

SESSION II
1918.
NEW ZEALAND.

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDING 31st DECEMBER, 1917.

[In continuation of E.-1, 1917.]

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, 2nd December, 1918.

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, 1917.

I have, &c.,

J. A. HANAN.

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

REPORT.

CONTENTS.

THIS report, with its appendices, gives the information which is of general public interest with regard to the administration of the Education Act, 1914, and its subsequent amendments, also the Education Reserves Act, 1908, as subsequently amended, the expenditure of public funds appropriated by Parliament for educational purposes, and the principal statistics relating to matters which are more fully dealt with in separate papers, as follows:—

- E.—2. Primary Education ;
with appendices, namely,—
 - Appendix A, Reports of Education Boards ;
 - Appendix B, Reports of Inspectors ;
 - Appendix C, Manual Instruction in Primary Schools ;
 - Appendix D, Training of Teachers ;
 - Appendix E, List of Public Schools, Teachers, and Salaries.
- E.—3. Education of Maori Children.
- E.—4. Special Schools, including the Juvenile Probation System, and Infant-life Protection.
- E.—5. Technical Instruction.
- E.—6. Secondary Education.
- E.—7. Higher Education.
- E.—8. Annual Examinations.
- E.—9. Teachers' Superannuation.

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

INTRODUCTION.

In view of the fact that education is one of the most powerful influences that mould the national life of the community no review of the work of the Education Department of the past year would be complete without some reference to education in its special relation to the experiences of the war period and to the changes in social, industrial, and national life which are certain to result from the crucial test to which national life and efficiency have been subjected.

MESSAGES FROM OTHER COUNTRIES.

The importance of this view of the relation of education to national progress is emphasized by the following utterances by high authorities in the United States, France, and England:

United States. "Every public officer entrusted with the support of public schools should know that Europe's lesson to the United States as a result of the war is to keep the schools going; to make education during and after the war better and more effective than it has ever been. There are before us now just two matters of supreme importance: To win the war for freedom, democracy, and peace, and to fit our schools and our children for life and citizenship in the new era which the war is bringing in."—(P. P. Claxton, Commissioner.)

France.—"Do not let the needs of the hour, however demanding, or its burdens, however heavy, or its perils, however threatening, or its sorrows, however heart-breaking, make you unmindful of the defence of to-morrow, of those disciplines through which the individual may have freedom, through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and strengthened. Conserve, endure taxation and privation, suffer and sacrifice, to assure to those whom you have brought into the world that it shall be not only a safe but a happy place for them."—(France's message, reported by John H. Finley, Commissioner of Education of New York State, in his report on French schools in war-time.)

England.—"At the beginning of the war, when first the shortage of labour became apparent, a raid was made upon the schools—a great raid, a successful raid, a raid started by a large body of unreflecting opinion. The result of that raid upon the schools has been that hundreds of thousands of children in this country have been prematurely withdrawn from school, and have suffered an irreparable damage, a damage which it will be quite impossible for us hereafter adequately to repair. That is a very grave and distressing symptom."—(H. A. L. Fisher, President of the English Board of Education.)

"Any inquiry into education at the present juncture is big with the issues of national fate. In the great work of reconstruction which lies ahead there are aims to be set before us which will try, no less searchingly than war itself, the temper and enduring qualities of our race; and in the realization of each and all of these, education, with its stimulus and discipline, must be our stand-by. . . . These are tasks for a nation of trained character and robust physique, a nation alert to the things of the spirit, reverential of its teachers, and generous in its estimate of what the production and maintenance of good teachers inevitably cost."—(From the report to the British Parliament in 1917 by the Committee on Juvenile Education in relation to Employment after the War.)

No doubt such appreciations of the vital relation between education and national strength have been expressed on previous occasions, and, as a rule, have been accorded a general even if somewhat indiscriminating acceptance. The deplorable fact is that, even when the highest appreciation of the value of education has been expressed, the amount of practical assistance, interest, and support accorded to it, in this as in other States, falls lamentably short of the high expectations such appreciation has naturally aroused. This is the more to be wondered at since education is of special and essential value to every individual, parental, social, industrial, moral, and national interest.

MORALE.

