

1916.
NEW ZEALAND.

E D U C A T I O N :
THIRTY-NINTH ANNUAL REPORT OF THE
MINISTER OF EDUCATION.

[In continuation of E.-1, 1915.]

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, 4th July, 1916.

I have the honour, in accordance with the provisions of the Education Act, 1914, to submit to Your Excellency the following report upon the progress and condition of public education in New Zealand during the year ending the 31st December, 1915.

I have, &c.,

J. A. HANAN.

His Excellency the Right Honourable the Earl of Liverpool,
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, 1914, and its subsequent amendments in 1915, also the Education Reserves Act, 1908, as amended in 1910, 1911, 1913, 1914, and 1915, 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 follow :—

- E.—2. Primary Education ;
with appendices, namely,—
 - Appendix A, Reports of Education Boards ;
 - Appendix B, Reports of Inspectors ;
 - Appendix C, Manual Instruction in Primary Schools ;
 - Appendix D, Training of Teachers ;
 - Appendix E, List of Public Schools, Teachers, Salaries, and Allowances ;
 - Appendix F, Medical Inspection and Physical Education ;
- E.—3. Education of Maori Children.
- 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.

In this report summaries are made of the more important tables appearing in the separate papers above mentioned. Where information in any section of the report has been prepared from tables appearing in the other reports above named, a reference will be found under the heading of the section to the table concerned and the report in which it is printed.

INTRODUCTION.

In a separate memorandum laid on the table of the House of Representatives expression has been given to my personal views on certain educational matters and reforms, the necessity for which has been emphasized by the demand at present being made on the nation's supply of man and brain power.

Fortunately for this Dominion, it was possible to carry on the work of education in the main without hindrance during the year 1915. The loss of the services of a number of teachers who enlisted with the colours has been keenly felt, but it has been possible so far to keep their places filled, thus avoiding the closing of any schools. The heavy demands on the financial resources of the country have also made expenditure in certain directions imprudent, thus hindering the progress of some desirable projects. On the other hand, as a set-off against any losses that the pupils of our schools may have suffered from such causes, there should be mentioned the splendid lessons in patriotism and national service that the war has taught them. The very appreciable part that the children have played in providing for the wants of the soldiers and those rendered destitute by the war must have helped them to understand, in a way that they could never have learned from theoretical lessons or lectures, the real meaning of love of country and of personal sacrifice in the interests of their country and the Empire.

The year 1915 was the first year of the operation of the Education Act, 1914, and the work of carrying out a certain amount of reorganization, of arranging the many details involved, and of framing regulations rendered necessary by the provisions of the Act, occupied the time and attention of the Department for the greater part of the year.

The transference of the Inspectors of Schools from the service of the Education Boards to the direct control of the Department necessitated a certain amount of rearrangement. The organization is not yet complete, but it can now be claimed that the new order is working satisfactorily and that some of the advantages of centralization forecasted are already evident.

Another important reform that has been carried into effect in accordance with the provisions of the Act is that of the grading of teachers. The regulations have met with widespread approval, and the first Dominion graded list of teachers is now in print. After any necessary revision as a result of criticism and experience requisite improvements may be made, and then the graded list may be made the basis of a much improved system of appointment and promotion for the Dominion as a whole. Such a system has been long desired, as it provides for appointment on merit, and merit only. It will also break down parochialism and give all parts of New Zealand an equal opportunity for securing the best teachers available for particular positions. The benefit to the efficiency of the schools and to the education of the children will be very great, since it will make possible a much more rational distribution of teachers, putting the right man or woman in the right place, and stimulating and rewarding the progressive teacher.

The alteration in the number and boundaries of the education districts is likewise being carried into effect, the changes involved necessitating the arrangement of a great deal of detail, both by the Department and by the Education Boards concerned. As the Education Boards of the new districts do not come into office until August of the current year, the results of the change will not be apparent for some time.

As indicated throughout this report, there are numerous matters pertaining to our education system still requiring consideration and perhaps amendment, while in every department possibilities of advance and improvement are apparent. One feels justified in saying, however, that the work carried out in the year 1915 was on sound, progressive lines, and that the report reveals a record of substantial effort with highly satisfactory results.

THE GENERAL COUNCIL OF EDUCATION.

The General Council of Education held its first meeting from the 30th June to the 2nd July, 1915. The Director of Education, as chairman of the meeting, delivered an address dealing with some phases of education, and a paper on agricultural education by Mr. G. Hogben, C.M.G., M.A., F.G.S., was laid on the table. The subjects that came up for discussion were schemes of control of secondary schools, establishment of a high school at Stratford, agricultural education, differentiation in the education of girls, University entrance, period of attendance at secondary schools, and mentality tests and medical inspection. Recommendations were made to the Minister respecting the first two questions, and recess committees were set up to consider the remaining subjects.

Later in the year—November, 1915—a special meeting of the Council was called to consider primarily the question of the delimitation of education districts which had been referred by Parliament to it for decision; and the opportunity was then taken of dealing with some additional matters, including questions of medical inspection and physical training, and others relating to scholarships and free places.

DELIMITATION OF EDUCATION DISTRICTS.

By the provisions of the Education Amendment Act, 1915 (No. 2), the number of education districts was fixed at nine, the chief towns of five of the districts being in the North Island and of four in the South Island. It was also provided that the boundaries of the districts were to be determined by the General Council of Education, the Education Boards of the new districts so determined coming into office in August of 1916. The Council reported its decision to the Minister in due course, and the new districts were forthwith gazetted. The principal changes made in the thirteen districts previously existing are that portions of the Auckland and Wanganui Districts have been transferred to the Taranaki District, the Marlborough District has been combined with the Wellington District, and the South Canterbury, Westland, and Grey Districts have been combined with the North Canterbury District to form the Education District of Canterbury.

PRIMARY EDUCATION.

NUMBER OF PUBLIC SCHOOLS.

The number of public schools open at the end of 1915 was 2,338, as against 2,301 for the year 1914, an increase of 37.

In the table below the schools are classified according to the yearly average attendance. The classification is made in accordance with the provisions of the Education Act, 1914, which came into operation on the 1st January, 1915.

NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1915.

Grade.	Number of Schools.	Grade.	Number of Schools.	Grade.	Number of Schools.
O. (1-8)	191	VA. (241-280)	34	VIIc. (601-650)	16
I. (9-20)	731	VB. (281-320)	14	VII d. (651-700)	10
II. (21-35)	483	VC. (321-360)	30	VII e. (701-750)	6
III A. (36-80)	500	VD. (361-400)	8	VII f. (751-800)	5
III B. (81-120)	134	VIA. (401-450)	12	VII g. (801-850)	3
IV A. (121-160)	54	VIB. (451-500)	16	VII h. (851-900)	2
IV B. (161-200)	46	VII A. (501-550)	11	VII i. (901-950)	..
IV C. (201-240)	23	VII B. (551-600)	7	VII j. (951-1,000)	2
Total, 1915	..	..	..	2,338 schools.	
„ 1914	..	..	..	2,301 „	
Increase	..	..	..	37 „	

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

The number of schools with two or more teachers in 1915 was 932, an increase of 33 over the number for the previous year. Of these schools there were 44 with an average attendance exceeding 600 in 1915, the number for 1914 being 38.

Sole-teacher schools, those with not over 35 in average attendance, numbered 1,405 in 1915, an increase of 30 over the previous year; but schools are in some cases maintained in a higher grade than their average attendance would appear to warrant, while on the other hand a number of schools in charge of sole teachers at the beginning of the year had so risen in attendance as to be entitled to assistant teachers before the end of the year. When due allowance is made for such cases the number of sole-teacher schools is 1,406. The aggregate average attendance at these sole-teacher schools in 1915 was 24,754, or 15·3 per cent. of the total primary average attendance of the Dominion; in 1914 the aggregate was 24,622, or 15·5 per cent. The average attendance per school in the case of sole-teacher schools was 17·6, or, omitting schools of Grade 0, 19·5.

The number of small schools with an average not exceeding 20 was 922, and the number with an average attendance of 21 to 80 was 983. The total number, therefore, of schools with not more than 80 in average attendance in 1915 was 1,905, an increase of 18 over the previous year.

COUNTRY SCHOOLS.

It is a source of continual regret that to the hardships and disabilities of the country settler, who is developing our richest natural resources, there is added the lack of proper facilities for the education of his children. There seems to be only one solution for many of the difficulties surrounding the country-school problem. Small schools should be grouped wherever possible. Instead of setting up small, ineffective schools generally under untrained, uncertificated teachers, there should be central schools well equipped and staffed, where Inspectors could give more than double the time they now find possible. Though conveyance of the children has, in the past, presented difficulties, the matter would be much simplified if the whole of the children at a small school had to be conveyed. Numbers would make the system payable.

If only one Board would make one experiment in this direction, its success, guaranteed by the experience of Canada and other countries, would be sufficient to cause a widespread adoption of the system. The children would benefit, not only educationally but physically, owing to the method of travelling in covered conveyances in bad weather.

ROLL NUMBER.

(E.-2, Tables B 1 and B 1A.)

The mean of the average weekly roll for the four quarters of 1915 and the roll number at the end of the year both showed an increase in every education district over the figures for the preceding year. The figures for the Dominion were—

	Mean of Average Weekly Roll.		Roll Number at end of Year.	
	Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.	Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1915	181,229	178,827	183,214	181,112
Year 1914	175,570	173,470	178,509	176,613
Increase in 1915 ..	5,659	5,357	4,705	4,499
Increase per cent in 1915 ..	3·2	3·1	2·6	2·5

The percentage increase in the average weekly roll during the last five years has been as follows: 1911, 2·9 per cent.; 1912, 3·3 per cent.; 1913, 3·1 per cent.; 1914, 3·6 per cent.; 1915, 3·2 per cent. The rate of increase is therefore fairly uniform. The increase is greater in the North Island than in the South Island, the rates for 1915 being 3·6 per cent. and 2·4 per cent. respectively.

The table below shows the mean average roll number for every fifth year from 1878 to 1903, and for each of the last twelve years; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll (including secondary departments of district high schools), and the number of teachers employed in the public schools.

SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	Mean of Average Weekly Roll.	Average Attendance, Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.					
					Adults.			Pupil-teachers.		
					M.	F.	Total.	M.	F.	Total.
1878	748	..	*48,773	..	707	454	1,161	118	332	450
1883	971	90,859	69,838	76·9	905	656	1,561	159	571	730
1888	1,158	113,636	†90,108	79·3	1,039	887	1,926	219	694	913
1893	1,375	125,692	†100,321	79·8	1,107	1,096	2,203	238	825	1,063
1898	1,655	133,782	111,636	83·4	1,234	1,370	2,604	229	831	1,060
1903	1,786	134,748	113,047	83·9	1,270	1,726	2,996	147	552	699
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	\$700
1911	2,166	159,299	142,186	89·3	1,493	2,351	3,844	179	528	\$707
1912	2,214	164,492	146,282	88·9	1,555	2,550	4,105	162	476	\$638
1913	2,255	169,530	151,242	89·2	1,603	2,659	4,262	142	474	\$616
1914	2,301	175,570	158,134	90·1	1,628	2,820	4,448	139	470	\$609
1915	2,338	181,229	163,092	90·0	1,591	3,077	4,668	141	485	\$626

* Average of three quarters.

† Strict average.

‡ Working average.

§ Exclusive of male and female probationers.

An estimate of the actual roll number of all children receiving primary education can be obtained by taking into account children in attendance at public schools (exclusive of secondary departments of district high schools), Native schools, schools at the Chatham Islands, registered private primary schools, and the lower departments of secondary schools. The figures will then be—

AVERAGE WEEKLY ROLL NUMBER.

Public schools (less secondary departments of district high schools)	1914.	1915.
Native-village and Native mission schools	173,470	178,827
Chatham Island schools	5,053	5,373
Registered private primary schools	98	88
Lower departments of secondary schools	16,309	16,281
Special schools	362*	417*
	732	731
Total average weekly roll of primary scholars ..	196,024	201,717

* Number on roll at end of year.

ATTENDANCE.

(E.—2, Tables B1, B2, B3, and E1.)

The following figures show the average attendance at public schools in the Dominion during the years 1914 and 1915:—

		Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1915 .. ..	..	163,092	160,895
Year 1914 .. ..	..	158,134	156,211
Increase in 1915 .. ..	..	4,958	4,684
Increase per cent. .. ..	..	3·1	3·0

It will be seen that the increase per cent. in the average attendance was 3·1, as compared with 3·2 in the average weekly roll number. The figures for 1914 were 3·6 and 4·7 respectively, so that in both cases the increase was not so great as in the preceding year. The increase in actual figures in the average attendance was 6,892 in 1914 and 4,958 in 1915. The difference is largely accounted for by the

fact that in 1914 the average attendance per cent. of roll number was 0·9 higher than that of the preceding year, while in 1915 it was 0·1 per cent. lower than in 1914.

The attendance per cent. of roll in 1915 was 90·0, while in 1914 it was 90·1—the highest percentage yet attained.

The following figures indicate the attendance per cent. of roll for the last six years :—

	Attendance per Cent. of Roll.					
1910	87·7
1911	89·3
1912	88·9
1913	89·2
1914	90·1
1915	90·0

Six education districts show an improvement in the attendance percentage on the preceding year, two show the same figures, and five are not so good. Westland, with an increase of 0·9 per cent., shows the most marked improvement, Grey coming next with an increase of 0·5 per cent. As in 1914, Otago has again attained the highest percentage—91·9—although it is lower than the record of 92·7 reached in 1914. Marlborough comes second with a percentage of 91·4, and Wellington third with a percentage of 91·0.

The following figures indicate the percentage of regularity in other English-speaking countries as compared with that in New Zealand. It will be seen that New Zealand holds the highest place in spite of the fact of its scattered population (compared with the United Kingdom) and the difficulty of transit in the remote districts. It must be remembered, however, with reference to several of the Australian States and the United States of America, that the attendance percentage is given as a proportion of the net enrolment, not of the average weekly roll, thus making the figure lower than it would otherwise be.

	Attendance per Cent. of Roll.					
New Zealand	90·0
England	88·7
Wales	88·3
Scotland	89·4
Ireland	71·7
United States	73·2*
Queensland	77·0*
New South Wales	80·9
Victoria	73·7*
South Australia	75·8*
Western Australia	87·4
Tasmania	80·9

* Based on average daily attendance as proportion of net enrolment, or number of distinct children on rolls during the year.

The high standard of regularity now attained must be regarded as very satisfactory. The strict enforcement of the law of compulsory attendance is no doubt to some extent responsible for the improvement in the attendance over past years. Other factors bearing on the matter are, however, the more widespread recognition on the part of parents of the value of education for their children, and also the improved conditions of school life which make children more unwilling than otherwise to absent themselves.

The following figures represent the total number of children in average attendance at registered schools giving primary instruction :—

	1914.	1915.
Public schools (excluding secondary departments of district high schools)	156,211	160,895
Native-village and mission schools	4,385	4,745
Chatham Island schools	85	77
Registered private primary schools	14,809	14,366
Lower departments of secondary schools	337	378
Special schools	710	731
Totals	176,537	181,192

CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

(E2, Tables C1-C6.)

The classification of school-children has for some years been carried out by the teachers, who have on the whole performed the duty in a wholly satisfactory manner. Experience is, of course, essential for the successful accomplishment of the work, and in the case of young and inexperienced teachers in country schools the assistance and advice of the Inspectors have been necessary to rectify errors of judgment.

The table below, setting forth the ages and classification of the pupils of public schools, demonstrates some interesting facts.

CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1915.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	7,577	6,784	..	3	..	..	..	..	..	..	..	..	..	..	..	..	7,577	6,787
6 .. 7 ..	10,100	9,423	118	117	13	5	..	..	..	..	..	..	..	..	..	..	10,231	9,545
7 .. 8 ..	9,527	8,596	1,523	1,513	141	161	8	5	1	..	..	..	..	..	..	..	11,200	10,275
8 .. 9 ..	5,063	4,294	4,231	4,144	1,393	1,498	125	144	13	4	1	..	..	..	..	..	10,826	10,084
9 .. 10 ..	1,693	1,319	3,700	3,313	3,998	3,859	1,320	1,374	167	130	5	6	..	1	..	..	10,883	10,002
10 .. 11 ..	563	395	1,563	1,271	3,474	3,267	3,657	3,588	1,154	1,268	136	116	5	4	..	..	10,552	9,909
11 .. 12 ..	171	121	512	371	1,623	1,368	3,505	3,159	3,332	3,227	1,104	1,149	115	114	..	..	4,103,622	3,513,951
12 .. 13 ..	75	58	174	152	626	458	1,794	1,505	3,141	2,917	2,806	2,891	790	909	45	35	9,451	8,925
13 .. 14 ..	36	24	75	66	230	140	794	517	1,679	1,498	2,864	2,818	2,212	2,242	182	198	8,072	7,503
14 .. 15 ..	10	10	24	16	43	32	159	124	520	393	1,362	1,086	1,880	1,761	396	383	4,394	3,805
Above 15 ..	2	1	6	4	6	6	33	14	93	71	341	216	730	576	548	671	1,759	1,559
Totals, 1915 ..	34,817	31,025	11,926	10,970	11,547	10,794	11,395	10,430	10,100	9,508	8,619	8,282	5,732	5,607	1,171	1,291	95,307	87,907

If the pupil begins his school life at the age of five years, and spends two years in the preparatory classes and one year in each succeeding standard, he should pass out of S6 at the age of thirteen years. It is found, however, that the average age for each class is about one year higher than would be the case if these conditions were universal. This is largely due, no doubt, to the entrance age being very often higher than five years. The figures in the heavy type in the table indicate children whose classification may be regarded as normal in comparison with the average ages prevailing. For example, nine years is the average age in S1 at the end of the year, therefore children between the ages of eight and ten years in that standard may be regarded as falling within the limits of a normal classification. The numbers above the heavy type figures in the table are above normal classification and represent the brighter children, and those below the heavy type figures are below normal classification, representing cases of retardation. It is not possible from the table to show cases above normal classification in the preparatory classes, or cases of retardation in S7.

An examination of the figures discloses the following results:—

Class.	Normal Classification.	Above Normal Classification.	Below Normal Classification.
	Per Cent.	Per Cent.	Per Cent.
Class P .. ..	..	..	7
.. S1	67	14	19
.. S2	66	14	20
.. S3	64	13	23
.. S4	64	14	22
.. S5	67	15	18
.. S6	71	17	12
.. S7 .. ..	..	19	..
Classes S1-S6 ..	66	15	19

The average percentage of cases of retardation in S1 to S6 inclusive is 19, and the highest rate—23 per cent.—obtains in S3. Investigation into this matter has been made in other countries, where somewhat similar conditions have been found to prevail. The Education Department of Victoria estimates the cases below normal classification in its schools at 22·2 per cent., the figures being based on the assumption that children commence school at the age of six years. Various causes are mentioned to account for the position, of which the most important are—(1) Lateness in beginning school life; (2) physical incapacity due to various causes; (3) mental dulness; (4) irregularity of attendance; (5) migration from school to school. The onus of some of these circumstances rests with the parents, while others are practically unavoidable. It is hoped that the medical inspection of school-children will do something towards removing the evils of (2), the necessity now being fully realized of giving special attention and care to physically weak children. The matter of providing special instruction for mentally backward children is also receiving attention, although in small schools it presents a somewhat difficult problem. In view of the fact that a very lenient view has been taken of what may be regarded as normal classification, the fact that 19 per cent. of the children fall below that standard can scarcely be regarded as satisfactory.

On an entirely different matter—namely, that of the comparison of the number of children in S1 with the number in S6, the classification table is also instructive. It immediately appears that there are only a little over half as many children in the higher standard as there are in the lower. To estimate more accurately, however, the number of S1 children that reach S6 it is necessary to take the number of pupils over a period of five years. The figures are found to be as follow:—

Year.		S1 Pupils.	Year.	S6 Pupils.	Percentage of S1 Pupils reaching S6.
1906	.. ..	16,839	1911	10,032	60
1907	.. ..	16,996	1912	9,920	59
1908	.. ..	17,628	1913	10,373	59
1909	.. ..	18,668	1914	10,803	58
1910	.. ..	19,033	1915	11,339	60

The percentage is fairly uniform throughout the period taken, and when allowance is made for children leaving to attend private schools and for other circumstances, it must still be admitted that there is room for improvement in the number of children reaching at least the standard of education represented by S6. On the other hand, it is to be borne in mind that a number of pupils who leave the primary schools before passing S6 afterwards qualify for the S6 examination at continuation classes or classes of a similar nature.

Tables C3 and C4 in E.—2 show the percentages of children at the various ages and in the various classes for the last five years. There has been little difference in the figures during that period, and, in fact, during the last ten years. In 1915 53 per cent. of the children were under ten years of age, and 47 per cent. were over that age. The corresponding figures for 1914 were 54 and 46 respectively. The following figures show a comparison in this respect between conditions in England and in New Zealand:—

					*England.	New Zealand.
5 and under	7 years of age	..	..	..	22·8	18·6
7	12	..	..	..	58·1	56·6
12	15	..	..	..	19·0	23·0
15 years of age and over		..	..	..	0·1	1·8

* Excluding children from three to five years of age.

With regard to the proportion of children in the various classes it has been pointed out for some years that the number in the preparatory classes is too high, and teachers have been warned against the tendency to allow children to remain too long in these classes. Happily the percentage, which was 35·94 in 1915, was the lowest that has obtained for some years, although 21 per cent. of the children in the preparatory classes were over eight years of age, and 7 per cent. were over nine years of age.

The average ages of the pupils in the several classes for the two years 1914 and 1915 as at the end of the year's instruction were as follows:—

	1914.		1915.	
	Yrs.	mos.	Yrs.	mos.
Preparatory classes	7	1	6	11
Class S1	9	1	9	1
„ S2	10	1	10	1
„ S3	11	2	11	2
„ S4	12	3	12	2
„ S5	13	1	13	1
„ S6	13	11	13	10
„ S7	15	2	—	—
Mean of average age	9	9	9	9

The figures for each education district are shown in Table C5 of E.—2. The range of difference in the averages of the various districts calls for remark. The smallest difference is six months, while in S2 there is as wide a difference as ten months between the highest and lowest average age. Allowing for the fact that it is not possible to obtain so true an average in districts where the number of children is comparatively small, there still appears to be a certain lack of uniformity in the standard ages for the various districts. The mean of the average age for the Dominion varies very little from year to year.

