

1911.  
NEW ZEALAND.

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## E D U C A T I O N :

### THIRTY-FOURTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

[In continuation of E.—1, 1910.]

*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, 17th August, 1911.

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, 1910.

I have, &c.,

GEORGE 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,—
  - Appendix A. Reports of Education Boards ;
  - Appendix B. Reports of the School Commissioners ;
  - Appendix C. Reports of Inspectors ;
  - Appendix D. Training of Teachers ;
  - Appendix 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. Public Libraries.
- E.-11. Junior Cadets.

In this report summaries are made of the more important tables appearing in the separate papers above mentioned. These summaries are numbered with the letters from the alphabet from A to N, and the tables from which they were prepared will be found in the separate paper concerned, numbered A1, A2, B1, B2, &c. Where information in any section of this report has been prepared from tables appearing in the other reports above named, a reference will be found under the heading of the section to the table concerned and the report in which it is printed.

## PRIMARY EDUCATION.

### PUBLIC SCHOOLS.

#### *Number of Schools.*

(E.-2.—Table A1, page 25.)

THE number of public schools open at the end of 1910 was 2,096, as against 2,057 for the year 1909, an increase of 39.

In Table A the schools are classified according to the yearly average attendance. In a number of cases schools maintained in grades under Schedule A of clause 2 of the staffs and salaries regulations are included in this table in such grades, although the average attendance of these schools respectively for 1909 was below the minimum of the grades as indicated in Table A. 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 attendance not exceeding 15, which in 1908 rose from 447 to 504, and in 1909 to 569, has fallen to 527, still slightly more than a quarter of the number of public schools in the Dominion. But the decrease in the number of Grade 0 and Grade I schools has been more than compensated by the increase in the next higher grades, Grades II and III, the former containing 31 schools more than last year, the latter 25.

Schools with an average attendance of 35 or under are sole-teacher schools. On referring to Table A it will be seen that there were 1,280 such schools in 1910. But, as already stated, in some cases schools are maintained in a higher grade than their average attendance would appear to warrant. Thus, in Grade IV there were in 1910 20 schools the average attendance of which did not warrant the appointment of an assistant teacher. There were therefore altogether in 1910 1,300 schools in charge of sole teachers, as against 1,266 in 1909. In other words, in 1909 sole-teacher schools formed 61·5 per cent. of the total number of public schools; in 1910 62 per cent. The aggregate average attendance of schools of this kind in 1909 was 22,859, or 17·1 per cent. of the total average attendance for the Dominion; in 1910 the aggregate was 22,793, or 16·7 per cent.

The number of schools with two or more teachers was, in 1909, 791. In 1910 the number was 796. Of these schools there were, both years, 28 schools with an average attendance exceeding 600.

During the year 1910, 76 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 114. 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 .. ..	25	45	20	..
Taranaki .. ..	2	5	3	..
Wanganui .. ..	6	6	..	..
Wellington .. ..	4	6	2	..
Hawke's Bay .. ..	11	10	..	1
Marlborough .. ..	9	15	6	..
Nelson .. ..	6	8	2	..
Grey .. ..	2	1	..	1
Westland .. ..	1	2	1	..
North Canterbury .. ..	2	1	..	1
South Canterbury .. ..	2	3	1	..
Otago .. ..	4	7	3	..
Southland .. ..	2	5	3	..
	76	114		
		76		
Increase (1910) .. ..	..	38		

The net increase in the number of schools open at the end of the year is thus 38.

The total number of public schools in each grade is shown in Table A, the corresponding figures for the previous year being entered for purposes of comparison.

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1909 AND 1910.

Grade (as in Education Amendment Act, 1908).	Number of Schools.		Grade (as in Education Amendment Act, 1908).	Number of Schools.	
	1909.	1910.		1909.	1910.
0. (1-8) .. ..	182	155	9. ( 9A. (451-500) .. ..	8	8
1. (9-15) .. ..	387	372	9. ( 9B. (501-550) .. ..	8	12
2. (16-25) .. ..	438	469	9. ( 9C. (551-600) .. ..	5	5
3. (26-35) .. ..	259	284	10A. (601-650) .. ..	9	9
4. (36-80) .. ..	434	443	10B. (651-700) .. ..	6	8
5. (81-120) .. ..	118	126	10C. (701-750) .. ..	3	2
6. ( 6A. (121-160) .. ..	55	51	10D. (751-800) .. ..	2	2
6. ( 6B. (161-200) .. ..	34	37	10E. (801-850) .. ..	4	4
7. ( 7A. (201-250) .. ..	31	35	10F. (851-900) .. ..	2	2
7. ( 7B. (251-300) .. ..	23	24	10G. (901-950) .. ..	..	..
7. ( 8A. (301-350) .. ..	21	20	10H. (951-1,000) .. ..	2	1
8. ( 8B. (351-400) .. ..	14	15			
8. ( 8C. (401-450) .. ..	12	12	Totals .. ..	2,057	2,096

The number of schools in each grade in the several education districts is given in Table A1.

### Roll Number.

(E.—2.—Tables B1, B2, and B3, pages 25 and 26.)

The average weekly roll number for 1910 showed for each quarter an increase over that for the corresponding quarter of 1909. The mean of the average weekly roll for the four quarters was as follows:—

Mean of average weekly roll, 1909 .. ..	151,142
„ „ 1910 .. ..	154,756
Increase in 1910 .. ..	3,614

As in previous years, the additions to the roll were most marked in the North Island, where settlement has been more rapid than in the South; but every district showed at least some increase. The increase was most evident in the last quarter of the year.

Number on roll at end of 1909 .. ..	152,416
„ „ 1910 .. ..	156,324
Increase in 1910 .. ..	3,908

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	100,108	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	133,732	111,636	83·4	1,234	1,370	2,604	229	831	1,060
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
1910 .. .. .	2,096	154,756	135,738	87·7	1,456	2,252	3,708	174	526	690

\* Average of three quarters.

† Strict average.

‡ Working average.

§ Exclusive of 32 male and 151 female probationers.

Details of these facts relating to the several districts are given in Tables B1, B2, and B3, on pages 25 and 26.

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:—

	1909.	1910.
Public schools .. .. .	151,142	154,756
Maori village schools (Native schools) .. .. .	4,308	4,325
Chatham Islands schools .. .. .	92	93
	<u>155,542</u>	<u>159,174</u>

### Attendance.

(E.—2.—Tables B1, B2, and B3, pages 25 and 26.)

The average attendance for the year 1910 rose from 132,773 to 135,738, an increase of 2·2 per cent., as compared with an increase of 2·6 per cent. in the roll number. The increased attendance is manifest in every district except two—Wellington, where the attendance has fallen by 147, and Hawke's Bay, where it has remained stationary.

The standard of regularity of attendance is still very satisfactory, although it has slightly fallen since last year. The following are the figures for the last five years:—

	Attendance per Cent. of Roll.	
1906 .. .. .	..	86·9
1907 .. .. .	..	84·6
1908 .. .. .	..	87·1
1909 .. .. .	..	87·8
1910 .. .. .	..	87·7

Otago again leads with the excellent percentage of 90·5, with Marlborough second with 89·2, Wellington (88·9) being the highest for the North Island. Under section 9 of the Education Amendment Act, 1910, which came into force on the 1st January, 1911, all children are required to attend the school whenever it is open, so it may be confidently anticipated that the percentage of attendance in future years will show a still further increase.

The following table shows the percentage of regularity in New Zealand as compared with those of countries in the Old World. The figures taken are in no case earlier than 1908 :—

	Attendance per Cent. of Roll.
Switzerland .. .. .	97.1
Japan .. .. .	92.0
England .. .. .	89.1
Scotland .. .. .	88.7
Ireland .. .. .	71.1
New Zealand .. .. .	87.7

Leaving out Switzerland (where the percentage of regularity, if we omit those who were absent by permission, reaches the remarkable figure of 99.7), New Zealand does not compare unfavourably with much older and infinitely more closely settled countries, a result which must be considered highly satisfactory when it is remembered that New Zealand is essentially a rural country, and that the conditions obtaining in many of the backblocks districts are such that anything like regularity of attendance is well-nigh impossible.

As the conditions in Australia and New Zealand are somewhat similar, it will be interesting to see how the various Australian States compare with this Dominion in the matter of attendance. Only rural schools have been taken into consideration, and for the purposes of the return rural schools are considered to be those having an average attendance of eighty or less.

	Number of Rural Schools.	Average Number on Roll.	Average Attendance.	Average Attendance as per Cent. of Roll.
New Zealand .. .. .	1,725	30.06	25.72	85.5
Victoria .. .. .	1,720	33.52	27.71	82.9
West Australia .. .. .	381	26.95	21.95	81.4
Queensland .. .. .	910	35.90	27.27	75.9
South Australia .. .. .	501	36.50	27.20	74.5
New South Wales .. .. .	309*	24.38	16.61	68.1
Tasmania .. .. .	341	44.58	26.62	59.7

\* In three selected districts—viz., Kempsey (coastal), Mudgee (tableland), and Forbes (plains).

The districts having the lowest average are Grey, 84.7; Taranaki, 85.7; Wanganui, 86.0; and Nelson, 86.4.

In 1909 the North Island attained the same standard of regularity as the South, but owing to the exceptionally high average obtained by Otago, and to the fact that North Canterbury has shown great improvement in this respect during the year, the average for the South has risen, that for the North falling in about the same proportion. 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
1910 .. .. .	87.4	88.1

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each quarter of the years 1909 and 1910 was as follows :—

	Actual Attendance.		Per Cent. of Roll.	
	1909.	1910.	1909.	1910.
First quarter .. .. .	131,438	134,636	87.9	87.9
Second quarter .. .. .	131,837	134,438	87.7	87.3
Third quarter .. .. .	132,316	133,984	87.4	86.7
Fourth quarter .. .. .	135,442	139,895	88.2	88.9
Whole year .. .. .	132,773	135,738	87.8	87.7

If to these numbers we add the average numbers in attendance at Native village schools and at the schools in the Chatham Islands, we find the total average attendance at all public primary schools for the years 1909 and 1910 in the Dominion to have been as follows :—

	1909.	1910.
Public schools .. .. .	132,773	135,738
Native village schools .. .. .	3,680	3,714
Chatham Islands schools .. .. .	91	81
Total .. .. .	136,544	139,533

*Age and Sex of Pupils.*

(E.-2.—Table C1, page 27.)

Table C shows the age and sex of the pupils on the rolls of the public schools of the Dominion at the end of 1910, and the percentage of the roll for each age.

TABLE C.—AGE AND SEX OF PUPILS, DECEMBER, 1910.

Ages.	1910.			Percentages for Five Years.				
	Boys.	Girls.	Total.	1906.	1907.	1908.	1909.	1910.
5 and under 6 years .. .. .	6,914	6,177	13,091	8.3	8.0	8.2	8.7	8.4
6 " 7 " .. .. .	9,182	8,338	17,520	10.6	10.5	10.6	10.8	11.2
7 " 8 " .. .. .	9,362	8,608	17,970	11.1	11.6	11.7	11.6	11.5
8 " 9 " .. .. .	9,361	8,501	17,862	11.5	11.1	11.3	11.4	11.4
9 " 10 " .. .. .	9,128	8,545	17,673	11.4	11.4	11.0	11.2	11.3
10 " 11 " .. .. .	8,916	8,159	17,075	11.4	11.3	11.2	10.7	10.9
11 " 12 " .. .. .	8,268	7,643	15,911	11.1	11.0	10.9	10.6	10.2
12 " 13 " .. .. .	8,090	7,494	15,584	10.5	10.5	10.4	10.2	10.0
13 " 14 " .. .. .	6,984	6,318	13,302	8.3	8.7	8.4	8.5	8.5
14 " 15 " .. .. .	3,902	3,225	7,127	4.0	4.0	4.2	4.3	4.5
15 and over .. .. .	80,107	73,008	153,115	98.2	98.1	97.9	98.0	97.9
	1,715	1,494	3,209	1.8	1.9	2.1	2.0	2.1
Totals .. .. .	81,822	74,502	156,324	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 per cent. are over ten; the figures for 1909 are identical.

*Sex.*—The proportion of boys to girls remains about the same as in previous years—52.34 per cent. as against 47.66 per cent. In other words, for every 100 boys on the roll there are 91 girls. Last year it was pointed out that according to the census of 1906 there were, in New Zealand, between the ages of five and fifteen, 97 girls for every 100 boys. Deducting the number of scholars over fifteen years of age, we find that in the New Zealand schools there are only 90 girls for every 100 boys. Using the same tests as were used in last year's report, we find that the proportion in the case of children between five and seven is 90 to 100, and that the proportion of children between twelve and fifteen is also 90 to 100. It would therefore appear that the discrepancy is evenly distributed over the whole school age, and that it arises chiefly from the fact that there are a certain number of parents who think that it is not so necessary for a girl to receive as sound an education as a boy. As was said in last 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." It may be said that more girls than boys go to private schools, but the number is by no means large enough to account for the difference referred to above.

In this connection it is interesting to note the proportion of girls to boys in the schools of the Australian States and of England.

England .. .. .	98 girls to every 100 boys.
Victoria .. .. .	95 " 100 "
Queensland .. .. .	94 " 100 "
New South Wales .. .. .	92 " 100 "
West Australia .. .. .	91 " 100 "
Tasmania .. .. .	90 " 100 "
New Zealand .. .. .	91 " 100 "

Table C1 shows the age and sex of the pupils on the rolls of public schools in the several education districts at the end of 1910.

*Maori Children receiving Primary Education.*

(E.-3.—Tables H5 and H5A, page 22.)

In addition to the Maoris on the rolls of the Native village schools, there was a still larger number on the rolls of public schools, and a few receiving primary education at Native mission schools; so that the total number of primary pupils of Maori race was 8,963, made up as follows:—

Attending Native schools .. .. .	4,280
Attending public schools .. .. .	4,462
Attending Native mission schools .. .. .	221
Total .. .. .	8,963



This number does not include Maoris receiving primary education at schools not under Government inspection; of these no separate return is made.

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 the 4,462 children on the rolls of the public schools:—

TABLE CA.—CLASSIFICATION OF MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1910.

By Ages.				By Standard Classes.				
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.	Average Age.
								Yrs. Mos.
5 and under 6	189	122	311	Class P ...	1,346	1,172	2,518	7 5
6 " 7	223	206	429	" S1	378	273	651	9 4
7 " 8	314	264	578	" S2	292	210	502	10 6
8 " 9	317	288	605	" S3	198	154	352	12 0
9 " 10	310	257	567	" S4	147	94	241	12 10
10 " 11	337	258	595	" S5	83	62	145	13 6
11 " 12	256	209	465	" S6	23	20	43	14 2
12 " 13	237	173	410	" S7	8	2	10	15 6
13 " 14	177	141	318					
14 " 15	76	47	123					
15 years and over	39	22	61					
Totals	2,475	1,987	4,462	Totals	2,475	1,987	4,462	11 11

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.

During the year no Native schools were handed over to the Education Boards, and the attendance has, partly on this account, remained practically stationary—4,467 as against 4,434 in 1909. The policy is 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.*

(E.-3.—Table H4, page 22.)

There were 427 European children—232 boys and 195 girls—attending Native village schools at the end of the year. Under this head children who are intermediate in blood between half-caste and European are reckoned as European. The following table gives the classification of these scholars in ages and in standards:—

TABLE CB.—CLASSIFICATION OF EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS, DECEMBER, 1910.

By Ages.				By Standard Classes.			
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.
5 and under 6	23	15	38	Class P ...	88	66	154
6 " 7	29	20	49	" S1 ...	28	32	60
7 " 8	31	22	53	" S2 ...	23	11	34
8 " 9	27	29	56	" S3 ...	23	16	39
9 " 10	19	19	38	" S4 ...	20	26	46
10 " 11	23	27	50	" S5 ...	26	27	53
11 " 12	22	15	37	" S6 ...	13	14	27
12 " 13	20	27	47	" S7 ...	11	3	14
13 " 14	21	11	32				
14 " 15	13	9	22				
15 years and over	4	1	5				
Totals	232	195	427	Totals	232	195	427

*Private Schools.*

Under section 170 of the Education Act, 1908, the teachers or managers of any private school may apply to have the school inspected, and the school becomes thereupon "subject to inspection." In general, if the school gives secondary instruction, it is, in accordance with the Act, inspected by an Inspector of the Education Department; in all other cases—that is, generally, in the case of primary schools—inspection is made by an Inspector of the Education Board. In 1911, the number of private primary schools so inspected was 131; the total number of pupils present on the day of inspection was 11,398.

TABLE Cc.—INSPECTION OF PRIVATE SCHOOLS DURING 1910.

Education District.	Number of Schools inspected.	Number of Children present at Inspection.
Auckland .. .. .	33	3,207
Taranaki .. .. .	4	389
Wanganui .. .. .	11	863
Wellington .. .. .	11	1,384
Hawke's Bay .. .. .	9	788
Marlborough .. .. .	4	189
Nelson .. .. .	8	552
Grey .. .. .	3	403
Westland .. .. .	5	293
North Canterbury .. .. .	20	1,570
South Canterbury .. .. .	5	462
Otago .. .. .	10	830*
Southland .. .. .	8	468
Totals .. .. .	131	11,398

\* For 1909; figures for 1910 not available.

From the 1st January, 1911, the fact of a school being subject to inspection has an important significance which it did not have before, inasmuch as by section 150, subsection (5), of the Education Act, no instruction given to a child between seven and fourteen is considered to be efficient, so as to be legal ground of exemption from attendance at a public school, unless it is "given to children in their own homes or in a school subject to inspection."

*Classification and Examination.*

(E.—2.—Tables D1 to D4, pages 28 to 30.)

Table D is a summary for the whole Dominion of Table D1, which shows the numbers in the several classes for the various districts. The proportion of pupils in the preparatory classes has still further increased—37·15 per cent. as against 36·66 per cent. for the year 1909.

TABLE D.—CLASSIFICATION OF PUPILS AT PUBLIC SCHOOLS, DECEMBER, 1910.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1906.	1907.	1908.	1909.	1910.
Class P .. .. .	30,825	27,256	58,081	29·36	31·11	34·27	36·66	37·15
" S1 .. .. .	9,830	9,203	19,033	12·08	12·05	11·96	12·25	12·17
" S2 .. .. .	9,722	8,942	18,664	12·18	12·10	11·61	11·82	11·94
" S3 .. .. .	9,334	8,552	17,886	12·17	12·04	11·98	11·34	11·44
" S4 .. .. .	8,401	7,836	16,237	11·79	11·46	11·20	10·78	10·39
" S5 .. .. .	7,433	6,787	14,220	10·59	10·24	9·65	9·08	9·10
" S6 .. .. .	5,032	4,595	9,627	8·24	7·79	6·87	6·56	6·16
" S7 .. .. .	1,245	1,331	2,576	3·59	3·21	2·46	1·51	1·65
Totals.. .. .	81,822	74,502	156,324	100·00	100·00	100·00	100·00	100·00

The following is a summary of the examination statistics for 1910 :—

Total roll at time of annual examination	...	157,333
Present at examination	...	150,552
Present in preparatory classes	...	55,506
Present in classes S6	...	9,454
Present in classes S7	...	1,901
Standard VI certificates gained, viz.,—		
Certificates of proficiency	...	6,499
" competency	...	1,941
		8,440

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

*S6 Certificates.*—The percentage of pupils who gained certificates of proficiency and competency respectively for the three years 1908–10 are as follows:—

	1908. Per C-nt.	1909. Per Cent.	1910. Per C nt.
Gained certificates of proficiency ... ..	61·96	67·54	68·74
"                    competency ... ..	25·29	21·75	20·53
No certificate ... ..	12·75	10·71	10·73
	100 00	100 00	100 00

There has been a steady increase in the last four years in the number of certificates of proficiency issued, while the number of certificates of competency shows a corresponding, though by no means so marked, decline.

*Average Age.*—The average ages of the pupils in the several classes for the three years 1908–10 were as follows:—

	1908.		1909.		1910.	
	Yrs.	Mo.	Yrs.	Mo.	Yrs.	Mo.
Preparatory classes ... ..	7	2	6	11	7	0
Class S1 ... ..	9	3	9	2	9	2
" S2 ... ..	10	3	10	3	10	2
" S3 ... ..	11	3	11	4	11	3
" S4 ... ..	12	3	12	3	12	3
" S5 ... ..	13	1	13	0	13	1
" S6 ... ..	14	0	13	11	14	0
" S7 ... ..	14	9	15	0	15	0
Mean of average ages ... ..	11	6	11	5	11	6

Details for the several districts will be found in Table D3.

The Inspector-General in his report again calls attention to the high average age in Standard VI, and to the still increasing proportion of children in the preparatory classes. He points out that while the percentage of children on the school-roll between five and eight years of age has risen in the years 1905–10 from 29·8 to 31·1, the percentage of the roll in the preparatory classes has risen from 28·3 to 37·2. On the average, therefore, a longer period is being spent in the infant classes without, in his opinion, any corresponding advantage, but with this obvious disadvantage—that boys and girls begin their secondary education nearly a year too late.

Table D4 shows the number of pupils in each education district receiving instruction in the various subjects set forth in the syllabus. All scholars received instruction in English, and practically all in arithmetic, drawing, and physical instruction. It may be of interest to compare the numbers doing nature-study, handwork, and elementary agriculture during the past five years. The total number doing handwork in 1910 is not available, as the number has been split up under the headings of the various subjects included under the general title of handwork—viz., cookery, woodwork, needlework, elementary agriculture, and other branches of handwork.

	Number of Pupils.				
	1906.	1907.	1908.	1909.	1910.
Roll ... ..	139,302	141,071	147,428	152,416	156,324
Nature-study ... ..	120,833	122,660	128,716	134,651	136,341
Handwork ... ..	98,465	105,514	112,952	116,588	..
Elementary agriculture and dairy-work	4,000	6,000	8,000	10,200	15,159
Cookery ... ..	..	..	..	..	5,155
Woodwork ... ..	..	..	..	..	5,532
Needlework ... ..	53,901	53,789	55,065	55,911	54,606
Other branches of handwork ... ..	..	..	..	..	100,772

It will be seen that, whereas the number taking handwork generally probably shows a very considerable increase, and the number receiving instruction in elementary agriculture and dairy work is half as much again as that for 1909, the number being instructed in needlework shows a decrease.

#### *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 on this account for railway fares in the years 1909 and 1910 was as follows:—

	1909. £	1910. £
Primary pupils .. .. .	5,769	4,961
Pupils attending—		
(a.) Secondary schools .. .. .	2,199	2,323
(b.) District high schools .. .. .	1,368	1,354
(c.) Technical schools .. .. .	3,850	3,798
	<hr/>	<hr/>
	£13,186	£12,436

*Conveyance by Road and Water.*—In cases where children live at a considerable distance from any school, grants are made to Education Boards under section 44 of the Act for their conveyance to school. No payment is made in the case of children under ten unless they live more than three miles away from the school by the nearest road, and in the case of children over ten unless they live more than four miles away. Riding-horses and bicycles are excluded from the means of conveyance on account of which the allowance is made. The amount allowed is 6d. for each return trip—that is, the conveyance of one child to and from school on one day. The Taranaki, Grey, and Westland Boards did not arrange for conveyance. In the North Canterbury, South Canterbury, Otago, and Southland districts, this plan for conveyance of children was very much more widely adopted than in any of the more northern districts. The total amount paid in 1910 to ten Education Boards for conveyance by road and water amounted to £3,322, as against £2,755 in 1909. The total amount paid for conveyance of pupils in 1910 was therefore £15,758, as against £15,941 for 1909.

