

1917.  
NEW ZEALAND.

EDUCATION:  
FORTIETH ANNUAL REPORT OF THE  
MINISTER OF EDUCATION.

[In continuation of E.-1, 1916.]

*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, 28th August, 1917.

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, 1916.

I have, &c.,

J. A. HANAN.

His Excellency the Right Honourable the Earl of Liverpool,  
Governor-General of the Dominion of New Zealand.

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## REPORT.

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### 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 ;
- E.—3. Education of Maori Children.
- E.—4. Special Schools and Infant-life Protection.
- E.—5. Technical Instruction.
- E.—6. Secondary Education.
- E.—7. Higher Education.
- E.—8. Annual Examinations.
- E.—9. Teachers' Superannuation.
- E.—10. Public Libraries.
- E.—11. Medical Inspection and Physical Education.

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.

## PROGRESS.

It is gratifying to be able to report that, in spite of the peculiar difficulties caused by the war, not only have the various administrative, educational, and social agencies of the Department been kept up to the regular standard of efficiency, but a substantial amount of progress has been made, which, even in normal times would justly be regarded with satisfaction.

Since the records of the various phases of the year's work are distributed throughout the sections and appendices of this report, it will be convenient to give at this stage a brief summary of the more notable changes. These include—

- The raising of the standard of requirements for the proficiency certificate in order to ensure that a better standard of knowledge is reached by pupils before they leave the primary school, and that a more thorough preparation is provided for those who are to enter secondary schools.
- An accompanying provision for the granting of free places in technical schools by the issue of endorsed certificates of competency to those who do not reach the higher standard of proficiency, but who show special aptitude in manual subjects. This will raise the value of the certificate of competency in public estimation.
- A preliminary amendment of the primary-school syllabus in order to secure more definiteness and thoroughness, especially in the essential subjects.
- The formulation and establishment of a grading scheme for the classification of teachers, so that a fairer and more definite basis may be secured for the appointment of teachers.
- The extension of the system of school medical inspection, especially in the direction of establishing corrective classes for children with remediable physical defects.
- The establishment of a School Nurse system to secure co-operation between the home and the school by following up with proper treatment cases of physical defects reported on by the Medical Inspectors; provision for co-operation between the School Nurses and the Plunket Nurses, for the distribution of leaflets containing advice and directions to parents regarding the diet, clothing, teeth, and the common ailments of children, and for a system of lectures by the Medical Inspectors to parents and training-college students.
- The concentration of the work of School Inspectors upon schools in a definite area, with the allocation of Inspectors as far as possible to sub-districts in order to secure continuity in the guidance given to teachers.
- More liberal capitation allowance to free kindergarten schools, and an arrangement for a closer inter-relationship between the training colleges and the students in the kindergarten schools.
- More definite provision for the teaching of domestic science in secondary schools. This has been endorsed by the University Senate.
- Provision for the training of soldiers at technical and training colleges.
- Provision for more systematic temperance instruction.
- Important reforms in the industrial-school system, including better classification of inmates; a considerable extension of the system of placing-out children in normal homes; an extension of the probation system, and improvement in the rate of wages paid to boys and girls in service; improved business methods of control and administration; and the establishment of a central store for the economical purchase and distribution of supplies to all special institutions.
- The opening of a special school at Richmond for feeble-minded girls.

A number of other proposals are now under consideration, some of which it is hoped will shortly be carried into effect. The most notable of these proposed reforms are—

An extension of the regulations governing free places to provide for free education at technical classes related to industrial occupations, and for a higher scale of payments to technical high schools.

The establishment of a system of agricultural bursaries to provide for the training of future instructors and experts in agriculture.

A fuller revision of the primary-school syllabus in the direction of making it more helpful to less experienced teachers, and of securing greater thoroughness in primary education.

The establishment of juvenile employment bureaux to advise and assist boys and girls on leaving school as to the best means of securing employment suited to their capacity.

Improvements in the course of instruction for free-place holders in secondary schools, particularly with respect to English, civics, and history, mental arithmetic, domestic science, and agriculture.

Provision for more complete inspection of secondary schools.

The establishment of departmental correspondence classes for uncertificated teachers.

The standardization of school buildings.

Among further matters that have been under review or are ready for action when the necessary authority—legislative or financial—is given, are: Fuller provision for the extension of compulsory continuation classes, possibly to be held in the daytime; provision for the consolidation of small schools into larger central schools; an increase of capitation for schools with an average attendance of less than nine; a readjustment of the capitation grants for technical high schools; the supply of school materials; a more satisfactory and business-like system of dealing with funds provided for the maintenance and rebuilding of public schools; a temporary increase in the allowances to School Committees for incidentals; an alteration in the electoral system of appointment of members to represent urban and rural districts on Educational Boards; the establishment of small observation schools to provide some means of preparation for untrained teachers before they enter on the work of teaching; and the establishment of a travelling dental clinic.

Many of the above proposals and some of those already initiated cannot for the present be developed so fully or so rapidly as could have been done if the teaching staffs of all types of schools, as well as the staffs of Inspectors and other directing officers, had not been seriously reduced owing to the enlistment of teachers, Inspectors, instructors, and other officers. In fact, it is only by great effort that the schools can be kept going at all, and this renders the present time unfavourable for the introduction of many or great changes.

#### TEACHERS AND THE WAR.

Because the schools all appear to be going on as usual, few people realize the great drain made by the war on our teaching staffs. Up to the present fully 650 primary-school teachers have gone on active service. This is over one-third of the number of men teachers employed when war broke out. The remainder consists almost entirely of men of the Second Division, youths under twenty years of age, and men who have enlisted but have been rejected as medically unfit. In fact, it would be difficult to find a score of physically fit men teachers of the First Division who did not enlist. Secondary-school and technical-school teachers have an equally proud record, while four School Inspectors, a training-college principal, and two professors have also enlisted. It is little to be wondered at that the boys who have been taught and influenced in our schools by teachers with such evident devotion to their country should follow the example of their teachers and conduct themselves both on and off the field in a way that wins for them our love and admiration.

To show in a definite way how the depletion of our staffs through enlistment has affected the schools it may be stated that in most of our largest schools where there are to be found from two hundred to four hundred boys there is only one male class teacher, and very few have more than two. In one purely boys' school six assistants out of seven are women. The thanks of the parents of the Dominion are due to the large number of ex-teachers, some of them superannuated, who have come back to the schools to keep the work going.

In common with officers of the Public Service, public-school teachers, who are in effect public servants, received a war bonus during the year, the amount paid to single teachers being £7 10s., and to married teachers £15, provided the salary did not exceed £315.

#### SPECIAL TOPICS.

Special reference should be made to some of the more important questions that are presented or suggested by information given in the report. The various tables of statistics, with explanations and detailed comments, will for the most part be found at the end of the section to which they relate.

#### MAINTENANCE AND REBUILDING OF SCHOOLS.

The administration of the funds granted for the above-mentioned purpose to Education Boards since the present system of providing grants for school buildings was inaugurated in 1903 has not worked satisfactorily. Out of the annual grants the Boards were expected not only to maintain the school buildings in good repair, but also to set aside reserve funds sufficient to meet the cost of rebuilding such schools as become worn out. The present neglected and dilapidated condition of many school buildings shows that some of the Boards have not carried out their duties with respect to maintenance, with the result that buildings are regarded as worn out which, had a reasonable sum been spent upon their upkeep, would have an extended period of utility. Again, most of the Boards have failed to make the required provision by way of reserve fund for the rebuilding of worn-out schools, and, indeed, a large proportion of the money appropriated for this purpose has been expended in other directions, and is not available to meet rebuilding liabilities, present or prospective. So far as can be ascertained from the annual returns submitted to the Department the total funds in hand for rebuilding alone should be approximately £220,000, whereas at the end of the year 1916 the Boards' total credit balances for both maintenance and rebuilding were only £143,000. Even if the whole of this sum—viz., £143,000—be regarded as available for rebuilding there is a deficit of £77,000 in the rebuilding fund, the money having been expended on purposes other than that for which it was appropriated. As a matter of fact, however, the sum of £143,000 shown to the credit of the Boards' building funds is not represented by money lying to the credit of the Boards. In many cases the credit balances are merely paper ones, the expenditure producing deficits on other accounts having been met by drawing upon the maintenance and rebuilding fund. One Board, for example, has used practically the whole of its nominal balance of £16,000 of maintenance and rebuilding money for other purposes; another Board has similarly used £5,000, and yet another £4,000. Again, in the case of two Boards recently incorporated in another district, £10,600 should have been in hand for rebuilding purposes, yet when their accounts were closed one Board, on all accounts, had a credit balance of only £250, and the other a debit balance of £500. The total sum of money provided originally for rebuilding and not now available is therefore well over £100,000.

The position, therefore, is somewhat serious, and in consequence the Government may be asked to provide twice over some of the money for rebuilding schools. It should be pointed out, however, that this result is not altogether due to the administration of Education Boards, but that it is in some measure due to inherent defects in the system itself, which has not worked so well as was anticipated. Indeed, there are so many inherent and administrative

defects in the system that it should not be permitted to continue and matters be allowed to drift on as they have been doing. From observations made there is abundant evidence that school buildings are not being maintained in a proper state of repair, and the Department has been under the necessity of condemning schools which, with proper attention, could have been made use of for an extended period. The whole question of the maintenance and rebuilding of schools has received close investigation, and the information compiled leads to the conclusion that the present system must be condemned as unsatisfactory and unworkable not only from the point of view of local administration, but in its departmental aspect also. A better system is clearly essential, and proposals in this direction have been submitted to the Government for consideration.

#### COUNTRY SCHOOLS.

Reference to the tables headed "Number of Public Schools" shows that 1,363 out of 2,355 schools are under a teacher in sole charge, and that in these schools there are 23,057 children. It seems clear that if settlement in the country is to be encouraged some better provision should be made for the education of country children. It is true that at present the cost per head for the education of children in small schools is above the average cost; but improvement should be made by a change of policy rather than by a mere increase of expenditure.

As soon as the war is over the policy of consolidating groups of small schools into central schools should be taken in hand. To carry out this policy much better means of conveyance than are available at present will have to be obtained, together with an adequate staff of drivers. Such a policy would result in far better instruction for country children, would serve some who are almost unprovided-for at present, would bring secondary education more easily within the reach of country children, would reduce the number of untrained teachers employed, would enable teachers to obtain proper boarding accommodation, would enable School Inspectors and Medical Inspectors to visit the schools more frequently and to pay longer visits, and would go far towards making a proper system of promotion of teachers more practicable.

#### UNCERTIFICATED TEACHERS.

Though the people of the Dominion are indebted to the large number of uncertificated and often untrained teachers who, under very unattractive conditions, supply the deficiency of properly trained teachers, it is deplorable that, apart altogether from the position created by war conditions, such a large number of uncertificated teachers has to be employed. Of the 4,400 adult teachers in the public schools of New Zealand when the war started about one-fourth were uncertificated, and even in the schools of over twenty children in average attendance about one-fifth of the teachers were uncertificated. As shown above most of those teachers are employed in the smaller schools in districts where, on account of the general lack of educative influence, some of the very best teachers should be placed.

In addition to the remedy already referred to through the consolidation of small schools, much could be done by a better distribution of the teachers at present employed; but there seems to be no doubt that, in view of the long period of study required and of the important nature of the work to be done in our schools, better inducements will need to be given in order that young people may be attracted to the teaching profession by the offer of at least as good terms in the way of salary as are offered in other professions.

#### GRADING OF TEACHERS.

In connection with the above questions relating to the deficiency of the teaching staff and to its better distribution it is gratifying to report that the first grading of all the certificated public-school teachers in the Dominion was successfully carried out during the year. This classification of teachers is bound to have an important bearing on the appointment and promotion of teachers. Though it is not proposed at present to make the graded

list published by the Department the basis on which all appointments are to be made, it is satisfactory to note that several Education Boards have availed themselves of the graded list as a guide for the selection of teachers.

The result of the first grading for a time received considerable criticism. This, however, was largely based on lack of information or on misunderstanding. The Department published a report on the grading, giving very full explanations and information, and in addition arranged for the Assistant Director to meet the teachers at the chief centres and fully discuss the points raised. As a result of this action most of the criticism was disarmed, objections were withdrawn, and a very general satisfaction was expressed by the teachers as a whole. The executive of the New Zealand Educational Institute, when recently discussing with the Minister the resolution passed at their annual meeting, stated that the Institute was so well satisfied with the grading scheme that it desired the Minister to make it the basis of a promotion scheme. Cases of individual dissatisfaction, of course, still exist, and will always exist, but it may be fairly stated that the teachers of the Dominion now recognize that the initial classification gave a result which was far more satisfactory than had been expected from a first grading.

In June, 1917, the annual revision of the list will be made, and it is anticipated that most of the defects incidental to an undertaking of such magnitude and intricacy will be removed, and that the results of the revision will meet with general approval.

The grading scheme should in course of time be the means of bringing about a better distribution of teachers according to merit. This more equitable and more effective distribution will have a decided influence on the efficiency of the schools, and will strengthen the teaching profession owing to the fact that merit alone will dominate the appointment and promotion of teachers.

Nearly all the anomalies that have been ascribed to the grading scheme are those already existing as a result of the former system. These anomalies have been revealed but not created by the grading scheme, and some of them are of a kind that require the earliest possible removal. It is safe to predict that the grading scheme, together with the consolidation of small schools, will form the foundation for many of the reforms of the future. It emphasizes the fact that the teacher is "the man behind the gun," and that the assurance of a definite and equitable form of classification, together with a judicious distribution of the teaching talent thus classified, will stimulate all classes of teachers and will make for the efficiency of the schools.

#### THE SYLLABUS OF INSTRUCTION.

The three most essential factors in the efficiency of our system of primary education are the teacher, the nature of the syllabus, and the system of inspection. The syllabus, being the factor which the public can most definitely examine as a rule, receives a great deal of attention and criticism.

There can be little doubt that the present syllabus is based on sound educational principles, and that in the hands of trained teachers it provides for a very sound primary education. Most of the criticism levelled at the syllabus has weight largely owing to the fact that many of our teachers are not sufficiently trained or are not modern enough in their ideas to be able to use the syllabus effectively. This raises the question as to whether a syllabus should be written down to suit the inexperienced or out-of-date teacher, or should embody a system of instruction in which a good teacher will find free scope. The obvious remedy is to train our teachers up to the spirit of the syllabus, and this will have to be done, though it will take a long time to accomplish. In the meantime several partial remedies may be applied.

First, there is the alleged overcrowding of the syllabus to be dealt with. This is certainly easily remedied, though not in the way usually suggested. Head teachers who complain of an overloaded syllabus are in many cases themselves to blame, since each head teacher makes his own syllabus in most subjects as far as quantity of matter is concerned. Similarly, in many cases the

teacher admits his fault when he complains that the instruction in his school is not thorough, since he should put into his scheme of work only as much matter as can be taught thoroughly and well. Even where the syllabus gives a definite outline of the work for a class, this limit is frequently exceeded by teachers, especially in the lowest classes.

There is no doubt that in some cases Inspectors are to blame, either for exacting too great a quantity of work in a given subject or for permitting a teacher to overload his scheme of work. Directions to teachers and Inspectors have already been issued which partly deal with these difficulties, and further direction will be given in the completely revised regulations shortly to be issued.

The changes made this year in the preliminary revision of the syllabus were generally for the purpose of giving directions to teachers and Inspectors in order to secure attention to such matters as writing, English, mental arithmetic, swimming, domestic science, temperance instruction; to stimulate interest in the development of school libraries, and to encourage by more specific directions the practice of forming school parties to visit museums, wharves, factories, parks, art galleries, &c., as a means of bringing the more formal school instruction into closer touch with the activities of everyday life.

As another temporary means of overcoming the difficulties experienced in handling the syllabus it is intended to issue model schemes of work for the use of inexperienced teachers, and to arrange that Inspectors may be able to give a greater part of their attention to schools and to teachers where help is most needed. It is hoped soon, when the supply of paper permits, to publish a monthly Educational Gazette by means of which regular and co-ordinated assistance and guidance will be given to teachers. It is also intended to organize by means of this Gazette a system of regular discussions between teachers and Inspectors on selected topics relating to school work, so that united and definite efforts will be made to secure progress.

It is anticipated that by the means outlined above the two important factors concerned in primary education—viz., the teacher and the Inspector—will be brought into more effective co-operation, so that the course of instruction outlined in the syllabus may be used as a medium for the fullest development of the lives of the children entrusted to their guidance. To this chief end there are many means which, though subsidiary, are indispensable. Unless we have, *inter alia*, more trained teachers and smaller classes, adequate staffs for infant-rooms, more Inspectors and quicker means of travelling, better accommodation, better heating and shelter for children, fewer small inefficient schools, a wiser distribution of our teaching staff, and adequate means for conserving the health and physique of young children, any ideas we may embody in a syllabus or in an educational system will be to a large extent discounted.

#### MEDICAL INSPECTION AND PHYSICAL INSTRUCTION.

Cecil Rhodes emphasized the necessity of training men to develop not only the intellect and the character, but also the bodily powers, so that there would be the physical dynamic, without which the other developments would be largely handicapped and prematurely interrupted.

The importance of such a view has been emphasized by an extension of the work of School Medical Inspectors, by the establishment of the School Nurse system so as to form a link between the school and the home, and by the formation of corrective physical classes. These are referred to elsewhere in this report, and a special and valuable joint report by the Medical Inspectors will be published herewith. It will therefore be sufficient here to impress, in the strongest possible manner, on parents, teachers, and on the public generally the fact that from no single reform initiated by this Department is there likely to be derived such widespread, fruitful, and permanent benefits as will result from the proper development of the medical and physical branches of the Department's work. Only a beginning has been made, but it is a most successful beginning, and it is confidently expected that Parliament will grant and that the public will utilize much wider facilities for this important national work of building up from the foundation a healthy and to that extent a happy race.



## ABNORMAL CHILDREN.

It is a regrettable fact that there is such a large number of abnormal children in the Dominion who cannot be taught in the ordinary schools. These include the blind, the deaf, the epileptic, the crippled, the feeble-minded, the neglected, and the delinquent children. There seems to be ample scope here for the application of the maxim "Prevention is better than cure," though it is recognized that in any case there will always be an irreducible minimum. Still, it is clear that too little attention has been paid to preventive as compared with remedial measures, and it is now intended to see what can be done in the proper direction. For all the classes of children mentioned above we have special institutions, except for the epileptic and the crippled children, for whom some provision is urgently needed. In some cases more accommodation is required, but on the whole the situation is fairly well met, as will be seen from the various separate reports herein.

A special report in the form of a memorandum dealing with the industrial-school system will be appended. It will be recognized from a study of these reports that not only the Education Department but parents, churches, civic and parliamentary authorities will all need to do their share to reduce to the lowest limits this legacy of suffering which is borne by so many children in New Zealand.

## EXTENSION OF TECHNICAL EDUCATION.

Of about fifteen thousand pupils returned as having left public schools last year, over five thousand proceeded to secondary education at district high schools, secondary schools, and technical high schools, while over two thousand were admitted to technical classes, many of the latter becoming at the same time wage-earners. These figures must be regarded as only approximately correct, but it is probably safe to assume that about half of the pupils who left the public schools last year did not continue their education. Of this number, about 75 per cent. reached the age of fourteen without having passed Standard VI, and hence left the public school without a certificate qualifying them for further free education. It is not unlikely that among this number there are many who would, if facilities for appropriate further education were placed within their reach, eventually fit themselves to enter the ranks of the industrial workers of the Dominion. The recent extension of the regulations governing free places providing for free education at classes related to industrial occupations (including agriculture and domestic occupations) of pupils leaving the public school without the recognized qualification for further free education will enable the technical schools to move in the direction indicated. These provide, *inter alia*, for the free education of recommended pupils over fourteen years of age who have left the public schools not more than six months previously without obtaining a Standard VI certificate qualifying for further free education. Pupils thus admitted must take subjects bearing upon a trade or industry, including agricultural and domestic occupations, but not including commercial subjects. An increase in the scale of payment is provided to assist the finances of technical high schools and also those of rural classes, the maintenance of which is generally more costly than that of urban classes. These new features are in the direction of making a differentiation between the test or qualification required for further admission to high schools, which will tend to give a bias towards technical and industrial training. In addition, parents whose circumstances necessitate the sending of their children out to work immediately they may leave school will be able to secure further free education for such children.

It is recognized that the proposals under consideration, which do not involve more than an extension of the present system of voluntary attendance, are but a step towards the solution of the problem of post-primary education, with particular reference to the adolescent wage-earner, and a problem which has been engaging the attention of educationists and social reformers for many years. Hitherto voluntary attendance at evening classes has for the most part been relied on, and, although large numbers of young people have undoubtedly

benefited thereby, there is a growing conviction in the minds of a large body of thinking men and women that there is a limit to the usefulness of the evening class, and that that limit has been reached. It is now generally admitted that the instruction to be effective must be compulsory, and must be in the daytime. Compulsory attendance at evening classes has been tried in Scotland, and has proved a failure so far as the general application of compulsion is concerned. In New Zealand legislative provision for compulsory attendance has been in existence for seven years, but the fact remains that last year "compulsory regulations" were operative in only seventeen school districts, confined to four education districts, all in the North Island. As illustrating the trend of thought in England on this important question, reference may be made to the report, recently published, of the Departmental Committee set up by the British Board of Education on juvenile education in relation to employment after the war. Of the twenty-one recommendations made by the Committee one of the most significant is as follows: "That it be an obligation upon all young persons between fourteen and eighteen years of age to attend such day continuation classes as may be prescribed for them by the local education authorities during a number of hours to be fixed by statute, which should not be less than eight hours a week for forty weeks in the year." Certain exceptions are made which need not be detailed here. The Committee points to numerous examples of experiments in "time off" by prominent business firms in England as evidence that the trend of thought amongst employers gives reasonable ground for the hope that a more general reform in the direction in which they themselves point will be met with sympathy and co-operation. The recommendations of the Committee as a whole may well be kept in view here in New Zealand as constituting an ideal to be gradually worked to as local circumstances and conditions permit, not the least important of these being the attitude of the people as to what they intend to make of their boys and girls through the forces of industry and society.

#### THE GENERAL COUNCIL OF EDUCATION.

The second general meeting of the Council, adjourned from June, was held from the 5th to the 12th September, 1916. Reports were presented from committees set up to consider the questions of agricultural and industrial education, constitution of education districts, medical inspection, education of girls, Kitchener Memorial Scholarship, secondary education (various questions), and courses of instruction in secondary schools. Some of the recommendations made have already been carried into effect, or soon will be, notably the establishment of agricultural bursaries, the appointment of school nurses, the establishment of classes for corrective treatment of physical defects, compulsory domestic training for girls in secondary schools, and the amendment of the regulations for secondary-school certificates. Other recommendations of the Council have necessarily had to be postponed for the present, such as the establishment of compulsory continuation classes for boys and girls up to the age of seventeen for those who leave the primary school to earn a livelihood. The recommendations for a readjustment of the numbers of representatives of rural and urban areas of Education Boards so as to remove some of the existing anomalies will receive consideration when the next amendment of the Act is being made.

#### DELIMITATION OF EDUCATION DISTRICTS.

Under the provisions of the Education Amendment Act, 1915 (No. 2), the changes in the number and boundaries of education districts indicated in last year's report were carried into effect during the year 1916, the nine new Education Boards coming into office on the 1st August. The adjustment of the financial and other affairs of the amalgamated and altered districts has been to a large extent effected, and although it is perhaps too soon to comment on the success of the changes made, no doubts are entertained as to the ultimate improvement in the general management of the affairs of the new education districts. The relative sizes of the new districts may be gauged from the

average school attendance in each district during the year 1916, which was as follows: Auckland, 43,322; Taranaki, 8,376; Wanganui, 13,003; Hawke's Bay, 11,240; Wellington, 20,823; Nelson, 5,909; Canterbury, 29,789; Otago, 20,237; Southland, 10,457: total, 163,156.

### COST OF EDUCATION.

(See also Tables A-F on pages 75-77.)

The total expenditure by the Education Department for the year 1916-17 was £1,689,707, an increase of £58,535 over the expenditure for the previous year. If to this expenditure is added the income derived by secondary schools and University colleges from reserves (most of which was expended), and a sum expended by the Mines Department on schools of mines, the total public expenditure on education amounted to £1,772,000, or £1 10s. 9d. per head of the population. The corresponding figure for the United States of America is approximately £1 12s. 7d., but in America very large sums are donated each year by private individuals and by business firms. Of the total expenditure, 74 per cent. was on account of primary education, 12 per cent. on account of secondary education (including technical high schools), 5 per cent. on account of university education, 4 per cent. on account of industrial and special schools, 3 per cent. on account of technical education, and 2 per cent. on account of superannuation and miscellaneous charges. The expenditure on primary education per head of roll number was £6 15s. 11d., excluding new buildings, and £7 1s., including the same; the expenditure on secondary education per head of the roll number was £12 15s., excluding new buildings and reserves revenue, and £17 14s. 4d., including the same.

Of the total expenditure of £1,689,707 by the Department the sum of £1,534,000 (including £62,000 expended upon new buildings, sites, and equipment) was devoted to educational agencies comprising elementary, Native, secondary, technical, and University education. It should be noted that of the total expenditure of £1,222,118 on elementary education, £854,449 was on account of teachers' salaries as fixed by statutory authority. The expenditure on elementary education also included the sum of £5,915 devoted to physical training and medical inspection. £70,000 was the amount expended on social agencies, such as schools for the blind, the deaf, the feeble-minded, and delinquent children, together with the work of infant-life protection.

### PRIMARY EDUCATION.

#### NUMBER OF PUBLIC SCHOOLS.

The number of public schools open at the end of 1916 was 2,355, as against 2,338 for the year 1915, an increase of 17. In the table below the schools are classified according to the yearly average attendance.

NUMBER OF PUBLIC SCHOOLS IN EACH GRADE.

Grade of School.	Number of Schools.		Grade of School.	Number of Schools.		Grade of School.	Number of Schools.	
	1915.	1916.		1915.	1916.		1915.	1916.
O. (1-8)	191	189	VA. (241-280)	34	37	VIIc. (601-650)	16	17
I. (9-20)	731	665	VB. (281-320)	14	17	VIIb. (651-700)	10	10
II. (21-35)	483	509	VC. (321-360)	30	27	VIIe. (701-750)	6	8
IIIa. (36-80)	500	555	VD. (361-400)	8	15	VIIe. (751-800)	5	4
IIIb. (81-120)	134	127	VIA. (401-450)	12	5	VIIg. (801-850)	3	1
IVa. (121-160)	54	57	VIB. (451-500)	16	19	VIIh. (851-900)	2	4
IVb. (161-200)	46	47	VIIa. (501-550)	11	13	VIIi. (901-950)	..	1
IVc. (201-240)	23	20	VIIb. (551-600)	7	8	VIIi. (951-1,000)	2	..
Total, 1916	..	..	..	..	..	2,355 schools.	..	..
.. 1915	..	..	..	..	..	2,338	..	..
Increase	..	..	..	..	..	17	..	..

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 total average attendance for each grade and the average number of pupils per school in each grade is shown below; secondary departments of district high schools are excluded:—

Grade of School.	Number of Schools.	Total Average Attendance.	Average Number of Pupils per School.
0. (1-8) .. .. .	189	1,054	6
I. (9-20) .. .. .	665	9,192	14
II. (21-35) .. .. .	509	12,811	25
III.A. (36-80) .. .. .	555	26,463	48
III.B. (81-120) .. .. .	127	11,854	93
IV. (121-240) .. .. .	124	19,881	160
V. (241-400) .. .. .	96	28,809	300
VI. (401-500) .. .. .	24	10,521	438
VII. (501 and over) .. .. .	66	41,312	626

In general, schools in Grades 0-II (average attendance 1-35) are sole-teacher schools, and schools above Grade II have two or more teachers. Further reference is made to this matter on page 26, under the heading "Staffing of Public Schools."

#### SCHOOL BUILDINGS.

Public-school buildings are erected by Education Boards, the cost being met by grants received from the Department. With applications for grants, Education Boards submit plans of proposed buildings or additions, and the Department is now more closely scrutinizing these with a view to introducing a desirable measure of standardization in school-construction. Many of the older classrooms are undoubtedly defective in important features, such as shape, size, arrangement of desks with respect to lighting, &c., and it is disappointing to find similar defects recurring in some schools erected comparatively recently. This is to be regretted, as defective buildings can be remedied only at considerable cost, particularly where brick is used in their construction. The necessity for providing school accommodation that is hygienically in conformity with well-recognized and generally accepted principles of school-construction cannot be too strongly emphasized. Indeed, the matter is one of vital importance in view of the substantial proportion of the child's life that is spent in school and the effect the conditions under which school-work is carried on must undoubtedly have upon the health and vigour of our people, both intellectually and physically.

A not uncommon defect in school buildings is that they have been erected or enlarged to meet merely immediate needs, and not on a preconceived plan having in view future extension. When, therefore, additional accommodation is required at such schools, alterations to such existing buildings involve considerable expense that might have been avoided by the exercise of forethought. This is frequently noticeable in districts where the population is rapidly increasing, the original building forming a very unsuitable nucleus about which the additional rooms can be grouped economically and with due regard to effective organization of the school. On the other hand, it must be said that most of the buildings recently erected mark a great advance in school-construction upon those to which reference has been made. In these the class-rooms are of a suitable shape, size, and height; the lighting is adequate, and so admitted that it is in no way distressing to either the teachers or the pupils; ample provision is made for ventilation, and necessary additions can be made economically.

As a preliminary to suggesting directions in which the standardization of school buildings might be desirable, the Department consulted Education Boards and requested them to submit approved plans of school buildings either actually adopted or proposed to be adopted. Boards were also asked to state

their views on the best means of providing satisfactory lighting, ventilation, seating-accommodation, sanitation, and other important features. So far only one Board has responded. The matter of school buildings was, however, discussed at the conference of Senior Inspectors of Schools in February last, and as these officers are now required to approve of all plans submitted to the Department good results should follow.

#### OPEN-AIR SCHOOLS.

The erection of "open-air" or, more correctly, "fresh-air" schools has been prominently before the Department, and a circular was forwarded to the Education Boards drawing their attention to the importance attached to the movement elsewhere, and indicating what had already been done in New Zealand. The advisory officers of Boards also have given much consideration to the same matter, and have prepared plans embodying important innovations in the construction of class-rooms with a view to providing for a more liberal supply of fresh air for the pupils. Such class-rooms form part of the ordinary school accommodation, and are intended for normal children pursuing the usual course of instruction. They are not, therefore, open-air schools in the strict sense of the term, which is commonly applied to "recovery schools" or "sanatoria" for selected children suffering from constitutional defects and undergoing special treatment, educational progress being in a great measure subordinated to improvement in physical condition. The advances that have been recently made are, therefore in the main in the direction of adapting structural features of open-air schools to ordinary school buildings, thus combining the advantages of the usual modern class-room and the open-air school. Class-rooms on the open-air principle have been approved or already form part of the accommodation at Wellington, Lansdowne (Masterton), Upper Tutaenui (Wanganui), Tauranga, and Stanley Road (Taranaki). Verandas also have been erected in connection with a number of Native schools to provide opportunities for out-of-door instruction under suitable weather conditions. In addition to the above-mentioned cases, tentative plans for fresh-air rooms have been submitted by Education Boards in connection with proposed additions at several schools. There is, indeed, ample evidence to show that Education Boards and their officers are taking a very keen interest in this important matter.

#### ROLL NUMBER.

(E.—2 Tables B1 and B2.)

The mean of the average weekly roll for the four quarters of 1916 and the roll number at the end of the year show an increase over the figures for the preceding year, although the increase is smaller than in previous years. The figures for the Dominion are :—

	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 1916 .. .. .	184,056	181,670	185,884	183,769
Year 1915 .. .. .	181,229	178,827	183,214	181,112
Increase in 1916 .. .. .	2,827	2,843	2,670	2,657
Increase per cent. in 1916..	1.6	1.6	1.5	1.5

The percentage increase in the average roll during the last five years has been as follows : 1912, 3.3 per cent.; 1913, 3.1 per cent.; 1914, 3.6 per cent.; 1915, 3.2 per cent.; 1916, 1.6 per cent. A considerable decrease is observable in the figures for 1916, the percentage increase being only half that of the previous

year. In comparing the roll numbers of the various standard classes it appears that the falling-off in the annual increase is most marked in the preparatory classes, S1, S5, and S6; in the two latter classes there is actually a decrease in the roll number as compared with 1915. The increase in the roll number is, as usual, a little greater in the North Island (including Marlborough) than in the South Island, the percentage increases being 1·8 and 1·2 respectively.

The table below shows the mean average roll number for every fifth year from 1878 to 1903, and for each of the last eleven years; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll (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
1183 .. .. .	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	‡109,321	79·8	1,107	1,096	2,203	238	825	1,063
1898 .. .. .	1,655	133,782	111,636	83·4	1,234	1,370	2,604	229	831	1,060
1903 .. .. .	1,786	134,748	113,047	83·9	1,270	1,726	2,996	147	552	699
1906 .. .. .	1,921	140,320	121,958	86·9	1,314	1,887	3,201	153	518	671
1907 .. .. .	1,963	141,946	120,226	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
1916 .. .. .	2,355	184,056	163,156	88·6	1,501	3,209	4,710	137	519	656

\* 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, registered private primary schools, and the lower departments of secondary schools. The figures will then be—

AVERAGE WEEKLY ROLL NUMBER.		
	1915.	1916.
Public schools (less secondary departments of district high schools) .. .. .	178,827	181,670
Native-village and Native mission schools .. .. .	5,373	5,324
Chatham Island schools (included in public schools in 1916) .. .. .	88	..
Registered private primary schools .. .. .	16,281	17,260
Lower departments of secondary schools .. .. .	417*	466*
Special schools .. .. .	731	579
<b>Total average weekly roll of primary scholars...</b>	<b>201,717</b>	<b>205,299</b>

\* Number on roll at end of year.

## ATTENDANCE.

(E.-2, Tables B1, B2, and B3.)