Standard VI examinations for certificates of proficiency and competency are conducted by the Department's Inspectors, the pupils being examined in English and arithmetic, at least, by means of written tests. As all Inspectors now use the same scale of marks for the various branches of the subjects, and as far as possible are understood to be working on the same standard of attainment, a nearer approach than hitherto to uniformity in the results might be expected in the various districts. As a matter of fact, reference to Table C6 in E.—2 still shows a wide variation. In the case of proficiency certificates the percentage varied from 52 to 80, and in the case of competency certificates from 9 to 27. There is an improvement in the difference in range in the case of proficiency certificates over the figures of the preceding year, which varied from 49 to 82; little alteration appears in the competency figures. It must be pointed out, however, that the district showing the low percentage of 52 for proficiency certificates is 10 per cent. lower than any other district, and the small percentage in this case is, to some extent, accounted for by the fact that the district is one of the smallest, with a very large proportion of sole-teacher schools and of uncertificated teachers. The percentages of certificates granted for the whole Dominion in 1915 were—Proficiency, 70 per cent.; competency, 18 per cent.

REGISTERED PRIVATE PRIMARY SCHOOLS.

The inspection of private schools with reference to their registration under the Education Act, 1914, has been carried out, and the list of registered schools will (at time of writing) be issued shortly. The figures given below apply to primary schools which will probably be included in the number of registered primary schools.

Total number of schools	176
Total roll number at end of year—Boys	7,415
Girls	8,866
	16,281
Average attendance	14,366
Number of full-time teachers	567
Average number of pupils per teacher	25.3
Number of S6 pupils presented for examination	1,016
Number of proficiency certificates issued	684
Number of competency certificates issued	170

CONVEYANCE OF SCHOLARS.

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

The amounts paid on this account for railway fares in the years 1914-15 and 1915-16 were as follow :—

	1914-15.	1915-16.
	£	£
Primary pupils	9,663	10,124
Pupils attending—		
(a.) Secondary schools	3,285	3,297
(b.) District high schools	1,092	1,260
(c.) Technical schools	2,116	2,238
	<hr/>	<hr/>
	£16,156	£16,919

Education Boards are also authorized to make provision, when necessary, for the conveyance of pupils to primary schools by road or water. In the case of a child being compelled to live away from home to attend school, provision is made for a boarding-allowance of 2s. 6d. a week.

The total amount paid in 1915-16 to Education Boards for conveyance by road and water and for board of children was £9,119, as against £7,204 in 1914-15.

The combined amount paid for conveyance by rail, road, and water and for board of children in attendance at public schools during 1915-16 was therefore £26,038, as against an expenditure of £23,360 for the previous year.

CLASS-BOOKS AND SCHOOL AND CLASS LIBRARIES.

During the year grants were given for establishing and maintaining school and class libraries. These grants come under two heads :—

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

The books purchased are to be suitable for individual reading in school or at home, and are to be approved by the Senior Inspector.

THE "SCHOOL JOURNAL" AND OTHER PUBLICATIONS.

The *School Journal* has now completed its ninth year of issue. It is published monthly, except that there are no issues for the months of December and January, when most of the schools are closed for the summer vacation. To provide reading-matter for the time the schools are open during the month of December, the November number is considerably enlarged. The *School Journal* is published in three parts suited to the varying capacities of the pupils; and to public schools, to Native schools, special schools, and certain other institutions more or less under departmental control or supervision, copies are sent in sufficient numbers to provide each pupil on the roll of the standard classes with a copy of the appropriate part. To the institutions just mentioned the *School Journal* is supplied free of cost, and to a very large number of private schools it is supplied at moderate rates. Of the November issue (the last for the year) the number of copies printed was—Part I, 55,500; Part II, 53,100; Part III, 42,500.

In addition to the illustrations appearing in the pages of the *School Journal*, pictures and prints illustrating geography, history, and nature-study have been

from time to time issued separately on cards as aids to oral instruction on modern lines in these subjects.

The volume of plates issued in connection with "A Manual of New Zealand Mollusca," by Mr. Suter, has been completed.

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.

MEDICAL INSPECTION AND PHYSICAL EDUCATION.

(See also Appendix F of E.-2.)

Educational authorities are yearly placing more importance on the physical welfare of school-children. Recent events have emphasized the fact that the nation's efficiency depends to a large extent on the physical soundness of its men and women; and have made the duty of laying the foundation of that physical fitness in the children a very clear one. Four medical inspectors and eleven physical instructors were employed during the year 1915, and succeeded in covering a large amount of work.

The number of children medically examined by the Medical Inspectors was 17,138, of whom 12,002 were examined at the routine examination, being chiefly pupils of S2, and 5,136 were special cases examined for some suspected defect. As, roughly speaking, over 20,000 pupils pass through the primary schools each year, it is clear that with the existing staff it will not be possible to medically examine each child even once during its school life, especially as those remaining unexamined are, for the most part, in small country schools, difficult of access. In the case of Native schools, secondary schools, and private schools, medical inspection has not as yet been attempted.

The percentages of physical defects discovered at the examinations differ very little from those of the previous year. Only 12.9 per cent. of the children are entered as being free from defects of every kind, but it is to be borne in mind that many of the defects recorded are of a simple and easily remediable nature. Excluding dental disease, 40 per cent. are free from physical defects. The most common defect found is dental in character, the percentage suffering from this cause being 78.1. Medical inspectors continue to advise and urge parents to obtain dental attention for their children, and they report that so far as the town children are concerned, satisfactory results follow their notifications. A great deal of good work is being done by the free dental treatment given at the public hospitals in the large centres. The problem of obtaining dental treatment (and also optical treatment) for country children is, however, a difficult one which will have to await solution until normal conditions again prevail.

Subnormal nutrition and malnutrition are reported in the case of 18.3 per cent. of the children examined at the routine examination. There is naturally a difficulty in deciding which children to place in this class; but it is worthy of note that above this percentage the Medical Inspectors draw attention to the large number of children in the schools who are not enjoying the perfect health and fitness that should be theirs. The importance of improving the condition of such children so as to obtain the nearest possible approach to physical and mental perfection is emphasized as being as great, if not greater, than that of curing those suffering from pronounced defects. It is not within the power of the educational authorities, except by spreading enlightenment and advice, to remove all of the causes contributing to physical unfitness, but it is their duty to ensure that at least during school-hours the child has the fresh air, warmth, light, exercise, and rest that its constitution requires.

No complete statistics are available to show what proportion of the children, notified as being in one way or another physically defective, receive the necessary treatment, but the reports of the Medical Inspectors generally are in favour of the assumption that the proportion is essentially satisfactory.

With regard to physical deformities, the percentage of defects observed was higher than it should be: 13.4 per cent. of the children examined at the routine examination had stooped shoulders, 5.7 per cent. curvature, and 5.6 per cent. flat chest. With the object of curing such defects as these remedial classes have been

widely established, the Medical Inspectors and physical instructors co-operating in the work, and although it is too early yet to estimate the complete results, there is every reason to believe that the increased attention to this aspect of physical instruction is bearing valuable fruit. To provide a staff of specialists to conduct the work in its entirety is, however, manifestly impossible. It can only be initiated, supervised, and corrected. The effective application of the scheme of exercises selected must rest with the teachers themselves, whose training in consequence is of capital importance.

Both Medical Inspectors and physical instructors have devoted a considerable amount of time to the instruction of the students of training colleges to prepare them for their future duties in the schools. This is regarded as one of the most important branches of the work, the value of having teachers thoroughly instructed in the requirements of physical education and taught to observe physical defects in their pupils and maintain a healthful school environment being incalculable.

The Medical Inspectors report on the school buildings in respect of lighting, heating, ventilation, cleanliness, &c., and have been able to suggest many improvements where little or no expense is involved. Emphasis is placed on the value of fresh air, open-air teaching being strongly recommended. An open-air class-room accommodating about sixty pupils was used in Wellington from April to the end of the year, and although some of the conditions could not be considered favourable, the reports of the teachers and the superior gains in height and weight of the pupils plainly show that the experiment was an unqualified success. The result is in accordance with similar experiments made elsewhere, and goes far to establish the principle of the open-air class-room wherever circumstances permit of the arrangement.

The expenditure on medical inspection for the financial year ended 31st March, 1916, was—Salaries, £1,765; travelling-expenses, £527; material, apparatus, forwarding-charges, &c., £55: total, £2,347.

The expenditure on physical education for the year ended the 31st March, 1916, was as follows: Salaries, £2,272; training classes, including camps for teachers, £2,877; equipment for training classes, £15; travelling allowances and expenses, £1,464; sundries, including advertising, books, office-cleaning, freight, &c., £199: total, £6,827.

The receipts from sales of Junior Cadet equipment from schools where the cadet corps have been disbanded amounted to £990.

THE SYLLABUS OF INSTRUCTION.

A revised syllabus of instruction was issued for the primary schools in the year 1914. Inspectors report that teachers, in the main, have acquainted themselves with the newer requirements, and fully appreciate the value of the modern ideas and improved methods introduced within recent years.

MANUAL INSTRUCTION.

During the year classes for elementary handwork were carried on under the Regulations for Manual Instruction in connection with 77 per cent. and for manual instruction in connection with 60 per cent. of the public schools. The percentages for the various education districts were as follows:—

	Elementary Handwork.	Manual Instruction.
Auckland	65	50
Taranaki	69	68
Wanganui	94	74
Wellington	78	63
Hawke's Bay	71	65
Marlborough	62	13
Nelson	58	52
Grey	41	36
Westland	15	21
North Canterbury	86	62
South Canterbury	99	78
Otago	99	80
Southland	90	68

The total number of public schools at which approved classes were held was, for elementary handwork 1,793 (an increase of 280), and for manual instruction 1,398 (an increase of 100). Capitation amounting to £34,450 was distributed during the year to Education Boards on account of classes. The amount for the previous

year was £31,360. In addition, special grants totalling £1,804 were made in aid of buildings and equipment, mostly the latter, financial considerations arising out of the war rendering it necessary to refrain from proceeding with other than the most urgent works. Necessary equipment was provided for classes at Waihi, Pukekohe, Tauranga, Te Kopuru, Dargaville, and Pleasant Point.

The expenditure by Education Boards for the year was £42,582, the chief items being—Maintenance of classes, £34,036; buildings and equipment, £3,403; and administration, £3,297.

In the lower standards hand-and-eye training is given through the media of constructive work in paper and cardboard modelling, of plasticine, and of design and colour work. In the higher standards these are supplemented, where practicable, by woodwork, ironwork, cookery, laundry-work, dressmaking, and various branches of elementary science, including agriculture and dairy-work. The centre system is largely availed of in the case of such subjects as woodwork and cookery. There are now over eighty well-equipped buildings for instruction in these subjects. In the larger centres these take the form of special manual-training schools; otherwise accommodation is provided in the local technical school, secondary school, or district high school, as the case may be. The cost to the Government of the conveyance of pupils to manual-training centres was £5,414.

During the year 587 classes for wood or iron work and 929 classes for domestic subjects (cookery, laundry-work, and dressmaking, associated in most cases with suitable instruction in domestic economy and hygiene) were held. The instruction is given for the most part by special teachers, seventy in number (woodwork, 38, average salary £200; domestic subjects, 42, average salary £142). Increased attention continues to be given to subjects bearing on the home, and there are now on the staff of instructors a number of highly qualified teachers, including several who as holders of home-science bursaries have completed the course for the diploma or the degree of home science at the Otago University. Compared with the previous year, the number of classes for domestic subjects shows an increase of 19 per cent.

The number of classes for elementary agriculture was 1,382, an increase of 183. The instruction, which includes observational and experimental work in connection with school gardens and plots, combined in many cases with elementary dairy-work, is supervised by special itinerant instructors, of whom there are now nineteen (average salary £325).

Full courses bearing on rural life, with in the case of girls a domestic trend, were carried on during the year in connection with the secondary departments of 61 per cent. of the district high schools (sixty-one in number) as follows:—

District.	Number of Schools.	Number of Pupils.	Capitation earned.
			£
Auckland	5	154	962
Taranaki	1	71	501
Wanganui	8	212	1,178
Wellington	6	241	1,447
Hawke's Bay... ..	3	138	1,021
North Canterbury	5	100	660
South Canterbury	3	132	822
Otago	6	177	1,096
Totals 1915	37	1,225	£7,687
Totals 1914	34	984	£6,302

Capitation at the rate of £6.3 for each pupil under instruction was earned by the schools providing these courses. In most cases the science subjects included in the course are not taken by the regular staff, but by visiting instructors. The continued dearth of trained teachers with an adequate practical acquaintance with modern laboratory methods is a matter for regret, in view of the facilities for training now within reach of prospective teachers.

About 70 per cent. of the district high schools are now provided with well-equipped laboratories. Where laboratories are not available it has been found practicable in the case of some of the public schools to provide useful courses in physical measurements such as can be carried out under ordinary class-room condi-

tions. About 370 approved classes for various branches of elementary science, chiefly physics and chemistry, were held at public schools during the year.

The number of approved classes for swimming and life-saving continues to increase slowly. During the year 257 classes were held, as compared with 254 for the previous year.

STAFFS OF PUBLIC SCHOOLS.

The number of teachers in the public schools, exclusive of those employed in the secondary departments of district high schools, in December, 1914, and December, 1915, respectively, was as follows:—

NUMBER OF TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS.

	1914.			1915.		
	Men.	Women.	Total.	Men.	Women.	Total.
Adult teachers	1,628	2,820	4,448	1,591	3,077	4,668
Pupil-teachers	139	470	609*	141	485	626†
Totals	1,767	3,290	5,057	1,732	3,562	5,294
<i>Number of Adult Teachers (included above).</i>						
Head teachers	771	113	884	792	129	921
Sole teachers	483	829	1,312	426	889	1,315
Assistants	374	1,878	2,252	373	2,059	2,432
Totals	1,628	2,820	4,448	1,591	3,077	4,668

* Exclusive of 45 male and 278 female probationers.

† Exclusive of 53 male and 343 female probationers.

NOTE.—The number of sole teachers does not agree with the number of sole-teacher schools because of the fact that there are a number of half-time schools groups of which are in charge of a sole teacher, and also a number of side schools the teachers of which are not regarded as sole teachers. Similarly, on account of side schools, the number of head teachers does not agree with the number of schools of two or more teachers.

The number of pupils per teacher in the several grades or groups of schools is shown below, two pupil-teachers being counted as equivalent to one adult teacher, and probationers not being included on the staff.

	Average Number of Children per Teacher.
Grades 0 and I (1-20 in average attendance, one teacher)	12.6
Grade II (21-35, one teacher)	25.9
Grades II-VII (over 20, one or more teachers)	36.4
Grades III-VII (over 35, two or more teachers)	37.9
Grades V-VII (over 240, six or more teachers)	45.6
All schools	32.5

The Education Act of 1914 provides for an immediate small improvement and an ultimate improvement of considerable extent in the staffing of schools. The scale of staffing under earlier Acts was one teacher for each 40 or part of 40 children up to 200 in average attendance, then one additional teacher for each 50 or part of 50, pupil-teachers being included in the reckoning. The scale in the new Act gives one teacher for each 40 or part of 40 up to 400 in average attendance, and then one additional teacher for each 50 or part of 50, pupil-teachers to be ultimately excluded. For the year 1915 a small reduction in the number of pupils per teacher from 33.1 to 32.5 is shown, but it is obvious that further progress in the desired direction must be arrested till more favourable conditions exist. The matter depends primarily on the available supply of certificated and experienced teachers, but cannot be disassociated from the question of increased expenditure on salaries and buildings that even a small advance must entail. The classes in the large schools are still much too large, and it must be recognized that finality in this matter cannot be reached until the number of pupils per teacher has been reduced to the maximum, permitting of the introduction of the best methods of instruction.

The following extract from the *English Journal of Education* is pertinent to the question in hand: "At secondary schools, speaking broadly, the child is a personality, and is taught and treated as such; at elementary schools, again speaking broadly,

he is treated far too much as an item in a mass. This has nothing to do with the outlook and ideals of elementary and secondary teachers; it is simply due to the fact of the overwhelming size of classes in the primary schools. Thirty children in a schoolroom are thirty individuals; sixty is a mass. . . . The first objective of educational reformers should be the reduction in the size of the classes."

The following figures show a comparison of conditions in other countries compared with those prevailing in New Zealand:—

AVERAGE NUMBER OF CHILDREN PER ADULT TEACHER (COUNTING TWO PUPIL-TEACHERS AS ONE ADULT).

London (County Council schools)	..	..	..	..	..	36.1
England (Board of Education schools)	..	..	..	..	..	32.7
Scotland	..	..	..	..	..	36.2
New York State	..	..	..	..	..	26.4
United States	..	..	..	..	..	24.1
Switzerland	..	..	..	..	..	44.0
New South Wales	..	..	..	..	..	31.7
Victoria	..	..	..	..	..	31.2
New Zealand (schools over 240)	..	..	..	..	..	45.6
„ (all schools)	..	..	..	..	..	32.5

The following figures show the ratio of males to females, adult teachers and pupil-teachers being considered separately. For purposes of comparison the figures for the previous years are also given.

	1913.		1914.		1915.	
	M.	F.	M.	F.	M.	F.
Ratio of adult male to adult female teachers, schools with 1 to 20 scholars	100	: 349*	100	: 385*	100	: 323
Ratio of adult male to adult female teachers, schools with more than 20 scholars	100	: 152†	100	: 159†	100	: 176
Ratio of adult male to adult female teachers, all schools	100	: 166	100	: 173	100	: 193
Ratio of male pupil-teachers to female pupil-teachers	100	: 334	100	: 338	100	: 344
Ratio of male to female teachers (including pupil-teachers), all schools	100	: 180	100	: 186	100	: 205

* Schools with 1 to 15 scholars; grade altered in 1915. † Schools with over 15 pupils.

Owing to the alteration in the maximum attendance of Grade I schools a fair comparison cannot be made in the first group given above. It will be observed, however, that in each of the other groups, especially the groups comprised of adult teachers, there is a marked increase in the proportion of female teachers compared with the previous year. This can to a great extent be accounted for by the enlistment of male teachers for military service, and the consequent temporary filling of their positions by women. The conditions prevailing in this respect in New Zealand and in other parts of the world are shown in the table below. As in the more densely populated countries there is not likely to be the large proportion of small schools, with salaries attached too low to attract male teachers, that there is in New Zealand, primary schools with an average attendance of less than 21 are excluded from the New Zealand figures.

RATIO OF WOMEN TEACHERS TO MEN TEACHERS IN OTHER COUNTRIES.

	England (Board of Education).		Scotland.		United States.		Manitoba.		New Zealand.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Adult primary teachers	100	: 299	100	: 278	100	: 399	100	: 598	100	: 176
Secondary teachers	100	: 99	*		100	: 131	*		100	: 72
Training-college students	100	: 178	100	: 494	100	: 411	*		100	: 387

* Information not available.

It is apparent from these figures that in the supply of male teachers New Zealand compares favourably with other countries. As about one-half of the children in our public schools are under ten years of age, and one-half of the remainder are girls, it is contended that women teachers are the most suitable for about three-quarters of the school population. It is clear, therefore, that if the proportion of women to men on the staff was much greater, there would still be no great cause for alarm as to the efficiency of our staffing.

SALARIES OF PUBLIC-SCHOOL TEACHERS.

The total amount of all salaries and allowances at the rate payable on the 31st December, 1915, was £846,810, an increase of £105,674 over the amount for 1914. This includes pupil-teachers' salaries and allowances, £35,335; probationers' salaries and allowances, £17,915; additional amounts paid to head teachers of district high schools, £1,710; additional amounts paid to associated normal teachers, £303; and house allowances, £23,835, to head or sole teachers who had no residence provided. However, the total does not include the corresponding amounts saved in rent where houses are provided, estimated at £30,975. The unusual increase in expenditure on salaries was, of course, due to the provisions of the Education Act, 1914, and the increase is reflected in the average rates of salary for adult teachers in public primary schools as set out below:—

		Average Salaries of			1914.			1915.		
					£	s.	d.	£	s.	d.
(1.)	Teachers in all schools—									
(a.)	Excluding house allowances and amounts saved in rents where residences are provided	..	..	..	152	15	7	164	17	11
	Namely, men	..	..	..	204	0	0	222	14	10
	women	..	..	..	123	4	2	134	19	9
(b.)	Including house allowances and amounts saved in rents	..	..	..	162	19	0	176	12	8
	Namely, men	..	..	..	223	16	7	245	11	3
	women	..	..	..	127	16	4	141	0	0
(2.)	Teachers in schools with average attendance over eight—									
(a.)	Excluding house allowances and amounts saved in rents	..	..	..	..	..	..	169	11	2
	Namely, men	..	..	..	..	..	..	223	18	7
	women	..	..	..	..	..	..	140	3	4
(b.)	Including house allowances and amounts saved in rents	..	..	..	..	..	..	181	14	8
	Namely, men	..	..	..	..	..	..	246	18	2
	women	..	..	..	..	..	..	146	9	11
(3.)	Teachers in schools with average attendance over twenty—									
(a.)	Excluding house allowance and amounts saved in rents	..	..	..	..	..	..	177	18	6
	Namely, men	..	..	..	..	..	..	237	6	8
	women	..	..	..	..	..	..	144	2	3
(b.)	Including house allowances and amounts saved in rents	..	..	..	..	..	..	192	2	6
	Namely, men	..	..	..	..	..	..	263	5	5
	women	..	..	..	..	..	..	151	12	8

* It is not possible to make comparisons here with 1914 figures owing to the alterations in the grades of schools.

The average salaries of teachers in New Zealand compare very favourably with those of other countries. A few examples are given below.

	England.		Scotland.		United States.		Manitoba.		New Zealand	
	Head Teachers	Assistants.	Head Teachers	Assistants.	Head Teachers	Assistants.	Head Teachers	Assistants.	Head Teachers	Assistants.
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Male teachers ..	175	4 0	128	7 0	166	4 6	129	4 5	174	11 8
Female teachers	124	11 0	94	7 0	87	8 4	101	0 8	119	15 10

NUMBER OF ADULT TEACHERS IN PUBLIC SCHOOLS, TOGETHER WITH THE AVERAGE SALARIES AND TOTAL EXPENDITURE ON SALARIES FOR THE YEARS 1894, 1900, AND FOR EACH YEAR SINCE 1905.

Year.	Number of Teachers.*		Average Salary of Teachers.*†			Total Expenditure on Teachers' Salaries.*‡								
	Male.	Female.	Male.	Female.	Combined.									
			£	s.	d.	£								
1894	1,137	1,123	167	10	11§	90	17	8§	129	9	0§	292,559§		
1900	1,216	1,415	163	12	8§	85	12	6§	121	13	7§	320,136§		
1905	1,302	1,835	174	14	9	96	6	11	128	17	5	404,267		
1906	1,314	1,887	184	13	1	107	2	1	139	2	2	445,285		
1907	1,332	1,955	186	11	11	105	12	5	138	8	9	455,036		
1908	1,331	2,021	189	9	3	106	0	5	159	3	1	466,448		
1909	1,406	2,208	192	15	3	113	11	4	144	7	7	521,783		
1910	1,456	2,252	192	8	10	115	6	6	145	12	2	539,909		
1911	1,493	2,351	196	6	1	118	13	4	148	16	5	572,067		
1912	1,555	2,550	197	7	8	118	8	5	148	14	8	610,550		
1913	1,603	2,659	199	10	5	118	12	7	149	1	1	635,275		
1914	1,628	2,820	204	0	0	123	4	2	152	15	7	679,562		
1915	1,591	3,077	222	14	10	134	19	9	164	17	11	769,725		
1915	1,400	2,460	Excluding schools with average attendance of under 21.			237	6	8	144	2	3	177	18	6

* Exclusive of pupil-teachers, probationers, and sewing-mistresses.