*Board of School-children.*—In some cases it happens that, through local conditions such as, for instance, the absence of roads or the distance from the nearest school, it is found impossible to convey children to and from school daily. In such cases an allowance of 2s. 6d. per week is made, on the approval of the Minister, in aid of the board of any child who has to live away from home in order to attend a public school. In 1910, £269 was paid for the board of school-children, as against £138 in 1909.

#### *Free School-books.*

The system of supplying free school-books has now been in operation for three years, the preparatory classes and Standards I and II being supplied during 1909, Standard III during 1910, and last session a sum was included in the vote for elementary education to defray the cost of books to be supplied to Standard IV during the current year.

The payment to Boards for pupils in Standard IV was fixed at 5s. 3d. per pupil on the roll of Standard IV for the year ending 31st December, 1911. This sum is considered ample to provide miscellaneous (or non-continuous) readers, supplementary (or continuous) readers, arithmetic books, atlases, or geographical readers, and historical readers. These books having been supplied, the balance of the grant, if any, may be spent either in the purchase of some of the books for Standard V, or in the purchase of approved books for class-libraries suitable for the home reading of children in Standard IV.

#### *The "School Journal" and other Publications, Charts, &c.*

The *School Journal* has now completed its fourth year of issue, the first number being 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 the months of December and January, but the November number is enlarged to provide reading-matter until the schools close, about the middle of December. Public schools, Native schools, special schools (such as industrial schools), and certain other institutions more or less under departmental control or supervision are supplied free with

a number of copies sufficient to provide each pupil in the standard classes with a copy of the appropriate part. 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.

While the *School Journal* aims primarily at being instructive rather than recreative, there is ample evidence that each monthly number is eagerly looked for and welcomed by the children, and that its influence tends to the very desirable end of fostering the habit and love of reading, not in the school only, but also in the home. In their annual reports the Inspectors of Schools uniformly speak very favourably of the part played by the *Journal* in the school-work as helping to improve the quality of the reading and bringing more and more into favour the school and class libraries.

In addition to containing well-defined series of articles on geography, history, nature-knowledge, &c., the *Journal* gives due attention to current topics of more than local importance, to striking events in current history, to important developments in modern discovery and invention, as well as to the recurrent topics of Arbor Day, Empire Day, &c.

The *Journal* is regularly illustrated; but in addition to the illustrations appearing in its pages, pictures and prints illustrating geography, history, and nature-study are being issued separately on cards as aids to oral instruction on modern lines in these subjects. 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; twenty illustrating life on H.M.S. "New Zealand"; twenty-four dealing geographically, historically, and ethnologically with South Africa; and twenty-four which form the first issue of a comprehensive series dealing with British history; also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook.

During the year the Department has published "New Zealand Plants and their Story," by Dr. L. Cockayne, and a set of three temperance wall-sheets. Among the publications of general interest that are in the course of preparation are "A Manual of New Zealand Mollusca," by Mr. H. Suter; "Geology of New Zealand," by Dr. P. Marshall; plates of New Zealand flora published in connection with Cheeseman's "Manual of New Zealand Flora"; a chart showing a method of restoring animation to the apparently drowned (prepared by the Health Department); and a special report on the teaching of English in secondary schools (a reprint of a circular issued by the Board of Education, England).

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

### Staffs of Public Schools.

(E.-2.—Table E1, page 31.)

The number of the teachers in the public schools, exclusive of those employed in the secondary departments of district high schools, in December, 1909, and December, 1910, respectively, was as follows:—

Adults,—	1909.	1910.
Men ..	1,406	1,456
Women	2,208	2,252
Total	3,614	3,708
Pupil-teachers,—		
Male ..	166	174
Female	530	526
Total	696*	700†
All teachers.—		
Male ‡	1,572	1,630
Female	2,738	2,778
Total	4,310	4,408

\* Exclusive of 25 male and 139 female probationers.

† Exclusive of 32 male and 151 female probationers.

For the schools above Grade I—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 23·53, as against 24·13 for 1909. Taking all schools with two or more teachers—that is, schools of Grade IV and upwards—we find that the average number of pupils per adult teacher, reckoning two pupil-teachers as equivalent to one adult, was 39·28, as against 40·44 for 1909. With the same assumption the average for all schools of Grade II and upwards was 36·09.

The following figures show the ratio of male adult teachers to female adult teachers, and of male pupil teachers to female pupil-teachers. For purposes of comparison the figures for 1908 and 1909 are also given :—

	1908.		1909.		1910.	
	Male.	Female.	Male.	Female.	Male.	Female.
Ratio of adult male to adult female teachers, Grades 0 and I .. ..	100	: 610	100	: 359	100	: 325
Ratio of adult male to adult female teachers, Grade II and upwards ..	100	: 126	100	: 140	100	: 141
Ratio of adult male to adult female teachers, all grades .. ..	100	: 152	100	: 157	100	: 155
Ratio of male pupil-teachers to female pupil-teachers .. ..	100	: 296	100	: 319	100	: 302
Ratio of male to female teachers, all grades	100	: 167	100	: 174	100	: 170

The increase in the proportion of women employed in the profession in 1909 and 1910 over the number for 1908 is fully accounted for by the number of assistant mistresses appointed in 1909 to schools having 36 to 40 in average attendance. If these are omitted, it will be found that the proportion of men to women in 1909 was slightly higher than that in 1908, and that the proportion in 1910 was considerably higher.

If we take into consideration the corresponding proportion for primary-school teachers, secondary teachers in district high schools, and secondary schools (exclusive of part-time teachers), and for students in training colleges respectively, we have :—

*Number of Women Teachers or Students per Hundred Men Teachers or Students (omitting Teachers of Schools with 15 or less in Average Attendance).*

	1906.	1907.	1908.	1909.	1910.
Adult primary teachers .. ..	125	124	126	140	141
Pupil-teachers .. ..	339	277	296	319	302
Secondary teachers .. ..	80	77	76	82	85
Training-college students .. ..	350	315	285	280	219
All teachers and students ..	148	142	144	158	156

In other words, out of a total of 4,675 persons engaged in the above-named branches of the teaching profession, there were, in 1910, 1,827 men and 2,848 women.

It will be interesting to see how these figures compare with those from other parts of the world. So far as can be gathered from the reports received from England, Scotland, and the United States, the following table shows the number of women teachers per hundred male teachers.

	England.*	Scotland.*	United States.	New Zealand.
Adult primary teachers .. ..	348	253	368	141
Pupil-teachers .. ..	304	407	†	302
Secondary teachers .. ..	94	†	121	85
Training-college students .. ..	231	389	365	219

Full details of the primary staffs of the public schools in the several education districts is given in Table E1. The relieving-teachers appointed by the several Education Boards are not included in this table, nor in the summary above, but will be found in Table F3 of the Appendix.

\* Figures for 1908-9.

† Not available.

Taking all grades of schools, the average number of pupils per teacher is 30·8. Table E1 gives details for the various Education Boards. The comparatively small number of pupils per teacher in Marlborough (18·5) and Westland (21·0) is accounted for by the large proportion of small schools in these two districts.

Although the Education Amendment Act, 1908, improved the staffing of the public schools very considerably, a comparison with some of the countries most advanced in matters of education will show that the staffing of our larger schools is not yet as good as it might be. In some cases the comparison made in the following table is not a fair one, as in New Zealand only the larger schools are taken into consideration, whereas in England, Wales, Scotland, and Switzerland all schools are counted. It must, however, be remembered that the rural school as known in New Zealand is a very different thing from the rural school in these other countries; in the latter cases a school is called a rural school which in New Zealand would rank at least equal to a suburban school.

*Average Number of Children per Adult Teacher.*

	Roll Number.	Average Attendance.
London (County Council schools) .. .. .	42·6	38·4
England and Wales (Board of Education schools) .. .. .	38·4	34·0
Scotland .. .. .	43·4	38·1
New York City .. .. .	42·9	34·6
Switzerland (including Geneva Canton) .. .. .	44·0	42·7
Geneva Canton .. .. .	25·7	25·0
New Zealand (in schools 201-700).. .. .	50·5	44·4

At first glance it would appear as if the cost of education in Geneva, for instance, must be very much higher than in New Zealand. As a matter of fact, the cost per pupil is less, the reason being that, whereas the average salary for a New Zealand teacher (excluding very small schools) is £155, the average salary of a Swiss teacher is about £45.

*Salaries of Teachers.*

(E.-2.—Table F2, page 34.)

At the rate paid in December, 1910, the total amount of all salaries and allowances paid to teachers and pupil-teachers was £593,574 11s. 2d.; the average rate per teacher (including pupil-teachers) was therefore £134 8s. 8d. as compared with £132 6s. 2d. in December, 1909.

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 teachers for whom residences are not provided. We then find that the average net salaries of adult teachers (head teachers and assistants) in the last three years in December of each year have been as follows:—

	1908.			1909.			1910.		
	£	s.	d.	£	s.	d.	£	s.	d.
Men .. .. .	195	1	0	201	10	7	201	2	8
Women .. .. .	115	13	5	122	8	2	123	1	10
All adults .. .. .	148	8	1	155	7	3	155	9	1

As will be seen from the above, the average salary of adult teachers is slightly higher than that for 1909. The very considerable increase of the averages for 1909 and 1910 over those for 1908 are due to the provisions of the Education Amendment Act of 1908. The same Act introduced the principle of annual increments to salaries, which operate in each grade until the maximum salary for the grade is reached.

In addition, every head teacher is provided either with a house or with house allowance in lieu thereof.

*Status of Teachers in regard to Certificates.*

(E.-2.—Tables E2 and E3, pages 31 and 32.)

Table E2, in the Report, E.-2, gives the number of certificated and uncertificated teachers respectively on 31st December, 1910, exclusive of secondary schools and

secondary departments of district high schools. It is safe to say that the number of these latter holding certificates is very much larger now than in the past. The following summary of Table E2 shows the number of certificated and uncertificated teachers in each of the years 1905 to 1910 respectively :—

	1905.	1906.	1907.	1908.	1909.	1910.
I. Certificated teachers,—						
Adults .. .. .	2,460	2,412	2,422	2,451	2,593	2,663
Pupil-teachers .. .. .	13	6	14	2	1	..
Total .. .. .	2,473	2,418	2,436	2,453	2,594	2,663
II. Uncertificated teachers,—						
(a.) Holding partial qualifications,—						
(i.) Holders of licenses .. .. .	270	227	178	99	68	56
(ii.) Others partially qualified .. .. .	90	134	142	167	264	259
Total of (a) .. .. .	360	361	320	266	332	315
(b.) Having no recognized examination status	320	428	545	635	689	730
Total number of uncertificated teachers	680	789	865	901	1,021	1,045
Total primary teachers .. .. .	3,153	3,207	3,301	3,354	3,615	3,708

It will be seen from the above table that the number of teachers employed in primary-school work in December, 1910, was 93 more than in December, 1909. Of the total, 2,663 were certificated, while 1,045, or 28·1 per cent., had either not yet completed the necessary qualification or possessed no recognized examination status whatever. The corresponding percentage for 1909 was 28·2.

It was pointed out in several of the reports of Education Boards (reprinted in Appendix A of E.—2) that it is impossible to expect teachers of schools of Grades 0 and I to qualify for teachers' certificates. Whatever soundness there may be in this statement, it is certainly true that only about a quarter of such teachers are certificated. Omitting teachers of schools with average attendance of 15 or less, we get the following comparison :—

*Primary Teachers in Public Schools with an Average Attendance of Sixteen and Upwards, 1910.*

	1905.	1908.	1909.	1910.
I. Certificated .. .. .	2,460	2,411	2,524	2,608
II. Uncertificated,—				
(a.) Partially qualified .. .. .	329	213	272	262
(b.) Without status .. .. .	163	294	353	383
— 492	— 507	— 625	— 645	
Total .. .. .	2,952	2,918	3,149	3,253
Percentages,—				
I. Certificated .. .. .	83·3	82·6	80·2	80·2
II. (a.) Partially qualified .. .. .	11·1	7·2	8·6	8·0
(b.) Without status .. .. .	5·6	10·2	11·2	11·8
— 16·7	— 17·4	— 19·8	— 19·8	
Total .. .. .	100	100	100	100



The above figures do not include teachers in the secondary departments of district high schools, the great majority of whom are fully certificated teachers. Below is printed a summary of Table E3, including all certificated teachers employed by Education Boards, whether engaged in primary work or in the secondary departments of district high schools, arranged according to sex and class of certificate held. It is to be noted that there is now no examination for E certificate.

*Holders of Teachers' Certificates in the Service of Education Boards at 31st December, 1909, and at 31st December, 1910.*

Class of Certificate.	1909.			1910.		
	M.	F.	Total.	M.	F.	Total.
A .. .. .	26	10	36	29	11	40
B .. .. .	148	56	204	154	62	216
C .. .. .	354	188	542	405	227	632
D .. .. .	555	798	1,353	532	837	1,369
E .. .. .	106	425	531	95	393	488
Total .. .. .	1,189	1,477	2,666	1,215	1,530	2,745

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.					
	1906.	1907.	1908.	1909.	1910.	1911.
A .. .. .	86	87	94	99	105	116
B .. .. .	201	208	232	266	300	352
C .. .. .	197	294	415	544	648	761
D .. .. .	1,650	1,593	1,479	1,442	1,420	1,486
E .. .. .	721	642	595	555	522	480
Total, A, B, C, and D ..	2,134	2,182	2,220	2,351	2,473	2,715
„ A, B, C, D, and E ..	2,855	2,824	2,815	2,906	2,995	3,195

It is satisfactory to note that the total increase in the number of certificated teachers is entirely due to the increase in the number of certificates of the three higher classes, A, B, C.

### *Training of Teachers.*

(E-2.-- Appendix D.)

The training colleges in the four chief centres of population were in full working-order during the year, all having approximately their full complement of students.

Of the number in attendance about three-fourths had already completed their course as pupil-teachers or probationers before entering the college, the remaining one-fourth being made up mainly of students who had qualified for admission by passing the Matriculation or some other higher University examination, but were without previous teaching experience. Of the former class the number of students is considerably more and of the latter consider-

ably less than in the year preceding. The difference is accounted for partly by the fact that in one of the centres special steps were taken by the Board concerned to make the attendance of ex-pupil-teachers compulsory, and partly by the fact that at another, established to serve the needs of an exceptionally wide field of school population, the number of ex-pupil-teachers and probationers presenting themselves for admission was so great as to leave no room for any fresh admissions of other qualified candidates, though among these a large number of eligible persons is reported to have applied. At the end of the year there were 380 students in all in attendance at the training colleges, as against 319 at the close of 1909. Of this total 119, or 31·32 per cent., were men, and 261, or 68·68 per cent., were women; the corresponding percentages for the previous year were 26·33 and 73·67 respectively.

Of adult teachers in active service in the public schools of the Dominion at the close of 1910 the proportions were 39·27 per cent. men and 60·73 per cent. women, so that in view of the fact that men on the average remain very much longer in the service than women, the relative number of the sexes within the training colleges is such as fully to secure an adequate proportion of men on the teaching staffs of the schools.

For the teaching practice of students the Normal practising schools, forming part of the training college in each case, are available. By regulation it is provided that each Normal School shall include (a) a main school, organized with a secondary department and having an average attendance of not more than 450 pupils, and (b) a "model school," arranged on the lines of a small rural school, with an average attendance of 35 to 40. For the secondary department of the main school a maximum attendance of not more than 50 is permitted. There is also a provision for the addition of a junior kindergarten division of not more than 40 children, between three and five years of age, to enable students to study child-life and teaching methods at an earlier stage. The following shows the actual average attendance at the Normal Schools in each case:—

				Main School (exclusive of Model School and Second- ary Department).	Secondary Department.	Model School.
Auckland	..	..	..	378	35	30
Wellington	..	..	..	304	45	31
Christchurch	..	..	..	352	12	33
Dunedin	..	..	..	436	36	35

On the course of instruction pursued by students at the Training College and at the neighbouring University Colleges respectively much information may be gathered from the various tables. At the University College, students are required to take at least a course in English in addition to the lectures on education given by the Principals of the Training College, who for this purpose are recognized as members of the University College staff. Any other university work undertaken varies greatly according to the aims and educational status of individual students, but is necessarily subordinated to the aims and requirements of their special professional training, and the due relation of the two claims (which at times appear to conflict with one another) constitutes one of the chief problems of organizations with which the principals of training colleges have to deal. Table B shows the university subjects taken, with the number of students attending the classes in each case; Table C contains the parallel facts for special classes of professional training for which provision has been made within the Training College itself or in intimate connection therewith. From Table D and Table E, though these are unavoidably of a technical and somewhat complicated character, an interesting comparison may also be made of the educational status of students as analysed for the time of admission and at the end of the first and second year respectively, so far as this is indicated by the results of certificate examinations in which complete or partial success has been gained. The analysis has special significance at the present time in view of the projected abandonment of general certificate examination tests for training college students after their admis-

sion, and the substitution therefor of evidence otherwise furnished of the satisfactory completion of a training college course as prescribed by the regulations.

A revision of the Training College Regulations made at the beginning of the current year\* makes provision for the grant of training college certificates on the principle stated, and sets out in a more definite form the essential requirements of the course. Provision is also made for some increase to the staff, for the addition of a second "model school" of one or other of a variety of types with a view to improve the students' opportunities of observation and teaching, and for the admission on special terms of a certain number of graduate students who are prepared during one year of attendance to devote their whole attention to subjects of professional study and practice.

The following table shows the number of male and female students in training in each of the four Training Colleges :—

	1909.			1910.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland ... ..	20	25	45	41	59	100
Wellington ... ..	21	70	91	26	70	96
Christchurch ... ..	19	70	89	20	66	86
Dunedin ... ..	24	70	94	32	66	98
Totals ... ..	84	235	319	119	261	380

The following is a summary of Table E :—

First-year students—	Number of Students in Attendance in 1910 who qualified by Examination for a Certificate of		
	Class B.	Class C.	Class D.
Division A .. ..	..	21	95
Division B .. ..	..	5	2
Second-year students—			
Division A .. ..	..	41	37
Division B .. ..	..	20	16
	10	87	150

The amounts paid to Education Boards in 1909 and 1910 for the training of teachers were as follows :—

	1909.		1910.	
	£	£	£	£
I. Training colleges,—				
Salaries of staffs (half charged to public-school salaries) ... ..	6,283		6,533	
Students' allowances ... ..	13,210		17,667	
University fees of students ... ..	2,776		2,589	
Libraries ... ..	92		43	
Apparatus ... ..	40		124	
Buildings ... ..	5,691		4,896	
		28,092		31,852
II. Other training,—				
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students ... ..	2,340		1,735	
Railway fares of teachers and instructors ... ..	5,020		2,778	
		7,360		4,513
Totals ... ..		£35,452		£36,365

### *Finances of Education Boards.*

(E.-2.—Tables F1 to F11, pages 33 to 40, and Appendix A, pages XXX to LV.)

Table F contains an abstract of the accounts of the receipts and expenditure of Education Boards for the year 1910. These are shown in detail in Tables F1 and F2, and Appendix A of E2 contains the annual reports of the several Boards, with their statements of receipts and expenditure in full detail.

TABLE F.—ABSTRACT OF THE RECEIPTS AND EXPENDITURE OF EDUCATION BOARDS FOR THE YEAR 1910.

No.	Name of Account.	As at 1st January.						Cash Transactions during Year.						Transfers.			As at 31st December.						
		Balances.		Deficits.		Receipts.		From Government.		Reserves Revenue.		From other Sources.		Expenditure.		Debit.		Credit.		Balances.		Deficits.	
		£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
1	Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and half of the total cost of the training-college staff	3,519	4 11	531,046	1 10	53,562	5 11	110	15 9	582,287	11 9	8,006	5 4	6,918	12 2								
2	Teachers' house allowances	523	12 11	14,484	8 0			10	0 0	14,434	1 2	334	11 3										
3	Salaries of relieving-teachers	1,622	17 11	3,365	8 9					3,749	0 3												
4	Conveyance of school-children	269	15 8	3,589	12 2			4	13 0	3,782	12 7												
5	Board of school-children	328	5 3	3,369	5 1			15	15 7	3,487	5 6												
6	Free school-books			79,453	13 1																		
7	General administration	28,076	18 5					310	14 5	37,394	3 5												
	(a.) Incidental expenses of schools (cleaning, fuel, &c., in terms of the Board's regulations, but exclusive of cost of works paid for out of Government grant for maintenance of school buildings and included below under that heading)																						
	(b.) Office staff (including Secretary, Inspectors, &c.), salaries, and clerical assistance (see Table F3 in Appendix)																						
	(c.) Office contingencies																						
	(d.) Refunds and sundries																						
	(e.) Unclassified items (grouped)																						
8	Training colleges—																						
	Salaries of staff (half of the total cost)																						
9	Allowances for students	7,519	0 11																				
10	Incidental expenses																						
	Secondary education	49	4 11*																				
	Scholarships—																						
11	Board	1,132	13 5	8,871	0 2																		
12	National	448	19 5	2,765	18 4																		
13	Special																						
	District High Schools—																						
14	Salaries of staffs of secondary departments	395	16 8	14,038	11 9																		
15	Other receipts:—																						
	(a.) Voluntary contributions, and subsidies			4,123	14 1																		
16	(b.) Fees from pupils	1,665	9 0																				
17	(c.) High School Boards' grants																						
	Expenditure on general purposes																						

\* This amount represents the balance in hand of the Tarasaki Education Board on the whole class "Secondary Education."