The following figures show the average attendance at public schools in the Dominion during the years 1915 and 1916 :—

Year	Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1916 .. .. .	163,156	160,980
Year 1915 .. .. .	163,092	160,895
<b>Increase in 1916 .. .. .</b>	<b>64</b>	<b>85</b>
<b>Increase per cent. .. .. .</b>	<b>0·04</b>	<b>0·05</b>

The percentage increase in the average attendance is noticeably small, having fallen from 3·6 in 1914 to 3·1 in 1915, and further to 0·04 in 1916. As a rule the increase in the average attendance is slightly smaller than the increase in the average weekly roll number, but in 1916 the figures were 2,827 and 64 respectively, showing a marked difference. The result is that the average attendance when taken as a percentage of the average weekly roll has fallen to 88·6—the lowest figure reached for six years. It was 90·1 per cent. in 1914 and 90·0 per cent. in 1915. This fall has been general to a greater or less extent through all the education districts excepting Otago and Southland, both of which districts show an improvement on the preceding year. Otago, with a percentage of 92·5, has the best record for the year; Southland comes next with a percentage of 89·6, and Wellington third with a percentage of 89·2. The irregular attendance is attributed in the districts where it occurred to numerous and severe epidemics.

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

	Attendance per Cent. of Roll.
1911	89·3
1912	88·9
1913	89·2
1914	90·1
1915	90·0
1916	88·6

The following figures indicate the percentage of regularity in other English-speaking countries as compared with New Zealand. The figures were not obtained in England since the year 1913–14, where war conditions have probably affected adversely the school attendance. New Zealand does not, as in previous years, hold pride of place in the list, although its percentage still falls very little short of the highest shown. It must be borne in mind, 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 figures lower than they would otherwise be.

	Attendance per Cent. of Roll.
New Zealand	88·6
England and Wales (1913–14)	88·7
London County Council	89·5
Scotland	89·1
Ireland	72·6
United States	73·2*
Queensland	76·8*
New South Wales	80·6
Victoria	73·7*
South Australia	77·2*
Western Australia	86·4
Tasmania	80·4

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

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

	1915.	1916.
Public schools (excluding secondary departments of district high schools)	160,895	160,980
Native-village and mission schools	4,745	4,622
Chatham Island schools (included in public schools in 1916)	77	...
Registered private primary schools	14,366	15,199
Lower departments of secondary schools	378	403
Special schools	731	570
Totals	181,192	181,774

## CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

(E.—2, Tables C1—C6.)

*Classification of Pupils.*

The classification of school-children is for the most part carried out by the teachers, the Inspectors of Schools advising and assisting inexperienced teachers in the work. The Inspectors comment on the tendency to retain pupils too long in the preparatory classes, and also to demand too high a standard of proficiency before allowing them to enter S6. The practice of experimenting to excess with children in higher classes than they are fitted for and degrading them shortly before the Inspector's visit is condemned, as is also the mistake often made in small schools of promoting pupils against the teacher's better judgment on account of pressure brought to bear by parents.

The subject of the classification of pupils and of the time that should be spent on the various stages of education is receiving a great deal of attention in America and other countries, some of the general opinions expressed being to the effect that classifying according to age leads to errors of classification that should be corrected by applying some such mentality test as the Binet-Simon test, and that there is need for economy in the time expended on the general elementary curriculum.

The table below sets forth the ages and classification of the pupils of public schools in the Dominion:—

CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1916.

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 ..	7,752	6,944	1	1	..	..	..	..	..	..	..	..	..	..	..	..	7,753	6,945
6 ..	10,185	9,284	116	151	6	6	..	..	..	..	..	..	..	..	..	..	10,307	9,441
7 ..	9,368	8,672	1,581	1,660	147	166	5	2	..	..	..	..	..	..	..	..	11,101	10,500
8 ..	5,097	4,333	4,562	4,418	1,493	1,472	158	161	6	12	4	..	..	..	..	..	11,320	10,396
9 ..	1,673	1,315	3,694	3,348	3,954	3,900	1,315	1,387	127	132	9	7	2	..	..	..	10,774	10,089
10 ..	462	372	1,500	1,286	3,596	3,346	3,730	3,558	1,196	1,257	163	144	6	5	..	..	10,653	9,968
11 ..	163	125	543	414	1,686	1,412	3,430	3,206	3,387	3,312	1,043	1,153	132	105	4	2	10,388	9,729
12 ..	84	50	143	159	681	442	1,806	1,651	3,360	2,972	3,118	3,009	908	1,000	44	42	10,144	9,325
13 ..	29	20	54	48	219	166	757	551	1,829	1,512	2,995	2,750	2,207	2,194	203	211	8,293	7,452
14 ..	12	7	12	14	51	35	179	115	607	395	1,288	1,014	1,748	1,797	362	394	4,259	3,771
Over 15 ..	..	3	2	2	7	4	24	10	108	74	321	215	689	627	524	666	1,675	1,601
Totals, 1916 ..	34,825	31,125	12,208	11,501	11,840	10,949	11,404	10,641	10,620	9,666	8,941	8,292	5,692	5,728	1,137	1,315	96,667	89,217

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 within the heavy ruled lines 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 upper heavy horizontal lines in the table indicate classification above normal and represent the brighter children, and those below the lower horizontal lines indicate classification below normal 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, which differ very little from those ascertained for the year 1915 :—

Class.			Normal Classification.	Above Normal Classification.	Below Normal Classification.
			Per Cent.	Per Cent.	Per Cent.
Class P	..	..	..	..	7
„ S1	..	..	68	15	17
„ S2	..	..	65	14	21
„ S3	..	..	63	14	23
„ S4	..	..	64	14	22
„ S5	..	..	69	15	16
„ S6	..	..	70	19	11
„ S7	..	..	..	20	..
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. The increase in the percentage of retardation up to S3 is partly due to the fact that the retardation accumulates as a child's school-life progresses. The falling-off again in the higher classes is accounted for to some extent by the fact that backward children frequently leave school before reaching these classes. More reliable figures regarding this matter would be those based on the length of time a child has been at school when it is in a certain class rather than on its age when in that class. The fact that many children do not begin school until seven years of age is apt to make them appear retarded when they have probably made the average progress for the length of time they have been at school. The general opinion among educationists appears to be that a child is ready to commence its primary education at the age of five or six years. In the above figures a very lenient view has been taken of what may be regarded as normal classification, and the percentage number of retardations at least calls for comment. The causes leading to retardation were mentioned in last year's report, and it is necessary on this occasion only to remind parents and teachers of a waste in time and efficiency that could often be avoided.

#### *Age of Pupils.*

The average ages of the pupils in the several classes for the two years 1915 and 1916 as at the end of the year's instruction were as follows :—

	1915.		1916.	
	Yrs.	mos.	Yrs.	mos.
Preparatory classes	..	..	..	..
Class S1	..	6 11	..	7 0
„ S2	..	9 1	..	9 1
„ S3	..	10 1	..	10 1
„ S4	..	11 2	..	11 2
„ S5	..	12 2	..	12 2
„ S6	..	13 1	..	13 0
„ S6	..	13 10	..	13 9
Mean of average age	..	9 9	..	9 9

The figures for each education district are shown in Table C5 of E.—2. There is still a considerable range of difference in the average ages for the various districts. The difference between the highest and lowest average ages for all classes is five months, and the range of difference in the individual classes runs from six months in the preparatory classes to ten months in S4. The District of Nelson shows the lowest average ages through all the standards, its average for all classes being nine years and six months, while the average age for all classes in Taranaki is nine years and eleven months, the average ages for the individual classes being proportionately high. The lack of uniformity in the various districts is not desirable, as there does not appear to be any reason why the children of one district should be more advanced than

those of another, provided the standard of proficiency required for each class is approximately uniform in the various districts. The figures for the Dominion vary very little from year to year, and are themselves too high.

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, and there is very little difference in the figures for each year over that period. As in the year 1915, 53 per cent. of the children were under ten years of age and 47 per cent. over that age. The percentage of children in the preparatory classes has fallen from 35·94 in 1915 to 35·48 in 1916, showing a slight tendency in the right direction. Nearly 7 per cent. of the children in these classes were nevertheless at the end of the year over nine years of age, and 21 per cent. were over eight years of age. The following figures show a comparison in respect of the ages of school-children between England and New Zealand:—

	England.*	New Zealand.
Five and under seven years of age	22·8	18·5
Seven and under twelve years of age	58·1	56·4
Twelve and under fifteen years of age	19·0	23·3
Fifteen years of age and over	0·1	1·8

\* Excluding children from three to five years of age.

#### *Children leaving School before passing S6.*

Information relating to the proportion of pupils that leave the primary schools before reaching S6 may be derived from the classification tables. A comparison between the number of children in S1 in the year 1911 and the number in S6 in 1916 will show, roughly, the number of children that have left before reaching the higher standard. Allowance should be made for retarded children and for children leaving to attend private schools. It appears that there were 19,944 pupils in S1 in 1911, and only 11,420, or 57 per cent. of that number, in S6 at the end of 1916, so that about 43 per cent. left school before doing the work of S6. This figure is 3 per cent. higher than the percentage for 1915, and the fact that there were only 81 more pupils in S6 in 1916 than in 1915 and actually 40 fewer boys, while there were 911 more pupils in S1 in 1911 than in 1910 who should have reached S6 in 1916, goes to show that the conditions at present prevailing are tending to the increased withdrawal of children, especially boys, from school before they have completed their primary education. From returns supplied by the Education Boards it appears that 5,738 children, including 3,213 boys and 2,525 girls, left school during the year 1916 without passing S6. The shortage of labour is probably to some extent responsible for this very regrettable state of affairs, which must eventually adversely affect the efficiency of the manhood and womanhood of the Dominion.

#### *Examination of Pupils.*

S6 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. The regulations relating to the examination were amended in 1916, with the object of slightly increasing the requirements for the certificates and of securing a better qualification for free places in secondary schools. For the proficiency certificate pupils are now required to obtain 50 per cent. of the possible marks in each of the subjects reading and composition, instead of 50 per cent. in English, as was previously the case, and the total percentage of marks necessary for the competency certificate has been increased from 40 to 50. Provision was also made for granting endorsed certificates of competency to pupils showing evidence of special ability in handwork and drawing and science, such pupils being eligible for free places in technical schools. Partly as a result of the altered conditions, no doubt, the proportion of proficiency certificates granted fell from 70 per cent. in 1915 to 67 per cent. in 1916, the number of competency certificates likewise being reduced from 18 per cent. to 16 per cent. A decrease in the percentage of certificates granted obtained in every education district excepting one. There is still a wide range of difference in the proportion of certificates granted in

the various districts, although it was not quite so marked in 1916 as in previous years. The lowest figure relating to proficiency certificates was 51 per cent., and the highest 76 per cent. The number of competency certificates ranged from 9 per cent. to 23 per cent. In the year 1915 the proficiency certificates granted ranged from 52 per cent. to 80 per cent., and the competency certificates from 9 per cent. to 27 per cent. When the two classes of certificates are taken together there is still a range difference of 23 per cent. This variation in the results from different districts of the Dominion must to some extent be accounted for by the different standards of merit demanded by the various Inspectors. There appears to be some evidence, however, of a variation in the standards of merit attained in the schools in different localities. The results of the departmental examinations tend to bear out this contention, since the comparative results from the various districts in the proficiency examinations and in the Junior National Scholarship and junior free place examinations roughly correspond.

### REGISTERED PRIMARY PRIVATE SCHOOLS.

(E-2, Tables D1 and D2.)

The number of private primary schools (excluding private schools for Natives referred to elsewhere) registered in 1916 was 197, of which a small number had closed before the end of the year. Annual returns were received from 186 schools, to which the figures given below relate. For the purpose of ensuring that children who do not attend public schools wherein the State is willing to provide for them are receiving adequate instruction elsewhere, private schools are inspected by the Department's Inspectors, upon the character of whose reports the registration largely depends. Pupils in S6 are also examined by the Inspectors for certificates of proficiency and competency. The following are the statistics relative to these schools:—

	1915.	1916.		
Number of schools .. .. .	176	186		
Roll number at end of year—Boys .. .. .	7,415	7,786		
Girls .. .. .	8,866	9,474		
	16,281	17,260		
Average attendance .. .. .	14,366	15,199		
		Number.	Percentage.	
Children under seven years of age .. .. .		3,344	19.4	
Children from seven to ten years of age .. .. .		5,610	32.5	
Children over ten years of age .. .. .		8,306	48.1	
Children in preparatory classes .. .. .		5,681	32.9	
Number of full-time teachers .. .. .	567		588	
Average number of pupils per teacher .. .. .	25		26	
S6 pupils presented for examination .. .. .	1,016		1,093	
		Number.	Percentage.	
Proficiency certificates issued .. .. .	684	690	63.1	
Competency certificates issued .. .. .	170	189	17.3	

It will be observed that the classification of pupils according to ages differs very little from that of public schools, while the percentage of pupils in the preparatory classes is 32.9, as compared with 35.48 in public schools. The average number of pupils per teacher is 26, the corresponding number for all public schools being 32.

Tables D1 and D2 in E.-2 give particulars of the schools in the various education districts.

### 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 1915-16 and 1916-17 were as follow :—

	1915-16.	1916-17.
	£	£
Primary pupils ... ..	10,124	10,224
Pupils attending—		
(a.) Secondary schools ... ..	3,297	3,076
(b.) District high schools ... ..	1,260	1,143
(c.) Technical schools ... ..	2,238	2,361
	£16,919	£16,804

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 matter of increasing this allowance to 5s. a week is at present under consideration.

The total amount paid in 1916-17 to Education Boards for conveyance by road and water and for board of children was £9,899, as against £9,119 in 1915-16.

The combined amount paid for conveyance by rail, road, and water and for board of children in attendance at public schools during 1916-17 was therefor £26,703, as against an expenditure of £26,038 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 came 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. From representations received during the year it appeared that parents in necessitous circumstances and those who moved from one district to another were probably not receiving the full benefit of the provisions made on their behalf. In consequence Education Boards were requested to draw the special attention of teachers to the fact that free class-books were available in such cases, and the replies received from the Boards showed that this was done. It is impossible to say whether all parents entitled to the privileges receive them. It would appear that they do not, although public attention has on several occasions been drawn to the matter.

(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.

From 1908 to 1912 a system of supplying all class-books to pupils free of cost was in vogue. This was discontinued on the recommendation of the Education Commission of 1912, because it was found that most parents preferred their children to have their own books to take home for preparation and for their own use generally. This duplication led to much waste.

In lieu of the system of entirely free books the present system of providing grants for a partial free supply was therefore instituted, and the range of selection in the books the pupils were required to buy was restricted and confined to books already approved for use. The revision of the list of books approved for use with a view to still further limiting the choice was under consideration when war broke out, but such a revision would itself cause changes, and as a result—in some districts, at any rate—the books used by the older members of the family could not be used by the younger members as they reached the higher classes. Action was postponed therefore, as it was felt that any change in school-books would not be advisable at a time when economy was imperative in many homes. Indeed, since the outbreak of war no changes in the books the pupils are required to buy have been approved, and any list that may be approved in the future, as curtailed as would be justifiable, will remain practically unchanged for a period of possibly five years.

It has been represented to the Department that parents are put to unnecessary expense owing to the frequency with which class-books are changed. If these complaints are well founded the local school authorities are at fault. The position is that only such books as are approved by the Minister can be used in schools, and of the books so approved the Board may direct which are to be used in the schools under its jurisdiction. From what has been already said it will be seen that the Department has consistently refused to sanction changes in school-books that can be avoided, particularly at the present juncture. If, therefore, pupils have within the last two or three years been required to purchase unauthorized books, the remedy lies in the hands of the Education Boards. Moreover, the report form to be used by the Inspector in connection with each school provides for the inclusion of a list of the school-books used, and the Board has thus before it all the information necessary to enable it to exercise due and proper control.

The more restricted the list of school-books the more do we approach a system of uniform books, which has been so often advocated, mainly on the ground that parents who move from one district to another have been required to purchase more than one set of books in a year. This objection has, however, been met by the provision for free class-books already referred to. With regard to the general question of the desirability of uniformity in class-books, it may be said that in such subjects as arithmetic, geography, and history there seems to be no good reason why the class-books should not be uniform throughout New Zealand, whereas in books of a literary character some freedom of choice is desirable in the interests of good education. Uniformity may consequently be carried so far as to react to the detriment of the educational welfare of the children, whose interests can be best served by avoiding, on the one hand, a too rigid uniformity, and, on the other, an undue variety and frequent change in school-books.

The question of the State publication of school-books has received consideration, and some of the difficulties that are met with might be solved if this were undertaken in certain subjects in which the programme is closely defined by the syllabus. Possibly arithmetic presents the least difficulty, and a beginning might be made here and the work extended as circumstances dictate. On the other hand, it is very doubtful if economy and efficiency would be served by neglecting to make use of the advantages offered by the production of educational works on a large scale in older countries, with all the constantly improving processes that are stimulated by competition. The present is, however, an inopportune time to undertake the publication of any school-books, owing to the shortage of paper, the prevailing high cost of printing, and the general disarrangement of publishing conditions due to the war.

## THE "SCHOOL JOURNAL."

The *School Journal* has now completed its tenth 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. 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. To a very large number of private schools it is supplied at moderate rates, altogether 10,700 copies of the three parts being purchased monthly. Of the November issue (the last for the year) the number of copies printed was—Part I, 58,100; Part II, 55,450; Part III, 44,450.

In addition to reading-matter of a general character, the *School Journal* contains special articles dealing with current events in history, geographical discovery, and other topics of outstanding interest, while special numbers treat of Empire Day and Arbor Day observance, with their importance and significance. Pupils in public schools, Native schools, and private schools highly appreciate the *School Journal*, and its educational value is recognized by teachers and parents. In many schools it is displacing the miscellaneous readers at one time so generally in use.

## MEDICAL INSPECTION AND PHYSICAL EDUCATION.

(See also E. 11, Report on Medical Inspection of Schools and School-children.)

Considerable attention was given during the year to the question of increasing the effectiveness of the work of medical inspection and physical education of school-children with what appear to be very satisfactory results.

A leading feature has been the establishment of numbers of corrective classes for children suffering from physical deformities, such as raised or stooped shoulders, spinal curvature, flat chest, &c. The pupils for such classes, which are limited in size to from ten to twenty pupils, are selected by the Medical Inspectors, and under the supervision of the physical instructors and teachers specially chosen for the purpose receive extra training in physical exercises specially adapted to their requirements. Only a small proportion of the children who would derive benefit from treatment of this kind has so far been reached, the necessity for limiting the size of the classes and for keeping them under close supervision making it impossible to do at present all that could be desired in this direction. Photographs of children taken at the beginning and at the end of a year's treatment bear ample evidence of the remarkable improvement effected in their general physique. In connection with these classes numbers of refresher courses and voluntary evening classes were held for teachers interested in the work.

Special attention was given during the year to instructing training-college students in the work of physical education, in demonstrating to them the scheme of medical inspection, and in awakening their interest in the important bearing that the physical condition of the child has on its school life. Lectures to parents and to teachers are becoming increasingly popular, and are probably the most effective means available for securing interest in the important work in hand. Circulars giving valuable hints to parents on various matters pertaining to physical fitness have also been liberally distributed. Widespread interest on the part of parents and teachers in the work is the gratifying result of these efforts on the part of the medical and physical staff, and constitutes one of the most valuable returns the scheme has produced. It is almost unnecessary to point out how infinitely much more can be accomplished for the physical well-being of the children by enlightened and interested parents and teachers than by the Medical Inspector, who sees only a small proportion of the children once during her yearly visit.

The recent addition of seven school nurses to the medical-inspection staff is an important step, the success of which is already assured. Besides assisting the Medical Inspectors in the examination of school-children, the school nurses "follow up" cases notified for defects, visiting the parents and giving advice and assistance in connection with such matters as diet, clothing, and the treatment of minor ailments and injuries. They are thus forming a valuable link between the home and the school.

Work of the nature indicated above has occupied a great deal of the Medical Inspectors' time, with the result that the number of children medically examined in the schools reached a smaller total in 1916 than in previous years. It appears that 8,845 children were examined at the routine examination, and 1,846 were examined as special cases suspected of suffering from some physical defect. Numbers of children, however, came under the notice of the Medical Inspectors for whom records were not compiled.

The percentages of physical defects discovered vary very little from year to year, the Medical Inspectors calculating roughly that from one-half to two-thirds of the pupils in public schools require the attention of a dentist, an oculist, or a physician. They report, however, that each year they find increasing numbers of children whose parents have already taken steps to have their children's teeth attended to or adenoids operated upon when necessary. The proportion of cases attended to as the result of the Medical Inspectors' notifications to parents varies from 30 to 65 per cent. according to locality. This proportion, the work of the school nurses will, it is expected, materially increase.

From the fact that the roll number of primary schools in 1916 was over 180,000, and that the Medical Inspectors were able to examine less than 11,000 children, it is obvious that a larger staff of Medical Inspectors and of school nurses will be necessary before the work necessary to be done in this direction can be adequately discharged. For each child to be examined only once in its school life about 22,000 would need to be examined yearly. Schools with an average attendance of less than 120 are entirely excluded from the medical-inspection scheme at present, and a number of schools above this limit cannot be visited every year.

An arrangement by the State for the dental treatment of school-children, especially in country districts, is still urgently demanded, and a scheme to carry this work into effect, partly by means of a travelling dental clinic for country districts, is at present under consideration.

The Medical Inspectors' report on school premises in respect of lighting, heating, ventilation, cleaning, &c., and, although they are as yet by no means satisfied with the hygienic conditions prevailing in many of the schools, they have nevertheless been instrumental in effecting many valuable improvements in this respect.

The medical inspection of children is a means of conserving the public health, and is not therefore an integral part of the education system, though the children are most conveniently attended to at the schools and the work is most suitably carried out by the Education Department. The medical inspection of children in private schools, to which some attention has recently been given, is therefore to be regarded merely as a more convenient means of seeing the children than by visiting their homes.

The expenditure on medical inspection for the year ended 31st March, 1917, was—Salaries, £1,920; travelling-expenses, £419; telephones, &c., £26 : total, £2,365. The cost is therefore only about 3d. per head of the school roll.

The expenditure on physical education for the same period was—Salaries, £2,090; travelling-expenses, £1,289; other expenses, £171 : total, £3,550.

#### MANUAL INSTRUCTION.

(E.-2, Appendix C, Tables G1, G2, and G3.)

Classes for elementary handwork were carried on under the Regulations for Manual Instruction in connection with 81 per cent. (an increase of 4 per

cent.), and for manual instruction in connection with 61 per cent. of the public schools. The percentages for the several education districts were as follows :—

	Elementary Handwork.	Manual Instruction.
Auckland	76	52
Taranaki	72	71
Wanganui	91	78
Hawke's Bay	77	59
Wellington	75	47
Nelson	58	38
Canterbury	83	61
Otago	100	86
Southland	88	71

The number of public schools (2,355 in all) at which approved classes were held was—for elementary handwork, 1,898 (an increase of 105), and for manual instruction, 1,445 (an increase of 47).

In the lower standards hand-and-eye training is given through the media of constructive work in paper and cardboard, modelling in plasticine, and design and colour work with crayons or water-colours. In the higher standards these are supplemented where practicable by various forms of manual training, such as woodwork, ironwork, cookery, laundry-work, dressmaking, and various branches of elementary science, including agriculture and dairy-work. Woodwork and cookery are taught mainly on the centre system, there being now nearly ninety well equipped buildings for instruction in these subjects. In the larger centres these take the form of special manual-training schools; elsewhere suitable 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 £6,335.

During the year 657 classes (an increase of 70) for wood or iron work, and 1,001 classes (an increase of 72) for domestic subjects (cookery, laundry-work, and dressmaking, associated in most cases with suitable instruction in home science) were held. The instruction is for the most part given by special teachers, stationary and itinerant, seventy-three in number (woodwork 34, average salary £202; domestic subjects 39, average salary £139). Increased attention continues to be given to subjects bearing on the home, and the teaching staff now includes a number of well-qualified teachers, many of whom as holders of home-science bursaries have completed their course for the diploma or the degree of home science at the Otago University.

The number of classes for elementary agriculture was 1,446, an increase of 64. The instruction, which includes observational and experimental work in connection with school gardens and plots (combined in certain districts with elementary dairy-work), is supervised by specially qualified itinerant instructors, eighteen in number (average salary, £336).

Special 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 63 per cent. of the district high schools (sixty in number) as follows :—

District.	Number of Schools.	Number of Pupils.	Capitation earned.
Auckland	6	204	£ 1,416
Taranaki	3	109	704
Wanganui	6	147	808
Hawke's Bay	3	138	1,035
Wellington	6	214	1,313
Canterbury	8	211	1,381
Otago	6	187	1,137
Totals, 1916	38	1,210	£7,794
Totals, 1915	37	1,225	£7,687



Capitation at the rate of £6·4 for each pupil complying with the conditions was earned by the schools taking the course. In most cases the science subjects of the course are not taken by the regular staff, but by visiting instructors. This, while it is to be regretted, appears to be the only course open, so long as the proportion of teachers who have received an adequate training in scientific methods remains as low as has been the case hitherto. It is hoped that the recently established agricultural bursaries, which have as one of the objects the training of teachers of agriculture, though they represent only a beginning of the movement, will do something to remove what is at present a serious obstacle to educational progress.

Most of the district high schools are now provided with well-equipped laboratories. In primary schools where laboratories are not available courses in elementary physical measurements such as can be carried out under ordinary class-room conditions serve a useful purpose, and it is to be regretted that the number of schools providing such courses is not greater. About 370 approved classes for various branches of elementary science (physics or chemistry) were held during the year, and most of these were for pupils of the secondary departments of district high schools. The number of approved classes for swimming and life-saving continues to increase slowly. During the year 260 approved classes were held, as compared with 257 for the previous year.

Capitation earnings for the year amounted to £37,356, as compared with £36,249 for the previous year. In addition special grants totalling £1,472 were made in aid of buildings and equipment, mostly the latter, for the reason that, as last year, financial considerations due to the war rendered necessary the postponement of other than the most urgent works. The receipts from all sources totalled £47,807, while the expenditure amounted to £42,827, the chief items being—Salaries, £21,693; working-expenses and administration, £17,675; and buildings and equipment, £3,548.

The statements of income and expenditure furnished by the Education Boards indicate that the financial position of the Boards as a whole is satisfactory as regards manual instruction. Thus, at the 31st December, 1916, the monetary assets under this head (totalling £25,047) exceeded the liabilities (totalling £13,904) by £11,143. In the case of all but two of the nine Education Boards the income exceeded the expenditure, so that with the exception of two Boards the financial position of the individual Boards as controlling authorities of manual classes may be regarded as satisfactory.

In the following table are given some particulars of the capitation earnings and the expenditure of Education Boards for the year in respect of certain manual subjects :—

Subjects.	Capitation Earnings.	Expenditure.		
		Salaries of Instructors.	Working-expenses.	Totals.
	£	£	£	£
Woodwork and ironwork .. ..	7,294	7,465	1,923	9,388
Domestic subjects .. ..	7,648	5,770	3,784	9,554
Agriculture and dairy-work .. ..	5,454	6,002	2,992	8,994
Elementary science .. ..	676	246	120	366
Swimming and life-saving .. ..	867	387	142	529
Elementary handwork .. ..	7,623	1,823	5,530	7,353
Totals .. ..	29,562	21,693	14,491	36,184

In addition capitation amounting to £7,794 was earned on account of rural courses at district high schools, bringing the total earnings up to £37,356. Both the salaries of the visiting teachers taking the special subjects of the rural course (*e.g.*, woodwork, domestic subjects, science, agriculture, &c.) and the working-expenses in connection with rural courses are included under the head of expenditure in the above table.

## STAFFS OF PUBLIC SCHOOLS.

(See also E.-2, Tables E1 and E4.)

The number of teachers employed in public schools in 1916 (exclusive of assistants in the secondary departments of district high schools) was 5,366, including 4,710 adult teachers and 656 pupil-teachers, the corresponding figures for 1915 being 4,668 and 626 respectively. Of the adult teachers, 1,316 were sole teachers, 931 were head teachers, and 2,463 were assistant teachers. Classified according to sex there were 1,501 males and 3,209 females among the adult teachers, and there were 137 male and 519 female pupil-teachers. The following table shows the number of teachers in each grade of school classified under the headings of sole, head, assistant, or pupil teachers:—

NUMBER OF TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS, DECEMBER, 1916.

Grade of School.	Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Adult Teachers.			Pupil Teachers.		
	M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.	Total.
O. (1-8) .. ..	8	154	..	..	..	..	8	154	162	..	..	..
I. (9-20) .. ..	145	436	..	..	..	..	145	436	581	..	..	..
II. (21-35) .. ..	185	333	3	5	..	8	188	346	534	..	..	..
III.A. (36-80) .. ..	36	19	362	141	..	509	398	669	1,067	..	..	..
III.B. (81-120) .. ..	..	..	111	6	3	224	114	230	344	..	6	6
IV. (121-240) .. ..	..	..	112	1	36	277	148	278	426	24	84	108
V. (241-400) .. ..	..	..	88	6	99	397	187	403	590	25	136	161
VI. (401-500) .. ..	..	..	24	1	45	134	69	135	204	14	49	63
VII. (Over 500) .. ..	..	..	70	1	174	557	244	558	802	74	244	318
Totals 1916 .. ..	374	942	770	161	357	2,106	1,501	3,209	4,710	137	519	656
Totals 1915 .. ..	426	889	792	129	373	2,059	1,591	3,077	4,668	141	485	626
Difference .. ..	-52	+53	-22	+32	-16	+47	-90	+132	+42	-4	+34	+30

NOTES.—Probationers not being reckoned as on the school staff are not included in the above summary. The number of probationers in December, 1916, was—64 males, 351 females, total 415; in December, 1915, the corresponding figures were—53 males, 343 females, total 396.

The numbers of sole and head teachers do not agree with the numbers of schools in each grade as shown in the summary on page 11, for the reason that all half-time schools and side schools are placed in that summary in the grades strictly according to the average attendance of each school counted separately, while for salary purposes in the case of half-time schools and for salary and staffing purposes in the case of main schools with side schools attached the grade is determined in the one case by the average attendance of each school group, and in the other by the combined average attendance of the main and side school together.

The number of pupils per teacher in the several grades or groups of schools is shown below, two pupil-teachers being counted as equivalent to one adult teacher, and probationers being disregarded:—

Grade	Total Average Attendance.	Average Number of Children per Teacher.
0. (1-8) .. ..	1,054	5
II. (9-20) .. ..	9,192	14
II. (21-35) .. ..	12,811	25
III.A. (36-80) .. ..	26,463	25
III.B. (81-120) .. ..	11,854	31
IV. (121-240) .. ..	19,881	38
V. (241-400) .. ..	28,809	42
VI. (401-500) .. ..	10,521	45
VII. (over 500) .. ..	41,312	47
Grades III-VII (two or more teachers) .. ..	138,840	37
Grades V-VII (six or more teachers) .. ..	80,642	45
All schools .. ..	161,897	32

The average number of pupils per teacher in all schools is only a decimal point lower than it was in the preceding year, so that the remarks made in previous reports regarding the necessity for reducing the size of classes in the larger schools are still pertinent. It will be observed from the above figures that over fifty thousand children are included in the groups, in which the average number of pupils per teacher is 45 or over, and that of these over forty thousand form a group having 47 as the average number. In the case of the higher averages it must be concluded that many teachers in New Zea-

land have sixty or seventy children under their care, so that in this respect there is yet room for considerable further improvement in the direction of the realization of proper standard conditions such as educationists regard generally as essential. Under the London County Council, where 590 schools have an average attendance of 511,962, with a mean of nearly nine hundred children in each, it is noted that the average number of pupils is 37. The position of New Zealand in comparison with that of some other countries in respect of the average number of pupils per teacher is shown by the following figures:—

AVERAGE NUMBER OF CHILDREN PER TEACHER.

London (County Council schools) ... ..	37
England (Board of Education schools) ... ..	32
Scotland ... ..	36
Ireland ... ..	32
Ontario ... ..	28
United States ... ..	24
New South Wales ... ..	28
Victoria ... ..	31
New Zealand ... ..	32

With regard to the sex of public-school teachers, the figures given below indicate an increase in the proportion of female teachers, largely the result no doubt of the enlistment of male teachers for active service. Up till December, 1916, 416 adult male teachers and 39 pupil-teachers had joined the Expeditionary Forces, and the vacancies in the teaching service caused by their absence have been filled largely by women teachers. Thus the number of adult women teachers has increased by 389 since the end of 1914, while the number of adult male teachers has decreased by 127. It is fortunate for the cause of education that the work of teaching can so largely be undertaken by women, and that so many of the women (as well as men), who had for one reason or another retired from the profession, have been found willing to come forward to meet the emergency.

The figures below show the ratio of males to females, adult teachers and pupil-teachers being considered separately. For purposes of comparison the figures for the two previous years are also given. In estimating the value of these figures it is to be noted that about half of the school population being under ten years of age and half of the remaining children being girls, women teachers are the most suitable for three-quarters of the children in the primary schools.

	1914.		1915.		1916.	
	M.	F.	M.	F.	M.	F.
Ratio of adult male to adult female teachers, schools with 1 to 20 scholars	100	: 385*	100	: 323	100	: 386
Ratio of adult male to adult female teachers, schools with more than 20 scholars .. ..	100	: 159†	100	: 176	100	: 194
Ratio of adult male to adult female teachers, all schools .. ..	100	: 173	100	: 193	100	: 214
Ratio of male pupil-teachers to female pupil-teachers .. ..	100	: 338	100	: 344	100	: 379
Ratio of male to female teachers (including pupil-teachers), all schools ..	100	: 186	100	: 205	100	: 228

\* Schools with 1 to 15 scholars; grade altered in 1915.

† Schools with over 15 pupils.

Under normal conditions a comparison in this respect with other countries would be interesting, but war conditions have so altered the relative figures elsewhere that the comparison for the present is omitted.

SALARIES OF PUBLIC-SCHOOL PRIMARY TEACHERS.

(See also E.—2, Table E4.)