† Exclusive of teachers' house allowances.

‡ Based on rate paid for month of December. § House allowances included.

STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

(See also E.-2, Tables E2 and E3.)

Table E2 in E.-2 gives the number of certificated and uncertificated teachers respectively in the different education districts on the 31st December, 1915, exclusive of secondary schools and secondary departments of district high schools. The following summary shows the numbers of certificated and uncertificated teachers employed in the schools in each of the years 1910 to 1915 :—

PRIMARY TEACHERS IN ALL PUBLIC SCHOOLS (SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS EXCLUDED).

	1910.	1911.	1912.	1913.	1914.	1915.
I. Certificated teachers	2,663	2,783	2,919	3,082	3,282	3,298
II. Uncertificated teachers—						
(a.) Holding partial qualifications—						
(i.) Holders of licenses	56	71	87	84	90	83
(ii.) Others partially qualified	259	285	336	304	306	211
Totals of (a)	315	356	423	388	396	294
(b.) Having no recognized examination status	730	705	763	792	770	1,076
Total number of teachers not fully certificated	1,045	1,061	1,186	1,180	1,166	1,370
Totals of I and II	3,708	3,844	4,105	4,262	4,448	4,668

It will be observed from the above figures that the improvement in the proportion of certificated and partially certificated teachers noted in preceding years has not been maintained in 1915. The number of certificated teachers shows an increase of only 16 over the number for 1914, while the number partially qualified has been reduced by 102, and the number holding no examination status has increased by 306. In other words, the proportion holding certificates decreased from 73·7 per cent. to 70·6 per cent. of the whole, and the proportion having no recognized examination status increased from 17·5 per cent. to 23·1 per cent. The falling-off is not, however, difficult to explain. The reason is the same as in the case of the increased proportion of female teachers. At the end of the year about 220 male teachers were on military service with the Expeditionary Forces, and temporary arrangements for filling their places have been made possible only by the employment in the service of a greatly increased number of uncertificated persons. In addition, a number of training-college students who would have joined the ranks of certificated teachers are engaged in military duties. The reports of Inspectors of Schools comment generally on the accentuated difficulty of obtaining certificated teachers for small country schools, it being often necessary to appoint almost any fairly well educated person. The increased rates of salary payable under the Education Act of 1914 should be an inducement to competent men and women to join and remain in the teaching service; but it will not be possible to ascertain the effect of the improved salaries on the general efficiency of the staff until normal conditions again prevail. If schools with an average attendance of under 20 are excluded, it will be found from the figures of Table E2A in E.-2 that the proportion of certificated teachers in the service was 80·5 in 1915, and this figure, under the circumstances, must be regarded as comparatively good. The percentage of certificated teachers in the English public elementary schools in the year 1913-14 was 67·2.

The table below shows all certificated teachers employed by Education Boards, whether they are engaged in primary work or in the secondary departments of district high schools, and it is arranged according to sex and class of certificate held. It is to be borne in mind that there is now no examination for E certificate.

HOLDERS OF TEACHERS' CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1914, AND AT 31ST DECEMBER, 1915.

Class of Certificate.	1914.			1915.		
	M.	F.	Total.	M.	F.	Total.
A	30	14	44	33	19	52
B	231	88	319	212	98	310
C	612	605	1,217	565	641	1,206
D	454	983	1,437	442	1,036	1,478
E	53	290	343	56	279	335
Total	1,380	1,980	3,360	1,308	2,073	3,381

Deductions from this table show that 69 per cent. of the female teachers hold certificates and 83 per cent. of the male teachers. The fact that large numbers of the small country schools are staffed by female teachers accounts to some extent for the difference.

TRAINING OF TEACHERS.

(See also Appendix D of E.-2.)

There are four training colleges situated in the four principal centres of the Dominion, which are open to four classes of students, as follows: Division A, ex-pupil-teachers or ex-probationers; Division B, students who have passed Matriculation or obtained a higher leaving-certificate; Division C, University graduates admitted for one year; and Division D, teachers entering on short-period studentships. The numbers of students in attendance during the last quarter of 1915 under the various divisions were—Division A, 338; Division B, 33; Division C, 8; and Division D, 11; the total being 390, as compared with 430 for the previous year. It should be mentioned, however, that the figures for 1915 do not include 15 male students who left during the year, having enlisted for military service, and also 10 male students and 3 female students who took up positions as relieving teachers in order to fill vacancies on the teaching staff caused by the enlistment of permanent teachers.

The number of students at each training college during the last quarter of 1914 and 1915 respectively is indicated in the following table:—

	1914.			1915.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	36	70	106	33	79	112
Wellington	27	80	107	17	69	86
Christchurch	28	74	102	14	78	92
Dunedin	32	83	115	16	84	100
Totals	123	307	430	80	310	390

The ordinary course of training is for two years, so that when the training colleges have their full complement of students (125 in each case) the number of students annually completing their training and passing into the schools will be about 250. There is also provision for a one-year course which under certain conditions may be taken by University students or matriculated students who have completed a two-years course at an agricultural college or a school of home science recognized by the University of New Zealand. In addition, there are short-period studentships, of not less than three months' or more than one year's duration, for the benefit of teachers who have been already employed in teaching and are deemed worthy of further training in professional work, the allowances payable to such students being the same as those payable to students under Division B.

For the teaching practice of students the normal practising schools forming part of the training college in each case are available, and opportunities of observation are now extended so as to embrace specially selected teachers and classes in neighbouring schools. Each normal school includes—(a) a main school, organized as a "mixed school"; and (b) such "model schools" as may be approved by the Minister, each model school being of one of the following types: (i) A rural public school under a sole teacher; (ii) a junior school under one teacher with not more than 45 children of classes P to S2 on the roll; (iii) a class representing the secondary department of a district high school; (iv) a class for backward children; (v) a junior kindergarten. The total number of children on the roll of a normal school (excluding the kindergarten) must not exceed 750.

The salaries of teachers in training colleges were increased in 1915, especially those in the lower grades, and the staffs were strengthened by the addition of certain positions. The Principals of the training colleges welcome the improvement thus made in the teaching strength of the colleges, and it is reasonable to assume that the higher rates of salary now payable to the normal school staffs will make it possible to obtain the services of superior teachers where they are most required.

Much information in regard to the courses of instruction taken by students at the training colleges, and of the status of students, may be obtained from the tables appearing in Appendix D of E.—2.

It will be sufficient to note here that at the beginning of the two-years course 2 students held Class C certificates and 91 Class D certificates, and at the end of the course 5 held Class B certificates, 97 Class C certificates, and 60 Class D certificates.

The amounts paid to Education Boards in 1914-15 and 1915-16 for the training of teachers were as follows:—

I. Training colleges—	1914-15.		1915-16.	
	£	£	£	£
Salaries of staffs (half charged to public-school salaries in 1914-15; two-fifths in 1915-16)	8,096		12,700	
Students' allowances and University fees ...	23,339		25,858	
Special instruction ...	1,471		1,106	
Buildings, sites, and equipment ...	5,007		6,081	
	37,913		45,745	
 II. Other training—				
Grants for special instruction in certificate subjects, including science, agriculture, and handwork, of teachers other than training-college students ...	3,050		2,355	
Railway fares of teachers and instructors ...	6,249		5,944	
Sundries ...	5		16	
	9,304		8,315	
	£47,217		£54,060	
Less recoveries ...	...		34	
Totals ...	£47,217		£54,026	

It will be observed that the increase of nearly £7,000 in the expenditure is largely due to improved salaries and to an increase of £2,500 in the expenditure on students' fees and allowances. It should be noted, however, that there has also been an alteration in the allocation of the amount expended in teachers' salaries, three-fifths instead of one-half the amount now being made chargeable to Training Colleges.

UNCERTIFICATED TEACHERS.

Apart from the provisions for training colleges, a grant of £3,275 was made last year to Education Boards for the maintenance of training classes for teachers. The purposes for which the grant was applied were—

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

In the distribution of the grant the amounts allotted eleven Education Boards varied from £100 in one small district to £800 in the largest. Two Education Boards did not participate in the grant.

FINANCES OF EDUCATION BOARDS.

(See also E.—2, Tables F 1 to F 10.)

The table on the next two pages is a summary of the income and expenditure, and of the assets and liabilities, of the various Education Boards for the calendar year 1915. Full information for each district can be obtained on reference to Appendix A of E.—2, or to Tables F1 and F2 published in the same report.

SUMMARY OF THE RECEIPTS AND EXPENDITURE AND ASSETS AND LIABILITIES OF EDUCATION BOARDS FOR THE YEAR 1915.

No.	Name of Account.	As at 1st January.				Cash Transactions during Year.				Transfers.				As at 31st December.							
		Balances.		Deficits.		Receipts.		Expenditure.		Debit.		Credit.		Balances.		Deficits.		Assets.		Liabilities.	
		£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
1	<i>General Account.</i> Receipts from 5s. capitation and other sources mentioned in section 33, subsection (2), of the Education Act, 1914, expended on— (a.) Office staff (salaries, &c.) (b.) Office contingencies (c.) Subsidies for school and class libraries paid out of Board's general fund (d.) Refunds and sundries	34,819	18 11	..	..	52,832	18 9	1,956	1 4	15,061	16 10	120	5 8	208	12 6	45,689	15 0	2,066	8 3	508	0 0
2	<i>Special Accounts.</i> Salaries of teachers (exclusive of secondary departments of district high schools), salaries and allowances of pupil-teachers, and proportion of the total cost of the training-college staff Salaries of relieving teachers School and class libraries—Government capitation grant .. ..	..	..	1,792	6 8	3,946	2 9	287	4 6	813,374	10 0	..	..	..	..	..	..	2,821	0 0	863	3 5
3	Conveyance and board of school-children .. ..	..	..	229	15 9	8,245	3 2	11	18 9	8,756	18 10	126	8 3	..	..	..	..	1,058	6 2	1,507	9 3
4	Incidental expenses of schools .. ..	..	..	..	..	35,117	3 11	5	13 3	51,628	1 8	15,608	17 1	..	..	..	..	896	7 5	1,336	15 3
5	Contributions and subsidies for public-school purposes	150	7 6	..	..	879	17 4	2,258	12 6	2,059	12 3	..	..	630	2 9	599	2 4	..	..	266	12 2
6	Training colleges and training of teachers— (a.) Salaries of staff (proportion of the total cost) .. ..	..	..	..	..	11,396	18 10	..	..	11,514	19 2	..	..	..	..	..	..	..	..	..	..
7	(b.) Special instructors and associated teachers .. ..	..	..	..	..	1,178	10 0	..	..	1,145	17 6	..	..	..	..	..	..	..	..	..	..
8	(c.) Allowances and fees of students .. ..	..	..	1,066	12 6	24,233	15 6	17	0 2	24,977	16 10	208	12 6	..	..	..	..	1,479	4 11	3,321	11 5
9	(d.) Incidental expenses .. ..	..	..	..	..	621	13 3	..	..	742	6 1	..	..	..	..	..	..	..	..	..	..
10	(e.) Classes for teachers (other than students at training college) .. ..	..	..	..	..	4,954	18 10	161	2 5	4,804	4 4	..	..	..	..	..	..	..	..	..	..
11	(f.) Training College Trust Account .. ..	..	..	..	..	..	..	204	0 0	4	0 0	..	..	..	..	200	0 0	..	..	..	..
12	Scholarships— Board's .. ..	..	..	1,914	10 10	10,091	9 6	12	10 0	10,635	10 0	..	..	..	..	..	..	2,446	1 4	2,483	7 0
13	Junior National .. ..	..	..	698	8 5	3,247	3 4	2	10 0	3,852	13 5	..	..	..	..	..	..	1,301	8 6	1,298	15 5
	Special	81	15 7	..	..	..	..	185	0 0	235	13 4	..	..	..	..	31	2 3	..	..	53	16 9
	District High Schools— Salaries of staffs of secondary departments .. ..	..	..	143	4 10	19,597	17 7	..	..	19,965	4 1	146	5 0	..	..	..	..	364	6 4	272	12 6
	General purposes— (a.) Out of fees from pupils	404	18 6	..	..	..	..	191	17 0	262	18 6	346	18 0	102	19 0	621	15 9	..	..	9	0 0
	(b.) High School Boards' grants .. ..	..	..	..	..	..	..	200	0 0	9	15 3	..	..	146	5 0	..	..	..	..	..	..

SUMMARY OF THE RECEIPTS AND EXPENDITURE AND ASSETS AND LIABILITIES OF EDUCATION BOARDS FOR THE YEAR 1915—continued.

No.	Name of Account.	As at 1st January.				Cash Transactions during Year.				Transfers.				As at 31st December.											
		Balances.		Deficits.		Receipts.		Expenditure.		Debit.		Credit.		Balances.		Deficits.		Assets.		Liabilities.					
		£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.				
14	Manual Instruction—Receipts from capitalisation, contributions, sales, &c., expended on— (a.) Direction and administration (b.) Salaries of instructors (c.) Equipment for elementary handwork (d.) Material	..	..	6,080	6 8	37,004	6 9	2,320	1 9	..	..	..	..	..	..	..	..	..	..	..	..
15	Technical instruction—Receipts from capitalisation, contributions, subsidies, grants for material, fees, sales, &c., expended on— (i.) Salaries of instructors (ii.) Material (iii.) Direction and administration (b.) Classes conducted by managers— All services except buildings, equipment, and rent Teachers' house allowances Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions, and (b.) ordinary rebuilding (c.) Rebuilding schools destroyed by fire (d.) Rents of buildings and sites for school purposes	2,484	18 0	..	..	37,339	3 5	6,549	18 3	18,887	2 8	2,152	6 8	5,280	0 9	3,129	12 7	1,388	9 3	20,488	19 7	7,642	14 10		
16	Rent of buildings for manual and technical instruction	..	..	256	19 7	900	14 3	35	15 0	1,032	13 9	83	5 5	..	..	..	..	..	..	269	18 8	630	8 2		
17	Public schools—New buildings, additions, furniture, apparatus, sites Buildings, apparatus, &c., for manual and technical classes— (a.) Manual instruction (b.) Technical instruction (classes conducted by Board) (c.) Technical instruction (classes conducted by Managers)	..	..	33,058	3 1	58,567	0 11	133	14 2	65,648	9 5	..	..	..	..	918	11 3	..	..	40,924	8 8	815,321	2 11	4,816	14 1
18	Sites sales Contractors' deposits Sundry accounts	..	..	16,516	4 9	3,873	10 0	480	9 6	3,653	17 4	..	..	..	..	..	..	..	..	15,816	2 7	3,610	10 0	..	..
19	Totals	141,024	12 7	90,097	13 2	1,272,709	12 6	23,495	9 1	1,270,604	18 10	21,170	1 4	21,170	1 4	421,170	1 4	172,355	11 7	95,828	9 5	103,524	15 10	38,683	8 9
20	Net balance at 1st January, 1915, Cr.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
21	Net balance at 31st December, 1915, Cr.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

£ s. d.
 Net balance at 1st January, 1915, Cr. 50,926 19 5
 Net balance at 31st December, 1915, Cr. 76,527 2 2

1. All Accounts excluding Buildings.

Excluding the expenditure on buildings, the following summary shows the chief items of expenditure for the past five years:—

	1911.	1912.	1913.	1914.	1915.
	£	£	£	£	£
Boards' administration	43,697	47,772	48,004	48,267	28,892
Incidental expenses of schools	42,831	44,723	46,412	46,678	51,628
Teachers' salaries*	608,958	643,921	668,094	716,749	818,263
Training of teachers	28,992	29,754	37,864	37,180	43,189
Scholarships and district high schools	32,620	33,361	33,072	34,436	34,962
Manual and technical instruction	65,195	77,131	82,030	89,350	95,697

* Excluding house allowance.

The large reduction in the cost of the Boards' administration in 1915 is due to the transfer of Inspectors of Schools from the service of the Boards to that of the Department to which their salaries and expenses are now chargeable. The cost of the Boards' administration is provided by a capitation payment of 5s. per annum for each child in average attendance at public schools within the district. The increase of over £100,000 in the expenditure on teachers' salaries is, as elsewhere indicated, for the most part due to the improved scale of payments introduced under the Education Act, 1914. The expenditure on incidental expenses of schools shows an increase of £4,950 over that for the year 1914. The Boards receive grants for this purpose on a new scale provided by the Act of 1914 and based on the number of schools and the attendance thereat in the district, the whole of the moneys granted being distributed according to the Boards' rules to the School Committees to meet the expenses of cleaning, warming, &c., in connection with the schools. The expenditure per head of average attendance has increased from 5s. 11d. in 1914 to 6s. 4d. in 1915.

The following is a summary of the cash assets and liabilities of the Boards on all accounts, excluding buildings, for the year 1915:—

ADMINISTRATION, ETC., ACCOUNTS, ALL BOARDS, 31ST DECEMBER, 1915.

<i>Liabilities.</i>			£	<i>Assets.</i>			£
Overdrafts .. ..	..	..	5,816	Cash .. ..	..	..	35,982
Other liabilities .. ..	..	..	16,755	Due from all sources .. ..	..	..	61,318
Balances .. ..	..	..	77,846	Deficits .. ..	..	..	3,117
			<u>£100,417</u>				<u>£100,417</u>

With two exceptions, the administration, &c., accounts of every Education Board were in credit at the end of the year 1915. The total net credit balance of these accounts for the last four years is shown as follows:—

	Balances.	Deficits.	Net Balances.
	£	£	£
1912	49,869	2,432	47,437
1913	55,657	305	55,352
1914	61,618	1,350	60,268
1915	77,846	3,117	74,729

2. Buildings Account.

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

The moneys so granted in the year 1915 for the two purposes named are shown in Tables F7 and F8 in E.-2.

The total amount expended by Education Boards during the year 1915 on maintenance of buildings, new buildings, sites, furniture, &c., was £183,534, as compared with £218,723 for the previous year. The building programmes of all of the Boards were considerably reduced owing to the circumstances of the war limiting the funds available for this purpose.

Table F9 in E.-2 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, 1915.

<i>Liabilities.</i>			£	<i>Assets.</i>			£
Overdrafts	..	..	3,391	Cash	..	..	49,752
Other liabilities	..	..	22,057	Due from all sources	..	..	42,204
Balances	..	..	68,860	Deficits	..	..	2,352
			<u>£94,308</u>				<u>£94,308</u>
				Net balances 1st January, 1916..			<u>£66,508</u>

The net balance in the Buildings Account at the close of the year 1914 was £44,518. The above summary indicates that at the end of 1915 it had increased to £66,508. This substantial increase is largely due to the excess of the grants for maintenance and rebuilding over the expenditure; in the case of eight Boards the income on this account exceeded the expenditure, in three Boards the income and expenditure were equal, and in only two did the latter exceed the former. The position of the account for maintenance and rebuilding for all Boards was as follows:—

SCHOOL BUILDINGS MAINTENANCE ACCOUNT, ALL BOARDS, 31ST DECEMBER, 1915.

		£
Ledger balances	..	120,091
Net excess of amounts due to Boards over amounts due by Boards	..	3,719
Net balance, 31st December, 1915	..	<u>£123,810</u>

It would appear, therefore, that at the 1st January, 1916, £123,810 was available for the purposes of maintenance of school buildings. As however, the actual balance to the credit of the combined Buildings Account was only £46,361, it is clear that the large balance to the credit of the Maintenance Account is only a paper balance, and that in years past excessive transfers have been made from the Maintenance Account to the New Buildings Account.

3. All Accounts.

The bank balances of the Boards have increased from £50,927 to £76,527. The increase is accounted for to some extent by the fact that the Boards' income from the Government for the maintenance of school buildings and for new buildings was £12,000 greater than the expenditure. Likewise the income for administration purposes was £10,000 greater than the expenditure thereon. With the exception of three or four Boards, the financial position of the individual Boards may be regarded as satisfactory.

EDUCATION RESERVES.

The Education Reserves Amendment Act of 1914 provides for the revenue received from primary-education reserves to be paid by the Receiver of Land Revenue into the Public Account to the credit of a special deposit account called "The Primary Education Endowments Deposit Account." Previously the moneys were paid to the credit of a separate account for each district. The moneys so received are applied without further appropriation than the Act mentioned towards the payment of amounts charged on the Consolidated Fund for the purposes of primary education. The revenue from this source during the year 1915-16 was £75,914.

NATIVE SCHOOLS.

(See also E.—3.)

Number of Schools.

There were 117 Native village schools in operation at the end of the year 1915, as compared with 115 for the previous year, four new schools (of which one was a side school) having been opened and two having been closed during the year.

In addition to the Native village schools, three primary mission schools for Maori children and ten boarding-schools affording more advanced education to Maoris were inspected by the Inspectors of Native Schools. Throughout the Dominion there were 551 public schools at which Maori children were in attendance. Thus the total number of schools under inspection where Maori children were receiving instruction was—

Native village schools	...	...	...	...	...	117
Native mission schools subject to inspection by the Education Department						3
Public schools at which Maori scholars were in attendance						551
						<hr/>
Total number of primary schools						671
Native boarding schools affording secondary education to Maoris						10
						<hr/>
Total	...	...	...	...	...	681
						<hr/>

The following table shows the number of Native village schools in each grade as compared with the number for the previous year:—

NUMBER OF NATIVE VILLAGE SCHOOLS IN EACH GRADE.

1914.			1915.		
Grade	I (9-15)	2	Grade	I (9-20)	14
"	IIA (16-20)	13	"	IIi (21-25)	15
"	IIB (21-25)	10	"	IIii (26-35)	28
"	III (26-35)	29	"	IIIai (36-50)	34
"	IVA (36-50)	36	"	IIIaii (51-80)	19
"	IVB (51-80)	18	"	IIIB (81-120)	6
"	V (81-120)	7	"	IVA (121-160)	1
		<hr/>			<hr/>
		115			117
		<hr/>			<hr/>

New Buildings and Sites.

During the year the work of erecting necessary school buildings at Whakarewa, Mahia Peninsula, was put in hand, also that of removing the buildings at Purua No. 2 School (the former property of the Auckland Education Board) to Te Horo for the purposes of a Native school. Additions have been made to several schools on account of increased attendance, and sites have been procured for two schools at Maungapohapu and Ruatahuna.