No feature of the great conflict now being waged in the European arena is more significant than the steadily ascendant superiority of morale over even the most stupendous organization and the most gigantic accumulation of material equipment. In the earliest and most critical stages of the war it was the national spirit alone of British, French, and Belgian soldiers which enabled thin, battered, and retreating lines, all too poorly equipped with the mechanical appliances of war, to withstand and afterwards to hurl back the onrush of exultant masses of highly trained and minutely organized forces equipped to the last requirement. This national spirit is the result of education in its broadest sense, in that it is the product of all the influences brought to bear by one generation upon the next, and particularly upon the youth of the nation, whose spirit and ideals are largely the reflex and the evolution of those of their forefathers. It is scarcely necessary to prove that even in its narrowest sense education—that is, the specific training given to young people of the nations referred to—has been largely responsible for the production of a type of manhood which showed such qualities of endurance, resource, and devotion as were displayed during a period in which the sole struggle narrowed itself down to a contest between arrogant phalanxes and sublime morale.

It is due to no mere accident of political alliances or of geographical situation that on the one side are arrayed the Central Powers, and on the other Britain and her Allies. The contest is rather between two great and opposite ideals of the value of the human unit and of his place in relation to the State. The strength of the Entente Powers and the true secret and justification of their approaching victory lies in their recognition of those broad principles of self-determination and freedom which take account of the value not of masses, nor of national aggregates, nor of countries estimated by their size and might, but of the just claim of every individual within a State, and of even the smallest State within the Commonwealth of nations, to the inherent right of developing personal or racial powers to the full limit of possibility without hindrance or menace from any external agency.

THE HUMAN FACTOR.

It is of vital importance, however, at the present juncture not only to recognize that education is the most potent factor in the creation of that morale which makes individual manhood superior to marshalled masses, but to perceive that the human factor is supreme in education. In the midst of all the planning and discussion about efficiency, reconstruction, readjustment, and the development of a high form of democracy, the all pervasive importance of education must be recognized. It is also clear that in our attempts to make education adequate for this responsibility no single principle will be of such value as the conviction that the human factor is predominant in education. A clear grasp of this conception should furnish us with the most worthy ideal, stimulate us to vigorous action, co-ordinate otherwise conflicting or divergent agencies, systematize our endeavours, free us from side issues, subordinate our prejudice or self-interest, and in general provide us with a touchstone with which to test ourselves as well as our plans and methods.

With the object, therefore, of giving some direction to the very keen interest now being shown by all sections of the community, some of the more particular respects in which the value of the human factor is made evident in education may here be set out.

OUR MATERIAL.

This conception of human values is of tremendous import, since it presses upon our attention the fact that the material on which we work in our schools is human material. Faulty institutions may be abandoned or remodelled; railways may be reorganized or reconstructed; ships, buildings, machinery, and other appliances may be repaired or replaced, but there is no possibility of reconstructing, rebuilding, reorganizing, or of retracing steps in connection with the impress made by our educational system upon the children in our schools. It is human material with which we are working, and this cannot be thrown into a scrap-heap when mistakes have been made. Educational administrations and institutions may certainly be

remodelled, and children of the next generation may benefit thereby, but to whatever extent the defects of the present or the previous system marred or stunted the life and development of the children brought under its influence, to that extent must some of the children for whom we are responsible suffer perhaps for the remainder of their lives. Children may be plastic, but they cannot, like potter's clay that is marred, be reshaped. They pass once only through our hands, and once only through the successive formative experiences of youth.

MORAL INSTRUCTION.

Of all the forms of influence possessed by our teachers there is none more worthy of praise than their moral influence on the children in our public schools, and of all the results of our system of education, of which we may be proud, there is none which should give us cause for higher gratification than does the moral tone of our schools as compared with that of the schools of any other system in the world. No finer tribute has been paid to New Zealand than the general admiration expressed abroad of the fine personal qualities and good behaviour on and off the field of our soldier lads. In this as in other respects the schools should have the support and assistance of the home and of other agencies concerned with the moral and spiritual welfare of our children. It is folly to act as if the whole responsibility for the moral training of children rested on the teacher who controls the child for twenty-five hours out of the one hundred and sixty-eight hours of each week. The school will continue to do its part, but it is hoped that the home and other agencies will realize and meet their responsibilities in the matter of the moral training of the children of the Dominion.

PATRIOTISM.

