other hand in the staying of the tide of destitution and insanity, criminality, and other degradation.

Important amendments were made by the Legislature last session in the Industrial Schools Act. Attention may be drawn to two of these, especially that which gives power to a Magistrate to extend from time to time the period of control over a young man or woman who is adjudged by him to be morally degenerate or otherwise not (in the public interest) a fit person to be free from control. The other far-reaching provision is that giving power to the police to bring before a Magistrate on warrant, with a view to admission to an industrial school, any boy or girl under sixteen years of age who "is not under proper control."

School for the Deaf.

Number of pupils who returned to the school in February, 1909, after the summer vacation	82
Number admitted during the school year	16
Number who left during or at the end of the school year	9
Number remaining on the roll at the close of the school year	89

The cost of the school for the years 1908 and 1909 respectively was as follows :—

	1908.			1909.		
	£	s.	d.	£	s.	d.
Salaries	2,812	2	8	2,916	2	7
Maintenance of pupils	1,461	3	7	1,513	6	8
Buildings and other works	158	16	2	...	...	...
Maintenance of buildings, and water charges	354	16	10	332	15	6
Sundries	121	9	0	121	19	0
Amount collected from parents by way of maintenance contributions	694	9	8	838	11	0
Sundry other recoveries	24	8	10	6	18	11
Net expenditure on the institution	4,189	9	9	4,038	14	10

There was an increase of 24·8 per cent. in parental contributions, as against an increase of 8·5 per cent. in the number of pupils under instruction.

Jubilee Institute for the Blind.

This institution is governed by a Board of Trustees, four of whom are appointed by the Government, and the remaining five elected by the subscribers to the funds of the Institute. As the Institute comes within the scope of the Hospitals and Charitable Institutions Act, subsidy at the rate of 24s. in the pound is payable by the Government on voluntary subscriptions received by the Board, and 10s. in the pound on the value of bequests. The amount of such subsidy payable to the Board during its last financial year was £1,967.

The number of pupils between seven and sixteen years of age for whom the Government paid was 21 at the end of 1908, and 25 at the end of 1909, and the number between sixteen and twenty-one years rose during the year from 8 to 12. The tuition of 2 adults was also paid for. Thus the Government contributed towards the cost of training 39 pupils, the expenditure being £903, as against £705 for the previous year. The amount of contributions by parents and guardians was £215 19s. 3d.; for 1908 it was £154 17s. 3d.

Special School for Boys of Feeble Mind.

This school is situated at Otekaike, in North Otago, near the Oamaru-Hakataramea Railway. It is not yet fully organized; but additional buildings that are now completed will provide accommodation for a considerably increased number of boys. It is to be borne in mind that Otekaike deals with only those who are capable of being trained in some degree; those more severely afflicted are dealt with by the Mental Hospitals Department. Eventually in all probability it will be found advisable, for economic and other reasons, to provide at Otekaike for both feeble-minded and epileptic young people who are capable of being educated. Although no definite estimate of the number of cases to be dealt with has yet been obtained, there is evidence that, if the matter of protecting the community from the consequences of failure to train children of these characteristics is vigorously taken in hand, a substantial outlay will be necessary. As many of the epileptic and feeble-minded will never be able to successfully face the stress of life, it is necessary that they be provided for in institutions where, under expert supervision, they can by manual employment earn or partly earn the cost of their maintenance.

At present there are 31 boys in residence at the Otekaike School.

The cost of the school for the year was £4,103, made up as follows :—

	£	s.	d.
Salaries	1,102	15	4
Maintenance of pupils	647	14	11
Maintenance of buildings	243	19	7
Farm and stock	612	19	9
Additional buildings, fencing, &c.	1,602	18	3
Sundries	180	6	10
Less—Amount collected from parents by way of maintenance contributions	182	2	2
Sundry other recoveries	105	2	11
Net expenditure on the institution	4,103	9	7

The number of boys will soon be about seventy, and the cost of maintenance per head will then be considerably reduced. (The cost per head in the Parental School at Chicago, U.S.A., was £76 5s. 2d. in 1906.)

Children under State Guardianship.

During 1909 the numbers under the control of all the industrial schools rose from 2,263 to 2,380. Of the latter number, 420 were in residence at Government schools, and 351 in the private (Roman Catholic) schools. The remaining 1,609 were non-resident, 770 being boarded out with foster-parents (10 without payment) and 839 being at service, with friends on probation, &c.

The numbers of children on the books at the end of the years 1908 and 1909 respectively whose maintenance was a charge against the public funds were as follows :—

	1908.	1909.
Boarded out from Government schools	718	757
Boarded out from private schools	7	3
Number resident at schools	792	771
At other institutions	40	35
Total	1,557	1,566

	1908.			1909.		
	£	s.	d.	£	s.	d.
The amount of parental contributions was ...	5,604	6	7	5,786	8	5
Rate per head for children maintained ...	3	12	0	3	13	11

Details respecting the numbers of children on the books of industrial schools at the end of the year are given in E.—4, "Special Schools and Infant-life Protection," Tables H and H4.

The net expenditure on account of industrial schools during the year showed a decrease of £97 15s. 10d. as compared with the preceding year. The following statement gives particulars :—

	1908.			1909.		
	£	s.	d.	£	s.	d.
Cost of maintenance of schools	19,487	9	2	19,831	5	2
Boarding out (exclusive of cost of administration, inspection, &c.)	13,001	12	4	13,319	0	6
Salaries	7,612	18	6	8,151	3	8
New buildings	6,328	2	2	5,838	2	0
Salaries, travelling-allowances, and expenses of certain departmental officers (Inspectors, visiting officers, &c.)	1,545	1	5	1,424	14	9
Sundry payments	418	4	7	186	15	0
Gross total	48,393	8	2	48,751	1	1
Recoveries	14,737	19	4	15,193	8	1
Net cost	33,655	8	10	33,557	13	0

Further details of the expenditure on industrial schools during the year are contained in E.—4, "Special Schools and Infant-life Protection," Tables H1, H2, and H3.

	1908.			1909.		
	£	s.	d.	£	s.	d.
Payments by Charitable Aid Boards for maintenance of children who came into Government schools owing to indigence (included in the total sum recovered)	8,376	7	8	8,612	16	3
Number of children at the end of the year belonging to Government schools who were so paid for		542			596	
Number maintained at the expense of Charitable Aid Boards at private industrial schools ...		152			132	

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

The total amount in the Post-Office Savings-Bank to the credit of the earning accounts of young people now under the control of industrial schools, or who formerly belonged to them was, at 31st December, 1909	£25,005	13	9
Amount held on account of Government schools	19,354	2	10
Amount held on account of private schools	5,651	10	11
Sum withdrawn during the year,—			
Government schools	3,486	10	1
Private schools	689	11	5

These moneys are dealt with according to law. In practice each earner receives the amount with interest some time after the termination of the period of State control, when he produces evidence of good character, and ability to apply it wisely. In cases of relapse into evil ways forfeiture of the money may result.

INFANT-LIFE PROTECTION.

This system provides for the supervision of children who are nursed or maintained apart from their parents or guardians for fee or reward. Comprehensive information as to its administration is given in the report of the Secretary for Education (which appears in E.-4, "Special Schools for Infant-life Protection"). During the year 1,181 children were dealt with, 563 of whom were under one year old. The total number of deaths was 25, equal to 2·12 per cent.

The expenditure on account of this work during the year amounted to £981, made up as follows:—

	£	s.	d.
Salaries of visiting nurses and local representatives	588	12	6
Travelling-expenses of district agents, visiting nurses, and local representatives	222	8	6
Payments to foster-parents for board of infants	95	17	11
Legal expenses	10	19	6
Office expenses (including rent), advertising, and sundries	82	18	4
Less recoveries	18	19	8

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 specialized 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.

Subjects of Instruction.	Number of Classes.	
	1908.	1909.
Elementary handwork	2,880	3,178
Woodwork	270	281
Ironwork	...	5
Agriculture and dairy-work	498	559
Elementary science	57	47
Physical measurements	94	101
Cookery	330	339
Laundry-work	...	60
Dressmaking	72	79
Swimming and life-saving	103	136
Physiology and first aid	51	57
Totals	4,355	4,842

The number of public schools in which handwork was taught was	1,240
The number of pupils under instruction was	116,538
The percentage of total roll number under instruction was	76·5
The payments by way of capitation, grants, and subsidies in aid of classes amounted to	£20,536 18s. 8d.
The average cost per pupil was	3s. 6·3d.

The number of specially equipped centres for cookery, laundrywork, woodwork, and ironwork is now about 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 increase for the year in the number of classes was sixty-one. Suitable instruction in dairy-work is in many cases included in the course of instruction in agriculture. The total average attendance at classes for agriculture and dairying was 9,184.

It has been felt that the courses of instruction at many of the district high schools, most of which are located in rural districts, have not, for various reasons, been as intimately related to rural pursuits as they should be if the schools are properly to fulfil their functions. With the view of assisting the Education Boards, some of which have for some time past been endeavouring to arrange suitable courses of rural instruction in connection with the secondary departments of district high schools, provision has been made for a special capitation payment of £5 10s. per annum on account of each pupil taking an approved course of agricultural instruction. It is expected that with the aid of the additional funds so provided Education Boards will be enabled to make more satisfactory arrangements for efficient instruction than have hitherto been possible. There are indeed indications already that in several districts fairly full courses will shortly be arranged. In several cases special itinerant instructors have been or are about to be appointed. It may be pointed out that it has been found possible to arrange a course which, besides having a direct bearing on rural pursuits, provides also for the needs of pupils preparing for the Matriculation or Civil Service Junior Examinations. The progress of the proposed schemes will be watched with much interest.

Practical instruction in various branches of elementary science was given to nearly fifty recognized classes. In this connection it may be noted that there are now over 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 100 classes. The total average attendances at classes for elementary natural and experimental science was 5,181.

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. The amount distributed by way of subsidies in 1909 was about £430.

In 1901, the year in which the present scheme of manual instruction may be said to have been inaugurated, very few of the then existing district high schools were provided with any facilities for hand-and-eye or science training.

At the present time over 50 per cent. of the district high schools have been provided with buildings and equipment for the teaching of one or more of the

following subjects—Woodwork, ironwork, cookery, physics, and chemistry, with the result that the range of the instruction at these schools has been considerably widened.

Recognized classes for manual instruction were also held during the year at over twenty secondary schools. The subjects of instruction included woodwork (average attendance, 273), cookery (average attendance, 463), dressmaking (average attendance, 170), natural science (average attendance, 841), and experimental science (average attendance, 691). Some particulars relating to the classes are as follows :—

The number of recognized classes for manual instruction in secondary schools was	....	1908. 159	1909. 189
The capitation on classes amounted to	....	£861 18s. 5d.	£946 3s. 7d.
The average cost per class was	....	£5 8s. 5d.	£5 0s. 1·5d.