The total amount of all salaries and allowances at the rates payable on the 31st December, 1916, was £876,521, an increase of £31,724 over the amount

for the previous year, and an increase of over £200,000 over the amount payable five years ago. The amount is made up as follows:—

Adult teachers' salaries	796,741
Pupil-teachers' salaries and allowances	36,445
Probationers' allowances	18,425
House allowances to head or sole teachers where residence is not provided	24,910

The above figures do not include the equivalent of house allowance where residences are provided, estimated at £31,500, nor the additional amounts paid to head teachers for the supervision of secondary departments of district high schools. The total cost of salaries and allowances (including the sum saved in house allowances) works out at £5 0s. 4d. per head of the average attendance. The corresponding figure in connection with the London County Council schools is £4 2s. 2d., and relating to the schools of Ontario £4 14s. 2d. In the year 1916 a sum of about £50,000 was distributed among teachers (in common with other public servants) whose salaries did not exceed £315 per annum as a war bonus to help to meet the increased cost of living. The individual amounts paid were £15 in the case of married teachers and £7 10s. in the case of unmarried teachers. This amount is not included in the total salaries payable quoted above, nor in the average salaries shown in the table below. The average salaries of adult teachers in the various grades are shown in the following table: more detailed information is given in Table E4 in E.—2.

AVERAGE SALARIES OF PRIMARY SCHOOL TEACHERS.

	1915.		1916.	
	Excluding House Allowances and Value of Residences.	Including House Allowances and Value of Residences.	Excluding House Allowances and Value of Residences.	Including House Allowances and Value of Residences.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
(1.) Teachers in all schools—				
(a.) Men and women .. .. .	164 17 11	176 12 8	169 3 2	181 2 9
(b.) Men .. .. .	222 14 10	245 11 3	231 3 6	254 16 7
(c.) Women .. .. .	134 19 9	141 0 0	140 3 0	146 13 4
(2.) Teachers in schools with average attendance over eight—				
(a.) Men and women .. .. .	169 11 2	181 14 8	173 16 6	186 4 7
(b.) Men .. .. .	223 18 7	246 18 2	232 4 7	256 0 2
(c.) Women .. .. .	140 3 4	146 9 11	145 5 9	152 2 6
(3.) Teachers in schools with average attendance over twenty—				
(a.) Men and women .. .. .	177 18 6	192 2 6	182 1 8	193 7 6
(b.) Men .. .. .	237 6 8	263 5 5	244 9 3	268 13 1
(c.) Women .. .. .	144 2 3	151 12 8	149 19 6	154 12 6
(4.) Head teachers—				
(a.) Men .. .. .	*	*	265 19 11	302 2 9
(b.) Women .. .. .	*	*	214 3 3	244 18 2
(5.) All sole teachers—				
(a.) Men .. .. .	*	*	146 13 4	167 4 0
(b.) Women .. .. .	*	*	118 12 9	135 11 5
(6.) Sole teachers in schools with average attendance over eight—				
(a.) Men .. .. .	*	*	149 1 3	170 2 0
(b.) Women .. .. .	*	*	134 6 9	154 11 7
(7.) Assistants—				
(a.) Men .. .. .	*	*	244 12 0	244 12 0
(b.) Women .. .. .	*	*	144 2 4	144 2 4

\* 1915 figures are not available.

The average salaries show in each case an increase, ranging up to £9, over the salaries for the previous year, and they compare favourably with the salaries paid in other countries. It will be noticed from the following figures that the average salary paid to male head teachers by the London County

Council is comparatively high, but it should be borne in mind that all the schools concerned have very large attendances. The average salary of male head teachers in schools of over 500 in average attendance in New Zealand (seventy in number) is £421, excluding house allowance (which amounts to £50 in addition), while in schools with an average of 401–500 the corresponding average salary is £373 15s., together with a house allowance of £50.

AVERAGE SALARIES PAID TO PRIMARY TEACHERS IN OTHER COUNTRIES.

	England.		London.		Ireland.		Ontario.		New South Wales.		New Zealand.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Head teachers .. ..	£ 175 $\frac{1}{5}$	£ 124 $\frac{11}{20}$	£ 314	£ 227	£ 114 $\frac{9}{10}$	£ 82 $\frac{2}{5}$	£ 187 $\frac{9}{10}$	£ 127 $\frac{7}{10}$	£ 167 $\frac{7}{20}$	£ 302 $\frac{3}{20}$	£ 244 $\frac{9}{10}$	
Assistants .. ..	128 $\frac{7}{20}$	94 $\frac{7}{20}$	165	121	92 $\frac{1}{4}$	69 $\frac{1}{10}$	..	..	..	244 $\frac{3}{5}$	144 $\frac{1}{10}$	
Sole teachers .. ..	..	..	..	..	..	..	..	..	..	167 $\frac{1}{5}$	135 $\frac{11}{20}$	

## STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

(E.—2, Tables E2 and E3.)

The table below gives a summary of the position with regard to the proportion of teachers of primary schools who hold certificates. Figures relating to the last five years are given for purposes of comparison.

PRIMARY TEACHERS IN PUBLIC SCHOOLS.

	1912.		1913.		1914.		1915.		1916.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers ..	2,919	71	3,082	72	3,282	74	3,298	71	3,322	71
II. Uncertificated teachers—										
(1.) Holding licenses ..	87	2	84	2	90	2	83	2	82	1
(2.) Unlicensed .. ..	1,099	27	1,096	26	1,076	24	1,287	27	1,306	28
Total uncertificated ..	1,186	29	1,180	28	1,166	26	1,370	29	1,388	29
Totals of I and II .. ..	4,105	100	4,262	100	4,448	100	4,668	100	4,710	100

The percentage (71) of certificated teachers remains the same as in the year 1915, any tendency towards improvement having been effectively checked by the withdrawal of teachers and training-college students for military service. If teachers of schools with an average attendance of 20 and under, however, are excluded the proportion reaches the more satisfactory total of 81 per cent.

The following table shows the number of teachers employed in public schools who hold the various classes of certificate, the secondary departments of district high schools excluded:—

CLASSES OF CERTIFICATES HELD BY PRIMARY-SCHOOL TEACHERS.

Class of Certificate.	1915.			1916.		
	M.	F.	Total.	M.	F.	Total.
A .. ..	33	19	52	27	6	33
B .. ..	212	98	310	188	77	265
C .. ..	565	641	1,206	521	700	1,221
D .. ..	442	1,036	1,478	416	1,062	1,478
E .. ..	56	279	335	49	276	325
Total .. ..	1,308	2,073	3,381	1,201	2,121	3,322

## 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, ex-probationers, or ex-trainees of recognized kindergarten schools; Division B, other students who have passed Matriculation or obtained a higher leaving-certificate; Division C, University graduates admitted for one year; and Division D, teachers entering on short-period studentships. The numbers of students in attendance during the last quarter of 1916 under the various divisions were—Division A, 381; Division B, 44; Division C, 9; and Division D, 8; the total being 442, as compared with 390 for the previous year. These figures do not include students absent with the Expeditionary Forces.

The numbers of students at each training college during the last quarters of 1915 and 1916 respectively are indicated in the following table:—

	1915.			1916.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland ... ..	33	79	112	29	85	114
Wellington ... ..	17	69	86	11	91	102
Christchurch ... ..	14	78	92	18	92	110
Dunedin ... ..	16	84	100	21	95	116
Totals ... ..	80	310	390	79	363	442

The number of students in 1916 shows a considerable advance over the number for the preceding year, the increase being among the women students. The necessity for men students taking up military duties upon reaching the required age naturally results in a large reduction in their number at training colleges.

The ordinary course of training is for two years, so that if the training colleges had their full complement of students (125 in each case) the number of students annually completing their training and passing into the schools would be about 250. Under certain conditions a one-year course is provided for in the case of University graduates 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. The actual number of students completing one or other of these courses at the end of 1916 was 210.

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.

Each training college is required to provide for its students a course in agriculture, and provision for the further training of selected students in this subject has recently been made. Agricultural bursaries may be awarded to such students at the end of their first year, enabling them to complete their training during a one-year or two-years course at a State experimental farm or an agricultural college. Further provision on a wider scale for the training of teachers and others in agriculture is also in contemplation on the lines of the recommendations of the Council of Education, to be carried into effect as soon as circumstances permit.

From tables in Appendix D of E.—2 it appears that at the beginning of the two-years course at the training colleges 70 students held Class D certificates, and at the end of the course 6 students held Class B certificates, 112 Class C certificates, and 56 class D certificates.

The amounts paid to Education Boards in 1915-16 and 1916-17 for the training of teachers were as follow :—

	1915-16.		1916-17.	
	£	£	£	£
I. Training colleges—				
Salaries of staffs (two-fifths charged to public-school salaries) ... ..	12,700		13,268	
Students' allowances and University fees ... ..	25,858		27,541	
Special instruction, libraries, and incidentals ... ..	1,106		1,307	
Buildings, sites, and equipment ... ..	6,081		942	
II. Other training—		45,745		43,058
Grants for special instruction in certificate subjects, including science, agriculture, and hand-work, of teachers other than training-college students ... ..	2,355		1,595	
Railway fares of teachers and instructors ... ..	5,944		5,374	
Sundries ... ..	16			
		8,315		6,969
		£54,060		£50,027
Less recoveries... ..		34		...
Totals ... ..		£54,026		£50,027

#### PROVISION FOR UNCERTIFICATED TEACHERS.

Apart from the provision for training colleges, a grant of £2,800 was approved last year for payment to Education Boards for the maintenance of training classes for teachers. Unexpended balances from previous grants amounting to £1,820 were included in this sum, so that only £980 really constituted the new grant for 1916-17, as compared with £3,275 and £4,000 granted in the two previous years. 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.

Certain conditions were imposed last year with the object of ensuring that the classes were attended only by teachers who were making conscientious use of the instruction afforded for the purpose of improving their status or teaching ability, and only half-fees were paid for tuition by correspondence except in special cases.

In the distribution of the grant the amounts allotted to the various Education Boards varied from £125 to £925.

There appears still to be considerable difficulty in some quarters in providing adequate assistance to inexperienced teachers who, especially during the present emergency, are filling positions in country schools. Further consideration of proposals, including suggestions for the establishment of model schools where such teachers could receive a short training, and also for the appointment of organizing teachers or Inspectors having special charge of groups of small country schools, is deferred only until the conclusion of peace.

#### FINANCES OF EDUCATION BOARDS.

(See also E.-2, Tables F1 to F9.)

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 1916. 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.





15	Manual instruction—Receipts from capita- tion, contributions, subsidies, sales, &c., expended on—	6,405 14 5	42,739 6 5	3,045 11 1	{ 3,697 17 8 22,936 15 2 4,034 13 7 9,099 17 0	128 0 8 44 8 7 ..	99 14 5 .. 0 0 ..	322 5 6	16,008 8 8	1,196 3 11	
16	(a.) Direction and administration .. (b.) Salaries of instructors .. (c.) Equipment and material for element- ary handwork .. (d.) Material for manual instruction ..	..	42,739 6 5	3,045 11 1	{ 3,697 17 8 22,936 15 2 4,034 13 7 9,099 17 0	128 0 8 44 8 7 ..	99 14 5 .. 0 0 ..	322 5 6	16,008 8 8	1,196 3 11	
17	Technical instruction—Receipts from capita- tion, contributions, subsidies, grants for material, fees, sales, &c., ex- pended on—	..	28,090 19 10	6,335 7 0	{ 19,949 14 11 2,342 2 9 6,156 8 9	1 0 2 3,357 15 5 4,006 19 11	13,226 1 0	..	726 18 9	..	
18	(a.) Classes conducted by Board— (i.) Salaries of instructors .. (ii.) Material .. (iii.) Direction, administration, &c. (b.) Classes conducted by managers— (i.) All services except buildings, equip- ment, and rent .. Teachers' house allowances .. Buildings—Maintenance, rebuilding, rent— (a.) Maintenance and small additions .. (b.) Ordinary rebuilding .. (c.) Rebuilding schools destroyed by fire .. (d.) Rents of buildings and sites for school purposes ..	1,385 14 9 .. .. ..	28,090 19 10 32,043 3 2 24,635 2 10 ..	6,335 7 0 63 1 0 8 15 0 ..	{ 19,949 14 11 2,342 2 9 6,156 8 9 32,284 19 0 24,671 8 3 57,645 7 4 6,781 2 2 2,969 19 0 3,378 19 3	1 0 2 3,357 15 5 212 0 0 59 3 4 31 15 6 ..	240 9 11 ..	204 10 3 98 0 1 ..	35 0 3 56 10 0 ..	101 12 5 43 13 11 ..	
19	Rents of buildings for manual and technical instruction .. (a.) Manual instruction .. (b.) Technical instruction (classes con- ducted by Boards) .. (c.) Technical instruction (classes con- ducted by Managers) ..	..	31 0 6 632 14 10 269 18 8	0 10 0 .. ..	{ 322 17 0 1,037 12 3 325 7 0	.. 10 0 1 10 0 ..	..	964 12 7	324 14 4	99 15 0	
20	Public schools—New buildings, additions, furniture, apparatus, sites ..	..	30,969 17 8	1,268 1 1	35,899 4 3	3,582 7 4	..	40,993 6 10	16,261 3 10	4,247 17 2	
21	New buildings, apparatus, &c., for manual and technical classes— (a.) Manual instruction (exclusive of ele- mentary handwork) .. (b.) Technical instruction (classes con- ducted by Boards) .. (c.) Technical instruction (classes con- ducted by Managers) ..	..	1,760 8 2 1,234 5 1 725 5 6	507 8 6 188 11 10 ..	{ 3,082 1 1 4,841 19 6 725 5 6	3 0 0 3,356 5 5 ..	..	17,362 3 6	3,733 0 11	463 3 4	
22	Sites-sales ..	..	15,816 2 7	1,923 9 0	3,391 7 4	..	24 2 6	14,543 3 5	5,405 7 6	2,967 15 0	
23	Contractors' deposits .. Other separate accounts— War funds .. Wanganui school-sites .. Rees bequest (Wanganui) .. Hororata Bath Account (Canterbury) ..	550 9 9 .. .. .. 1,099 9 11 121 15 7	.. .. 87 2 9 .. ..	1,404 6 5 3,923 4 8 941 8 0 50 0 0 ..	{ 1,356 16 11 2,848 17 0 1,276 17 5 0 10 0 ..	.. .. .. .. ..	.. .. .. .. ..	..	..	582 4 9 993 11 9 .. .. 121 15 7	
	Totals ..	172,192 15 0	95,665 12 10	1,339,534 12 8	91,342,589 14 11	14,838 3 9	914,838 3 9	9198,905 4 10	95,139 19 2	91,277 7 4	33,423 6 1

Net balance at 1st January, 1916, Cr.

Net balance at 31st December, 1916, Cr.

£76,527 2 2

£103,765 5 8

## 1. All Accounts (excluding Buildings).

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

	1912.	1913.	1914.	1915.	1916.
	£	£	£	£	£
Boards' administration ...	47,772	48,004	48,267	28,892†	33,368
Incidental expenses of schools ...	44,723	46,412	46,678	51,628	56,530
Teachers salaries* ...	643,921	668,094	716,749	818,263	905,425
Training of teachers ...	29,754	37,864	37,180	43,189	46,061
Scholarships and district high schools	33,361	33,072	34,436	34,962	35,373
Manual and technical instruction...	77,131	82,030	89,350	95,697	100,502

\* Excluding house allowance.

† Inspectors transferred to Department in 1915.

It will be observed that each of the items shows an increase in 1916 over the expenditure for 1915. The expenditure out of the Boards' General Fund has increased by £4,476, of which amount £1,484 was on account of salaries and £2,241 on account of office contingencies. The reduction in the number of Boards which took place in August has not yet resulted in a saving in the cost of administration, but it will be possible to make a fairer comparison when the new arrangement has been in operation another year. In spite of the larger expenditure the Boards increased their credit balance on the general account by £7,223 during the year, and in addition transferred over £5,000 to other accounts, chiefly to that of the incidental expenses of schools. During the two years, 1915 and 1916, that the Education Act, 1914, has been in operation the Boards have saved in the aggregate £26,000 on the General Account, of which sum over £7,000 has been transferred to the Incidental Expenses of Schools Account. To provide for the General Fund of the Boards the Department makes a statutory capitation payment of 5s. per head of the average attendance. The average expenditure of the Boards out of this fund for the purposes of administration amounted to 4.1s. per head in 1916, ranging from 3.1s. in the Otago District to 5.8s. in the Nelson District. In the last-named district the expenditure for the year exceeded the income.

The expenditure on the incidental expenses of schools shows an increase of £4,902 over the figures for 1915, exceeding the grants made under the Eighth Schedule by £6,204. A number of the Boards have simply adopted the Schedule as the basis of distribution to School Committees, though this was not the intention, while others have maintained a more liberal scale, making additional payments out of the General Fund. The average allowance made by the Boards to School Committees on this account works out for the whole Dominion at 6s. 11d. per head of the average attendance in 1916; it was 6s. 4d. in 1915, and 5s. 11d. in 1914, the rate gradually increasing. The increased cost of material and labour at the present time is calculated, however, to absorb this increase. The allowance varies in the several districts, ranging from 5s. 6d. in Taranaki to 7s. 6d. in Southland.

The increase in the expenditure on teachers' salaries over the previous year was £87,162, but this amount includes £50,000 paid as a war bonus. The increase in the cost of training colleges is also in part to be accounted for by the war bonus paid to teachers and students.

The increase in the expenditure on manual and technical instruction—namely, £4,805—is approximately the same as the increase regularly observed during each of the last five years. The Boards' statements of accounts show a credit balance of £3,580 in respect of manual and technical instruction, and in addition an excess of assets over liabilities of £27,245. The accounts in connection with buildings are not included in these figures.

The following is a summary of the cash assets and liabilities of the Boards on all accounts, excluding buildings, at the 31st December, 1916 :—

ALL ACCOUNTS (EXCLUDING BUILDINGS).							
Monetary Assets.			£	Liabilities.			£
Bank balance	..	..	46,839	Overdraft	..	..	3,121
Other assets..	..	..	40,310	Other liabilities	..	..	8,905
Total	..	..	£87,149	Total	..	..	£12,026
Credit balance	..	..	£75,122				



The Sites Sales Account is one showing a heavy debit balance, although it was reduced during the year from £15,816 to £14,543. The Wellington Board occupies the least fortunate position in regard to this account in consequence mainly of the very high price of land in the vicinity of Wellington. The expenditure of all Boards was £3,391; the income from the Government was £2,765, and from other sources £1,923.

Table F6B in E.—2 shows the financial position of the individual Boards in the combined Buildings Account as at the 31st December, 1916. The following is a summary of the Table:—

COMBINED BUILDINGS ACCOUNT.							
<i>Monetary Assets.</i>			£	<i>Liabilities.</i>			£
Bank balance	..	..	.. 62,273	Overdrafts ..	..	..	.. 2,225
Other assets	..	..	.. 50,967	Other liabilities	..	..	.. 24,518
Total	..	..	.. <u>£113,240</u>	Total	..	..	.. <u>£26,743</u>
Credit balance	..	..	.. £86,497				

### 3. All Accounts.

The total bank balance of all the Boards has increased from £76,527 in 1915 to £103,765 in 1916, an increase of £27,238 on the year's working. As pointed out above, there was a large saving on the General Account, and a substantial portion of the maintenance and rebuilding grant was unexpended. All of the Boards show credit balances at the end of the year, ranging from £609 in the Nelson District to £61,018 in the Auckland District. The Wanganui and Nelson Boards converted their overdrafts of 1915 into credit balances, and the remaining Boards, with the exception of two, increased their credit balances. The deficits on many accounts might well be extinguished by transfers from the General Account in cases where sufficient income will not be derivable from any other source. With the exception of the Nelson and Wanganui Boards (the latter particularly), the financial position of the individual Boards may be regarded as fairly 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." 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 1916-17 was £76,110.

### EDUCATION OF NATIVE CHILDREN.

(See also E.—3—Report on Education of Maori Children.)

#### *Number of Schools.*

There were 118 Native village schools, including two side schools, in operation at the end of the year 1916, as compared with 117 for the previous year. During the year three new schools (of which one was a part-time school) were opened; one school was reopened and three were closed, two temporarily and one permanently.

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 501 public schools at which Maori children were in attendance, this number being fifty less than the corresponding number for the pre-

vious year. Thus the total number of schools under inspection where Maori children were receiving instruction was—

Native village schools	...	...	...	...	118
Native mission schools subject to inspection by the Education Department	...	...	...	...	3
Public schools at which Maori scholars were in attendance	...	...	...	...	501
Total number of primary schools					622
Native boarding-schools affording secondary education to Maoris	...	...	...	...	10
Total					632

The following table shows the number of Native village schools classified according to grade for the years 1915 and 1916 :—

Grade			1915.	1916.
I	(average attendance 9–15)	...	14	13
„	IIi (average attendance 21–25)	...	15	16
„	IIIi (average attendance 26–35))	...	28	25
„	IIIai (average attendance 36–50)	...	34	39
„	IIIaii (average attendance 51–80)	...	19	16
„	IIIb (average attendance 81–120)	...	6	7
„	IVa (average attendance 121–160)	...	1	2
			117	118

#### *New Buildings.*

New school buildings at Te Horo (Whangarei) and at Whakarewa (Te Mahia) were completed in the early part of the year, and teachers' residences were built at Pukepoto and Motuti. The erection of new school buildings at Moerangi (Raglan) and at Pampapurua (North Auckland) has also been decided upon, and arrangements are in train for the establishment (with the assistance of the Maoris) of schools at Ruatahuna and Maungapohatu (Urewera). Owing to the increased attendance at several schools it will be necessary to provide further additional accommodation.

#### *Roll Number and Attendance.*

The number of pupils on the rolls of Native village schools at the end of 1916 was—Boys, 2,743; girls, 2,389: total, 5,132. Included in these numbers are 295 boys and 277 girls who are Europeans, leaving 4,560 Maori children—83 less than in 1915. The following are some figures for the years 1915 and 1916 in connection with the attendance at Native village schools :—

Number on rolls at end of year	...	...	1915.	1916.
Average weekly roll number	...	...	5,191	5,132
Average yearly attendance	...	...	5,232*	5,190*
Percentage of regularity of attendance	...	...	4,604*	4,504*
			88.0	86.8

\* The mean of the four quarters.

A small falling-off in the figures in 1916 of both roll and average attendance, as compared with 1915, is noticeable. Expressed as a percentage of the average weekly roll the average attendance in the public schools for the past year was 88.6 per cent., and compared with this figure the percentage of 86.8 in Native schools, in view of the special conditions applicable to them and the somewhat adverse circumstances common to both classes of schools during the year, is sufficiently good. Of the 119 schools, thirty-six gained over 90 per cent. in regularity of attendance, while nineteen failed to reach 80 per cent.

The number of pupils on the rolls of the Native mission schools at the end of 1916 was 120, and on the rolls of Native boarding-schools 457. 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 5,709. The following are the figures for the years 1915 and 1916 in respect of the three classes of Native schools mentioned :—

Combined rolls of Native schools	..	..	1915.	1916.
Combined average weekly roll number	..	..	5,753	5,709
Combined average yearly attendance	..	..	5,773	5,789
Percentage of regularity of attendance	..	..	5,119	5,054
			88.7	87.3

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
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	..
1916 .. .. .	118	5,190	4,504	86.8	79	37	8	123	2

No account is taken in the above table of a number of schools that have from time to time been transferred to the various Education Boards. Table H2 in E.-3 supplies the information for each school in regard to roll number and average attendance.

In addition to the Maori children in attendance at the schools specially instituted for Natives, there were 4,628 Natives attending 501 public schools in December, 1916. This number has been decreasing during the last two years. In 1914 there were 4,905 Maoris at 566 public schools, and in 1915 there were 4,731 at 551 public schools. There appears to be some cause to fear that a certain number of Native children are escaping attendance at public schools, and that their presence is not only not always insisted upon, but is sometimes not desired. If anything of this nature does exist it is earnestly to be hoped that those responsible for so undesirable an attitude will speedily recognize the grave injustice to members of the Native race that may thus arise. Details as to examination, age, and classification of Native children attending public schools are given in Tables H5 and 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 1916 was as follows:—

I. Primary schools—		
(a.) Government Native schools	.. .. .	4,560
(b.) Mission schools	.. .. .	120
(c.) Public schools	.. .. .	4,628
		9,308
II. Secondary schools	.. .. .	458
III. Special technical training	.. .. .	2
Total	.. .. .	9,768

#### *Classification of Pupils.*

Tables H6, H6A, H6B, and H7 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, 85.1 per cent. were Maoris speaking Maori in their homes, 3.8 were Maoris speaking English in their homes, and 11.1 per cent. were Europeans. The percentage of Maoris speaking Maori in the home is 2.7 less than in 1915, of Maoris speaking English in the home 2.1 per cent. more, and of Europeans 0.6 more than in the previous year.

In comparing Native schools and public schools with respect to the percentages of children in the various classes it will be found that in Native schools there is a larger percentage in the lower classes. The proportion of children at the various ages corresponds, however, very closely in the two classes of schools. The following table shows in a summary form the classification of

pupils in Native schools, the percentages of pupils in the various classes in public schools being also shown for comparison :—

Classes.	Maoris.	Europeans.	Totals.	Percentage of Roll.	
				Native Schools.	Public Schools.
Preparatory .. .. .	2,033	193	2,226	43.4	35.48
Standard I .. .. .	641	67	708	13.8	12.76
„ II .. .. .	627	69	696	13.6	12.26
„ III .. .. .	509	70	579	11.3	11.86
„ IV .. .. .	376	65	441	8.5	10.91
„ V .. .. .	247	57	304	5.9	9.27
„ VI .. .. .	116	45	161	3.2	6.14
„ VII .. .. .	11	6	17	0.3	1.32

### *Efficiency of the Schools.*

The work of inspection and examination of Native schools was carried out in 1916 in the Hawke's Bay District under the supervision of the Senior Inspector of the district (formerly Senior Inspector of Native Schools); in other districts the work was undertaken by the Inspector of Native schools, assisted by the departmental Inspectors stationed in those districts, to whom was assigned a certain proportion of the schools. It is gratifying to note that the reports of Inspectors, who had not previously visited Native schools, indicated generally a very satisfactory degree of efficiency. The following figures give an estimate of the efficiency of the schools, as judged by the Inspectors for the years 1915 and 1916 :—

	Number of Schools.	
	1915.	1916.
Very good to excellent .. .. .	35	39
Satisfactory to good .. .. .	71	65
Inferior to weak .. .. .	10	11

The number of certificates of proficiency awarded was twenty-eight, and of competency (S6) twenty-six.

Satisfactory reports are made on the progress effected during the year in the teaching of the ordinary subjects of the curriculum. Woodwork and cookery are taught in some of the schools, with good results. In one section of the Auckland District the pupils of the Native schools attend a manual centre established by the Education Board for the instruction of public-school pupils in those subjects. Arrangements have also been made for the inclusion, where possible, of Native schools in the scheme of agricultural instruction adopted by the Auckland Education Board for public schools. A special class in the subject for Native-school teachers was held at Tauranga during the year, being attended with good results by teachers from twelve Native schools. There is a necessity for affording further opportunity for Native-school teachers to receive instruction in the physical exercises now in vogue in the public schools. In many schools where the teachers have not received instruction the old system is still followed, the work being performed, however, very satisfactorily. Life-saving drill and the Boy Scout movement have been introduced with much success into a few schools.

### *Natives attending Public Schools.*

From the reports of Inspectors of Schools in the districts where the number of Maoris attending public schools is large it appears that the Natives suffer to some extent from the fact that the methods of teaching employed, especially of teaching English, are not suited to their requirements. Better results are obtained in this subject when a combination of the look-and-say and phonic methods is adopted. Unfortunately, however, a large number of Maori pupils attend small schools staffed by inexperienced and often inefficient teachers, under which circumstances the work is backward and progress unsatisfactory.

The trouble of not having mastered the language thoroughly in the lower classes becomes a severe handicap to the Maori in the upper classes, making nearly all the subjects of the curriculum much more difficult for him than they would otherwise be. The result is that only a small proportion of the Maori scholars beginning in the preparatory classes in public schools reach the upper standards or do work there equal to that of the Europeans. From results obtained in Native schools it appears that the fault does not lie in lack of intelligence on the part of the Maori pupils, but in the unsuitable methods of the earlier teaching. Irregular attendance, nomadic habits, and want of class-books are also mentioned as factors tending to hinder their progress, the general opinion being that under uniformly favourable conditions the Maori would become a credit to the education system in public schools as he has already done in Native schools.

#### *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, each of the value of £20 and tenable for two years, to all Maori pupils who have qualified in terms of the regulations. There were 457 pupils on the rolls of these schools at the end of 1916, of which number forty-three boys and fifty-eight girls held free places. The standard of the Public Service Entrance Examination represents the limit of the curriculum of the schools, several pupils who entered for the examination being successful in passing. 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. Two Makarini and one Buller Scholarship were awarded to Native scholars at the end of the year.

Senior free places are provided for boys in the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades. These scholarships have not of late been eagerly sought after, the boys finding that they can secure higher wages in other ways, and no scholarships were held in 1916. Senior free places for girls take the form of nursing-scholarships. Four girls are training, or about to begin their training, as nurses in public hospitals under this scheme.

#### *Staffs and Salaries.*

The staffs of Native village schools in December, 1916, included 79 male and 37 female head or sole teachers and 131 assistants. The average salary of male head or sole teachers was £196 7s. 6d., of female head or sole teachers £154 7s. 6d., and of both combined £182 19s. 7d. These figures show an advance on the average salaries for the previous year, which were £189 16s. 2d., £150 15s. 2d., and £179 11s. respectively. The average salary of the 123 female assistants was £80 2s. 1d., and of the eight male assistants £65 12s. 6d. The total expenditure on Native-school teachers' salaries and allowances for the year ending 31st March, 1917, was £32,334, the corresponding figure for the previous year being £31,019. In common with other public servants Native-school teachers were paid a war bonus in addition to their usual salaries, amounting to £15 in the case of married persons and £7 10s. in the case of those unmarried.

#### *Expenditure.*

Reference to Table H8 in E.—3 will show that the total net expenditure on Native schools during the year ended the 31st March, 1917, was £41,792. The chief items of expenditure are teachers' salaries and allowances, £32,334; new buildings and additions, £2,687; maintenance of buildings, repairs, &c., £1,294; secondary education, £2,465; books and school requisites, £1,076.

#### CHATHAM ISLANDS SCHOOLS.

The schools in the Chatham Islands have now been placed under the control of the Canterbury Education Board, the statistics relating to them being included in the figures for the Canterbury District.



## SECONDARY EDUCATION.

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

## NUMBER OF SCHOOLS.

(E.-6, Table K1.)

Secondary education was carried on at secondary schools, district high schools, technical high schools, Maori secondary schools, and private secondary schools. The secondary schools, which are under the control of twenty-seven separate controlling authorities, 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
<b>Total</b>	<b>37</b>

Four of the schools under (a) are not in operation—namely, Akaroa, Grey-mouth, Hokitika, and Waimate. At these places secondary education is carried on in the secondary departments of the district high schools, to which the High School Boards supply assistance.

The number of district high schools was sixty, technical high schools eight, and Maori secondary continuation schools ten. In addition there were seventeen private secondary schools registered under the Education Act, 1914, making a total of 132 schools affording education of a secondary nature.

## ROLL AND ATTENDANCE.

(E.-6, Tables K1, K2, K3, L1, and L2.)

The total number of pupils attending the thirty-three secondary schools included under (a), (b), and (c) above in the last terms of 1915 and 1916 respectively was—

	1915.			1916.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)	3,748	2,740	6,488	4,025	3,027	7,052
Number in lower departments	273	144	417	296	170	466
<b>Totals</b>	<b>4,021</b>	<b>2,884</b>	<b>6,905</b>	<b>4,321</b>	<b>3,197</b>	<b>7,518</b>
Number of boarders (included above)	909	147	1,056	963	246	1,209

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 of 1915 pupils on roll at beginning of 1916	4,642
Number admitted during 1916	3,287
Number of these who left public primary schools in 1915	2,851
Number who left secondary schools during 1916	877
Number on roll at end of 1916	7,052
Number of first-year pupils	2,971
Number of second-year pupils	2,025
Number of third-year pupils	1,119
Number of fourth-, fifth-, and sixth-year pupils	937
Average attendance	7,000

## (b.) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Number on roll at end of 1916	2,115
Number of first-year pupils	1,130
Number of second-year pupils	648
Number of third-year pupils	337
Mean of average weekly roll: Boys, 1,166; girls, 1,220: total,	2,386
Average attendance	2,176

## (c.) TECHNICAL HIGH SCHOOLS.

Number on roll at end of 1916: Boys, 973; girls, 1,132: total,	2,105
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## (d.) REGISTERED PRIVATE SECONDARY SCHOOLS.

Number on roll at end of 1916: Boys, 397; girls, 607: total,	1,004
Number under twelve years of age	9
Number between twelve and fifteen years of age	311
Number over fifteen years of age	684

## (e.) SECONDARY SCHOOLS FOR MAORIS.

Number on roll at end of 1916	457
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The total number of children, therefore, receiving secondary education at the end of 1916 at the five classes of schools mentioned was 13,004, an increase of 746 over the number for the previous year. Based on the estimated population in New Zealand in the year 1916, the proportion of persons receiving some regular form of day secondary education is 113 per 10,000 of the population. From figures supplied by the various educational authorities it also appears that 9,416 children left the public primary schools in 1915 after passing S6: of this number, 2,851 entered ordinary secondary schools in 1916, 1,154 technical high schools, and 1,409 district high schools. Hence a total of 5,414 children, or 57 per cent. of those who had passed S6, or 35 per cent. of the whole number of children who left the primary school in 1915, entered upon an education of a secondary nature at one or other of the types of schools mentioned. It should also be stated in this connection that 2,095 pupils, in addition to those enumerated, proceeded from the primary schools to evening technical classes, these pupils including a certain number who had not passed S6 in the primary schools.

The average length of stay of boys at secondary schools (group (a) above) is two years and eight months, and of girls two years and seven months, the figures being practically the same as those for the previous year. 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	27
(b.)	.. second .. third	..	31	26
(c.)	.. third .. fourth	..	15	22
(d.)	.. fourth .. fifth	..	19	17
(e.)	.. fifth .. sixth	..	7	5
(f.)	Percentage remaining at end of sixth year	..	3	3

Attention must again be drawn to the regrettable fact that more than a quarter of the children in attendance at secondary schools leave before they can possibly have derived any real educational benefit from the teaching afforded in the secondary schools. The percentage remaining less than two years at district high schools is considerably higher, but as pupils frequently remain at these schools with little further object than that of finishing off their primary-school course, the wastage in this case is more to be expected.