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of the year 1915 was—Boys, 2,782; girls, 2,409: total, 5,191. Included in these numbers are 291 boys and 257 girls who are Europeans, leaving 4,643 Maori children. The following are some figures for the years 1914 and 1915 in connection with the attendance at Native village schools:—

			1914.	1915.
Number on rolls at end of year	...	...	5,072	5,191*
Average weekly roll number	...	...	5,053*	5,232
Average yearly attendance	...	...	4,385*	4,604*
Percentage of regularity of attendance	...	...	86.7	88.0

* The mean of the four quarters.

Of the 117 Native village schools, fifty-one gained over 90 per cent. in regularity of attendance, while fourteen failed to reach 80 per cent. When the peculiar conditions attaching to Native schools are borne in mind, the attendance at the schools must be considered very satisfactory.

The number of pupils on the rolls of the Native mission schools at the end of 1915 was 141, and on the rolls of Native boarding-schools 421. The total number

of children on the roll, at the end of the year, of Native village, mission, and boarding-schools visited and inspected by the Inspectors of this Department was therefore 5,753. The following are the figures for the years 1914 and 1915 in respect of the three classes of Native schools mentioned:—

				1914.	1915.
Combined rolls of Native schools .. .. .	..	..	..	5,634	5,753
Combined average weekly roll number .. .. .	..	..	..	5,590	5,773
Combined average yearly attendance .. .. .	..	..	..	4,871	5,119
Percentage of regularity of attendance .. .. .	..	..	..	87·1	88·7

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

NATIVE VILLAGE SCHOOLS, NUMBER, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance: Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.				
					Teachers in Charge.		Assistant Teachers.		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
1902	98*	3,650	3,005	82·3	77†	20†	..	83	11
1907	99	4,321	3,561	82·4	82†	18†	2	105	3
1912	108	4,644	4,042	87	86	22	4	122	2
1913	107	4,835	4,142	85·7	86	21	4	118	4
1914	115	5,053	4,385	86·7	87	27	4	122	3
1915	117	5,232	4,604	88·0	81	33	7	123	..

* Includes two subsidized schools.

† Includes two teachers jointly in charge of one school.

It will be seen from the foregoing table that the number of schools in 1915 is almost double that in 1881, and the average attendance has more than trebled. In this comparison no account is taken of a number of schools that have from time to time been transferred to the various Education Boards during the period covered by the table.

Table H2 in E.—3 supplies detailed information in regard to the roll number and average attendance.

In addition to the Maori children in attendance at the schools specially instituted for Natives as shown above, there were 4,731 Natives attending public schools at the 31st December, 1915, as compared with 4,905 in 1914. Half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori. Details as to age and classification are given in Table H5A in E.—3.

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 1915 was as follows:—

I. Primary schools—		
(a.) Government Native schools .. .. .	..	4,643
(b.) Mission schools .. .. .	..	141
(c.) Public schools .. .. .	..	4,731
		9,515
II. Secondary Schools .. .. .	..	428
III. Special technical training .. .. .	..	2
Total .. .. .	..	9,945

Classification of Pupils.

Tables H6A and H6B in E.—3 give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 87·8 per cent. were Maoris speaking Maori in their homes, 1·7 per cent. were Maoris speaking English in their homes, and 10·5 per cent. were Europeans.

A reference to Table H8 in E.-3 will show the classification of pupils, grouped according to ages, standards, and races. The following is a summary :—

	Maoris.	Europeans.	Totals.	Per Cent. of Roll.
Class P	2,146	182	2,328	44·8
Standard I	660	68	728	14·0
Standard II	600	69	669	12·9
Standard III	516	69	585	11·3
Standard IV	366	52	418	8·1
Standard V	237	56	293	5·7
Standard VI	96	45	141	2·7
Standard VII	22	7	29	0·5
	4,643	548	5,191	100·0

Efficiency of the Schools.

Revised regulations and a new syllabus of instruction came into force during the year, both conforming in most respects with those of public schools. On the whole the requirements of the syllabus are being satisfactorily carried out, and in this connection the enormous handicap of having to teach children in a foreign language must be borne in mind. As is mentioned above nearly 90 per cent. of the pupils of Native schools speak Maori in the home. English is taught by the "natural method" adopted by all educational authorities with similar problems to meet, the object being to teach the pupil to think in English rather than to translate his thoughts from Maori to English. English and arithmetic are on the whole very well taught in the schools, and it is proficiency in subjects such as these that will help to place the Maori on an equal footing with the European with whom he will afterwards have to deal. According to the reports of the Inspectors of Native Schools, the classification of the schools in point of efficiency was as follows :—

	Number of Schools.
Very good to excellent	35
Satisfactory to good	71
Inferior to weak	10

One school was temporarily closed at the time of the Inspectors' visit to the district and was not inspected.

Natives attending Public Schools.

From reports of Inspectors of public schools it appears that in the junior classes the Maoris attending public schools generally make equal progress with their European class-mates. The fact that a much smaller percentage of these children speak Maori in their homes than in the case of Native-school pupils greatly lessens the difficulties to be overcome in educating them. In districts where the number of Maoris attending public schools is appreciable, the consensus of opinion, however, with respect to the higher classes is that the Maori pupil falls behind, the English subjects and arithmetic especially being too difficult for him. Very few Maoris remain to obtain proficiency certificates at the end of the Standard VI course. Irregularity of attendance and want of proper care in the home are given as causes contributing to the backwardness of the Native. There is no such irregularity in the attendance of the Maori at his own village school; on the contrary, his attendance is remarkably good. Nor does there appear to be any similar indication of a falling-off in the higher standards. The difference is probably to be accounted for in part by the natural pride that the Maori takes in his own school, influencing favourably both attendance and interest, and in part by the special attention given in the Native schools to the teaching of English on lines best suited to Maori requirements. The Maoris' work in such subjects as drawing, writing, handwork, and needlework is reported as being of a very high standard.

Secondary Education and Free Places.

Continuative education for Maori boys and girls is provided at ten institutions established by various denominational authorities. The Government subsidizes these institutions by providing a number of free places to all Maori pupils who

have qualified in terms of the regulations. There were 421 pupils on the rolls of these schools at the end of 1915, of which number forty boys and fifty-two girls held free places. The standard of the Public Service Entrance Examination represents the limit of the curriculum of the schools, and the results obtained compare very favourably with many of the district high schools of the Dominion. Attention is given more especially, however, to the industrial and domestic branches of education, the aim being to equip the Maori children for the work in life for which they are best suited.

Senior free places for boys take the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades. There was only one such scholarship current in 1915. Senior free places for girls take the form of nursing-scholarships. There was only one of these scholarships in operation in 1915.

In addition to the Maori children mentioned as receiving secondary education at special institutions, seven others held free places at European secondary schools. The total number of Maoris receiving secondary education in 1915 was therefore 428.

Staffs and Salaries.

The staffs of the village schools in December, 1915, included eighty-one masters, thirty-three mistresses, and 130 assistants. The average salary of masters was £189 16s. 2d., of mistresses £150 15s. 2d., and of both combined £179 11s. The corresponding figures for the previous year were £180 0s. 9d., £144 3s. 8d., and £171 10s. 11d. respectively. The average salary of assistants in 1915 was £74 0s. 8d., as compared with £66 13s. 1d. for the previous year. The increases in the average salaries are due to the improved scale of salaries that came into force in 1915. The total amount expended on teachers' salaries and allowances for the year ended the 31st March, 1916, was £31,019, the corresponding figure for the previous year being £29,010.

Expenditure.

Reference to Table H9 in E.-3 will show that the total net expenditure on Native schools during the year ended the 31st March, 1916, was £40,033, included in which amount is a sum of £1,723 paid out of revenue from the National Endowment reserves' revenue and £750 from the Tauranga Educational Endowments reserves. The chief items of expenditure are teachers' salaries and house allowances, £31,019; new buildings and additions, £2,685; maintenance of buildings, repairs, &c., £955; secondary education, £1,988.

The income accrued under the Tauranga Educational Endowments Reserve Act, 1896, amounted on the 31st March, 1916, to £201 17s. 7d.

Cook Islands.

During the year, under a special arrangement with the Education Department, three schools were opened in the Cook Islands—two in Rarotonga and one in Aitutaki; but under the Cook Islands Act, 1915, the control and maintenance of these now passes to the Cook Islands Government.

CHATHAM ISLANDS.

At the end of 1915 there were four schools in operation in the Chatham Islands—viz., those at Te One, Te Roto, Matarakau, and Ōwenga.

The average number of pupils on the roll was 88, the average attendance being 77.

The total expenditure on the schools for the year 1915-16 was made up as follows:—

	£
Salaries of teachers (including allowances)	769
Buildings, repairs, &c.	93
Scholarships	52
Inspection	27
Other expenses	13
Total	£954

The details as to teachers, attendance, and salaries are given at the end of Appendix E in E.-2.

SECONDARY EDUCATION.

(See also E.-6, Report on Secondary Education.)

NUMBER OF SCHOOLS.

(E.-6, Table K 1.)

Secondary education was carried on at secondary schools, district high schools, technical high schools, Maori secondary schools, and private secondary schools. The secondary schools may be classified as follows:—

(a.) Endowed secondary schools included in the Ninth Schedule to the Education Act, 1914	31*
(b.) Secondary schools established in the manner provided by section 88 of the Education Act, 1914	4
(c.) Endowed secondary schools within the meaning of the Act, but not included above	2
Total	37

* Separate departments for girls counted as separate schools.

Four of the schools under (a) are not in operation—namely, Akaroa, Greymouth, Hokitika, and Waimate. At these places secondary education is carried on in the secondary departments of the district high schools, and statutory provision exists whereby the income derived from the endowments of the secondary schools may be devoted, if the Minister thinks fit, wholly or in part to the maintenance of these schools.

The number of district high schools was sixty-one, technical high schools eight, and Maori secondary continuation schools ten. In addition there were a number of private secondary schools registered and unregistered which were inspected by the Department's Inspectors.

ROLL AND ATTENDANCE.

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

The total number of pupils attending the twenty-nine secondary schools in the last terms of 1914 and 1915 respectively was—

	1914.			1915.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)	3,606	2,450	6,056	3,748	2,740	6,488
Number in lower departments	236	126	362	273	144	417
Totals	3,842	2,576	6,418	4,021	2,884	6,905
Number of boarders (included above)	804	161	965	909	147	1,056

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

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

Number on roll at beginning of 1915	4,451
Number admitted during 1915	2,928
Number who left during 1915	891
Number on roll at end of 1915	6,488
Of whom the number under twelve years of age was	63
The number between twelve and fifteen years of age was	2,301
The number between fifteen and eighteen years of age was	3,802
And the number over eighteen years of age was	322
Average attendance	6,578

(b.) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Number of district high schools open at end of 1915	61
Mean of average weekly roll of secondary departments	2,402
Number on roll at end of 1915	2,102
Average attendance of secondary departments	2,197

(c.) TECHNICAL HIGH SCHOOLS.

Number on the rolls during 1915	1,955
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(d.) SECONDARY SCHOOLS FOR MAORIS.

Number on rolls at end of 1915	421
Average weekly roll number for 1915	404

(e.) PRIVATE SECONDARY SCHOOLS INSPECTED.

Number on rolls at end of 1915	992
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Table K3 in E.—6 shows the pupils of secondary schools classified according to their years of attendance. Deductions from the table show that the average length of stay of the boys is two years and nine months, and of the girls two years and seven months. The following figures show the percentage of children leaving the secondary schools at the stages indicated :—

	Boys.	Girls.
(a.) Percentage leaving at end of first year or during second year ..	25	23
(b.) " " second " third ..	31	34
(c.) " " third " fourth ..	19	19
(d.) " " fourth " fifth ..	15	14
(e.) " " fifth " sixth ..	5	6
(f.) Percentage remaining at end of sixth year	5	4

It must be admitted that the educational benefit derived by pupils included in (a) at the secondary schools can be of little real value to them, and the fact that nearly one-quarter of the pupils are included under this heading points to a certain wastage, for which some remedy should be sought. The matter is further referred to under "Free Education."

The total number of children receiving secondary education at these four classes of schools is shown below. The Department has no statistics of private secondary schools not subject to inspection.

	Roll Number.	
	1914.	1915.
Secondary schools	6,056	6,488
District high schools	2,100	2,402
Technical high schools	1,839	1,955
Maori secondary schools	435	421
Private secondary schools	850	992
Totals	11,280	12,258

It will thus be seen that the number receiving secondary education during 1915 shows an increase of 978 over the number for the previous year.

Based on the estimated population of New Zealand in the year 1915, the proportion of persons receiving some form of day secondary education is 105 per 10,000 of population, as compared with 98 for the previous year.

CURRICULUM OF SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Table L2 in E.—6 sets out the number of pupils in district high schools taking the various subjects of the curriculum. English and arithmetic are, of course, taken by all pupils; history and geography and mathematics are taken by over 80 per cent. of the number; chemistry and physics and agriculture are taken by over 50 per cent.; Latin and botany are taken by 48 and 40 per cent. respectively; hygiene and book-keeping are taken by over 30 per cent.; domestic subjects and woodwork and ironwork by over 20 per cent.; and dairy science by 19 per cent. A few other subjects are taken by smaller numbers. It should be remembered that about half the number of pupils are boys and half girls, so that the percentage of girls taking domestic subjects is really twice the number given, and the percentage of boys taking such subjects as woodwork and ironwork must also be doubled. Generally, in the curriculum of district high schools a decided tendency is observable towards vocational subjects of immediate practical benefit, but there is at the same time always present a proportion—many of them the most deserving pupils—who are anxious to take up courses of a more academic character, and the necessity of making provision for the double purpose constitutes the peculiar difficulty of these schools.

MANUAL INSTRUCTION IN SECONDARY SCHOOLS.

Classes approved under the Regulations for Manual Instruction were carried on in connection with twenty-seven of the secondary schools (thirty-one in number) in receipt of Government grants.

The subjects most generally taken up and the number of classes were as follows :—

Subjects.	Number of Classes.	
	1914.	1915.
Free and instrumental drawing	41	40
Domestic subjects	62	70
Woodwork	29	29
Experimental and natural science	240	237
Elementary agriculture	24	23
Swimming and life-saving	30	24
	426	423

Capitation amounted to £1,747 (£4.1 per class), while special grants totalling £609 were made in aid of buildings and equipment. Additional buildings were erected at the Wanganui Girls' College (laboratory), the Whangarei (agriculture), Palmerston North (dressmaking), and Otago Boys' High Schools (laboratory), while additional equipment, chiefly in the way of apparatus for physics and chemistry, was provided at the Wanganui and Nelson Girls' Colleges, the New Plymouth, Dannevirke, Christchurch Boys', and Otago Boys' High Schools.

The provision in the way of laboratory accommodation is now in most cases very satisfactory, as is also that for practical work in woodwork and domestic subjects where these are taken up. Considerable attention is being given to instruction bearing on the home, and the staffs of many of the girls' schools now include teachers specially qualified for this important branch of a girls' education.

Approved classes for subjects bearing on rural life and pursuits were carried on at eleven schools. At some of the rural secondary schools definite courses of instruction are in process of development, and should achieve the success they deserve, provided that they receive adequate support at the hands of the communities concerned.

STAFFS OF SECONDARY SCHOOLS.

The number of teachers on the staffs of secondary schools, excluding lower departments, in the years 1914 and 1915 were as follows :—

	1914.			1915.		
	Males.	Females.	Total.	Males.	Females.	Total.
Regular staff ..	163	120	283	174	126	300
Part-time teachers ..	41	32	73	44	42	86

Included in the regular staff of 300 teachers were 33 principals, leaving a total of 267 assistants. According to the provisions of the Education Act, 1914, the number of assistants in any secondary school must not be less than one for every twenty-five pupils, and it appears that, taking all the schools together, the average number of pupils per assistant teacher was 24.3. Including the principals, the average number of pupils per full time teacher was 21.6, as compared with 21.5 in 1914. The corresponding figure in secondary schools on the grant list in England and Wales in 1913 was 17.2, and in Scotland it was 18.2. In the latter country the number of part-time teachers also employed was more than half the number of full-time teachers.

The head teacher of a district high school generally takes some part in the secondary instruction, and receives from the Government the sum of £30 in addition to the salary he would receive as head teacher of a primary school of the same size. In 1915 there were in the secondary departments of district high schools 94 special secondary assistants—37 men and 57 women. Leaving out of consideration the head teachers, the average number of pupils per teacher was, on the roll number at the end of the year, 21.4, on the average attendance for the year, 23.4.

SALARIES AND STATUS OF SECONDARY TEACHERS.

(Lower Departments excluded.)

The provisions in the Education Act of 1914 ensuring certain minimum salaries and minimum average salaries have resulted in a much higher expenditure on salaries in 1915 than in previous years. The total annual amount of salaries of full-time

teachers at the rate payable in December, 1915, was £79,627, an increase of £10,035 over the figure for 1914. Full particulars will be found in Table K4 of E.-6.

The following summary shows the average salaries paid to principals and assistants on the regular staff:—

AVERAGE SALARIES IN SECONDARY SCHOOLS.

	1914.*			1915.		
	M. £	F. £	All. £	M. £	F. £	All. £
Principals ...	524	397	482	585	436	535
Assistants ...	248	163	211	266	187	232
Whole staff ...	283	183	241	306	209	265

* Lower department teachers included.

It will be observed that the average salary of men principals has been increased by £61, and that of women principals by £39. The average salaries of men and women assistants have been increased by £18 and £24 respectively.

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 secondary assistants, exclusive of the sums paid to head teachers by way of extra salary, were, in December, 1914 and 1915, as follows:—

	1914. £	1915. £
Male assistants ...	210	239
Female assistants ...	182	200
All secondary assistants ...	195	215

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

The total amount paid in salaries to teachers in secondary departments of district high schools, including the special payments to head teachers, was £22,080, as against £18,929 for 1914.

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

STATUS OF SECONDARY TEACHERS (REGULAR STAFF ONLY), DECEMBER, 1915.

	Secondary Schools.		District High Schools (Secondary Department).	
	Number.	Percentage.	Number.	Percentage.
Principals—				
Graduates, also holders of teachers' certificate	21	64	17	28
Graduates (not included above)	11	33	..	..
Holders of teacher's certificate only	1	3	44	72
Totals	33	100	61	100
Assistants—				
Graduates, also holders of teacher's certificate	111	42	50	54
Graduates (not included above)	107	40	4	4
Holders of teacher's certificate only	13	5	33	35
Uncertificated	36	13	7	7
Totals	267	100	94	100

FINANCES OF SECONDARY SCHOOLS.

(See also E.-6, Tables K6-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 Land Boards, divided among the secondary schools in the several land districts in proportion to the number of pupils in average attendance, lower departments excluded:

- (v.) Government payments — (a) Statutory capitation upon free pupils under the Act; (b) subsidies on voluntary contributions; (c) capitation for manual-instruction classes:
- (vi.) Special Government grants for buildings and apparatus:
- (vii.) Tuition fees of pupils:
- (viii.) Boarding-fees of pupils:
- (ix.) Miscellaneous sources, such as interest on moneys (other than those obtained by the sale of reserves), donations, and 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 of this revenue for the three preceding years, less the expenditure upon the endowments and investments upon buildings approved by the Minister, and less mortgage and other charges. Capitation payments are made on a sliding scale according to the net annual income of a school from endowments, the maximum payment per free pupil being £13 10s. per annum. In addition a lump sum of £100 is paid to each secondary school. Certain conditions as to staffing and salaries of teachers have to be fulfilled before full rates of payment on account of the attendance of free pupils can be claimed.

The question of extending the provisions for secondary education sometimes raises the question of endowments. It should be pointed out that all secondary schools are not on the same footing with respect to endowments; the net annual income from endowments of one-half of the schools is nil, while in the case of the others it ranges from about £29 to £2,238 per annum. As indicated above, however, the difference is adjusted by the Government making the capitation grant on a sliding scale which varied in 1915 from £6 12s. to £13 10s. per free pupil. The result is that the sum of the net income from endowments and the capitation grant is practically the same for all schools. Nearly the whole of the endowments consists of grants of public lands.

The following is a summary of the receipts and expenditure of all secondary schools for the year 1915:—

SUMMARY OF THE ACCOUNTS OF INCOME AND EXPENDITURE FOR 1915 FURNISHED BY THE GOVERNING BODIES OF SECONDARY SCHOOLS.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Credit balances on 1st January, 1915 ..	31,018	16 9	Debit balances on 1st January, 1915 ..	20,238	14 0
Endowment reserves sold, mortgage-moneys repaid, and insurances ..	166	14 8	School salaries	87,681	15 10
Rents, &c., of reserves vested in Boards ..	40,412	15 7	Incidental expenses—		
Secondary-education reserves ..	8,034	11 4	Office expenses and salaries (excluding endowments)	3,752	1 1
Interest on moneys invested	1,561	15 11	Material, printing, stationery, advertising, cleaning, games, prizes, &c. ..	9,775	12 8
Government payments—			Expenditure on manual instruction, exclusive of buildings and equipment	1,148	2 10
Capitation for free places, and subsidies	68,316	0 6	Lands, buildings, furniture, insurance, rent, and rates	38,760	1 2
Capitation and subsidies for manual instruction	1,802	15 10	Expenditure in endowments, including proportion of office expenses	6,327	4 1
Grants for buildings, sites, furniture, apparatus, &c.	3,414	18 3	Interest, repayment of mortgages and investments	16,660	1 5
Statutory grant (Marlborough High School)	400	0 0	Boarding-school Account	24,544	9 4
Technical instruction (receipts from Government and other sources) ..	2,579	19 4	Expenditure on technical instruction ..	2,665	7 0
School fees (tuition)	19,477	0 6	Advances to pupils, and sundries, unclassified	10,045	18 9
Boarding-school fees, &c.	33,162	9 0	Credit balances, 31st December, 1915 ..	25,168	3 5
Transfers from Capital Account, loans and sundries not classified	14,200	11 7			
Debit balances, 31st December, 1915 ..	22,219	2 4			
	<u>£246,767</u>	<u>11 7</u>		<u>£246,767</u>	<u>11 7</u>

It will be observed that the net credit balance of all Boards at the end of 1915 was £2,949, as compared with £10,780 at the end of 1914. The decrease is largely due to the expenditure on buildings, which amounted to £38,760, against which Government grants of only £3,415 were paid. The account in connection with boarding-establishments shows a profit in the aggregate of £8,618, although in a number of instances the finances of such establishments are not in the hands of the

Boards. The following figures give a comparison of the chief items of income and expenditure for the last three years :—

INCOME.			
	1913.	1914.	1915.
	£	£	£
Income from reserves and endowments ...	48,492	46,512	50,009
Grants from Government (exclusive of building grants) ...	54,848	57,099	70,519
Building grants ...	4,964	9,715	3,415
Tuition fees (exclusive of boarding-school fees)...	18,784	19,308	19,477
EXPENDITURE.			
Salaries of staff ...	74,523	78,086	87,681
Working-expenses (lower departments excluded)	11,701	11,802	12,755
Buildings, &c. ...	44,982	50,849	38,760

Grants from the Government (exclusive of building grants) show an increase of £13,420 in 1915 over the previous year, and there is a correspondingly large increase of £10,548 in the expenditure on salaries and incidental expenses. These increases are due to the provisions of the Education Act of 1914, under which more liberal capitation grants are paid in order that larger and better paid staffs may be employed in the secondary schools.