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 nearly £6,000 was so contributed, indicating clearly the sympathetic 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 £17,000 were distributed. New buildings for manual and technical instruction have been erected, or are in course of erection at Auckland, Hamilton, Cambridge, Otahuhu, Inglewood, Hawera, Bull's, Taihape, Palmerston North, Westport, Akaroa, Rangiora, Christchurch, Dunedin, and Gore, while necessary equipment has been provided for classes for manual and technical instruction at Hawera, Taihape, Bull's, Palmerston North, Petone, Napier, Nelson, Westport, the School of Engineering attached to the Canterbury College, the Christchurch Technical College, Akaroa, Rangiora, the Dunedin Technical School, and the manual-training centres at Christchurch and Dunedin.

Apart from special centres for manual instruction in the larger towns, there are now about forty well-equipped buildings for technical classes. In 1901 when the Act came into force the number was twelve. Classes in places where special buildings were not available were held as usual in the local schools or in suitable rented buildings. The system of providing instruction in rural subcentres by means of itinerant instructors continues to work well in the districts in which it is in operation. In Auckland classes conducted on this system were held at nine, and in Wanganui at thirty-three, centres. The number of recognized technical and continuation classes in operation during the year was over 1,700, an increase of 200; of these, 152 were continuation classes. This latter number does not, however, include a large number of continuation classes included in approved courses of commercial instruction recognized under the regulations as courses of technical instruction. The number of centres at which classes were held was over 100.

The following are some particulars relating to technical classes in operation during 1909 :—

The number of places at which recognized technical classes were held was	....	....	....	....	....	110
The number of recognized classes was	....	....	....	....	....	1,702
The total number of individual students was....	....	....	....	....	....	14,137
The average attendance at all classes was	....	....	....	....	....	23,070
The capitation on attendances was....	....	....	....	....	....	£18,497 12s. 8d.
The rate of capitation per unit of average attendance was	....	....	....	....	....	16s. 0·4d.

The classes were divided as follows:—

Classes.	Number of Centres.		Number of Classes.		Average Attendance.	
	1908.	1909.	1908.	1909.	1908.	1909.
“ Special ” classes	98	89	854	858	11,016	10,287
“ Associated ” classes	23	26	520	712	9,002	11,250
“ College ” classes	1	1	131	132	1,500	1,533
Totals ...	122	116	1,505	1,702	21,518	23,070

It will be noticed that “ special ” classes, as last year, were the most numerous and the most widely distributed. The number of “ associated ” classes and the number of centres at which they are held have increased. These classes had an average attendance of 15·8 per class, as against 12 in the case of “ special ” classes. The increase (192) in the number of “ associated ” classes may be regarded as an index of the continued interest taken in technical instruction by local bodies, industrial associations, and other similar organizations. “ College ” classes were conducted by one only, as heretofore, of the University colleges—namely, Canterbury College, Christchurch. There are, however, indications that certain classes conducted by one or more of the other colleges will shortly be brought under the regulations.

The receipts by controlling authorities and by managers of “ special ” and “ associated ” classes respectively were by way of (1) capitation, £26,071; (2) voluntary contributions, and subsidies thereon, £11,468; (3) fees, £8,510: making a total of £46,049 from these sources. The expenditure by these bodies on (1) administration, &c., was £7,025, and on (2) salaries of instructors was £28,580; making a total of £35,605. The same bodies received £17,882 in grants for buildings and equipment, and expended thereon £25,314.

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

Subjects of Instruction.	1908.			1909.		
	Average Attendance.	Capitation.		Average Attendance.	Capitation.	
		£	s. d.		£	s. d.
Engineering	1,658	1,425	8 9	1,592	1,984	0 9
Lead and wood working	1,897	1,810	9 7	1,586	1,430	0 6
Pure and applied art	4,355	4,494	15 7	4,513	4,957	19 1
Experimental and natural science	2,079	1,174	3 4	2,234	1,014	7 5
Domestic economy	3,278	2,563	13 8	3,417	3,059	19 7
Commercial subjects	5,549	4,198	5 6	5,867	4,884	2 11
Subjects of general education	2,601	1,844	11 2	2,979	771	6 6
Agriculture, wool-classing, &c.	101	89	15 0	882	395	15 11
Totals ...	21,518	17,601	2 7	23,070	18,497	12 8

Though there has been a slight falling-off in the attendance at classes for engineering and for lead and wood working, the classes in these subjects are

among the best in the Dominion. The workshops are well equipped for the work, while well-graded and full courses of instruction are generally provided.

The attendance at classes for pure and applied art continues to increase. Here again well-arranged courses are in most cases provided. It is indeed becoming the exception for students attending these and other classes to take single subjects. Courses are being more and more insisted on by directors of technical schools.

Classes for commercial instruction appear to be as much in demand as ever. Classes for such instruction were held at forty-five centres, while the total average attendance continues to be higher than for any other group of subjects.

Classes for various subjects related to domestic pursuits were held at eighty-eight centres, with a total average attendance of over 3,000. In the larger centres steps are being taken to establish full courses in domestic economy, and it is hoped that before long it will be found possible to provide efficient instruction in the various subjects included in the term "home economics." The appointments recently made by the Council of the Otago University in connection with the Chair of Domestic Science at that institution should do much to place the teaching of domestic subjects on a sound footing. It is gratifying to note the liberal support in the way of voluntary contributions that is being accorded to the movement in Otago. Instruction in subjects related to agricultural and pastoral pursuits has again been almost entirely confined to wool classing and sorting. Classes to the number of sixty were held at forty places, the total average attendance being over 800. Last year classes with a total average attendance of 101 were held at five places. There is abundant evidence as to the benefits to farmers arising out of the instruction given. The enhanced prices obtained for wool classed by students attending the classes have been very encouraging, and afford a striking example of the value of the instruction.

The hope is expressed in connection with the hitherto generally unsuccessful efforts of controlling authorities to provide suitable courses of instruction for farmers that the latter will ere long discover that instruction bearing on primary industries other than wool is equally worth while. It is useless for controlling authorities to attempt to provide such instruction unless they can rely on the sympathetic and continued support of the farming community.

The number of free pupils admitted during the year to technical schools was 2,207, an increase of about two hundred. About 24 per cent. of these students held senior free places, as against 19 per cent. in 1908. Some particulars are given below.

	Males.	Females.	Totals.
Junior free pupils ...	871	812	1,683
Senior free pupils ...	336	188	524
Totals ...	1,207	1,000	2,207

Courses of Instruction.	Number of Free Pupils.	
	1908.	1909.
Science and technology ...	516	649
Pure and applied art ...	137	152
Domestic economy ...	277	319
Agriculture ...	7	21
Commercial instruction ...	1,063	1,066
Totals ...	2,000	2,207

Capitation on account of free places amounted, for 1909, to £6,401 1s. 6d., being at the rate of about £2 18s. per free place. As predicted last year, there has been a gratifying increase in the proportion of free pupils taking courses other than commercial courses. Last year about 55 per cent. of the free pupils attended commercial courses, this year the percentage is 48. Day technical schools—that is to say, schools providing day courses of not less than twenty

hours a week—were in operation during the year at Auckland, Wanganui, Wellington, Napier, Westport, Christchurch, and Dunedin. As has been previously stated, these schools appear to be filling a distinct gap in our educational system. The curriculum is mainly secondary in character, yet the establishment of these schools does not appear to have adversely affected the attendance at the secondary schools in their vicinity. These schools have, moreover, had a distinctly beneficial effect on the evening technical classes, the best students at the latter being those who have previously attended the day classes. The total number of free pupils attending the day technical schools was 846, of whom 501 were girls.

Speaking generally, it may be said that much good and useful work, within the limits imposed by existing conditions, continues to be done by the technical schools. Most of the instruction is necessarily given in the evenings, and it is gratifying to note that the attendance at evening classes, although entirely optional, in most cases continues to be satisfactory, and, further, that the number of evening students who attend definite courses on two and three evenings a week continues to increase. The chief inducements at present held out to students are free places offered by the Government, scholarships and free tuition provided locally, and the payment of fees by some employers.

Assuming that one of the chief functions of evening classes should be to provide such instruction as students do not or cannot get in the ordinary course of their occupations, it should, it seems, be unnecessary in connection with such classes to supplement the above-mentioned inducements or an extension of them on the lines indicated in the report of last year by anything savouring of direct compulsion.

That something more in the way of such compulsion is needed in the case of the relatively large number of young persons who do not on the completion of their primary-school course proceed to secondary or to technical schools seems now to be generally admitted. Without referring here to what has been done on the Continent in regard to this important matter, it may be mentioned that the Education (Scotland) Act of 1908 imposes on each School Board the duty of making suitable provision of continuation classes for the further instruction of young persons above the age of fourteen with reference to the crafts and industries (including agriculture) practised in the district, and also for their instruction in the English language and literature; and, further, that the English Board of Education, recognizing the importance of the matter, instructed its Consultative Committee to advise as to whether any means, and, if so, what, could be devised for securing (1) that a much larger proportion of boys and girls on leaving the public elementary schools commence and continue attendance at evening schools than at present do so, and (2) that employers and other persons and bodies in a position to give effective help should co-operate in arranging facilities for such attendance on the part of their employees and in planning suitable courses and subjects for the schools and classes. After examining a large number of witnesses selected from employers, representatives of labour, Inspectors of Schools, local education authorities, teachers, and women, together with certain persons possessing special knowledge and experience, the committee arrived at certain definite conclusions which are embodied in the report adopted by the committee in May, 1909. Some of the more important of these conclusions are as follows:—

- (a.) Increased attention should be given to the connection between the continuation school and the public elementary school, with the view of lessening discontinuity of attendance.
- (b.) The age of exemption should at no distant period be raised to fourteen, subject to certain limitations.
- (c.) Junior employment registries should be established to give skilled advice to parents, managers, and teachers on the selection of suitable occupations for young persons.
- (d.) Head teachers in the public schools should be able to take part in the direction of the continuation school to which their pupils go.