It has been a great source of satisfaction and pride to note during the present war the splendid spirit of earnest patriotism and of sacrifice practically demonstrated by the school-children and the teachers of this Dominion by what they have done in contributing to patriotic funds, in providing material and making things for our soldiers, and in the assistance they have rendered in other directions to the Empire. The patriotism and pride of race, the love of country and of Empire which they have displayed reflect a great credit not only on the children, but on the instruction given by their teachers. The war has had its effect on the school on the intellectual side. The study of history and geography has taken on a new significance for both teachers and children. Again, special attention has been given to the study of the origin of the war, the justice of the Allies' cause, and the issues at stake. Striking deeds of heroism and examples of self-sacrifice and devotion to duty in ancient and modern times have been recounted to stimulate the imagination and rouse in the minds of the children noble emotions and a sense of patriotic duty. At no time in the history of this country have lessons on the privileges and duties of citizenship, of Empire and State, received more attention at the hands of our teachers, who have shown an excellent spirit of service and leadership. Long before the war broke out the *School Journal*, which was supplied to all State schools and went into most homes, regularly contained articles bearing directly on patriotism, and in some issues patriotism and Imperial topics had been a special feature. The vast majority of New Zealand's men who left to fight on land and sea were educated in this Dominion. The unrivalled gallantry and fortitude that they have shown bears testimony both to the noble examples set by their teachers during many years and to the efficiency of their instruction in the virtues of courage, patriotism, and loyalty.

COURSES OF INSTRUCTION.

Most of the difficulty surrounding the question of curricula, syllabuses, or courses of instruction would be found to be much easier of solution if the human side of things were kept more clearly in view. It has just been emphasized that in the schools we are working on human material. Just as necessary is it to remember that in their turn the children in the schools should be kept closely in touch with human interests. All true education is the play of life upon life; of the activities

of the child on the activities of life—hence the great importance of such subjects as English, civics and history, geography, singing, and a study of nature not only in the primary, but in the secondary schools and in the universities. If all curricula gave due recognition to subjects of real human interest and value, many forms of study inflicted on pupils by mere tradition would give way to something better; and the proportion of time given to remaining subjects would be drastically revised. For instance, recent events show the necessity for a more general knowledge of physiology, temperance, and home nursing.

In this connection, special mention might be made of the teaching of science in secondary schools. At present chemistry, physics, or sections of physics, agriculture, botany, home science, and other science subjects are taken up. Though in connection with these subjects there is more experimental work done than formerly, there is still a great amount of formal or abstract teaching of science, and even the experimental work is often of a very mechanical character. Unless the study of these sciences is carried beyond the ordinary secondary-school stage to the University, the pupils can be said to have taken only elementary science, and for this purpose as well as for real educational purposes the study of general elementary science would serve equally well. In fact, University professors generally declare that they would distinctly prefer that students had completed a course of general experimental science rather than that they should attempt to specialize in the secondary school in light and heat, or chemistry, or botany.

This seems to indicate that all secondary pupils should for at least three years take general elementary experimental science, which is the necessary foundation for any later specialization. This general course should in the case of boys' schools find the material for experiment largely in connection with agriculture. In the case of girls' schools, the material for experiment should be taken largely from home or domestic courses. In these ways, without attempting at the outset a definite course in either agriculture or domestic science, boys and girls would in the first place receive a sound training in the methods of science, and in the second place would apply those methods to something possessing a definite human value and interest. Further, it may be pointed out that, without in any way prejudicing the intellectual opportunities of girls as compared with boys, the above method would provide for all girls an intelligent study of home and domestic affairs, without which the women of the future cannot meet the imperative need of the future for a better management of the home and of all women's work, on which the welfare of the race so greatly depends.

EDUCATION OF GIRLS.

While on this subject of physical development of pupils, it is of special importance that we should give more attention to the development of health and vigour in our girls. It should be our aim to secure for them sound minds in sound bodies, the development of large lungs, clear heads, warm hearts, well-formed frames, and good nerves.

The value of sunlight, fresh air, exercises, wholesome food, and adequate rest cannot be too strongly emphasized in their interests. A number of girls by reason of their close study and other conditions are getting their higher education at the expense of their health.

The moral and physical welfare of a country depends primarily on the training and healthy upbringing of its children. This is the special work which nature and custom has assigned to women, and we must therefore provide our girls with that type of education which will enable them to discharge those duties efficiently.