For the whole Dominion, if there are taken into account only the secondary schools that admit free pupils under the Act, we may obtain from Table K6 in E.-6 the following figures :—

	1913.	1914.	1915.
Total number of pupils, excluding lower departments (roll number beginning of first term)	5,693	6,009	6,595
Total net income from endowments ...	£11,533	£9,781	£7,172
Net income from endowments per head ...	£2.02	£1.63	£1.088
Approximate annual rate of capitation ...	£10.79	£10.60	£12.637
Total available net income per free pupil for salaries and management ...	£12.82	£12.23	£13.725
Total expenditure on salaries of staff ...	£60,297	£62,805	£75,038
" incidental expenses ...	£9,909	£9,804	£10,526
" staff salaries, and incidental expenses ...	£70,206	£72,609	£85,564
Expenditure per head of roll on staff salaries ...	£10.59	£10.45	£11.38
" per head of roll on working-expenses ...	£1.74	£1.63	£1.60
Total expenditure per head on staff salaries, and working-expenses ...	£12.33	£12.08	£12.98

The Education Act stipulates that the total expenditure on staff salaries and incidental expenses must not be less than the total amount calculated at the rate of £13 10s. per free pupil, together with the amount of tuition fees received. As this sum in 1915 amounted to £84,055, and the expenditure on the items named was £85,564, it will be seen that, taking all the schools together, the conditions of the Act were complied with. With respect to individual schools this was not, however, always the case. It should be mentioned that owing to war conditions several Boards were unable to obtain suitable teachers to make up the required staffs, and it was necessary to sanction less satisfactory arrangements for the present.

Further details of the income and expenditure of secondary schools will be found in Tables K7 and K8 of E.-6.

Secondary Education Reserves Revenue.

The total amount received by High School Boards from this fund amounted in 1915 to £8,442. Details of the distribution are shown in Table K9 of E.-6.

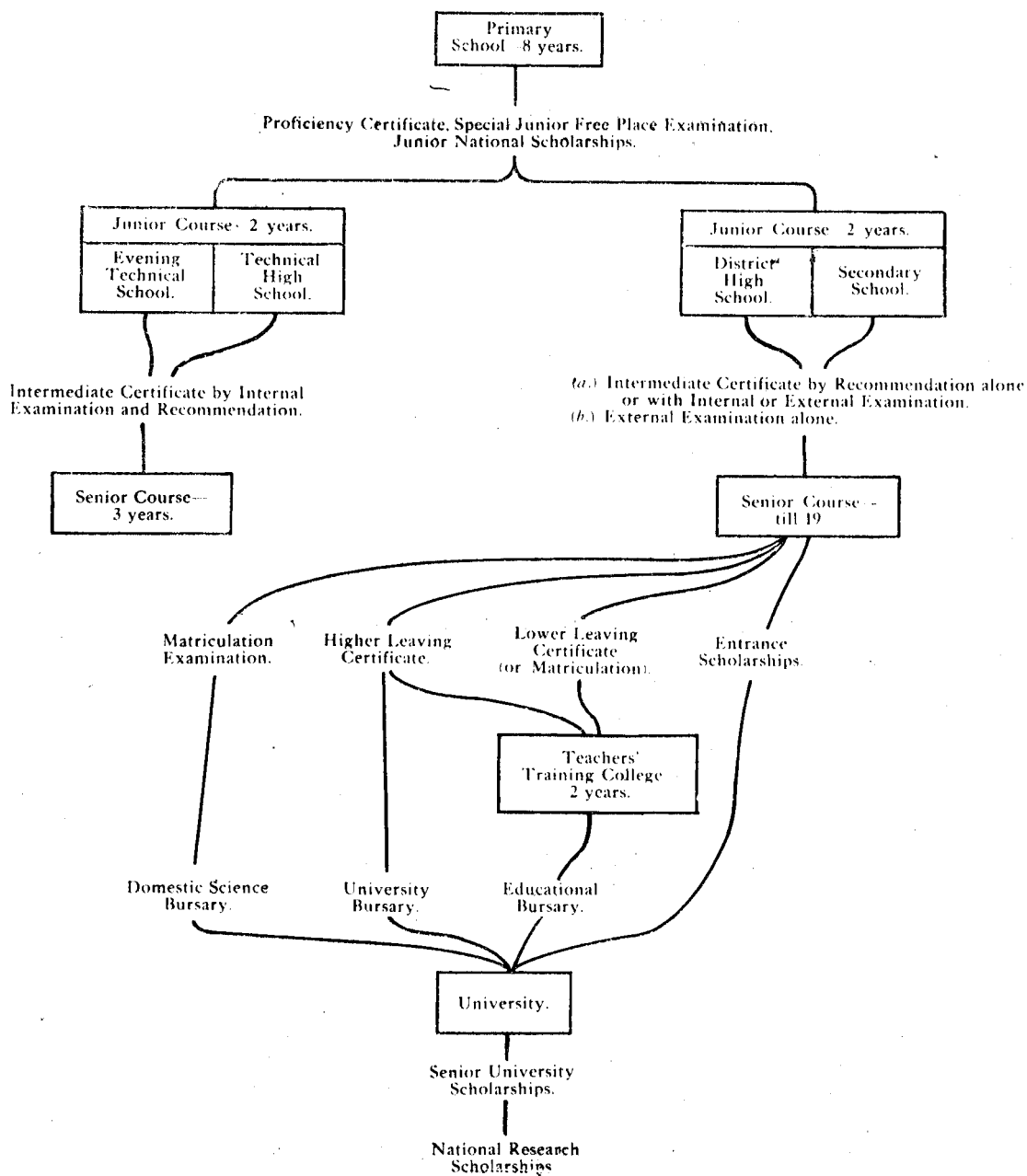
LOWER DEPARTMENTS.

The Education Act provides that pupils who have not obtained a certificate of competency in the subjects of Standard V or a higher standard of the public-school syllabus may be admitted to a lower department of a secondary school if they are taught in a separate building or class-room, and if no part of the actual cost of their instruction or maintenance of the department is met out of the endowments of the secondary school or out of any moneys granted by the Government. There were lower departments in fifteen secondary schools during 1915; the total number of pupils in those departments was 417; the total expenditure on salaries of teachers was £2,640; the total amount of fees received on their account was £3,252. (See Table K10 of E.-6.)

FREE SECONDARY EDUCATION.

(E.-6, Table K 5.)

CHART SHOWING GENERAL SCHEME OF FREE NATIONAL EDUCATION IN NEW ZEALAND AS PROVIDED BY THE EDUCATION ACT, 1914.



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

Generally speaking, junior free places are tenable for two years, with a possible extension in certain cases to three years. In the case of their being held at district high schools they are tenable to the age of seventeen. The means of qualification are (a) the special examinations for junior scholarships and for junior free places, and (b) the certificate of proficiency. Senior free places may be obtained on passing the Intermediate Examination, or without external examination after the satisfactory completion of a two-years secondary course, on a recommendation by the principal if the Director of Education concurs. The latter form of qualification is becoming increasingly applicable, there being 863 cases of complete exemption from examination and 18 cases of partial exemption in 1915, as compared with 791

and 33 respectively for the previous year. Senior free places in secondary schools, district high schools, and technical high schools are tenable up to the age of nineteen. To technical schools other than technical high schools this age-limit does not apply.

The following are some of the figures for 1914 and 1915 in regard to free places in secondary schools :—

	1914.	1915.
Number of secondary schools giving free tuition ..	30	31
Roll number of these schools	5,604	6,033
Number of free-place holders at end of year ..	5,061	5,593
Average number of free-place holders during year ..	5,279	5,624
Free-place holders as a percentage of roll number ..	90 per cent.	93 per cent.
Total annual payment by Government for free places ..	£56,186	£71,075
Cost to Government per free pupil	£10 12s. 1d.	£12 12s. 5d.

While the roll number of secondary schools giving free tuition shows an increase of 429 in 1915, the number of free-place holders has increased by 532, the percentage of pupils receiving free education thus rising from 90 to 93 per cent. This increase is largely accounted for by the fact that the Wanganui Girls' College was open to free-place holders for the first time in 1915. The very small proportion of pupils paying fees at secondary schools is worthy of note.

In order to arrive at the total number of pupils in New Zealand receiving free secondary instruction it will be necessary, however, to include also 104 holders of scholarships or exhibitions carrying free instruction not otherwise enumerated, which are granted by the secondary schools included above or by endowed secondary schools not coming under the conditions for free places, 1,968 free-place holders at district high schools, 92 Maori pupils receiving free education in Maori secondary schools, and 1,769 holders of free places in technical high schools. Consequently, there were approximately 9,526 pupils receiving free secondary education in the Dominion, exclusive of those holders of free places in technical schools (mostly evening students) who, while not taking full-day courses, were nevertheless receiving free education of secondary grade.

With reference to the length of stay of junior-free-place holders at secondary schools, it appears that of 2,506 entering secondary schools in 1915, 586, or 23·3 per cent., left during or at the end of the first year. The question of making it compulsory for free pupils to remain at the secondary school for at least two years has often been advocated and has been seriously considered; but, in view of the many difficulties involved in enforcing such a stipulation, it has been decided, for the present at least, to take no steps in the direction indicated. There is good reason to believe, however, that a fair proportion of the free pupils entering secondary schools would be better provided for at continuation schools of a technical character. It is proposed to take steps accordingly to make the selective process more discriminating, if this can conveniently be done without hardship. The percentage of free-place holders remaining only one year at district high schools was considerably higher, but as pupils frequently remain for one year or less at these schools with little further object than that of finishing off their primary-school course, they may fairly be disregarded in this connection.

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, 1914 AND 1915.

	1914.			1915.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils	2,024	1,556	3,580	2,197	1,858	4,055
(b.) Senior free pupils	864	617	1,481	838	700	1,538
Totals ..	2,888	2,173	5,061	3,035	2,558	5,593
(ii.) District high schools ..	1,067	1,033	2,100*	956	1,012	1,968
(iii.) Maori secondary schools	48	59	107	40	52	92
(iv.) Technical high schools—						
(a.) Junior free pupils	703	792	1,495	768	771	1,539
(b.) Senior free pupils	71	108	179	76	154	230
Grand totals ..	4,777	4,165	8,942	4,875	4,547	9,422

* Total roll number of pupils at district high schools.

SCHOLARSHIPS HELD AT SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

(See also E.-6, Tables K5, L4, and L5.)

These scholarships are of four kinds,—

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

(i.) *National Scholarships.*

Junior and Senior National Scholarships in the proportion of 9 to 5 are awarded on the results of annual examinations, the junior examination being of a standard somewhat higher than that of the certificate of proficiency, and the senior examination being of a standard comparable with the standard of the Public Service Entrance Examination. The examinations are not competitive, the standard of award being determined so as approximately to provide one scholarship for every 500 children in attendance at all public schools. In the case of pupils from sole-teacher schools—*i.e.*, schools with an average attendance of under 36—the standard of award is made 10 per cent. lower than in the case of pupils from larger schools.

The results of the examinations held in 1915 were as follows: 204 candidates qualified for Junior National Scholarships; of this number 22 were pupils of sole-teacher schools, and 58, or more than 25 per cent., were pupils of secondary schools or held free places at district high schools. It will be observed that about one-ninth of the number of pupils who qualified came from sole-teacher schools; on an average-attendance basis about one-sixth of the number of scholarships should have been awarded to pupils of those schools. This matter will require further consideration.

The number of candidates qualifying for Senior National Scholarships was 111. Of this number only 3 qualified on the alternative programme provided specially to suit the needs of those taking a rural or domestic course. That so small a proportion of these candidates succeeded points to the need of a modification of the present conditions.

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

The following summary to Table L4 of E.-6, showing the number and value of Junior National Scholarships current in December, 1914, and December, 1915, respectively, deals only with the Junior National Scholarships awarded under earlier conditions. The first award of scholarships under the new conditions was made at the beginning of 1916:—

Number of scholarships,—	1914.	1915.
Boys	76	91
Girls	59	51
Totals	135	142
Number receiving boarding-allowance (included in the above total)	77	76
Number receiving travelling-allowance (similarly included)	3	4
Number held at secondary schools	117	120
Number held at district high schools	18	22
Total annual rate of payment	£3,650	£3,772

(ii.) *Education Board Scholarships.*

The Education Board Scholarships now current will, in accordance with the provisions of the Education Act, 1914, gradually be entirely replaced by Junior and Senior National Scholarships. There were current in 1915 645 Education Board Scholarships, ranging in value from £2 10s. per annum to £40 per annum. The total

expenditure on this account by Education Boards during the year amounted to £10,678. Details of the number and value of the scholarships in the various education districts are given in Table L5 of E.-6.

(iii.) *Foundation (or Governors') Scholarships.*

These are of two kinds, those afforded 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 1915 was 148. Of the holders, fifty-five were also Government free pupils under the regulations. The total annual value of the scholarships in cash was £933. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £1,083, the value of the Government free places already mentioned not being included in this amount.

TECHNICAL INSTRUCTION.

GENERAL.

The work of the schools and classes has been generally satisfactory, and has proceeded on the lines of previous years. Local requirements in the way of technical instruction continue to be met as far as practicable by suitable modification and extensions of the curricula. There has been a very gratifying response on the part of the young people of the Dominion as a whole to the efforts of the school authorities in the directions indicated. It was expected, not without reason, that the returns for the year would show a considerable falling-off in the attendance. As a matter of fact, the reverse has been the case, and a substantial increase in the number both of classes and students has to be recorded.

The total number of students in attendance at all classes during the year was 20,202, of which number 6,983 received free education either under Government regulations or as holders of scholarships or free places locally provided. Capitation payments to controlling authorities totalled £48,475, being at the rate of £2·4 per student.

The practical interest taken by local bodies, industrial organizations, and others in technical education, which for years has been a prominent feature of the system, has been well sustained. Contributions in money from the above sources totalled over £5,000 for the year, and this in spite of the many calls on the community for patriotic and war purposes. These contributions, which carry a Government subsidy of £1 for £1, form a welcome addition to the funds of the school authorities.

The Government has, as far as financial considerations arising out of the war have permitted, favourably entertained applications for grants in aid of necessary buildings and equipment. The amount distributed during the year for these purposes was £13,461. Last year £14,753 was so distributed. New or additional buildings have been provided in connection with Napier Technical College, and Palmerston North, Westport, and Temuka Technical Schools, while necessary equipment has been provided for classes at the following schools, among others: "Elam" School of Art, Auckland; New Plymouth, Wanganui, Napier, Wellington, Christchurch, Dunedin, and Southland Technical Colleges; and Palmerston North, Westport, and Greymouth Technical Schools. About sixty specially designed and well-equipped buildings are now available for purposes of technical instruction. Where special buildings have not yet been provided (*i.e.*, in country centres) use is made of the local public schools or of suitable rented buildings. During the year classes were held at twenty-nine such centres in the Wanganui District, at twenty-eight in the Taranaki District, at eleven in the Otago District, at ten in the Auckland District, and at smaller numbers in the remaining nine districts.

CLASSES OTHER THAN CLASSES AT TECHNICAL HIGH SCHOOLS.

Classes were held at 168 centres, an increase of thirty. The number of classes and the number of individual students were as follows :—

Description of Class.	Number of Classes.		Number of Students.	
	1914.	1915.	1914.	1915.
(a) Conducted by Education or High School Boards ..	940	1,016	8,942	10,616
(b) Conducted by Technical School Boards or by Managers	621	636	6,651	6,855
(c) Conducted by University Colleges	170	165	1,009	776
Totals	1,731	1,817	16,602	18,247

Capitation payments for the year totalled £27,490 (including £7,771 on account of free technical education), being at the rate of £1·5 per student. It has to be remembered in this connection that for these classes payment is not made on account of any student for more than 400 hour-attendances a year, and further that a large proportion of the students do not make more than from sixty to eighty hour-attendances a year. The rates of capitation vary from 2d. to 8d. an hour, according to the stage and nature of the instruction. These rates are increased by one-half in the case of classes in remote centres. An additional 3d. an hour up to £5 a year is paid in the case of students holding free places.

Of the above groups classes of the (a) group continue to be the most numerous and the most widely distributed. Most of the classes in the smaller centres belong to this group. Classes belonging to the (b) group, though held at a comparatively small number of centres (nineteen), constitute most of the largest and best-equipped schools in the Dominion. Classes of the (c) group are held at four centres, and include some classes not of university rank.

The number of individual students in attendance during the year shows an increase of nearly 10 per cent., which, in view of the disturbing influences arising out of the war, must be regarded as very satisfactory.

Some particulars as to the age, sex, and occupations of students are as follow :—

	Seventeen Years of Age and Under.		Over Seventeen Years of Age.		Totals.	
	1914.	1915.	1914.	1915.	1914.	1915.
Males	3,347	3,948	5,133	5,142	8,480	9,090
Females	2,816	3,361	5,306	5,796	8,122	9,157
Totals	6,163	7,309	10,439	10,938	16,602	18,247

SUMMARY OF OCCUPATIONS OF STUDENTS.

	Number of Students.	Percentage of Total.
Clerical pursuits	1,996	10·9
Professional pursuits	3,285	18·0
Students	2,553	14·0
Domestic pursuits	3,768	20·6
Agricultural pursuits	1,524	8·4
Various trades and industries	4,654	25·5
Other occupations not included in above	467	2·6
	<u>18,247</u>	<u>100·0</u>

Of the total number of males in attendance 56 per cent. were over seventeen years of age. The percentage for the previous year was 60. A considerable decrease was expected in view of the number of young men who have enlisted. It is gratifying to find that it is so small. It will be noted that about half of the total number of students were females, and, further, that about one-fourth of the students were engaged in various trades and industries. It is also evident that the schools as a whole are catering for a considerable variety of trades and occupations.

NUMBER OF CLASSES HELD DURING 1914 AND 1915 IN CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION.

Subjects of Instruction.	Number of Classes.	
	1914.	1915.
Commercial subjects	277	259
Mathematics and science	153	148
Mathematics and science applied to trades and industries ..	432	477
Domestic science	339	369
Art and art-crafts	295	254
Continuation classes	235	310
Totals	1,731	1,817

Commercial subjects, though the number of classes is slightly less than last year, continue to be in general demand. Full courses, both elementary and advanced, are provided at the larger schools.

Engineering classes have, as in previous years, been well attended. During the year 164 approved classes were in operation, an increase of fourteen. The many and varied applications of electricity to industrial and other purposes and the rapid development of motor traction have of necessity influenced the character of the courses provided, and the school authorities are meeting as far as possible the increasing demand for instruction in electrical and motor engineering. Ten schools, including those in the four chief centres, are provided with well-equipped workshops, and offer fairly full courses, both elementary and advanced. Courses of university rank in mechanical, electrical, and civil engineering are offered at the School of Engineering in connection with Canterbury College, Christchurch.

Domestic subjects are included in the curricula of most of the schools. During the year 369 classes were held, an increase of thirty. As in previous years, a number of classes have been held in country districts, the instruction in most cases being given by itinerant teachers. The special courses in home science and domestic arts at the Otago University continue to meet with satisfactory support. Of the thirty-three students in attendance twenty-seven took either the diploma or the degree course. The students included twenty-one prospective teachers of domestic subjects holding Government bursaries. The payments made by the Government during the year on account of these bursaries were at the rate of £63 per bursar. Eleven students, having completed their courses, are now engaged in teaching in the Dominion.

Classes, 134 in number, bearing on rural pursuits were held at eighty-eight centres during the year, and were attended by 2,400 students, an increase of 60 per cent. The subjects dealt with included agriculture, dairy-work, wool sorting and classing, shearing, veterinary science, horticulture, and orchard-work. The classes were in most cases taken by itinerant instructors at convenient centres. The results of the year's work, which must be regarded as distinctly encouraging, indicate that the action of the school authorities in the direction of providing facilities for instruction is meeting with appreciation in the right quarters. The fact that the farmers willingly contribute to the funds of the classes is a further indication that the value of the instruction is recognized.

The Science Examinations of the Board of Education, London, and the Technological Examinations of the City and Guilds of London Institute were held as usual, the former at ten and the latter at sixteen centres. The total number of entrees was 358, and the number of passes 232. The percentage of passes was 65. The Institute awarded a silver medal to an Auckland candidate for plumbers' work. At the National Art Competitions of the Board of Education, London, eighteen certificates of commendation were awarded to students of technical schools in the Dominion, indicating that the instruction in art generally is on right lines. The Board of Education, London, has announced that the Science Examinations will be discontinued after 1916, and that owing to the war the National Art Competitions are being suspended.

NUMBER OF STUDENTS TAKING GROUP COURSES.

Course of Instruction.	Number of Students.	
	1914.	1915.
Elementary and higher commercial, and general (including public examinations)	2,117	2,523
Practical mathematics and science	97	159
Mathematics and science applied to trades and industries ..	1,378	1,417
Domestic science	583	855
Arts and art-crafts	646	684
Totals	4,821	5,638

Group courses occupying not less than four hours a week and eighty hours a year were provided at forty-six schools, an increase of 18 per cent. About 30 per cent. of the students took such courses, the total number doing so being 800 more than in the previous year. The attendance at domestic courses shows an increase of 46 per cent., at commercial courses of 19 per cent., and at industrial and science courses of 7 per cent.

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

	1914.			1915.		
	Males.	Females.	Total.	Males.	Females.	Total.
Junior free pupils { First year ..	847	510	1,357	850	501	1,351
{ Second year ..	555	365	920	549	358	907
Senior free pupils { First year ..	374	306	680	447	348	795
{ Second year ..	247	208	455	305	262	567
{ Third year ..	95	77	172	162	109	271
Totals	2,118	1,466	3,584	2,313	1,578	3,891

About one-fifth of the students in attendance held free places as above. The total number of junior free pupils was 2,258, a decrease of 19, and of senior free pupils, 1,633, an increase of 326. Over 45 per cent. of the students who entered on junior free places in 1914 continued to attend in 1915. Of the total number of senior free pupils in their first year 30 per cent. had previously completed two years at technical classes as junior free pupils. The remainder were admitted either from technical high schools, secondary schools, or district high schools. In addition to the students holding Government free places, 465 students held scholarships or free places provided locally. Regulations requiring the attendance of young persons between the ages of fourteen and seventeen, who are not otherwise receiving a suitable education or who are not specially exempted from attendance, were in force in seven school districts in Auckland, in six in Wanganui, and in one in Taranaki and Hawke's Bay respectively. The number of students attending under these regulations was 858, an increase of 422. Of this number 526 were males.