- (e.) The present voluntary system of attendance at evening classes could be improved by effective encouragement from employers of labour, by the systematic visitation of the parents of children who are about to leave the public school, by the personal influence of the public-school teacher, by propaganda among workpeople, and by close co-operation on the part of the local authority with the managers of boys' and girls' clubs, and other voluntary agencies.
- (f.) Pupils should be encouraged to attend continuation schools during the closing months of their public-school course, due precautions being taken to prevent overstrain.
- (g.) The committee believes that, though the present voluntary system might be much improved by the above methods, so long as the local authorities are under no obligation to provide continuation schools, so long as adolescents are under no obligation to attend them, and so long as employers are under no obligation to enable their young workpeople to attend classes at convenient hours, large numbers of young people will remain without the education they so sorely need.
- (h.) The committee therefore recommends that it should be the statutory duty of local authorities to make suitable provision of continuation classes from the time boys and girls leave the public school up to their seventeenth birthday, and that it should be lawful for local authorities to make by-laws for requiring the attendance at continuation classes to an age not exceeding seventeen years of any young person who is not otherwise receiving a suitable education; provided that such classes are not held more than two miles from his place of residence.
- (i.) Further, that it should be the statutory duty of the employer of such young person to enable him to attend continuation classes for such period of time and at such hours as may be required by the by-laws of the local authority.
- (j.) An employer should be forbidden by penalty to employ or continue to employ any young person who fails to produce evidence of attendance at classes in conformity with the local by-laws.
- (k.) The local authority should have power to fix, after consultation with representatives of the employers and of the workpeople in each trade, the hours and seasons at which the compulsory continuation classes should be held.
- (l.) For the planning of suitable courses the local authority should establish advisory committees, including representatives of the employers and workpeople in each calling and of persons experienced in teaching.

It need scarcely be added that the opinions, deliberately expressed, of a body such as the Consultative Committee of the Board of Education demand the most careful consideration of educationists everywhere. It is true that here in New Zealand questions bearing on the education of adolescents do not, fortunately, bristle with complications and difficulties such as are met with in older lands. It is, however, also true that under the voluntary system that obtains in New Zealand too large a number of young persons do not proceed to any school or class on the completion of their public-school course. So it seems necessary, at no far distant date, to consider the expediency of imposing some measure of compulsion designed to lessen as far as possible this undesirable discontinuity of attendance.

The special grants to Education Boards for the training of teachers on subjects of manual and technical instruction have been continued this year. In one or two districts special sessions have again been held with satisfactory results. Agriculture and kindred subjects have received considerable attention in connection with these special sessions and the usual week-end classes.

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 fifteen, the latter at seventeen, centres. The number of entries for the Science and Art Examinations was 781, the number of passes being 501; while for the Technological Examinations the number of entries was 437, and the number of passes 268. 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 continues to increase.

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

	£	s.	d.	£	s.	d.
Capitation,—						
School classes	18,741	17	8			
Technical classes	18,497	12	8			
Free places	6,401	1	6			
				43,640	11	10
Subsidies on voluntary contributions,—						
School classes	431	14	11			
Technical classes	5,764	3	0			
				6,195	17	11
Grants for buildings, equipment, and rent,—						
School classes	2,501	18	8			
Technical classes	17,830	16	9			
Grants for material for technical classes...	1,316	17	2			
				21,649	12	7
Railway fares of instructors and students				4,799	18	6
Examinations				646	3	3
Inspection and other expenses				1,051	0	4
Total				£77,983	4	5

The total expenditure by the Government in the way of capitation, subsidies, and grants was—for school classes, £21,675 11s. 3d.; and for technical classes, £49,810 11s. 1d.

The expenditure for the previous year was £21,260 19s. 2d. and £54,163 8s. 6d. respectively.

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 1909 were thirty-one 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	26
(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	31

Four 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. A list of the schools is given in Table J3 of the special report on secondary education (E.—6). The number of district high schools in operation during the year was sixty-two.

Roll and Staff.

The total number of pupils attending the thirty-one secondary schools in the last terms of 1908 and 1909 respectively were as follows:—

	1908.			1909.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)	2,502	1,678	4,180	2,797	1,870	4,667
Number in lower departments ...	88	59	147	114	75	189
Total ...	2,590	1,737	4,327	2,911	1,945	4,856
Number of boarders (included above)	557	136	693	566	140	706

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

	1908.			1909.		
	M.	F.	Total.	M.	F.	Total.
Regular staff ...	125	91	216	131	93	224
Part-time teachers ...	43	25	68	44	33	77

The average number of pupils per teacher (excluding part-time teachers) is thus seen to have been 20 in 1908, and 21·7 in 1909.

The average number of pupils on the roll of the secondary departments of district high schools in the two years, 1908, 1909, respectively, were—

				1908.	1909.
Boys ...	...	...	...	1,167	1,100
Girls ...	...	...	...	1,191	1,063
Total ...	...	...	...	2,358	2,163

If, instead of taking the average roll throughout the year, we take, as for the secondary schools, the roll at the end of the year, we find the numbers in the secondary departments of district high schools to have been as follows:—

				1908.	1909.
Boys ...	...	...	...	1,017	944
Girls ...	...	...	...	1,125	947
Total ...	...	...	...	2,142	1,891

Both in the secondary schools and in the secondary departments of district high schools there is a falling-off in the roll towards the end of the year; but the decrease is less marked in the secondary schools than in the secondary departments of the district high schools: in the latter the total roll at the end of the year was 2,142 in 1908 and 1,891 in 1909. The falling-off in the course of the year is more marked in the case of the boys than of the girls: this is due, no doubt, to the fact that more boys leave school to enter employment.

Besides the head teachers, who generally take some part in the secondary instruction, there were employed in 1908 in the secondary departments of district high schools 102 special assistants—55 men and 47 women—and last year 93 special assistants—namely, 43 men and 50 women. The average number of pupils per teacher was 23·1 in 1908 and 23·3 in 1909.

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

The total numbers on the roll of technical day schools at any time during the years 1908 and 1909 were as follows:—

				1908.	1909.
Boys ...	...	...	...	307	345
Girls ...	...	...	...	392	501
Totals ...	...	...	...	699	846

The following was the average roll of pupils in secondary schools for Maoris (all of whom were boarders) for the respective years :—

					1908.	1909.
Boys	...	...	...	...	136	169
Girls	...	...	...	...	167	191
					<u>303</u>	<u>360</u>
		Totals	...	...

Summarizing all these figures, substituting in the case of the secondary schools the average roll for the roll at the end of the year, and excluding pupils in the lower departments of such schools, we obtain the following statement of the numbers receiving some form or other of secondary instruction during the year 1909 (as nearly as can be estimated) :—

Secondary schools	...	...	...	...	4,834
District high schools	...	...	...	...	2,163
Technical day schools	...	...	...	...	846
Maori secondary schools...	...	...	...	...	360
					<u>8,203</u>
		Total	...	...

The corresponding estimated total for 1908 would be 7,742, so that the decrease in the number of secondary pupils at district high schools has been more than balanced by the increases in the three other groups of schools giving secondary instruction, the total net increase being about 460. The population of the Dominion (exclusive of the Cook Islands) was estimated as 1,008,373 at the 31st December, 1908, so that the proportion of persons receiving some form of secondary instruction in publicly recognized institutions during 1909 was thus 81·4 per 10,000 of the population, In 1906 the corresponding proportion was 72·7 per 10,000, so that there has been a considerable development of secondary education in the Dominion during the three years 1906–9. It may be interesting to note that in Württemberg (a typical German State), New York, and Chicago the latest available figures (1905–6) show the corresponding proportions to have been respectively 71·6, 51·8, 66·8 per 10,000 of the population; while in Switzerland the proportion reaches the astonishingly high standard of 203·1 per 10,000.

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 £51,681. 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.			December, 1909.		
	M.	F.	All.	M.	F.	All.
	£	£	£	£	£	£
Principals	464	341	422	474	361	437
Assistants	224	147	190	230	153	196
Whole staff	261	168	222	269	175	230

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 and 1909,—

	1908.			1909.		
	£	s.	d.	£	s.	d.
Men	193	17	7	198	2	1
Women	145	4	3	154	10	0
All secondary assistants	171	9	1	174	13	2

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

The total amount paid in salaries from receipts from Government for the secondary departments of district high schools, including the special payments to head teachers, was £18,618; in 1908 it was £20,097.

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

Status of Secondary Teachers (Regular Staff only), December, 1909.

	Secondary Schools.	District High Schools (Secondary Departments).
Principals,—		
Graduates	29	21
Holding certificates or other qualifications (excluding graduates)	2	41
Assistants,—		
Graduates	151	61
Certificated (excluding graduates)	12	24
Uncertificated	30	3
Total	224	150

Further information in regard to the roll, and staff, and salaries of secondary schools is given in Tables J1, J2, and J3 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 1909 the secondary schools giving free tuition to duly qualified pupils, and receiving grants therefor under the Act, were twenty-eight, as against twenty-seven for the preceding year. The total number of pupils on the roll of these twenty-eight schools, exclusive of pupils in the lower departments of the schools, was 4,088, and out of this total, 3,295, or 81 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 £34,629; the approximate average cost to the Treasury was therefore £10 10s. 2d. per free pupil.

In addition, free tuition was given to 157 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 3,452, or 74 per cent. of the roll of all these schools. Further information in regard to the free places and scholarships held at secondary schools will be found in Table J4 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, 1,891 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 16s. 10d. per pupil. There should be added also those receiving free education in Maori schools, 124 in number, and the holders of certain free places in technical schools, numbering 846. There is thus an approximate total of 6,313 pupils receiving free secondary education, exclusive of those holders of free places in technical schools who were art students, or were evening 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 at the end of the year for which payment was made by Government :—

Free Places in December, 1908 and 1909.

	1908.			1909.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils ...	1,088	839	1,922	1,326	1,004	2,330
(b.) Senior free pupils ...	479	346	825	571	394	965
Total	1,562	1,185	2,747	1,897	1,398	3,295
(ii.) District high schools ...	1,017	1,125	2,142	944	947	1,891
(iii.) Maori secondary schools ..	43	65	108	51	73	124
(iv.) Technical day-schools ...	307	392	699	345	501	846
Grand total	2,929	2,767	5,696	3,237	2,919	6,156

In the above table (in the case of the secondary schools and district high schools) the roll at the end of the year has been taken; a fairer estimate of the number of persons receiving free secondary education in public institutions would be obtained by taking the average roll throughout the year and including in the total the holders of foundation and private scholarships or exhibitions who received free tuition not paid for by Government. We obtain thus the following approximate figures:—

<i>Number receiving Free Secondary Education in 1909.</i>						
Secondary schools	...	...	...	...	...	3,615
District high schools	...	...	...	...	...	2,163
Technical day-schools	...	...	...	...	...	846
Maori secondary schools	...	...	...	...	...	124
Total	...	...	...	...	...	6,748

The corresponding number for 1908 may be estimated as 6,244, showing an increase for the year 1909 of about 500 in the number in the Dominion who are receiving free secondary education.

The following paragraph from last year's report is inserted here, with the necessary modifications, in 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 of 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.”

The last-named method of gaining a Senior Free Place is gradually coming into favour: 351 were granted Senior Free Places in this way in December, 1909.

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 are allotted to the several education districts practically on the basis of population, as in each district there is offered annually one scholarship for each 4,000 or part of 4,000 children in average yearly attendance. The scholarships are awarded by the Education Boards on the results of an examination conducted by the Education Department, and the Boards exercise a certain control over the holders, and pay over to them from time to time the amounts falling due. 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 Junior Queen's Scholarships, of a total annual value of £437, were held during 1909, but the last of them will come to an end in 1910.