	17,487 14 10	206 18 5	966 15 2	18,147 7 1	219 10 9	1,547 8 2	1,426 7 6		
Manual and technical—									
School classes—									
Capitation .. .. .			549 2 3	175 0 5					
Voluntary contributions, and be- quests and subsidies .. .. .									
Special and associated classes—									
Capitation .. .. .	22,984 0 2		482 11 8	23,312 7 7					
Material .. .. .	1,503 10 6		72 13 9	1,565 8 4					
Voluntary contributions and be- quests and subsidies .. .. .	3,437 15 4	405 6 7	1,039 16 7	4,450 0 5	219 10 9	1,547 8 2	1,426 7 6		
Fees from pupils at special classes .. .. .			3,275 8 7	6 6 0					
Free-place holders .. .. .	5,133 7 9			3,711 16 4					
Training of teachers .. .. .	1,962 13 5		31 6 10	1,397 8 10					
Direction and administration (school and special classes) .. .. .	36 3 6		17 5 0	3,269 18 6					
Unclassified items .. .. .			81 1 3	20 0 0					
Buildings: Maintenance, rebuilding, rent—									
Maintenance (a), and small additions and ordinary rebuilding (b) .. .. .	52,480 7 11		1,856 8 0	(a)38,965 14 1	653 15 9	3,266 16 4	89,724 2 10		1,786 9 4
Rebuilding schools destroyed by fire .. .. .	22 17 6		76 10 10	(b) 5,891 3 6					2,822 14 10
Rents of buildings and sites for school purposes .. .. .		3,142 19 4	99 5 6	3,068 19 11	450 1 2				
New buildings, furniture, additions, sites—									
Public schools .. .. .		52,931 8 2	188 4 2	39,902 9 10	958 18 3	534 4 2			58,485 19 2
Manual instruction .. .. .			711 10 0	6,719 16 10	1,409 0 0	77 3 4			
Technical instruction .. .. .			697 10 8	13,417 19 6	21 0 6				
Rent of buildings for manual in- struction purposes .. .. .	10,775 14 6			82 10 0	3 0 0		6,682 18 7		
Rent of buildings for technical in- struction purposes .. .. .			9 0 0	762 12 9	18 17 6				
Unclassified item .. .. .				5 5 0					
Sites sales .. .. .		6,098 4 9	2,687 12 7	5,341 9 11		42 8 3			4,769 10 4
Other separate accounts—									
Contractors' deposits .. .. .	356 16 10		2,332 5 9	1,961 2 10			727 19 9		
Wanganui School site (Act of 1909) .. .. .			467 5 0	26 13 6			440 11 6		
Rees Bequest Fund .. .. .	2,584 9 10		122 17 10	0 10 0			2,706 17 8		
Book-room, Nelson .. .. .		121 6 1	124 17 2	257 17 10					254 6 9
Other separate accounts .. .. .			16 2 5	11 5 0	95 17 0		163 9 5		
Totals .. .. .	103,883 2 9	70,940 11 1	10,850 12 11	928,084 17 7	16,089 2 4	16,089 2 4	142,348 3 2		75,636 11 9

	£	s.	d.
Net bank balance at end of year 1910 .. .. .	29,997	0	9
Plus sundry small balances not hitherto shown—			
Contractors' deposits .. .. .	356	16	10
Contractors' deposits estreated .. .. .	2	0	0
Rees bequest, Wanganui .. .. .	2,584	9	10
On account of special classes .. .. .	2	4	3
	2,945	10	11
Net bank balance at beginning of year 1910, Cr.	£32,942	11	8
Net bank balance at end of year 1910, Cr.	£66,711	11	5

In the case of teachers' salaries, teachers' house allowances, free school-books, training colleges, scholarships, and district high schools, the totals of columns 4, 5, and 6 should balance with the figures in column 7. The discrepancy apparent in most cases is explained by the fact that some adjustments remained to be made at the end of the year between the Boards and the Department. The balances due to or by the Boards will be found entered as assets and liabilities respectively in Table F6, of which a summary is given below.

The unclassified items grouped under heading 7 (e) include the following items of income—Interest on fixed deposits (South Canterbury) £186 5s., rents (South Canterbury) £151 2s. 3d., and interest (Hawke's Bay) £146 16s. 2d.; and the following items of expenditure—Pupil-teacher classes (Auckland) £95, and truancy expenses (Marlborough) £65 3s. 6d.

Table FA shows how the total debit transfer to each account in Table F has been distributed—that is, the various amounts transferred by Education Boards from one account to another. It must always be borne in mind that all moneys received by Boards from any source whatever are, under section 50 of the Education Act, 1908, paid into one account. But although in a sense it might be argued that transfers from one class to another were merely book entries, it must be borne in mind that certain moneys are paid to the Boards by Government for specific purposes, and must be expended for those purposes. It is only reasonable that Boards should pay into their Administration Account a fair proportion of the money expended under, for instance, the Manual and Technical Account, for such a transfer might fairly be expected to cover the cost of administration in such a case. The transfer of over £8,000 from the Training College to the Teachers' Salaries Account is explained by the fact that one Board paid its training-college staff from the latter account, instead of charging half the cost to each.

TABLE FA.—TABLE SHOWING HOW THE TRANSFERS SHOWN IN TABLE F WERE DISTRIBUTED.

Account from which Amount is transferred.		Account to which Amount is transferred.	
Name of Account. (1)	Amount transferred. (2)	Name of Account. (3)	Amount transferred. (4)
Training colleges .. .. .	8,006 5 4	Salaries of teachers, &c. .. .	8,006 5 4
Training colleges .. .. .	334 11 3	Teachers' house-allowances .. .	334 11 3
Secondary education .. .. .	1,000 0 11	General administration .. .. .	3,124 3 1
Manual and technical instruction .. .	475 16 6	Training colleges .. .. .	12 2 6
Maintenance of buildings, &c. . . .	1,648 5 8	Secondary education .. .. .	781 19 3
Manual and technical instruction .. .	12 2 6	Manual and technical instruction .. .	219 10 9
General administration .. .. .	92 5 0	Maintenance of buildings, &c. . . .	653 15 9
Training colleges .. .. .	689 14 3	Rents of buildings, &c. .. .. .	450 1 2
" .. .. .	50 0 0	New buildings—public schools .. .	958 18 3
Maintenance of buildings, &c. . . .	169 10 9	" .. manual instruction .. .. .	1,409 0 0
New buildings—public schools .. .	534 4 2	" .. technical instruction .. .. .	21 0 6
" .. manual instruction .. .. .	77 3 4	Rent of buildings for manual purposes .. .	3 0 0
Sites sales .. .. .	42 8 3	Rent of buildings for technical purposes .. .	18 17 6
Maintenance of buildings, &c. . . .	450 1 2	Other separate accounts .. .. .	95 17 0
" .. .. .	958 18 3		
Manual and technical instruction .. .	1,409 0 0		
Maintenance of buildings, &c. . . .	21 0 6		
" .. .. .	3 0 0		
Manual and technical instruction .. .	2 17 6		
Maintenance of buildings, &c. . . .	16 0 0		
Manual and technical instruction .. .	95 17 0		
Totals .. .. .	£16,089 2 4		£16,089 2 4

In the above table the figures in column 4 will be found to agree with the figures in column 8 of Table F. The figures in column 2 do not agree in all cases with those in column 9 of Table F, the reason being that in Table F the total amount of the transfer is entered, whereas in the Table FA it will be readily seen from column 1 that the various accounts have been considerably split up.

Table F3 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 Education Boards from 1877 to 1910.

Excluding the expenditure on buildings, which is dealt with separately below, the following summary shows the chief items of expenditure for the past three years :—

	1908.	1909.	1910.
	£	£	£
Board's administration .. .. .	39,730	42,392	41,396
Incidental expenses of schools .. .. .	38,077	40,374	37,394
Teachers' salaries .. .. .	489,042	554,012	582,288
Training colleges .. .. .	19,949	22,425	27,467
Scholarships and district high schools .. .. .	31,892	32,136	32,811
Manual and technical instruction .. .. .	48,212	47,927	56,049

The increase in expenditure on teachers' salaries is due partly to the increase in the number of children under instruction, and partly to the £5 increment in salary provided by section 7 (3) of the Education Amendment Act, 1908; that of the training colleges to the fact that in 1910 the colleges had for the first time a full complement of students in training; while that of manual and technical instruction includes several payments which really fell due in the previous year: this latter explanation also accounts for the decrease in the expenditure for 1909 as compared with that for 1908.

The following table shows the proportion of expenditure on administration to the whole expenditure, and the corresponding proportion of the incidental expenses of schools (through the School Committees), the figures for the five years previous being also entered for purposes of comparison :—

	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
1910 .. .. .	4.5	4.0	8.5

It will be seen, therefore, that the tendency is for the proportion of expenditure on administration by both Boards and School Committees to decrease. As a matter of fact, the actual sums thus expended were greater in 1910 than in 1908, as will readily be seen by reference to the previous table; the chief cause of the decrease in percentage is due to the additional amounts paid by the Government, especially on teachers' salaries. The corresponding percentages for the several Education Boards will be found on page 32. As is to be expected, in the smallest district the percentage is found the highest (8.6), and in the largest lowest (3.9).

From Table F it will be seen that the total net bank balances of the Boards increased from £32,943 to £66,712. This improvement is due chiefly to the fact that in 1910 several payments were made by the Government towards the cost of maintenance and rebuilding of schools, the expenditure for which had been incurred in the previous year. At the end of 1909 six Boards had overdrafts; at the end of 1910 the number had been reduced to one.

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 shows the cash assets and liabilities of the Boards on the general account. These may be summarized thus :—

*General Account, all Boards, 31st December, 1910.*

<i>Liabilities.</i>		£	<i>Assets.</i>		£
Overdrafts .. .. .	110		Cash .. .. .		34,494
Due to Government .. .. .	16,835		Due from all sources .. .. .		27,721
Other liabilities .. .. .	14,983		Deficits .. .. .		563
Balances .. .. .	30,850				
		£62,778			£62,778

The General Account of every Education Board, with the exception of one, was in credit at the end of the year 1910; the Nelson Education Board had a deficit on its General Account of £563. The total net credit balance on these accounts for the last three years is shown as follows :—

	Balances.	Deficits.	Net Balances.
	£	£	£
1908 .. .. .	29,389	Nil	29,389
1909 .. .. .	28,167	Nil	28,167
1910 .. .. .	31,413	563	30,850

The position of this account has therefore shown considerable improvement since the previous year. Only two Boards showed a decrease in their credit balance, and one, which at the beginning of the year was in credit, was in debit at the end. The total increases over last year amounted to £8,431, and the decreases to £6,311, a net increase of £2,120. The largest increase was shown by the Wanganui Board—£3,280. Auckland shows the largest credit balance—£7,261. The next in order are Wanganui, £5,371; Wellington, £3,976; Southland, £3,346; Otago, £3,080; and Hawke's Bay, £3,051.

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 1910 for the respective purposes named are shown in Tables F7, F8, and F9.

Table F10 shows the assets and liabilities of the Boards on the combined buildings accounts. The following is a summary:—

*Combined Buildings Account (a) and (b), all Boards, 31st December, 1910.*

<i>Liabilities.</i>			<i>Assets.</i>		
	£			£	
Overdrafts .. .. .	6,203	Cash .. .. .	38,531		
Other liabilities .. .. .	60,709	Due from all sources .. .. .	62,073		
Balances .. .. .	35,145	Deficits .. .. .	1,453		
	<u>£102,057</u>		<u>£102,057</u>		
		Net balances 1st January, 1911 .. .. .	£33,692		

The net balances on the 1st January, 1910, were stated in last year's report to be £4,149, a decrease of £34,000 on the net balances of twelve months earlier, and this decrease was accounted for by the fact that the grants distributed to the Boards were in 1909 very much less than the average amount previously distributed. It will be seen that during the year 1910 the Boards increased their credit balances by almost £30,000. The reason is not that building operations were curtailed, but that the grants paid by Government on account of the Combined Buildings Account were more than £40,000 in excess of those paid the previous year.

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, a summary of which is given below:—

*School Buildings Maintenance Account, all Boards, 31st December, 1910.*

<i>Liabilities</i>		<i>Assets</i>	
	£		£
Liabilities .. .. .	3,244	Assets .. .. .	3,617
Net balance, 31st December, 1910 .. .. .	90,097	Balances .. .. .	89,724
	<u>£93,341</u>		<u>£93,341</u>

Since the cost of maintenance and repairs of school buildings, as well as the cost of actual replacement, during the year 1910 has been taken into consideration in the above statement, it would appear that there was the sum of £90,097 available



on the 1st January, 1911, for rebuilding worn-out schools, for replacement of worn-out furniture and fittings, and for maintenance of school buildings and residences. But from the Combined Buildings Account it will be seen that the actual net balance is only £33,692. As the cost of building new schools and residences, and of additions to schools and residences already existing, should have been met by special grants already paid for that purpose, it is obvious that this balance of £33,692 represents the total amount available for the purposes of maintenance and rebuilding. Apparently, then, the Boards have diverted to other purposes over £56,000 voted by Parliament and distributed by the Government for the purpose of buildings maintenance grants. As pointed out in last year's report, 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 due provision had been made by the Boards for maintenance and rebuilding. During the six years 1905–10 the total maintenance grants have amounted to £333,866, and if, even on the most liberal interpretation, the Boards had expended 7 per cent. of this amount on "additions and alterations" the sum so expended would have amounted to only £23,370. It would appear then that, since the issue of the circular in 1905 referred to above, the Boards have diverted at least some £33,000 from the purpose for which it was originally granted. It is pleasing to note that this amount has been reduced in one year by £15,000, as there can be no room for doubt that in the next few years the Boards will have to expend a very large sum on the replacement of worn-out and dilapidated schools. As already pointed out, some relief might be obtained by transferring to the Maintenance Account part of the credit balances in hand on the General Administration Account, as provided by paragraph (b) of section 52 of the Education Act, 1908.

The above calculations have been made on the total of the buildings accounts of all Boards taken together. It must not be inferred by any means that these remarks refer to any Board in particular.

Considerable difficulty has been experienced in the endeavour to present a clear view of the state of the Boards' finances, due in great measure to the fact that in their statements of receipts and expenditure several Boards have grouped under a single heading a number of accounts which ought to have been shown separately. It is hoped that in the future Boards will arrange that the respective accounts shall be clearly set out.

#### EDUCATION RESERVES.

(E.-2—Appendix B; and E.-6—Table K7.)

On the 31st March, 1911, the School Commissioners ceased to hold office, under the provisions of the Education Reserves Amendment Act, 1910, which provided, *inter alia*, that on the 1st April, 1911, the date on which the Act came into force, the School Commissioners appointed under the principal Act should cease to hold office, and that all reserves and endowments hitherto vested in them should be vested in the Crown and dealt with by the Land Board of the district in which they were situated. Accordingly in future years the statistics in regard to education reserves will be set out in the report concerned (E.-2) in a somewhat different form.

The cordial thanks of all those interested in the progress and development of education in this Dominion are due to the gentlemen who have so ably and unselfishly carried out in the past the important work of administering the education reserves, primary and secondary, in the several districts.

Tables G1, G1A, and G1B 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:—

\*Appendix B of E2.

TABLE G.

(a.) *Receipts and Expenditure of School Commissioners, 1910.*

<i>Receipts.</i>		£	<i>Expenditure.</i>		£
Balances, 1st January, 1910	.. ..	14,002	Office expenses and salaries	.. ..	2,273
Receipts—			Other expenses of management	.. ..	2,439
Primary reserves	.. ..	59,990	Paid for primary education	.. ..	53,032
Secondary reserves	.. ..	6,168	Paid for secondary education	.. ..	4,198
Investments repaid	.. ..	4,560	Investments and funds	.. ..	14,852
Interest	.. ..	2,335	Balances, 31st December, 1910	.. ..	10,647
Sundries	.. ..	386			
Total	.. ..	£87,441	Total	.. ..	£87,441

(b.) *Cash Assets and Liabilities of School Commissioners, 31st December, 1910.*

<i>Liabilities.</i>		£	<i>Assets.</i>		£
Amounts due to Capital Account	.. ..	1,292	Arrears of rent and interest due	.. ..	7,830
Other liabilities	.. ..	8,628	Balance at bank	.. ..	£10,969
Net balance, 31st December, 1910	.. ..	48,227	On mortgage	.. ..	39,348
					50,317
Total	.. ..	£58,147	Total	.. ..	£58,147

Balance brought down, 1st January, 1911. £48,227.

The payments made to Education Boards for primary education out of proceeds from education reserves during the year amounted to £53,032, as compared with £55,367 for the previous year. The revenues of the Boards are not, however, increased by this amount, for the Government deducts a like amount from grants payable to the Boards.

The payments made by the School Commissioners to the governing bodies of the various secondary schools are shown in Table K7 of the secondary-education report (E. 6), and amounted during the year to £4,198, as against £4,628 in 1909. This sum was distributed to the various secondary schools within the district administered by the School Commissioners in proportion to the number of pupils in average attendance at these secondary schools, exclusive of those in any lower department.

The cost of administration during 1909 and 1910 is as follows:—

	1909.	1910.
	£	£
Total net income	65,708	68,515
Cost of administration	4,522	4,712
Cost of administration per cent. of income	6.88	6.88

Table G2 shows the total income from education reserves for the several districts for the ten years 1901–10, and the cost of administration for the same period. Summarized, this appears as follows, the figures for the period 1900–9 being inserted for purposes of comparison:—

	1900–9.	1901–10.
	£	£
Total income for ten years	587,003	608,005
Cost of administration for ten years	37,537	37,840
Cost of administration per cent. of income	6.39	6.22

As will be seen from these figures, the decrease in the cost of administration, which was noticed last year in connection with the figures for 1900–9, is this year still more marked. In one or two districts, however, the cost of administration was very high.

## NATIVE SCHOOLS.

*Number of Schools.*

(E.—3—Table H1, page 13.)

At the end of the year 1909 there were ninety-four Native village schools in operation. During the year 1910 three new schools were opened—viz., Rakaunui, Kawhia; Port Waikato, near the mouth of the Waikato River; and Waimiha, King-country; and the schools at Pamoana, Wanganui River; and Te Kopua, Maniapoto country, were reopened. At the 31st December, 1910, there were, in addition to public schools giving instruction to Maori children, 114 schools in operation in New Zealand for the primary purpose of giving instruction to the Maori—

Native village schools	.. ..	99
Mission schools subject to inspection by the Education Department	.. ..	6
Boarding-schools affording secondary education to Maoris	.. ..	9
Total	.. ..	114

*Attendance.*

(E.—3—Table H1 to H6B, pages 13-25.)

The average daily attendance, in actual numbers and as a percentage of the average weekly roll-number, for each quarter of the years 1909 and 1910 was as follows:—

	Actual Attendance.		Per Cent. of Roll.	
	1909.	1910.	1909.	1910.
First quarter .. .. .	3,664	3,659	85.0	85.5
Second quarter .. .. .	3,647	3,720	85.1	86.7
Third quarter .. .. .	3,519	3,686	85.1	85.5
Fourth quarter .. .. .	3,566	3,669	86.0	84.7

The following are some of the figures in regard to the attendance at Native village schools for the year 1910, the corresponding figures for 1909 being inserted for purposes of comparison:—

	1909.	1910.
Number on rolls at end of year.. .. .	4,121	4,280
Average weekly roll-number .. .. .	4,308	4,325
Average yearly attendance .. .. .	3,680	3,714

If to the Native village schools are added the Native mission schools and Native secondary schools, the following are the figures for 1909 and 1910 respectively:—

	1909.	1910.
Number on rolls of Native village schools at end of year ..	4,121	4,280
„ mission schools at end of year ..	231	221
„ secondary schools at end of year ..	360	378
Combined rolls of Native schools .. .. .	4,712	4,879
Combined average weekly roll-number .. .. .	4,898	4,923
Combined average yearly attendance .. .. .	4,213	4,259
Percentage of regularity of attendance .. .. .	86.0	86.5

Table H shows the mean average roll-number for every fifth year, from 1881 to 1896, and for each of the last eleven years. The year 1881 is practically the first year of operation of the Native schools under this Department. 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 Native schools.

TABLE H.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance: Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.				
					Teachers in Charge.		Assistant Teachers.		Sewing Mistresses.
					Male.	Female.	Male.	Female.	
1881 .. .. .	60	..	1,406	..	54	6	..	4	48
1886 .. .. .	69	2,343	2,020	86.2	60	9	..	26	30
1891 .. .. .	66	2,395	1,837	76.7	59†	8†	1	26	37
1896 .. .. .	74	2,874	2,220	77.3	64†	11†	..	61	16
1900 .. .. .	84*	3,256	2,500	76.8	67†	16†	..	70	8
1901 .. .. .	89*	3,257	2,592	79.6	70†	18†	..	69	15
1902 .. .. .	98*	3,650	3,005	82.3	77†	20†	..	83	11
1903 .. .. .	97*	3,805	3,012	79.2	76†	20†	..	79	13
1904 .. .. .	95*	3,794	3,083	81.3	73†	21†	..	85	11
1905 .. .. .	95	4,097	3,428	83.7	74†	22†	..	87	15
1906 .. .. .	98	4,235	3,607	85.2	78†	21†	2	94	11
1907 .. .. .	99	4,321	3,561	82.4	82†	18†	2	105	3
1908 .. .. .	95	4,479	3,781	84.4	76	19	2	104	5
‡1909 .. .. .	94	4,308	3,680	85.4	76	18	3	101	5
‡1910 .. .. .	99	4,325	3,714	85.9	78	21	3	106	4

\* Includes two subsidized schools. † Includes two teachers jointly in charge of one school. ‡ The mean of average weekly roll and the average attendance are the totals of each school for the year, the roll and attendance of each school being reckoned to the nearest whole number (see table H2).

Table H1, in the appendix,\* gives in detail the staffs and salaries of the various schools in order of their grades. Table H2 supplies detailed information in regard to the roll-number, average attendance, and grading of the schools.

As will be seen from the above table, the percentage of regularity of attendance was higher last year than it has been for at least ten years, a result which must be considered highly satisfactory when it is remembered that all the Native schools are situated in rural districts having, in most cases, a sparse and widely scattered population. In many of the village schools, notably Te Kao in the far North, the attendance is remarkably good, the regularity in fully one-third of them reaching over 90 per cent.

\* See E.—3, 1911.

There were 381 Maori boys and girls receiving higher education, 378 of whom were attending the various secondary Native schools, while the remaining 3 boys were pupils of other secondary schools. Of these, 54 boys and 83 girls were holders of free places provided by the Government.

Detailed information in respect to Maori pupils receiving higher education will be found in Tables H2 and H3 of the appendix to E3 (Native schools report).

The number of European children attending Native schools (set out in Table H4 of the appendix) shows a slight increase.

Number attending at end of 1909	..	..	..	..	..	391
Number attending at end of 1910	..	..	..	..	..	427
In the preparatory and lower standards (up to Standard V)	..	..	..	..	..	386
In the higher standards (Standards VI and VII)	..	..	..	..	..	41
Number of certificates issued,—						
Competency	..	..	..	..	..	5
Proficiency	..	..	..	..	..	7

As regards Maoris attending public schools, the following particulars are set out in Tables H5 and H5A.

Number attending at end of 1909	..	..	..	..	..	4,434
Number attending at end of 1910	..	..	..	..	..	4,462
In the preparatory and lower standards (up to Standard V)	..	..	..	..	..	4,409
In the higher standards (Standards VI and VII)	..	..	..	..	..	53
Number of certificates issued,—						
Competency	..	..	..	..	..	1
Proficiency	..	..	..	..	..	18

Tables H6, H6A, and H6B give full information as regards the race of the 4,280 children on the rolls of the Native schools in December, 1910. As will be seen, 87·6 per cent. were Maoris speaking Maori in their homes, 2·4 were Maoris speaking English, and 10 per cent. were Europeans.

The total number of children of Maori or of mixed race on the rolls of primary Native schools, public schools, Native mission schools, and secondary Native schools, together with such pupils as were receiving special technical training at the end of the year 1910, is shown in the schedule below. The numbers do not include Maori children attending public secondary schools or Maoris at schools not under Government inspection: of these no separate return is made.

	Actual Number.	Number per 10,000 of Maori Population at Census of 1906 (47,731).
I. Primary schools—		
(a.) Government Native schools	4,280	896·6
(b.) Mission schools	221	46·3
(c.) Public schools	4,462	934·8
	8,963	1,877·7
II. Secondary schools	378	79·1
III. Special technical training	14	2·9
Totals	9,355	1,959·7

### *Classification of Pupils.*

(E.—3—Tables H6B, H7, and H8, pages 25–27.)