Capitation payments for the year on account of free technical education amounted to £7,771.

The following technical schools had roll numbers of 500 and over, exclusive of the technical high schools carried on in connection with some of them:—

School.	Roll Number.	
	1914.	1915.
Auckland Technical College	1,620	1,451
Dunedin Technical College	1,195	1,277
Wellington Technical College	1,119	1,163
Christchurch Technical College	1,295	1,156
Wanganui Technical College	741	984
Palmerston North Technical School	545	566
Dunedin School of Art	617	535

The slight fall in the attendance noticeable in the case of some of the schools may fairly be ascribed to withdrawals as the result of enlistment.

The attendance generally must be regarded as satisfactory in view of the fact that it is for the most part voluntary. It is gratifying to note that the proportion of students who take up definite courses involving attendance on three or more evenings a week continues to be maintained.

While the number of students (18,247) under instruction last year indicates that a fair proportion of our young people recognize the value of the educational facilities that the technical schools afford, there are no doubt a large number of our young people for whom the schools have no attraction. Among these are a number who have left the public school without gaining a certificate of proficiency (one of the qualifications for a free place) and have gone to work, many of them taking up forms of employment that lead nowhere in particular. It is not unlikely that many of these would under appropriate conditions affording the necessary opportunities and stimuli eventually fit themselves to enter the ranks of the industrial workers of the Dominion. It is true that the Education Act provides the necessary machinery for requiring such young persons to attend technical classes, but the fact remains that although this machinery has now been available for nearly six years it was in 1915 put into operation in only fifteen school districts, confined to four education districts, all in the North Island. Whatever the reasons may be for the failure on the part of local education authorities generally to follow the lead given them elsewhere, it is obvious that some other means of gaining the desired end must be sought. A partial solution may be found in the extension of the present regulations governing free places so as to provide for the free education along certain definite lines of approved pupils leaving the public school without having qualified for further free education.

Regulations have been recently gazetted providing for the admission without payment of fees of duly accredited returned soldiers to technical schools. It is too early to form any reliable estimate of the extent to which the regulations are likely to be availed of, but it is gratifying to know that the schools, as was expected, are prepared to afford every facility to all soldier-students admitted under these regulations.

TECHNICAL HIGH SCHOOLS.

These schools, eight in number, are of secondary grade, and provide industrial, commercial, and general domestic, agricultural, and art courses. They are under the same management as the technical schools, of which they form part.

The number of pupils in attendance during the year was as follows:—

	Technical High School.					Number of Pupils.	
						1914.	1915.
Auckland	397	464
Wanganui	185	185
Wellington	285	254
Napier	79	108
Westport	14	20
Christchurch	414	421
Dunedin	288	304
Invercargill	177	199
Totals	1,839	1,955

The total enrolment for the year, which shows an increase of 6.3 per cent., must be regarded as satisfactory, indicating that the schools are catering successfully for a number of young people who would not otherwise proceed to schools of secondary grade.

The number of pupils taking up the various courses provided was as follows:—

Course.	Number of Pupils.		Totals
	Males.	Females.	
Industrial	489	1	490
Commercial and general	333	688	1,021
Domestic .. .. .	..	327	327
Agricultural	115	..	115
Art .. .. .	..	2	2
Totals	937	1,018	1,955

Over 52 per cent. of the pupils took commercial and general courses, industrial courses being taken by 25 per cent. and domestic courses by 16.7 per cent. There was an increase of twenty-four in the number of pupils taking agriculture. Seven of the schools offered industrial, commercial, and domestic courses; in addition, four offered an agricultural course and one an art course, while one school (Westport) offered an engineering course only. Capitation payments totalled £20,985, being at the rate of £10.7 per pupil. The rates of capitation vary from £12 10s. a year for first-year pupils to £15 for third-year pupils in the case of free pupils and from £8 5s. to £10 in the case of other pupils.

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

	1914.			1915.			
	Males.	Females.	Total.	Males.	Females.	Total.	
Junior free pupils	First year ..	465	489	954	501	505	1,006
	Second year	238	303	541	267	266	533
Senior free pupils	First year ..	57	91	148	60	121	181
	Second year	13	16	29	15	26	41
	Third year	1	1	2	1	7	8
Totals ..	774	900	1,674	844	925	1,769	

Of the total number of pupils in attendance 90 per cent. were receiving free education under the Regulations for Free Places. Junior free places were held by 1,539 pupils, an increase of forty-four, and senior free places by 230 pupils, an increase of fifty-one. Of the junior free pupils admitted in 1914, 48 per cent. continued to attend in 1915, while about 21 per cent. of the pupils who completed the second year of their junior free places in 1914 qualified for and were admitted to senior free places in 1915. Of the pupils who left on completing their junior free places 16 per cent. qualified and were admitted to senior free places at evening classes.

FINANCIAL.

The following is a summary for 1915 of receipts (exclusive of grants for buildings, rent, equipment, and material) and of expenditure under certain heads in respect of the two main groups of classes—namely, (a) those conducted by Education or High School Boards, and (b) those conducted by Technical School Boards or Managers (including in each case technical high schools).

RECEIPTS.				(a.)	(b.)
				£	£
Capitation on attendances and free places	..	..	..	21,653	25,771
Voluntary contributions and subsidies thereon	..	..	..	2,554	5,814
Students' fees	..	..	..	4,013	5,259
Sundry receipts	..	..	..	4,855	4,458
Totals for 1915	..	..	..	£33,075	£41,302
Totals for 1914	..	..	..	£28,548	£47,156

EXPENDITURE.				(a.)	(b.)
				£	£
Administration	..	..	..	6,970	8,606
Salaries of instructors	..	..	..	20,127	23,775
Sundry expenses	..	..	..	1,678	2,934
Totals for 1915	..	..	..	£28,775	£35,315
Totals for 1914	..	..	..	£25,370	£32,892

The total cost of administration was 21 per cent. of the total receipts in the case of classes of the (a) group and 20 per cent. in the case of classes of the (b) group.

The receipts and expenditure in respect of buildings, rent, equipment, and material for class use were as follows:—

RECEIPTS.				(a.)	(b.)
				£	£
Buildings and equipment	..	..	..	6,227	6,500
Rent and material	..	..	..	829	1,965
Totals for 1915	..	..	..	£7,056	£8,465
Totals for 1914	..	..	..	£6,693	£10,527
EXPENDITURE.				(a.)	(b.)
				£	£
Buildings and equipment	..	..	..	3,432	6,847
Rent and material	..	..	..	2,582	3,922
Totals for 1915	..	..	..	£6,014	£10,769
Totals for 1914	..	..	..	£6,068	£26,482

For the year the total receipts from all sources exceeded the total expenditure under all heads by £5,342 in the case of the (a) group and by £3,683 in the case of the (b) group, indicating that the school authorities as a whole were not during 1915 hampered by insufficiency of funds.

Of the annual statements of receipts and expenditure (nineteen in all) relating to classes controlled solely by Education Boards or High School Boards—*i.e.*, (a) group classes—five show credit balances totalling £2,237, while fourteen show debit balances totalling £10,258. In the case of the statements (nineteen in all) relating to classes conducted by Technical School Boards or managers—*i.e.*, (b) group classes—sixteen show credit balances totalling £4,882, while three show debit balances totalling £2,900.

It has to be remembered, however, that classes of the (a) group include most of those held at small country centres, whereas those of the (b) group include most of the larger self-contained schools. Thus, while it is the exception for a Technical School Board to conduct classes at more than one centre, it is the rule for an Education Board to carry on classes at a number of centres (in one case twenty-nine) in its district. Further, the funds of classes of the (a) group are augmented annually to a lesser extent by voluntary contributions and the Government subsidy of £1 for £1 thereon, than are the funds of classes of the (b) group. Thus during the year classes of the (a) group (over 1,000 in number) received contributions amounting to £1,179, as compared with £2,927 received by classes of the (b) group (over 600 in number).

The following is a summary of the expenditure by the Government on technical instruction during the year ended the 31st March, 1916:—

Capitation—		£	£
Technical high schools (including free places) .. ..	.. ..	19,309	
Other classes (including free places) .. ..	.. ..	30,729	
Subsidies on voluntary contributions .. ..	.. ..	5,323	
Grants for buildings, equipment, material, rent, &c. ..	.. ..	10,365	
			65,726
Railway fares, &c., of instructors and students .. ..	.. ..	3,677	
Bursaries .. ..	.. ..	1,316	
Examinations .. ..	.. ..	418	
Inspection and other expenses .. ..	.. ..	1,101	
			6,512
			72,238
Less recoveries (examination fees, &c.) .. ..	.. ..		149
			£72,089

The expenditure was at the rate of £3·5 per student. Included in the total is £2,390 from national-endowment revenue. The total expenditure for the previous year was £73,155.

SPECIAL SCHOOLS.

AFFLICTED AND DEPENDENT CHILDREN.

The number of children brought under the operation of the Industrial Schools Act in 1915 was 453, being forty-eight more than for the preceding year. The number whose names were written off the books was 305, leaving a total roll number of 3,166. Of these, 1,885 were boys and 1,281 girls. The classification of the children was as follows:—

Boarded out—

From Government industrial schools .. ..	.. ..	1,129
From private industrial schools .. ..	.. ..	5
Total .. ..	.. ..	1,134

In residence—							
In Government industrial schools (other than reformatories)							
							423
At private (Roman Catholic) industrial schools							
							335
Total							
							758
At reformatories (boys)							
							153
							69
Total							
							222
In situations							
							543
With friends on probation							
							222
Under private guardianship							
							75
Committed, but on probation							
							9
In hospitals, private institutions, absent without leave, in prison, &c.							
							203
Grand total							
							3,166

In the total number on the books are included twenty-seven young women and five young men who are more than twenty-one years of age²; and control of them is maintained under the law that provides for detention beyond that age of any young person who is shown, to the satisfaction of a Magistrate, to be morally degenerate or otherwise, in the public interest, unfitted to be free from guidance. These cases will be reviewed every four years, and by like procedure detention may be indefinitely prolonged. The power of placing out applies as though the inmate were under twenty-one. At each hearing counsel is provided at Government expense for the person concerned.

By similar provisions in the Education Act young people of feeble mind may be detained under the guidance of special schools. In this way lifelong control will be retained in case of necessity, and thus the public interest and that of young people who, without support, must surely fail signally in life are effectively safeguarded.

The number of children maintained at the public cost was 2,140. The parental contributions under orders of Court, agreements, &c., amounted to £9,535, being at the rate of £4 9s. 1d. per head of those maintained. This is an increase of 15s. 4d. per head over the rate for the preceding year.

The net expenditure for the last financial year on account of industrial-school children, exclusive of capital charges for additional buildings, works, and purchase of property (£41,948), shows a decrease of £2,728, although 148 more children were maintained. ¶

Tables II and I2 of E.—4 give particulars of the expenditure during the year; the following is a summary for the last two financial years:—

	Year 1914-15.	Year 1915-16.
Payments by Charitable Aid Boards for maintenance of children who came into Government schools owing to indigence (included in the total sum recovered)	£11,383	£12,810
Number of children at the end of the year belonging to Government schools who were so paid for	769	855
Number maintained at the expense of Charitable Aid Boards at private industrial schools	164	167

The amount paid by the Charitable Aid Boards on account of children sent to the four 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.

Moneys are on deposit at interest in the Post Office Savings-bank that were earned by young people who are, or while under control were, in situations, or who, though it is advisable to have them in residence, are able to do work of more value than the cost of their keep. The disposal of these moneys is by law at the discretion of the Minister of Education, who may direct that payment be made either to the earner or to the Public Account. In practice payment is made to an applicant who, after the control of the school has ceased, shows evidence of good character, and that the proposed investment of the money is likely to be to his lasting advantage.

At the end of the year the total amount deposited in the Post Office Savings-bank on account of the earnings of young people who are now or were formerly under the control of industrial schools was £40,173, the Government schools accounts having £36,017 to credit, and the private (Roman Catholic) schools £4,156. The withdrawals from these accounts during the year were £3,275 and £335 respectively.

INFANT-LIFE PROTECTION.

The infant-life protection system deals with children under six years of age who are placed privately by their parents or guardians in foster-homes for payment. To a large extent they are the illegitimate children of young girls. They are not, as industrial-school children are, under State guardianship, but the homes of the foster-parents are licensed to receive children, the number that may be retained in the home being limited strictly by the license according to the capacity of the home.

The number of homes thus licensed was 941 at the end of the year, and the number of children in them during the year was 1,440, an increase of 17 over last year. Of this total the number of infants under one year was 325.

Fourteen children died, being 0·98 per cent. of those in the homes. Of that number ten were in foster-homes, and four in hospitals or nursing-homes to which they had been removed for treatment, so that the deaths in foster-homes represented 0·75 per cent. of the total number dealt with. This continued low death-rate reflects great credit on the district agents, their assistants, the local visitors, and the foster-parents. Generally speaking, the Department has reason to be well satisfied with the homes in which these infants are placed.

The expenditure for the year ended the 31st March, 1916, was £1,476, as follows :—

	£
Salaries of visiting nurses and local representatives	1,079
Travelling-expenses of district agents, visiting nurses, and local representatives	285
Payment to foster-parents for board of infants	77
Medical attendance	6
Office expenses (including rent) and sundries	69
	<hr/>
	1,516
Less recoveries	40
	<hr/>
Total	1,476

For the preceding year the amount was £1,374.

SCHOOL FOR THE DEAF, SUMNER.

Number of pupils who returned to the school in February, 1915, after the summer vacation	100
Number admitted during the school year	12
Left during or at the end of the school year	13
Number remaining on the roll after the close of the school year	99

Thirteen pupils were removed from school during the year, having reached a satisfactory standard of education. The length of their school life varied from three and a half to eleven years. The necessity of sending deaf children to be properly treated at as early an age as possible is imperative, although often overlooked, as it is clear that the process of educating them must be slower and more arduous than in the case of normal children. Of twelve new pupils received during the year five were over eight years of age, and three of these were over twelve years of age, the difficulty of educating these children being thus immeasurably increased. In addition to the ordinary school-work, the girl pupils of the school receive instruction in cookery, laundry-work, domestic economy, dressmaking, and dancing, and the boys in woodwork and gardening.

The expenditure on the school for the last two financial years respectively was as follows :—

	1914-15.	1915-16.
	£	£
Salaries	3,959	4,126
Maintenance of pupils and sundry expenses	1,740	1,745
Travelling-expenses	200	243
Maintenance of buildings	213	59
	<hr/>	<hr/>
	6,112	6,173
<i>Less—</i>		
Amount collected from parents by way of maintenance contributions	1,027	1,195
Amount collected from Charitable Aid Boards	1,100	1,224
Sundry other recoveries	6	14
	<hr/>	<hr/>
	2,133	2,433
Net expenditure	£3,979*	£3,740*

* Including for 1914-15 £300, and for last year £130, paid from national-endowment revenue.

JUBILEE INSTITUTE FOR THE BLIND, AUCKLAND.

This institution is governed by a Board of Trustees, four of whom are appointed by the Government and the remaining five elected by the subscribers to the funds of the Institute. As the Institute comes within the scope of the Hospitals and Charitable Institutions Act, subsidy at the rate of 24s. in the pound is payable by the Government on voluntary contributions received by the Board, and 10s. in the pound on the value of bequests.

The amount paid by the Government towards the cost of training thirty-four pupils was £874, and the amount refunded to the Government during the year by parents and Charitable Aid Boards was £880, the Boards paying £523. The sum payable by the Government as subsidy to the Board of Trustees under the provisions of the Hospitals and Charitable Institutions Act was £1,940 3s. 7d.

SPECIAL SCHOOL FOR THE FEEBLE-MINDED, OTEKAIKE.

Numbers as at the 31st December, 1915 :—

	Males.	Females.
In residence	60	..
Boarded out	2	4
Temporarily absent with friends	7	..
Total of both sexes	—	—
	..	.. 73

Of the above number under control one was between the ages of five and ten, twenty-five between eleven and sixteen, thirty-one between seventeen and twenty-one, and sixteen were over twenty-one years of age. The procedure in regard to the retention of control beyond that age is similar to that already described in respect of inmates of industrial schools.

The inmates are instructed in the occupations of basket-making, coir-mat making, and wood-carving. Farm and garden work is also carried out by the inmates, the institution producing more of such commodities as milk, fruit, and vegetables than its own requirements demand. Much of the school-work undertaken takes the form of handwork and kindergarten occupations.

As there is shown to be a very considerable aggregate of young persons of feeble mind throughout the country who would best be provided for at Otekaike, an important extension of the accommodation there has been in progress for some time past, and with the advent of warmer weather it is anticipated that the institution will be in a position largely to increase its usefulness by taking in many who are now excluded. Preparations have also been made for the establishment of a separate school for feeble-minded girls at Richmond, Nelson, towards the equipment of which a sum has now been placed on the estimates.

The following is a statement of the expenditure for the years 1914-15 and 1915-16:—

	1914-15.	1915-16.
	£	£
Salaries	2,510	2,630
General maintenance	2,130	2,316
Travelling-expenses	247	299
Maintenance of buildings	172	144
Additional buildings, furniture, clearing land, &c.	2,245	12,515
	— 7,304	— 17,904
<i>Less—</i>		
Amount collected from parents by way of maintenance contributions ..	723	797
Amount collected from Charitable Aid Boards	694	950
Sundry other recoveries	133	346
	— 1,550	— 2,093
Net expenditure	£5,754*	£15,811*

* Including for 1914-15 £300, and for last year £139, from national-endowment revenue.

HIGHER EDUCATION.

NEW ZEALAND UNIVERSITY AND AFFILIATED COLLEGES.

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

The New Zealand University, the body which has general control of higher education in New Zealand, was founded by the New Zealand University Acts of 1870, 1874, and 1875. In 1876 the University was recognized by Royal charter as entitled to grant the degrees of Bachelor and Master 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 are controlled by three Courts—the Senate, the Board of Studies, and the General Court of Convocation, which consists of members of the four District Courts of Convocation. The Senate consists of twenty-four members or Fellows—four elected by the Governor in Council; eight by the governing bodies of the four affiliated institutions, two by each; four, one each, by the Professorial Boards; and eight, two each, by the four District Courts of Convocation, consisting of the graduates belonging to the several University districts. The Board of Studies consists of twenty members, five of whom are appointed by each of the Professorial Boards of the four institutions affiliated to the University. The District Courts of Convocation consist of graduates of the University.

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

The revenue of the University is derived mainly from a statutory Government grant of £3,000 per annum, from fees and from interest on investments. In addition there is paid to it in trust a certain proportion of the national-endowment income for distribution among the four affiliated institutions towards the support of libraries, the establishment of new Chairs, and towards the extension of their work in other ways. The amount received from this source in 1915 was £3,089.

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

Auckland University College and Victoria University College each receive an annual statutory grant of £9,000, while Canterbury College receives £2,000 and Otago University £5,000. The two latter institutions are endowed with reserves of land. In addition a certain proportion of the income from the National Endowment Fund for the purposes of education is paid directly to the four affiliated institutions. In 1915 the sum paid to each out of the fund amounted to £1,544. There is also now provision for the payment under regulations of a Government subsidy on

voluntary contributors to the funds of the institutions affiliated to the University of New Zealand.

The total amount paid by the Government on account of the University of New Zealand and the affiliated colleges for the year 1914-15 was £53,275.

NEW ZEALAND UNIVERSITY.

The table below gives the numbers of those qualifying for degrees and scholarships in 1915. 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.

NUMBER OF SUCCESSFUL CANDIDATES AT THE EXAMINATIONS FOR DEGREES IN 1915.

Degrees.	Auckland University College.			Victoria University College.			Canterbury College.			Otago University.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Doctor of Medicine .. ..	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
Doctor of Literature .. ..	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Honours in Arts	5	2	7	2	1	3	5	8	13	4	2	6	16	13	29
Honours in Science .. ..	..	..	..	..	1	1	..	..	..	1	..	1	1	1	2
Honours in Laws .. ..	..	..	..	1	..	1	..	..	..	..	..	..	1	..	1
Master of Arts .. ..	..	..	..	1	2	3	2	..	2	1	..	1	4	2	6
Master of Laws	2	..	2	..	..	..	..	..	..	1	..	1	3	..	3
Master of Science .. ..	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Bachelor of—															
Arts	3	3	6	9	8	17	5	4	9	6	11	17	23	26	49
Science	1	..	1	7	..	7	..	..	..	6	1	7	14	1	15
Medicine and Surgery .. ..	..	..	..	..	..	..	..	..	..	26	2	28	26	2	28
Laws	2	..	2	5	..	5	..	..	..	3	..	3	10	..	10
Music	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1
Commerce .. ..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
Engineering (Civil) .. ..	..	..	..	..	..	..	2	..	2	..	..	..	2	..	2
" (Electrical) .. ..	..	..	..	..	..	..	2	..	2	..	..	..	2	..	2
Bachelor of Science in Home Science .. ..	..	..	..	..	..	..	..	..	..	..	4	4	..	4	4
Senior University Scholarships	1	..	1	2	..	2	2	1	3	3	4	7	8	5	13
John Tinline Scholarships .. ..	..	1	1	..	..	..	..	..	..	..	..	..	..	1	1
Totals, 1915	15	6	21	27	12	39	19	13	32	55	24	79	116	55	171
Totals, 1914	34	9	43	35	18	53	30	14	44	68	14	82	167	55	222

Out of 2,039 students on the books of the University colleges there were thus 112 who were entitled to rise from the status of undergraduate to that of graduate, and forty-two from that of Bachelor to the status of Master of Arts, Laws, or Science. In addition, two students qualified for the degree of Doctor of Medicine, and one for that of Doctor of Literature, making a total of 157—a percentage of 7·7, as compared with 9·3 for the year 1914. It will be observed that the number of women students qualifying for degrees was the same as in the previous year, while the number of male students decreased from 167 to 116. This reduction is, of course, accounted for by the fact that large numbers of men have left the University Colleges in order to enlist for military service.

There were 1,550 candidates for Matriculation in 1915, of whom 592 passed the whole examination, 132 completed partial passes, and 96 gained partial passes.