The number and value of the Junior National Scholarships current in December, 1909, in the several education districts are shown in Table L1 of E.—6; the list may be summarized for the whole Dominion as follows:—

Number of scholarships,—							
Boys...	...	...	...	...	...	...	71
Girls...	...	...	...	...	...	...	37
							108
Number receiving boarding-allowance (included in the above total) ...							
Number receiving travelling-allowance (similarly included) ..							
Number held at secondary schools ...							
Number held at district high schools ...							
Total annual rate of payment as in December, 1909 ...							
£2,748							

(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	...	...	...	...	...	...	326
Girls	...	...	...	...	...	...	207
							533
Total expenditure of Boards on scholarships in 1909 ...							
£8,694							

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. In last year's report it was remarked that "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." The variation still exists. Taking the whole of the districts we find that there are:—

At £40 per annum	...	...	...	...	...	86 scholarships.
At £35	"	...	...	...	...	8
At £30	"	...	...	...	...	30
At £27	"	...	...	...	...	7
At £26 10s. per annum	...	...	...	...	...	1
At £25	"	...	...	...	...	4
Under £25 and not under £20 per annum	...	...	...	...	...	12
At £17 per annum	...	...	...	...	...	2
At £16	"	...	...	...	...	8
At £15	"	...	...	...	...	12
Under £15 and not under £10 per annum	...	...	...	...	...	176
Under £10 and not under £5 per annum	...	...	...	...	...	116
Under £5 per annum	...	...	...	...	...	71
Total...	...	...	...	...	...	533

(iii.) *Foundation (or Governors') Scholarships*.—There are also a certain number of foundation scholarships given by the governors of the schools not offering free places under the Act, as well as extra scholarships given by the governors of schools providing such free places.

(iv.) The *private scholarships* are derived from funds provided by private donors at certain schools, by bequest or otherwise.

The number of foundation and private scholarships in the last term of 1909 was 191. Of the holders, sixty-four were also Government free pupils under the regulations. The total value of the scholarships in cash was £1,504 16s. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £683, the value of the Government free places already mentioned not being included in this amount.

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 recognized 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 1909 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Credit balances on 1st January, 1909 ..	25,937	17 9	Liabilities on 1st January, 1909 ..	6,627	14 6
Endowment reserves sold and mortgage moneys repaid	1,064	12 5	Expenses of management	3,636	18 3
Rents, &c., of reserves	30,704	10 2	School salaries	56,493	12 8
Interest on moneys invested	2,307	10 7	Boarding-school accounts	14,663	7 6
Reserves Commissioners' payments	4,066	7 1	Scholarships and prizes	2,234	0 4
Government payments—			Printing, stationery, fuel, light, &c. ..	4,092	11 10
For manual instruction	900	15 9	Buildings, furniture, insurance, rent, and rates	41,911	7 2
For free places	33,489	14 8	On endowments	2,249	19 5
Subsidy on voluntary contributions ..	346	8 11	On manual instruction	953	10 7
Grants for buildings, sites, furniture, &c.	4,746	6 10	Interest	2,044	11 10
Statutory grant (Marlborough High School)	400	0 0	Examination expenses	235	18 4
Technical instruction—			Repayment of loans	800	0 0
Government payments	6,521	6 0	Payments of High School Boards to Education Boards	300	0 0
From other sources	1,353	13 4	Sundries not classified	3,239	2 0
School fees (tuition)	18,887	8 5	On technical instruction	7,793	5 8
Boarding-school fees	17,715	9 5	Credit balances, 31st December, 1909 ..	22,793	8 5
Books, &c., sold, and refunds	209	10 5			
Borrowed on loan	5,850	0 0			
Special voluntary contributions, bequests, and local subsidies	6,684	12 5			
Sundries not classified	1,350	16 7			
Debit balances, 31st December, 1909 ..	7,532	7 6			
	<u>£170,069</u>	<u>8 6</u>		<u>£170,069</u>	<u>8 6</u>

It may be as well to compare the chief items of income and expenditure in 1907, 1908, and 1909.

	1907.	1908.	1909.
	£	£	£
Income from reserves and endowments ..	33,636	36,774	37,478
Grants from Government (exclusive of building grants)*	24,948	29,108	41,258
Building grants	9,473	16,164	4,746
Tuition fees	20,128	19,160	18,887
Salaries of staff	50,038	52,340	56,494
Expenses of management	3,421	3,412	3,637
Buildings, &c.	38,153	40,103	41,911

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 1908, by the introduction of a higher scale of capitation on free pupils, benefits not only those secondary schools which have few if any endowments, but also the more numerous class of schools whose income from endowments is small in proportion to the number of pupils; further, it will relieve from anxiety those schools where a necessity arises for a large building expenditure in any year, as the effect of the new sliding scale is that in any year the total of the net annual income from endowments and the capitation—that is, of the moneys available for the payment of staff salaries and working-expenses—cannot, with due safeguards, fall below £12 10s. per pupil—a sum which past experience shows to be just sufficient. Generally speaking, the finances of the secondary schools are in a sound condition, notwithstanding the large expenditure under the head of buildings; indeed, it would be as well if the governing bodies of many of the schools would consider carefully the need for increasing the staffs of their schools, and of giving greater encouragement in the form of increased salaries to assistant teachers. At present there is no doubt that in many cases the salaries paid to assistants are far too low. Efficient work cannot reasonably be looked for in a secondary school unless the staff is sufficient and well paid.

* These include, in addition to grants for secondary education properly so called, amounts paid to secondary schools as controlling authorities of technical classes: These amounts in the years 1907, 1908, and 1909 were respectively £1,307, £2,208, and £6,521

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 J5 (E.—6) the following position:—

Total number of pupils, excluding lower departments	4,421
Total net income from endowments (average of three years ending 31st December, 1908)	£11,775
Net income from endowments per head	£2.66
Approximate annual rate of capitation	£10.40
Total available net income per free pupil for salaries and management... ..	£13.06
<hr/>	
Total expenditure on salaries of staff	£45,081
" management	£2,851
" staff salaries, and management	£47,932
Expenditure per head on staff salaries	£10.60
" on management... ..	£0.64
Total expenditure per head on staff salaries, and management	£11.24

The last figure given shows as nearly as may be the actual cost per annum for each pupil, exclusive of those in the lower departments. 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 J6 and J7 of E.—6.

Lower Departments.—The Education Act provides that pupils who have not obtained a certificate of competency in the subjects of Standard V or a higher standard of the public-school syllabus may be admitted to a lower department of a secondary school if they are taught in a separate building or class-room and if no part of the actual cost of their instruction is met out of the endowments of the secondary school. There were lower departments in ten secondary schools during 1909; the total number of pupils in those departments was 189 (114 boys, 75 girls); the total cost of their instruction was £1,476; the total amount of fees received on their account was £1,499.

General Remarks.

Length of Time spent at Secondary Schools.—Table J2 in the special report E.—6 shows the classification of pupils in secondary schools in 1909, according to years of attendance (exclusive of the time, if any, spent in the preparatory departments of such schools). The following is a summary of the returns, so far as they are available, for 1908 and 1909:—

SCHOOL AGE OF PUPILS IN ATTENDANCE AT SECONDARY SCHOOLS (EXCLUSIVE OF CHRIST'S COLLEGE) AT THE END OF THE YEAR.

School Age.	1908—28 Schools.			1909—30 Schools.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First year	951	697	1,648	1,139	792	1,931
Second year	709	517	1,226	682	535	1,217
Third year	368	311	679	424	280	704
Fourth (or a higher) year	321	231	552	316	263	579
Total	2,349	1,756	4,105	2,561	1,870	4,431

A careful analysis of these figures, compared with those for the preceding years, shows that out of the total number of pupils entering the upper departments of secondary schools—

25.0	per cent.	stay one year,
33.5	"	two years,
6.9	"	three years, and
34.6	"	four years or more.

Hence, the average time spent at a New Zealand secondary school by each pupil who enters is a little over two years and a half, exclusive of any time spent in the lower department. This is greater than the average duration of a pupil's stay at a high school in New York or Chicago (where it is about two years), but less than the corresponding period in England, Scotland, Germany, or Switzerland. On the other hand, the proportion of the population receiving secondary education at any one time in New Zealand is 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. Besides the economic reasons referred to, which lead parents to withdraw their boys and girls from secondary schools to enter employment, there are three main causes operating in New Zealand to shorten the average length of the secondary-school course. One of these has already been mentioned in another section of this report, where it has been pointed out that the undue length of time for which pupils are kept in the preparatory classes of the primary schools carries with it the consequence of an unduly high average age at which pupils gain a certificate of proficiency or otherwise qualify for entrance to a free place at a secondary school. A second cause tends to cut off the secondary course at the other end. Even for those who do not propose to enter the University the Matriculation Examination has come to be regarded as a kind of leaving-examination; but the standard of that examination has hitherto been so low that it has been quite easy for a girl or boy of average ability to pass it after spending three years at a high school, and many have taken only two years to do so. The University has now set as the standard of work expected the amount of work that might reasonably be covered in a four-years course at a secondary school; and, although this does not require actual attendance at a secondary school for four years, yet the new rule will almost certainly have the healthy result of prolonging the stay of pupils at such schools.

The last cause contributing to the shortness of secondary-school life is of a more general character; it is, in fact, the absence in the community of a hearty and thorough belief in the advantages of education, or, at all events, of secondary education. The average British parent can hardly be expected to grow enthusiastic over the intellectual training to be derived by his children from the study of mathematics and foreign languages, or even over the moral training the schools afford; if he does not see clearly that his sons and daughters are being prepared for the technical work of their future life he is apt to be somewhat sceptical in regard to the advantages of any education beyond the primary stage. To some extent his scepticism has probably been justified in the past; but the present movement towards making the work of the high schools more vocational in character will, if properly carried out, meet this objection. There seems to be no reason to fear that a thorough mental training could not be obtained as well through the medium of a vocational course as from a course based on old-fashioned lines. Such a vocational course should embrace, *inter alia*, a sound study of English literature, history and civics, and a first-hand knowledge of the elementary scientific principles underlying the common facts of life, with emphasis upon applied science (including agriculture and commerce) in the case of boys, and upon domestic science and art in the case of girls. If the programmes of our secondary schools were adjusted in this direction, probably there would be a greater inducement for parents to keep their boys and girls longer at school; at all events, there would be less excuse if they did not do so. The present regulations for admission to senior free places (which have been current for more than two years) give full opportunity for the modification suggested; but, so far, not many schools have taken advantage of the options allowed. Briefly, it may be said that under the regulations the only compulsory subjects are English and arithmetic, and the optional subjects include (besides mathematics, foreign languages, and the ordinary branches of science) such subjects as the following:

elementary practical agriculture; elementary hygiene (including elementary physiology, with instruction in "health" and in "first aid"); domestic science (including cookery, dressmaking or advanced plain needlework, and housewifery); shorthand, book-keeping, and commercial correspondence; woodwork or ironwork. To qualify for a senior free place, or for an "Intermediate Certificate," a pupil need not sit for an outside examination; it is sufficient if he or she gives evidence of having diligently and intelligently completed a satisfactory two-years course. Upon the completion of a similar satisfactory four-years course (that is, two years more) a Senior or "Leaving Certificate" is given.