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

	Number.	Per Cent. of the Roll.
Class P	2,018	47·1
Standard I	534	12·5
Standard II	460	10·8
Standard III	416	9·7
Standard IV	373	8·7
Standard V	299	7·0
Standard VI	148	3·4
Standard VII	32	0·8

Detailed information in regard to the above table will be found in Table H7 of the appendix to E3. See also Tables H6B and H8.

*Results of Inspection.*

(E.—3—Table H9, page 28.)

Table H9 of the appendix gives full information as to the results of the annual inspection.

*Staffs and Salaries.*

(E.—3—Table H1, page 13.)

As shown in Table H, the staffs of the village schools included 78 masters, 21 mistresses in charge, 109 assistants, and 4 sewing teachers. The total amount paid in salary during the year was £23,184, the average salary of the head teachers being £171—males £175, and females £156. The average salary of assistants was £60.

Three schools are in charge of teachers who are themselves members of the Maori race, and the Inspectors speak very highly of their efficiency. Several Maori girls who have completed their course in the secondary schools are employed as junior assistants, and are on the whole doing satisfactory work.

Comparison of the amount paid in salaries during the past year with that paid during the year 1906 will show an increase of £5,700. Part of this increase is due of course to the large increase in the attendance, but the greater portion of it is due to the effect of the revised scale of salaries introduced in 1907.

*Expenditure.*

(E.—3—Table H10, page 29.)

The total expenditure on Native schools during the year 1910 was £33,387 1s. 11d. Included in this amount is the sum of £4,305 paid from revenues from national endowments. New buildings and additions involved an expenditure of £2,844; maintenance and repairs, £1,269. Table H10 is a classified summary of expenditure.

## CHATHAM ISLANDS.

During the year 1910 there were four schools in operation in the Chatham Islands—viz., those at Te One, Te Roto, and Matarakau, on the main island, and a school on Pitt Island.

The total number of children on the rolls of these schools was 93, an increase of 1 on that of the previous year, the average attendance for the year being 81.

The annual visit to the schools took place in December, and the report of the Inspector shows that the schools are doing satisfactory work. Some ten years ago the system obtaining in the Chatham Island schools was reorganized so as to place them on the same basis as the public schools in New Zealand. It is interesting to note that since the reorganization several of the ex-pupils have been very successful in the outside world. Two have almost completed the course for the teachers' D certificate; of those who gained the Chatham Island Scholarship one is completing his university course in arts and another in medicine; another youth, also a scholarship-holder, took a high place in the Civil Service Junior Examination, and is now in the Government service; another is studying at Lincoln College; while yet another holds a good position in a remote part of the Empire. This record is very encouraging to the Department, and bears direct testimony to the ability of the young people of the Islands and to the success of the present scheme.

The total expenditure in the schools for the year 1910 was £868 6s. 9d., made up as follows: Salaries and allowance, £635; scholarships, £40; inspection, £17 17s. 2d.; buildings (additions and repairs, &c.), £165 18s. 1d.; other expenses, £9 11s. 6d.: total, £868 6s. 9d.

## A.—FURTHER DETAILS OF STAFFS, SALARIES, AND ATTENDANCE.

School.	Names of Teachers.	Salaries at End of 1910.	Allowance for Conveyance of Goods.	Attendance.	
				Mean of Average Attendance for Four Quarters of 1910.	Mean of Weekly Roll Number for Four Quarters of 1910.
Te One .. ..	Guest, J. J. .. H.M.	£ 205 0 0	£ 25	37	43
	Guest, Mrs. L. R. .. S.	10 10 0	..		
	Ritchie, Miss F. .. Pt. 5	55 0 0	..		
	Lanauze, Miss G. .. Pt. 2	35 0 0	..		
Pitt Island ..	Hutchinson, J. .. M.	90 0 0	15	12	13
Te Roto .. ..	Silcock, H. S. .. M.	108 0 0	15	23	30
Matarakau ..	Hough, Miss E. .. F.	90 0 0	..	9	9
Total .. ..	.. ..	593 10 0	55	81	95

## SPECIAL SCHOOLS : AFFLICTED AND DEPENDENT CHILDREN.

(E.-4, 1911.)

DURING the year 1910 the total number belonging to the schools for afflicted and dependent children was on the average 2,586, and the expense to the Government was £51,922. Of this sum, £15,314 represents the outlay in connection with the purchase of property, erection of buildings, and other works. The numbers on the roll and the expenditure on account of the various institutions were as follows :—

	Number under Control.	Net Cost. £
School for the Deaf .. .. .	97	4,087
Jubilee Institute for the Blind .. .. .	39	721
Special School for Boys of Feeble Mind .. .. .	31	7,834
Industrial schools .. .. .	2,419	39,280

By the Education Amendment Act which became law last year extended provision is made for the education and training of young persons who are deaf, blind, feeble-minded, or epileptic. They must now come under efficient and suitable instruction at the age of six years, and remain so until they reach twenty-one years, unless previous to that time the Education Department is satisfied that their educational attainments or their proficiency in some art or handicraft or other calling enable them to provide for their future needs without further instruction.

If the near relative of a child so affected does not provide the education required, the Minister of Education may direct that the child be sent to a school where he will have the special instruction suited to his needs, the cost of maintenance and training to be borne by the relatives according to their means and as agreed upon between them and the Minister. In the event of the Minister's direction not being complied with, a Magistrate may order the child's admission to a special school and fix the rate of the maintenance payment. The question whether or not a child is sufficiently affected to warrant his being regarded as coming under these provisions of the Act is determined by his ability to receive proper benefit from ordinary school instruction. If maintenance payments are not duly observed they may be recovered as a debt, or the defaulter may be dealt with under the provisions of the Destitute Persons Act for disobedience of the Court order. Charitable Aid Boards are made responsible in necessitous cases for payment to a limited extent for the maintenance of children in these schools.

By order of a Magistrate a young person who is epileptic or feeble-minded may be kept under the guidance and control of a special school beyond the age of twenty-one years if it is considered that he is not fit to guide his own life, or that it is otherwise in the public interest that he should be under institutional oversight. In connection with proceedings of this kind the Magistrate appoints counsel to represent the inmate at the hearing. The period of extended guidance is not to exceed four years in the first instance, but on its expiry it may be renewed from time to time by similar procedure, and thus, where necessary, lifelong control is retained. In such cases orders for maintenance against the near relatives may be made.

Parents, school-teachers (either public or private), constables, or officers of charitable or kindred institutions who are aware of the place of residence of blind, deaf, epileptic, or feeble-minded children, and the householder in which such a child lives, must, under a penalty, send notification to the Education Department.

There is, unfortunately, very strong evidence that there are a large number of young people in New Zealand (as in other countries) who by reason of mental defect are unable to properly control their lives, and it is hoped that with the means that the law now allows they will not be permitted to drift towards destitution and criminality, but will be so cared for that they will be able eventually either to maintain themselves respectably or to contribute to their maintenance in suitable institutions according to their various capabilities.

Another important provision in this Act is that giving power for the inspection of orphanages and similar institutions by Inspectors of the Education Department.

Up till now it has been practicable to deal with boys only at the school for the feeble-minded, but plans are now in hand for buildings which would provide for the accommodation of a considerable number of girls.

Reference was made in the report for the year 1909 to the pressing need for another industrial school for boys. As the result of negotiations, the institution

conducted by the Roman Catholic authorities as a private industrial school under the supervision of the Education Department, and generally known as the Stoke Orphanage, has been purchased for this purpose, and will hereafter be a Government industrial school to which Magistrates can commit boys irrespective of the religious denomination they belong to.

*School for the Deaf.*

(See also E.-4, 1911, pages 5-8.)

Number of pupils who returned to the school in February, 1910, after the summer vacation .. .. .	89
Number admitted during the school year .. .. .	12
Number who left during or at the end of the school year .. .. .	11
Number remaining on the roll after the close of the school year .. .. .	90

The cost of the school for the years 1909 and 1910 respectively was as follows :—

	1909.			1910.		
	£	s.	d.	£	s.	d.
Salaries .. .. .	2,916	2	7	2,958	12	6
Maintenance of pupils .. .. .	1,513	6	8	1,551	8	4
Maintenance of buildings and water charges .. .. .	332	15	6	367	16	5
Sundries .. .. .	121	19	0	145	15	1
<i>Less—</i>						
Amount collected from parents by way of maintenance contributions .. .. .	838	11	0	929	0	2
Sundry other recoveries .. .. .		6	18	7	11	3
Net expenditure on the institution .. .. .	4,038	13	10	4,087	0	11*

(\* Including £540 paid from National Endowment revenue.)

There was an increase of 10·9 per cent. in parental contributions, as against an increase of 1·1 per cent. in the number of pupils under instruction.

*Jubilee Institution for the Blind.*

During the year the Government contributed towards the cost of training 35 pupils of this institution, of whom 1 was an adult, the net amount expended being £721 (including £99 from National Endowment revenue), as against £903 for the previous year on account of 39 pupils. Maintenance payments by parents and guardians increased from £215 19s. 3d. in 1909 to £291 2s. 6d. during 1910. For the two past financial years the revenue from the National Endowment Reserves Account amounted to £99 9s. 4d. The sum payable by the Government as subsidy to the Board of Trustees during last year under the provisions of the Hospitals and Charitable Institutions Act was £1,709.

*Special School for Boys of Feeble Mind.*

(See also E.-4, 1911, pages 8-11.)

This institution is being steadily developed, there being now 47 boys in residence. The matter of admitting young persons who are over twenty-one years of age has been fully considered, and it has been determined to give preference to younger applicants. Undoubtedly a large number of the pupils will need permanent institutional care, and by retaining these under control the adult section of this institution will be formed gradually. It is to be borne in mind that the Otekaike school does not admit those who are imbecile: it is essential that pupils shall have the capacity to derive benefit from the special education and training provided for in the school course.

The cost of the institution for the past two years was as follows :—

	1909.			1910.		
	£	s.	d.	£	s.	d.
Salaries .. .. .	1,102	15	4	1,564	10	8
Maintenance of pupils .. .. .	647	14	11	1,115	7	6
Maintenance of buildings .. .. .	243	19	7	239	18	0
Farm and stock .. .. .	612	19	9	318	8	9
Additional buildings, water-supply, drainage, fencing, &c. .. .. .	1,602	18	3	4,984	0	8
Sundries .. .. .	180	6	10	178	19	6
<i>Less—</i>						
Amount collected from parents by way of maintenance contributions .. .. .	182	2	2	428	16	3
Sundry other recoveries .. .. .	105	2	11	138	12	6
Net expenditure on the institution .. .. .	4,103	9	7	7,833	16	4†

(† Including £440 paid from National Endowment revenue.)

*Children under State Guardianship.*

(E.—4, Tables I1 to I9, pages 12—15.)

The number under the control of industrial schools at the end of 1910 was 2,454, an increase of 74 during the year. Of this total, 805 were resident in the institutions, 263 being in the private (Roman Catholic) industrial schools, 794 were boarded out with foster-parents, and 855 were earning their living in situations, placed with friends on probation, &c.

The numbers of children on the books at the end of the years 1909 and 1910 respectively whose maintenance was a charge against the public funds were as follows:—

				1909.	1910.
Boarded out from Government schools	..	..	..	757	792
Boarded out from private schools	..	..	..	3	2
Number resident at schools	..	..	..	771	805
At other institutions	..	..	..	35	30
				1,566	1,629
				1909.	1910.
				£	£
The amount of parental contributions was	..	..	..	5,786	5,575
				8	8
				5	6
Rate per head for children maintained	..	..	..	3	3
				13	8
				11	5

Details respecting the number of children on the books of industrial schools at the end of the year are given in Table I5.

The net expenditure on account of industrial schools during the year showed an increase of £152 2s. as compared with the preceding year. The following statement gives particulars:—

				1909.	1910.
				£	£
				s.	s.
				d.	d.
Cost of maintenance of schools..	..	..	..	19,831	17,960
				5	8
				2	2
Boarding out (exclusive of cost of administration, inspection, &c.)	..	..	..	13,319	13,962
				0	16
				6	5
Salaries	..	..	..	8,151	8,816
				3	2
				8	2
New buildings and works, and purchase of property	..	..	..	5,838	10,330
				2	6
				0	2
Salaries, travelling-allowances, and expenses of certain departmental officers (Inspectors, visiting officers, &c.)	..	..	..	1,424	1,458
				14	19
				9	4
Sundry payments	..	..	..	186	107
				15	7
				0	11
				48,751	52,636
Gross total	..	..	..	1	0
				1	2
Recoveries	..	..	..	15,193	15,701
				8	5
				1	2
				£33,557	£36,934
Net cost	..	..	..	13	15
				0	0*

(\* Including £3,225 paid from National Endowment revenue.)

Further details of the expenditure on industrial schools during the year are contained in Tables II and I2.

				1909.	1910.
				£	£
				s.	s.
				d.	d.
Payments by Charitable Aid Boards for maintenance of children who came into Government schools owing to indigence (included in the total sum recovered)	..	..	..	8,612	9,450
				16	1
				3	1
Number of children at the end of the year belonging to Government schools who were so paid for	..	..	..	596	678
Number maintained at the expense of Charitable Aid Boards at private industrial schools	..	..	..	132	98

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.

At the end of the year the amount in the Post-Office Savings-Bank held in trust in the names of inmates and former inmates of industrial schools was £27,052 6s. 4d., the Government schools accounts having £23,710 4s. 9d. to credit, and the private (Roman Catholic) schools £3,342 1s. 7d. The total sums withdrawn from these accounts during the year were £3,369 14s. 8d. and £181 18s. 4d. respectively.



These moneys represent the earnings of boys and girls in situations away from the schools, or of those in residence under training whose services are worth more than the cost of their maintenance. According to law, it is at the discretion of the Minister of Education whether payment (with interest) is eventually made to these young people or not. In practice they do receive payment where there is evidence that the applicant's good record after the control of the school has ceased has been good, and that he has a proper investment for the money. In exercise of his discretion the Minister may order forfeiture of the money where a former inmate proves his unworthiness to receive it. In such a case the amount is credited to the Public Account.

The following figures are taken from I2 and I3 of the Appendix:—

	£	s.	d.
Government expenditure on private schools .. .. .	2,200	0	0
Government expenditure on special cases at other institutions .. .. .	146	0	0

### INFANT - LIFE PROTECTION.

(See also E.—4, 1911, pages 18–22.)

At the end of the year the number of foster-homes licensed under the Infants Act was 705, and the number of children maintained in them for the whole or part of the year was 1,183, of whom 469 were under one year old. The total number of deaths was 26, equal to 2·19 per cent.

The report of the Secretary for Education gives detailed information as regards the various phases of the work.

The expenditure for the year, amounting to £982 4s. 4d., is accounted for as follows:—

	£	s.	d.
Salaries of Visiting Nurses and local representatives .. .. .	606	0	0
Travelling-expenses of District Agents, Visiting Nurses, and local representatives .. .. .	215	19	0
Payments to foster-parents for board of infants .. .. .	103	6	4
Office expenses (including rent) and sundries .. .. .	83	11	10
Less recoveries .. .. .	26	12	10

### MANUAL AND TECHNICAL INSTRUCTION.

#### *Manual Instruction in Public and Secondary Schools.*

[E.5—Tables J1 to J6.]

Various branches of manual instruction were taught in connection with 63·5 per cent. of the public schools during the year. The percentages for the various Education districts were as follows:

District.	Percentage of Schools at which Instruction was given.
Auckland .. .. .	43
Taranaki .. .. .	72
Wanganui .. .. .	93
Wellington .. .. .	74
Hawke's Bay .. .. .	80
Marlborough .. .. .	32
Nelson .. .. .	57
Grey .. .. .	26
Westland .. .. .	37
North Canterbury .. .. .	68
South Canterbury .. .. .	61
Otago .. .. .	63
Southland .. .. .	97

The chief branches taken up and the number of classes were as follows :—

TABLE J.—SUBJECTS OF AND NUMBER OF CLASSES FOR MANUAL INSTRUCTION IN PUBLIC SCHOOLS.

Subjects of Instruction.	Number of Classes.	
	1909.	1910.
Elementary handwork .. .. .	3,178	3,489
Woodwork .. .. .	281	273
Ironwork .. .. .	5	8
Agriculture and dairy-work .. .. .	559	666
Elementary science .. .. .	47	109
Physical measurements .. .. .	101	118
Cookery .. .. .	339	308
Laundry-work .. .. .	60	63
Dressmaking .. .. .	79	90
Swimming and life-saving .. .. .	136	165
Physiology and first aid .. .. .	57	78
Totals .. .. .	4,842	5,367

The number of public schools in which manual instruction was given was 1,330.

The number of pupils receiving instruction in cookery was 5,155.

The number of pupils receiving instruction in woodwork was 5,532.

The number of pupils receiving instruction in agriculture was 15,159.

The number of pupils receiving instruction in other branches of manual instruction was 100,772.

The payments by way of capitation and subsidies on voluntary contributions were £18,343.

The average rate of payment per class was £3·4.

Special grants for buildings and equipment totalled £3,822.

Subjects such as cookery and woodwork continue to be taught for the most part at specially equipped centres, of which there are now over sixty in operation. Many of these centres are in connection with district high schools or technical schools.

The number of schools taking up elementary agriculture continues to increase. The increase for the year was 107, as compared with 61 for the previous year. In many cases, in addition to work in the school-garden, observational and experimental work is being systematically carried out, some of the results being very interesting and instructive. In several districts suitable instruction in dairy-work is also given. In nine of the thirteen education districts the work is under the general direction of special itinerant instructors. Every year sees a marked improvement in the treatment of this important branch of manual instruction, due largely to the opportunities provided by training classes for teachers, to the advice and guidance of the itinerant instructors, and to the distribution by controlling authorities of suggestive and helpful aids in the shape of pamphlets and leaflets. Valuable assistance also continues to be rendered in many cases by agricultural and pastoral associations, school committees, and members of the farming community interested in the work. In addition to prizes which have been freely offered, contributions in money and kind to the value of over £240 have been received by controlling authorities during the year. These contributions carry a Government subsidy of £1 for £1.

Reference was made last year to the inauguration in certain districts of rural courses in connection with the secondary departments of district high schools. During 1910 such courses were carried out in five education districts, as follows :—

District.	Number of	Number of
	Schools.	Pupils.
Taranaki .. .. .	1	50
Wanganui .. .. .	5	105
Wellington .. .. .	6	162
Hawke's Bay .. .. .	1	45
South Canterbury .. .. .	3	85
Totals .. .. .	16	447

The capitation paid on account of rural courses carried out during the year at these sixteen schools amounted to £2,750, equivalent to a rate of £6·15 per pupil.

There are indications that courses on similar lines will shortly be established in connection with certain district high schools in Auckland, North Canterbury, and Otago.

In most cases the adoption of a rural course—or, in other words, the attempt to bring the curriculum of the rural schools into closer touch with their environment—has been attended with results which must be regarded as encouraging in view of the many real difficulties to be surmounted, and, in a few instances, of the opposition to be overcome. Much of this opposition is probably largely due to a misapprehension of the end in view, which is something more than the preliminary training of young persons for agricultural pursuits. It is not the function of the district high school to train pupils for this or that profession, vocation, or trade, but rather to provide a general education—an education that will prepare them for the duties of manhood or womanhood. A curriculum that is definitely related to the pupils' environment is at least as likely to achieve this end as one that is not.

It is a matter for surprise and regret to know that in the case of some schools, happily few in number, the proposal to adopt a rural course has been opposed by members of the teaching profession.

It is, of course, recognized that the present arrangements are to be regarded as tentative and provisional. The difficulty of obtaining teachers possessing the necessary experience and practical knowledge has compelled Education Boards to rely mainly on the system of instruction by itinerant teachers, whereas if the best results are to be obtained, the instruction, or most of it, should undoubtedly be provided by the regular staff. This and other disabilities to which it is unnecessary here to refer will, it is hoped, disappear in time; meanwhile some progress has been made in the direction of attaining the end in view, and the opinion is confidently expressed that in the not far distant future what has been, and is now, though to a less extent, regarded as a particular and special course of instruction for the few will become the recognized course for all so far as the rural schools are concerned.

There has been a very satisfactory increase in the number of public-school classes receiving practical instruction in some branch of elementary natural or physical science. The number of recognized classes in operation in 1910 was 227, with a total average attendance of 7,042, as compared with 148 classes with a total average attendance of 5,181 for the previous year. Instruction in science requiring special laboratory accommodation is practically confined to district high schools, over 50 per cent. of which are now provided with such facilities. In public schools not so provided elementary botany or elementary physical measurements, both of which provide opportunities for individual practical work under ordinary school conditions, are the branches of science usually taken.

Although the number of classes for swimming and life-saving continues to increase, 165 classes being recognized for 1910, as compared with 136 for the previous year, the attention given to this important and useful branch of knowledge still leaves something to be desired. It is to be hoped that wherever facilities are available steps will be taken to provide regular and systematic instruction in swimming and life-saving. Nearly 60 per cent. of the public-school classes in operation during the year were confined to three education districts.

New buildings or additions to buildings for manual instruction have been erected or are in course of erection at Devonport, Carterton, Masterton, Greytown, Levin, Motueka, Dunedin, Invercargill, and Riverton, while necessary equipment has been provided for classes at Cambridge, Carterton, Masterton, Greytown, Levin, Wellington, Hastings, Waipawa, Dunedin, and Riverton.

Recognized classes for manual instruction were also carried on during the year in connection with twenty-six of the twenty-nine secondary schools in receipt of Government grants. The chief branches taken up and the total average attendance were as follows:—

Subjects of Instruction.	Average Attendance.	
	1909.	1910.
Woodwork .. .. .	273	361
Cookery .. .. .	463	512
Dressmaking .. .. .	170	278
Natural science .. .. .	841	1,325
Experimental science .. .. .	691	940

Some further particulars relating to the classes are as follows :—		1909.	1910.
The number of recognized classes was .. .. .	.. .. .	189	227
The capitation payments on attendances amounted to .. ..	.. ..	£946	£929
The average rate of payment per class was .. .. .	.. .. .	£5	£4
Special grants for buildings and equipment totalled .. ..	.. ..	£192	£912

There is evidence that the curricula of several of the rural secondary schools are undergoing some modification with the view of bringing them into more intimate relation with local conditions.

New buildings or additions to buildings for manual-instruction purposes have been erected or are in course of erection in connection with New Plymouth High School, Wellington Girls' College, Marlborough High School, Nelson Girls' College, Rangiora High School, and Gore High School; while necessary equipment for manual instruction has been provided at New Plymouth High School, Wellington Boys' College, Napier Boys' High School, Gisborne High School, and Nelson Girls' College.

### *Technical Instruction.*

[E.-5—Tables J7 to J17.]

Satisfactory progress continues to be made by controlling authorities and managers of classes throughout the Dominion in the matter of providing, improving, and extending facilities and opportunities for instruction.

Generally speaking, the schools, many of which now provide fairly full courses of instruction adapted to local requirements, may be said to be receiving a fair measure of support at the hands not only of those for whose direct benefit they have been established, but also of local bodies and industrial and trade organizations, many of which, in addition to moral support, contribute liberally every year to the school funds. During the year nearly £5,000, carrying a Government subsidy of £1 for £1, was so contributed.