#### CURRICULUM OF SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

A classification of the courses taken by pupils of secondary schools indicates that 62 per cent. of the pupils take the general or professional course, which includes instruction in English, Latin, French, mathematics, and science; 8 per cent. take a similar course, with the exception of Latin; 20 per cent. take a commercial course, including instruction in book-keeping, commercial correspondence, shorthand, and sometimes typewriting; 6 per cent. of the boys take a definite agricultural course, and 12 per cent. of the girls a definite domestic course. Including those taking the full agricultural course, 764 boys, or about 19 per cent., receive instruction in agriculture or agricultural science, 86 boys learn dairy science, and 395 are instructed in woodworking. Similarly, including the girls taking a full domestic course, 445 girls, or 14 per cent., are taught cookery; 969, or 32 per cent., home science; and 743, or 25 per cent., receive instruction in needlework. In the large majority of secondary schools attended by girls provision is made for instruction in one or more subjects pertaining to domestic life; but controlling authorities have recently had urged upon them the strong desirability of extending facilities for instruction in these subjects, and it will in future be compulsory for junior free pupils (girls) to receive such instruction. Likewise, fuller provision for the instruction of boys in subjects of a practical nature is being insisted upon as an urgent requirement.

As might be expected, a scrutiny of the subjects taken by pupils of the secondary departments of district high schools reveals the fact that subjects

of immediate practical benefit have a more important place in the curriculum than is the case in secondary schools of the type referred to above. For instance, only 46 per cent. of the pupils learn Latin, and 17 per cent. French. On the other hand, 59 per cent. of the boys and 37 per cent. of the girls receive instruction in agriculture or agricultural science, 25 per cent. of the pupils learn dairy science, 33 per cent. take commercial work, 48 per cent. of the boys learn woodwork, and 56 per cent. of the girls receive instruction in one or both of the subjects needlecraft and cookery. The various branches of science receive adequate attention; chemistry and physics are taken by 57 per cent. of the pupils, botany by 37 per cent., elementary science of common life by 29 per cent., and domestic science (so definitely designated) by 15 per cent. of the girls.

It is interesting to notice in connection with the above figures the proportion of the population of the Dominion occupied in the various pursuits of life. The census of 1911 (the latest available) shows that of the male population 34 per cent. are engaged in agriculture, 31 per cent. in industrial work, 15 per cent. in commercial work, 10 per cent. in transport and communication, 5 per cent. in professions, 3 per cent. in domestic work, and 2 per cent. in indefinite occupations; while of the female population 37 per cent. are engaged in domestic work, 22 per cent. in industrial work, 14 per cent. in commercial work, 15 per cent. in professional work, 8 per cent. in agriculture, 3 per cent. in indefinite employments, and 1 per cent. in transport and communication. It would be dangerous to draw hasty conclusions from these figures, but there seems to be little doubt on two or three points. Even allowing that secondary schools are to supply the followers of all the professions, too many boys, especially, appear to be taking the general or professional course. It also seems clear that more attention might profitably be devoted towards giving some special preparation to the large number of boys destined to become agriculturists or superior industrial workers, and to the girls, a large proportion of whom will eventually take up domestic duties.

At the instance of the Minister special inquiry was made during the year into the amount of attention devoted in secondary schools to such subjects as writing, English, reading, correct speech, and arithmetic. The report on the written work, especially of boys taking the modern or commercial course, is not very favourable, and it is pointed out that if such pupils, who have ample time for the purpose, do not learn the value of neatness and method, the course they are taking becomes of little educational value. With reference to the teaching of English, it is found that pupils are frequently unable to apply the rules and theory of grammar to their own composition or reading-matter. Many teachers of secondary schools complain of the difficulty of teaching language to the pupils who come from the primary schools with very little knowledge of formal grammar. Reading and recitation receive less attention in secondary than in primary schools, one reason being lack of time for the purpose. The necessity of teachers themselves being capable of setting a good model in this respect is urged, and the same remark applies to the matter of correct enunciation, pronunciation, and speech generally. More regular practice in the production of vowel sounds in the lower forms of secondary schools especially is recommended. The modern and more practical aspect of the subject of arithmetic appears to be receiving more attention than hitherto.

Information respecting the subjects of instruction taken up in technical high schools will be found in the section "Technical Instruction."

#### 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.	
	1915.	1916.
Free and instrumental drawing ... ..	40	39
Domestic subjects ... ..	70	75
Woodwork ... ..	29	31
Experimental and natural science ... ..	237	274
Elementary agriculture ... ..	23	21
Swimming and life-saving ... ..	24	28
	423	468

Capitation earnings for the year amounted to £2,164, as compared with £1,974 for the previous year. The expenditure on maintenance of classes was £1,272. Special grants totalling £1,600 in aid of buildings and equipment for manual instruction were made during the year, the expenditure during the same period being £1,829.

Additional accommodation for classes for manual instruction has been recently provided as follows: Whangarei High School (agriculture), Wanganui Girls' College (science), Palmerston North High School (agriculture), Otago Boys' High School (science); while equipment for practical work in science has been provided at New Plymouth High School, Wanganui Girls' College, Wellington Boys' College, Timaru Girls' High School, and Otago Boys' High School. The provision in the way of laboratory accommodation is very satisfactory, all of the boys' and most of the girls' schools being now adequately equipped for practical work in science. Increasing attention is being given to instruction in subjects relating to the home, and the staffs of the girls' schools now include teachers specially qualified to give instruction in this important branch of a girl's education. Of these teachers, seven received their training at holders of home-science bursaries at the Otago University.

Approved classes for subjects bearing on rural life and pursuits were carried on at twelve schools. At many of the rural secondary schools more or less complete courses of agricultural instruction are now included in the school curriculum, and should as they develop form an important feature thereof, especially if, as appears to be the case, they continue to receive adequate support at the hands of the communities concerned.

#### STAFFS OF SECONDARY SCHOOLS.

(E.-6, Table K4.)

The number of teachers on the staffs of secondary schools, excluding lower departments, in the years 1915 and 1916 was as follows:—

	1915.			1916.		
	Males.	Females.	Total.	Males.	Females.	Total.
Regular staff ... ..	174	126	300	175	148	323
Part time ... ..	44	42	86	41	45	86

Included in the regular staff of 323 teachers were 33 principals and 290 assistants. According to the provisions of the Education Act, 1914, the number of assistants in any secondary school must be not less than one for every 25 pupils, and it appears that for all schools taken together the average number was 24. War conditions have made it difficult, and in some cases impossible, to carry out the provisions of the Act, with the result that in individual schools the number of pupils per assistant teacher ranged from 15 to 33. Including the principals, the average number of pupils per teacher was 22, the number ranging in the individual schools from 14 to 28. The corresponding figures for secondary schools on the grant list in England and Wales is 17·3, and for schools in Ontario 24.

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 1916 there were in the secondary departments of district high schools 96 special secondary assistants—28 men and 68 women. Leaving

out of consideration the head teachers, the average number of pupils per teacher was 23. This comparatively low average is dominated by the influence of the smaller schools of this type; where the number in the secondary department is large the staff provided falls considerably short.

#### SALARIES AND STATUS OF SECONDARY TEACHERS.

(E.-6, Table K4.)

The total annual amount of salaries of full-time teachers in secondary schools as at the rate payable in December, 1916, was £88,313, showing an increase of £8,686 over the corresponding amount for the previous year, due for the most part to the natural increase in the staff. To this figure should be added the value of board and residence when provided for teachers, amounting to £2,520, thus making a total of £90,833. Taking this amount the average cost of salaries per head of average attendance works out at £12.98, and ranges in the various schools from £9.6 to £26.62, or, excluding the Wanganui Collegiate and Christ's College Grammar Schools, from £9.6 to £17.82. In twenty-one out of the thirty-three schools the range is from £9.6 to £13. It might be stated in this connection that the highest rates of salary per head of average attendance do not as a rule, as is sometimes supposed, obtain in the schools with the largest income from reserves; in point of fact, in some cases the position is directly the reverse. Full particulars relating to individual schools may be found in Table K4 in E.-6.

By the provisions of the Education Act, 1914, certain minimum salaries and minimum average salaries are payable to secondary-school teachers. The following figures indicate the average rates prevailing in 1915 and 1916:—

#### AVERAGE SALARIES IN SECONDARY SCHOOLS.

	1915.			1916.		
	M. £	F. £	All. £	M. £	F. £	All. £
Principals ...	585	436	535	593	431	539
Assistants ...	266	187	232	266	186	228
Whole staff ...	306	209	265	306	204	260

The average salaries for 1916 differ very little from those payable in the previous year. The employment of a number of temporary teachers at lower salaries than those of the men on military service whose places they are filling would probably account for the average salaries of male assistants not showing an increase. Salaries or allowances paid to teachers on active service have not been included in the figures.

The average salary of all secondary-school teachers in New South Wales is £204, and in Ontario £297, as compared with £260 in New Zealand.

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, 1915 and 1916, as follows:—

	1915. £	1916. £
Male assistants ...	239	250
Female assistants ...	200	208
All secondary assistants ...	215	220

(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 £22,957, as against £22,080 for 1915. The amount paid as a war bonus is not included.

The question of the training of secondary-school teachers has recently come into prominence. Provision is made for University graduates to attend the teachers' training colleges for one year and thus acquire some training and experience in the art of teaching, but the number of graduates availing them-

selves of this opportunity is very small. There is an obvious necessity of having trained or experienced secondary-school teachers to deal especially with pupils from primary schools during their first year in the secondary schools, admittedly a difficult and critical period demanding the greatest skill on the part of the teacher. Such positions are generally filled by junior teachers, the remuneration that can be offered being insufficient to tempt teachers possessing both academic status and teaching experience. The whole matter is a difficult one, which must, however, be faced in the near future, and more adequate provision for the training of secondary-school teachers will require to be made.

So far as University examination status is concerned secondary-school teachers are well equipped. The following table shows the professional qualifications of the teachers of secondary schools and secondary departments of district high schools :—

STATUS OF SECONDARY TEACHERS (REGULAR STAFF ONLY), DECEMBER, 1916.

	Secondary Schools.		District High Schools (Secondary Department).	
	Number.	Percentage.	Number.	Percentage
<b>Principals—</b>				
Graduates, also holders of teacher's certificate	20	61	18	30
Graduates (not included above) .. ..	12	36	..	..
Holders of teacher's certificate only .. ..	1	3	42	70
Totals .. .. .	33	100	60	100
<b>Assistants—</b>				
Graduates, also holders of teacher's certificate	105	36	59	62
Graduates (not included above) .. ..	125	43	3	3
Holders of teacher's certificate only .. ..	5	2	26	27
Uncertificated .. .. .	55	19	8	8
Totals .. .. .	290	100	96	100

The number of uncertificated assistants in secondary schools increased from 13 per cent. in 1915 to 19 per cent. in 1916. This is no doubt owing to war conditions and the consequent employment of temporary teachers with lower qualifications than those generally accepted.

#### FINANCES OF SECONDARY SCHOOLS.

(E.-6.—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 grant 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.



Taking into account the assets and liabilities of the various Boards, it appears that the total debit balance at the end of 1916 was £15,463, nine Boards being in debit and seventeen having a credit balance. The debit balances are for the most part due to loans required for the erection of necessary buildings. The following is a summary of the monetary assets and liabilities at the end of the year:—

<i>Monetary Assets.</i>			<i>Liabilities.</i>			
		£			£	
Bank balances	..	..	31,330	Overdrafts ..	..	9,921
Other assets	..	..	34,021	Other liabilities	..	70,893
<b>Total</b>	..	..	<b>£65,351</b>	<b>Total</b>	..	<b>£80,814</b>
				Debit balance	..	£15,463

The figures below indicate the position with regard to the income and expenditure on account of free-place holders at secondary schools. The expenditure on account of lower departments has been excluded from these figures, which results in their being a little different from those given in the summary of income and expenditure above.

	1914.	1915.	1916.
Total number of pupils, excluding lower departments (roll number beginning of first term) ...	6,009	6,595	7,075
Total net income from endowments ...	£9,781	£7,172	£8,608
Net income from endowments per head ...	£1·63	£1·088	£1·217
Approximate annual rate of capitation ...	£10·60	£12·816	£12·304
Total available net income per free pupil for salaries and incidental expenses ...	£12·23	£13·904	£13·521
Total expenditure on salaries of staff ...	£62,805	£75,038	£81,999
"    incidental expenses ...	£9,804	£10,526	£14,921
"    staff salaries, and incidental expenses ...	£72,609	£85,564	£96,920
Expenditure per head of roll on staff salaries ...	£10·45	£11·38	£11·56
"    per head of roll on incidental expenses	£1·63	£1·60	£2·11
Total expenditure per head on staff salaries, and incidental expenses ...	£12·08	£12·98	£13·67

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 the latter sum in 1916 amounted to £90,693 10s., and the expenditure on the items named was £96,920, 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, and it will be necessary for refunds to be made to the Department.

Further details of the income and expenditure of secondary schools will be found in Tables K6-K9 of E.-6.

#### *Secondary Education Reserves Revenue.*

The total amount received by High School Boards from this fund amounted in 1916 to £8,054. Details of the distribution are shown in Table K10 in E.-6.

#### LOWER DEPARTMENTS OF SECONDARY SCHOOLS.

(E.-6, Tables K11 and K12.)

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 fourteen secondary schools during 1916; the total number of pupils in these departments was 466—296 boys and 170 girls; the total annual rate of salaries of teachers was £2,721; the total amount of fees received on account of the pupils was £3,482.



## FREE SECONDARY EDUCATION.

(E.—6, Table K5.)

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—

- (1.) For entrance to secondary schools and district high schools—
  - (a) Special examinations for Junior National Scholarships,
  - (b) the certificate of proficiency.
- (2.) For entrance to technical high schools the means of qualification named in (1), or the certificate of competency in S6, with a special endorsement of merit in handwork and elementary science, which for the purposes of technical schools is deemed to be equivalent to a certificate of proficiency.
- (3.) For entrance to technical classes other than technical high schools the means of qualification named in (1) or (2), or, under special conditions applicable to industrial courses only, a recommendation by the Inspector of Schools if a pupil is over fourteen years and has been in regular attendance at a public school up to a date not more than six months prior to the date of admission to the technical classes.

The special examination for junior free places hitherto serving as an additional means of qualification for junior free places is not longer to be held, the scholarship examination serving the purpose.

Senior free places are tenable at secondary schools, district high schools, and technical high schools up to the age of nineteen, and at technical classes other than technical high schools for three or in some cases four years. The means of qualification for senior free places are the Intermediate or other equivalent examinations, or the recommendation of the Principal or Director of the school or classes attended based on the school records and examination results, or the recommendation of an Inspector of Secondary Schools, or in the case of district high schools of the Senior Inspector of the district, or in part on such a recommendation and in part on the results of a special examination.

The conditions set out above are as prescribed in regulations recently gazetted. The provision for qualification for senior free places on the recommendation of the principal or director of secondary or technical schools has been in existence for the last three or four years, but in the case of secondary schools it was suspended in 1916 partly on account of insufficient inspectorial staff. Partial exemption was granted, however, to 543 candidates for the Intermediate Examination, who were either not required to take the examination in science subjects or received credit for individual practical work done during the year in subjects not included in the examination programme.

In accordance with the amended regulations referred to, it will be compulsory in future for every girl during the tenure of her junior free place to receive instruction in home science, and for every boy attending the secondary department of a district high school (of not more than seventy pupils) to receive instruction in agriculture and dairy science.

The following are some of the figures for 1915 and 1916 in regard to free places in secondary schools :—

	1915.	1916
Number of secondary schools giving free tuition ..	31	31
Roll number of these schools .. .. .	6,033	6,585
Number of free-place holders at end of year ..	5,593	5,826
Average number of free-place holders during year ..	5,624	6,045
Free-place holders as a percentage of roll number ..	93 per cent.	92 per cent.
Total annual payment by Government for free places ..	£71,075	£74,380
Cost to Government per free pupil .. .. .	£12 12s. 5d.	£12 6s. 10d

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 88 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, 1,938 free-place holders at district high schools, 101 Maori pupils receiving free education in Maori secondary schools, and 1,915 holders of free places in technical high schools. Consequently, there were approximately 10,132 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.

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, 1915 AND 1916.

	1915.			1916.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils	2,197	1,858	4,055	2,283	2,013	4,296
(b.) Senior free pupils	838	700	1,538	818	712	1,530
Totals	3,035	2,558	5,593	3,101	2,725	5,826
(ii.) District high schools—						
(a.) Junior free pupils	956	1,012	1,968	873	909	1,782
(b.) Senior free pupils				80	121	201
Totals	956	1,012	1,968	953	1,030	1,983
(iii.) Maori secondary schools	40	52	92	43	58	101
(iv.) Technical high schools—						
(a.) Junior free pupils	768	771	1,539	798	897	1,695
(b.) Senior free pupils	76	154	230	81	139	220
Totals	844	925	1,769	879	1,036	1,915
Grand totals	4,875	4,547	9,422	4,976	4,849	9,825

#### SCHOLARSHIPS HELD AT SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

(See also E.—6, Tables K5 and L6.)

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. Scholarships are awarded to all candidates reaching a certain standard, 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 1916 were as follows: 252 candidates qualified for Junior National Scholarships (as against 204 in the previous year), of which number 19 were pupils of sole-teacher schools, and 58, or 19 per cent., were pupils of secondary schools. In spite of the lower standard required

to be reached by pupils of sole-teacher schools, the proportion of successful candidates coming from these schools is much smaller than it should be on an average attendance basis. One-seventh of the number of scholarships awarded should go to pupils of one-teacher schools, while in point of fact only one-thirteenth of the number were awarded to such pupils.

The number of candidates qualifying for Senior National Scholarships was 112, of which number 8 (as compared with 3 for the previous year) qualified on the alternative programme provided specially to suit the needs of those taking a rural or domestic course.

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

The following figures indicate the number and the value of scholarships current in December, 1915, and December, 1916, respectively, the figures for 1915 representing only Junior National Scholarships awarded under earlier conditions:—

Number of scholarship-holders—	1915.	1916.
Boys ... ..	91	252
Girls ... ..	51	130
Totals ... ..	142	382
Number receiving boarding-allowance (included in the above total) ... ..	76	143
Number receiving travelling-allowance (similarly included) ... ..	4	12
Number held at secondary schools ... ..	120	334
Number held at district high schools ... ..	22	48
Total annual rate of payment... ..	£3,772	£7,748

#### (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 1916 316 Education Board Scholarships of a total annual value of £5,605.

#### (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 1916 was 145. Of the holders, fifty-four were also Government free pupils under the regulations. The total annual value of the scholarships in cash was £1,048. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £1,097, the value of the Government free places already mentioned not being included in this amount.

#### SECONDARY-SCHOOL CERTIFICATES.

Three classes of certificates may be issued to free-place holders taking a secondary course of instruction. The intermediate certificate may be granted to junior-free-place holders who have satisfactorily completed under certain conditions a two-years course at a secondary school, district high school, or technical high school, and who in general are qualified in attainment to receive a senior free place. The lower leaving-certificate may be issued to pupils who have satisfactorily completed a three-years course of secondary instruc-

tion, including not less than one year of a senior course in which the standard of work is sufficiently advanced in character to meet the requirements of the examination for a teacher's certificate of Class D, or of the Matriculation Examination. Likewise the higher leaving-certificate may be granted to pupils having satisfactorily completed at least a four-years course of secondary instruction and having satisfied the requirements of the lower leaving-certificate, and, in addition, having completed to good advantage and under certain conditions a further secondary course of not less than one year.

#### TECHNICAL INSTRUCTION.

(See also E.-5, Report on Technical Instruction.)

##### GENERAL.

The work of the schools and classes has proceeded satisfactorily considering the many unavoidable hindrances and disabilities arising out of the war. The ranks of the teaching staff and of the students have been thinned by numerous departures for the front. The published lists of distinction for bravery, initiative, and resource, and of killed and wounded, include the names of many instructors and students. When the time arrives for reviewing New Zealand's effort in the cause of freedom it will be found that the technical schools, in common with other educational institutions, have responded well to the continued calls for reinforcements. As was to be expected, the returns for the year show for the first time a falling-off in the attendance at evening classes, while the technical high schools show a small increase, and this in spite of the demand for young people to take the places of those who have enlisted. The total number of students in attendance at all schools and classes was 19,691, a decrease of 511. In the circumstances such an attendance must be regarded as very satisfactory. The total number of students receiving free education under Government regulations or as holders of local scholarships and free places was 7,574, an increase of 591. The practical interest hitherto taken by local bodies, industrial organizations, and others in technical education has been continued in face of the many and increasing demands on the pockets of the community. Contributions in money from the above sources (carrying a Government subsidy of £1 for £1) totalled £4,200 for the year.

The school authorities have, for obvious reasons, considerably refrained from making application for grants for other than urgent requirements in the way of necessary buildings and equipment. Consequently, the amount (£4,040) distributed in the shape of Government grants was very much less than usual; in the previous year £13,461 was distributed. The number of buildings specially designed and equipped for technical instruction is now about sixty. Where such buildings have not yet been provided (*e.g.*, in remote 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 Taranaki, at sixteen in Wanganui and Canterbury, at twelve in Otago, and at seven in Auckland and Southland, and in smaller numbers in the remaining three education districts.

#### CLASSES OTHER THAN CLASSES AT TECHNICAL HIGH SCHOOLS.

Classes were held in 151 centres, seventeen less than last year. The number of classes and the number of individual students in attendance were as follow:—

Description of Class.	Number of Classes.		Number of Students.	
	1915.	1916.	1915.	1916.
(a) Conducted by Education or High School Boards ..	1,016	1,058	10,616	10,169
(b) Conducted by Technical School Boards or by Managers ..	636	678	6,855	6,699
(c) Conducted by University Colleges ..	165	179	776	718
<b>Totals ..</b>	<b>1,817</b>	<b>1,915</b>	<b>18,247</b>	<b>17,586</b>

Of the above groups classes of the (a) group continued to be the most numerous and the most widely distributed. Most of the classes in remote centres belong to this group. Classes of the (b) group, though held at a relatively small number of centres (thirty in all, including subcentres), constitute most of the largest and best-equipped schools in the Dominion. Classes of the (c) group are held at three of the four largest centres, and include some classes not of University rank.

Following are some particulars of the ages, sex, and occupations of students:—

	Seventeen Years of Age and Under.		Over Seventeen Years of Age.		Totals.	
	1915.	1916.	1915.	1916.	1915.	1916.
Males .. .. .	3,948	4,620	5,142	3,991	9,090	8,611
Females .. .. .	3,361	4,007	5,796	4,968	9,157	8,975
Totals .. .. .	7,309	8,627	10,938	8,959	18,247	17,586

#### SUMMARY OF OCCUPATIONS OF STUDENTS.

	Number of Students.	Percentage of Total.
Clerical pursuits .. .. .	2,207	12·5
Professional pursuits .. .. .	2,382	13·5
Students .. .. .	3,200	18·7
Domestic pursuits .. .. .	3,179	18·1
Agricultural pursuits .. .. .	1,207	6·9
Various trades and industries... .. .	4,952	28·2
Other occupations not included in above .. .. .	369	2·1
	<b>17,586</b>	<b>100·0</b>

It will be noticed that, while there was an increase of about 15 per cent. in the number of students under seventeen years of age, there was a decrease of about 18 per cent. in the number over that age, due, of course, to enlistments and the demand for women to fill vacancies caused thereby. Of the total number of male students, 46 per cent. were over seventeen years of age, as compared with 56 per cent. last year. More than half of the total number of students were females, while over a quarter of the students were engaged in various trades and industries. The summary of occupations of students indicates that the curricula of the schools as a whole are framed with a view to meet as far as practicable the educational needs of students engaged in a wide range of occupations.

#### NUMBER OF CLASSES IN CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION HELD IN 1915 AND 1916.

Subjects of Instruction.	Number of Classes.	
	1915.	1916.
Mathematics and science .. .. .	148	170
Engineering .. .. .	164	195
Wood and lead working and other trades subjects .. .. .	179	193
Agriculture, wool-sorting, dairy-work, &c. .. .. .	134	105
Art and art crafts .. .. .	254	255
Domestic subjects .. .. .	369	346
Commercial subjects .. .. .	259	322
Subjects of general education .. .. .	310	329
Totals .. .. .	<b>1,817</b>	<b>1,915</b>

The increase (thirty-one) in the number of classes for engineering is indicative of the rapidly growing demand for instruction bearing on occupations calling for a practical knowledge of mechanical, electrical, and civil engineering. The increasing use of mechanical and electrical power for industrial and other purposes must lead in the near future to very considerable developments in connection with this important branch of technical education. At present

ten schools, including those in the four chief centres, are provided with well-equipped engineering workshops, and offer fairly full courses, both elementary and advanced, while the Engineering School in connection with Canterbury College, Christchurch, offers full degree and diploma courses in mechanical, electrical, and civil engineering.

The classes relating to the building, plumbing, and other important trades continue to be well supported, particularly in the larger centres, by various industrial organizations. The setting-up in some districts of advisory committees representing masters and men has had a beneficial effect in bringing the trades concerned and the technical schools into closer relationship.

Classes bearing on rural pursuits were held at seventy-eight centres during the year, and were attended by 1,626 students. The subjects dealt with included agriculture, dairy-work, wool sorting and classing, shearing, horticulture, and orchard-work. It is gratifying to note, as an indication that the value of the instruction is recognized, that the farmers willingly contribute to the funds of the classes.

Classes for domestic subjects were held at most of the schools. There was a decrease both in the number of classes and in the number of students in attendance, due no doubt to the fact that the services of a large number of young women have been availed of for patriotic and other purposes arising out of the war. The special courses in home science and domestic arts at the Otago University continue to meet with satisfactory support. The number of students in attendance during the year was thirty-six, of whom twenty-one were prospective teachers of domestic subjects holding Government bursaries. Of these bursars twelve took the degree course and nine the course for the diploma. Payments totalling £1,160 were made by the Government on account of home-science bursaries, being at the rate of £55 per bursar. Fourteen students have on the completion of their courses been appointed to positions in various schools in the Dominion.

#### NUMBER OF STUDENTS TAKING GROUP COURSES.

Course of Instruction.	Number of Students.	
	1915.	1916.
Elementary and higher commercial, and general courses for public examinations	2,682	3,055
Industrial (including agriculture)	1,417	1,480
Domestic	855	711
Pure and applied art	684	671
Totals	5,638	5,917

Group courses occupying not less than four hours a week and eighty hours a year were provided at fifty centres, an increase of 9 per cent. About 34 per cent. of the students in attendance took such courses, the total number doing so being 279 more than last year. The attendance at commercial and general courses shows an increase of 14 per cent., and at industrial courses of 4 per cent.

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

	1915.			1916.			
	Males.	Females.	Total.	Males.	Females.	Total.	
Junior free pupils	First year	850	501	1,351	820	596	1,416
	Second year	549	358	907	534	418	952
Senior free pupils	First year	447	348	795	433	354	787
	Second year	305	262	567	310	273	583
	Third year	162	109	271	175	147	322
Totals	2,313	1,578	3,891	2,272	1,788	4,060	

Nearly 25 per cent. of the total number of students in attendance at classes held free places as above. The total number of junior free pupils was 2,368, an increase of 110, and of senior free pupils 1,692, an increase of 59. Over 50 per cent. of the students who entered technical classes as first-year junior

free pupils in 1915 continued to attend in 1916. Of the total number of senior free pupils in their first year over 35 per cent. had previously completed two years at technical classes as junior free pupils. The remaining 65 per cent. had previously attended technical high schools, secondary schools, or district high schools. In addition to students holding Government free places, 310 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 ten school districts in Auckland, in three in Wanganui and Taranaki respectively, and in one in Hawke's Bay. The number of students attending under these regulations was 1,219, an increase of 361. Of this number, 654 were males. Returned soldiers to the number of 70 were admitted to free education under regulations gazetted last year providing for the free education of duly accredited returned soldiers at technical schools. Although, as was confidently expected, the school authorities offered facilities up to the limit of their available resources, the attendance was much below expectations. It is not difficult to advance reasons for what appears to be a meagre response on the part of the soldiers. For example, many of them being men of good education do not stand in need of further education, and are able to take up or return to profitable employment. Again, the courses of work at technical schools are not designed to enable students quickly to become proficient in the technique of a particular trade or industry and put them in a short time in the way of commanding good wages. Yet another cogent reason is the unavoidable disturbing effect which the sudden change from civil to military life must have on the individual. If, presently, it is found that there is any considerable number of returned soldiers who desire and stand in need of further industrial training, means must be found for giving them such training either at selected technical schools prepared, with the assistance of grants if necessary, to specialize in particular trades or industries, or, possibly, at one or more special institutions.

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.	
	1915.	1916.
Auckland Technical College ... ..	1,451	1,329
Christchurch Technical College ... ..	1,156	1,225
Wellington Technical College ... ..	1,163	1,207
Dunedin Technical College ... ..	1,277	1,204
Wanganui Technical College ... ..	984	814
Palmerston North Technical School ... ..	566	673
Dunedin School of Art ... ..	535	560

The fall in the attendance at some of the above schools is due to withdrawals as the result of enlistment. The attendance at the schools and classes generally must be regarded as satisfactory in view of the fact that it is for the most part voluntary. That so many students are prepared to take up definite courses of study involving attendance on three or more evenings a week is not the least gratifying feature of the present voluntary system.

Capitation earnings for the year totalled £34,771 (including £9,599 on account of free pupils, pupils admitted under "compulsory regulations," and returned soldiers), being at the rate of nearly £2 per student. The rates of capitation vary from 2d. to 8d. per hour according to the year and nature of the instruction. These rates are increased by one-half in the case of classes in remote centres. An additional rate of 3d. per hour is paid on account of free pupils, "compulsory" pupils, and returned soldiers. Payment is not made on account of any student for more than 400 hour-attendances a year, but this maximum is only reached by a small proportion of students.

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 nine and the latter at thirteen centres. The total number of entries was 421, and the number of passes 262. In connection with the technological examinations bronze medals were awarded to two Auckland

students on the results of the examination in electrical wiremen's work, Grade I, and plumbers' work, Grade II, respectively. Two candidates, one at Wellington and one at Invercargill, attained the standard required for a prize in the subjects of mechanical engineering, Division II, Grade II, and cabinetmaking, Grade I, respectively, but being instructors were disqualified.

#### 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.	
	1915.	1916.
Auckland ... ..	464	508
Wanganui ... ..	185	250
Wellington ... ..	254	285
Napier ... ..	108	111
Westport ... ..	20	29
Christchurch ... ..	421	376
Dunedin ... ..	304	315
Invercargill ... ..	199	231
Totals ... ..	1,955	2,105

The total enrolment for the year, which shows an increase of 7·7 per cent., must be regarded as satisfactory, indicating that these schools, which are mainly vocational in character, are fully justifying their existence as units in the system of secondary education. Speaking generally, it would appear that requirements in the way of secondary education in the case of a rural centre, or, indeed, of any centre outside the larger urban centres, would be best met by the establishment of what may be termed a general-purpose school, of which the technical high school may be cited as a typical example.

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

Course.	Number of Pupils.		
	Males.	Females.	Total.
Industrial ... ..	480	...	480
Commercial and general ... ..	338	831	1,169
Domestic ... ..	...	301	301
Agricultural ... ..	153	...	153
Art ... ..	2	...	2
Totals ... ..	973	1,132	2,105

Over 55 per cent. of the pupils took commercial and general courses, industrial courses being taken by 22·8 per cent., and domestic courses by 14·3 per cent. There was an increase of thirty-eight in the number of pupils taking agriculture. Seven of the schools offered industrial, commercial, and domestic courses: four of these offered also an agricultural course, and one an art course; while one school (Westport) offered an industrial (engineering) course only.

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

	1915.			1916.			
	Males.	Females.	Total.	Males.	Females.	Total.	
Junior free pupils	First year ..	501	505	1,006	518	577	1,095
	Second year	267	266	533	280	320	600
Senior free pupils	First year ..	60	121	181	70	109	179
	Second year	15	26	41	11	28	39
	Third year	1	7	8	..	2	2
Totals .. ..	844	925	1,769	879	1,036	1,915	



Of the total number of pupils in attendance 91 per cent. were receiving free education under the Regulations for Free Places. Junior free places were held by 1,695 pupils, an increase of 156, and senior free places by 220 pupils, a decrease of 10. Over 50 per cent. of the pupils who entered the technical high schools in 1915 as first-year junior free pupils continued to attend in 1916, while about 22 per cent. of the pupils who completed the second year of their junior free places in 1915, having qualified for senior free places, continued to attend in 1916. Of the pupils who left on completing their junior free places in 1915, 28 per cent. qualified for and were admitted to senior free places at evening classes in 1916.

The rates of capitation vary from £12 10s. a year for first-year free pupils to £15 for third-year free pupils, and from £8 5s. to £10 in the case of other pupils. Capitation amounting to £23,295 was earned in respect of 2,029 pupils, of whom 1,845 were free pupils, as compared with £20,985 for the previous year. The rates of payment for pupils who qualified for capitation were £11·93 in the case of free pupils and £6·97 in the case of other pupils. To earn the full rate an attendance of not less than 800 hours a year is required. The scale of payments hitherto in force has been recently amended with the view of simplifying the computation of claims and at the same time of augmenting the funds at the disposal of controlling authorities. Coincidentally, a system of regular monthly payments has been inaugurated, the total effect being to place the finances of the technical high schools in a more favourable position than heretofore. Under the new scale the rate of payment in respect of free pupils who qualified for capitation in 1916 works out at £12·7 per pupil.

#### FINANCIAL.

The total capitation earnings of all classes, including technical high schools, was approximately £58,066 (giving a rate of £2·9 per student as compared with £2·6 for the previous year), of which £24,723 was earned by classes conducted by Education Boards, £29,284 by classes conducted by Technical School Boards and Managers, and £4,059 by classes conducted by University Colleges and High School Boards.