The following subjects are common to all the secondary schools: English, French, Latin, arithmetic, and other branches of elementary mathematics, and science. In regard to other subjects the following remarks in last year's report still apply:—

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 four 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.

It is significant that so far hardly a single girls' high school provides a full course in domestic science or hygiene; several of the schools are, however, taking steps to supply this omission. It is equally true in regard to the science of boys' schools that only in two or three cases does it appear that the science is chosen with a definite view to its bearing on agriculture. 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 and pupils alike.

District High Schools.—The course of instruction usually followed in the secondary departments of the district high schools of the Dominion has, hitherto, been drawn up largely with a view to prepare pupils for the Civil Service Junior, Matriculation, and Education Board Scholarship Examinations. In too many cases the curriculum itself and the methods of teaching have been dominated by examination results. It is, however, gratifying to note that in several education districts an earnest endeavour is being made to bring the course of instruction more into harmony with local conditions by providing suitable rural courses, based generally on the suggestive programme issued by the Department last year. Such courses, admittedly tentative in character, are now in operation in four districts, and there are indications that similar courses will be provided in other districts as soon as ways and means permit. The course for boys is not intended to fit them for carrying on agricultural and pastoral pursuits, but is intended to give them a knowledge of the scientific principles upon which the successful practice of these pursuits depends. Similarly, the course for girls is intended to fit them for the work which they, as members of families engaged in such pursuits, may have to perform or superintend. It is worthy of remark that it has been found possible, not only to provide reasonably full courses with a distinct bias towards rural and domestic pursuits, but also to secure adequate opportunities for pupils preparing for the various public examinations. The special payment of £5 10s. per annum provided by the Government for each pupil in the secondary department of a district high school taking an approved rural course has enabled Education Boards to augment the available teaching-

staff by the addition thereto of specially qualified itinerant instructors to teach the significant subjects included in the course.

While it is too early yet to judge of the effect of this departure from old-fashioned methods of secondary education, it will be a matter for surprise if it is not found to be altogether beneficial from the point of view both of the schools and of the pupils. It should at least have the effect of prolonging the period of secondary education in rural districts.

* 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 recognized 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

* The portions within inverted commas are reprinted from last year's report.

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 modification of the standard of matriculation, which is now defined as that which may be reasonably expected from pupils who have satisfactorily completed a four-years secondary course, will 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 a Recess Committee of the Senate, with power to consult the Professorial Boards of the University colleges and to call a conference of those Boards for the purpose.

"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 1909 are shown below:—

	<i>Income.</i>		<i>Expenditure.</i>	
	1908.	1909.	1908.	1909.
	£	£	£	£
Balances—				
General Account	3,230	3,852	Scholarships	1,970
Scholarship Account	21,729	22,186	Examinations	4,680
			Office salaries	1,054
	24,959	26,038	Expenses of Senate meetings	370
Statutory grant	3,000	3,000	Miscellaneous	774
Fees	5,880	6,303	Balances	26,038
Interest	954	1,009		
Miscellaneous	93	75		
	<u>£34,886</u>	<u>£36,425</u>		<u>£34,886</u>
				<u>£36,425</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 £3,514, against which the chief liabilities were £1,222, the estimated amount due to the English examiners for the degree examinations of November, 1909, 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, recognized 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.]”

In any modification of the degree courses of the University that it may seem expedient to make, it will be necessary to bear in mind the various classes of undergraduate students at present enrolled in the University, namely:—

- (1.) Those who give up their whole time to university-work, including attendance at lectures, laboratory-work, and private study;
- (2.) Those who are engaged in earning their livelihood during the day, and are able to do their academical work only in the evening;
- (3.) Training-college students, who for a large part of their time are engaged in work preparing them for their special profession as teachers, but having no direct bearing upon recognized university courses; with them, perhaps, may be classed a few students in private theological colleges, who are also enrolled on the books of the respective university colleges, and to a certain extent some of the law students whose professional work is closely related to their university-work;
- (4.) The exempted students, who for the most part attend no lectures, and are fully occupied in outside work, as teachers or otherwise, for the greater part of the day.

The training-college students, and, presumably, also the theological students, who intend to take degree courses might be reasonably expected to complete those courses (at all events, up to the stage required for a bachelor's degree) before beginning their special professional training, it being understood that their choice of the subjects taken in the degree courses would be dominated, more or less, by their intention to enter their particular professions. In such a case, these students would come into the first class named, and we are left, in addition, to deal only with students classed under (2) and (4).

It is evident that if the standard of the amount and quality of work expected to be accomplished by a university student before he attains his bachelor's degree is to be regulated by what may be reasonably expected from students of class (1), then the remaining students must either be allowed to present for the degree work lesser in amount, or lower in quality, or both, or they must be allowed an extension of the course from three years to, say, five years. With regard to students of the fourth class, it is evident that the possession of a degree may have an entirely different significance from that which it embodies in the case of the first three classes, inasmuch as the only function the University and the colleges perform for them is to examine them and to grant them diplomas on the results of the examinations. Their diligence as private students has probably been great, and they may have marked ability, but they can hardly be classed, in the strict sense, as university students.

At the four colleges of the University there were in all 1,691 students attending lectures during the year 1909—namely, 1,054 men and 637 women; of these 1,305 (823 men and 482 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, 1909.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.
I. Attending lectures (whether terms were kept or not),—				
(1.) Matriculated students,—				
(a.) Graduates,—				
Men	8	18	21	11
Women	8	12	10	1
Total graduates attending lectures	16	30	31	12
(b.) Undergraduates,—				
Men	152	219	155	239
Women	69	131	135	116
Total undergraduates attending lectures	221	350	290	355
(c.) All matriculated students, (a) and (b),—				
Men	160	237	176	250
Women	77	143	145	117
Total matriculated students attending lectures	237	380	321	367
(2.) Non-matriculated students,—				
Men	98	47	38	48
Women	69	39	41	6
Total non-matriculated students attending lectures	167	86	79	54
(3.) All students attending lectures (1) and (2),—				
Men	258	284	214	298
Women	146	182	186	123
Total all students attending lectures	404	466	400	421
1,691				
II. Exempt students not attending lectures, not included above,—				
Men	24	71	4	16
Women	10	22	4	4
Total exempt students	34	93	8	20
155				
III. Total all students I and II,—				
Men	282	355	218	314
Women	156	204	190	127
Grand total all students	438	559	408	441
1,846				

Table M1 shows the degree courses being taken in 1909 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 1909.

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

Course.	Men.	Women.	Total.
Arts (as for B.A., M.A., &c.)	412	306	718
Science (as for B.Sc., M.Sc.) .. .. .	..	..	..
Law (as for LL.B.)	47	..	47
Commerce (as for B.Com.)	5	..	5
Music (as for B.Mus.)	1	1	2
Medicine (as for M.B., &c.)	79	5	84
Dentistry (as for B.D.S.)	14	..	14
Engineering (Civil, Mechanical, or Electrical)	21	..	21
Mining Engineering	31	..	31
Agriculture (exclusive of students at Lincoln Agricultural College during 1909)	..	..	..
Totals	610	312	922

* Exclusive of Victoria College, for which the information is not available.

The total staff of the four colleges consists of forty-five professors and forty-one 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 (1909).

	Professors.	Lecturers, Demonstrators, and Assistants.
Auckland University College	8	7
Victoria University College...	10	9
Canterbury University College	9	11
Otago University ...	18*	14†
Total	45	41

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 offered annually four New Zealand Research Scholarships of £100 per annum, with laboratory fees and expenses, one at each of the affiliated institutions, which are given by the Government for research likely to be of benefit to the industries of the Dominion.”

So far, four of these Research Scholarships have been held, and of these three were still current at the end of 1909. At one of the University colleges no award of a Research Scholarship has yet been made. The subjects of research undertaken have borne a close relation to important industries, and the work done gives promise of substantial benefit, either directly or indirectly, to the scientific conduct of the industries concerned.

DEGREES CONFERRED.

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 1909, as under:—

TABLE M2.—DEGREES CONFERRED BY THE NEW ZEALAND UNIVERSITY AT THE BEGINNING OF 1910.

Degrees.	Auckland University College.			Victoria College.			Canterbury College.			Otago University.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Honours in Arts..	3	3	6	5	4	9	6	2	8	2	..	2	16	9	25
Honours in Science	..	..	..	..	1	1	..	1	1	..	1	1	1	1	3
Doctor of Medicine	..	..	..	..	..	..	..	..	..	3	..	3	3	..	3
Master of Arts ..	6	3	9	5	4	9	7	2	9	3	..	3	21	9	30
Master of Science	..	..	..	..	1	1	1	1	2	1	..	1	2	2	4
Master of Laws ..	..	..	..	..	..	..	..	..	..	1	..	1	1	1	1
Bachelor of Arts..	3	7	10	13	6	19	3	11	14	14	8	22	33	32	65
“ Science	1	..	1	2	..	2	3	1	4	5	1	6	11	2	13
“ Engineering	..	..	..	..	..	..	6	..	6	..	..	..	6	..	6
“ Medicine	..	..	..	..	..	..	..	..	..	11	..	11	11	..	11
“ Surgery	..	..	..	..	..	..	..	..	..	11	..	11	11	..	11
“ Laws	2	..	2	4	..	4	1	..	1	2	..	2	9	..	9
“ Commerce	..	..	..	1	..	1	1	..	1	..	..	..	2	..	2
Doctor of Literature	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
Senior University Scholarships	1	1	2	2	1	3	..	3	3	2	3	5	5	8	13
John Tinline Scholarships	..	1	1	..	..	..	..	..	..	..	..	..	..	1	1
Medical Travelling Scholarships	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
	16	15	31	32	17	49	29	21	50	57	12	69	134	65	199

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

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

The total number of graduates (exclusive of *ad eundem* graduates) admitted up to the 31st December, 1909, was 1,450.

The Cecil Rhodes Scholarship was awarded by the special committee of selection to K. Sisam, Auckland University College.

The degree of Doctor was granted this year in two branches. There were no Bachelors of Agriculture, Music, or Dentistry. 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 1909:—

TABLE M3.—SCHOLARSHIPS, BURSARIES, EXHIBITIONS, AND STUDENTSHIPS HELD AT THE AFFILIATED INSTITUTION IN 1909.