The Government has, as in previous years, favourably considered applications for grants for new buildings or additions and for necessary equipment for technical instruction. During the year grants for these purposes amounting to nearly £9,000 were distributed. New buildings or additions to buildings have been erected or are in course of erection at Auckland, Otahuhu, Cambridge, Hamilton, Waihi, Inglewood, Wanganui, Palmerston North, Nelson, Christchurch, Ashburton, Kaiapoi, Fairlie, Gore, and Invercargill. With the completion of the new buildings for the technical colleges at Auckland and Wanganui considerable extensions in the sphere of technical education may be looked for in these places. Necessary equipment has been provided for technical classes at Auckland (school of mines), Otahuhu, Wanganui, Palmerston North, Hawera, Bull's, Taihape, Wellington, Petone, Napier, Nelson, Westport, Christchurch (School of Engineering, School of Art, and Technical College), Rangiora, Timaru, and Dunedin (School of Art and Technical School).

In addition to special centres for manual instruction in the larger towns, there are now over forty well-equipped buildings for technical instruction as compared with twelve in 1901. As in previous years, classes in places where buildings specially adapted for the purpose have not yet been provided have been carried on in the local schools or in suitable rented buildings.

In certain districts a good deal has been done in the direction of providing some facilities for technical instruction in the smaller and more remote centres. Thus in the Wanganui district classes were held at thirty-six, in the North Canterbury district at fifteen, in the Nelson district at nine, in the Hawke's Bay and in the Taranaki districts at eight, and in the Auckland District at seven such centres. In some districts, such as Wanganui and Auckland, the instruction is given wholly or partly by special itinerant instructors with very satisfactory results; in others local instructors are in charge of the classes. The most complete arrangements for instruction in rural areas are probably to be found in the Wanganui district.

Following are some particulars regarding day and evening classes in operation during the year.

The number of places at which recognized classes were held	1909.	1910.
was	110	115
The number of classes in operation was	1,702	1,828
The number of individual students was	14,137	15,068
The capitation on attendances was	£18,498	£22,441
The annual rate of payment per student was	£1.3	£1.5

The classes were divided as follows :—

Classes.	Number of Centres.	Number of Classes.	Number of Students.
" Special " classes .. .. .	100	929	8,197
" Associated " classes .. .. .	23	745	6,219
" College " classes .. .. .	2	154	652
Totals .. .. .	125	1,828	15,068

" Special " classes—*i.e.*, classes established by an Education Board or by the Governors of a secondary school—still continue to be the most numerous and the most widely distributed. Most of the rural technical and continuation classes come under this heading. " Associated " classes, or classes conducted by managers representing bodies contributing to the funds of the classes, have increased but slightly, chiefly for the reason that the areas of influence of the bodies conducting the classes are more restricted than in the case of classes conducted by bodies such as Education Boards, whose districts are of considerable area. Thus it is the exception rather than the rule for an association to conduct classes at more than one centre. " College " classes, or classes controlled by University Colleges, necessarily show but a very slight increase.

There has been an increase for the year of about 7 per cent. in the number of classes in operation and in the number of individual students under instruction. The proportion of new entrants to the total number of students on the roll was 61 per cent. Some particulars as to the age and sex of students are as follows :—

	Under Twenty-one Years of Age.	Twenty-one Years of Age and over.	Totals.
Males .. .. .	4,683	3,128	7,811
Females .. .. .	4,255	3,002	7,257
Totals .. .. .	8,938	6,130	15,068

About 91 per cent. of the total number of students under instruction were in attendance at classes held for the most part in the evenings. The remainder were under instruction at various day technical schools to which reference is made hereafter.

The occupations of students attending day and evening classes may be summarized as follows :—

	Number of Students.	Percentage of Totals.
Commercial pursuits .. .. .	2,537	16.8
Professional pursuits .. .. .	2,690	17.9
Students .. .. .	2,552	16.9
Domestic pursuits .. .. .	2,888	19.2
Agricultural pursuits .. .. .	1,305	8.7
Various trades .. .. .	2,553	16.9
Other occupations not included in above .. .. .	543	3.6
	15,068	100.0

It is evident from the above figures that the technical schools as a whole are providing instruction adapted to the requirements of most classes of the community.

TABLE JA.—NUMBER OF DAY AND EVENING CLASSES FOR, AND CAPITATION ON ATTENDANCES IN RESPECT OF, CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION.

Subjects of Instruction.	Number of Classes.		Capitation.					
	1909.	1910.	1909.		1910.			
			£	s.	d.	£	s.	d.
Engineering .. .. .	131	246	1,984	0	9	3,505	15	8
Lead and wood working .. .. .	206	163	1,430	0	6	1,940	2	8
Pure and applied art .. .. .	330	334	4,957	19	1	4,139	17	8
Experimental and natural science .. .. .	84	91	1,014	7	5	1,257	12	0
Domestic economy .. .. .	284	328	3,059	19	7	4,332	7	11
Commercial subjects .. .. .	350	360	4,884	2	11	5,593	15	6
Subjects of general education .. .. .	239	195	771	6	6	1,091	9	8
Agriculture, wool-classing, &c. .. .. .	78	111	395	15	11	579	11	5
Totals .. .. .	1,702	1,828	18,497	12	8	22,440	12	6

There has been a considerable increase in the number of classes in subjects related to the various branches of engineering—civil, mechanical, and electrical. The provision made for the instruction as regards equipment and courses of work is in most cases quite satisfactory.

While the demand for instruction in plumbing continues to be well maintained, there has been a decrease in the number of classes for carpentry and joinery, and cabinetmaking. It is to be regretted that the personnel of the classes includes in many cases but a small percentage of persons engaged in these trades.

The classes for pure and applied art continue to be well supported. Full and well arranged courses are provided in most cases. Increased attention is being given to instruction in the various branches of applied art.

It is gratifying to notice the steady increase in the demand for instruction in domestic subjects. Classes were held at seventy-three centres. In several schools fairly full courses in subjects bearing on the home are being gradually evolved. The provision recently made by the Council of the Otago University in the way of special courses for the higher education of women in home science and domestic arts will, it is hoped, cause increasing attention to be given to this very important branch of education. As indicating the attention now being given to the matter, it may be mentioned that the course in science as laid down in the calendar of the New Zealand University now includes the subject "domestic science."

The demand for instruction in commercial subjects continues to be maintained. The number of classes for various branches of commercial instruction was, as last year, greater than for any other branch of technical instruction. Classes were held at forty-four centres.

It is pleasing to be able to record a considerable increase in the number of classes in subjects related to agricultural and pastoral pursuits. In 1909 sixty classes were held at forty centres. In 1910 111 classes were held at sixty-one centres. In addition to classes for wool-sorting instruction was also given in sheep-shearing, dairying, veterinary science, agriculture, horticulture, bee-keeping, and farm carpentry.

In the past the efforts of controlling authorities to provide some opportunities for instruction in subjects bearing on rural pursuits have been attended by results of a decidedly negative character; there now appear to be signs of some response on the part of those in whose interests these efforts have been made.

Continuation classes or classes for general education have not, so far, been as widely held or as well attended as they should be. The opinion is expressed that a good deal might be accomplished in the direction of providing attractive and at the same time educative courses of general instruction at subcentres in connection with technical schools, in the larger centres especially, utilizing for this purpose the buildings used during the day for public-school purposes. Such courses to be successful should be short, and confined to the winter months. It is not improbable that a considerable number of young persons would on the termination of their public-school course be willing to attend suitable classes of the kind indicated, especially

if these were held in connection with their own schools. The establishment of such classes, which are, it may be mentioned, already to be found in some districts, should have the important effect of linking more closely than is at present the case the public schools with the technical schools.

Reference has been made in previous reports to the increase every year in the proportion of students who take up definite courses of instruction involving attendance at classes on two, three, or more evenings a week. With the object of encouraging attendance at grouped courses of related subjects, and in view of the fact that classes for advanced work in art, science, and technology cost more to maintain and are usually much smaller than elementary classes, the Education Act was amended last session so as to provide for the payment of capitation at higher rates in the case of students who take up in any year a group of related subjects or who go through a graded course extending over a period of years. It is hoped that the scale of payments, ranging from 1½d. to 9d. per hour-attendance, now in operation will enable controlling authorities and managers of classes to improve and extend the arrangements already made for graded courses of instruction.

While the attendance at evening classes generally, though entirely optional, continues to be well maintained, and is in the case of a large number of students very satisfactory, the fact remains that too large a proportion of young people do not on the completion of their primary-school course proceed either to secondary or to technical schools. Further reference to this matter will be found under the heading "Secondary Education" (see page 51).

The problem of the further education, control, and discipline of adolescents is to-day engaging the attention of progressive nations throughout the world. As stated in last year's report, the Education (Scotland) Act of 1908 imposes on School Boards the duty of taking fuller cognizance of the period of adolescence and of making suitable provision for the further instruction of young people over fourteen years of age who are not otherwise receiving a suitable education. It is gratifying to know that many of the School Boards are realizing their responsibilities in the matter and are exerting themselves to meet as far as may be the requirement of their respective districts. It need hardly be said that they are proceeding cautiously. Every means short of compulsion is being used to foster a movement for the better use of the years of adolescence as a preparation for adult life. It is significant that the first proposals, in the shape of by-laws, for compulsory attendance at continuation classes should come from rural Boards. This, however, must not be taken as an indication that the urban Boards as a whole are inactive. On the contrary, several of them, notably the School Boards of Edinburgh and Glasgow, are showing an ever-increasing interest in the matter. They prefer, however, to exhaust all other available means before applying compulsion. Conferences with employers and employed have been widely held, while a large amount of what may be termed missionary work has been accomplished. Searching inquiries have also been instituted with the view of ascertaining how far young people are profiting by the opportunities offered. The important fact that by-laws even if made must be largely inoperative unless backed by a healthy public opinion appears to be thoroughly recognized. It is worthy of note in this connection that the Scotch Education Department, in a circular letter issued in 1909 dealing with the compulsory education question, recommends School Boards to use every device to stimulate voluntary effort before applying compulsion; and, further, that the Committee of the Privy Council on Education in Scotland, in their report for the year 1909-10, state that they have no desire that in this weighty matter School Boards should act otherwise than with the greatest deliberation and circumspection.

As regards New Zealand the amending Act of last session empowers school committees to request Education Boards to frame regulations requiring the attendance at continuation or technical classes of young people within the school district who are not otherwise receiving a suitable education, or who are not specially exempted by such regulations. Already there are indications in certain districts of a desire to establish compulsory classes under the Act, and in one district at least regulations have been drafted. The attention of those who are moving in the matter is earnestly invited to what has been said in regard to the attitude

of the Scotch School Boards to the question of compulsory education for adolescents. It is of the utmost importance that no definite action should be contemplated until there is good reason for believing that the school district is ready for the change, nor until a well considered and practicable scheme of instruction suited to the needs of the district and of the young persons concerned has been formulated. The Education Boards in the various districts in which attention is being given to the question of compulsory attendance no doubt fully recognize that to put forward, for the sake, say, of being first in the field, some ill-considered scheme unsuited to the district and unsatisfying to the students would be to court failure at the outset.

The chief sources of income and items of expenditure in respect of day and evening classes, exclusive of "College" classes, may be summarized as follows:—

<i>Receipts.</i>		£	<i>Expenditure.</i>		£
Capitation on attendances and for free places .. .. .		33,211	Administration, &c. .. .. .		7,258
Voluntary contributions and subsidies thereon .. .. .		8,569	Salaries of instructors .. .. .		31,534
Students' fees .. .. .		9,428	Buildings and equipment .. .. .		16,720
Grants for buildings and equipment .. .. .		9,226			
<b>Totals, 1910</b> .. .. .		<b>£60,434</b>			<b>£55,512</b>
<b>Totals, 1909</b> .. .. .		<b>£63,931</b>			<b>£60,919</b>

Free places were enjoyed by 3,244 students, of whom 2,098, or about 65 per cent., were under instruction at classes other than classes at day technical schools.

The following table gives the school age and sex of students holding free places at technical schools and classes during the year.

School Age.	Day Technical Schools.			Other Classes.			
	Males.	Females.	Total.	Males.	Females.	Total.	
Junior free pupils	First year ..	355	381	736	688	406	1,094
	Second year ..	112	175	287	257	184	441
Senior free pupils	First year ..	26	64	90	189	116	305
	Second year ..	12	15	27	104	73	177
	Third year ..	2	4	6	57	24	81
<b>Totals</b> .. .. .	<b>507</b>	<b>639</b>	<b>1,146</b>	<b>1,295</b>	<b>803</b>	<b>2,098</b>	

Of the total number of students admitted to free places, 2,794, or 86 per cent., qualified for capitation.

The courses of instruction taken up by students who so qualified were as follows:—

Courses of Instruction.	Number of Students.	
	1909.	1910.
Science and technology .. .. .	649	736
Pure and applied art .. .. .	152	197
Domestic economy .. .. .	319	422
Agriculture .. .. .	21	42
Commercial instruction .. .. .	1,066	1,397
<b>Totals</b> .. .. .	<b>2,207</b>	<b>2,794</b>

Capitation payments on account of free places amounted for 1910 to £8,066 19s. 9d., being at the rate of £2 9s. per free place.

It will be seen that about 50 per cent. of the free pupils under instruction during the year elected to take commercial courses in preference to other courses of instruction. The fact that a large proportion of the students holding free places are resident in or near the larger centres probably accounts to some extent for what appears to be at first sight an undue proportion.



It is gratifying to note a gradual increase in the number of free pupils taking a course of agricultural instruction. In 1908 the number was seven, rising to forty-two in 1910.

Day technical schools consisting of organized classes providing one or more courses of not less than twenty hours a week were in operation during the year in connection with the technical schools at Auckland, Wanganui, Napier, Nelson, Westport, Christchurch, and Dunedin. These schools, which continue to be well attended, provide fairly full courses in science and technology, pure and applied art, domestic economy, agriculture and commercial instruction for pupils who on leaving the primary schools probably would not in the ordinary course proceed to secondary schools. There appear to be good grounds for believing that one result of the establishment of these schools has been a considerable reduction in the proportion of young persons who on leaving the primary school proceed at once to some form of employment. The number of pupils on the rolls of day technical schools during the year was 1,253, of whom 545 were males. Free places were held by 1,146 pupils, including 507 males. Of the free pupils 1,023 held junior free places tenable for two years, while 123 held senior free places tenable for three years.

The arrangement and conduct of these day classes being a comparatively simple matter in comparison with evening classes, it has been deemed expedient to amend the Education Act so as to allow of certain approved day classes being carried on as organized schools rather than as groups of classes. Provision has also been made for a simpler method of capitation payments than necessarily obtains in connection with evening classes in the case of those classes to which the term "day technical school" as defined in the Act is held to apply.

Special grants to Education Boards for the maintenance of training classes for teachers in various branches of manual instruction taken up in public schools were again distributed during the year. Particular attention continues to be given in connection with these classes to subjects bearing on rural occupations.

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 fourteen, the latter at seventeen centres. The number of entries for the science and art examinations was 873, the number of passes being 582; while for the technological examinations the number of entries was 427 and the number of passes 291. The proportion of passes to entries, in each case 66 per cent., must be regarded as very satisfactory. There has been a steady increase each year in the number of students coming up for each of these examinations.

The following is a summary of the expenditure by the Government during 1910 on manual and technical instruction:—

	£	s.	d.	£	s.	d.
Capitation—						
School classes . . . . .	19,033	2	0			
Technical classes . . . . .	22,440	12	6			
Free places . . . . .	8,066	19	9			
				49,540	14	3
Subsidies on voluntary contributions,—						
School classes . . . . .	240	3	2			
Technical classes . . . . .	4,845	14	9			
				5,085	17	11
Grants for buildings, equipment, and rent,—						
School classes . . . . .	4,735	2	5			
Technical classes . . . . .	9,442	5	7			
Grants for material for technical classes . .	1,622	19	0			
				15,800	7	0
Railway fares of instructors and students . .				4,848	13	9
Examinations . . . . .				625	11	0
Inspection and other expenses . . . . .				1,015	10	9
<b>Total . . . . .</b>				<b>£76,916</b>	<b>14</b>	<b>8</b>

This total includes £12,915 paid from National Endowment revenue. The total expenditure by the Government by way of capitation, subsidies, and grants was— for school classes, £22,008 7s. 7d., and for technical classes, £46,418 11s. 7d. The expenditure for the previous year was respectively £21,675 11s. 3d. and £49,810 11s. 1d.

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

## SECONDARY EDUCATION.

*Number of Schools.*

(E.—6—Table K9.)

The schools usually included in the list of secondary schools in this report which were open in 1910 were thirty-one in number, namely,—

(a.) "Endowed secondary schools" within the meaning of section 89 of the Education Act, 1908, 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
<b>Total</b>	<b>31</b>

Of the endowed secondary schools only twenty-two were in operation during the year. Of the other four—Akaroa, Greymouth, Hokitika, and Waimate—the last three have never been in operation, and the first existed as a small struggling high school for a few years only; but a permanent increase of population might lead to the establishment (or re-establishment) of one or more of them at any time. Meanwhile secondary education is carried on in the secondary departments of the district high schools established in each of these four centres, and to some extent these district high schools are assisted by funds derived from the endowments of the secondary schools.

*Roll and Attendance.*

(E.—6—Tables K1, K2; L1, L2.)

The total number of pupils attending the thirty-one secondary schools in the last terms of 1909 and 1910 respectively was—

	1909.			1910.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)	2,797	1,870	4,667	2,844	2,062	4,906
Number in lower departments	114	75	189	178	92	270
<b>Total</b>	<b>2,911</b>	<b>1,945</b>	<b>4,856</b>	<b>3,022</b>	<b>2,154</b>	<b>5,176</b>
Number of boarders (included above)	566	140	706	614	141	755

The average number of pupils on the rolls of the secondary departments of district high schools in 1909 and 1910 respectively was—

Boys	1,100	1,128
Girls	1,063	1,061
<b>Total</b>	<b>2,163</b>	<b>2,189</b>

If, instead of taking the average roll throughout the year, we take the roll at the end of the year, as was done in the case of the secondary schools above, we find the number in the secondary departments of district high schools to be as follows:—

Boys	944	954
Girls	947	962
<b>Total</b>	<b>1,891</b>	<b>1,916</b>

The average attendance at the secondary schools for 1910 was 5,012.

It will be evident from a comparison of these figures that in the case of district high schools there was a distinct falling-off in the roll numbers towards

the end of the year, both in the case of the figures for 1909 and in those for 1910. The same falling-off is apparent in the case of secondary schools, though not to so marked an extent. It was more noticeable in the case of boys than in that of girls, and is no doubt due to the large number of scholars, especially boys, who leave school before the close of the year to enter some employment.

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 number of pupils on the rolls of the day technical schools during the year was 1,253, made up as follows:—

Boys	...	...	...	...	...	1909.	1910.
Girls	..	...	...	...	...	345	545
						501	708
						—	—
						846	1,253
						—	—

The following was the average roll of pupils in the secondary school for Maoris (all of whom were boarders) for the years 1909 and 1910:—

Boys	...	...	...	...	...	1909.	1910.
Girls	...	...	...	...	...	169	182
						191	196
						—	—
						360	378
						—	—

If we summarize 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 the secondary schools, we find that, as nearly as can be estimated, there were 8,988 pupils receiving some form or other of secondary education during the year 1910.

Secondary schools	...	...	...	...	...	1909.	1910.
District high schools	...	...	...	...	...	4,834	5,168
Day technical schools	...	...	...	...	...	2,163	2,189
Maori secondary schools	...	...	...	...	...	846	1,253
						360	378
						—	—
						8,203	8,988
						—	—

It will therefore be seen that there has been an increase in all the four groups of schools giving secondary instruction, particularly in the case of the day technical schools, the numbers being half as much again as those for the previous year. The population of New Zealand, including Maoris, but excluding the inhabitants of the Cook Islands, was, according to the 1911 census, 1,058,033, so that the proportion of persons receiving some form of day secondary instruction during the year 1910 was 85 per 10,000 of the population. In 1906 the corresponding proportion was 72·7 per 10,000, so there has been a steady development of secondary education in New Zealand during the past four years. It may be of interest to make a comparison in this respect between New Zealand and other countries. The following figures, so far as can be gathered from the reports, represent the position for the year 1909–10:—

United States	...	...	...	...	...	95·8	per 10,000
New Zealand	...	...	...	...	...	85·0	„ 10,000
England and Wales	...	...	...	...	...	55·2	„ 10,000
Scotland	...	...	...	...	...	42·4	„ 10,000

Further information in regard to the roll and attendance at secondary schools will be found in Tables K1 and K2, and of district high schools in Tables L1 and L2.

*Free Secondary Education.*

(E.—6—Tables K4 and K5.)

Under the free-place regulations free places are divided into two classes, junior and senior, both being tenable at secondary schools and district high schools.

Boys and girls who qualify for Junior Education Board Scholarships, whether they obtain scholarships or not, are entitled to Junior Free Places, and those who pass the special examinations for free places are also participants in the privilege. Junior Free Places may, again, be obtained by those who qualify for a certificate of proficiency—that is, essentially, pupils who pass with credit the Sixth Standard of the public-school syllabus; but on this qualification the age of the candidate must not exceed fifteen years. Generally speaking, Junior Free Places are tenable for two years, with a possible extension to three years without examination, or, in the case of district high schools, to the age of seventeen.

A Senior Free Place is tenable by any pupil who has passed the Civil Service Junior Examination or the Intermediate Examination, the latter of which is regarded as the special examination for Senior Free Places. Both these examinations are held simultaneously, and differ mainly in the fact that in the Intermediate Examination different papers are set in certain subjects to meet the requirements of non-competitive candidates. The passing of the Matriculation Examination is also regarded as a qualification for a Senior Free Place. But in a largely increasing number of cases Senior Free Places may now be obtained without the necessity of having recourse to an external examination. By a recent amendment in the regulations, the Minister has been empowered to award Senior Free Places to eligible scholars who have satisfactorily completed a two-years course in a secondary school or district high school in accordance with the specified conditions, and are recommended by the Principal of the secondary school attended, or, in the case of a district high school, by an Inspector of the district, such recommendation being subject to the concurrence of the Inspector-General of Schools. Senior Free Places are tenable up to the age of nineteen.

For free places granted in secondary schools in accordance with regulations grants are payable on a sliding scale, in which the capitation payments vary according to the income of the school from public endowments, and are calculated in such a way as to secure to the school for each free pupil under instruction an annual income from public sources and from endowments taken together not less than £12 10s. per pupil, which is estimated to be sufficient to cover the necessary expenditure.

At the end of 1910 the secondary schools giving free tuition to duly qualified pupils, and receiving grants therefor under the Act, were twenty-eight. The total number of pupils on the roll of these twenty-eight schools, exclusive of pupils in the lower departments of the schools, was 4,906, and out of this total, 3,685, or 75 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 £40,698; the approximate average cost to the Treasury was therefore £11 0s. 11d. per free pupil, as against £10 10s. 2d. for the previous year.