The following is a summary of receipts from all sources and of expenditure for 1916 in respect of classes conducted by Education Boards or High School Boards, or by Technical School Boards or Managers (including in each case technical high schools) :—

RECEIPTS.	Classes conducted by	
	Education or High School Boards.	Technical School Boards or Managers.
	£	£
Capitation .. .. .	27,153	29,300
Class fees .. .. .	3,822	4,834
Voluntary contributions and subsidies thereon ..	2,529	5,239
Grants for buildings, &c. .. .. .	1,997	1,602
Sundry receipts .. .. .	4,874	6,585
Totals for 1916 .. .. .	40,375	47,560
Totals for 1915 .. .. .	£40,131	£49,767
EXPENDITURE.		
Staff salaries .. .. .	23,722	29,072
Working-expenses .. .. .	8,642	12,109
Buildings, &c. .. .. .	6,017	5,193
Totals for 1916 .. .. .	38,381	46,374
Totals for 1915 .. .. .	£34,789	£46,084

Working-expenses represented 26 per cent. of the total receipts, exclusive of grants for buildings and equipment, in the case of classes conducted by Education Boards or High School Boards, and 29 per cent. in the case of classes conducted by Technical School Boards or Managers.

For the year the total receipts from all sources exceeded the total expenditure under all heads by £3,180, indicating that the available funds were wisely administered by the school authorities as a whole. Payments by the Government by way of capitation, grants for buildings and equipment, and subsidies on voluntary contributions represented 76 per cent. of the total receipts for the year.

With the view of placing the finances of the technical schools in a more favourable position than formerly and of enabling controlling authorities to meet their liabilities month by month, the system of interim capitation claims extending over the school year and into the financial year, hitherto in vogue, has been replaced by a system providing for the payment in regular monthly instalments within the school year of an amount approximating to the estimated capitation earnings for that year, thus obviating the carrying forward, as has been the case in the past, into the following year of any large amount due on account of the previous year. This change in the method of payments involves an increased appropriation for the current year.

The following is a summary of monetary assets and liabilities, as at the end of the year, of Education Boards as controlling authorities of technical classes and of Technical School Boards and Managers :—

—	Education Boards.	Technical School Boards and Managers.	Totals.
MONETARY ASSETS.			
	£   s.   d.	£   s.   d.	£   s.   d.
Bank balances .. .. .	5,040 13 1	5,930 1 2	10,970 14 3
Other assets .. .. .	15,064 0 0	18,663 11 5	33,727 11 5
Total assets .. .. .	20,104 13 1	24,593 12 7	44,698 5 8
LIABILITIES.			
Overdrafts .. .. .	11,909 1 10	2,765 16 11	14,674 18 9
Other liabilities .. .. .	820 0 0	4,290 19 7	5,110 19 7
Total liabilities .. .. .	12,729 1 10	7,056 16 6	19,785 18 4

In the case of Education Boards, nine in number, four show net credit balances totalling £11,957 14s. 3d., while five show net debit balances totalling £4,582 3s., the total net credit balance being £7,375 11s. 3d. In the case of Technical School Boards and Managers, nineteen in number, eighteen show net credit balances totalling £20,064 18s. 11d., and one a net debit balance of £2,528 2s. 10d., giving a total net credit balance of £17,536 16s. 1d.

It is evident that the financial position as a whole is satisfactory, and indicates that the school authorities collectively are not hampered by insufficiency of funds. It will be noted that the financial position of some of the Education Boards does not compare favourably with that of the majority of the Technical School Boards. Account must, however, be taken in this connection of the fact that the classes conducted by Education Boards include a number of classes for elementary or single subjects at small centres—classes which earn capitation at lower rates than in the case of most of the classes conducted by Technical School Boards, where definite courses of work, both elementary and advanced, are the rule rather than the exception. Three full-time technical high schools (787 students) and 985 classes (over 10,000 students) were conducted by Education Boards at 115 centres during the

year, as compared with five full-time technical high schools (1,318 students) and 678 classes (nearly 7,000 students) at thirty centres in the case of Technical School Boards. Further, the funds of the classes conducted by Education Boards 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 conducted by Technical School Boards. Voluntary contributions and subsidies in 1916 totalled £2,149 in the case of the former and £5,239 in the case of the latter.

The following is a summary of the expenditure by the Government on technical instruction during the financial year ended the 31st March, 1917 :—

Capitation ... ..	£	64,856
Subsidies on voluntary contributions ... ..	4,206	
Home science bursaries ... ..	1,180	
Grants in aid of material for class use ... ..	3,187	
		8,573
Grants for buildings and equipment ... ..		6,614
Conveyance of—		
Instructors ... ..	790	
Students ... ..	235	
Free pupils ... ..	2,361	
		3,386
Examinations ... ..		449
Inspectors' salaries and travelling-expenses ... ..		1,226
		85,104
Less recoveries (examination fees, &c.) ... ..		173
		<u>£84,931</u>

The expenditure was at the rate of £4·3 per student, as compared with £3·5 for the previous year. Included in the total is £2,424 from national-endowment revenue.

#### SPECIAL SCHOOLS.

[See also E. 4—Report on Special Schools and Infant Life Protection.]

#### WORK OF THE SPECIAL SCHOOLS SECTION.

The special-schools section of the work of the Education Department includes (1) the care of destitute, uncontrollable, or delinquent children committed to receiving-homes or industrial schools, and all juvenile offenders transferred from gaols to industrial schools; (2) the education and care of deaf, blind, or feeble-minded children over the age of six years; (3) the supervision of all children under the age of six years who are—(a) maintained apart from their parents or guardians, (b) adopted with premium.

#### INDUSTRIAL SCHOOLS.

At the 31st December, 1916, there were nine institutions, officially known as industrial schools, directly under the control of the Education Department. Of these, three are devoted to the training of girls and three to the training of boys. The remaining three are receiving-homes which deal with children (boys and girls) who are fit to be boarded out in country homes, or who, if over the age of fourteen years, are capable of taking situations. There are also thirty-six industrial schools under private control to which children may be committed under the Industrial Schools Act, and which are subject to inspection by the Education Department.

The number of children brought for the first time under the operation of the Industrial Schools Act during 1916 was 436; the number whose names were written off during the year was 317, and the total roll number at the end of the year was 3,284. Of these, 1,970 were boys and 1,314 girls.

## The children are classified as follows :—

In residence—	
In Government industrial schools other than reformatories	472
In reformatories (boys)	142
"    (girls)	40
	654
In private industrial schools	355
	1,009
Boarded out—	
From Government schools (including receiving-homes)	1,076
From private industrial schools	6
	1,082
Placed out in situations	570
With friends on probation	387
In private institutions, hospitals, absent without leave, in prison, &c.	236
	3,284

The net expenditure for the last financial year, exclusive of capital charges for additional buildings, works, &c., was £41,304, showing a decrease of £644 on that of the preceding year, although 515 more children were actually maintained, the numbers being 2,655 and 2,140 respectively.

The contributions from parents under orders of Court, agreements, &c., amounted to £12,297, being at the rate of £4 12s. 8d. per head of those maintained. This is an increase of 3s. 7d. per head over the rate of the preceding year.

The following figures show the expenditure in connection with Government and private industrial schools during the year :—

## EXPENDITURE ON GOVERNMENT INDUSTRIAL SCHOOLS, 1916-17.

	£
Salaries	14,788
General maintenance	23,237
Travelling-expenses	1,346
Furnishings, repairs to buildings, small works	1,568
New buildings and works	332
Payments to foster-parents	23,408
	64,679
Recoveries from parents and others	£23,796
Sales, &c.	2,565
	26,361
Net cost of institutions	38,318
Salaries, &c., of visiting and probation officers and sundries	2,118
	£40,436

## EXPENDITURE ON PRIVATE INDUSTRIAL SCHOOLS.

	£
Gross cost	2,857
Recoveries	1,884
	£973

Included in the total sum recovered (£25,680) is an amount of £13,383 paid by Hospital and Charitable Aid Boards for the maintenance of 836 children committed to industrial schools on account of indigency. In addition 169 inmates of private industrial schools were maintained at the expense of Hospital and Charitable Aid Boards. As these latter schools make their claims direct against the Boards the figures are not included in this report.

Section 50 of the Industrial Schools Act provides for the placing of inmates of industrial schools in situations and for part of their earnings to be placed in trust accounts in the Post Office Savings-bank. There are some two thousand such trust accounts, representing about £50,000. Though these earnings cannot be claimed as a right in practice, they are generally paid over to the

persons concerned who, after passing out of the control of the schools, are able to give evidence of good character, provided that satisfactory investments for the money are shown.

#### INMATES AND PAST INMATES OF INDUSTRIAL SCHOOLS WHO HAVE ENLISTED FOR ACTIVE SERVICE.

It is difficult to estimate the number of present and past inmates who have enlisted for active service. Some hundreds have left New Zealand with the Expeditionary Forces, in a great many cases as N.C.O.s, and some have gained commissions in the field. Almost every casualty list contains the names of some of these boys, who have either been wounded or have made the supreme sacrifice. As soon as it is possible to do so a list will be prepared of all the names of these lads. No greater proof of the value of the training given under the industrial-schools system is necessary when it is remembered that prior to commitment the majority of these lads have been at some time or other well on the road towards a socially inefficient or criminal career.

#### INFANT-LIFE PROTECTION.

The purpose of this system is to provide supervision and protection for infants boarded out by their parents or guardians in circumstances that might lead to their neglect or ill treatment. Unless licensed as a foster-parent, no person in consideration of any payment or reward may receive or take charge of an infant for the purpose of nursing or maintaining it apart from its parents or guardians for longer than seven consecutive days. "Infant" means a child under six years of age. Besides the district agents, duly appointed officers who are qualified nurses have full power to inspect the licensed homes. If necessary the Education Department may take over the maintenance of a child, recovering the cost from the parents or guardians, and the foster-parent's license may be revoked, the children in the home being otherwise provided for as the Minister may direct. Payment of a premium on the adoption of a child brings the case within the provisions of the Act.

The number of homes licensed at the end of the year was 1,054, and the total number of children in them during the year was 1,250, a decrease of 190 for the year. Of this total the number of infants under one year was 365. Seventeen children died, being 1·36 per cent. of those in the homes. Of that number, nine died in foster homes and eight in hospitals or nursing-homes to which they had been removed for treatment, so that the deaths in foster-homes represented 0·72 per cent. only of the total number dealt with.

The expenditure in connection with infant-life protection for the year ended 31st March, 1917, was £1,350; for the preceding year the amount was £1,476.

#### SCHOOL FOR THE DEAF, SUMNER.

Number of pupils who returned to the school in February, 1916, after the summer vacation	98
Number admitted during the school year	14
Left during or at the end of the school year	14
Number remaining on the roll after the close of the school year	98

Thirteen pupils were removed from school during the year, having reached a satisfactory standard of education. One day-school pupil died at home from heart-disease. The length of the school life of deaf children varies from two to ten years.

The necessity for sending deaf children to be properly treated at as early an age as possible is imperative, since the process of educating the deaf must be slower and more arduous than in the case of normal children. Of the fourteen new pupils admitted during the year six had reached an average age of eight years and one month, one was ten years and four months, one eleven years and ten months, two fourteen years and seven months, and one fourteen years and eleven months; the difficulty of educating these children thus being greatly

increased. In addition to the ordinary school-work the girl pupils receive instruction in general domestic work, cooking, laundry-work, dressmaking, and dancing; while the boys are taught woodwork and gardening.

A feature of this institution is the successful work carried on in the garden and on the farm, provision being thus made for a plentiful supply of milk, vegetables, and fruit all the year round. Notwithstanding the dry season intensive cultivation of the sandy soil has been carried out under the supervision of the Department of Agriculture, and very fine specimens of such products as lucerne, marrows, mangels, carrots, &c., the product of the school-farm, have been exhibited by that Department at the Dunedin, Timaru, and Ashburton agricultural and pastoral shows.

The expenditure on the school for the last financial year is as follows :—

	£	£
Salaries...	4,062	
Maintenance of pupils and sundry expenses	1,802	
Travelling-expenses	207	
Maintenance of buildings	94	
		6,165
Less—		
Parental contributions	1,088	
Amounts collected from Hospital and Charitable Aid Boards	768	
Sundry other recoveries	32	
		1,888
Net expenditure		<u>£4,277</u>

The net expenditure for the year 1915–16 was £3,740.

#### JUBILEE INSTITUTE FOR THE BLIND, AUCKLAND.

The Jubilee Institute for the Blind, Auckland, which is established as a separate institution under the provisions of the Hospitals and Charitable Institutions Act, is governed by a Board of Trustees, four of whom are appointed by the Government. Provision is made at the Institute for the education and training of adults as well as children, although the Education Department is chiefly interested in the latter. In addition to the ordinary school subjects kindergarten classes are held, and instruction is also given in music, swimming, typewriting and shorthand, sewing, knitting, beadwork, &c. Technical work and manual training forms an important part of the curriculum. The boys and men receive instruction in woodwork and in several trades, such as piano-tuning, mat and basket making, &c., while the girls are taught household duties, which will be of great benefit to them when they return to their homes after completing their education in the day school.

It is noteworthy that two of the teachers in the Institute are themselves ex-pupils of the school. One graduate blind teacher last year successfully trained blind students for the Matriculation Examination.

The amount paid by the Government towards the cost of training thirty-three pupils was £810, and the amount refunded to the Government in the way of parental contributions and payments by Hospital and Charitable Aid Boards was £538. The amount paid by the Government as subsidy to the Board of Trustees under the provisions of the Hospitals and Charitable Institutions Act was £1,815 3s. 7d.

#### EDUCATION AND CARE OF THE FEEBLE-MINDED.

During the year full publicity has been given to the compulsory clauses in the Education Act dealing with the education and training of feeble-minded or epileptic children between the ages of six and twenty-one years. As the result of a systematic canvas information regarding over six hundred cases was obtained. About three hundred and fifty of these were boys and two hundred and fifty girls. The assistance of the Medical Inspectors of Schools has been obtained for the preliminary examination of the majority of these cases; a great many have been examined, and the work is still proceeding.

The need for controlling and in the majority of cases for segregating all feeble-minded children is of the utmost importance if the physical and mental standard of the race is to be preserved. Of the cases already examined a great many are unfitted on account of their low mentality for admission to special schools, although in certain urgent cases admission has been arranged in the absence of any other means of dealing with them.

The inmates of schools for feeble-minded children are given a very simple course of instruction suited to their limited intelligence. Instruction is largely of a manual character, since these children are able to advance very slightly in the arts of reading, writing, and counting. The object of the instruction is to quicken the intelligence and dexterity of the children, so that later on they may be able to take part in some simple occupation and be able to some extent to help to support themselves and to find some interest in occupations suitable to their limited capacities. Only in very exceptional cases, if in any, can it be expected that any feeble-minded children can be brought up to a standard approximating to that of even the less efficient members of the ordinary community. It has been found that those who most closely approach the ordinary standard of intelligence and capacity run greater risks and are subject to greater dangers even than those with a very low grade of intelligence. It should be definitely known that all statements relating to alleged curing of feeble-minded children, or to their replacement in ordinary schools under ordinary instruction, or to their becoming able to take their place in the ordinary community, are really the result of a misunderstanding of the types of cases to which progress such as the above refers. Improvement referred to in such statements has been accomplished not in the case of feeble-minded children, but in the case of merely backward children who make unduly slow progress under the ordinary methods of school instruction. There are many children of this type in New Zealand, but they are not placed in schools for the feeble-minded. Children who are feeble-minded in the real sense of the term are unlikely ever to improve sufficiently to make it safe for them to enter the general community. A great majority of them will need to be under protecting control throughout life, and all that the State can do for them is to reduce the amount of such supervision.

To meet the growing demands a school for feeble-minded girls was established during the year at Richmond, near Nelson. So far forty-eight girls have been admitted there, but accommodation is provided for about thirty more, and a selection is now being made of other applicants for admission. As two of the institutions at present utilized for industrial-school purposes (at Auckland and Caversham) will be vacated during the course of the ensuing year it is proposed to convert them into special schools for girls; these two schools together will accommodate about ninety girls. The problem of catering for the feeble-minded is a most difficult one, and, although the need for direct action is pressing, it is not advisable from a financial point of view to enter on any extended programme of establishing institutions without the most careful consideration. The provision for further accommodation for feeble-minded children will probably necessitate the establishment of a school in the North Island in order to avoid undue travelling on the part of inmates and their relatives.

In the meantime no ambitious programme of training the girls has been entered upon at Richmond. More attention has been given to the building-up of the children physically and of making their lives reasonably happy in their new surroundings—a liberal diet, plenty of exercise, and an occasional trip to the seaside are having a marked effect on the physical condition of the children. A teacher is attached to the staff, and a certain amount of kindergarten work is carried out.

It is proposed to obtain the services of at least two lady teachers who have had special experience in the training of feeble-minded girls, and to establish one of the institutions referred to above for the training of the younger and more improvable girls. As the girls become proficient in some craft, such as

matmaking, sewing, &c., or are fairly capable at domestic or laundry work or gardening, they can be transferred to one of the other schools, where it will not be necessary to employ an expert staff.

As in the majority of cases it will be necessary to retain lifelong control, the problem of establishing after-care homes or colonies will have to be faced in the near future.

With regard to boys, the extended building programme at the special school at Otekaike has now been completed, and there is now provision for the accommodation of some two hundred cases. Workshops have been provided and technical instruction in carpentry, bootmaking, mat-weaving, basketmaking, boxmaking, &c., will be carried out. A thoroughly equipped day school has also been provided, and under the direction of an expert teacher progress in the training of the boys is now possible. Nearly one hundred boys have been admitted, and as the cases now under review are examined they will be drafted on to Otekaike until the full complement of the school is reached.

The following tables show the numbers dealt with at Otekaike during the past year, together with particulars regarding expenditure:—

Numbers as at 31st December, 1916:—

In residence	..	..	..	..	..	..	..	Males.
Boarded out	..	..	..	..	..	..	..	67
Temporarily absent with friends	..	..	..	..	..	..	..	2
								10
								79

Particulars of expenditure for the financial year ended 31st March, 1917:—

Salaries	..	..	..	..	..	..	..	£
General maintenance	..	..	..	..	..	..	..	2,839
Travelling-expenses	..	..	..	..	..	..	..	2,828
Maintenance and buildings	..	..	..	..	..	..	..	358
Additional buildings, furniture, &c.	..	..	..	..	..	..	..	230
								5,635
								£11,890
<i>Less—</i>								
Parental contributions towards maintenance	..	..	..	..	..	..	..	636
Amount collected from Hospital and Charitable Aid Boards	..	..	..	..	..	..	..	411
Sundry other recoveries	..	..	..	..	..	..	..	306
								1,353
Net expenditure	..	..	..	..	..	..	..	£10,537

*Special School for Girls, Richmond.*

Numbers dealt with: In residence at 31st December, 1916, 48.

Particulars of expenditure:—

Salaries	..	..	..	..	..	..	..	£
General maintenance	..	..	..	..	..	..	..	360
Travelling-expenses	..	..	..	..	..	..	..	612
Buildings, furniture, &c.	..	..	..	..	..	..	..	69
								2,264
								3,305
<i>Less—</i>								
Parental contributions towards maintenance	..	..	..	..	..	..	..	90
Sundry other recoveries	..	..	..	..	..	..	..	5
								95
Net expenditure	..	..	..	..	..	..	..	£3,210

On the land attached to Otekaike and Richmond (in conjunction with the Nelson Training-farm) sufficient vegetables and fruit are grown to provide for the needs of these two schools, and in addition the dairy herds supply the schools with their requirements in the way of milk and cream. At each of these two schools a certain number of the inmates are employed on the farm or in the garden and orchard. Every care is taken, however, to ensure that no boy or girl is required to do work for which he or she is not physically fitted.



## HIGHER EDUCATION.

## NEW ZEALAND UNIVERSITY AND AFFILIATED COLLEGES.

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

The New Zealand University, the body which has general control of higher education in New Zealand, was founded by the New Zealand University Acts of 1870, 1874, and 1875. In 1876 the University was recognized by Royal charter as entitled to grant the degrees of Bachelor and Master of Arts, and Bachelor and Doctor 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 1916 was £2,866.

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 1916 the sum paid to each out of the fund amounted to £1,433. There is also provision for the payment under regulations of a Government subsidy on voluntary contributions to the funds of the institutions affiliated to the University of New Zealand, and special grants are made from time to time for buildings and equipment.

The total amount paid by the Government on account of the University of New Zealand and the affiliated colleges for the year 1916–17 was £54,453.

#### NEW ZEALAND UNIVERSITY.

The University conducted examinations in 1916 in the faculties of arts, science, medicine, public health, dentistry, home science, law, engineering, commerce, agriculture, and music, and for admission to the legal and accountants' professions. The table below gives the numbers qualifying for degrees and scholarships from the four University Colleges:—

NUMBER OF SUCCESSFUL CANDIDATES AT THE EXAMINATIONS FOR DEGREES IN 1916.

Degrees, &c.	Auckland University College.			Victoria University College.			Canterbury College.			Otago University.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Doctor of Medicine .. ..	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
Doctor of Science .. ..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
Honours in Arts .. ..	1	..	1	2	4	6	3	1	4	4	3	7	10	8	18
Honours in Science .. ..	1	..	1	..	..	..	..	..	..	2	1	3	3	1	4
Honours in Laws .. ..	..	..	..	3	..	3	..	..	..	1	..	1	4	..	4
Ma-ter of Arts .. ..	1	1	2	1	1	2	..	..	..	1	..	1	3	2	5
Ma-ter of Laws .. ..	..	..	..	1	..	1	..	..	..	1	..	1	2	..	2
Bachelor of—															
Arts .. ..	4	2	6	7	8	15	8	4	12	6	6	12	25	20	45
Science .. ..	4	2	6	1	..	1	2	..	2	3	..	3	10	2	12
Medicine and Surgery .. ..	..	..	..	..	..	..	..	..	..	3	2	5	3	2	5
Dental Surgery .. ..	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
Laws .. ..	5	..	5	6	..	6	1	..	1	3	..	3	15	..	15
Music .. ..	..	..	..	..	..	..	..	1	1	..	..	..	..	1	1
Commerce .. ..	..	..	..	..	..	..	..	..	..	2	..	2	2	..	2
Engineering (Civil) .. ..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
" (Electrical) .. ..	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
Bachelor of Science in Home Science .. ..	..	..	..	..	..	..	..	..	..	3	3	3	3	3	3
Senior University Scholarships .. ..	3	2	5	1	1	2	1	..	1	3	1	4	8	4	12
John Tinlin Scholarships .. ..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1
Totals, 1916 .. ..	19	7	26	22	14	36	18	6	24	33	17	50	92	44	136
Totals, 1915 .. ..	15	6	21	27	12	39	19	13	32	55	24	79	116	55	171

In addition to these successes, 560 candidates passed sections of the examinations for degrees or for admission to professions; thirty gained certificates of proficiency, and twenty-six passed the examination for book-keepers. There were 1,546 candidates for the Matriculation Examination, of whom 674 passed the whole examination, 111 completed partial passes, and 107 gained partial passes. In a number of cases the Senate granted passes in sections or in individual subjects to students who have enlisted.

The following table shows the principal items of income and expenditure of the University of New Zealand for the years 1915 and 1916:—

<i>Income.</i>			<i>Expenditure.</i>		
	1915.	1916.		1915.	1916.
	£	£		£	£
Balances—			Scholarships .. ..	2,093	2,043
General Account ..	4,668	2,933	National endowment ..	3,089	2,866
Scholarship Account ..	26,743	27,457	Examinations .. ..	7,796	7,079
	31,411	30,390	Office salaries .. ..	983	926
Statutory grant ..	3,000	3,000	Expenses of Senate meetings	781	650
National endowment ..	3,089	2,865	Miscellaneous .. ..	1,452	1,261
Fees .. ..	7,668	7,651	Rent .. ..	..	159
Interest .. ..	1,329	1,135	Defalcations .. ..	..	985
Miscellaneous .. ..	87	200	Balances .. ..	30,390	29,272
	<u>£46,584</u>	<u>£45,241</u>		<u>£46,584</u>	<u>£45,241</u>

In the above statement no account has been taken of special scholarships and prize funds. The balance at the end of the year, £29,272, consists of a balance on the General Scholarships Account of £27,188, and a balance on the General Account of £2,084. The amount in hand for general purposes was therefore £2,084, of which amount the English agent holds £2,056 with which to meet the examination expenses of 1916.

#### AFFILIATED COLLEGES.

(E.-7, Tables M1 and M2.)

The number of students in attendance at the four University Colleges in 1916 was 1,890, as compared with 1,936 in the year 1915 and 2,144 in the year 1914. The decrease in numbers occurs only in the case of male students, and is, of course, due to the absence of a large number of students on military service. The students are classified as follows: Graduates, 78; undergraduates, 1,252; non-matriculated students, 560; and according to sex—males, 1,092; females, 798. In addition to the matriculated students mentioned above, there were ninety-five 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.

With respect to the courses taken by University students it appears that about 47 per cent. took the arts course or subjects for teachers' certificates, 14 per cent. the medical and dental courses, 11 per cent. the law course, 10 per cent. engineering courses, 6 per cent. science courses, 5 per cent. commercial courses, 4 per cent. music, and 3 per cent. home science. There were in addition forty-two students studying agriculture at the Lincoln Agricultural College, the number also being smaller than usual owing to the enlistment of all eligible students.

The total staff of the four University colleges consisted in 1916 of forty-five professors and eighty-three lecturers. The following table shows the staff of the several institutions:—

PROFESSORS AND LECTURERS.					Professors.	Lecturers, Demonstrators, and Assistants.
Auckland University College	...	...	...	...	9	15
Victoria University College	...	...	...	...	8	15
Canterbury College	...	...	...	...	10	18
Otago University	...	...	...	...	18	35*
Totals	...	...	...	...	45	83

\* Also the honorary staff of the Dunedin Hospital act as lecturers on clinical medicine and clinical surgery.

The average salary of full-time professors was £710 per annum.

#### FINANCES OF THE AFFILIATED INSTITUTIONS IN 1916.

Table M4 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 £102,448, and the total expenditure £94,987. The expenditure on administration was £6,315, on salaries £50,281, and on buildings £26,685. The expenditure on buildings was chiefly in connection with the Medical and Home Science Schools at the University of Otago and the Physical Laboratory and offices at Canterbury College.

## SCHOLARSHIPS, BURSARIES, ETC.

*Scholarships.*

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 1916, ten gained Junior Scholarships, twenty gained National Scholarships, one gained a Taranaki Scholarship, forty-nine passed "with credit," and twenty-two 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 fifteen Rhodes Scholarships have been granted, of which five have been gained by students of Auckland University College, four by students of Otago University, four by students of Victoria University College, and two by students of Canterbury College. Two scholarships were awarded in 1917 on account of the 1916 scholar, Athol Hudson, B.Sc., having been killed while on active service. The 1917 scholars are Arthur O. Ponder, B.A., of Canterbury College, and Alex. F. Meldrum, LL.B. of Victoria College, the latter being on active service.

So far (1917) eighteen Research Scholarships have been awarded. Of these, five were in active operation in 1916. 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.

The following are the subjects approved for the Research Scholarships which were in operation in 1916:—

Auckland University College: The dissolution of gold by solutions of sodium cyanide, with special reference to the dissolution of gold in colloid condition.

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 and for distillation purposes.

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.*

University bursaries are awarded under the University Amendment Act, 1914, on the credit pass in the University Junior Scholarship Examination or on a higher leaving-certificate qualification, and entitle the holders to exemption from the payment of tuition and examination fees (not exceeding £20 per annum) during a three (or possibly four) years' course at a University college or school of agriculture recognized by the University. The number of University bursars in 1916 was 260, of which number 51 completed the three years' tenure of their bursaries. The amount expended on tuition and examination fees on account of these bursars was £3,946 13s. 3d., the cost per head being £15 3s. 2d.

*Educational Bursaries.*

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 satisfactorily completed his term of service as a pupil-teacher or probationer, 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-teachers' 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 bursars in 1916 was fifty-five (as compared with 84 in 1915), of which number eight completed the three years' tenure of their bursaries. In addition fourteen holders of bursaries were absent on military service. The amount expended on tuition and examination fees on account of educational bursaries was £474 15s., the cost per head being £8 9s.

*Domestic-science Bursaries.*

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 ten students in 1916, making in all twenty-one bursars in attendance at classes. Twelve bursars took the course for the degree, and nine the course for the diploma. The degree of Bachelor of Science in home science was conferred on three students, while one qualified for the diploma. Since the bursaries were established in 1912 fourteen positions of teachers of domestic science have been filled by bursars.

*Agricultural Bursaries.*

Towards the end of the year 1916 arrangements were made in co-operation with the Agricultural Department for the granting of agricultural bursaries to qualified candidates in order to enable them to obtain the necessary practical training for positions as teachers or agricultural instructors, as officers of the Department of Agriculture, or as farmers. After completion of their training the bursars will be under a legal obligation to serve for a term of three years in one or other of these capacities.

Bursaries will be tenable at an experimental farm or other approved institution for two years, with a possible extension to a third year. The qualification for a bursary will be Matriculation or a higher or lower leaving-certificate, and the bursars will, if possible, be required to have received agricultural instruction during their secondary-school course.

Provision will also be made in connection with the agricultural-bursary scheme for selected ex-students of training colleges to receive training, if they desire, along with the other agricultural bursars, but for somewhat shorter periods.

The proposed payment to bursars is £20 per annum, with free tuition and, if the bursar is obliged to live away from home, a lodging-allowance of £30 per annum. The bursaries will be first awarded in 1917.

## 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 six of the larger towns, and tutorial classes in such subjects as economics, history, industrial law, English, electricity, debating, and chairmanship, 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.

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 22nd November to the 1st December, 1916, and from the 5th to the 19th January, 1917, at sixty-four 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 :—

	1915-16.	1916-17.
Number who entered	10,978	11,858
Number who actually sat for examination	9,453	10,894
Number of absentees	1,525	964

The changes of most importance last year in the circumstances connected with the examinations were :—

- (1.) The suspension for the year of the practice of granting senior free places to approved candidates without special examination on the recommendation of the Principals of the secondary schools attended by them, or, in the case of district-high-school pupils, of Inspectors of Schools. It is hoped that the Department will be in a position to revert to the accrediting system this year and to grant exemptions from examination to pupils satisfactorily completing approved courses.

- (2.) The charging of a fee for Public Service Entrance Examination, the fee being refunded to successful candidates on their appointment to the Public Service.
- (3.) The admission of girls to examination for Public Service Entrance after the lapse of several years during which only boy candidates were admitted.
- (4.) The Public Service Commissioner's announcement of his intention to discontinue the Public Service Senior Examination.
- (5.) The concession of permitting teachers to take a single group of the Class D Examination at one time by the amendment of the regulations of the 11th September, 1916. This concession applied to last examination.

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

	1913-14.	1914-15.	1915-16.	1916-17.
Junior National Scholarships and junior free places ...	3,154	3,562	3,973	4,403
Public Service Entrance, Senior National Scholarships, and Intermediate ...	2,756	2,739	3,022	3,839
Teachers D and C ...	1,524	1,576	1,720	1,941
Public Service Senior ...	871	804	675	653
Typists' Examination ...	...	46	51	50
Kindergarten Certificate Examination ...	...	...	8	5
London University Examinations ...	...	...	2	1
Froebel Union Examination ...	...	...	2	2
	8,305	8,727	9,453	10,894

A practice has been growing up of entering candidates for both the certificate of proficiency examination and the Department's special examination for junior free places. Last year no less than 1,916 pupils sat for the latter examination, and as the majority of these had the chance to qualify for junior free places on the results of the former examination it has been decided to prevent this unnecessary duplication in future by abolishing the special Junior Free Place Examination. Those who on account of age are unable to qualify for a free place at the Proficiency Examination will be given the opportunity of obtaining the qualification in the examination for Junior National Scholarships.

The number of failures in the last Junior National Scholarship and Free Place Examinations—2,815 out of 4,403—indicates that head teachers are not exercising due discretion in selecting candidates. A great deal of unnecessary work is thus thrown upon the Department in examining candidates most of whom by the discreet interference of the teacher responsible might have been saved the ordeal of sitting for examinations for which they were not prepared.

Candidates for Senior National Scholarships again had the option of being examined under a programme (scheme A) corresponding to the usual secondary-school course, or under an alternative one (scheme B) intended to suit candidates who have been taking courses with an agricultural or domestic bias. The regulations were amended in September, 1916, to help scheme B candidates by doubling the maximum marks for laboratory work or outdoor work in field and garden. Further encouragement will be given to pupils taking the more practical courses in secondary schools by the Public Service Commissioner's decision to include woodwork and metal-work in the list of subjects for the next Public Service Entrance Examination.

The standards of qualification for the year, fixed in accordance with the provisions of the Act, were 62½ per cent. for juniors and 65 per cent. for seniors. 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 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 £2,000. The cost of conducting the examinations was as follows :—

Total expenses, including cost of additional clerical services temporarily employed, but omitting other salaries .. .. .	£	5,947
Less recoveries—	£	
Fees paid by candidates for teachers' certificates and others ..	2,300	
Paid by Public Service Commissioner for expense of conducting Public Service Examinations, the fees for which, amounting to £1,336, were credited to him—		
Public Service Entrance .. .. .	892	
Public Service Senior .. .. .	799	
	—	3,991
Net expenditure .. .. .	£	1,956

#### CONFERENCE *re* EXAMINATIONS.

The whole question of public examinations has come under review during the past year, and a conference of representatives of the University Senate, the University Board of Studies, the primary and secondary schools, with the Public Service Commissioner, the Assistant General Manager of Railways, and the Director of Education was held in Wellington on the 17th and 18th November last, with the view especially of effecting some co-ordination of the arrangements and incidentally of avoiding unnecessary duplication and expense. It has long been evident that there has been a great deal too much examination in connection with our education system, and that steps should be taken, with due safeguards with respect to efficiency, to find some other means of selection (apart from examination) of candidates for appointment to public positions, for admission to our secondary schools and universities, and for the award of certificates and degrees.

At the conference referred to above the chief discussion took place on the questions as to whether there should be one examination authority and whether that authority should be the University Senate or the Education Department. On these matters opinion was strongly divided, but the majority favoured the Education Department as more suitable as an examining authority for primary and secondary schools.