The following table shows the principal items of income and expenditure of the University of New Zealand for the years 1914 and 1915:—

	Income.			Expenditure.	
	1914.	1915.		1914.	1915.
Balances—	£	£		£	£
General Account	5,104	4,668	Scholarships	2,496	2,093
Scholarship Account	26,548	26,743	National endowment .. ..	..	3,089
	31,652	31,411	Examinations	7,307	7,796
Statutory grant	3,000	3,000	Office salaries	1,095	983
National endowment .. ..	..	3,089	Expenses of Senate meetings	692	781
Fees	7,710	7,668	Miscellaneous	656	1,452
Interest	1,191	1,329	Balances	31,412	30,390
Miscellaneous	105	87			
	£43,658	£46,584		£43,658	£46,584

In the above statement no account has been taken of special scholarships and prize funds. The balance at the end of the year, £30,390, consists of a balance on the Scholarships Account of £27,457, and a balance on the General Account of £2,933. The amount in hand for general purposes was therefore £2,933, the only liability of importance against which is an amount of £1,979 due to English examiners for the degree examinations of November, 1915.

AFFILIATED COLLEGES.

Reference to Table M1 in E.-7, Report on Higher Education, will show that there were 1,936 students actually in attendance at the four University colleges, a decrease of 198 as compared with the number for the previous year. Of these, 88 were graduates, 1,198 were under-graduates, and 650 were unmatriculated students. In addition to the matriculated students mentioned above, there were 103 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.

Table M2 in E.-7 shows the degree courses taken during the year 1915 by students attending lectures at the various University colleges, including the professional schools attached thereto. Of 1,153 students taking degree courses 566 were taking the arts course, 161 the law course, 154 the medical course, 93 the science course, 88 the commercial course, 33 the engineering course, 32 the home science course, 17 the mining engineering course, 8 the dentistry course, and 1 the agricultural course. Students, about fifty in number, at the Lincoln Agricultural College, are not included in these figures.

The total staff of the four University colleges consisted in 1915 of forty-eight professors and eighty lecturers. The following table shows the staff of the several institutions :—

PROFESSORS AND LECTURERS.				Professors.	Lecturers, Demonstrators, and Assistants.
Auckland University College	....	...	...	8	17
Victoria University College	...	...	...	10	14
Canterbury College	...	...	...	10	14
Otago University	...	...	...	20*	35†
Totals	...	...	...	48	80

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

† Also the honorary staff of the Dunedin Hospital act as lecturers on

The average salary of full-time professors was £689 per annum.

FINANCES OF THE AFFILIATED INSTITUTIONS IN 1915.

Table M3 in E.-7 gives a summary of the receipts and expenditure of the University colleges, excluding special trust accounts and the accounts of non-university institutions under the control of a College Council, such as, for instance, the museum, public library, or school of art connected with Canterbury College, or the museum controlled by the Otago University. The total income was £83,723 and the total expenditure £74,121.

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 follow: University Junior, University National, and Taranaki Scholarships, in addition to some thirty or forty local and privately endowed scholarships awarded on the results of the same examination. Of the candidates for the Entrance Scholarship Examination in 1915, ten gained Junior Scholarships, twenty gained National Scholarships, three gained Taranaki Scholarships, forty-seven passed "with credit," and forty qualified for Matriculation. In addition to the scholarships, and partly in connection therewith, a scheme of bursaries entitling students to free tuition is also in operation, as set out in detail below.

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

(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 National Research Scholarships. The first three 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. By the University Amendment Act of 1914, the National Research Scholarships are now placed under the control of the University of New Zealand.

So far thirteen Rhodes Scholarships have been granted, of which five have been gained by students of Auckland University College, four by students of Otago University, and two by students of Victoria University College, one by a student of Canterbury College, and the last scholarship (1916) was awarded to Athol Hudson, B.Sc., of Victoria University College.

So far (1916) seventeen Research Scholarships have been awarded, sixteen having been awarded under previous Education Acts, and one—the last one—under the University Amendment Act, 1914. Of these, five were in active operation in 1915. The subjects of research undertaken have been in each case closely connected with some New Zealand industry, or with some industry which, though not yet undertaken in this Dominion, may at an early date be an industry of importance in New Zealand. Of recent years the inclination of Professorial Boards has been to endeavour to arrange for new research scholars to carry on the work as from the stage at which it has been left by former students. There is no doubt that such a method, taking into consideration the fact that the tenure is for two years only (though with a possible extension to a third year), is more likely to result in discoveries of economic value.

The following are the subjects approved for the Research Scholarships which were in operation in 1915:—

Victoria University College: Silver-blight in fruit-trees.

Canterbury College: (1) A systematic examination of the refractory clays, &c., of the Canterbury District, with special reference to their use for fire-bricks and furnace-linings; (2) the New Zealand brown coals, with special reference to their use as gas-producers.

Otago University: (1) The volatile constituents of red-pine and other New Zealand timbers, with the object of determining how the timber can be improved by chemical treatment; (2) An investigation of the copper deposits of Otama, Gore.

University bursaries are awarded under the University Amendment Act, 1914, on the credit pass in the University Junior Scholarship Examination or on a higher leaving-certificate qualification, and entitle the holders to the payment of tuition and examination fees (not exceeding £20 per annum) during a three (or possibly four) years' course at a University college or school of agriculture recognized by the University. The number of University bursaries held in 1915 was 230, of which number 58 completed the three years' tenure of their bursaries. The amount expended on tuition and examination fees on account of these bursars was £3,306, the cost per head being £14 7s. 5d.

Educational bursaries are awarded under the Education Act, 1914, and any matriculated student is entitled to one who—

- (i.) Has within the six months immediately preceding completed his term of service as a pupil-teacher or probationer in some education district in accordance with regulations and to the satisfaction of the Education Board and of the Senior Inspector of that district, and declares his intention of entering a recognized training college on the completion of the tenure of his bursary; or
- (ii.) Has satisfactorily completed his course of training at a recognized training college and gained a trained-teacher's certificate; or
- (iii.) Has otherwise gained a teacher's certificate of a class not lower than Class C.

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

The number of educational bursaries held in 1915 was eighty-four, of which number twenty completed the three years' tenure of their bursaries. In addition three holders of bursaries were absent on military service. The amount expended on tuition and examination fees on account of educational bursaries was £750, the cost per head being £8 18s. 6d.

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

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

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

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

Bursaries of this kind were awarded to six students in 1915, making in all twenty-one bursars in attendance at classes. Fifteen bursars took the course for the degree, and six that for the diploma. The degree of Bachelor of Science in home science was conferred on five students, while three qualified for the diploma. It is found that women qualifying in this course have no difficulty in obtaining remunerative positions as teachers of home-science subjects.

The table below shows the number of scholarships, bursaries, and studentships held at each University college during the year 1915.

SCHOLARSHIPS, BURSARIES, EXHIBITIONS, AND STUDENTSIPS HELD AT THE AFFILIATED INSTITUTIONS IN 1915.

Scholarships, &c.	Auckland University College.	Victoria University College.	Canterbury College.	Otago University.	Total.
Junior University Scholarships ...	11	2	4	8	25
University National Scholarships...	16	9	12	16	53
Taranaki Scholarships ...	...	3	...	3	6
Senior University Scholarships ...	5	2	...	1	8
University bursaries ...	38	78	32	82	230
Educational Bursaries ...	13	37	24	13	87
Sir George Grey Scholarships ...	...	1	...	1	2
Other scholarships and exhibitions ...	2	5	...	27*	34
Training-college studentships ...	115	96	98	107	416
Totals 1915 ...	200	233	170	258	861
Totals 1914 ...	184	206	178	291	859
Difference ...	16	27	-8	-33	2

* Including 21 home-science bursars.

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, 1916, to £319 1s. 8d., received from reserves in Westland.

TARANAKI SCHOLARSHIPS ENDOWMENT ACT, 1910.

The balance on account of the Taranaki Scholarships Endowment amounted, on the 31st March, 1916, to £12,764. The control of Taranaki scholarships has been transferred from the Education Department to the University of New Zealand.

OTHER PROFESSIONAL INSTITUTIONS.

In addition to the four University colleges there are several institutions which, though not actually affiliated to the New Zealand University, are entitled to be considered professional schools of higher education.

The Canterbury Agricultural College is recognized by the University as a school of agriculture, and matriculated students of the college may, after a two-years course, followed by a further course of one year at a University college, qualify for the degree of Bachelor of Agriculture upon passing the prescribed examination.

The four teachers' training colleges at Auckland, Wellington, Christchurch, and Dunedin may also be included as professional schools. Although not affiliated with the New Zealand University, they are in several ways directly associated with the University colleges; matriculation is to a large extent the entrance examination for both; the principal of the training college is in each case lecturer on education at the University college; attendance at some at least of the University college courses is compulsory for trainees; and a member of the Professorial Board of the University college is a member of the Board of Advice of the training college.

THE WORKERS' EDUCATIONAL ASSOCIATION.

In the distribution to University colleges of the moneys received by the University from the National Endowment Fund, £300 was allocated in each case for the establishment and maintenance of the Workers' Educational Association tutorial or University extension classes. Branches of this association have been established in five of the larger towns, and tutorial classes conducted in some cases by University-college professors or lecturers are in operation for the better education of working men and women.

GENERAL.

ANNUAL EXAMINATIONS.

(See also E.—8.)

The annual examinations were conducted by the Education Department as usual for the various purposes of Junior and Senior National Scholarships, junior and senior free places in secondary schools, district high schools, and technical schools, and teachers' certificates. Also, by arrangement with the Public Service Commissioner, examinations were held for admission to and promotion in the Public Service. The examinations were held from the 23rd November to the 3rd December, 1915, and from the 5th to the 19th January, 1916, at sixty-three centres.

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

Number who entered	...	...	...	1914-15.	1915-16.
Number who actually sat for examination	...	...	...	10,126	10,978
Number of absentees	...	...	...	8,727	9,453
				1,399	1,525

While the high proportion of absentees—nearly 14 per cent. of the number of candidates—is as usual due to some extent to the practice of granting exemption from examination to training-college candidates for teachers' certificates, and still more to the granting of senior free places without examination to pupils of secondary schools and district high schools, there is yet a fairly large number of candidates who enter for the examinations without any serious intention of presenting themselves. This is particularly noticeable in connection with those examinations to which admission is free, the proportion of absentees for the Public Service Senior Examination, for instance, being as high as 22 per cent.

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

	1912-13.	1913-14.	1914-15.	1915-16.
Junior National and Education Board Scholarships and junior free places	2,934	3,154	3,562	3,973
Public Service Entrance, Senior National Scholarships, and Intermediate	2,770	2,756	2,739	3,022
Teachers D and C	1,753	1,524	1,576	1,720
Public Service Senior	574	871	804	675
Typists' Examination	...	...	46	51
Kindergarten Certificate Examination	...	...	...	8
London University Examinations	...	...	...	2
Froebel Union Examination	...	...	...	2
	8,031	8,305	8,727	9,453

The Education Board junior and senior scholarships granted each year hitherto were not offered for competition in 1915–16, their places being taken by an increased number of National Scholarships, junior and senior, provided for by the Education Act, 1914. The Junior National Scholarship Examination, which has been in operation for some years, was, with slight modifications, retained for the new junior scholarships, while for the test for the senior scholarships the Public Service Entrance Examination papers were used, with an alternative programme intended to suit those candidates who have been taking courses with an agricultural or domestic bias.

All eligible candidates from public or registered private schools who reached the respective standards of qualification fixed in accordance with the Act—63 per cent. for juniors and 65 per cent. for seniors—received National Scholarships from the Education Boards of their districts. In the case of junior scholarship candidates from one-teacher schools the standard of qualification was fixed at its lowest limit allowable by regulation—viz., 10 per cent. below the ordinary standard.

The first examination of pupil-teachers was this year discontinued, as the regulations now in force do not permit pupil-teachers in their second year to take a test of this character.

The value of the services rendered by Inspectors of Schools in connection with the examination of papers and supervision of the annual examinations is estimated at upwards of £1,800. The cost of conducting the examinations was as follows:—

Total expenses, including cost of additional clerical services temporarily employed, but omitting other salaries	£	5,267
Less recoveries—	£	
Fees paid by candidates for teachers' certificates and others ..	2,096	
Paid by Public Service Commissioner for expense of conducting Public Service Examinations, for which in general no fees are now payable—		
Public Service Entrance	812	
Public Service Senior	912	
		3,820
Net expenditure		£1,447

PUBLIC LIBRARIES.

Owing to the undue strain on the finances of the country in connection with the war, Parliament did not in 1915 vote an amount for distribution to public libraries.

TEACHERS' SUPERANNUATION FUND.

(See also E.—9.)

The balance at the credit of the fund on the 31st December, 1915, was £340,582, an increase over that on the 31st December, 1914, of £37,882. The income for 1915 was £83,319, and the expenditure £45,438. During the year 428 members were admitted, while 253 left the fund, a net increase of 175.

At the end of 1915,—

The number of contributors was	4,444
Of whom members under Part IX of Education Act, 1908, numbered ..	86
And members admitted under sections 3 and 4 of the Public Service Classification and Superannuation Amendment Act, 1908 (universities), numbered	66
The annual rate of contribution paid as at the end of the year was ..	£52,795
The number of allowances in force at the end of the year was ..	555
representing an annual charge of	£39,000
viz.,—	
Ordinary retiring - allowances	£
were	346, representing 31,845
Retiring - allowances in medically unfit cases	61, ,, 4,803
Allowances to widows	83, ,, 1,507
Allowances to children	65, ,, 845

The amount held by the Public Trustee at the end of the year was .. £333,117

In terms of the provisions of the Public Service Classification and Superannuation Amendment Act, 1908, section 4, and the regulations thereunder, all moneys belonging to the fund are paid to the Public Trustee for investment, and form part of the common fund of the Public Trust Office. In accordance with the regulations under the Public Trust Office Act interest is paid to the fund on daily balances in the hands of the Public Trustee— $4\frac{1}{2}$ per cent. on the first £6,000 and $4\frac{1}{4}$ per cent. on the balance. No charge is made for investment. It has been suggested that better terms should be obtained; or, failing this, that, as in the case of the Public Service Superannuation Fund, legislative authority be obtained to enable the Superannuation Board to make its own investments. The matter is receiving careful consideration. On arrears outstanding from contributors 5 per cent. interest is charged.

Provision has been made for the payment by the Government of the contributions of contributors to the fund who have enlisted with the Expeditionary Forces engaged in the war, until the release of the contributors from military duties. The amount paid by the Government on this account in 1915 was £1,351. The number of contributors who had joined the Expeditionary Force up to the 31st December, 1915, was 183, of whom twenty have been killed in action or died of wounds, and two have returned to New Zealand and have resumed their duties in the Education service.

The triennial investigation of the fund, as provided for under the Public Service Classification and Superannuation Amendment Act, 1908, section 38, was made by the Actuary appointed by the Governor for the purpose; and in his report, which was laid before Parliament during last session, he recommends that the annual subsidy to the fund be increased from £17,000 to £33,000. In view, however, of the special circumstances at present existing it was decided, as in the case of other superannuation funds, that the former rate of subsidy be continued.

TABLES RELATING TO COST OF EDUCATION AND NUMBER OF PERSONS RECEIVING INSTRUCTION.

In the following tables, A, B, C, D, E, and F, an attempt is made to analyse the public expenditure on the various branches of education, 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 schools; and to present a comparative statement of the increase in the number of persons under instruction.

Tables A and B give an analysis of the expenditure for the years 1914–15 and 1915–16 respectively.

TABLE A.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1914–15.
(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, physical training, and training colleges)	985,000	86,000	1,071,000	113,000	1,184,000‡
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	114,000	6,000	120,000	55,000	175,000
(3.) Continuation and technical	33,000	20,000	53,000	8,000	61,000
(4.) Higher (including university and higher technical)	40,000	7,000	47,000	29,000	76,000
Totals A (1–4)	1,172,000	119,000	1,291,000	205,000	1,496,000
B. Industrial schools	46,000	3,000	49,000	2,000	51,000
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	29,000	..	29,000	..	29,000
Totals A, B, C, D	1,254,000	124,000	1,378,000	208,000§	1,586,000

* Expended out of Consolidated Fund. † Expended out of Public Works Fund. ‡ Teachers' salaries and allowances, £796,000; repairs and rebuilding, £91,000; new buildings and additions, £86,000; all other expenses, £211,000: total, £1,184,000. § £75,000 from National Endowment Reserves Fund.

TABLE A—*continued*. EXPENDITURE PER HEAD OF POPULATION (1,140,172, [INCLUDING MAORIS BUT EXCLUDING COOK AND OTHER PACIFIC ISLANDS) ON EDUCATION, 1914-15.

(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, physical training, and training colleges)	s. d. 17 3	s. d. 1 6	s. d. 18 9	s. d. 2 0	s. d. 20 9*
(2.) Secondary (including secondary schools and secondary departments of district high schools)	2 0	0 1	2 1	1 0	3 1
(3.) Continuation and technical	0 7	0 4	0 11	0 2	1 1
(4.) Higher (including university and higher technical)	0 8	0 1	0 9	0 6	1 3
Totals A (1-4)	20 6	2 0	22 6	3 8	26 2
B. Industrial schools	0 10	0 1	0 11	0 1	1 0
C. Special schools (Deaf and Blind, and Home for Backward Children)	0 1	0 1	0 2	0 1	0 3
D. Superannuation and miscellaneous	0 6	..	0 6	..	0 6
Totals A, B, C, D	21 11'	2 2	24 1	3 10	27 11

* Teachers' salaries and allowances, 14s. 0d.; repairs and rebuilding, 1s. 7d.; new buildings, 1s. 6d.; all other expenses, 3s. 8d.; total, 20s. 9d.

TABLE B.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1915-16.

(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, physical training, and training colleges)	£ 1,093,000	£ 57,000	£ 1,150,000	£ 123,000	£ 1,273,000‡
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	137,000	6,000	143,000	54,000	197,000
(3.) Continuation and technical	44,000	7,000	51,000	2,000	53,000
(4.) Higher (including university and higher technical)	46,000	8,000	54,000	30,000	84,000
Totals A (1-4)	1,320,000	78,000	1,398,000	209,000	1,607,000
B. Industrial schools	43,000	1,000	44,000	2,000	46,000
C. Special schools (Deaf and Blind, and Home for Backward Children)	8,000	18,000	26,000	..	26,000
D. Superannuation and miscellaneous	25,000	..	25,000	..	25,000
Totals A, B, C, D	1,396,000	97,000	1,493,000	211,000§	1,704,000

* Expended out of Consolidated Fund. † Expended out of Public Works Fund. ‡ Teachers' salaries and allowances, £890,000; repairs and rebuilding, £86,000; new buildings and additions, £57,000; all other expenses £240,000; total, £1,273,000. § £65,000 from National Endowment Reserves Fund.

TABLE B—*continued*. EXPENDITURE PER HEAD OF POPULATION (1,164,745, INCLUDING MAORIS) ON EDUCATION FOR 1915-16.

(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, physical training, and training colleges)	s. d. 18 9	s. d. 1 0	s. d. 19 9	s. d. 2 2	s. d. 21 11*
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	2 4	0 1	2 5	0 11	3 4
(3.) Continuation and technical	0 9	0 2	0 11	..	0 11
(4.) Higher (including university and higher technical)..	0 9	0 2	0 11	0 6	1 5
Totals A (1-4)	22 7	1 5	24 0	3 7	27 7
B. Industrial schools	0 9	..	0 9	..	0 9
C. Special schools (Deaf and Blind, and Home for Backward Children)	0 2	0 4	0 6	..	0 6
D. Superannuation and miscellaneous	0 5	..	0 5	..	0 5
Totals A, B, C, D	23 11	1 9	25 8	3 7	29 3

* Teachers' salaries and allowances, 15s. 3d.; repairs and rebuilding, 1s. 6d.; new buildings, 1s.; all other expenses, 4s. 2d.; total, 21s. 11d.

The cost of primary education increased from £1,184,000 in 1914-15 to £1,273,000 in 1915-16, the larger payments on account of teachers' salaries being responsible for the increase; the cost per head of population has risen from 20s. 9d. to 21s. 11d. The cost of secondary education has increased from £175,000 to £197,000, the great proportion of the increase being in the cost of maintenance. The total cost of education has increased by £118,000, or 1s. 4d. per head of the population. The total expenditure on education per head of population in the United States of America is approximately £1 12s. 1d.

TABLE C. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND (EXCLUSIVE OF NEW BUILDINGS, SITES, ETC.), FOR THE YEARS 1898-99, 1903-4, 1908-9, 1914-15, 1915-16, OUT OF PUBLIC REVENUE (INCOME FROM RESERVES INCLUDED).

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

	1898-99.	1903-4.	1908-9.	1914-15.	1915-16.
Population (including Maoris)	783,317	875,648	1,008,373	1,140,172	1,164,745
Branch of Education.	Total.	Total.	Total.	Total.	Total.
A. (1.) Primary (including Native schools and training colleges)	£ 477,000	£ 572,000	£ 760,000	£ 1,098,000	£ 1,216,000
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1914-15)	27,000	53,000	98,000	169,000	191,000
(3.) Continuation and technical	2,000	11,000	42,000	*41,000	*46,000
(4.) Higher education (including university and higher technical)	33,000	37,000	50,000	69,000	76,000
Totals A (1-4)	539,000	673,000	950,000	1,377,000	1,529,000
B. Industrial schools	13,000	27,000	31,000	48,000	45,000
C. Special schools (Deaf and Blind, and Home for Backward Children)	3,000	4,000	6,000	8,000	8,000
D. Superannuation, and miscellaneous	2,000	3,000	7,000	29,000	25,000
Totals A, B, C, D	557,000	707,000	994,000	1,462,000	1,607,000

* Technical high schools included in secondary education.

TABLE C—continued. (2.) EXPENDITURE PER HEAD OF POPULATION IN NEW ZEALAND (EXCLUSIVE OF NEW BUILDINGS, SITES, ETC.), FOR THE YEARS 1898-99, 1903-4, 1908-9, 1914-15, 1915-16, OUT OF PUBLIC REVENUE (INCOME FROM RESERVES INCLUDED).

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

Branch of Education.	1898-99.	1903-4.	1908-9.	1914-15.	1915-16.
A. (1.) Primary (including Native schools and training colleges)	s. d. 12 2	s. d. 13 1	s. d. 15 1	s. d. 19 3	s. d. 20 11
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1914-15)	0 8	1 3	1 11	2 11	3 3
(3.) Continuation and technical	0 1	0 3	0 10	0 9*	0 10*
(4.) Higher education (including university and higher technical)	0 10	0 10	1 0	1 3	1 3
Totals A (1-4)	13 9	15 5	18 10	24 2	26 3
B. Industrial schools	0 4	0 7	0 7	0 10	0 9
C. Special schools (Deaf and Blind, and Home for Backward Children)	0 1	0 1	0 1	0 2	0 2
D. Superannuation, medical inspection, and miscellaneous ..	0 1	0 1	0 2	0 6	0 5
Totals A, B, C, D	14 3	16 2	19 8	25 8	27 7

* Technical high schools included in secondary education.

TABLE D.—EXPENDITURE ON PRIMARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL OF THE SCHOOLS FOR THE YEARS 1912, 1913, 1914, AND 1915. (RESERVES REVENUE INCLUDED.)