Scholarships, &c.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.	Total.
Junior University Scholarships ...	9	...	7	...	16
Senior National Scholarships ...	7	12	12	17	48
Taranaki Scholarships ...	...	...	1	...	1
Queen's Scholarships ...	...	11	...	...	11
Senior University Scholarships ...	4	4	2	1	11
Bursaries Scholarships ...	5	7	8	14	34
Sir George Grey Scholarships ...	1	1	...	1	3
Other Scholarships and Exhibitions ...	2	2	22	5	31
Training-college Studentships ...	45	91	89	94	319
Totals ...	73	128	141	132	474

The proportion of male and female students who have won the chief entrance scholarships in the last four 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
1909 ...	23	8	31
Totals ...	85	42	127

Finances of the Affiliated Institutions in 1909.

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, 1908.		Salaries.	Sites, Buildings, and Equipment Endowment.	Adminis- tration, Scholar- ships, &c.	Interest, &c.	Balances, December, 1909.		Total.
	General.	Special.					General.	Special.	
Auckland	£	£	£	£	£	£	£	£	£
Victoria (to 31st March, 1910) ..	..	198	7,298	854	589	3	6,102	..	15,044
Canterbury .. .. .	..	..	7,983	6,484	1,794	487	3,150	..	19,898
Otago	6,497	950	14,453	10,923	2,457	555	..	27,925	63,760
	..	437	13,807	2,563	997	556	..	12,107	30,467
Total of four University colleges	6,497	1,585	43,541	20,824	5,837	1,601	9,252	40,032	129,169
Canterbury Agricultural College	..	..	1,597	1,358	7,271	..	13	..	10,239

Receipts (exclusive of Special Trusts).

University Colleges.	Balances, 1908.		From Government.			Endowments.	Interest.	Fees.	Miscellaneous.	Deficits, December, 1909.		Total.
	General.	Special.	Statutory.	Special and other.	Buildings, &c.					General.	Special.	
Auckland	£ 4,634	..	£ 4,000	£ 3,250	..	£ 456	£ 239	£ 1,835	£ 86	..	£ 544	£ 15,044
Victoria (to 31st March, 1910)	5,079	..	4,000	4,330	2,361	225	..	1,844	2,059	..	..	19,898
Canterbury .. .. .	..	33,315	..	3,626	4,139	11,215	1,132	4,410	1,349	4,574	..	63,760
Otago	137	12,539	..	3,000	675	7,255	503	5,252	271	835	..	30,467
Total of four University colleges	9,850	45,854	8,000	14,206	7,175	19,151	1,874	13,341	3,765	5,409	544	129,169
Canterbury Agricultural College	624	..	..	..	..	2,151	1,204	1,764	4,496	..	..	10,239

THE UNIVERSITY ENDOWMENT ACT, 1868.

The income accrued under this Act, and applicable to the purposes of higher education yet to be determined by Parliament, amounted, on the 31st March, 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 1908-9 and 1909-10 respectively.

TABLE N. (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)	£ 705,000	£ 51,000	£ 756,000	£ 53,000	*809,000
(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)	25,000	3,000	28,000	27,000	55,000
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	14,000	..	14,000	..	14,000
Totals A, B, C, D	885,000	102,000	987,000	116,000	1,103,000

* Teachers' salaries and allowances, £536,000; repairs and rebuilding, £66,000; new buildings, &c., £51,000; a other expenses, £156,000: total, £809,000.

TABLE N—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.		
	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	13 11	1 0	14 11	1 1	16 0*
(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 6	0 1	0 7	0 6	1 1
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 4	..	0 4	..	0 4
Totals A, B, C, D	17 7	1 11	19 6	2 4	21 10

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

TABLE N1. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1909-10.
(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)	716,000	53,000	769,000	81,000	*850,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	72,000	8,000	80,000	44,000	124,000
(3.) Continuation and technical	35,000	23,000	58,000	7,000	65,000
(4.) Higher (including university and higher technical)	29,000	10,000	39,000	33,000	72,000
Totals A (1-4)	852,000	94,000	946,000	165,000	1,111,000
B. Industrial schools	29,000	4,000	33,000	2,000	35,000
C. Special schools (Deaf and Blind and Home for Backward Children)	7,000	2,000	9,000	1,000	10,000
D. Superannuation and miscellaneous	10,000	..	10,000	..	10,000
Totals A, B, C, D	898,000	100,000	998,000	†168,000	1,166,000

* Teachers' salaries and allowances, £604,000; repairs and rebuilding, £64,000; new buildings, £53,000; all other expenses, £129,000: total, £850,000. † £47,000 from National Endowment Reserves Fund.

N1—continued. (2.) EXPENDITURE PER HEAD OF POPULATION (1,030,657 INCLUDING MAORIS, BUT EXCLUDING COOK AND OTHER PACIFIC ISLANDS) ON EDUCATION, 1909-10.
(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.		
	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	13 11	1 0	14 11	1 7	16 6*
(2.) Secondary (including secondary schools and secondary departments of district high schools)	1 5	0 2	1 7	0 10	2 5
(3.) Continuation and technical	0 8	0 5	1 1	0 2	1 3
(4.) Higher (including university and higher technical) ..	0 6	0 2	0 8	0 8	1 4
Totals A (1-4)	16 6	1 9	18 3	3 3	21 6
B. Industrial schools	0 7	0 1	0 8	..	0 8
C. Special schools (Deaf and Blind and Home for Backward Children)	0 2	0 1	0 3	..	0 3
D. Superannuation and miscellaneous	0 3	..	0 3	..	0 3
Totals A, B, C, D	17 6	1 11	19 5	3 3	22 8

* Teachers' salaries and allowances, 11s. 9d.; repairs and rebuilding, 1s. 2d.; new buildings, 1s.; all other expenses, 2s. 7d.: total, 16s. 6d.

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 14s. 11d. (or 16s. 6d. including the income from reserves) in New Zealand.

Table N2 gives, for the years 1898–99, and 1903–4 to 1909–10, 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 AND 1903–4 TO 1909–10 OUT OF PUBLIC REVENUE (EXCLUSIVE OF INCOME FROM RESERVES).

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

—	1898-9.	1903-4.	1904-5.	1905-6.	1906-7.	1907-8.	1908-9.	1909-10.
Population (including Maoris, but excluding Cook and other Pacific Islands)	783,317	875,648	900,682	930,193	956,457	977,215	1,008,373	1,030,657
Branch of Education.	Total	Total.	Total.	Total.	Total.	Total.	Total.	Total.
	£	£	£	£	£	£	£	£
A. (1.) Primary (including Native schools and training colleges)	482,000	565,000	574,000	611,000	717,000	736,000	756,000	769,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	26,000	37,000	51,000	68,000	76,000	74,000	89,000
(3.) Continuation and technical ..	5,000	23,000	28,000	45,000	54,000	64,000	59,000	58,000
(4.) Higher education (including university and higher technical)	12,000	12,000	17,000	34,000	41,000	24,000	28,000	39,000
Totals A (1-4) ..	499,000	626,000	656,000	741,000	880,000	900,000	917,000	946,000
B. Industrial schools ..	15,000	37,000	26,000	31,000	36,000	32,000	39,000	33,000
C. Special schools (Deaf and Blind and Home for Backward Children)	3,000	13,000	9,000	8,000	5,000	7,000	17,000	9,000
D. Superannuation and miscellaneous ..	2,000	3,000	3,000	5,000	5,000	8,000	14,000	10,000
Totals A, B, C, D ..	519,000	679,000	694,000	785,000	926,000	947,000	987,000	998,000

TABLE N2—continued. (2.) EXPENDITURE PER HEAD OF POPULATION IN NEW ZEALAND FOR THE YEARS 1898–99 AND 1903–4 TO 1909–10 OUT OF PUBLIC REVENUE.

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

—	1898-9.	1903-4.	1904-5.	1905-6.	1906-7.	1907-8.	1908-9.	1909-10.
	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	12 4	12 11	12 9	13 2	15 0	15 1	14 11	14 11
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	0 7	0 10	1 1	1 5	1 7	1 5	1 7
(3.) Continuation and technical ..	0 2	0 6	0 7	1 0	1 2	1 4	1 2	1 1
(4.) Higher education (including university and higher technical)	0 4	0 3	0 4	0 9	0 10	0 6	0 7	0 8
Totals A (1-4) ..	12 10	14 3	14 6	16 0	18 5	18 6	18 1	18 3
B. Industrial schools ..	0 5	0 10	0 7	0 8	0 9	0 7	0 9	0 8
C. Special schools (Deaf and Blind, and Home for Backward Children)	0 1	0 4	0 2	0 2	0 1	0 2	0 4	0 3
D. Superannuation and miscellaneous ..	..	0 1	0 1	0 1	0 1	0 2	0 4	0 3
Totals A, B, C, D ..	13 4	15 6	15 4	16 11	19 4	19 5	19 6	19 5

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 during the last four years has been practically the same.

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.	1904.	1908.	1909.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
I. Primary, &c.	3 4 10	3 17 2	4 0 1	4 15 2	4 13 4
II. Secondary, &c. .. .. .	.. .. .	4 2 6	5 13 1	8 0 2	8 15 7
III. Continuation and technical	1 2 10	1 13 8	2 7 1	3 4 4	2 12 8
IV. Higher	16 18 11	9 4 3	8 19 2	14 12 3	15 8 2
All branches except primary	5 13 11	3 7 11	4 3 3	5 14 8	5 16 3

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, 1904, 1908, AND 1909 RESPECTIVELY.

	Actual Numbers.					Number per 10,000 of Population.				
	1898.	1903.	1904.	1908.	1909.	1898.	1903.	1904.	1908.	1909.
Population	783,317	875,648	900,682	1,008,373	1,030,657	..	..	..	..	..
I. Primary (including public and Native schools, all receiving free tuition)	136,652	136,546	137,839	148,180	153,379	1,744	1,551	1,531	1,467	1,489
II. Secondary (including secondary schools, secondary departments of district high schools, technical day schools, and Maori secondary schools)	3,046	5,818	6,368	7,742	8,203	39	66	71	77	80
III. Continuation and technical (excluding school classes)	1,750*	6,533*	8,500*	13,051*	13,291	22	75	94	129	129
IV. University, higher technical, and training colleges	708	1,194	1,228	1,711	1,882	9	14	14	17	18
(Private schools not included above, principally primary)	14,857	15,609	16,378	18,367	18,500*	190	177	182	182	180
Total under instruction ..	157,013	165,700	170,313	189,051	195,255	2,004	1,883	1,892	1,872	1,896
V. Total under instruction higher than primary (II, III, and IV above)	5,504	13,545	16,096	22,504	23,376	70	155	168	223	227
Number of latter (V) receiving free tuition	1,178†	4,260†	5,224†	6,658	7,222	15	49	58	66	70

* Estimated.