The conference also made recommendations in favour of abolishing some examinations and of reducing the number of candidates in others, and something has already been done in these directions. The special examination for junior free places in secondary schools has been abolished, the scholarship examination being utilized to some extent for the purpose; and the question of utilizing more extensively the accrediting principle—*i.e.*, the award of certificates on the recommendation of the head teachers of our schools—is being considered. This is the principle on which at the present time there are awarded senior free places in secondary schools, secondary-school certificates, teachers' training-college certificates; and so long as due precautions are taken that the certificates are not awarded to undeserving candidates and that all doubtful applicants are required to sit for examination, there is no reason why the accrediting principle should not be applied at least to all non-competitive examinations.

The whole question of examinations is at present under the consideration of the Council of Education, and when that body reports it is hoped that practical steps will be taken to reduce still further the amount of examination-work.

#### PUBLIC LIBRARIES.

(See also E.-10.)

A grant on a more limited scale than was usually voted by Parliament before the present war for distribution to public libraries was made in 1916. Owing to the undue strain placed on the finances of the country no grant was made in 1915, and



in 1916 the sum voted was £2,500, in lieu of £4,000 as in former years. The distribution of this grant, which was made in March, 1917, was confined to libraries situated in places having less than one thousand inhabitants, for the reason that small libraries in country districts are more dependent on financial assistance from the Government than are libraries supported by larger numbers of subscribers.

Notices were inserted in the *New Zealand Gazette* in September, October, and November of 1916 intimating that a grant was to be distributed to libraries in country districts, and all such libraries known to the Department were supplied with application forms. The applications for subsidy were accompanied by statements of the annual receipts and expenditure, of the books belonging to the libraries, and of the arrangements for the general conduct thereof.

A library participating in the vote must be public in the sense of not being under the control of an association, society, or club the membership of which is composed of only part of the community, and if a borough library a reading-room open to the public free of charge must be provided. In addition, the receipts from subscriptions and donations to the funds of the library during the year must not have been less than £2, this sum being regarded as a very low minimum to ensure that the library receives a certain amount of local support.

The amount received by each library during the year in the way of subscriptions, donations, and rates is taken as the basis of calculation in distributing the vote. To this amount is made a nominal addition of £25, but no library receives credit for a larger income than £25—that is, in no case does the amount on which subsidy is based exceed £50. In this manner the interests of smaller and less prosperous libraries are protected. The number of libraries among which the subsidy was divided in March, 1917, was 236, with a total income from donations and subscriptions of £2,185. The vote yielded a subsidy of 6s. 4½d. in the pound on the nominal income, the subsidies paid ranging from £8 12s. 4d. to £15 19s. 1d. The number of libraries participating in the vote in 1915 when larger libraries were included was 380, with a total income from donations and subscriptions of £18,602, and the vote yielded a subsidy of 4s. 11d. in the pound, the subsidies ranging from £6 12s. 7d. to £24 11s. 4d. It will thus be seen that the average income of the libraries participating in the vote in 1917 was much lower than in 1915, the figures for the two years being £9 5s. 2d. and £48 9s. 1d. respectively, also that the rate of subsidy paid was higher in 1917, and that there was a smaller variation in the grants made in that year.

In order that the purpose intended to be served by the vote may be attained, it is made a condition that the whole of the subsidy granted to each library must be expended in the purchase of books. It is further enjoined upon the authorities in charge of the libraries that a due proportion of the books purchased shall be books having a permanent value. There were, of course, no purchases made from Government grants in 1916, but in previous years there was cause for a certain amount of dissatisfaction with the class of book that was obtained for the libraries. A very large proportion of the books purchased appeared to be fiction, having little or no educational or instructive value. There is on the market a plentiful supply of literature which in addition to being entertaining is useful, instructive, and inspiring, and those whose duty it is to ensure that the grant is used to its fullest advantage should take steps to obtain a certain proportion of books of this nature for the libraries aided by the Government.

#### TEACHERS' SUPERANNUATION FUND.

(See also E.-9.)

The balance at the credit of the fund on the 31st December, 1916, was £381,158, an increase over that on the 31st December, 1915, of £40,576. The income for

1916 was £90,481, and the expenditure £49,906. During the year 468 members were admitted, while 259 left the fund, a net increase of 209.

At the end of 1916,—

The number of contributors was .. .. .	4,653
Of whom males numbered .. .. .	1,974
And females numbered .. .. .	2,679
Members under Part IX of Education Act, 1908, numbered .. .. .	80
The annual rate of contribution paid as at the end of the year was .. .. .	£56,208
The number of allowances in force at the end of the year was .. .. .	611
representing an annual charge of .. .. .	£44,666
viz.,—	
Ordinary retiring - allowances were .. .. .	315, representing £26,871
Retiring-allowances under extended provisions of section 12 of the Act .. .. .	66, ,, 9,412
Retiring - allowances in medically unfit cases .. .. .	74, ,, 5,907
Allowances to widows .. .. .	87, ,, 1,579
Allowances to children .. .. .	69, ,, 897

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. In addition, the fund received in 1916 from the Public Trustee a bonus of £1,385 19s. 5d., being 10 per cent. of the interest earned by the fund during the period 1st April, 1915, to 31st March, 1916, this bonus being paid under a recent legislative provision authorizing the distribution *pro rata* among the estates in the common fund of the Public Trust Office of a certain portion of the profits of that Office. This raised the rate of interest to over  $4\frac{1}{2}$  per cent.

As intimated last year, the Teachers' Superannuation Board is of opinion that a higher rate of interest should be earned, either by an increased rate from the Public Trustee or by the Board making its own investments as in the case of the Public Service Superannuation Fund. Legislation is necessary, however, before any alteration can be made in the method of investment. 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 joined 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 1916 was £2,723, making the total to date £4,074. The number of contributors who had joined the Expeditionary Force up to the 31st December, 1916, was 346, of whom thirty-two have been killed in action or died of wounds or disease, and twenty-two have returned to New Zealand and have resumed their duties in the Education service.

In terms of section 38 of the Public Service Classification and Superannuation Amendment Act, 1908, the Actuary appointed by the Governor for the purpose will this year make the triennial investigation of the fund for the years, 1914, 1915, and 1916. In his previous report the Actuary recommended an increase in the annual Government subsidy from £17,000 to £33,000, but in view of the special circumstances existing it was decided, as in the case of other funds, that the former rate of subsidy be continued.

Consideration has been given during the year to the question of early retirements under the extended provisions of section 12 of the Public Service Classification and Superannuation Amendment Act, 1908 (as amended in 1909). The schedules of deductions from allowances previously approved by the Minister of Education and the Teachers' Superannuation Board under this section have been cancelled, and each application is now considered on its merits. The deductions in

all future cases will be substantially heavier. During the period of the present war the Board has decided that no application under this section of the Act will be favourably considered, except in any case where it is deemed desirable for the efficiency of the service that the retirement should be allowed.

Hitherto practically the whole of the administration expenses of the fund have been borne by the Education Department. It is considered that the fair cost of administration should be borne by the fund, and accordingly it has been debited with the expenses for the year 1916, amounting to £502.

A number of necessary amendments in the Acts relating to the fund have been considered, but in view of the Government's decision to legislate only on war matters these amendments have had to stand over for the time being. Certain conditions arising out of the war, however, rendered certain legislative provisions necessary, and these were included in the War Legislation Amendment Act, 1916. These provisions are as follows: (1.) A certificated or licensed teacher appointed temporarily by an Education Board under the Act referred to may elect to become a contributor to the fund if he continues in the service of the Education Board for more than three months. (2.) Any person having been a contributor to the fund on the 4th August, 1914, who voluntarily retired from the Education service for the purpose of joining the Expeditionary Forces, and obtained a refund of his contributions to the fund, may regain his former status in the fund if he again re-enters the Education service and there are repaid to the fund his former contributions and the amount he would have had to pay as contributions had he been on leave of absence. (3.) If an annuitant is temporarily re-employed no deduction is to be made from his allowance such as would reduce the rate of his allowance and salary, taken together, to less than the rate of £180 per annum. This provision was made to encourage teachers who were in receipt of low salaries at retirement temporarily to re-enter the service to relieve the shortage of certificated teachers caused by enlistments. (4.) The period during which a contributor is a member of the Expeditionary Forces is not to be reckoned as unemployment in the Education service. A number of contributors who have joined the Forces are not on leave of absence, and this provision was necessary to preserve their status.

#### 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.

TABLE A.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1916-17.  
(Figures given in every case to the nearest £1,000.)

Branch of Education.	Out of Public Funds.			Secondary and University Reserves Revenue.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1) Primary (including Native schools and training colleges)	£ 1,271,000	£ 47,000	£ 1,318,000	..	£ 1,318,000
(2) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	153,000	6,000	159,000	54,000	213,000
(3) Continuation and technical .. .. .	52,000	6,000	58,000	..	58,000
(4) Higher (including university and higher technical)	58,000	3,000	61,000	24,000	85,000*
Totals A (1-4) .. .. .	1,534,000	62,000	1,596,000	78,000	1,674,000
B. Industrial schools .. .. .	50,000	..	50,000	..	50,000
C. Special schools (Deaf and Blind, and Homes for Backward Children)	13,000	8,000	21,000	..	21,000
D. Superannuation and miscellaneous .. .. .	27,000	..	27,000	..	27,000
Totals A, B, C, D .. .. .	1,624,000	70,000	1,694,000	78,000	1,772,000

\* Includes £1,542 paid by the Mines Department.

TABLE B.—EXPENDITURE PER HEAD OF POPULATION (1,149,225, INCLUDING MAORIS) ON EDUCATION, 1916-17.

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

Branch of Education.	Out of Public Funds.			Secondary and University Reserves Revenue.	Total for all Items from all Public Sources.
	Maintenance.	New Buildings and Additions.	Total.		
A. (1.) Primary (including Native schools and training colleges)	s. d. 22 1	s. d. 0 10	s. d. 22 11	s. d. ..	s. d. 22 11
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	2 8	0 1	2 9	0 11	3 8
(3.) Continuation and technical .. .. .	0 11	0 1	1 0	..	1 0
(4.) Higher (including university and higher technical)	1 0	0 1	1 1	0 5	1 6
Totals A (1-4) .. .. .	26 8	1 1	27 9	1 4	29 1
B. Industrial schools .. .. .	0 10	..	0 10	..	0 10
C. Special schools (Deaf and Blind, and Homes for Backward Children)	0 3	0 1	0 4	..	0 4
D. Superannuation and miscellaneous .. .. .	0 6	..	0 6	..	0 6
Totals A, B, C, D .. .. .	28 3	1 2	29 5	1 4	30 9

TABLE C. (1.) ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND (EXCLUSIVE OF NEW BUILDINGS, SITES, ETC.), FOR FIVE-YEARLY PERIODS FROM 1898-99, AND FOR 1916-17, OUT OF PUBLIC REVENUE (INCOME FROM RESERVES INCLUDED).

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

	1898-99.	1903-4.	1908-9.	1913-14.	1916-17.
Population (including Maoris) .. .. .	783,317	875,648	1,008,373	1,184,506	1,149,225
Branch of Education.	Total.	Total.	Total.	Total.	Total.
A. (1.) Primary (including Native schools and training colleges)	£ 477,000	£ 572,000	£ 760,000	£ 1,013,000	£ 1,271,000
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14)	27,000	53,000	98,000	157,000	207,000
(3.) Continuation and technical .. .. .	2,000	11,000	42,000	*42,000	*52,000
(4.) Higher education (including university and higher technical)	33,000	37,000	50,000	63,000	82,000
Totals A (1-4) .. .. .	539,000	673,000	950,000	1,275,000	1,612,000
B. Industrial schools .. .. .	13,000	27,000	31,000	45,000	50,000
C. Special schools (Deaf and Blind, and Homes for Backward Children)	3,000	4,000	6,000	7,000	13,000
D. Superannuation, and miscellaneous .. .. .	2,000	3,000	7,000	33,000	27,000
Totals A, B, C, D .. .. .	557,000	707,000	994,000	1,360,000	1,702,000

\* 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 FIVE-YEARLY PERIODS FROM 1898-99, AND FOR 1916-17, 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.	1913-14.	1916-17.
A. (1.) Primary (including Native schools and training colleges)	s. d. 12 2	s. d. 13 1	s. d. 15 1	s. d. 17 10	s. d. 22 1
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14)	0 8	1 3	1 11	2 9	3 7
(3.) Continuation and technical .. .. .	0 1	0 3	0 10	0 9*	0 11*
(4.) Higher education (including university and higher technical)	0 10	0 10	1 0	1 2	1 5
Totals A (1-4) .. .. .	13 9	15 5	18 10	22 6	28 0
B. Industrial schools .. .. .	0 4	0 7	0 7	0 9	0 10
C. Special school (Deaf and Blind, and Homes for Backward Children)	0 1	0 1	0 1	0 2	0 3
D. Superannuation and miscellaneous .. .. .	0 1	0 1	0 2	0 7	0 6
Totals A, B, C, D .. .. .	14 3	16 2	19 8	24 0	29 7

\* Technical high schools included in secondary education.

TABLE D.—EXPENDITURE ON PRIMARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1912.	1913.	1914.	1915.	1916.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Excluding expenditure on new buildings .. ..	5 16 5	5 17 2	6 2 11	6 11 11	6 15 11
Including expenditure on new buildings .. ..	6 3 9	6 7 1	6 12 7	6 18 2	7 1 0

TABLE E.—EXPENDITURE ON SECONDARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1912.	1913.	1914.	1915.	1916.
	£ s. d.	£ 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	12 15 0
Including reserves revenue and expenditure on new buildings	14 2 8	16 5 4	16 15 7	17 9 9	17 14 4

TABLE F.—PROGRESS IN EDUCATION: A COMPARISON OF THE NUMBER OF PUPILS UNDER INSTRUCTION IN THE SEVERAL BRANCHES OF EDUCATION IN THE YEARS 1903, 1908, 1913, 1915, AND 1916 RESPECTIVELY.

	1903.	1908.	1913.	1915.	1916.
I. Primary education (including public and Native schools, all receiving free tuition)	186,546	148,180	172,390	184,288	186,994
II. Industrial and special schools .. ..	..	..	809	781	579
III. Secondary education (including secondary schools, secondary departments of district high schools, technical high schools, and Maori secondary schools)	5,818	7,742	9,959	11,266	12,000
IV. Continuation and technical education ..	6,533§	13,051	15,206	18,247	17,586
V. University education.. .. .	1,194	1,711	2,371	2,088	2,027
VI. Private schools not included above (principally primary)	15,609	18,367	19,428	22,664	22,339*
<b>Total under instruction .. .. .</b>	<b>165,700</b>	<b>189,051</b>	<b>220,163</b>	<b>239,284</b>	<b>241,525</b>
VII. Total under instruction higher than primary (III, IV, and V above)	13,545	22,504	27,536	31,601	31,613
Number of latter (VII) receiving free tuition ..	4,260†	7,959	12,574	15,136	16,338

\* Government Statistician's figures, which includes 17,260 pupils of registered private primary schools and 1,004 pupils of registered private secondary schools.

† Approximate.

§ Estimated.

### 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 £60,180, and was allocated as follows: Primary education, £38,997; secondary education, £4,694; technical instruction, £2,424; training colleges, £2,012; higher education, £8,597; Native schools, £1,496; school for the deaf, £155; Homes for Backward Children, £155; industrial schools, £1,650.

## APPENDIX A.

## 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, 1917.

	£	s.	d.	£	s.	d.	£	s.	d.
<b>Head Office</b> (Vote No. 73).									
Salaries .. .. .	..	..	..	12,094	6	6			
Clerical assistance .. .. .	..	..	..	1,030	10	11			
Travelling-expenses .. .. .	..	..	..	325	19	1			
Telephones, office requisites, books of reference, &c. ..	..	..	..	418	0	7			
							13,868	17	1
<b>Elementary Education</b> (Votes Nos. 74, 78, 80, 89, and 90, Consolidated Fund; and No. 102, Public Works Fund, and Education Act, 1914.)									
Grants to Education Boards for—									
Teachers' salaries (including pupil-teachers' and probationers' allowances) .. .. .	..	..	..	854,449	8	9			
Teachers' house allowances (Vote No. 89) .. .. .	..	..	..	24,838	4	2			
General administrative purposes .. .. .	..	..	..	90,222	8	0			
Relieving-teachers .. .. .	..	..	..	4,077	5	0			
Manual instruction: Capitation .. .. .	..	..	..	50,098	9	7			
Removal of teachers .. .. .	..	..	..	65	14	3			
School and class libraries .. .. .	..	..	..	598	2	6			
School buildings—									
General maintenance and replacement of worn-out buildings (Vote No. 89) .. .. .	86,643	16	0						
Less amount received for sale of old buildings .. .. .	509	18	8						
				86,133	17	4			
Rent of buildings and sites used for school purposes (Vote No. 89) .. .. .	..	..	..	4,624	5	11			
Schools destroyed or damaged by fire (Vote No. 89)—									
Rebuilding and repairs and rent of temporary premises .. .. .	..	..	..	1,988	2	8*			
New buildings, additions, and teachers' residences (Vote No. 102) .. .. .	..	..	..	43,790	1	6			
Inspectors' salaries .. .. .	..	..	..	20,070	1	11			
Inspectors' travelling-expenses .. .. .	..	..	..	5,768	13	8			
Inspectors' telephones, office requisites, &c. .. .. .	..	..	..	92	19	6			
Medical inspection of school-children (Vote No. 78)—									
Salaries .. .. .	1,919	17	8						
Travelling-expenses .. .. .	419	7	2						
Telephones, apparatus, forwarding-charges, &c. .. .. .	25	11	4						
				2,364	16	2			
Physical Training (Vote No. 80)—									
Salaries of instructors .. .. .	2,089	17	10						
Travelling-expenses of instructors .. .. .	1,288	16	11						
Classes for teachers: Travelling-expenses and equipment .. .. .	124	10	11						
Office requisites, freight, cartage, &c. . . . .	47	3	5						
				3,550	9	1			
Conveyance of school-children, teachers, and instructors; and allowances for board of children .. .. .	..	..	..	22,392	14	1			
School Journal—Printing, &c. (Vote No. 74), £3,188 11s. 9d.; postage (Vote No. 90), £840 2s. 8d. .. .. .	4,028	14	5						
Less amount received for sales .. .. .	267	4	4						
				3,761	10	1			
Subsidies on contributions on account of public primary schools, including district high schools (Education Act, 1914) .. .. .	..	..	..	3,327	18	1			
Educational Institute: Grant in aid of delegates' conference .. .. .	..	..	..	50	0	0			
Sundries .. .. .	..	..	..	12	9	0			
				1,222,277	11	3			
Less miscellaneous recoveries .. .. .	..	..	..	159	16	10			
							1,222,117	14	5
Carried forward .. .. .	..	..	..	..	..	..	1,235,986	11	6

\* Including £1,960 4s. 1d. from Government Fire Insurance Fund. endowment reserves revenue, and £76,110 from primary-education reserves.

† Including £38,996 9s. 7d., from national-

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,235,896	11	6
<b>Secondary Education</b> (Vote No. 75, Consolidated Fund; No. 102, Public Works Fund; and statutory payments).									
Grants to Education Boards for—									
Scholarships .. .. .	..	..	..	5,471	9	7			
District high schools: Salaries of secondary teachers .. .. .	..	..	..	21,340	7	9			
National Scholarships (Education Act, 1914) .. .. .	..	..	..	7,635	10	4			
Secondary schools and colleges: Free place capitation .. .. .	..	..	..	77,717	2	2			
Secondary schools and colleges: Manual instruction capitation .. .. .	..	..	..	2,497	7	0			
Secondary schools and colleges: Subsidies on contributions (Education Act, 1914) .. .. .	..	..	..	266	4	5			
Conveyance of pupils to secondary and district high schools .. .. .	..	..	..	4,219	3	11			
Scholarships awarded to Maoris attending public schools .. .. .	..	..	..	223	1	0			
Marlborough High School: Statutory payment (Marlborough High School Act, 1899) .. .. .	..	..	..	400	0	0			
Grants to secondary schools for buildings, equipment, furniture, &c. (Vote No. 102) .. .. .	..	..	..	5,616	0	8			
Inspectors' salaries .. .. .	..	..	..	728	4	8			
Inspectors' travelling-expenses .. .. .	..	..	..	283	7	3			
Teachers' conference: Grant in aid .. .. .	..	..	..	25	0	0			
Contingencies .. .. .	..	..	..	1	6	0			
							*126,424	4	9
<b>Technical Instruction</b> (Votes Nos. 76 and 89, Consolidated Fund; 102, Public Works Fund; and the Education Act, 1914).									
Salaries of Inspectors (2) .. .. .	..	..	..	1,030	0	0			
Examinations—									
Science and art, Board of Education, London, and City and Guilds of London Institute .. .. .	449	3	7						
Less recoveries .. .. .	173	16	10						
				275	6	9			
Capitation (including free places) .. .. .	..	..	..	64,856	5	11			
Material for technical classes .. .. .	..	..	..	3,187	5	4			
Buildings and permanent apparatus (Vote No. 102) .. .. .	..	..	..	5,763	10	11			
Rents (Vote No. 89) .. .. .	..	..	..	850	0	10			
Conveyance of instructors .. .. .	..	..	..	789	9	9			
Conveyance of students attending registered classes .. .. .	..	..	..	235	3	7			
Conveyance of pupils to technical schools .. .. .	..	..	..	2,360	17	9			
Travelling-expenses of Inspectors .. .. .	..	..	..	196	3	5			
Subsidies on contributions (Education Act, 1914) .. .. .	..	..	..	4,205	11	3			
Scholarships and bursaries .. .. .	..	..	..	1,180	6	6			
Contingencies .. .. .	..	..	..	16	10				
							†84,930	18	10
<b>Training Colleges and Training of Teachers</b> (Votes Nos. 77, Consolidated Fund; and 102, Public Works Fund).									
Training colleges—									
Salaries of staff (three-fifths; the other two-fifths is charged to teachers' salaries, "Elementary Education") .. .. .	..	..	..	13,267	12	9			
Allowances and fees for students .. .. .	..	..	..	27,540	14	4			
Special instruction, libraries, and incidental expenses .. .. .	..	..	..	1,307	10	9			
Buildings, sites, furniture, &c. (Vote No. 102) .. .. .	..	..	..	941	13	1			
Classes at subcentres—									
Grants to Education Boards .. .. .	..	..	..	1,595	0	0			
Fares of teachers .. .. .	..	..	..	5,374	9	8			
							‡50,027	0	7
Carried forward .. .. .	..	..	..	..	..	..	1,497,368	15	8

\* Including £4,694 from national-endowment reserves revenue.

† Including £2,424 from national-endowment reserves revenue.

‡ Including £2,012 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,497,368	15	8
<b>Higher Education</b> (Votes Nos. 75 and 89, Consolidated Fund; 102, 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 .. .. .	2,865	13	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 .. .. .	1,432	16	11						
Victoria University College—									
Victoria College Act, 1905 .. .. .	4,000	0	0						
New Zealand University Amendment Act, 1914 .. .. .	5,000	0	0						
National-endowment reserves revenue .. .. .	1,432	16	11						
Canterbury College—									
New Zealand University Amendment Act, 1914 .. .. .	2,000	0	0						
National-endowment reserves revenue .. .. .	1,432	16	11						
University of Otago—									
New Zealand University Amendment Act, 1914 .. .. .	5,000	0	0						
National-endowment reserves revenue .. .. .	1,432	16	11						
Grants for buildings, &c.—									
Canterbury College (Vote No. 102) .. .. .				1,355	0	0			
Otago University (Vote No. 102) .. .. .				2,004	13	5			
Sir George Grey Scholarships (Vote No. 75) .. .. .				50	0	0			
National Scholarships (New Zealand University Amendment Act, 1914) .. .. .				2,713	10	9			
Research scholarships (Vote No. 75) .. .. .				284	3	6			
Bursaries (Vote No. 75, £488 2s.; New Zealand University Amendment Act, 1914, £3,929 8s. 9d.) .. .. .				4,417	10	9			
Subsidies on contributions (New Zealand University Amendment Act, 1914) .. .. .				7,031	9	0			
									*54,453 9 0
<b>Native Schools</b> (Votes Nos. 89 and 91, Consolidated Fund; 102, Public Works Fund).									
Salary of Inspector .. .. .				502	1	8			
Salaries and allowances of teachers .. .. .				32,333	19	2			
Higher education (including industrial and nursing scholarships) .. .. .				2,465	4	9			
Books, school requisites, sewing-material, &c. .. .. .				1,076	2	2			
Expenses of removals of teachers .. .. .				500	18	11			
Travelling-expenses of Inspector .. .. .				163	9	9			
Buildings: New schools, additional class-rooms, &c. (Vote No. 102) .. .. .				2,687	8	4			
Maintenance of buildings, repairs, &c. (Vote No. 89) .. .. .				1,293	16	3			
Manual instruction: Payment of instructors and material for classes .. .. .				248	5	2			
Conveyance and board of children .. .. .				496	2	8			
Sundries—Advertising, planting sites, sanitation, &c. .. .. .				42	1	8			
				41,809	10	6			
Less recoveries .. .. .				17	3	4			
									†41,792 7 2
<b>Schools in Outlying Islands</b> (Vote No. 82).									
Chatham Islands—									
Salaries .. .. .	330	8	4						
Material, scholarship, &c. .. .. .	55	4	0						
				385	12	4			
Cook Islands—									
Salaries .. .. .	40	0	0						
Less recoveries .. .. .	7	11	0						
				32	9	0			
									418 1 4
Carried forward .. .. .							1,594,032	13	2

\* Including £8,597 1s. 7d. from national-endowment reserves revenue and £1 496 from national-endowment reserves revenue.

† Including £150 from Tauranga education-endowment reserves revenue.



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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,594,032	13	2
<b>Infant-life Protection (Vote No. 83).</b>									
Salaries of visiting nurses and local representatives .. .. .	..	..	..	1,000	0	11			
Travelling-expenses .. .. .	..	..	..	277	9	11			
Board of infants in foster-homes and medical attendance .. .. .	..	..	..	48	18	5			
Rent of offices (Auckland and Dunedin) .. .. .	..	..	..	40	2	6			
Telephones .. .. .	..	..	..	22	10	0			
				1,389	1	9			
Less recoveries .. .. .	..	..	..	39	0	1			
							1,350	1	8
<b>SPECIAL SCHOOLS.</b>									
<b>School for the Deaf (Votes Nos. 84 and 89, Consolidated Fund.)</b>									
Salaries .. .. .	..	..	..	4,062	11	9			
General maintenance .. .. .	..	..	..	1,801	15	7			
Travelling-expenses, including transit of pupils .. .. .	..	..	..	207	5	10			
General maintenance of buildings, furniture, repairs, &c. (Vote No. 89) .. .. .	..	..	..	93	19	7			
				6,165	12	9			
Less recoveries .. .. .	..	..	..	1,888	5	11			
							*4,277	6	10
<b>Education of the Blind (Vote No. 85, Consolidated Fund).</b>									
Charges for pupils at Jubilee Institute, Auckland .. .. .	..	..	..	810	9	6			
Less recoveries .. .. .	..	..	..	538	0	4			
							272	9	2
<b>Special School for Boys, Otekaieke (Votes Nos. 86 and 89, Consolidated Fund; and 102, Public Works Fund).</b>									
Salaries .. .. .	..	..	..	2,838	15	8			
General maintenance .. .. .	..	..	..	2,828	4	5			
Travelling-expenses .. .. .	..	..	..	358	10	5			
General maintenance of buildings, repairs, furniture, &c. (Consolidated Fund, Vote No. 89) .. .. .	..	..	..	229	15	0			
Additional buildings, water-supply, electric lighting, &c. (Public Works Fund, Vote No. 102) .. .. .	..	..	..	5,634	11	6			
				11,889	17	0			
Less recoveries .. .. .	..	..	..	1,352	8	4			
							*0,537	8	8
<b>Special School for Girls, Richmond (Votes No. 87, Consolidated Fund; and No. 102, Public Works Fund)</b>									
Salaries .. .. .	..	..	..	359	10	1			
General maintenance .. .. .	..	..	..	62	9	0			
Travelling-expenses .. .. .	..	..	..	60	7	4			
Buildings, furniture, &c. (Public Works Fund, Vote No. 102) .. .. .	..	..	..	2,263	17	10			
				3,305	4	3			
Less recoveries .. .. .	..	..	..	94	16	0			
							3,210	8	3
Carried forward .. .. .	..	..	..	..	..	..	1,613,680	7	9

\* Including £155 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,613,680	7	9
<b>Industrial Schools</b> (Votes Nos. 88 and 89, Consolidated Fund; and 102, Public Works Fund).									
Salaries of Assistant Inspector, Visiting Officers, and Probation Officer	1,032	10	0						
Travelling-expenses of Inspectors, Visiting Officers, Departmental Officers, Probation Officer, and Official Correspondent	767	8	3						
Rent of office and office requisites for Probation Officer, Auckland	85	11	2						
				1,885	9	5			
Schools—									
Auckland—									
Salaries .. .. .	981	18	7						
General maintenance .. .. .	1,521	7	2						
Repairs to buildings, furniture, &c. (Vote No. 89) ..	198	4	7						
Children boarded out .. .. .	2,885	4	5						
Travelling-expenses .. .. .	204	9	10						
	5,791	4	7						
Less recoveries .. .. .	2,537	19	8						
				3,253	4	11			
Boys' Training Farm, Weraoia—									
Salaries .. .. .	2,517	9	8						
General maintenance .. .. .	5,452	16	0						
Small works and repairs to buildings, furniture, &c. (Vote No. 89)	231	9	5						
Travelling-expenses .. .. .	87	9	0						
	8,289	4	1						
Less recoveries .. .. .	3,313	12	2						
				4,975	11	11			
Receiving Home, Wellington—									
Salaries .. .. .	1,076	6	3						
General maintenance .. .. .	1,712	6	3						
Repairs, &c., to buildings (Vote No. 89) .. .. .	91	3	11						
Children boarded out .. .. .	9,577	14	8						
Travelling-expenses .. .. .	329	18	10						
	12,787	9	11						
Less recoveries .. .. .	8,808	15	5						
				3,978	14	6			
Receiving Home, Nelson—									
Salaries .. .. .	262	9	8						
General maintenance .. .. .	586	19	7						
Repairs to buildings, furniture, &c. (Vote No. 89), £25 12s. 9d.; (Vote No. 102), £15 1s.	40	13	9						
Interest on balance of purchase-money .. .. .	27	10	0						
Children boarded out .. .. .	1,665	6	9						
Travelling-expenses .. .. .	51	0	10						
	2,634	0	7						
Less recoveries .. .. .	931	2	1						
				1,702	18	6			
Boys' Training Farm, Nelson—									
Salaries .. .. .	2,914	14	6						
General maintenance .. .. .	4,485	9	2						
Additional buildings, &c. (Vote No. 102), £60 12s.; repairs, &c. (Vote No. 89), £276 10s. 7d.	337	2	7						
Travelling-expenses .. .. .	54	17	6						
	7,792	3	9						
Less recoveries .. .. .	1,725	18	1						
				6,066	5	8			
Receiving Home, Christchurch—									
Salaries .. .. .	931	16	0						
General maintenance .. .. .	1,226	8	9						
Rent .. .. .	143	0	0						
Furnishings, repairs to buildings, &c. (Vote No. 89) ..	12	9	10						
Children boarded out .. .. .	5,176	1	5						
Travelling-expenses .. .. .	85	17	7						
	7,575	13	7						
Less recoveries .. .. .	3,454	19	3						
				4,120	14	4			
Carried forward .. .. .	..	..	..	25,982	19	3	1,613,680	7	9

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .				25,982	19	3	1,613,680	7	9
<b>Industrial Schools—<i>continued.</i></b>									
<i>Schools—continued.</i>									
Te Oranga Home, Christchurch—									
Salaries .. .. .	1,279	15	0						
General maintenance .. .. .	1,462	17	1						
Rent of adjoining section .. .. .	15	0	0						
Repairs to buildings, furniture, rebuilding, &c. (Vote No. 89), £340 14s. 9d.; improvements to drainage, &c. (Vote No. 102), £256 0s. 7d.	596	15	4						
Travelling-expenses .. .. .	83	18	0						
	3,438	5	5						
Less recoveries .. .. .	372	3	6	3,066	1	11			
<b>Burnham—</b>									
Salaries .. .. .	3,634	6	11						
General maintenance .. .. .	5,204	9	4						
Small works, repairs, furniture, &c. (Vote No. 89) ..	299	16	1						
Travelling-expenses .. .. .	222	10	1						
	9,361	2	5						
Less recoveries .. .. .	977	4	3	8,383	18	2			
<b>Caversham—</b>									
Salaries .. .. .	1,189	18	2						
General maintenance .. .. .	1,399	16	8						
Repairs to buildings, furniture, &c. (Vote No. 89) ..	92	14	5						
Children boarded out .. .. .	4,104	5	5						
Travelling-expenses .. .. .	224	6	8						
	7,011	1	4						
Less recoveries .. .. .	4,240	15	3	2,770	6	1			
<b>Private Schools—</b>									
<b>St. Mary's, Auckland—</b>									
Capitation grants, &c. .. .. .	1,933	8	7						
Less recoveries .. .. .	1,103	10	9	829	17	10			
<b>St. Joseph's, Upper Hutt—</b>									
Capitation grants, &c. .. .. .	246	1	8						
Children boarded out .. .. .	78	15	11						
	324	17	7						
Less recoveries .. .. .	275	2	6	49	15	1			
<b>St. Mary's, Nelson—</b>									
Capitation grants, &c. .. .. .	328	8	6						
Less recoveries .. .. .	322	2	1	6	6	5			
<b>St. Vincent de Paul's, Dunedin—</b>									
Capitation grants, &c. .. .. .	58	7	1						
Children boarded out .. .. .	211	12	6						
	269	19	7						
Less recoveries .. .. .	183	7	8						
Inmates maintained at other institutions .. .. .				86	11	11			
Amount paid to Postal Department for payment of boarding-out orders .. .. .				227	3	7			
Legal expenses .. .. .				100	0	0			
Earnings refunded to past inmates .. .. .				37	4	7			
Sundries .. .. .				54	12	10			
				41	8	6			
							*41,636	6	2
<b>Material and Stores (Vote No. 79).</b>									
Stores purchased .. .. .				12,826	6	3			
Less recoveries (stores issued) .. .. .				5,641	6	5			
							7,184	19	10
Carried forward .. .. .							1,662,501	13	9

\*Including £1,650 from national-endowment reserves revenue, and £187 0s. 6d. from Government Fire Insurance Fund.