In addition, free tuition was given to 170 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 3,855, or 75 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. 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, 1,918 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 10s. 2d. per pupil. There should be added also those receiving free education in Maori schools, 134 in number, and the holders of certain free places in technical schools, numbering 1,144. There is thus an approximate total of 7,051 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, 1909 and 1910.*

	1909.			1910.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils ...	1,326	1,004	2,330	1,468	1,193	2,661
(b.) Senior free pupils ...	571	394	965	578	446	1,024
Total ...	1,897	1,398	3,295	2,046	1,639	3,685
(ii.) District high schools ...	944	947	1,891	955	963	1,918
(iii.) Maori secondary schools ...	51	73	124	51	83	134
(iv.) Technical day-schools ...	345	501	846	505	639	1,144
Grand total ...	3,237	2,919	6,156	3,557	3,324	6,881

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 :—

*Number receiving Free Secondary Education in 1910.*

Secondary schools ...	...	...	...	...	4,073
District high schools ...	...	...	...	...	2,169
Technical day-schools ...	...	...	...	...	1,144
Maori secondary schools ...	...	...	...	...	134
Total ...	...	...	...	...	7,540

The corresponding number for 1909 may be estimated as 6,748, showing an increase for the year 1910 of 792 in the number in the Dominion who are receiving free secondary education.

#### *Scholarships held at Secondary Schools and District High Schools.*

(E.-6—Tables KL1 and KL2).

These scholarships 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 owners.

(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. Eight Junior Queen's Scholarships, of a total annual value of £197, were held during 1910, and of these the Victoria College Council has granted an extension of two for the year 1911; after the end of the current year the Queen's Scholarships will cease to exist.

The following summary to Table KL1 shows the number and value of the Junior National Scholarships current in the Dominion in December, 1910:—

Number of scholarships,—							
Boys ...	...	...	...	...	...	...	75
Girls ...	...	...	...	...	...	...	37
							112
Total ... ..							
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, 1910 ...							
£2,649							

(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 KL2 of E.—6, the totals of which are for the whole of New Zealand:—

						Scholarships.	
At £40 per annum ...	...	...	...	...	...	100	
At £35 per annum ...	...	...	...	...	...	9	
At £30 per annum ...	...	...	...	...	...	41	
Under £30 and not under £25 per annum	...	...	...	...	...	6	
Under £25 and not under £20 per annum	...	...	...	...	...	16	
Under £20 and not under £15 per annum	...	...	...	...	...	2	
Under £15 and not under £10 per annum	...	...	...	...	...	192	
Under £10 and not under £5 per annum	...	...	...	...	...	134	
Under £5 per annum	...	...	...	...	...	63	
						563	
Total... ..							
Number of scholarships,—							
Boys	...	...	...	...	...	349	
Girls	...	...	...	...	...	214	
						563	
Total ... ..							
Total expenditure of Boards on scholarships—							
£							
In 1909	...	...	...	...	...	8,694	
In 1910	...	...	...	...	...	9,232	

As will be seen from the above summary, the value of the scholarships varies considerably. In five out of the thirteen education districts scholarships of the value of £40 are offered for competition, while in another the highest scholarship offered is of the value of £15. Further, five Boards do not give scholarships of a lower value than £10 per annum, whereas others offer scholarships of a value of £2, and even £1 5s. per annum.

The most common period of tenure is two years, but in one district the scholarships are tenable for three years, and in four districts scholarships may, in deserving cases, be extended to three years if the funds of the Boards 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 holders of Education Board scholarships are also holders of secondary free places.

(iii.) *Foundation (or Governors') Scholarships*.—These are of two kinds, those offered by the Governors of secondary schools not granting free places under the Act, and those offered as additional scholarships by the Governors of schools providing free places.

(iv.) *Private Scholarships*.—These 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 1910 was 193. Of the holders, fifty-nine were also Government free pupils under the regulations. The total value of the scholarships in cash was £1,160 6s. 6d. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £943 17s. 6d., the value of the Government free places already mentioned not being included in this amount.

### Staff.

(E.-6—Tables K3, L1, and L2.)

The staffing of the secondary schools was as follows :—

	1909.			1910.		
	M.	F.	Total.	M.	F.	Total.
Regular staff ...	131	93	224	140	107	247
Part-time teachers ...	44	33	77	48	31	79

The average number of pupils per teacher (excluding part-time teachers) was 21·7 in 1909 and 20·9 in 1910.

The head teacher of a school at which district high school classes are held generally takes some part in the secondary instruction, and receives from the Government the sum of £30 in addition to his salary as head teacher of the primary school. In 1909 there were also 93 special assistants—namely, 43 men and 50 women. In 1910 there were 45 men and 50 women. Leaving out of consideration the head teachers of district high schools, the average number of pupils per teacher was 23·3 in 1909 and 23·0 in 1910.

### Salaries of Secondary Teachers.

The total amount paid as salaries to the regular staffs of secondary schools as at the rates paid at the end of the year was £55,769, as against £51,681 at the end of 1909. Full particulars will be found in Table K3 of the Secondary Schools Report. As might be expected, the salaries paid vary considerably; the following summary shows the average salary paid to principals and assistants :—

#### Salaries in Secondary Schools.

	1909.			1910.		
	M. £	F. £	All. £	M. £	F. £	All. £
Principals ...	474	361	437	490	368	450
Assistants ...	230	153	196	232	145	194
Whole staff ...	269	175	230	271	167	226

NOTE.—The salaries of part-time teachers are not taken into consideration in the above summary.

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 assistants, exclusive of the sums paid to head teachers by way of extra salary, were, in December, 1909 and 1910, as follows :

	1909.			1910.		
	£	s.	d.	£	s.	d.
Male assistants ... ..	198	2	1	195	9	9
Female assistants ... ..	154	10	0	159	2	1
All secondary assistants ... ..	174	13	2	176	14	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 £18,240, as against £18,618 for 1909.

The professional qualifications of the secondary-school teachers of the Dominion are as follows :—

*Status of Secondary Teachers (Regular Staff only), December, 1910.*

	Secondary Schools.	District High Schools (Secondary Departments).
Principals,—		
Graduates ... ..	29	24
Holding certificates or other qualifications (excluding graduates) ... ..	2	37
Assistants,—		
Graduates ... ..	174	62
Certificated (excluding graduates) ... ..	10	32
Uncertificated ... ..	33	1
Total ... ..	248	156

Further information in regard to the salaries of secondary-school teachers will be found in Table K3 of the Appendix, and of district high schools in Tables L1 and L2.

*Finances of Secondary Schools.*

(E.-6—Tables K6, K6A, and K8.)

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.) Interest upon moneys derived from the sale of reserves and invested in accordance with the Education Reserves Act;
- (iv.) Income from the secondary-school reserves controlled by the School Commissioners, divided among the secondary schools in the several land districts in proportion to the number of pupils in average attendance, lower departments excluded;
- (v.) Government payments: (a.) Statutory capitation upon free pupils under the Act; (b) subsidies on voluntary contributions for the general purposes of the school;
- (vi.) Government payments: (a) Capitation for manual-instruction classes; (b) subsidies on voluntary contributions for manual-instruction purposes;
- (vii.) Special Government grants for buildings and apparatus;
- (viii.) Tuition fees of pupils;
- (ix.) Boarding fees of pupils;
- (x.) 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, loans raised, &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 K summarizes the receipts of all the secondary schools taken together under the several heads above named, and also the various items of expenditure during the year 1910.

TABLE K.—SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1910 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

<i>Receipts.</i>				<i>Expenditure.</i>			
	£	s.	d.		£	s.	d.
Credit balances on 1st January, 1910 ..	22,680	17	9	Debit balances on 1st January, 1910 ..	7,497	7	6
Endowment reserves sold, and mortgage monies repaid and insurance ..	4,076	14	8	Expenses of management .. ..	4,333	18	1
Rents, &c., of reserves .. ..	32,924	16	9	School salaries .. ..	60,024	4	1
Interest on monies invested .. ..	1,448	3	5	Boarding-school accounts .. ..	16,690	5	9
School Commissioners' payments ..	4,607	4	9	Scholar-ships and prizes .. ..	2,558	13	6
Government payments—				Printing, stationery, fuel, light, &c. ..	4,633	6	7
For manual instruction, capitation, and subsidies .. ..	871	7	2	Buildings, furniture, insurance, rent, and rates .. ..	53,554	6	10
For free places, capitation, and subsidy on voluntary contributions ..	40,771	0	2	On endowments .. ..	8,881	2	9
Grants for buildings, sites, furniture, &c. .. ..	11,794	5	4	On manual instruction, exclusive of buildings .. ..	1,559	6	4
Statutory grant (Marlborough High School) .. ..	400	0	0	Interest .. ..	1,867	10	1
School fees (tuition) .. ..	17,828	4	8	Sundries not classified .. ..	4,004	12	9
Boarding-school fees .. ..	17,035	15	5	Credit balances, 31st December, 1910 ..	22,143	1	6
Sundries not classified .. ..	25,703	0	8				
Debit balances, 31st December, 1910 ..	7,597	5	0				
	<u>£187,747</u>	<u>15</u>	<u>9</u>		<u>£187,747</u>	<u>15</u>	<u>9</u>

The following table gives a comparison of the chief items of income and expenditure with those for 1908 and 1909:—

	<i>Income.</i>	1908. £	1909. £	1910. £
Income from reserves and endowments ..	...	36,774	37,478	38,980
Grants from Government (exclusive of building grants)* .. ..	...	29,108	41,258	42,492
Building grants .. ..	...	16,164	4,746	11,794
Tuition fees .. ..	...	19,160	18,887	17,828
	<i>Expenditure.</i>			
Salaries of staff .. ..	...	52,340	56,494	60,024
Expenses of management .. ..	...	3,412	3,637	4,334
Buildings, &c. .. ..	...	40,103	41,911	53,554

\* 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 1908, 1909, and 1910 were respectively £2,208, £6,521, and £850.

The receipts under the heading "Tuition fees" show a general decline, due to the steady advance of the free-place system.

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.

Eighteen of the secondary schools show a credit balance at the end of the year, and nine a debit balance. The net credit balance of all the secondary schools taken together has fallen considerably since the previous year—£14,546 as against £19,310 for 1909; the chief cause is the large amount of building operations undertaken by several of the schools during the past year. Generally speaking, the finances of the secondary schools are in a sound condition, notwithstanding the large expenditure under the head of buildings. In last year's report it was said, "Indeed, it would be as well if the governing bodies of many of the secondary 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. Effi-

cient work cannot reasonably be looked for in a secondary school unless the staff is sufficient and well paid." It would appear from the fact that the expenditure on salaries in 1910 was almost £8,000 in excess of 1908, that the assistant teachers were now receiving much better treatment financially, but this is only partly true. The average salary of a male assistant has certainly risen in these two years from £224 to £232, but that of a female assistant has fallen from £147 to £145. The increased expenditure must largely be put down to the larger number of teachers necessary to cope with the steadily increasing number of pupils in attendance.

The item of income "Sundries unclassified, £25,703," includes two loans amounting to £20,550.

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 K5 the following position:—

	1909.	1910.
Total number of pupils, excluding lower departments ... ..	4,421	4,638
Total net income from endowments (average of three years ending 31st December, 1910) ...	£11,775	£9,561
Net income from endowments per head ...	£2·66	£2·06
Approximate annual rate of capitation ...	£10·40	£10·98
Total available net income per free pupil for salaries and management ... ..	£13·06	£13·04
Total expenditure on salaries of staff ... ..	£45,081	£48,570
"    management ... ..	£2,851	£3,275
"    staff salaries, and management ... ..	£47,932	£51,845
Expenditure per head on staff salaries ... ..	£10·60	£10·82
"    on management... ..	£0·64	£0·70
Total expenditure per head on staff salaries, and management ... ..	£11·24	£11·52

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. Further details of the income and expenditure of the secondary schools will be found in Tables K6 and K6A.

*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 thirteen secondary schools during 1910; the total number of pupils in those departments was 270 (178\* boys, 92 girls); the total cost of their instruction was £2,024; the total amount of fees received on their account was £2,248.

\* Including Christ's College Grammar School, for which no return has hitherto been made.

### General Remarks.

(E.—6.—Table K2.)

#### (a.) Length of Time spent in Secondary Schools.

#### SCHOOL AGE OF PUPILS IN ATTENDANCE AT SECONDARY SCHOOLS AT THE END OF THE YEAR.

School Age.	1909—30 Schools.*			1910—31 Schools.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First year ... ..	1,139	792	1,931	1,072	885	1,957
Second year ... ..	682	535	1,217	840	564	1,404
Third year ... ..	424	280	704	471	326	797
Fourth (or a higher) year ... ..	316	263	579	461	287	748
Total ... ..	2,561	1,870	4,431	2,844	2,062	4,906

\* Exclusive of Christ's College Grammar School.

Last year it was pointed out that the average time spent by a pupil at a New Zealand secondary school was slightly over two years and a half. Information in greater detail has been gathered since that date, and it is now possible to give a closer estimate of the average length of secondary-school life. The following table\* shows, as nearly as can be estimated, the number of pupils who stayed one, two, three, four, and five or more years.

Stayed one year	...	...	...	1,049 pupils or 27·3 per cent.
Stayed two years	...	...	...	1,066 " 27·7 "
Stayed three years	...	...	...	864 " 22·5 "
Stayed four years	...	...	...	248 " 6·4 "
Stayed five or more years	...	...	...	619 " 16·1 "

Hence the average time spent by a pupil in a secondary school is 2·56 years, or slightly under two years and seven months. This is greater than the average duration of a pupil's stay in New York or Chicago (about two years), but less than the corresponding period in England, Scotland, Switzerland, and other European countries. One of the provisions, for instance, of the Secondary Schools Regulations of England is as follows:—

Article 2.—A school will not be recognized as a secondary school unless (i) an adequate proportion of the scholars remain at least four years in the school, and (ii) an adequate proportion of the scholars remain in the school up to and beyond the age of sixteen. In determining what is an adequate proportion of scholars for either of these purposes, the Board may (where circumstances justify it) take into account scholars who have left the school and are pursuing their studies in some other secondary school approved for this purpose.

While the average length of a pupil's course in a New Zealand secondary school may, for a young country, be considered fair, there can be no doubt that, in the interests of the pupils themselves and of the community at large, a longer stay is in every way desirable. There are three causes which have contributed to shorten the average length of the secondary-school course:—

(1.) As has already been mentioned in another part of this report, † children are kept so long in the preparatory classes of the public schools that they have reached an unduly high average age before they have attained to the standard required for admission to a secondary school.

(2.) The Matriculation Examination of the University of New Zealand, although primarily intended as an entrance examination to one of the affiliated colleges, has come to be regarded as a leaving examination; in the past the standard of this examination has been such that pupils have been able without difficulty to cover the work required in three years, and in some cases even two. The standard of the examination for 1911 and subsequent examinations, however, has been raised to that standard which a secondary-school pupil should reasonably cover in a four-years course, and it is probable that this alteration will have some effect in prolonging the length of the secondary-school course.

(3.) Economic reasons are to some extent at the root of the evil; closely related, indeed forming part of, this cause is the absence in the community of a thorough and hearty belief in the advantages of secondary education. Except in the comparatively few cases where it is the intention of the parent to send the pupil on to the University, the parent is naturally inclined to begrudge the years spent by his child in learning mathematics and foreign languages, and to consider that he is better qualifying himself for the business of life if he is placed immediately after leaving school in some employment, and perhaps sent to evening classes at a technical school. In the past there has no doubt been some ground for this belief, but the present movement towards making the work of the secondary schools more vocational in character will tend to overcome an objection which has hitherto been well founded. It is not the province of a secondary school merely to qualify a pupil for the work he will be called upon to perform in after-life any more than it is its province to give him a purely theoretical education, such as has been the tendency in the past; but there seems to be no reason to fear that a thorough mental training could

\* Christ's College Grammar School is excluded.

† Page 11.

not be obtained as well through the medium of a vocational course as from a course based upon old-fashioned lines. The ideal vocational course should embrace a sound study of English literature, history, and civics, a practical knowledge of the fundamental scientific principles underlying the common facts of life, particularly, in the case of boys, applied science (including agriculture and commerce), and, in the case of girls, domestic science and art. No doubt, if the programmes of the secondary schools were adjusted somewhat on the lines just mentioned, parents would have a greater inducement to allow their children to go through a complete course in a secondary school. The present regulations for admission to Senior Free Places, which have now been current for more than three years, give the secondary schools ample scope to modify their programmes as suggested; 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. There appears to be a growing tendency on the part of many of the schools to lean more towards the vocational course, especially in the direction of subjects bearing on agricultural and pastoral pursuits. To qualify for a Senior Free Place or an Intermediate certificate it is not necessary, under the regulations, for the pupil to sit for 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 is based the senior or "leaving" certificate for which provision is made.

(b.) *Average Duration of a Girl's Stay in a Secondary School.*

According to the census returns for 1906, there were 97 girls of secondary-school age to every 100 boys. From the figures set out in Table K2 we find that there were in 1910 only 72 girls to every 100 boys. This great difference is only partly accounted for by the number of private secondary schools for girls in the Dominion. There can be no doubt that the chief cause is that parents do not consider a secondary education as necessary for a girl as for a boy.

If we apply the same tests to the numbers of boys and girls separately on the rolls of secondary schools as was applied in the case of all pupils, we find that the average duration of a girl's stay is slightly greater than that of a boy:—

Average girl's stay in a secondary school	...	...	...	2.58 years.
Average boy's stay in a secondary school	...	...	...	2.55 years.*
Average stay of a pupil (boy or girl)	...	...	...	2.56 years.*

From Table K2 we get the following information:—

110 girls stayed 1 year	to every	100 boys.
88 " 2 years	"	100 "
97 " 3 years	"	100 "
85 " 4 years	"	100 "
120 " 5 years or more	"	100 "

It would therefore appear that, in addition to the fact that a large number of girls are never sent to a secondary school, an undue number are withdrawn after their first year; those that are left after the year, however, stay longer than the average boy. Domestic reasons are, no doubt, at the root of the trouble. That the trouble is not insurmountable is evidenced by the fact that in the United States the very reverse is the case—there are 129 girls on the roll to every 100 boys.

### HIGHER EDUCATION.

(E.-7, 1911.)

THE New Zealand University, the body which has general control of higher education in New Zealand, was founded by the New Zealand University Acts of 1870, 1874, and 1875. In 1876 the University was recognized by Royal

\* Exclusive of Christ's College, for which no separate figures were available for the year 1909.

charter as entitled to grant the degrees of Bachelor and Master in Arts, and Bachelor and Doctor in Law, Medicine, and Music. The Amendment Act of 1883, and the supplementary charter issued in December of the same year, added the degrees of Bachelor and Doctor of Science. Moreover, in 1904, the University Degrees Act gave the University authority to confer degrees of Doctor of Literature, Master of Laws, Surgery, and Science, and Bachelor, Master, and Doctor of Veterinary Science, Dental Surgery, Mechanical, Electrical, Civil, Mining, and Metallurgical Engineering, Naval Architecture, Agriculture, Public Health, and Commerce. For these latter no further charter has been given, so that nominally they must be considered as having currency only in New Zealand.

The affairs of the University of New Zealand are controlled by a 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, by the Professorial Boards; and eight, two each, by the four District Courts of Convocation, consisting of the graduates belonging to the several University districts. The revenue of the University is derived chiefly from a statutory Government grant of £3,000 per annum, from examination and diploma fees, and from interest on money invested. Half the amount of the statutory grant is, in accordance with a decision of the Senate, set apart for a Scholarship Fund, and, as this sum, together with the interest on the accumulated Scholarship Fund, is less than the annual expenditure on scholarships, the result has been to place the Scholarship Fund on a sound financial basis.

The following table shows the principal items of income and expenditure of the University of New Zealand for the years 1909 and 1910 :—

		<i>Income.</i>		<i>Expenditure.</i>	
		1909.	1910.	1909.	1910.
		£	£	£	£
Balances—					
General Account	.. ..	3,852	3,514	Scholarships	.. .. 1,915
Scholarship Account	.. ..	22,186	23,775	Examinations	.. .. 4,953
				Office salaries	.. .. 1,035
		26,038	27,289	Expenses of Senate meetings	.. .. 480
Statutory grant	.. ..	3,000	3,000	Miscellaneous	.. .. 753
Fees	.. ..	6,308	6,783	Balances	.. .. 27,289
Interest	.. ..	1,009	1,071		
Miscellaneous	.. ..	75	145		
		<u>£36,425</u>	<u>£38,288</u>		
				<u>£36,425</u>	<u>£38,288</u>

The special scholarship and prize funds accounts have not been taken into consideration in this statement. The balance at the end of the year, £28,131, is made up as follows: General Account, £3,841; Scholarship Account, £24,290. It will therefore be seen that, apart from scholarships, the University had in hand for general purposes the sum of £3,841, the chief charges against which were the sum of £1,766 due to the English examiners for the degree examinations of November, 1910, and the expenses of administration.

The University is an examining, not a teaching, body, and four teaching institutions are affiliated to it—the Auckland University College, Victoria College, Canterbury College, and Otago University. Of these four institutions the two first mentioned—Auckland University College and Victoria College—each receive an annual statutory grant of £4,000, supplemented during each of the last two years by grants of £1,200 and £1,500 respectively, while the two others—Canterbury College and Otago University—are endowed with reserves of land. The affairs of these University Colleges, including the appointment of professors and lecturers, are entirely in the hands of their various Councils.

Each of the four affiliated University Colleges specializes in certain directions, and to further this purpose Government makes to each an annual grant of £2,000. Otago University has attached to it Medical and Dental Schools and a School of Mining and Metallurgical Engineering; Canterbury College has a School of Engineering (mechanical, electrical, and civil); Auckland University College has a School of Mining and Metallurgical Engineering and a School of Commerce; while the grant to Victoria College is intended to enable it to specialize in law and science.

While the University Colleges thus perform the actual teaching work, the University exercises most important functions in regulating the scope of the degree examinations, in appointing examiners, in awarding scholarships, in conferring degrees, and in many other directions. At the outset it was the policy of the University Senate to appoint outside examiners for most of its degree examinations; generally speaking, this is still its policy, with the result that the University Colleges, having their programme of work strictly defined by the statutes of the University, and having the work of their students examined in England and elsewhere, possess very little freedom in extending or modifying their curriculum.

The standard of matriculation is to be raised in the December, 1911, examinations, and is now defined as that which may reasonably be expected from students who have completed a four-years course at a secondary school. The result will undoubtedly be that, while the number of matriculated students may decrease, the standard of work taught at the University will be considerably raised. There can be little doubt that, in the past, the University College was forced to cover much of the ground which was rightly the province of the secondary school. During the year the Senate had under consideration proposals for the modification of the courses for the Arts and Science degrees. The question was referred to the Recess Committee, with power to consult Professorial Boards. At its annual meeting in January, 1911, the Senate considered the report of the Recess Committee and decided to postpone further consideration for a year, and to forward copies of the scheme in the meantime to the various Professorial Boards and Courts of Convocation for their advice thereon.

It has been found necessary in two of the University Colleges to arrange that most of the lectures should be given in the evening. It is thus possible for a student engaged in office-work during the day to obtain a degree in Law or Arts, even to become a Master of Laws or a Master of Arts. Practical work in Science diploma is generally done during the day, so it is a matter of difficulty for a student thus engaged to obtain a degree in Science. There can be no doubt that the standard of work in such cases must suffer; and the Senate has now decreed that a student working during the day cannot hold a University Scholarship.