	1912.	1913.	1914.	1915.
Excluding expenditure on new buildings	£ s. d. 5 16 5	£ s. d. 5 17 2	£ s. d. 6 2 11	£ s. d. 6 11 11
Including expenditure on new buildings	6 3 9	6 7 1	6 12 7	6 18 2

TABLE E.—EXPENDITURE ON SECONDARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL OF THE SCHOOLS FOR THE YEARS 1912, 1913, 1914, AND 1915.

	1912.			1913.			1914.			1915.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Excluding reserves revenue and expenditure on new buildings	9	3	6	10	6	10	10	18	8	12	3	2
Including reserves revenue and expenditure on new buildings	14	2	8	16	5	4	16	15	7	17	9	9

In the United States of America the cost per head of roll number of the common State schools, which include elementary and high schools, is approximately £6 4s. 8d., and in Ontario the cost per head of roll number of the elementary schools is approximately £5 9s. 9d.

TABLE F.—PROGRESS IN EDUCATION: A COMPARISON OF THE NUMBER OF PUPILS UNDER INSTRUCTION IN THE SEVERAL BRANCHES OF EDUCATION IN THE YEARS 1898, 1903, 1908, 1914, AND 1915 RESPECTIVELY.

	Actual Numbers.					Number per 10,000 of Population.				
	1898.	1903.	1908.	1914.	1915.	1898.	1903.	1908.	1914.	1915.
Population	783,317	875,648	1,008,373	1,140,172	1,164,745	..	..	..	..	..
I. Primary education (including public and Native schools, all receiving free tuition)	136,652	136,546	148,180	178,621	184,288	1,744	1,551	1,467	1,567	1,582
II. Industrial and special schools ..	..	..	..	732	731	..	..	..	6	6
III. Secondary education (including secondary schools, secondary departments of district high schools, technical high schools, and Maori secondary schools)	3,046	5,818	7,742	10,428	11,266	39	66	77	91	97
IV. Continuation and technical education	1,750*	6,533*	13,051*	16,602	18,247	22	75	129	146	157
V. University education	708	1,194	1,711	2,310	2,088	9	14	17	20	18
(Private schools not included above, principally primary)	14,857	15,609	18,367	21,613*	22,664*	190	177	182	189	195
Total under instruction ..	157,013	165,700	189,051	230,306	239,284	2,004	1,883	1,872	2,019	2,055
VI. Total under instruction higher than primary (III, IV, and V above)	5,504	13,545	22,504	29,349	31,601	70	155	223	257	272
Number of latter (VI) receiving free tuition	1,178†	4,260†	7,959	13,920	15,136	15	49	79	122	130

* Estimated.

† Approximate.

NATIONAL ENDOWMENT.

By the provisions of the Land Act, 1908, areas of land, not to exceed in the total 9,000,000 acres, are set apart as national endowments, and, after administration and other expenses allowed by law have been deducted, 70 per cent. of the balance is applied for the purposes of education. The sum thus applied amounted last year to £55,139, and was allocated as follows: Primary education, £41,417; physical training, £445; secondary education, £5,059; technical instruction, £2,390; training colleges, £2,224; higher education, £9,265; Native schools, £1,723; school for the deaf, £139; Home for Backward Children, £139; industrial schools, £2,057.

APPENDIX.

STATEMENT OF EXPENDITURE AND RECOVERIES IN RESPECT OF ALL SERVICES UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF EDUCATION DURING THE YEAR ENDED 31ST MARCH, 1916.

	£	s.	d.	£	s.	d.	£	s.	d.
Head Office (Vote No. 72).									
Salaries				12,042	11	1			
Clerical assistance				589	7	10			
Travelling-expenses				186	7	8			
Telephones				90	19	7			
Publications, books of reference, &c.				12	17	6			
Office requisites				55	11	9			
Contingencies				58	0	0			
							13,035	15	5
Elementary Education (Votes Nos. 73, 77, 87, and 88, Consolidated Fund; and No. 100, Public Works Fund, and Education Act, 1914.)									
Grants to Education Boards for—									
Teachers' salaries (including lodging-allowances of pupil-teachers)				822,838	9	11			
Teachers' house allowances (Vote No. 87)				23,509	11	5			
General administrative purposes				90,859	15	0			
Relieving-teachers				4,100	19	3			
Manual instruction: Capitation				42,373	6	3			
Removal of teachers				17	12	7			
School and class libraries				291	19	6			
School buildings—									
General maintenance and replacement of worn-out buildings (Vote No. 87)	83,396	13	11						
Less amount received for sale of old buildings	515	0	9						
				82,881	13	2			
Rent of buildings and sites used for school purposes (Vote No. 87)				1,384	14	7			
Schools destroyed or damaged by fire (Vote No. 87)—									
Rebuilding and repairs and rent of temporary premises				2,608	0	2			
New buildings, additions, and teachers' residences (Vote No. 100)				48,422	9	2			
Inspectors' salaries				20,495	9	7			
Inspectors' travelling-expenses				4,779	0	2			
Inspectors' telephones, office requisites, &c.				42	15	4			
Medical inspection of school-children (Vote No. 77)—									
Salaries	1,764	17	10						
Travelling-expenses	527	2	4						
Material, apparatus, forwarding-charges, &c.	55	8	5						
				2,347	8	7			
Grants in aid of free kindergartens (Vote No. 88)				917	16	8			
Conveyance of school-children, teachers, and instructors; and allowances for board of children				20,569	7	0			
<i>School Journal</i> —Printing, &c. (Vote No. 73), £2,686 14s. 10d.; postage (Vote No. 87), £548 3s. 10d.	3,234	18	8						
Less amount received for sales	214	0	6						
				3,020	18	2			
Subsidies on contributions on account of public primary schools, including district high schools (Education Act, 1914)				1,462	8	8			
Sundries				28	3	9			
				1,172,951	18	11			
Less miscellaneous recoveries				29	9	6			
							*1,172,922	9	5
Carried forward							1,185,958	4	10

* Including £41,418 18s. 5d., from national-endowment reserves revenue, and £75,913 19s. 3d., primary-education reserves.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	1,185,958	4	10
Secondary Education (Vote No. 74, Consolidated Fund; No. 100, Public Works Fund; and statutory payments).									
Grants to Education Boards for—									
Scholarships	10,448	4	10			
District high schools: Salaries of secondary teachers	20,070	2	9			
National Scholarships (Education Act, 1914)	3,806	12	5			
Secondary schools and colleges: Free place capitation	73,347	8	7			
Secondary schools and colleges: Manual instruction capitation	2,798	13	11			
Secondary schools and colleges: Subsidies on contributions (Education Act, 1914)	33	2	0			
Conveyance of pupils to secondary and district high schools	4,546	4	3			
Scholarships awarded to Maoris attending public schools	161	1	8			
Marlborough High School: Statutory payment (Marlborough High School Act, 1899)	400	0	0			
Grants to secondary schools for buildings, equipment, furniture, &c. (Vote No. 100)	6,489	0	5			
Inspectors' salaries	608	8	6			
Inspectors' travelling-expenses	311	16	0			
							*123,020	15	4
Technical Instruction (Votes Nos. 75 and 87, Consolidated Fund; 100, Public Works Fund; and the Education Act, 1914).									
Salaries of Inspectors (2)	967	10	0			
Examinations—									
Science and art, Board of Education, London	71	2	1			
City and Guilds of London Institute	346	18	1			
				418	0	2			
Less recoveries	149	8	0			
							268	12	2
Capitation (including free places)	50,037	15	5			
Material for technical classes	2,487	12	4			
Buildings and permanent apparatus (Vote No. 100)	7,109	1	6			
Rents (Vote No. 87)	767	13	1			
Conveyance of instructors	1,018	8	9			
Conveyance of students attending registered classes	420	18	10			
Conveyance of pupils to technical schools	2,238	4	9			
Travelling-expenses of Inspectors	134	1	2			
Subsidies on contributions (Education Act, 1914)	5,323	3	8			
Scholarships and bursaries	1,316	1	6			
							†72,089	3	2
Training Colleges and Training of Teachers (Votes Nos. 76, Consolidated Fund; and 96, Public Works Fund).									
Training colleges—									
Salaries of staff (three-fifths; the other two-fifths is charged to teachers' salaries, "Elementary Education")	12,700	7	7			
Allowances and fees for students	25,858	1	5			
Special instruction, libraries, and incidental expenses	1,106	0	0			
Buildings, sites, furniture, &c. (Vote No. 96)	6,081	10	10			
Classes at subcentres—									
Grants to Education Boards	2,355	0	0			
Fares of teachers	5,943	12	5			
Sundries	15	17	0			
				54,060	9	3			
Less recoveries	34	6	0			
							‡54,026	3	3
Carried forward	1,435,094	6	7

* Including £5,059 from national-endowment reserves revenue. † Including £2,390 from national-endowment reserves revenue. ‡ Including £2,224 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,435,094	6	7
Higher Education (Votes Nos. 74 and 87, Consolidated Fund; 100, Public Works Fund; and statutory payments).									
Statutory grants—									
University of New Zealand—									
New Zealand University Act, 1908	3,000	0	0						
National-endowment reserves revenue	3,088	9	11						
				6,088	9	11			
Auckland University College—									
Auckland University College Act, 1882	4,000	0	0						
New Zealand University Amendment Act, 1914	5,000	0	0						
National-endowment reserves revenue	1,544	5	0						
				10,544	5	0			
Victoria College—									
Victoria College Act, 1905	4,000	0	0						
New Zealand University Amendment Act, 1914	5,000	0	0						
National-endowment reserves revenue	1,544	5	0						
				10,544	5	0			
Canterbury College—									
New Zealand University Amendment Act, 1914	2,000	0	0						
National-endowment reserves revenue	1,544	4	11						
				3,544	4	11			
University of Otago—									
New Zealand University Amendment Act, 1914	5,000	0	0						
National-endowment reserves revenue	1,544	4	11						
				6,544	4	11			
Grants for buildings, &c.—									
Canterbury College (Vote No. 100)				2,000	0	0			
Otago University (Vote No. 100)				6,224	11	5			
Otago University—subsidy on Mrs. Oliver's gift (Vote No. 87)				17	3	0			
Sir George Grey Scholarships (Vote No. 74)				100	0	0			
National Scholarships (New Zealand University Amendment Act, 1914)				2,739	4	6			
Research scholarships (Vote No. 74)				397	13	3			
Bursaries (Vote No. 74, £783 1s.; New Zealand University Amendment Act, 1914, £3,389 3s. 3d.)				4,172	4	3			
Subsidies on contributions (New Zealand University Amendment Act, 1914)				358	6	8			
							†53,274	12	10
Physical Training and Junior Cadets (Vote No. 78, Consolidated Fund).									
Salaries				2,272	5	4			
Training classes for teachers, including camps				2,876	8	4			
Equipment for training classes				15	3	11			
Travelling-expenses				1,464	8	4			
Books, office-cleaning, advertising, &c.				112	1	3			
Freight, cartage, and sundries				87	3	6			
				6,827	10	8			
Less recoveries (sale of cadet equipment)				990	4	6			
							‡5,837	6	2
Native Schools (Votes Nos. 79 and 87, Consolidated Fund; 100, Public Works Fund).									
Salaries of Inspectors (two)				969	3	4			
Salaries and allowances of teachers				31,142	12	5			
Higher education (including industrial and nursing scholarships)				1,988	5	3			
Books, school requisites, sewing-material, &c.				638	4	2			
Expenses of removals of teachers				485	14	5			
Travelling-expenses of Inspectors				422	5	11			
Buildings: New schools, additional class-rooms, &c. (Vote No. 100)				2,685	0	9			
Maintenance of buildings, repairs, &c. (Vote No. 87)				954	18	7			
Manual instruction: Payment of instructors and material for classes				271	11	8			
Fuel, and rewards for supplying fuel				8	10	3			
Conveyance and board of children				665	7	3			
Sundries—Advertising, planting sites, sanitation, &c.				52	19	3			
				40,284	13	3			
Less recoveries				251	4	9			
							*40,033	8	6
Carried forward							1,584,239	14	1

* Including £1,723 from national-endowment reserves revenue and £750 from Tauranga Education Endowment reserves revenue. † Including £9,265 9s. 9d. from national-endowment reserves revenue. ‡ Including £443 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,534,239	14	1
Schools in Outlying Islands (Vote No. 80).									
Chatham Islands—									
Salaries	766	0	10						
Material, travelling-expenses, scholarship, &c.	187	19	11						
				954	0	9			
Cook Islands—									
Salaries	1,265	9	9						
Material, travelling-expenses, &c.	193	6	3						
	1,458	16	0						
Less recoveries	46	14	2						
				1,412	1	10			
							2,366	2	7
Infant-life Protection (Vote No. 81).									
Salaries of visiting nurses and local representatives				1,078	18	4			
Travelling-expenses				284	15	9			
Board of infants in foster-homes and medical attendance				82	16	7			
Rent of offices (Auckland and Dunedin)				43	10	0			
Telephones				25	10	0			
				1,515	10	8			
Less recoveries				39	18	0			
							1,475	12	8
SPECIAL SCHOOLS.									
School for the Deaf (Votes Nos. 82 and 87, Consolidated Fund.)									
Salaries				4,126	6	5			
General maintenance				1,744	14	5			
Travelling-expenses, including transit of pupils				242	18	11			
General maintenance of buildings, furniture, repairs, &c. (Vote No. 87)				58	14	3			
				6,172	14	0			
Less recoveries				2,433	0	3			
							*3,739	13	9
Education of the Blind (Vote No. 83, Consolidated Fund).									
Charges for pupils at Jubilee Institute, Auckland				874	1	11			
Less recoveries				921	15	5			
							Cr. 47	13	6
Special School for Boys, Otekaike (Votes Nos. 84 and 87, Consolidated Fund; and 100, Public Works Fund).									
Salaries				2,629	18	3			
Travelling-expenses				299	4	4			
General maintenance				2,316	3	9			
General maintenance of buildings, repairs, furniture, &c. (Consolidated Fund, Vote No. 87)				143	11	0			
Additional buildings, clearing land, &c. (Public Works Fund, Vote No. 100)				12,515	5	5			
				17,904	2	9			
Less recoveries				2,093	1	8			
							*15,811	1	1
Special School for Girls, Richmond.									
New buildings (Public Works Fund, Vote No. 100)							£ 5,363	19	7
Carried forward							1,562,948	10	3

* Including £130 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,562,948	10	3
Industrial Schools (Votes Nos. 86 and 87, Consolidated Fund; and 100, Public Works Fund).									
Salaries of Assistant Inspector, two Visiting Officers, one Probation Officer	1,010	0	0						
Travelling-expenses of Inspectors, Visiting Officers, Departmental Officers, Probation Officer, and Official Correspondent	649	2	1						
Rent of office and office requisites for Probation Officer, Auckland	99	12	1						
				1,758	14	2			
Schools—									
Auckland—									
Salaries	859	12	11						
General maintenance	1,205	2	7						
Repairs to buildings, furniture, &c. (Vote No. 87), £127 15s. 9d; additions (Vote No. 100). £160 10s.	288	5	9						
Children boarded out	2,663	11	8						
Travelling-expenses	102	18	6						
	5,119	11	5						
Less recoveries	2,282	8	8						
				2,837	2	9			
Boys' Training Farm, Weraoa—									
Salaries	2,732	10	10						
General maintenance	5,547	17	11						
Small works and repairs to buildings, furniture, &c. (Vote No. 87)	713	0	4						
Travelling-expenses	179	7	7						
	9,172	16	8						
Less recoveries	3,330	7	4						
				5,842	9	4			
Receiving Home, Wellington—									
Salaries	1,054	13	11						
General maintenance	1,595	0	7						
Repairs, &c., to buildings (Vote No. 87)	17	4	8						
Children boarded out	10,139	7	5						
Travelling-expenses	274	7	5						
	13,080	14	0						
Less recoveries	7,864	9	4						
				5,216	4	8			
Receiving Home, Nelson—									
Salaries	264	16	5						
General maintenance	117	11	4						
Purchase of property, furniture, &c. (Vote No. 100 Public Works Fund)	530	12	4						
Interest on balance of purchase-money	13	15	0						
Children boarded out	670	16	11						
Travelling-expenses	19	14	11						
	1,617	6	11						
Less recoveries	171	17	10						
				1,445	9	1			
Boys' Training Farm, Nelson—									
Salaries	2,648	2	10						
General Maintenance	4,247	7	4						
Additional buildings, &c. (Vote No. 100), £643 6s. 10d.; repairs, &c. (Vote No. 87), £369 15s. 11d.	1,013	2	9						
Travelling-expenses	118	16	7						
	8,027	9	6						
Less recoveries	1,745	19	10						
				6,281	9	8			
Receiving Home, Christchurch—									
Salaries	924	3	4						
General maintenance	885	6	4						
Rent	143	0	0						
Furnishings, repairs to buildings, &c. (Vote No. 87) ..	9	14	10						
Children boarded out	5,480	19	11						
Travelling-expenses	90	15	4						
	7,533	19	9						
Less recoveries	3,589	6	9						
				3,944	13	0			
Carried forward .. .. .	..	..	..	27,326	2	8	1,562,948	10	3

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

	£	s.	d.	£	s.	d.	£	s.	d.	
Brought forward .. .. .	..	..	..	27,326	2	8	1,562,948	10	3
SPECIAL SCHOOLS: INDUSTRIAL SCHOOLS—<i>continued</i>.										
Te Oranga Home, Christchurch—										
Salaries	1,383	11	10							
General maintenance	1,578	0	8							
Compensation to attendants for loss of effects by fire	135	9	11							
Rent of adjoining section	15	0	0							
Repairs to buildings, furniture, &c. (Vote No. 87) ..	237	6	8							
Travelling-expenses	81	13	3							
	3,431	2	4							
Less recoveries	300	11	6				3,130	10	10	
Burnham—										
Salaries	3,345	1	11							
General maintenance	4,782	0	6							
Small works, repairs, furniture, &c. (Vote No. 87) ..	461	16	9							
Travelling-expenses	317	18	4							
	8,906	17	6							
Less recoveries	966	12	11				7,940	4	7	
Caversham—										
Salaries	997	6	11							
General maintenance	1,249	14	8							
Repairs to buildings, furniture, &c. (Vote No. 87) ..	38	5	7							
Children boarded out	4,333	10	8							
Travelling-expenses	179	17	3							
	6,798	15	1							
Less recoveries	3,786	18	5				3,011	16	8	
Private Schools—										
St. Mary's, Auckland—										
Capitation grants, &c.	1,712	8	0							
Less recoveries	563	9	5				1,148	18	7	
St. Joseph's, Upper Hutt—										
Capitation grants, &c.	188	0	0							
Children boarded out	86	1	10							
	274	1	10							
Less recoveries	95	19	7				178	2	3	
St. Mary's, Nelson—										
Capitation grants, &c.	362	10	0							
Less recoveries	213	2	2				149	7	10	
St. Vincent de Paul's, Dunedin—										
Capitation grants, &c.	43	8	10							
Less recoveries	51	5	11							
Inmates maintained at other institutions				Cr.	7	17	1
Amount paid to Postal Department for payment of boarding-out orders					202	2	8
Legal expenses					100	0	0
Earnings refunded to past inmates					30	16	6
Sundries					27	0	6
					44	11	6
										*43,281 17 6
Miscellaneous (Votes Nos. 73 and 88, Consolidated Fund; and the Public Service Classification and Superannuation Amendment Act, 1908).										
Milne seismograph No. 20, maintenance of					8	19	3
Postage and telegrams					1,752	4	3
Teachers' Superannuation Board: Travelling-expenses of members, and medical examination of applicants for retirement					111	0	8
Contribution to Teachers' Superannuation Fund (Public Service Classification and Superannuation Amendment Act, 1908)					17,000	0	0
Examination expenses: Teachers', Public Service, and Scholarships	5,447	9	8							
Less recoveries	3,891	4	10					1,556	4	10
Carried forward					20,428	9	0
										1,606,230 7 9

Including £2,057 from national endowment reserves revenue.

†Including £57 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	20,428	9	0	1,606,230	7	9
MISCELLANEOUS—<i>continued.</i>									
Subsidies to public libraries on basis of voluntary contributions	14	17	8			
Printing and stationery	2,450	7	6			
Flags for schools—New Zealand Ensigns	23	1	0			
Store for general departmental purposes : Incidental expenses	4	2	3			
Auckland Exhibition : Expenses of exhibits	91	14	5			
Grant to Government Life Insurance Department for actuarial services in connection with Teachers' Superannuation Fund	58	14	4			
Lectures by Professor Findlay, Manchester	5	11	0			
Conference of Education authorities (Vote No. 73)	29	17	9			
Education Institute : Grant in aid of delegates' conference (Vote No. 73)	100	0	0			
Compassionate allowance to widow of late Mr. Royd Garlick, Director of Physical Training	300	0	0			
Council of Education : Travelling-expenses, advertising, &c.	411	2	10			
Education Districts Boundaries Commission : Fees, travelling-expenses, reporting, &c.	1,028	3	6			
				24,946	1	3			
Less recoveries	4	0	0			
							24,942	1	3
Total				£1,631,172	9	0

SUMMARY.

Service.	Paid from Parliamentary Votes.		Paid from Reserves Revenue.		Totals.	
	£	s. d.	£	s. d.	£	s. d.
Head office	13,035	15 5	..	..	13,035	15 5
Elementary education	1,055,591	11 9	117,330	17 8	1,172,922	9 5
Secondary education	117,961	15 4	5,050	0 0	123,020	15 4
Technical instruction	69,699	3 2	2,390	0 0	72,089	3 2
Training colleges, &c.	51,802	3 3	2,224	0 0	54,026	3 3
Higher education	44,009	3 1	9,265	9 9	53,274	12 10
Physical training and Junior Cadets	5,392	6 2	445	0 0	5,837	6 2
Native schools	37,560	8 6	2,473	0 0	40,033	8 6
Infant-life protection	1,475	12 8	..	..	1,475	12 8
School for the Deaf	3,600	13 9	139	0 0	3,739	13 9
Education of the blind	Cr. 47	13 6	..	..	Cr. 47	13 6
Special School for Boys, Otekaike	15,672	1 1	139	0 0	15,811	1 1
Schools in outlying islands	2,366	2 7	..	..	2,366	2 7
Special School for Girls, Richmond	5,363	19 7	..	..	5,363	19 7
Industrial schools	41,224	17 6	2,057	0 0	43,281	17 6
Miscellaneous services	24,942	1 3	..	..	24,942	1 3
Totals	1,489,650	1 7	141,522	7 5	1,631,172	9 0

NOTE.—For a statement of the cost of education—inclusive of amount collected from educational bodies' endowment reserves—see Table B, page 56.

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