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

	£	s.	d.	£	s.	d.	£	s.	d.
<b>Brought forward</b> .. .. .	..						1,662,501	13	9
<b>Miscellaneous</b> (Vote No. 90, Consolidated Fund; and the Public Service Classification and Superannuation Amendment Act, 1908).									
Allowance to Native school-teacher for compensation for loss sustained by flood .. .. .	..			85	0	0			
Audit of accounts .. .. .	..			1	3	4			
Council of Education: Travelling-expenses, advertising, &c... ..	..			312	5	4			
Examination expenses: Teachers', Public Service, and Scholarships .. .. .	5,964	12	0						
Less recoveries .. .. .	4,009	1	9						
Flags for schools—New Zealand Ensigns .. .. .	..			1,955	10	3			
Grants in aid of free kindergarten and Montessori equipment .. .. .	..			21	9	6			
Legal expenses of A. Bell (Head Office) in defending appointment before Board of Appeal .. .. .	..			1,225	0	0			
Postage and telegrams .. .. .	..			26	5	0			
Printing and stationery .. .. .	..			1,854	19	4			
Store for general departmental purposes: Incidental expenses .. .. .	..			2,208	0	7			
Subsidies to country public libraries on basis of voluntary contributions .. .. .	..			21	1	6			
Teachers' Superannuation Board: Travelling-expenses of members, and medical examination of applicants for retirement .. .. .	..			2,500	0	0			
Teachers' Superannuation Fund: Government contribution (Public Service Classification and Superannuation Amendment Act, 1908) .. .. .	..			91	18	0			
Travelling-expenses of officer enquiring into system of accounts .. .. .	..			17,000	0	0			
				11	4	10			
Less recoveries .. .. .	..			27,313	17	8			
				108	7	0			
							27,205	10	8
<b>Total</b> .. .. .	..			..			£1,689,707	4	5

## SUMMARY.

Service.	Paid from Parliamentary Votes.		Paid from Reserves Revenue.		Totals.	
	£	s. d.	£	s. d.	£	s. d.
Head Office .. .. .	13,868	17 1	..	..	13,868	17 1
Elementary education .. .. .	1,107,011	4 10	115,106	9 7	1,222,117	14 5
Secondary education .. .. .	121,730	4 9	4,694	0 0	126,424	4 9
Technical instruction .. .. .	82,506	18 10	2,424	0 0	84,930	18 10
Training colleges, &c. .. .. .	48,015	0 7	2,012	0 0	50,027	0 7
Higher education .. .. .	45,856	7 5	8,597	1 7	54,453	9 0
Native schools .. .. .	40,146	7 2	1,646	0 0	41,792	7 2
Schools in outlying islands .. .. .	418	1 4	..	..	418	1 4
Infant-life protection .. .. .	1,350	1 8	..	..	1,350	1 8
School for the Deaf .. .. .	4,122	6 10	155	0 0	4,277	6 10
Education of the Blind .. .. .	272	9 2	..	..	272	9 2
Special School for Boys, Otekaieke .. .. .	10,382	8 8	155	0 0	10,537	8 8
Special School for Girls, Richmond .. .. .	3,210	8 3	..	..	3,210	8 3
Industrial schools .. .. .	39,986	6 2	1,650	0 0	41,636	6 2
Material and stores .. .. .	7,184	19 10	..	..	7,184	19 10
Miscellaneous services .. .. .	27,205	10 8	..	..	27,205	10 8
<b>Totals</b> .. .. .	1,553,267	13 3	136,439	11 2	1,689,707	4 5

NOTE.—For a statement of the cost of education, inclusive of the amounts collected from educational bodies' endowment reserves, see Table A, page 75.

## APPENDIX B.

## ROLL OF THOSE EMPLOYED IN THE EDUCATION SERVICE WHO HAD JOINED THE EXPEDITIONARY FORCES UP TO THE 31st DECEMBER, 1916.

NOTE.—The lists hereunder contain the names of all persons employed in the Education service who, so far as is known to the Education Department, had joined the Expeditionary Forces up to the 31st December, 1916. The Department will be glad to receive any information not included in the "Remarks" column with respect to individuals or the names of any officers inadvertently omitted from the lists.

## LIST I.—TEACHERS OF PUBLIC SCHOOLS (INCLUDING PUPIL-TEACHERS, PROBATIONERS, AND TRAINING COLLEGE STUDENTS).

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
AUCKLAND EDUCATION BOARD.			
Abier, William R. . . . .	February, 1916	Sole teacher, Ranginui and Tokanui School.	
Aickin, Thomas W. . . . .	March, 1916	Sole teacher, Koutu.	
Algie, Colvin S. . . . .	August, 1914	Assistant, Rotorua District High	Killed in action.
Andrew, Richard E. . . . .	July, 1916	Assistant, Devonport.	
Atkinson, Reginald V. . . . .	August, 1915	Sole teacher, Pukemiro Collieries.	
Baker, Edward S. . . . .	April, 1915	Head teacher, Mokauiti.	
Barker, Robert C. . . . .	February, 1916	Sole teacher, Henderson Point.	
Barr, Samuel D. . . . .	May, 1915	Assistant, Newton East	Resumed March, 1916.
Barton, William H. . . . .	May, 1916	Sole teacher, Te Rena.	
Bathgate, Charles McL. . . . .	March, 1916	Sole teacher, Maraetai Nos. 1 and 2.	
Bayliss, John R. . . . .	May, 1915	Assistant, Horahora.	
Beeson, Charles B. . . . .	May, 1916	Head teacher, Matamata.	
Bilkey, Edmond E. . . . .	February, 1915	Sole teacher, Red Hill	Resumed July, 1916.
Bindon, Ernest B. . . . .	October, 1915	Training College student.	
Birss, William . . . . .	November, 1915	Assistant, Newton East.	
Bishop, John J. . . . .	February, 1916	Head teacher, Kaitaia.	
Bishoprick, Alfred E. . . . .	February, 1916	Training College student.	
Braithwaite, James H. . . . .	December, 1915	Head teacher, Huntly	Wounded.
Briggs, Charles R. . . . .	May, 1915	Sole teacher, Rautangata West.	
Brown, Geoffrey McP. . . . .	August, 1914	Probationer, Belmont	Killed in action.
Brown, Martin G. . . . .	May, 1916	Head teacher, Maungatawhiri Valley.	
Bruford, Sydney H. . . . .	July, 1915	Sole teacher, Kinohaku No. 1.	
Burch, Arthur J. . . . .	October, 1915	Sole teacher, Karangahake.	
Burton, Ormond E. . . . .	November, 1914	Sole teacher, Ahuroa Nos. 1 and 2.	
Burton, Percy R. . . . .	February, 1916	Assistant, Point Chevalier.	
Carmody, James . . . . .	August, 1916	Assistant, Huntly.	
Carr, Norman McL., B.A. . . . .	May, 1916	Assistant, Waihi South.	
Carson, William . . . . .	August, 1916	Sole teacher, Waikokowai.	
Carter, Harry G. . . . .	October, 1915	Pupil-teacher, Hamilton West	
Carter, Stanley C. . . . .	August, 1916	Sole teacher, Ngarua.	
Cheoseman, Lewis C. . . . .	April, 1916	Training College student.	
Clark, Hugh R. . . . .	August, 1915	Sole teacher, Mangatu and Tutamoe.	
Clow, Donald R. . . . .	August, 1914	Sole teacher, Te Mapara	Resumed June, 1916.
Collins, Lawrence E. . . . .	July, 1916	Training College student.	
Corbett, Alfred S. . . . .	October, 1915	Sole teacher, Waingakau	Killed in action.
Costello, Peter J. . . . .	February, 1916	Sole teacher, Paraheka and Rotopotaka.	
Crawford, Stanley H. . . . .	January, 1915	Sole teacher, Mahirakau	Missing, believed killed.
Crickett, Athol G. . . . .	June, 1915	Assistant, Whangarei.	
Cronin, Thomas M. . . . .	November, 1916	Assistant, Huntly.	
Crook, Harold L. . . . .	August, 1915	Assistant, Beresford Street	Wounded.
Darroch, George M. . . . .	February, 1916	Sole teacher, Wayby	Discharged December, 1916.
Davis, Charles B. . . . .	October, 1915	Pupil-teacher, Avondale.	
De Montalk, Alexander S. . . . .	August, 1914	Assistant, Grey Lynn.	
Donaldson, Lawrence T. . . . .	August, 1914	Pupil-teacher, Otahuhu.	
Doull, John S. . . . .	October, 1914	Head teacher, Waharoa.	
Downard, Frederick N. R. . . . .	September, 1915	Head teacher, Kuaotunu	Wounded.
Dunn, Reginald M. . . . .	February, 1916	Sole teacher, Tangaihi	Resumed May, 1916.
Earle, William J. . . . .	February, 1916	Sole teacher, Waitetuna.	
Emmett, Frank N. . . . .	October, 1914	Sole teacher, Hikimutu	Wounded.
Falwell, Ivan T. . . . .	May, 1915	Sole teacher, Katikati No. 1	Wounded.
Farrell, James P. . . . .	April, 1916	Head teacher, Ohura.	
Finlayson, John I. . . . .	October, 1914	Probationer, Dargaville.	
Fletcher, Allan . . . . .	October, 1915	Training College student.	

LIST I.—TEACHERS OF PUBLIC SCHOOLS, ETC.—*continued.*

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
AUCKLAND EDUCATION BOARD— <i>continued.</i>			
Foley, John .. .. .	November, 1916	Sole teacher, Kaharoa and Oturoa.	
Fordyce, Andrew B. .. .. .	August, 1914 ..	Sole teacher, Komakorau ..	Wounded.
Francis, Sydney P. E. .. .. .	June, 1916 ..	Sole teacher, Batley and Bickerstaffe.	
Furley, Philip C. .. .. .	October, 1915 ..	Sole teacher, Ness Valley.	
Gamlen, Richard B., M.A. .. .. .	May, 1916 ..	Sole teacher, Karekare and Whatipu	Resumed July.
Gasparich, Joseph G. .. .. .	August, 1914 ..	Assistant, Horahora ..	Wounded twice.
Gemming, Theophilus J. .. .. .	January, 1915	Sole teacher, Mati ..	Missing; believed dead.
Gauntlett, Charles G. .. .. .	February, 1916	Sole teacher, Hukapapa.	
Gerrard, Percy A. .. .. .	August, 1915 ..	Assistant, Waikino.	
Gibson, Harold C. .. .. .	July, 1916 ..	Sole teacher, Titoki and Wharekohe.	
Govan, Joseph A. .. .. .	October, 1915 ..	Sole teacher, Paronga ..	Wounded.
Graham, Patrick .. .. .	July, 1916 ..	Relieving head teacher, Mokauti.	
Grey, Alan S. .. .. .	August, 1914 ..	Sole teacher, Waiheke Central and Man-o'-War Bay	Wounded; resigned from service December, 1916.
Gribbin, Clinton R. .. .. .	July, 1915 ..	Pupil-teacher, Maungawhau.	
Grice, Lionel L. J. .. .. .	February, 1916	Assistant, Papakura.	
Griffiths, Geoffrey L. .. .. .	August, 1916 ..	Sole teacher, Kakapuka.	
Hall, Harry F. .. .. .	August, 1915 ..	Assistant, Epsom.	
Hames, Gilbert Martin .. .. .	August, 1915 ..	Sole teacher, Motumaoho.	
Hamley, Robin .. .. .	July, 1916 ..	Sole teacher, Tangawahine.	
Hannah, Arthur .. .. .	August, 1914 ..	Assistant, Edendale ..	Killed in action.
Harris, Arthur L. .. .. .	July, 1916 ..	Training College student.	
Harvey, Roderick McG. .. .. .	March, 1916 ..	Head teacher, Graham's Fern.	
Hayter, Ernest .. .. .	August, 1914 ..	Head teacher, Churchill.	
Hayter, Reuben .. .. .	April, 1916 ..	Sole teacher, Bream Tail and Waipu Cove.	
Heath, Alexander H. .. .. .	October, 1915 ..	Sole teacher, Komata.	
Heath, Philip C. .. .. .	February, 1916	Sole teacher, Tokirima Road.	
Heather, Bernard O. .. .. .	May, 1916 ..	Assistant, Papatoitoti.	
Henderson, Richard A. .. .. .	August, 1914 ..	Pupil-teacher, Mount Roskill.	
Hewlett, Theophilus N. .. .. .	August, 1915 ..	Head teacher, Mapiu.	
Hinton, Claude H. .. .. .	August, 1914 ..	Pupil-teacher, Onehunga ..	Wounded.
Hogwood, Edward J. L. .. .. .	August, 1914 ..	Sole teacher, Oturoa.	
Izod, Lionel .. .. .	February, 1916	Sole teacher, Okahu Nos. 1 and 2 ..	Discharged medically unfit, December, 1916.
Jack, Donald L. .. .. .	August, 1914 ..	Training College student ..	Killed in action.
Jeffs, Arthur .. .. .	August, 1914 ..	Sole teacher, Hinuera Valley.	
Jenkins, Clifford E. .. .. .	July, 1916 ..	Assistant, Manurewa.	
Johns, William H. .. .. .	August, 1914 ..	Sole teacher, Kakapuka ..	Wounded.
Johnson, Robert N. .. .. .	August, 1914 ..	Head teacher, Young's Point ..	Resumed October, 1916.
Johnston, Henry G. .. .. .	July, 1916 ..	Head teacher, Houhora.	
Jones, Albert L. .. .. .	December, 1914	Sole teacher, Pongakawa.	
Jones, Griffith R. .. .. .	July, 1915 ..	Assistant, Mount Albert ..	Wounded.
Kay, William .. .. .	August, 1914 ..	Head teacher, Huntly ..	Wounded.
Kendon, Cecil W. .. .. .	July, 1916 ..	Sole teacher, Wairanga.	
King, Herbert J. .. .. .	July, 1915 ..	Sole teacher, Opahi ..	Killed in action.
Kirk, Thomas H. .. .. .	April, 1915 ..	Assistant, Mount Eden ..	Drowned, "Marquette."
Landmann, Walter G. R. .. .. .	October, 1914 ..	Sole teacher, Mahirakau.	
Laws, Charles R. .. .. .	September, 1915	Training College student.	
Le Gallais, Leddra .. .. .	February, 1915	Sole teacher, Araparara and Mangakura	Killed in action.
Le Gallais, Owen .. .. .	July, 1915 ..	Sole teacher, Waiotahi.	
Leyland, Allen I. .. .. .	August, 1914 ..	Sole teacher, Tiroa and Parikura.	
Lorking, Ernest S. .. .. .	December, 1914	Head teacher, Kakahi ..	Wounded.
Lowe, Joseph E. .. .. .	June, 1915 ..	Sole teacher, Puketurua.	
Lownsborough, Frederic .. .. .	October, 1916 ..	Head teacher, Piopio.	
McCabe, George L. .. .. .	November, 1915	Training College student ..	Reported missing.
McCormack, Daniel T. .. .. .	July, 1916 ..	Assistant, Edendale.	
McDonald, Ivon F. .. .. .	May, 1916 ..	Assistant, Pukekohe.	
McDonald, Murdoch A. .. .. .	September, 1916	Secondary assistant, Coromandel District High.	
McDonald, Percy .. .. .	October, 1915 ..	Pupil-teacher, Grafton.	
McGechie, John W. .. .. .	July, 1916 ..	Relieving head teacher, Kakahi.	
McGeohan, Thomas M. .. .. .	August, 1914 ..	Sole teacher, Kirokopuni ..	Wounded.
McIntyre, James K. .. .. .	May, 1916 ..	Sole teacher, Patetonga.	
Mackay, Thomas E. A. .. .. .	March, 1916 ..	Head teacher, Oropi.	
MacKenna, Robert J. .. .. .	August, 1914 ..	Sole teacher, Hastings and Otakeo ..	Resumed December, 1915.
McKenzie, Frank J. .. .. .	February, 1916	Training College student ..	Died of wounds.
McKenzie, John .. .. .	August, 1914 ..	Sole teacher, Mataitai ..	Died of wounds.
McKenzie, Rupert W. .. .. .	May, 1916 ..	Sole teacher, Komata.	
McKinnon, Malcolm .. .. .	July, 1916 ..	Assistant, Helensville.	
McKinnon, Roderick A. .. .. .	December, 1915	Sole teacher, Rotorangi.	
McLean, William F. A. .. .. .	August, 1914 ..	Pupil-teacher, Newmarket.	
Macleod, Davis S. .. .. .	October, 1916 ..	Probationer, Newton East.	
Macleod, John D. .. .. .	July, 1915 ..	Sole teacher, Tangawahine ..	Killed in action.
McMillan, Hugh N. .. .. .	February, 1916	Sole teacher, Jordon and Pa.	
Malone, Charles L. .. .. .	May, 1916 ..	Pupil-teacher, Grey Lynn.	
Mark, Louis J. .. .. .	August, 1916 J.	Assistant, Beresford Street.	
Massam, Joseph A. .. .. .	August, 1914 ..	Assistant, Opotiki.	
Matchett, Robert J. .. .. .	September, 1916	Sole teacher, Aria.	
Maxwell, Leslie T. .. .. .	May, 1916 ..	Pupil-teacher, Pukekohe District High.	
Menzies, Alexander .. .. .	August, 1914 ..	Head teacher, Piopio.	

LIST I.—TEACHERS OF PUBLIC SCHOOLS, ETC.—*continued*.

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
AUCKLAND EDUCATION BOARD— <i>continued</i> .			
Menzies, Jack H. . . . .	October, 1915. . . . .	Pupil-teacher, Epsom.	
Merrington, Alfred R. . . . .	February, 1915 . . . . .	Assistant, Napier Street . . . . .	Wounded; resumed July, 1916.
Milnes, Herbert A. E. . . . .	March, 1916 . . . . .	Principal, Training College.	
Moore-Jones, Herbert . . . . .	March, 1915 . . . . .	Head teacher, Matamata.	
Morgan, Ernest C. . . . .	May, 1916 . . . . .	Sole teacher, Waiomio.	
Moyle, Harold L. . . . .	February, 1916 . . . . .	Sole teacher, Parikura and Tiroa.	
O'Brien, Dan . . . . .	August, 1914 . . . . .	Sole teacher, Marakopa . . . . .	Wounded; resumed, March 1916.
Olphert, Jaspas W. . . . .	November, 1915 . . . . .	Training College student	
Pendergrast, Charles . . . . .	October, 1916. . . . .	Sole teacher, Oputeke.	
Penlington, William A. G., B.A. . . . .	October, 1915. . . . .	Training College assistant.	
Phelan, Ernest O. . . . .	October, 1914. . . . .	Sole teacher, Ruakuri.	
Potter, John F. . . . .	August, 1914 . . . . .	Sole teacher, Papakura Valley.	
Price, Carl A. . . . .	June, 1916 . . . . .	Head teacher, Waipuna.	
Price, Francis M. . . . .	July, 1916 . . . . .	Relieving head teacher, Waiharara.	
Reece, Arthur G. . . . .	July, 1916 . . . . .	Sole teacher, Albertland North . . . . .	Resumed August, 1916.
Rowa, Waaka S. . . . .	October, 1915 . . . . .	Training College student.	
Rice, Thomas D. . . . .	July, 1916 . . . . .	Head teacher, Netherton.	
Richardson, Alfred E. . . . .	April, 1916 . . . . .	Sole teacher, Paparata.	
Ridling, Randolph G. . . . .	December, 1915 . . . . .	Assistant, Pukekohe District High . . . . .	Wounded.
Ritchie, Percy C. . . . .	July, 1916 . . . . .	Sole teacher, Monavale and Pukerimu.	
Robertshaw, Allan K. . . . .	February, 1916 . . . . .	Head teacher, Waiharara.	
Robinson, Harvey T. . . . .	October, 1916 . . . . .	Training College student.	
Rope, Charles M. . . . .	August, 1914 . . . . .	Head teacher, Tautari . . . . .	Died of wounds.
Schollum, John W. . . . .	June, 1916 . . . . .	Assistant, Warkworth.	
Sealy, Alfred D. . . . .	July, 1916 . . . . .	Head teacher, Mokai.	
Selby, Harold I. . . . .	August, 1916 . . . . .	Sole teacher, Paranui and Taipa.	
Senior, Stanton E. . . . .	August, 1915 . . . . .	Pupil-teacher, Newton East.	
Shaw, John L. . . . .	March, 1916 . . . . .	Assistant, Morrinsville.	
Sheard, Charles J. . . . .	April, 1915 . . . . .	Sole teacher, Whitikahu . . . . .	Deceased
Sheeran, Alfred F. L. . . . .	October, 1915. . . . .	Sole teacher, Okonga and Tryphena.	
Shepherd, Robert B. . . . .	July, 1915 . . . . .	Sole teacher, Tangihua.	
Simpkin, Charles H. . . . .	October, 1915 . . . . .	Sole teacher, Waimai and Waingaro	Wounded.
Slevin, Franz R. . . . .	April, 1916 . . . . .	Sole teacher, Araparara and Mangakura.	
Small, Harold . . . . .	September, 1916 . . . . .	Assistant, Papakura.	
Smerdon, Stanley V. . . . .	July, 1916 . . . . .	Assistant, Mangawhau.	
Smith, William M. . . . .	January, 1916 . . . . .	Training College student.	
Snell, James H. . . . .	August, 1915 . . . . .	Sole teacher, Tangeao.	
Southey, Charles C. . . . .	March, 1916 . . . . .	Head teacher, Paengareua.	
Stanton, John A. . . . .	October, 1915 . . . . .	Sole teacher, Awakino and Mokau . . . . .	Wounded.
Steele, Robert B. . . . .	September, 1914 . . . . .	Head teacher, Maungatawhiri Valley	Wounded.
Stephens, Edward S. . . . .	May, 1915 . . . . .	Sole teacher, Whitikahu.	
Stephenson, George F. . . . .	October, 1914 . . . . .	Head teacher, Mount Maunganui . . . . .	Wounded.
Stephenson, Oswald C. . . . .	February, 1916 . . . . .	Probationer, Thames South.	
Teesdale, William D. . . . .	November, 1915 . . . . .	Assistant, Waihi South.	
Thomas, Stephen H. . . . .	October, 1915 . . . . .	Sole teacher, Omahine.	
Thruston, Herbert F. . . . .	May, 1915 . . . . .	Sole teacher, Marakopa . . . . .	Resumed May, 1916.
Vause, Harry . . . . .	October, 1916 . . . . .	Assistant, Cambridge District High.	
Walker, Eric T. L. . . . .	October, 1916 . . . . .	Relieving sole teacher, Waimai and Waingaro.	
Walker, Spenceley . . . . .	April, 1916 . . . . .	Assistant, Onehunga.	
Wallis, Stanley R. . . . .	November, 1915 . . . . .	Training College student.	
Warren, Robert J. . . . .	June, 1916 . . . . .	Sole teacher, Waitakaruru.	
Wells, John F., B.A. . . . .	June, 1915 . . . . .	Assistant, Edendale.	
Wells, William S. . . . .	August, 1914 . . . . .	Sole teacher, Brynavoron and Whareora	Killed in action.
White, Kenneth R. . . . .	February, 1916 . . . . .	Head teacher Awanui.	
Wilcox, Alfred E. . . . .	July, 1915 . . . . .	Sole teacher, Selwyn.	
Wilcox, John S. . . . .	October, 1915 . . . . .	Sole teacher, Puahe.	
Wilcox, Wilfred T. . . . .	October, 1915 . . . . .	Sole teacher, Punakitere. . . . .	Deceased.
Wilks, Frank . . . . .	April, 1916 . . . . .	Secondary assistant, Paeroa.	
Williams, Eric L. . . . .	February, 1916 . . . . .	Sole teacher, Mangatu and Tutamoc.	
Wilson, Frank R. . . . .	March, 1915 . . . . .	Assistant, Newton West . . . . .	Died of wounds.
Woods, Frances D. . . . .	July, 1916 . . . . .	Head teacher, Rotorua District High.	
Woods, Selwyn G. . . . .	September, 1915 . . . . .	Assistant, Te Awamutu.	
Worsley, Harold J. . . . .	September, 1915 . . . . .	Assistant, Frankton . . . . .	Died of wounds.
TARANAKI EDUCATION BOARD.			
Bertrand, George F. . . . .	August, 1914 . . . . .	Assistant, Central.	
Buchler, Frederick J. . . . .	September, 1915 . . . . .	Assistant, Stratford.	
Buchler, John W. . . . .	December, 1915 . . . . .	Assistant, Urenui . . . . .	Killed in action.
Crosswell, James . . . . .	June, 1915 . . . . .	Probationer, Stratford.	
Cuthbert, John . . . . .	June, 1916 . . . . .	Head teacher, Huiakama.	
Jones, Walter T. T. . . . .	April, 1916 . . . . .	Sole teacher, Kina.	
Lock, Henry W. . . . .	August, 1916 . . . . .	Sole teacher, Oeo.	
Mackie, Howard J. . . . .	August, 1915 . . . . .	Sole teacher, Okau . . . . .	Wounded.
Partridge, James F. . . . .	September, 1915 . . . . .	Pupil-teacher, Central . . . . .	Died of wounds.
Pennington, John L. . . . .	April, 1915 . . . . .	Sole teacher, Ahititi and Tongaporutu.	
Sissons, Thomas H. . . . .	August, 1915 . . . . .	Assistant, Central . . . . .	Wounded.
Stratford, Herbert A. . . . .	March, 1916 . . . . .	Head teacher, Inglewood.	
Thompson, H. J. . . . .	October, 1915 . . . . .	Secondary assistant, Stratford.	

LIST I.—TEACHERS OF PUBLIC SCHOOLS, ETC.—*continued.*

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
WANGANUI EDUCATION BOARD.			
Blennerhassett, Roland ..	January, 1916	Pupil-teacher, Feilding.	
Blyth, Thomas A. ..	February, 1916	Head teacher, Ohakune and Side.	
Booth, Atwood W. ..	August, 1915 ..	Head teacher, Umumuri ..	Died of wounds.
Boswell, Gilmore R. B. ..	December, 1915	Probationer, Terrace End.	
Bowater, Harold R. ..	August, 1915 ..	Head teacher, Taonui.	
Braik, Peter ..	July, 1916 ..	Sole teacher, Beaconsfield.	
Burgess, Conway ..	May, 1915 ..	Assistant, Foxton.	
Callanan, John F. ..	August, 1915 ..	Assistant, Ohakune.	
Calman, Gordon J. ..	November, 1916	Assistant, Lytton Street.	
Christoffersen, Christian O. ..	February, 1915	Sole teacher, Ruatiti.	
Clemance, Herbert J. ..	March, 1916 ..	Second assistant, Eltham.	
Clench, Thomas F. J. ..	June, 1916 ..	Relieving sole teacher, Utuwai ..	Resumed July, 1916.
Coddington, Edward G. ..	September, 1915	Head teacher, Raurimu.	
Davey, George H. ..	August, 1915 ..	Assistant, Mangaweka	
Ellis, Frank W. S. ..	May, 1916 ..	Assistant, Rangataua.	
Ford, Algernon L. ..	August, 1915 ..	Sole teacher, Owakura.	
Galbraith, John ..	August, 1914 ..	Sole teacher, Bainesse.	
Gibbs, George W. ..	August, 1915 ..	Head teacher, Glen Oroua.	
Gilligan, William F. ..	November, 1915	Sole teacher, Makowhai.	
Gould, Sidney H. ..	May, 1915 ..	Assistant, Gonville.	
Gray, J. H. ..	August, 1914 ..	Assistant, Campbell Street ..	Killed in action.
Henderson, Hubert, i.c.a. ..	October, 1915	Second assistant, Taihape.	
Hogg, John B. ..	August, 1915 ..	Sole teacher, Carnarvon.	
Jollic, David A. ..	January, 1916	Sole teacher, Orautoha.	
Kibblewhite, Forrest G. ..	October, 1915	Assistant, Campbell Street ..	Resumed December, 1916
Lock, Albert D. ..	August, 1916 ..	Sole teacher, Tiakitahuna.	
McAuliffe, Thomas B. ..	November, 1915	Sole teacher, Kakatihu.	
McCay, Robert ..	March, 1916 ..	Sole teacher, Makohau.	
Maclean, Allan H. ..	January, 1916	Head teacher, Fitzherbert East.	
McLean, William H. ..	October, 1915	Assistant, Feilding District High.	
McLeod, George M. ..	May, 1916 ..	Assistant, Rongotea.	
Macrae, Roderick D. ..	October, 1915	Assistant, Taihape.	
Morton, Guy ..	July, 1915 ..	Sole teacher, Ruatiti.	
Nettleford, Vivian P. ..	November, 1916	Sole teacher, Kawhatau.	
Nicol, Albert C. ..	March, 1916 ..	Sole teacher, Lacys Landing and Retaruke.	
O'Reilly, John J. ..	September, 1916	Head teacher, Westmere.	
Parlane, Sydney C. ..	October, 1916	Sole teacher, Makohine Valley.	
Phillips, Charles E. ..	August, 1914 ..	Assistant, Feilding ..	Killed in action.
Robbie, George A. ..	July, 1915 ..	Head teacher, Patea.	
Rule, Frank J. ..	August, 1914 ..	Sole teacher, Rataiti ..	Died of wounds.
Sandle, Henry J. ..	July, 1916 ..	Sole teacher, Bainesse.	
Stevenson, William H. ..	May, 1916 ..	Sole teacher, Valley Road.	
Strack, George S. ..	May, 1915 ..	Secondary assistant, Patea.	
Thomas, Harold W. ..	October, 1915	Sole teacher, Rotokare.	
Tier, Walter H. ..	January, 1916	Sole teacher, Naumanui.	
Trevena, Albert J. ..	January, 1916	Assistant, Lytton Street.	
Tucker, Leonard E. ..	October, 1914	Sole teacher, Utuwai.	
Watt, Ronald A. ..	January, 1915	Sole teacher, Naumanui ..	Killed in action.
Wiltshire, Frank ..	January, 1915	Assistant, Raetihi.	
Windle, Arthur J. ..	August, 1915 ..	Sole teacher, Hihitahi.	
HAWKES BAY EDUCATION BOARD.			
Brittain, Vivian R. ..	August, 1914 ..	Pupil-teacher, Hastings District High	Killed in action.
Calder, John K. ..	October, 1915	Sole teacher, Otoko.	
Cammock, William R. ..	August, 1914 ..	Assistant, Hastings District High. ..	Killed in action.
Cockroft, George W. ..	January, 1915	Assistant, Port Ahuriri ..	Resumed March, 1916.
Cook, Fred ..	August, 1916 ..	Head teacher, Twyford.	
Cowan, David ..	August, 1916 ..	Assistant, Hastings District High.	
Douglas, John E. ..	February, 1916	Sole teacher, Moreere.	
Fairbrother, Lewis M. ..	February, 1916	Sole teacher, Te Puia.	
Forsyth, Archibald J. ..	August, 1914 ..	Assistant, Patutahi ..	Killed in action.
Jones, William H. ..	February, 1916	Assistant, Napier.	
Kay, Leslie V. ..	August, 1914 ..	Sole teacher, Te Puia Springs.	
McRae, James ..	July, 1916 ..	Head teacher, Matawai.	
Nicoll, Thomas A. ..	July, 1915 ..	Assistant, Hastings.	
Olsen, Othenius R. ..	May, 1916 ..	Assistant, Gisborne North.	
Parsons, Vivian ..	September, 1916	Assistant, Gisborne West.	
Rigby, Cyril G. ..	July, 1916 ..	Assistant, Gisborne.	
Rigby, Norman F. ..	February, 1916	Head teacher, Murewai.	
Rowntree, Ernest H. W. ..	August, 1916 ..	Assistant, Waipawa District High.	
Soundy, Arthur W. ..	February, 1916	Head teacher, Makauri.	
Stockham, Thomas W. ..	August, 1916 ..	Assistant, Waipawa District High.	
Ward, Richard D. ..	July, 1916 ..	Probationer, Gisborne West.	
Webster, Edward ..	October, 1914	Assistant, Woodville District High.	Resumed May, 1916.