In addition to the four University Colleges there are several other institutions in the Dominion which are more or less of a professional character. The Canterbury Agricultural College is recognized as a School of Agriculture, and arrangements have been made with the New Zealand University whereby matriculated students attending that College for two years, and taking besides a year at one of the University Colleges, may, on passing the prescribed examination, be granted the degree of Bachelor of Agriculture.

The four training colleges also may be regarded as professional schools. They are not affiliated with the New Zealand University, but they are in several ways directly connected with the University Colleges: a condition of entrance is the passing of the Matriculation Examination, attendance at some at least of the courses at the University College is compulsory, the Principal is, *ex officio*, the professor or lecturer in Education at the University College, and a member of the Professorial Board of each University College is a member of the Board of Advice of the Training College.

Reference to Table M will show that there were 1,719 students actually in attendance at the four University Colleges, an increase of 28 over the number for the previous year. Of these, 81 were graduates, 1,275 were undergraduates, and 363, or 21 per cent., were unmatriculated students. In addition to the matriculated students mentioned above, there were 143 students attached to the various University Colleges, but exempt from lectures—that is, they were prevented by distance or by the necessity of earning their living from attending lectures at the college, but were allowed to keep terms, except in certain science and professional subjects, by passing the annual college examination. It is evident that, as these students do not come into direct contact with college life, the possession of a degree in their case possesses an entirely different significance.

ance from that in the case of students who actually attend the University. They can hardly be considered University students, in the strict sense of the term, since the only function of the University in their case is to examine their work and grant diplomas.

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

Number of Students, 1910.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.	Totals.	Totals for 1909.
I. Attending lectures (whether terms were kept or not),—						
(1.) Matriculated students,—						
(a.) Graduates,—						
Men .. .. .	6	21	8	10	45	58
Women .. .. .	9	9	11	7	36	31
Total graduates attending lectures..	15	30	19	17	81	89
(b.) Undergraduates,—						
Men .. .. .	184	197	171	264	816	765
Women .. .. .	104	129	119	107	459	451
Total undergraduates attending lectures	288	326	290	371	1,275	1,216
(c.) All matriculated students (a) and (b)—						
Men .. .. .	190	218	179	274	861	823
Women .. .. .	113	138	130	114	495	482
Total matriculated students attending lectures	303	356	309	388	1,356	1,305
(2.) Non-matriculated students,—						
Men .. .. .	97	48	31	39	215	231
Women .. .. .	83	22	30	13	148	155
Total non-matriculated students attending lectures	180	70	61	52	363	386
(3.) All students attending lectures (1) and (2),—						
Men .. .. .	287	266	210	313	1,076	1,054
Women .. .. .	196	160	160	127	643	637
Total all students attending lectures	483	426	370	440	1,719	1,691
II. Exempt students not attending lectures, not included above,—						
Men .. .. .	18	61	7	18	104	115
Women .. .. .	4	23	3	9	39	40
Total exempt students .. .. .	22	84	10	27	143	155
III. Total all students I and II,—						
Men .. .. .	305	327	217	331	1,180	1,169
Women .. .. .	200	183	163	136	682	677
Grand total all students .. .. .	505	510	380	467	1,862	1,846

Table M1 shows the degree courses taken during 1910 by students attending lectures at the various colleges, including the professional schools attached thereto.

TABLE M1.—COURSES TAKEN BY STUDENTS ATTENDING LECTURES AT UNIVERSITY COLLEGES IN 1910.

Course.	Men.	Women.	Total.
Arts (as for B.A., M.A., &c.) .. .. .	317	277	594
Science (as for B.Sc., M.Sc.) .. .. .	47	6	53
Law (as for LL.B.) .. .. .	214	1	215
Commerce (as for B.Com.) .. .. .	5	..	5
Music (as for B.Mus.) .. .. .	..	2	2
Medicine (as for M.B., &c.) .. .. .	94	4	98
Dentistry (as for B.D.S.) .. .. .	10	..	10
Engineering (Civil, Mechanical, or Electrical) .. .. .	20	..	20
Mining Engineering .. .. .	7	..	7
Agriculture (exclusive of students at Lincoln Agricultural College during 1910) .. .. .	..	..	..
Totals .. .. .	714	290	1,004

The total staff of the four University colleges consists of forty-four professors and forty-two lecturers; in many cases, from want of funds, the Council has been compelled to place two or even more subjects under the charge of one professor, but with increased grants from the Government this difficulty is being gradually overcome.

The following table shows the staff of the several institutions :—

				Professors.	Lecturers, Demonstrators, and Assistants.
Auckland University College	...	...	...	8	8
Victoria University College	...	...	...	10	9
Canterbury University College	...	...	...	9	12
Otago University	...	...	...	17*	13†
Total	...	...	...	44	42

### SCHOLARSHIPS, BURSARIES, ETC.

University scholarships may be divided into three broad classes: (1.) Entrance scholarships, (2.) scholarships awarded during the degree course, (3.) post-graduate scholarships.

(1.) University entrance scholarships are awarded annually on the results of the University Junior Scholarship Examination, and are as follows: Junior University, Senior National, and Taranaki Scholarships, in addition to some thirty-seven local and privately endowed scholarships awarded on the results of the same examination. Queen's Scholarships (Victoria College) are not now awarded; there are at present only two holders of these scholarships, and the term of both expires at the end of 1911. In addition to the above, all those who gained "credit" at the same examinations are entitled to hold bursaries which meet the cost of college fees up to £20 per annum.

(2.) Scholarships awarded during the degree course are the Senior University, Tinline, and Sir George Grey. The two first are tenable by candidates sitting for their final examination for B.A. or B.Sc., and may therefore be regarded in a sense as post-graduate.

(3.) The chief scholarships awarded at the end of the University course are the Rhodes Scholarship, the 1851 Exhibition Scholarship, the Medical Travelling Scholarship, and the Research Scholarships. The three first are all travelling scholarships—that is, they are tenable abroad. The Research Scholarships are each of the value of £100 per annum, with laboratory fees and expenses. They are offered by the Government, one to each of the affiliated institutions, to promote research-work likely to be of benefit to New Zealand industries.

So far eight Rhodes Scholarships have been granted, three each to students of Otago University and Auckland University College, and two to students of Victoria College. The last scholarship awarded (1911) was to A. G. Marshall, of Auckland University College.

So far six Research Scholarships have been awarded, and of these four were held during 1910. The subjects of research undertaken have been in each case closely connected with some New Zealand industry; even if the discoveries made in the course of the research have no immediate commercial value, yet the training of a body of students in the application of scientific methods to the national industries cannot fail to be of great ultimate benefit to the Dominion.

Table M2 shows the number of scholarships, bursaries, and studentships held at each University College during the year.

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

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



TABLE M2.—SCHOLARSHIPS, BURSARIES, EXHIBITIONS, AND STUDENTSHIPS HELD AT THE AFFILIATED INSTITUTIONS IN 1910.\*

Scholarships, &c.	Auckland University College.	Victoria College.	Canterbury College.	Otago University.	Total.
Junior University Scholarships ... ..	9	12	4	13	38
Senior National Scholarships ... ..	6	13	14	21	54
Taranaki Scholarships ... ..	...	1	1	...	2
Queen's Scholarships ... ..	...	5	...	...	5
Senior University Scholarships ... ..	3	2	3	4	12
Bursaries Scholarships ... ..	15	5	5	11	36
Sir George Grey Scholarships ... ..	1	1	...	1	3
Other Scholarships and Exhibitions ... ..	2	4	14	7	27
Training-college Studentships ... ..	100	96	86	98	380
Totals ... ..	136	139	127	155	557

\* Exclusive of Rhodes Scholarships and International Exhibition Scholarships (which are tenable out of New Zealand), and exclusive also of the Research Scholarships given by the Government.

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.
1907 ... ..	18	12	30
1908 ... ..	24	6	30
1909 ... ..	23	8	31
1910 ... ..	27	5	32
Totals ... ..	92	31	123

The facts revealed by this table may be taken to emphasize a growing feeling among educationists that, while equal opportunities for secondary and higher education should be provided for the two sexes, there should be a greater differentiation than there is at present between their courses of study followed both at the secondary schools and at the University Colleges.

### DEGREES CONFERRED.

At its annual meeting in January of the present year the Senate conferred degrees and awarded scholarships as set out in the table below. For the sake of clearness no notice has been taken of similar degrees awarded on the results of a single examination—as, for instance, Master and Honours, or the double degree of Bachelor of Medicine and Surgery.

TABLE M3.—DEGREES CONFERRED BY THE NEW ZEALAND UNIVERSITY AT THE BEGINNING OF 1911.

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.. ..	1	5	6	5	4	9	2	5	7	7	6	13	15	20	35
Honours in Science .. ..	1	..	1	1	..	1	1	..	1	1	1	2	4	1	5
Honours in Laws .. ..	..	..	..	2	..	2	..	..	..	..	..	..	2	..	2
Master of Arts .. ..	..	..	..	1	..	1	..	1	..	..	..	..	1	1	2
Master of Laws .. ..	..	..	1	..	..	..	..	..	..	..	..	..	1	..	1
Bachelor of Arts.. ..	7	2	9	7	7	14	11	5	16	13	4	17	38	18	56
" Science .. ..	2	..	2	1	..	1	2	..	2	3	..	3	8	..	8
" Engineering (electrical) .. ..	..	..	..	..	..	..	2	..	2	..	..	..	2	..	2
" (mechanical) .. ..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
" Medicine and Surgery.. ..	..	..	..	..	..	..	..	..	..	10	1	11	10	1	11
" Laws .. ..	1	..	1	7	..	7	..	..	..	3	1	4	11	1	12
Senior University Scholarships .. ..	2	..	2	1	1	2	3	..	3	6	..	6	12	1	13
John Tinline Scholarships .. ..	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
	15	7	22	25	12	37	22	11	33	44	13	57	106	43	149

No degree of Doctor was awarded (except in the case of a graduate admitted to an *ad eundem* degree) nor were there any Bachelors of Agriculture, Commerce, Music, or Dentistry. The University has not yet granted the degree of Doctor of Music, Bachelor of Agriculture, Bachelor of Dentistry, and Bachelor of Veterinary Science, but it is probable that degrees in at least Agriculture and Dentistry will be conferred in the near future.

## FINANCES OF THE AFFILIATED INSTITUTIONS IN 1910.

(E.-7, Appendix.)

The detailed statements of accounts of the New Zealand University, the four affiliated institutions, and the Canterbury Agricultural College, Lincoln, will be found in E.-7. The following summary will give a general view of the finances of the University Colleges. No notice has been taken of special trust accounts and of non-university institutions under the control of a College Council.

TABLE M4.—SUMMARY OF ACCOUNTS.  
*Receipts (exclusive of Special Trusts).*

University Colleges.	Balances, 1909.		From Government.			Endowments.	Interest.	Fees.	Miscellaneous.	Deficits, December, 1910.		Total.
	General.	Special.	Statutory.	Special and other.	Buildings, &c.					General.	Special.	
Auckland .. .. .	£ 6,102	£ ..	£ 4,000	£ 3,441	£ ..	£ 496	£ 163	£ 2,252	£ 22	£ ..	£ 500	£ 16,976
Victoria (to 31st March, 1911)	3,150	..	4,000	4,037	382	74	88	1,955	263	..	..	13,949
Canterbury .. .. .	..	27,925	..	3,294	1,879	11,228	1,092	3,733	1,157	5,443	..	55,741
Otago (to 31st March, 1911) ..	..	12,107	..	3,160	1,053	*8,898	616	5,623	1,256	..	..	32,713
Total of four University colleges	9,252	40,032	8,000	13,922	3,314	20,696	1,959	13,563	2,698	5,443	500	119,379
Canterbury Agricultural College	13	..	..	..	..	2,750	780	1,702	5,294	..	..	10,539

\* Including £1,800 paid (annually) by the Presbyterian Church Board.

*Expenditure (exclusive of Special Trusts).*

University College.	Deficits, 1909.		Salaries.	Sites, Buildings, and Equipment Endowment.	Administration, Scholarships, &c.	Interest, &c.	Balances, December, 1910.		Total.
	General.	Special.					General.	Special.	
Auckland .. .. .	£ ..	£ 544	£ 8,640	£ 683	£ 686	£ 3	£ 6,420	£ ..	£ 16,976
Victoria (to 31st March, 1911) ..	..	..	8,187	2,034	1,539	..	2,189	..	13,949
Canterbury .. .. .	4,574	..	15,324	8,646	2,510	632	..	24,055	55,741
Otago (to 31st March, 1911) ..	835	..	14,090	3,590	1,414	560	..	13,224	32,713
Total of four University colleges	5,409	544	46,241	14,953	6,149	1,195	8,609	36,279	119,379
Canterbury Agricultural College	..	..	1,770	838	7,381	..	550	..	10,539

## 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, 1911, to £295 0s. 10d., received from reserves in Westland.

## GENERAL.

*Expenditure out of the 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. The graphs will be found to correspond with Tables N1, N2, and N3, and are numbered accordingly. They enable a clearer view to be obtained of the advance in education during the past few years. Tables N and N1 give an analysis of the expenditure for the years 1909-10 and 1910-11 respectively.



TABLE N3.- Expenditure out of Public Revenue on each Branch of Education for each Individual on the Roll of the Several Schools, &c. (excluding Reserves Revenue and Cost of new Buildings).

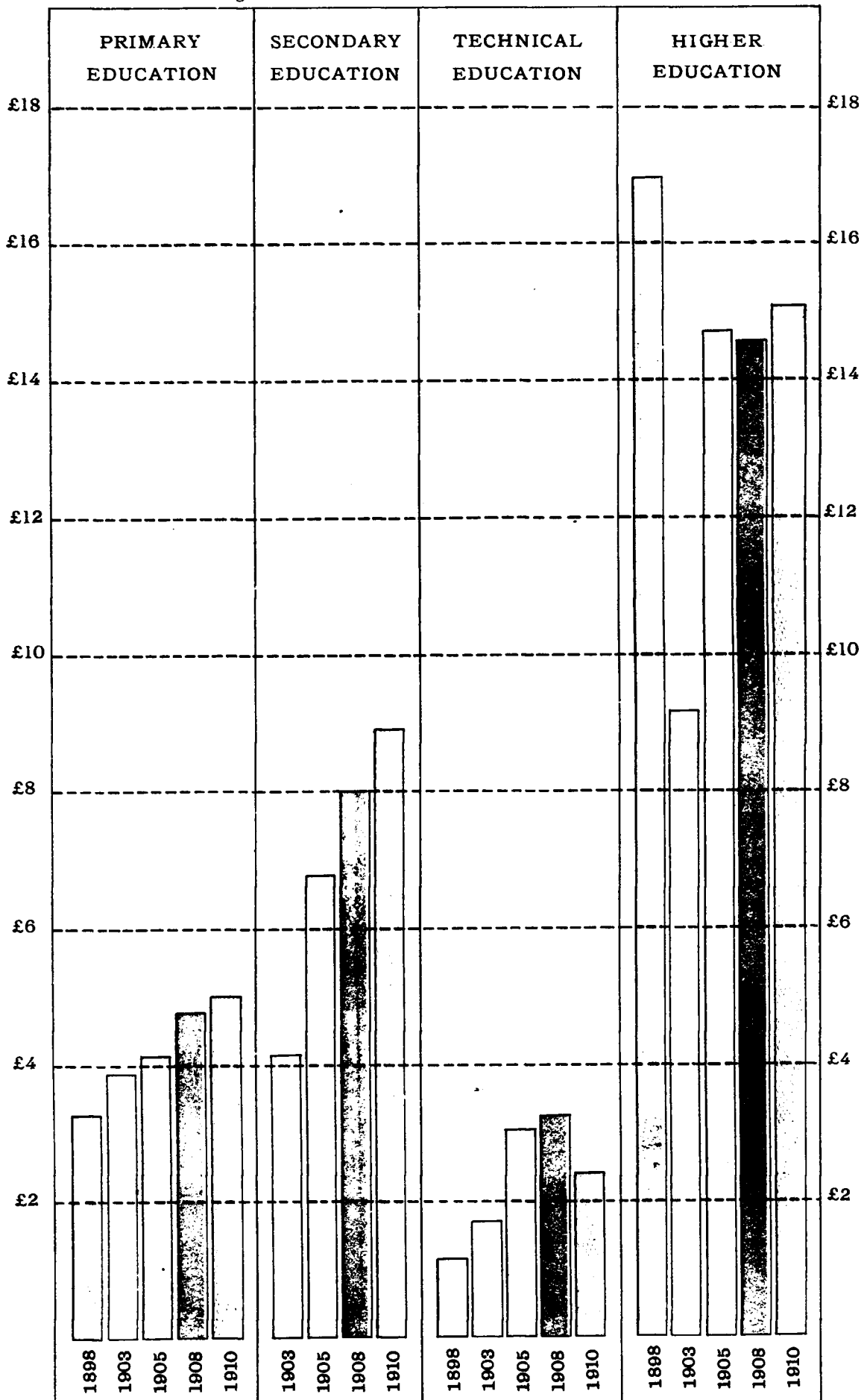


TABLE N. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1909-10.  
(Figures given in every case to the nearest £1,000.)

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, £804,000; repairs and rebuilding, £64,000; new buildings, £53,000; all other expenses, £129,000: total, £850,000. † £47,000 from National Endowment Reserves Fund.

N—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.		
A. (1.) Primary (including Native schools and training colleges)	s. d. 13 11	s. d. 1 0	s. d. 14 11	s. d. 1 7	s. d. 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.

TABLE N1. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1910-11.  
(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)	£ 790,000	£ 54,000	£ 844,000	£ 75,000	*£919,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	78,000	10,000	88,000	40,000	128,000
(3.) Continuation and technical .. .. .	37,000	15,000	52,000	6,000	58,000
(4.) Higher (including university and higher technical)	29,000	2,000	31,000	26,000	57,000
Totals A (1-4) .. .. .	934,000	81,000	1,015,000	147,000	1,162,000
B. Industrial schools .. .. .	32,000	10,000	42,000	1,000	43,000
C. Special schools (Deaf and Blind and Home for Backward Children)	7,000	4,000	11,000	1,000	12,000
D. Superannuation and miscellaneous .. .. .	15,000	..	15,000	..	15,000
Totals A, B, C, D .. .. .	988,000	95,000	1,083,000	†149,000	1,232,000

\* Teachers' salaries and allowances, £633,000; repairs and rebuilding, £80,000; new buildings, £54,000; all other expenses, £152,000: total, £919,000. † £39,000 from National Endowment Reserves Fund.

TABLE N1—*continued*. (2.) EXPENDITURE PER HEAD OF POPULATION (1,050,452, INCLUDING MAORIS, BUT EXCLUDING COOK AND OTHER PACIFIC ISLANDS) ON EDUCATION FOR 1910-11.

(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.
	Main-tenance.	New Build-ings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	s. d. 15 0	s. d. 1 1	s. d. 16 1	s. d. 1 5	s. d. 17 6*
(2.) Secondary (including secondary schools and secondary departments of district high schools)	1 6	0 2	1 8	0 9	2 5
(3.) Continuation and technical .. .. .	0 9	0 3	1 0	0 1	1 1
(4.) Higher (including university and higher technical)	0 6	0 1	0 7	0 6	1 1
Totals A (1-4) .. .. .	17 9	1 7	19 4	2 9	22 1
B. Industrial schools .. .. .	0 8	0 2	0 10	..	0 10
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 .. .. .	18 10	1 10	20 8	2 9	23 5

\* Teachers' salaries and allowances, 12s.; repairs and rebuilding, 1s. 6d.; new buildings, 1s. 1d.; all other expenses, 2s. 11d.: total, 17s. 6d.

The following is the expenditure per head in some other countries: For primary education, exclusive of cost of new schools and additions, public funds (general and local) contribute per head of the population in England and Wales, 11s.; Scotland, 13s. 3d.; Ireland, 7s. 7d. (including cost of new schools and additions); United States, 18s. 7d. In New Zealand the cost is 16s. 5d.

Table N2 gives for the years 1898-99, 1903-4, and 1905-6 to 1910-11 an analysis of the total expenditure from public funds alone (exclusive of the income from reserves) in two forms—the actual total amounts to the nearest thousand pounds, and the expenditure per head of the population to the nearest penny.

TABLE N2 (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEARS 1898-99, 1903-4, AND 1905-6 TO 1910-11 OUT OF PUBLIC REVENUE (EXCLUSIVE OF INCOME FROM RESERVES).

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

—	1898-9.	1903-4.	1905-6.	1906-7.	1907-8.	1908-9.	1909-10.	1910-11.
Population (including Māoris, but excluding Cook and other Pacific Islands)	783,317	875,648	930,193	956,457	977,215	1,008,373	1,030,657	1,050,452
Branch of Education.	Total	Total	Total	Total	Total	Total	Total	Total
A. (1.) Primary (including Native schools and training colleges)	£ 482,000	£ 565,000	£ 611,000	£ 717,000	£ 736,000	£ 756,000	£ 769,000	£ 844,000
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	26,000	51,000	68,000	76,000	74,000	80,000	88,000
(3.) Continuation and technical ..	5,000	23,000	45,000	54,000	64,000	59,000	58,000	52,000
(4.) Higher education (including university and higher technical)	12,000	12,000	34,000	41,000	24,000	28,000	39,000	31,000
Totals A (1-4) ..	499,000	626,000	741,000	880,000	900,000	917,000	946,000	1,015,000
B. Industrial schools .. .. .	15,000	37,000	31,000	36,000	32,000	39,000	33,000	42,000
C. Special schools (Deaf and Blind and Home for Backward Children)	3,000	13,000	8,000	5,000	7,000	17,000	9,000	11,000
D. Superannuation and miscellaneous	2,000	3,000	5,000	5,000	8,000	14,000	10,000	15,000
Totals A, B, C, D ..	519,000	679,000	785,000	926,000	947,000	987,000	998,000	1,083,000

TABLE N2—*continued.* (2.) EXPENDITURE PER HEAD OF POPULATION IN NEW ZEALAND FOR THE YEARS 1898-99, 1903-4, AND 1905-6 TO 1910-11 OUT OF PUBLIC REVENUE.  
(Figures given in every case to the nearest penny.)

	1898-9.	1903-4.	1905-6.	1906-7.	1907-8.	1908-9.	1909-10.	1910-11.
	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	13 2	15 0	15 1	14 11	14 11	16 1
(2.) Secondary (including secondary schools and secondary departments of district high schools)	..	0 7	1 1	1 5	1 7	1 5	1 7	1 8
(3.) Continuation and technical .. ..	0 2	0 6	1 0	1 2	1 4	1 2	1 1	1 0
(4.) Higher education (including university and higher technical)	0 4	0 3	0 9	0 10	0 6	0 7	0 8	0 7
Totals A (1-4).. ..	12 10	14 3	16 0	18 5	18 6	18 1	18 3	19 4
B. Industrial schools .. ..	0 5	0 10	0 8	0 9	0 7	0 9	0 8	0 10
C. Special schools (Deaf and Blind, and Home for Backward Children)	0 1	0 4	0 2	0 1	0 2	0 4	0 3	0 3
D. Superannuation and miscellaneous .. ..	..	0 1	0 1	0 1	0 2	0 4	0 3	0 3
Totals A, B, C, D .. ..	13 4	15 6	16 11	19 4	19 5	19 6	19 5	20 8

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 RESERVES REVENUE AND COST OF NEW BUILDINGS).