† Approximate.

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 between the 20th and 29th November, 1909, on the 1st and 2nd December, 1909, and between the 5th and 19th days of January, 1910, at fifty-four centres.

The total number of candidates entering for the November–December and January tests jointly was 7,267 or 1,150 more than in the preceding year. Of this total the number actually present at examination was 6,508, the difference (759) 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, 2,214; for the

Civil Service Junior and allied examinations, 2,369; for the Civil Service Senior Examination, 443; for Certificate Examinations, 1,482.

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 the provisions of the Education Act Amendment Act, 1908.

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.	1909-10.
Junior National and Education Board Scholarships and Junior Free Places	790	1,458	1,475	1,765	2,214
Civil Service Junior, Senior Free Places, Education Board Senior Scholarships, First Pupil-teachers	1,305	2,123	2,173	2,158	2,369
Teachers D and C	749	1,051	1,184	1,223	1,482
Civil Service Senior	141	183	231	373	443
	<u>2,985</u>	<u>4,815</u>	<u>5,063</u>	<u>5,519</u>	<u>6,508</u>

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 electing within six months to become a contributor to the fund. Those who so elected became "original members," and, as such, are entitled to special benefits. A person who did not so elect to join the fund at its commencement might, however, be allowed to join it on certain conditions to be imposed by the Superannuation Board. All teachers in public schools and in Native and other schools under the control of the Education Department who were subsequently permanently employed were compelled to become contributors as from date of appointment: other persons in the Education service had the option of becoming contributors.

On the 10th October, 1908, the former Acts were repealed by the Public Service Classification and Superannuation Amendment Act, 1908, Part I; but existing contributors were allowed six months in which to elect to remain subject to the provisions of the former Acts if they so desired. On the 24th December, 1909, this Act was amended, providing among other things for the extension of the time allowed in which to make the election referred to above to the 30th June, 1910; the Act also fixed a maximum retiring-allowance of £300 per annum in the case of persons who become contributors to the fund after the passing of the Act (24th December, 1909).

The chief difference between the Act of 1908 and the former Acts affected the basis of calculation of the retiring-allowance of a contributor. The retiring-allowance was to be 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 had been one-sixtieth of the total salary received by the contributor during the period of contributing to the fund (or, in other words, one-sixtieth of his average salary for each year of service during the whole period of contribution), and, in addition, in the case of original members, one hundred-and-twentieth of the salary during the years of service between 1st January, 1878, and 1st January, 1906, with a further proviso that in no case should an original member receive a retiring-allowance of less than £52 per annum.

By the same Act of 1908 the right of persons employed on 1st January, 1906, as teachers in public schools or under the Education Department to be admitted at a future date was taken away.

At the end of 1909,—

The number of contributors was	....	....	....	....	....	3,152
Of whom members under Part IX of Education Act, 1908, number						144
The annual rate of contribution paid as at the end of the year was over						£35,500.
The number of retiring-allowances in force was 216, representing an annual charge of over £9,500. Of these,—						
Ordinary allowances were	....	....	....	120,	representing	£7,316
Allowances in medically unfit cases	....	....	....	17,	„	1,013
Allowances to widows	....	....	....	38,	„	689
Allowances to children	....	....	....	41,	„	533
The balance at the credit of the fund and invested by the Public						
Trustee at the end of the year was	....	....	....	....	....	£118,615
The average rate of interest earned by the investments at the end of the year was 4·78 per cent.						

PUBLIC LIBRARIES.

Parliament did not appropriate any sum in 1909-10 for payment of subsidies to public libraries.

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, 1910.

	£	s.	d.	£	s.	d.	£	s.	d.
Head Office (Vote No. 76).									
Inspector-General of Schools				750	0	0			
Secretary				600	0	0			
Assistant Inspector-General				540	0	0			
Chief Clerk and Secretary to Teachers' Superannuation Board				450	0	0			
2 Inspectors, at £415				830	0	0			
Clerks and clerical assistance				5,816	19	0			
Travelling expenses				510	11	7			
Telephone subscriptions				94	2	4			
Publications, books of reference, &c.				49	6	7			
Office requisites				84	19	0			
Contingencies				5	4	10			
							9,731	3	4
Elementary Education (Votes Nos. 77, 88, and 89, Consolidated Fund; and 101, Public Works Fund).									
Grants to Education Boards for—									
Teachers' salaries (including lodging-allowances of pupil-teachers)	561,061	10	10						
Less revenue from reserves	55,367	1	6						
				505,694	9	4			
Teachers' house allowances (Vote No. 89)				13,798	4	8			
General administrative purposes: Capitation at 11s. 3d. on average attendance				75,105	14	9			
Grant of £250 per annum to each Board				3,250	0	0			
Special grants for School Committees: Capitation at 9d. on average attendance. Balance for 1908-9				5	5	0			
Relieving teachers: Capitation at 6d. on average attendance				3,338	4	9			
Inspection of private schools				507	6	6			
Free text books—Class P and S1, S2				1,604	12	8			
School buildings—									
General maintenance, &c. (Vote No. 89)	40,379	13	11						
Less amount received for sale of old buildings, &c.	695	17	4						
				39,683	16	7			
Rebuilding schools destroyed by fire (Vote No. 89)				9,923	2	7			
Rent of temporary premises during the rebuilding of schools destroyed by fire (Vote No. 89)				127	0	0			
New buildings, additions, and teachers' residences (Vote No. 101)				43,602	1	8			
Miscellaneous Expenditure—									
Conference of educational authorities				483	15	2			
Schools at Chatham Islands				879	2	9			
Grants in aid of free kindergartens (Vote No. 88)				414	0	0			
Conveyance (£7,704 5s. 2d.) and board (£184 18s. 9d.) of school-children; conveyance of teachers (£8 2s. 6d.)				7,897	6	5			
Preparation of standard test questions in English and arithmetic				10	7	0			
Illustrations: Natural history, &c.				257	4	3			
School Journal—Contributors' fees, printing, &c. (Vote No. 77), postage (Vote No. 88)	2,244	2	10						
Less amount received for sales	55	7	1						
				2,188	15	9			
Manual of physical drill—illustrations				24	1	9			
Navy League maps				52	0	0			
Contingencies				23	18	0			
				708,870	9	7			
Less—									
Recoveries	85	10	0						
Revenue from national endowment reserves	23,500	0	0						
				23,585	10	0			
							685,284	19	7
Secondary Education (Votes Nos. 78, Consolidated Fund; 101, Public Works Fund; and statutory payments).									
Grants to Education Boards for—									
Scholarships: Not exceeding capitation allowance at 1s. 6d. on average attendance				8,561	16	7			
District high schools: Salaries of secondary teachers				16,653	14	1			
Subsidies (Education Act, 1908)				1,295	10	6			
National Scholarships, Junior (Education Act, 1908)				2,768	11	5			
Carried forward				29,279	12	7			
							695,016	2	11

STATEMENT of EXPENDITURE and RECOVERIES—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward				29,279	12	7	695,016	2	11
SECONDARY EDUCATION—<i>continued.</i>									
Secondary schools and colleges: Capitation				37,601	5	3			
Secondary schools and colleges: Subsidies (Education Act, 1908)				796	0	11			
Conveyance of holders of free places at secondary and district high schools				3,026	3	1			
Scholarship for H. F. Parker (at Nelson College)				40	0	0			
Scholarships awarded to Maoris attending public schools				127	6	1			
Marlborough High School: Statutory payment (Marlborough High School Act, 1899)				400	0	0			
Grants to secondary schools for building purposes (Vote No. 101)—									
Auckland Girls'				1,000	0	0			
Rangiora				300	0	0			
Gore				1,112	19	10			
Otago Girls'				5,475	0	0			
Contingencies				6	0	8			
				79,164	8	5			
Less revenue from national endowment reserves				7,050	0	0			
							72,114	8	5
Manual and Technical Instruction (Votes Nos. 79 and 89, Consolidated Fund; 101, Public Works Fund; and the Education Act, 1908).									
Salaries of Inspectors (2)				800	0	0			
Examinations—									
Science and Art, Board of Education, South Kensington, London	105	16	0						
City and Guilds of London Institute	708	4	0						
							814	0	0
Capitation—									
School classes: Primary, £17,605 1s. 9d.; secondary, £1,182 3s. 5d.	18,787	5	2						
Special, £9,344 0s. 4d.; associated, £8,782 17s. 3d.; and college classes, £1,270 6s.	19,397	3	7						
Free places at technical schools	7,040	13	7						
							45,225	2	4
Material for technical classes							1,536	7	4
Buildings and permanent apparatus (Vote No. 101)							20,639	13	8
Rents (Vote No. 89)							762	13	7
Railway fares of instructors							800	7	5
Railway fares of students attending registered classes							210	3	4
Railway fares of public-school pupils attending manual-training centres							2,599	15	0
Railway fares of holders of free places at technical schools							607	11	6
Travelling expenses of Inspectors							242	6	0
Subsidies on contributions (the Education Act, 1908)							6,495	12	0
Specimens of students' works							46	6	7
Invercargill Technical School							2,000	0	0
Sundries							7	10	8
							82,787	9	5
Less—									
Recoveries (examination fees, &c.)	217	6	0						
Revenue from national endowment reserves	7,050	0	0						
							7,267	6	0
							75,520	3	5
Training Colleges and Training of Teachers (Votes Nos. 80, Consolidated Fund; and 101, Public Works Fund).									
Training colleges—									
Salaries of staff (half is charged to teachers' salaries "Elementary Education")				6,380	17	0			
Allowances and fees for students				15,985	14	7			
Libraries and apparatus							16	12	7
Buildings (Vote No. 101)				6,586	16	7			
Classes at subcentres—									
Grants to Education Boards				2,410	0	0			
Fares of teachers, £5,006 4s. 9d.; less refunds, £8 7s. 8d.				4,997	17	1			
							36,377	17	10
Higher Education (Votes Nos. 78, Consolidated Fund; 101, 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. 78)—									
Auckland University College				1,200	0	0			
Victoria College, Wellington				1,500	0	0			
Carried forward				13,700	0	0	879,028	12	7