LIST 1.—TEACHERS OF PUBLIC SCHOOLS, ETC.—*continued.*

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
WELLINGTON EDUCATION BOARD.			
Adlam, Ronald C. . . . .	August, 1914 . . . . .	Training College student.	
Bagley, Cedric J. . . . .	August, 1915 . . . . .	Pupil-teacher, Roseneath.	
Ball, Douglas G. . . . .	August, 1915 . . . . .	Assistant, Te Aro.	
Banks, Henry . . . . .	August, 1916 . . . . .	Sole teacher, Karapoti.	
Barnard, Stanley . . . . .	September, 1914 . . . . .	Training College student . . . . .	Died of wounds.
Barnes, George E. . . . .	June, 1916 . . . . .	Training College student.	
Beechey, Frederick J. . . . .	March, 1916 . . . . .	Assistant, South Wellington.	
Beere, Josiah M. . . . .	January, 1916 . . . . .	Training College student.	
Bennett, John B. . . . .	September, 1914 . . . . .	Training College student.	
Bish, Seymour S. M. . . . .	February, 1916 . . . . .	Probationer, Greytown.	
Bowler, Daniel C. . . . .	January, 1916 . . . . .	Training College.	
Butler, Ernest E. . . . .	February, 1916 . . . . .	Probationer, Newtown.	
Cajgou, Charles A. . . . .	July, 1915 . . . . .	Assistant, Lansdowne.	
Clachan, William J. . . . .	August, 1914 . . . . .	Sole teacher, Takapu.	
Clifford, Arthur A. . . . .	September, 1916 . . . . .	Pupil-teacher, Mount Cook (Boys').	
Cooper, James P. . . . .	September, 1916 . . . . .	Training College student.	
Cowles, Jabez A. . . . .	August, 1914 . . . . .	Head teacher, Carterton District High.	
Craven, Leslie A. . . . .	September, 1914 . . . . .	Assistant, Grovetown.	
Davie, Harry P. C. . . . .	August, 1914 . . . . .	Sole teacher, Mauriceville.	
Dempsey, Sydney W., B.A. . . . .	September, 1915 . . . . .	Assistant, Clyde Quay.	
Duggan, John . . . . .	October, 1916 . . . . .	Assistant, Berhampore.	
Dudson, Walter F. . . . .	November, 1914 . . . . .	Sole teacher, Cross Creek.	
Duncan, Stuart . . . . .	February, 1916 . . . . .	Head-teacher, Waikanae.	
East, Alfred F. D. . . . .	August, 1914 . . . . .	Assistant, Clyde Quay.	
Edwards, Ralph W. . . . .	September, 1915 . . . . .	Assistant, Brooklyn.	
Foden, Norman A. . . . .	December, 1915 . . . . .	Assistant, Eastern Hutt.	
Fossette, Walter E. W. . . . .	November, 1915 . . . . .	Assistant, Clyde Quay.	
Foss, James B. . . . .	August, 1914 . . . . .	Assistant, Levin . . . . .	Died of wounds.
Fram, R. J. . . . .	July, 1916 . . . . .	Sole teacher, Tane.	
Fraser, Ernest M. . . . .	September, 1915 . . . . .	Sole teacher, Grassmere.	
Fulton, John G. B. . . . .	July, 1915 . . . . .	Training College student.	
Gazo, Frederick J. . . . .	September, 1916 . . . . .	Assistant, Maranui.	
Gibson, Francis . . . . .	October, 1916 . . . . .	Assistant, Blenheim.	
Gowdy, Harold . . . . .	July, 1915 . . . . .	Assistant, Clyde Quay . . . . .	Killed in action.
Gray, Harold A. W. . . . .	August, 1914 . . . . .	Pupil-teacher, Levin District High . . . . .	Wounded, twice.
Greig, Arthur G. . . . .	April, 1915 . . . . .	Sole teacher, Marama.	
Hawkins, Benjamin G. . . . .	December, 1915 . . . . .	Assistant, Terrace.	
Hemmingson, Geoffrey . . . . .	July, 1915 . . . . .	Training College student.	
Higgins, Vivian . . . . .	September, 1915 . . . . .	Assistant, Carterton District High.	
Hodson, F. . . . .	April, 1916 . . . . .	Assistant, Te Aro.	
Holdaway, Hubert R. . . . .	July, 1916 . . . . .	Training College student.	
Holdaway, Kenneth M. . . . .	February, 1916 . . . . .	Sole teacher, Waione.	
Hostick, John B. . . . .	May, 1915 . . . . .	Training College student.	
Jenkins, Charles G. . . . .	November, 1916 . . . . .	Sole teacher, Tauherenikau.	
Johns, Walter D. . . . .	August, 1914 . . . . .	Training College student.	
Jones, Sidney J. . . . .	September, 1914 . . . . .	Training College student.	
Kennedy, William R. . . . .	September, 1916 . . . . .	Pupil-teacher, Mount Cook (Boys').	
Kerr, Harold W. . . . .	September, 1915 . . . . .	Probationer, Mount Cook (Boys').	
King, Sidney J. . . . .	January, 1916 . . . . .	Training College student.	
Kirk, George W. . . . .	October, 1916 . . . . .	Head teacher, Te Horo.	
Larsen, Albert J. . . . .	September, 1914 . . . . .	Training College student.	
Longhurst, William T. . . . .	October, 1915 . . . . .	Sole teacher, Marima.	
McCaw, Peter R. . . . .	October, 1915 . . . . .	Training College student.	
McCaw, William T. . . . .	August, 1914 . . . . .	Assistant, Upper Hutt . . . . .	Wounded.
Marsden, Joseph S., B.A. . . . .	February, 1916 . . . . .	Assistant, Terrace.	
Matheson, Graham G. . . . .	February, 1916 . . . . .	Sole teacher, Pirinoa.	
Mills, John E. . . . .	August, 1914 . . . . .	Assistant, Levin District High . . . . .	Killed in action.
Morris, William H. . . . .	October, 1914 . . . . .	Training College student . . . . .	Died of sickness.
Mothes, Frederick W., B.A. . . . .	August, 1914 . . . . .	Assistant, Petone . . . . .	Wounded.
Okeby, William G. . . . .	August, 1915 . . . . .	Pupil-teacher, Brooklyn.	
Pallant, Donald K. . . . .	August, 1914 . . . . .	Sole teacher, Marima . . . . .	Missing, believed killed.
Prichard, Ivor G. . . . .	February, 1916 . . . . .	Pupil-teacher, Training College.	
Pryor, David C. . . . .	January, 1916 . . . . .	Sole teacher, Saunders Road.	
Quigley, Middleton S. . . . .	September, 1914 . . . . .	Training College student.	
Rogers, Lancelot A. . . . .	August, 1914 . . . . .	Probationer, Te Aro.	
Roots, Arthur . . . . .	July, 1915 . . . . .	Training College student.	
Rudkin, Alfred R. . . . .	July, 1916 . . . . .	Assistant, Otaki.	
Russell, Cecil R. . . . .	August, 1914 . . . . .	Pupil-teacher, Carterton . . . . .	Wounded, twice.
Sansin, Henry S. M. . . . .	January, 1916 . . . . .	Pupil-teacher, Karori.	
Skelley, Claude H. T. . . . .	October, 1915 . . . . .	Head teacher, Ocean Bay.	
Stafford, Fred . . . . .	June, 1915 . . . . .	Assistant, Roseneath.	
Stainton, William H. . . . .	November, 1914 . . . . .	Assistant, Mount Cook (Boys').	
Sutton, Howard H., B.A. . . . .	May, 1915 . . . . .	Assistant, Island Bay.	
Sutton, John . . . . .	October, 1915 . . . . .	Training College student.	
Tattle, Philip G. . . . .	August, 1914 . . . . .	Sole teacher, Longbush . . . . .	Killed in action.
Taylor, George N. . . . .	October, 1914 . . . . .	Sole teacher, Okaramio.	
Thomas, Edgar G. R. . . . .	October, 1915 . . . . .	Pupil-teacher, Lansdowne.	
Webb, Arthur L. . . . .	September, 1914 . . . . .	Training College student.	
White, Alfred T. . . . .	September, 1915 . . . . .	Head teacher, Hastwell . . . . .	Wounded.
Wilson, James A. . . . .	August, 1915 . . . . .	Probationer, Roseneath.	
Wiseman, John A. . . . .	January, 1916 . . . . .	Training College student.	
Young, Albert V. . . . .	November, 1915 . . . . .	Assistant, Berhampore.	

LIST I.—TEACHERS OF PUBLIC SCHOOLS, ETC.—*continued.*

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
NELSON EDUCATION BOARD.			
Boyes, Esmond E. C.	January, 1916	Head teacher, Neudorf.	
Ching, Harold L.	August, 1914	Sole teacher, Tui.	Wounded; resumed March 1916.
Dron, Douglas A.	December, 1914	Head teacher, Tarakohe	Wounded.
Ellery, Henry V.	November, 1915	Sole teacher, Ferntown.	
Goodyear, John	October, 1915	Assistant, Reefton.	
Hayes, Frank E. C.	August, 1914	Sole teacher, Puponga	Resumed May, 1916.
Lewis, Allan	May, 1916	Sole teacher, Pokororo.	
Leveridge, Ray	October, 1915	Sole teacher, Fern Flat.	
McBean, Ernest S.	February, 1916	Head teacher, Wai-uta.	
McGlashon, Ralph	October, 1915	Sole teacher, Stanley Brook.	
Marr, Henry	August, 1914	Assistant, Seddonville	Killed in action.
Menzies, George G.	September, 1914	Second Assistant, Reefton District High	Wounded; resumed June 1916.
Senior, Frank	November, 1914	Sole teacher, Owen Junction	Killed in action.
Sheddan, Samuel	June, 1916	Head teacher, Waimangaroa.	
Sutherland, John F.	February, 1916	Sole teacher, Mangarakau.	
Tunncliffe, Norris H.	August, 1914	Head teacher, Wai-uta	Wounded.
Vercoe, Eric	February, 1916	Sole teacher, Tui.	
Yeats, Douglas M.	August, 1914	Sole teacher, Inangahua Landing	Died of wounds.
CANTERBURY EDUCATION BOARD.			
Abernethy, Rex C.	October, 1915	Assistant, Christchurch East.	
Adams, William R.	June, 1915	Assistant, Lyttelton	Resumed April, 1916.
Adamson, R. de B.	August, 1914	Training College student.	
Bain, Arthur C. W.	August, 1914	Training College student	Killed in action.
Barnett, Arthur J.	May, 1916	Assistant, Shirley.	
Baverstock, Harold S.	January, 1916	Pupil-teacher, Elmwood.	
Beattie, Edward J.	April, 1915	Probationer, Akaroa.	
Beattie, James	April, 1916	Head teacher, Rotherham.	
Berg, Frederick R.	June, 1915	Head teacher, Mead	Resumed February, 1916.
Blathwayt, Murray	November, 1914	Sole teacher, Scotsburn	Invalidated.
Boyd, Arthur A.	June, 1915	Assistant, Rangiora	Wounded.
Brown, John B.	October, 1916	Head teacher, Brookside.	
Burrows, William M.	June, 1916	Assistant, Ashburton.	
Cartwright, Walter H.	June, 1916	Assistant, Geraldine.	
Cornford, E. S.	September, 1915	Head teacher, Kisselton.	
Cotton, G. W.	January, 1916	Training College student.	
Dalley, Edward R.	June, 1915	Training College student	Wounded.
Foord, Fred R.	August, 1914	Assistant, Cobden.	
Foster, William A.	July, 1915	Head teacher, Chamberlain.	
Gray, Alexander, B.A.	April, 1916	Assistant, Akaroa District High.	
Guiney, Alan H.	July, 1915	Training College student.	
Gurnsey, A. J.	January, 1916	Pupil-teacher, Elmwood.	
Gurnsey, Frederick W.	June, 1915	Assistant, Elmwood.	
Harvey, E.	December, 1915	Pupil-teacher, Somerfield.	
Hayman, Benjamin F.	August, 1915	Training College student.	
Hoare, George H.	October, 1914	Assistant, Waltham.	
Horwell, Walter W.	August, 1914	Training College student.	
Hutton, William B.	July, 1916	Training College student.	
Iverach, J. A. D.	January, 1916	Training College student.	
Jackman, Clarence V.	June, 1915	Training College student	Wounded.
Judson, Charles G.	October, 1915	Training College student.	
Lucas, Herbert N.	November, 1915	Sole teacher, Ashburton Forks.	
McDonald, Donald J.	August, 1914	Training College student.	
McRae, Alexander P.	October, 1915	Head teacher, Lakeside.	
Maben, Keppoch McD.	January, 1916	Pupil-teacher, Waimataitai.	
Marks, Horace R.	August, 1914	Training College student.	
Marwick, John, M.A.	February, 1916	Assistant, Pleasant Point District High.	
Maurice, F. D.	August, 1914	Assistant, Waimate District High	Killed in action.
Menzies, J. L.	September, 1915	Relieving teacher.	
Mills, David C.	August, 1914	Training College student	Died of wounds.
Moor, Carolus T.	April, 1916	Assistant, Addington.	
Moore, Frederick W., B.A.	March, 1916	Head teacher, Ashley.	
Moore, M. O.	August, 1914	Head teacher, Springfield	Killed in action.
Mortimore, A. E.	December, 1914	Assistant, Ashburton	Killed in action.
Mottram, Benjamin R.	June, 1915	Training College student.	
Mullins, Timothy	August, 1914	Pupil-teacher, Greymouth District High.	
O'Connor, M.	January, 1916	Pupil-teacher, Timaru Main.	
O'Connor, William	July, 1916	Assistant, Waimate District High.	
Oram, Harry	November, 1915	Assistant, Timaru Main.	
Pratt, William S.	August, 1914	Assistant, Christchurch West.	
Quartermain, Leslie B.	March, 1916	Training College student.	
Reid, James N.	February, 1916	Pupil-teacher, Belfast.	
Rule, William B., M.A.	October, 1916	Assistant, Christchurch West (Secondary)	
Soyb, William	October, 1915	Pupil-teacher, Albury.	
Stevens, Edward B.	July, 1916	Training College student.	
Stockdill, Thomas	September, 1914	Pupil-teacher, Addington.	
Storey, Robert H. G.	February, 1916	Sole teacher, Hook Bush.	
Sustins, Nolan	August, 1914	Assistant, Sydenham	Killed in action.
Talbot, Arthur E.	February, 1916	Assistant, Greymouth District High.	
Watson, William D.	February, 1915	Sole teacher, Tawai.	
Wilson, David G.	June, 1915	Assistant, St. Albans.	
Wilson, T. F. G.	November, 1915	Training College student.	
Withers, Arthur J. T.	June, 1915	Assistant, Christchurch West	Resumed, May, 1916.

LIST I.—TEACHERS OF PUBLIC SCHOOLS, ETC.—*continued.*

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
OTAGO EDUCATION BOARD.			
Allan, Reginald .. .. .	August, 1916 ..	Assistant, Anderson's Bay.	
Anderson, Peter J. . . .	January, 1916	Assistant, North-east Valley	Wounded.
Barton, Oke .. .. .	August, 1914 ..	Assistant, Oamaru North.	
Barton, Vivian .. .. .	May, 1915 ..	Training College student.	
Bell, Cecil R. .. .. .	December, 1914	Training College student ..	Wounded.
Blaikie, William .. .. .	May, 1915 ..	Sole teacher, Kahuika.	
Botting, Howard E. A. ..	November, 1916	Training College student.	
Botting, Robert W. S. ..	December, 1915	Assistant, Lawrence Secondary	Wounded.
Bringans, Alexander .. .	August, 1914 ..	Assistant, Albany Street.	
Brown, George .. .. .	August, 1914 ..	Sole teacher, Tuapeka West.	
Buchanan, Robert O. .. .	March, 1916 ..	Head teacher, Lower Harbour.	
Burn, Edgar H. .. .. .	May, 1916 ..	Sole teacher, Tahakopa.	
Burrell, Frederick W. ..	June, 1915 ..	Sole teacher, McLennan.	
Cairney, Thomas .. .. .	January, 1916	Sole teacher, Henley .. ..	Resumed November, 1916.
Closs, William O. .. .. .	February, 1916	Assistant, George Street.	
Cowan, James G. .. .. .	August, 1914 ..	Assistant, Oamaru Middle..	Killed in action.
Crawford, William .. .	September, 1916	Sole teacher, Otakou.	
Cuthill, John E. .. .. .	December, 1914	Relieving Assistant .. ..	Wounded.
Davidson, Andrew .. .. .	September, 1916	Sole teacher, Te Houka.	
Davis, Lyell H. .. .. .	August, 1914 ..	Training College student.	
Dunn, Stanley B. .. .. .	November, 1916	Training College student.	
Elliott, Arthur D. .. .. .	August, 1915 ..	Probationer, Teaneraki ..	Died of wounds.
Finlay, Ivan H. .. .. .	August, 1914 ..	Training College student ..	Resumed March, 1916.
Finlay, John .. .. .	April, 1916 ..	Relieving head teacher, Hyde.	
George, William K. .. ..	August, 1914 ..	Training College student.	
Goudie, John C. B. .. ..	June, 1916 ..	Relieving head teacher, Otekaike.	
Gibb, Stewart C. .. .. .	September, 1916	Relieving assistant, Kaikorai.	
Hall, Harold C. .. .. .	April, 1915 ..	Assistant, Kaikorai .. ..	Died of wounds.
Harper, James .. .. .	February, 1915	Relieving assistant, Oamaru North	Died of wounds.
Hoggans, Alexander .. .	December, 1914	Head teacher, Dunback.	
Hubbard, Ivan B. .. .. .	August, 1915 ..	Sole teacher, Bald Hill ..	Wounded.
Johnston, Alexander T. ..	May, 1915 ..	Relieving assistant, Balclutha.	
Johnston, John G. .. .. .	March, 1915 ..	Assistant, Mornington .. ..	Wounded.
Kennedy, Archibald P. ..	November, 1916	Assistant, Albany Street.	
Kennedy, Alexander S. ..	January, 1915	Assistant, North-east Valley	Wounded.
Luke, Gabriel M. .. .. .	October, 1916	Training College.	
McBride, Joseph B. .. ..	August, 1914 ..	Training College student.	
McDougall, Walter P. .. .	November, 1914	Sole teacher, Rongahere ..	Wounded.
McDonald, Gordon F. .. .	May, 1915 ..	Assistant, Oamaru Middle.	
Macdonald, Hugh G. B. ..	July, 1916 ..	Assistant, Kensington.	
McIntyre, Hugh .. .. .	September, 1916	Sole teacher, Matakauui.	
McLaren, Alexander .. .	June, 1916 ..	Assistant, Mosgiel.	
Maclelan, Ian H. .. .. .	October, 1915	Training College student.	
Mawhinney, Ezekiel .. .	December, 1916	Training College student.	
Milne, Alexander .. .. .	June, 1916 ..	Training College student.	
Moir, John H., B.A. .. .	August, 1914 ..	Head teacher, Mosgiel .. ..	Wounded, and now doing military work in New Zealand.
Moloney, John .. .. .	October, 1916	Pupil-teacher, Albany Street.	
Parr, Cuthbert, M.A. .. .	February, 1915	Assistant, Balclutha .. ..	Wounded.
Pay, William H. .. .. .	August, 1915 ..	Assistant, Albany Street ..	Wounded.
Perry, William S. .. .. .	January, 1916	Pupil-teacher, Musselburgh.	
Robertson, John A. .. .	October, 1916	Pupil-teacher, Albany Street.	
Rushbrook, Walter H. ..	February, 1916	Assistant, Mornington.	
Sanders, John R. .. .. .	October, 1915	Assistant, Wharekuri .. ..	Wounded.
Sargison, James H. .. .	July, 1915 ..	Assistant, Palmerston .. ..	Resumed June, 1916.
Smith, Oscar C. .. .. .	May, 1915 ..	Sole teacher, Ida Valley.	
Sparks, William J. .. .. .	February, 1916	Sole teacher, Kokoama .. ..	Resumed June, 1916.
Stevens, Herbert M. .. .	April, 1915 ..	Head teacher, Lower Harbour.	
Swan, George .. .. .	August, 1915 ..	Head teacher, Otakou.	
Tempero, Frank J. .. ..	October, 1916	Assistant, Oamaru South.	
Thomson, Walter .. .. .	October, 1916	Training College student ..	Died of wounds.
Turner, William W., B.A. ..	December, 1915	Head teacher, Balclutha District High	
Waddell, David B. .. .. .	August, 1914 ..	Sole teacher, Rae's Junction.	
Watson, John .. .. .	August, 1914 ..	Assistant, Oamaru South.	
Watt, Malcolm McP. .. .	March, 1915 ..	Assistant, Tapanui .. ..	Wounded.
White, David .. .. .	January, 1916	Sole teacher, Pounaweia ..	Discharged from camp.
White Percy H. .. .. .	December, 1914	Head teacher, Hyde .. ..	Killed in action.
Wilson, Ernest .. .. .	October, 1915	Assistant, Mosgiel .. ..	
Woods, Alexander J. .. .	May, 1916 ..	Assistant, Oamaru North.	
SOUTHLAND EDUCATION BOARD.			
Agnew, George .. .. .	February, 1916	Assistant, East Gore.	
Bonthron, Escott .. .. .	December, 1914	Pupil-teacher, Invercargill North.	
Burt, John .. .. .	January, 1916	Assistant, Gore .. ..	Resumed December, 1916.
Collier, Charles .. .. .	June, 1915 ..	Sole teacher, Glencoe .. ..	Wounded.
Egan, Thomas .. .. .	August, 1915 ..	Head teacher, Scott's Gap.	
Gilchrist, Norman D. .. .	August, 1915 ..	Assistant, Invercargill South	Wounded.
Grenfell, Alfred F. .. .	August, 1914 ..	Assistant, Invercargill South.	
Hall, Norman .. .. .	March, 1915 ..	Assistant, Orepuki .. ..	Died of wounds.

LIST I.—TEACHERS OF PUBLIC SCHOOLS, ETC.—*continued.*

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
SOUTHLAND EDUCATION BOARD— <i>continued.</i>			
Lamb, Robert J. ..	March, 1916 ..	Sole teacher, Waikawa Valley.	
Lamont, Nisbet ..	January, 1916 ..	Assistant, Otautau ..	Missing.
Landreth, William ..	August, 1914 ..	Sole teacher, New River Ferry.	
Leckie, Douglas F. ..	July, 1916 ..	Pupil-teacher, Invercargill South.	
Lopdell, Francis C. ..	May, 1916 ..	Assistant, Invercargill South.	
Lyttle, David J. A. ..	August, 1914 ..	Assistant, Gore ..	Killed in action.
McGlashan, Peter ..	September, 1914 ..	Relieving head teacher, Arrow ..	Killed in action.
McLeod, John W. ..	November, 1915 ..	Sole teacher, Caroline.	
Millard, Arthur J. ..	May, 1915 ..	Head teacher, Fortrose.	
Milne, Alexander I. ..	October, 1914 ..	Head teacher, Pembroke.	
Moodie, Bedford P. ..	January, 1915 ..	Assistant, Wallacetown ..	Resumed June, 1916.
Petrie, Arnold J., B.A. ..	September, 1915 ..	Assistant, Waikiwi ..	Wounded.
Prebble, Stanley ..	February, 1916 ..	Pupil-teacher, Gore.	
Rae, Duncan McF., B.A. ..	October, 1915 ..	Assistant, South Invercargill ..	Wounded.
Simpson, Henry G. ..	February, 1915 ..	Sole teacher, Glenham.	
Spragg, Arthur W. ..	August, 1915 ..	Sole teacher, Skippers.	
Sproat, Hugh G. ..	May, 1915 ..	Assistant, Invercargill Middle.	
Webber, John O. ..	June, 1916 ..	Head teacher, Drummond.	

## LIST 2.—MANUAL AND TECHNICAL INSTRUCTORS.

Name.	Date of joining Forces.	Position held before joining Forces.	Remarks.
AUCKLAND EDUCATION DISTRICT.			
Burgess, Claude E. ..	..	Instructor in mathematics ..	Died of wounds.
Clayton, Edmund W. D. ..	..	Woodwork instructor.	
Donnan, Arthur W. ..	..	Agricultural instructor.	
Galitzenstein, Godefroy ..	..	Instructor in commercial history and French	Died of wounds.
McCarthy, Claude ..	September, 1916 ..	Instructor in English and mathematics.	
Morgan, Leonard O. ..	..	Assistant mechanic, Engineering Department.	
WANGANUI EDUCATION DISTRICT.			
Bastings, Lyndon ..	October, 1915 ..	Science master, Wanganui Technical College	Discharged temporarily.
Gibson, Evelyn P. ..	February, 1916 ..	Art master, Wanganui Technical College.	
Preece, A. ..	..	Instructor, Palmerston North Technical School	Wounded.
Robertson, Douglas L. ..	September, 1916 ..	First assistant, Wanganui Technical College.	
Stephenson, William ..	April, 1916 ..	Woodwork instructor.	
Taylor, Archibald ..	January, 1915 ..	Assistant master, Wanganui Technical College.	
Verry, F. W. ..	..	Instructor, Palmerston North Technical School.	
WELLINGTON EDUCATION DISTRICT.			
Brown, Alfred A. ..	July, 1916 ..	Board's woodwork instructor ..	Discharged.
Drewitt, E. J. ..	..	Instructor, Wellington Technical College.	
Earnshaw, W. ..	..	Instructor, Wellington Technical College.	
McLachlan, Archibald ..	November, 1916 ..	Board's woodwork instructor.	
Tunley, Frank ..	March, 1915 ..	Board's woodwork instructor.	
HAWKE'S BAY EDUCATION DISTRICT.			
Niven, James ..	..	Instructor, Napier Technical College.	
NORTH CANTERBURY EDUCATION DISTRICT.			
Brister, S. G. ..	..	Instructor, Ashburton Technical School	Twice wounded.
Burdekin, H. ..	..	Instructor, Christchurch Technical College.	
Candy, F. S. ..	..	Instructor, Ashburton Technical School.	
Childs, A. J. ..	..	Instructor, Ashburton Technical School.	
Miller, Miss D. ..	..	Assistant Superintendent, Christchurch Girls' Hostel.	
OTAGO EDUCATION DISTRICT.			
Isaac, Nelson ..	September, 1915 ..	Instructor, Dunedin School of Art.	
SOUTHLAND EDUCATION DISTRICT.			
Clark, Percy ..	August, 1916 ..	Board's woodwork instructor.	

## LIST 3.—UNIVERSITY PROFESSORS AND LECTURERS AND SECONDARY-SCHOOL TEACHERS.

Name.	Position held prior to joining Forces.	Remarks.
Adamson, F. F. .. ..	Assistant master, Ashburton High School .. ..	Killed in action.
Airey, T. A. .. ..	Assistant master, Auckland Grammar School.	
Alexander, William A. .. ..	Assistant master, Dannevirke High School .. ..	Killed in action.
Beattie, G. C. .. ..	Assistant master, Christchurch Boys' High School.	
Bogg, Oliver J. .. ..	Assistant master, Otago Boys' High School.	
Boyne, J. M. .. ..	Assistant master, Palmerston North High School.	
Buxton, T. .. ..	Commercial master, New Plymouth High School.	
Caddick, A. E. .. ..	Assistant master, Wellington College.	
Castle, Arthur P. .. ..	Assistant master, Gisborne High School .. ..	Killed in action.
Chapple, L. .. ..	Assistant master, Southland High School.	
Chisholm, D. S. .. ..	Assistant master, Waitaki High School.	
Cockroft, E. A. .. ..	Assistant master, Timaru High School.	
Cory-Wright, S. .. ..	Lecturer, Auckland University College.	
Cuthbert, R. A. .. ..	Assistant master, Timaru High School. †	
Darwin, Lisle J. .. ..	Assistant master, Christchurch High School.	
Dinneen, J. D. .. ..	Assistant master, Auckland Grammar School .. ..	Killed in action.
Espiner, R. H. .. ..	Assistant master, New Plymouth High School.	
Fathers, H. T. M. .. ..	Assistant master, Wellington College.	
Foweraker, C. E. .. ..	Lecturer, Canterbury College.	
Fraser, H. G. .. ..	Assistant master, Napier High School .. ..	Killed in action.
Gibson, J. B. .. ..	Assistant master, Napier High School.	
Goulding, J. H. .. ..	First assistant master, Marlborough High School	Killed in action.
Hall, H. T. .. ..	Assistant master, Waitaki High School.	
Hall, V. J. B. .. ..	Junior assistant, New Plymouth High School.	
Hamblyn, C. J. .. ..	Assistant in preparatory department, New Plymouth High School.	
Hancox, G. G. .. ..	Second assistant master, Marlborough High School.	
Hind, C. A. S. .. ..	Assistant master, Timaru High School.	
Hoar, W. .. ..	Drill instructor, Christchurch Boys' High school. .. ..	
Jennings, L. S. .. ..	Science master, Waitaki High School .. ..	Killed in action.
Johnson, J. C. .. ..	Professor, Auckland University College.	
King, H. W. .. ..	Assistant master, Auckland Grammar School .. ..	Killed in action.
Littlejohn, Colin M. .. ..	Assistant master, Otago High School.	
Macdonald, M. .. ..	Junior master, New Plymouth High School.	
Malthus, C. .. ..	Assistant master, Nelson College.	
Manson, A. J. .. ..	Probationer, Napier High School.	
Marsden, E. .. ..	Professor, Victoria University College.	
Meikle, H. C. .. ..	Assistant master, Auckland Grammar School.	
Morrison, M. J. .. ..	Assistant master, Nelson College.	
Morrow, T. J. .. ..	Assistant master, Nelson College.	
Morue, G. W. .. ..	Assistant master, Wellington College.	
Murray, John .. ..	First assistant, Palmerston North High School.	
Nelson, J. S. .. ..	Assistant master, Nelson College.	
O'Connor, D. .. ..	Assistant master, Timaru High School.	
Ongley, P. A. .. ..	Assistant master, Wellington College.	
Owen, G. .. ..	Professor, Auckland University College.	
Paterson, John G. .. ..	Science master, Hamilton High School.	
Paterson, J. M. .. ..	Lecturer, Otago University.	
Pickerill, H. P. .. ..	Professor, Otago University.	
Pow, James. .. ..	Assistant master, Otago High School.	
Ramsay, H. V. .. ..	Assistant master, Thames High School.	
Rands, H. .. ..	Science master, Waitaki High School.	
Robertson, Thomas G. .. ..	Assistant master, Otago High School.	
Rohan, M. D. .. ..	Assistant master, Auckland Grammar School.	
Saxon, H. .. ..	Assistant master, Nelson College.	
Searle, H. V. .. ..	Third assistant master, New Plymouth High School.	
Senior, C. H. A. .. ..	Assistant master, Auckland Grammar School.	
Short, A. W. .. ..	Assistant master, Auckland Grammar School.	
Siddells, S. H. .. ..	Assistant master, Napier High School.	
Skinner, H. D. .. ..	Assistant master, Palmerston North High School.	
Slater, Henry W. .. ..	Assistant master, Otago High School.	
Smith, C. M. .. ..	Assistant master, Otago High School.	
Stephens, A. C. .. ..	Lecturer, Otago University.	
Stewart, Hugh .. ..	Professor, Canterbury College.	
Struthers, J. B. .. ..	Assistant master, Southland High School.	
Taylor, F. A. .. ..	Assistant master, Auckland Grammar School.	
Thomson, A. .. ..	Assistant master, Nelson College.	
Thomson, J. .. ..	Assistant master, Waitaki High School.	
Waters, D. B. .. ..	Professor, Otago University.	
Williams, C. H. .. ..	Assistant master, Wellington College.	
Worley, C. P. .. ..	Assistant master, Nelson College.	

## LIST 4.—MEMBERS OF EDUCATION BOARDS' CLERICAL STAFFS.

Name.	Date of joining Forces.	Position held prior to joining Forces.	Remarks.
AUCKLAND EDUCATION BOARD.			
Carnahan, William H. N.	April, 1915	Accountant.	
Cox, Herbert W.	..	Clerk.	
Gibb, W. H.	..	Draughtsman.	
Maddison, Charles H.	..	Clerk.	
Mills, Arnold E.	September, 1915	Clerk .. .. .	Killed in action.
Nixon, Albert	June, 1916	Clerk.	
Williams, Charles J.	..	Clerk.	
WANGANUI EDUCATION BOARD.			
Bell, Peter H.	December, 1914	Chief Clerk.	
HAWKE'S BAY EDUCATION BOARD.			
Melhuish, Frank W.	May, 1915	Accountant.	
Neilson, Herbert N.	October, 1915	Clerk.	
Scoon, William H.	October, 1915	Truant Officer .. .. .	Wounded.
WELLINGTON EDUCATION BOARD.			
Savage, Richard	July, 1915	Draughtsman .. .. .	Discharged, medically unfit.
CANTERBURY EDUCATION BOARD.			
Keetley, Wallace C.	November, 1916	Clerk.	
Rowley, Lionel E.	January, 1916	Clerk.	
OTAGO EDUCATION BOARD.			
Grymes, Frederick	August, 1914	Messenger .. .. .	Wounded; resumed duty.
McLean, Charles R.	August, 1914	Clerk .. .. .	Wounded; resumed duty
Welch, Arthur B.	December, 1916	Draughtsman.	
SOUTHLAND EDUCATION BOARD.			
Sampson, William	August, 1915	Accountant .. .. .	Wounded.

## LIST 5.—DEPARTMENTAL OFFICERS.

Name.	Date of joining Forces.	Position held prior to joining Forces.	Remarks.
Ashby, T. W. M.	February, 1916	Clerk, Head Office.	
Ashwin, B. C.	October, 1916	Clerk, Head Office.	
Austin, W. S.	January, 1915	Assistant Inspector of Schools	Wounded.
Barnett, David	August, 1914	Head teacher, Native School, Rawhiti.	
Burns, H. A. K.	August, 1914	Cadet, Head Office.	
Butcher, L. S. P.	August, 1915	Cadet, Head Office .. .. .	Discharged; resumed duty.
Charters, A. B.	October, 1914	Inspector of Schools.	
Davey, Ivor	August, 1915	Sub-editor <i>School Journal</i> , Head Office.	
Egley, B.	June, 1915	Clerk, Head Office.	
Ekins, A. H.	June, 1916	Farm hand, Nelson Industrial School.	
Ford, H. C.	August, 1914	Attendant, Burnham Industrial School	Wounded; resumed duty.
Gow, I. B.	August, 1914	Cadet, Head Office .. .. .	Wounded.
Grigg, J. H.	July, 1916	Clerk, Head Office.	
Gunn, Dr. Elizabeth	December, 1915	Medical Inspector of Schools .. .. .	Resumed 9/2/17.
Hendry, J. C.	June, 1915	Clerk, Head Office .. .. .	Killed in action.
Jamieson, T. H.	October, 1915	Clerk, Head Office .. .. .	Wounded.
Logan, Alexander	April, 1916	Mechanic, Otekaike. .. .. .	
McAlister, J. L.	August, 1914	Cadet, Head Office.	
MacArthur, A. D.	December, 1915	Head teacher, Native School, Tangoio.	
McMahon, W.	May, 1915	Cadet, Head Office .. .. .	Wounded.
Moore, Stanley	September, 1915	Physical Instructor .. .. .	Killed in action
Morris, W. A.	August, 1916	Attendant, Industrial School, Nelson.	
Nutt, J. C. M.	June, 1916	Clerk, Head Office.	
Orr, J. A.	February, 1916	Clerk, Head Office.	
Pike, A.	August, 1914	Attendant, Boys' Training - farm, Weraroa	Wounded.
Regnault, L. F.	June, 1915	Teacher, School for the Deaf, Sumner.	
Robertson, John	May, 1916	Inspector of Schools.	
St. George, E. V.	August, 1914	Cadet, Head Office .. .. .	Died of sickness.
Salisbury, H.	August, 1914	Storeman, Boys' Training - farm, Weraroa.	
Warren, T. F.	August, 1916	Assistant Inspector of Schools.	
Wisely, H. O.	May, 1915	Cadet, Head Office .. .. .	Killed in action.

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