Branch of Education.	1898.	1903.	1905.	1908.	1910.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
I. Primary, &c. .. ..	3 4 10	3 17 2	4 2 0	4 15 2	4 19 3
II. Secondary, &c. .. ..	..	4 2 6	6 15 7	8 0 2	8 18 6
III. Continuation and technical .. ..	1 2 10	1 13 8	3 1 1	3 4 4	2 9 1
IV. Higher .. ..	16 18 11	9 4 3	14 13 8	14 12 3	15 2 8
All branches except primary .. ..	5 13 11	3 7 11	5 1 11	5 14 8	5 12 0

Table N4 shows the progress made in education since 1898. It will be noticed that the proportion of those receiving instruction beyond the primary stage has vastly increased.

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, 1905, 1908, AND 1910 RESPECTIVELY.

	Actual Numbers.					Number per 10,000 of Population.				
	1898.	1903.	1905.	1908.	1910.	1898.	1903.	1905.	1908.	1910.
Population .. ..	783,317	875,648	930,193	1,008,373	1,050,452	..	..	..	..	..
I. Primary (including public and Native schools, all receiving free tuition)	136,652	136,546	142,659	148,180	159,169	1,744	1,551	1,534	1,467	1,516
II. Secondary (including secondary schools, secondary departments of district high schools, technical day schools, and Maori secondary schools)	3,046	5,818	6,982	7,742	8,740	39	66	75	77	83
III. Continuation and technical (excluding school classes)	1,750*	6,533*	9,500	13,051*	15,063	22	75	102	129	144
IV. University, higher technical, and training colleges	708	1,194	1,294	1,711	1,916	9	14	14	17	18
(Private schools not included above, principally primary)	14,857	15,609	16,639	18,367	18,900*	190	177	178	182	180
Total under instruction ..	157,013	165,700	177,024	189,051	203,793	2,004	1,883	1,903	1,872	1,941
V. Total under instruction higher than primary (II, III, and IV above)	5,504	13,545	17,726	22,504	25,724	70	155	191	223	245
Number of latter (V) receiving free tuition	1,178†	4,260†	6,404	6,658	9,252	15	49	69	66	88

\* Estimated.

† Approximate.

## ANNUAL EXAMINATIONS.

(E.—8, 1911.)

The annual examinations were conducted by the Department as usual for the various purposes of Junior National Scholarships, Junior Free Places in secondary schools, district high schools, and technical schools, Senior Free Places in secondary schools and district high schools, for admission to or promotion in the Civil Service, and for teachers' certificates. The examinations were held from 21st to 28th November, and on the 1st and 2nd December, 1910, and from 5th to 19th January, 1911, at forty-nine centres.

The number of candidates examined in these two sets of examinations still shows an increase over those of previous years, although not so considerable as that for 1909-10. It will be noticed from the table below that the increase has been general in all examinations except the Civil Service Senior.

	1908-9.	1909-10.	1910-11.
Junior National and Education Board Scholarships and Junior Free Places .. .. .	1,765	2,214	2,383
Civil Service Junior, Senior Free Places, Education Board Senior Scholarships, First Pupil-teachers .. .. .	2,158	2,369	2,375
Teachers D and C. . . . .	1,223	1,482	1,534
Civil Service Senior .. .. .	373	443	390
Totals .. .. .	5,519	6,508	6,682

The following table shows collectively, in comparison with the preceding year, the number who entered for the various examinations enumerated, the number present, and the number of absentees. In explanation of the number set down under the last of these heads it is to be noted that the relatively large proportion is to be accounted for partly on the usual grounds, but chiefly in the case of Senior Free Place candidates through the application of a principle recently put in operation by which awards of Senior Free Places are made with the concurrence of the Inspector-General on the recommendation of the principal of the secondary school attended or for district high schools of an Inspector of Schools.

Number who entered, 1910-11 .. .. .	7,553
Number who entered, 1909-10 .. .. .	7,267
Number actually present at examination, 1910-11 .. .. .	6,682
Number actually present at examination, 1909-10 .. .. .	6,508
Number who did not present themselves, 1910-11 .. .. .	871
Number who did not present themselves, 1909-10 .. .. .	759

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 Amendment Act, 1908. In its non-competitive form this examination is better known as the Intermediate Examination, and will be hereafter so referred to.

The cost of conducting both groups of examinations was as follows:—

Total expenses, exclusive of cost of printing and clerical work .. .. .	£	s.	d.
Less recoveries—fees paid by candidates .. .. .	5,274	6	3
	3,739	5	7
Net cost of examinations .. .. .	£1,535	0	8



## TEACHERS' SUPERANNUATION FUND.

(E.-9, 1911.)

The original Act, passed in 1905 and amended in certain respects in the following year, was repealed on the 10th October, 1908, by the Public Service Classification and Superannuation Amendment Act, 1908 (Part I), but existing contributors were allowed the option of electing to remain subject to the provisions of the original Act. The 30th June, 1910, was fixed as the date up to which such election might be made.

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 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.

The Act of 1908 was amended in the following year by fixing 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).

Preparations are being made to enable the Actuary appointed by the Governor, in terms of the provisions of section 38 of the Act of 1908, to make the first examination of the fund. The examination will cover the period from the commencement of the fund on the 1st January, 1906, to the 31st December, 1910—five years. Subsequent examinations will be made triennially. The Actuary's report will be duly printed, laid before Parliament, and copies distributed to contributors.

At the end of 1910,	
The number of contributors was .. .. .	3,247
Of whom members under Part IX of Education Act, 1908, number ..	128
The annual rate of contribution paid as at the end of the year was over ..	£37,300
The number of retiring-allowances in force at the end of the year was 270, representing an annual charge of over £14,261. Of these,—	
Ordinary allowances were .. .. .	158, representing £11,437
Allowances in medically unfit cases .. .. .	21, „ £1,408
Allowances to widows .. .. .	47, „ £611
Allowances to children .. .. .	44, „ £805
The balance at the credit of the fund and invested by the Public Trustee at the end of the year was .. .. . £152,149	
The average rate of interest earned by the investments at the end of the year was 4.69 per cent.	

## SUBSIDIES TO PUBLIC LIBRARIES.

(E.-10, 1911.)

Parliament did not appropriate any sum in 1909-10 for payment of subsidies to public libraries. Last session, however, a vote of £4,000 was granted—an increase of £1,000 over those of previous years. The vote was first granted twenty-seven years ago, and amounted to £6,000. In 1886 the amount was reduced to £4,000. For twelve years after this date no grant was made, but in 1898 a vote of £2,000 was passed by Parliament. The following year it was increased to £3,000, and this amount has been regularly voted each year until 1908.

The increase in the amount of the vote is due to the increased income of libraries participating. During the last ten years the number of libraries has increased from 349 to 405, and the income on which subsidy was granted from £9,993 to £15,954.

In the *New Zealand Gazette* of 3rd November, 1910, a notice was inserted stating that £3,000 was available for distribution, and shortly afterwards another amount of £1,000 was voted by Parliament, making £4,000 altogether. Forms of application were sent to all libraries known to the Department.

The method of distribution of the vote was the same as that adopted in previous years—viz., a nominal addition of £25 was made to the amount of the income of each library derived from subscriptions, donations, and rates, provided that the receipts for the year were not less than £2, and the vote was distributed according to the amount thus augmented; but no library received credit for a larger income than £75—that is, in no case did the augmented amount on which distribution was based exceed £100. In accordance with the *Gazette* notice, the day appointed for the distribution of the subsidy was the 3rd February, 1911, and the amount of the vote was divided among the 405 libraries from which applications, each accompanied by a statutory declaration on the proper form, had been received at that date. The vote, as thus dealt with, afforded a subsidy of 4s. 7·38d. in the pound on the nominal income, and the subsidies ranged from £6 4s. 7d. to £23 1s. 7d. The number of libraries participating in the vote shows a decrease of thirty-two as compared with the number aided in February, 1909.

In order that the purpose intended to be served by the vote may be attained, it is made a condition for participation that the whole of the subsidy granted to each library in the previous year shall have been expended in the purchase of books.

The following table shows the distribution according to the education districts:—

SUMMARY OF DISTRIBUTION OF PUBLIC LIBRARIES SUBSIDY.

Education Districts.	Number of Libraries.	Income.			Income upon which Subsidy is based.			Subsidy.		
		£	s.	d.	£	s.	d.	£	s.	d.
Auckland .. .. .	97	2,974	12	0	3,870	0	4	892	16	5
Taranaki .. .. .	13	384	17	5	640	10	2	147	15	7
Wanganui .. .. .	31	1,557	9	2	1,518	8	2	350	7	6
Wellington .. .. .	20	4,804	11	7	1,178	7	1	271	18	4
Hawke's Bay .. .. .	29	1,394	14	1	1,386	5	0	319	17	7
Marlborough .. .. .	6	152	10	4	286	2	6	66	0	5
Nelson .. .. .	25	658	1	2	1,093	18	10	252	8	3
Grey .. .. .	4	351	16	10	295	12	9	68	4	6
Westland .. .. .	5	98	18	9	223	18	9	51	13	5
North Canterbury .. .. .	66	1,763	2	2	2,570	14	2	593	2	2
South Canterbury .. .. .	19	301	12	3	776	12	3	179	2	10
Otago .. .. .	50	1,111	13	3	2,094	17	3	483	7	3
Southland .. .. .	38	364	8	6	1,314	8	6	303	5	9
Stewart Island .. .. .	1	29	0	6	54	0	6	12	9	4
Chatham Islands .. .. .	1	7	0	0	32	0	0	7	7	8
Totals .. .. .	405	15,954	8	0	17,335	16	3	3,999	17	0

### JUNIOR CADETS.

(E.-11, 1911.)

Full particulars with regard to the Junior Cadets will be found in E.-11. The report of the Commandant shows that the total strength of the Junior Cadet Force (including Scout Cadets) is 29,067; the number of units, excluding the Boy Scout organization, was 1,135; and the number of officers 1,233. The net cost for the year ended 31st March, 1911, was £7,669 8s. 4d.

## 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, 1911.

	£	s.	d.	£	s.	d.	£	s.	d.
<b>Head Office</b> (Vote No. 80).									
Inspector-General of Schools .. .. .				750	0	0			
Secretary .. .. .				600	0	0			
Assistant Inspector-General .. .. .				550	0	0			
Chief Clerk and Secretary to Teachers' Superannuation Board .. .. .				450	0	0			
Two Inspectors, at £425 .. .. .				850	0	0			
Clerks and clerical assistance .. .. .				6,375	18	4			
Travelling-expenses .. .. .				456	19	6			
Telephone subscriptions .. .. .				90	5	4			
Publications, books of reference, &c. .. .. .				30	8	3			
Office requisites .. .. .				91	5	0			
Contingencies .. .. .				1	8	6			
							10,246	4	11
<b>Elementary Education</b> (Votes Nos. 81, 91, and 92, Consolidated Fund; and 105, Public Works Fund).									
Grants to Education Boards for—									
Teachers' salaries (including lodging-allowances of pupil-teachers) .. .. .				588,075	15	11			
Teachers' house allowances (Vote No. 92) .. .. .				14,607	19	4			
General administrative purposes: Capitation on average attendance — at 11s. 3d. to end of 1910, and at 12s. from 1st January, 1911 .. .. .				77,656	11	9			
Grant of £250 per annum to each Board .. .. .				3,250	0	0			
Relieving teachers: Capitation at 6d. on average attendance .. .. .				3,393	5	2			
Inspection of private schools .. .. .				388	15	6			
Free text-books—Class P and S1, S2, S3, and S4 .. .. .				3,201	16	6			
School buildings—									
General maintenance and replacement of worn-out buildings (Votes Nos. 92 and 105) .. .. .	73,064	14	0						
Less amount received for sale of old buildings, &c. .. .. .		74	2						
				72,990	11	5			
Rent of buildings and sites used for school purposes (Vote No. 92) .. .. .				3,369	16	0			
Schools destroyed or damaged by fire (Vote No. 92)—									
Rebuilding and repairs .. .. .				5,063	11	2			
Rent of temporary premises .. .. .				390	9	8			
New buildings, additions, and teachers' residences (Vote No. 105) .. .. .				46,281	2	7			
Miscellaneous Expenditure—									
Conference of educational authorities (balance) .. .. .				22	19	6			
Schools at Chatham Islands .. .. .				744	15	10			
Grants in aid of free kindergartens (Vote No. 91) .. .. .				514	16	8			
Conveyance (£7,680 16s. 11d.) and board (£287 17s. 6d.) of school-children; conveyance of teachers (£133 12s. 6d.) .. .. .				8,102	6	11			
Preparation of standard test questions in English .. .. .				12	10	0			
Illustrations: Natural history, &c. .. .. .				428	5	3			
School Journal—Contributors' fees, printing, &c. (Vote No. 81), £2,342 9s. 7d.; postage (Vote No. 91), £499 14s. 10d. .. .. .	2,842	4	5						
Less amount received for sales .. .. .				83	12	10			
				2,758	11	7			
Temperance wall-sheets .. .. .				585	12	2			
Sundries .. .. .				18	19	9			
				831,858	12	8			
Less—									
Recoveries .. .. .	105	7	5						
Revenue from National Endowment reserves .. .. .	19,553	2	6						
Revenue from reserves for primary education .. .. .	53,031	16	11						
				72,690	6	10			
							759,168	5	10
<b>Secondary Education</b> (Votes Nos. 82 and 92, Consolidated Fund; 105, Public Works Fund; and statutory payments).									
Grants to Education Boards for—									
Scholarships: Not exceeding capitation allowance at 1s. 6d. on average attendance .. .. .				8,954	3	11			
District high schools: Salaries of secondary teachers .. .. .				16,897	0	11			
Subsidies (Education Act, 1908) .. .. .				1,289	2	8			
National Scholarships, Junior (Education Act, 1908) .. .. .				2,609	3	4			
Carried forward .. .. .				29,749	10	10			
							769,414	10	9



STATEMENT of EXPENDITURE and RECOVERIES, ETC.—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .				11,000	0	0	957,677	7	0
<b>HIGHER EDUCATION—<i>continued.</i></b>									
Addition to statutory grants (Vote No. 82)—									
Auckland University College .. .. .				1,200	0	0			
Victoria College, Wellington .. .. .				1,500	0	0			
Specialization grants (Vote No. 82)—									
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. 105)—									
Victoria College, Wellington, additional accommodation				482	8	10			
Canterbury College: New Chemical Laboratory ..				1,000	0	0			
University of Otago: Additional accommodation (on ac-									
count of £6,500) .. .. .				500	0	0			
Dental School equipment .. .. .				225	0	0			
Sir George Grey Scholarships (Vote No. 82) .. .. .				100	0	0			
Queen's Scholarships, Victoria College, Wellington (Queen's									
Scholarships Act, 1906) .. .. .				357	0	0			
National Scholarships, Senior (Education Act, 1908)				2,290	8	0			
Research scholarships (Vote No. 82) .. .. .				352	5	9			
Bursaries (Vote No. 82) .. .. .				589	8	0			
				27,596	10	7			
Less revenue from National Endowment reserves .. .. .				3,910	0	0			
							23,686	10	7
<b>Native Schools</b> (Votes Nos. 85 and 92, Consolidated Fund; 105, Public Works Fund).									
Salaries of Inspectors (2) .. .. .				850	0	0			
Salaries and allowances of teachers .. .. .				23,415	19	1			
Higher education (including industrial and nursing scholar-									
ships) .. .. .				2,996	19	5			
Books, school requisites, sewing material, &c. .. .. .				659	3	10			
Expenses of removals of teachers .. .. .				303	8	7			
Travelling-expenses of Inspectors .. .. .				376	10	4			
Buildings: New schools, additional class-rooms, &c. (Vote									
No. 105) .. .. .				3,798	3	7			
General maintenance of buildings: Repairs, painting, &c.									
(Vote No. 92) .. .. .				1,705	13	3			
Manual Instruction: Payment of instructors and material									
for classes .. .. .				418	1	1			
Fuel, and rewards for supplying fuel .. .. .				90	0	6			
Ferrying and conveyance of children .. .. .				71	4	1			
Sundries .. .. .				51	16	8			
				34,737	0	5			
Less—									
Recoveries .. .. .				586	19	5			
Revenue from National Endowment reserves .. .. .				1,955	0	0			
							2,541	19	5
							32,195	1	0
<b>Infant-life Protection</b> (Vote No. 87).									
Salaries of visiting nurses and local representatives ..				692	16	6			
Travelling-expenses, &c. .. .. .				206	6	7			
Maintenance of infants in foster-homes .. .. .				108	1	1			
Rent of offices (Auckland and Dunedin) .. .. .				45	10	0			
Sundries, including office requisites, legal expenses, &c.				35	18	5			
				1,088	7	7			
Less recoveries .. .. .				36	0	10			
							1,052	6	9
<b>SPECIAL SCHOOLS.</b>									
<b>School for the Deaf</b> (Votes Nos. 88 and 92, Consolidated Fund).									
Salaries—									
Director .. .. .				425	0	0			
Teachers .. .. .				1,644	14	5			
							2,069	14	5
Matron and servants .. .. .				1,057	19	2			
Medical Officer .. .. .				20	0	0			
							1,077	19	2
General maintenance .. .. .							1,426	3	4
Travelling-expenses, including transit of pupils .. .. .							172	10	1
Pupils boarded out .. .. .							192	13	11
Furniture and repairs to buildings (Vote No. 92) .. .. .							244	8	8
							5,123	9	7
Less—									
Recoveries .. .. .				938	17	0			
Revenue from National Endowment reserves .. .. .				240	0	0			
							1,178	17	0
							3,944	12	7
Carried forward .. .. .							1,018,555	17	11

STATEMENT of EXPENDITURE and RECOVERIES, ETC.—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,018,555	17	11
<b>SPECIAL SCHOOLS—<i>continued.</i></b>									
<b>Education of the Blind</b> (Vote No. 89, Consolidated Fund).									
Charges for pupils at Jubilee Institute, Auckland .. .. .	..	..	..	978	12	9			
Travelling-expenses .. .. .	..	..	..	19	2	4			
Less—									
Recoveries .. .. .	301	4	6						
Revenue from National Endowment reserves ..	50	0	0						
				997	15	1			
				351	4	6			
							646	10	7
<b>Home for Backward Children</b> (Votes Nos. 90 and 92, Consolidated Fund; and 105, Public Works Fund).									
<b>Salaries—</b>									
Principal and Matron .. .. .	270	0	0						
Teacher .. .. .	98	2	11						
Attendants and servants .. .. .	1,252	3	1						
				1,615	6	0			
Travelling-expenses .. .. .	..	..	..	174	6	5			
General maintenance .. .. .	..	..	..	1,533	12	10			
Additional buildings, furniture, water-supply, &c. (Public Works Fund, Vote No. 105) .. .. .	..	..	..	4,472	15	8			
General maintenance of buildings, repairs, &c. (Consolidated Fund, Vote No. 92) .. .. .	..	..	..	326	4	3			
Less—									
Recoveries .. .. .	670	5	6						
Revenue from National Endowment reserves ..	240	0	0						
				8,122	5	2			
				910	5	6			
							7,211	19	8
<b>Industrial Schools</b> (Votes Nos. 86 and 92, Consolidated Fund; and 105, Public Works Fund).									
Salaries of Assistant Inspector and Visiting Officers (2) ..	710	0	0						
Travelling expenses, &c., of Inspectors and Visiting Officers and other Departmental officers .. .. .	748	18	4						
Travelling-expenses of Managers of Schools .. .. .	292	17	8						
				1,751	16	0			
<b>Schools,—</b>									
<b>Auckland—</b>									
Salaries .. .. .	674	12	11						
General maintenance .. .. .	861	4	1						
Repairs to buildings, furniture, &c. (Vote No. 92) ..	82	18	1						
Children boarded out .. .. .	1,510	16	6						
				3,119	11	7			
Less recoveries .. .. .	1,144	14	3						
				1,974	17	4			
<b>Boys' Training Farm, Weraoa—</b>									
Salaries .. .. .	2,251	12	9						
General maintenance .. .. .	5,782	18	5						
Additional buildings, &c. (Vote No. 105), £715 7s.; and small works and repairs to buildings, furniture, &c. (Vote No. 92), £767 15s. 2d. ..	1,483	2	2						
Children boarded out .. .. .	70	3	1						
				9,587	16	5			
Less recoveries .. .. .	2,762	19	5						
				6,824	17	0			
<b>Receiving Home, Wellington—</b>									
Salaries .. .. .	843	3	11						
General maintenance .. .. .	1,160	2	0						
Repairs, &c., to buildings (Vote No. 92) .. .. .	86	11	2						
Children boarded out .. .. .	5,530	4	6						
				7,570	1	7			
Less recoveries .. .. .	4,975	11	7						
				2,594	10	0			
<b>Boys' Industrial School, Stoke—</b>									
Salaries .. .. .	211	4	1						
General maintenance .. .. .	377	7	9						
Part purchase of property (Vote No. 105), £7,746 10s.; repairs to fences (Vote No. 92), £12 7s. 1d. ..	7,758	17	1						
				8,347	8	11			
Less recoveries .. .. .	54	11	7						
				8,292	17	4			
Carried forward .. .. .	..	..	..	21,438	17	8	1,026,414	8	2



STATEMENT of EXPENDITURE and RECOVERIES, ETC.—*continued.*

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	8,453	3	3	1,064,556	2	8
<b>MISCELLANEOUS—<i>continued.</i></b>									
Examination expenses (Vote No. 91): Teachers' and Civil Service .. .. .	5,560	10	0						
Less recoveries (examination fees) .. .. .	3,780	5	0						
				1,780	5	0			
Subsidies to public libraries on basis of voluntary contributions (Vote No. 91) .. .. .	..	..	..	3,994	9	9			
Public reading-room, Canvastown—subsidy, £1 for £1 (Vote No. 91) .. .. .	..	..	..	100	0	0			
Grant to Educational Institute for travelling-expenses of members (Vote No. 81) .. .. .	..	..	..	100	0	0			
Illustrations, photographs, &c., for parliamentary reports (Vote No. 91) .. .. .	..	..	..	45	18	3			
"Schoolmates": Grant to cover cost of postage (Vote No. 91) .. .. .	..	..	..	50	0	0			
Flags for schools—New Zealand Ensigns (Vote No. 91) .. .. .	..	..	..	4	5	8			
"New Zealand Plants and their Story," by Dr. L. Cockayne—printing (Vote No. 91) .. .. .	..	..	..	168	6	6			
Rent of store-room for general departmental purposes (Vote No. 91) .. .. .	..	..	..	22	10	0			
Legal expenses (Vote No. 91) .. .. .	..	..	..	33	17	11			
Orphan Home, Papatoitai, Auckland, grant towards cost of new building (Vote No. 105) .. .. .	..	..	..	250	0	0			
				15,002	16	4			
Less recoveries (sale of New Zealand Ensigns) .. .. .	..	..	..	16	8	0			
							14,986		4
Total .. .. .	..	..	..	..	..	..	£1,079,542	11	0

*Approximate Cost of Paper.*—Preparation, not given; printing (4,200 copies, including diagrams), £86.

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