STATEMENT OF EXPENDITURE and RECOVERIES—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	13,700	0	0	879,028	12	7
HIGHER EDUCATION—<i>continued.</i>									
Specialization grants (Vote No. 78)—									
Auckland University College: Commerce, Mining	2,000	0	0			
Victoria College, Wellington: Law, Science	2,000	0	0			
Canterbury College: Engineering	2,000	0	0			
University of Otago: Mining, Medicine, Dental, and Veterinary Science	2,000	0	0			
Building grants (Vote No. 101)—									
Victoria College, Wellington, additional accommodation	2,934	3	7			
Canterbury College: New Chemical Laboratory	3,000	0	0			
University of Otago: Mining School	2,207	6	8			
Dental School	1,875	0	0			
Sir George Grey Scholarships (Vote No. 78)	150	0	0			
Queen's Scholarships, Victoria College, Wellington, (Queen's Scholarships Act, 1906)	739	10	0			
National Scholarships, Senior (Education Act, 1908)	2,670	4	7			
Research scholarships (Vote No. 78)	329	9	5			
Bursaries (Vote No. 78)	368	13	6			
				35,974	7	9			
Less revenue from national endowment reserves	4,700	0	0			
							31,274	7	9
Public School Cadets (Vote No. 81).									
Commanding Officer (salary and house allowance, nine months, £343 15s.; travelling allowance and expenses, £58 7s. 6d.)	402	2	6			
Late Commanding Officer (salary, four months, £106 13s. 4d.; travelling expenses, £2 11s.)	109	4	4			
Clerk, £200; storeman and armourer, £193	393	0	0			
Fares of corps attending parades, &c.	152	12	9			
Expenses of training camps	148	11	9			
Arms and accoutrements	2,346	9	2			
Capitation	341	13	6			
Rifle ranges: Rent, &c.	168	2	9			
Store: Rent and expenses	61	0	10			
Printing, lithographing, &c.	24	14	0			
Contingencies	9	5	6			
				4,156	17	1			
Less recoveries (sale of ammunition, &c.)	453	5	10			
							3,703	11	3
Native Schools (Votes Nos. 82 and 89, Consolidated Fund; 101, Public Works Fund).									
Salaries of Inspectors (2)	800	0	0			
Salaries and allowances of teachers	22,683	13	1			
Higher education and apprenticeship	2,805	5	5			
Books, school requisites, sewing material, &c.	569	3	10			
Expenses of removals of teachers	290	7	10			
Travelling expenses of Inspectors and others	385	1	8			
Buildings: New schools, additional class-rooms, &c. (Vote No. 101)	2,936	6	9			
General maintenance of buildings: Repairs, painting, &c. (Vote No. 89)	936	10	3			
Manual and Technical Instruction: Payment of instructors, £268 6s. 8d.; material for classes, £122 18s. 2d.	391	4	10			
Fuel and rewards for supplying fuel	120	19	8			
Ferrying and conveyance of children	57	15	7			
Contingencies	46	5	4			
Less—				32,022	14	8			
Recoveries	49	6	0			
Revenue from national endowment reserves	2,350	0	0			
				2,399	6	0			
							29,623	8	8
SPECIAL SCHOOLS.									
Industrial Schools (Votes Nos. 83 and 89, Consolidated Fund; and 101, Public Works Fund).									
Salaries of Assistant Inspector, and Visiting Officers (2)	700	0	0			
Travelling expenses, &c., of Inspectors and Visiting Officers and other Departmental officers	719	9	5			
Travelling expenses of Managers of Schools	321	18	1			
				1,741	7	6			
Carried forward	1,741	7	6	943,630	0	3

STATEMENT OF EXPENDITURE and RECOVERIES—continued.

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	1,741	7	6	943,630	0	3
SPECIAL SCHOOLS: INDUSTRIAL SCHOOLS—continued.									
Schools,—									
Auckland—									
Salaries	607	4	4						
General maintenance	794	17	2						
Repairs to buildings, furniture, &c. (Vote No. 89)	199	19	8						
Children boarded out	1,656	10	4						
	3,258	11	6						
Less recoveries	1,199	10	5	2,059	1	1			
Boys' Training Farm, Weraoa—									
Salaries	2,117	8	6						
General maintenance	4,534	0	4						
Additional buildings, clearing, &c. (Vote No. 101), £156 4s. 2d.; and small works and repairs to build- ings, furniture, &c. (Vote No. 89), £550 1s. 4d.	706	5	6						
Children boarded out	98	17	7						
	7,456	11	11						
Less recoveries	1,900	1	7	5,556	10	4			
Receiving Home, Wellington—									
Salaries	796	18	1						
General maintenance	1,312	4	11						
Repairs, &c., to buildings (Vote No. 89)	80	9	9						
Children boarded out	5,167	6	2						
	7,306	18	11						
Less recoveries	4,426	17	1	2,880	1	10			
Receiving Home, Christchurch—									
Salaries	630	8	7						
General maintenance	765	12	7						
Rent	143	0	0						
Repairs to buildings, &c. (Vote No. 89)	44	3	7						
Children boarded out	3,592	10	5						
	5,175	15	2						
Less recoveries	2,370	12	8	2,805	2	6			
Te Oranga Home, Christchurch—									
Salaries	891	0	8						
General maintenance	616	2	11						
Rent	103	5	0						
Repairs to buildings, furniture, &c. (Vote No. 89)	285	3	1						
Additional buildings, land, and fencing (Vote No. 101)	2,788	2	11						
	4,633	14	7						
Less recoveries	203	8	11	4,430	5	8			
Burnham—									
Salaries	2,709	8	6						
General maintenance	3,858	13	0						
Additional buildings, rebuilding, small works, repairs, furniture, &c. (Vote No. 89, £1,458 7s.; Vote No. 101, £1,325 6s. 9d.)	2,783	13	9						
	9,351	15	3						
Less recoveries	932	18	5	8,418	16	10			
Caversham—									
Salaries	865	2	10						
General maintenance	947	13	6						
Repairs to buildings, furniture, &c. (Vote No. 89)	135	8	11						
Children boarded out	3,005	6	5						
	4,953	11	8						
Less recoveries	3,466	15	1	1,486	16	7			
Private Schools—									
St. Mary's, Auckland—									
Maintenance	1,757	8	0						
Passages	4	16	0						
	1,762	4	0						
Less recoveries	491	5	8	1,270	18	4			
St. Joseph's, Wellington—									
Maintenance	197	11	0						
Passages	1	17	6						
	199	8	6						
Less recoveries	75	8	2	124	0	4			
Carried forward .. .. .	..	..	..	90,773	1	0	943,630	0	3

STATEMENT of EXPENDITURE and RECOVERIES—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	30,773	1	0	943,630	0	3
SPECIAL SCHOOLS: INDUSTRIAL SCHOOLS—<i>continued.</i>									
Private Schools—<i>continued.</i>									
St. Mary's, Nelson—									
Maintenance	891	18	0						
Passages and clothing	34	3	5						
	926	1	5						
Less recoveries	314	12	8						
				611	8	9			
St. Vincent de Paul's, Dunedin—									
Maintenance	172	8	0						
Less recoveries	40	5	7						
				132	2	5			
Inmates maintained at other institutions				146	3	6			
Earnings refunded to ex-inmates				25	12	7			
Amount paid to Postal Department for payment of boarding-out orders				100	0	0			
Sundries				2	14	0			
Cadet corps in industrial schools				54	17	0			
				31,845	19	3			
Less revenue from national endowment reserves				1,800	0	0			
							30,045	19	3
Infant Life Protection (Vote No. 84).									
Salaries of visiting nurses and local representatives				582	1	1			
Travelling expenses, &c.				239	5	0			
Maintenance of infants in foster-homes				61	2	1			
Rent of offices (Auckland and Dunedin)				46	6	0			
Sundries, including office requisites, legal expenses, advertising, &c.				36	17	1			
				965	11	6			
Less recoveries				8	8	4			
							957	3	2
School for the Deaf (Votes Nos. 85 and 89, Consolidated Fund).									
Salaries—									
Director	415	0	0						
Teachers	1,575	0	0						
				1,990	0	0			
Matron and servants	1,019	16	4						
Medical Officer	20	0	0						
				1,039	16	4			
General maintenance				1,498	9	1			
Travelling expenses, including transit of pupils				157	18	5			
Pupils boarded out				74	2	1			
Alterations and repairs to buildings (Vote No. 89)				340	1	11			
				5,100	7	10			
Less—									
Recoveries	941	11	2						
Revenue from national endowment reserves	300	0	0						
				1,241	11	2			
							3,858	16	8
Education of the Blind (Vote No. 86, Consolidated Fund).									
Charges for pupils at Jubilee Institute, Auckland				963	12	8			
Less—									
Recoveries	241	5	11						
Revenue from national endowment reserves	49	9	4						
				290	15	3			
							672	17	5
Home for Backward Children (Votes Nos. 87 and 89, Consolidated Fund; and 101, Public Works Fund).									
Salaries—									
Principal and Matron	250	0	0						
Attendants and servants	961	16	6						
				1,211	16	6			
Travelling expenses				139	16	1			
Carried forward				1,351	12	7	979,164	16	9

STATEMENT OF EXPENDITURE and RECOVERIES—continued.

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	1,351	12	7	979,164	16	9
HOME FOR BACKWARD CHILDREN—continued.									
General maintenance .. .. .	..	..	..	1,414	9	5			
Additional buildings; alterations, furniture, &c. (Public Works Fund, Vote No. 101) .. .. .	..	..	..	2,246	1	9			
General maintenance of buildings, repairs, &c. (Consolidated Fund, Vote No. 89) .. .. .	..	..	..	252	11	1			
Less—				5,264	14	10			
Recoveries	385	13	7						
Revenue from national endowment reserves	200	0	0						
				585	13	7			
							4,679	1	3
Miscellaneous (Votes Nos. 77 and 88; the Civil Service Act, 1908, and the Public Service Classification and Superannuation Amendment Act, 1908).									
Milne seismograph No. 20: Maintenance of (Vote No. 88) .. .. .	..	..	..	10	15	11			
Postage and telegrams (Vote No. 88) .. .. .	..	..	..	1,396	1	7			
Teacher's Superannuation Board: Travelling expenses of members, and medical examination of applicants for retirement (Vote No. 88) .. .. .	..	..	..	40	2	8			
Annual contribution to Teachers' Superannuation Fund (Public Service Classification and Superannuation Amendment Act, 1908) .. .. .	..	..	..	7,000	0	0			
Examination expenses (Vote No. 88): Teachers' and Civil Service	5,160	2	0						
Less recoveries (examination fees)	3,683	5	6						
				1,476	16	6			
Grant to Educational Institute for travelling expenses of members (Vote No. 77) .. .. .	..	..	..	100	0	0			
Illustrations, photographs, &c., for parliamentary reports (Vote No. 88) .. .. .	..	..	..	5	7	7			
"Schoolmates": Grant to cover cost of postage (Vote No. 88) .. .. .	..	..	..	50	0	0			
Compassionate allowance to widow of the late C. G. Rees: Head office (Vote No. 88, £286 8s. 10d.; the Civil Service Act, 1908, £63 11s. 2d.) .. .. .	..	..	..	350	0	0			
Flags for schools (Vote No. 88, £7 0s. 4d.; less refunds, £2)	5	0	4			
							10,434	4	7
Total							£994,278	2	7

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