The duties incidental to managing a home and rearing children can no longer be left to intuition, but are matters upon which girls should receive instruction. Much has been done for the encouragement of girls to learn domestic science, and the value of this aspect of the education of girls cannot be overestimated.

When we consider the influence exercised by a mother in forming the character and disposition of our young people, it is necessary that our girls should be given an all-round training in order that they may become good wives and good mothers.

STRENGTH AND WEAKNESS.

A further consideration of the significance of the human element shows the danger of deriving too much satisfaction from a study of percentages and of the outstanding successes of our educational work. It is, no doubt, gratifying to learn that a large proportion of children have reached a certain standard of education, or that a reasonable percentage has shown distinct ability, or to know that in certain areas or certain schools the work is of a high standard. Such gratification, however, should not blind us to the fact that with regard to a large number of children in the Dominion our work has been either a partial or an almost complete failure, and that though these children might form a small percentage of the whole, the significance of the failure of our system is, for them, just as serious as if it involved all. Specific cases of the kind of partial failure referred to would include the results of providing a uniform kind of instruction for children of widely varying temperaments and capacities where the pace and the ability of the majority govern the situation. During the past fifteen years considerable progress has been made towards more freedom and elasticity in this respect, but until classes are smaller, teachers more highly trained, and inspectorial guidance is more general and effective, there will still be a large number of children in New Zealand who not only fail to derive the benefit which their school course could otherwise give them, but who will, in too many cases, form an aversion to any form of educational improvement which might otherwise subsequently be opened to them.

EDUCATION IN COUNTRY DISTRICTS.

Again, our gratification at partial successes should not cause us to ignore the many and serious handicaps under which the education of children in country districts is at present labouring. This has been stressed before, but until some adequate remedy has been provided it must again be brought prominently under the notice of the public. A leading educationist in the United States recently stated that "Cities suffer less from the employment of untrained, uneducated, immature recruits than do the villages and country districts, which have to take the novices. Surely the intelligence of rural folk is as essential to the upbuilding, to the efficiency, and to the safety of democracy as is the intelligence of city folk. There must be as competent and well-trained teachers in the country as in the cities."

This question has special significance in New Zealand when we remember that nearly one-third of the children of the Dominion are taught in sole-teacher or two-teacher schools, in which nearly all the uncertificated teachers are employed. About one-fourth of the adult teachers in New Zealand are uncertificated, and to a large extent untrained. Almost without exception, to these teachers is given the responsibility of teaching children in the country, where, of all places, the very best educational facilities should be given in order to make up as far as possible for the many special disadvantages under which the country children labour in comparison with the children of the cities. It is hoped to make some improvement in these conditions by consolidating small schools, by establishing model schools for the training of inexperienced teachers, by appointing experienced organizing teachers to supervise groups of small schools, by a fairer distribution of uncertificated teachers among town and country schools, and by providing increased facilities for the training of teachers and better inducements to young people to enter the teaching profession.

EDUCATION AND DEMOCRACY.

The general consideration under discussion should also make clear to us that, to a far greater extent than can be said of any other agency directed by the State, education has for its real goal not the expansion of trade, nor the growth of industry, but the attainment of a higher and ever advancing standard of human life. On this topic a leading educational journal remarks, "The American conception of democracy rests upon a more or less conscious assumption that the means of education must very largely take the place of those means of governmental control which are used with the uneducated in securing that union of personal support and national direction of activities which civilization requires. . . . It rests

upon a faith in the nature or character of humanity, when living under conditions of free opportunity for union, to develop its powers. . . . It depends upon the human heart to find the solution of any social situation as much as upon the intellect, and much more than upon any set formula of government. . . . It rests upon a regard for natural law and a belief that sufficient knowledge of the laws of cosmic forces and of human powers can and must be attained to guide the heart of mankind to the greatest civilization."

We may realize how far we have still to go if we believe that education will never be made truly effective until every child in the community has had the best possible opportunity to develop all his latent or growing powers to the fullest extent, and until we remove as far as possible any economic or other disability that may prevent a child from attaining his fullest manhood. It is the duty of the State to see that brain-capacity, wherever found, shall be fully developed. No ability should waste for lack of opportunity. The child of a labourer should receive the necessary assistance and encouragement to become a statesman or an artist if he shows that he has the capacities for such a career. Further, there is a distinct need for a broad educational highway that will carry the whole mass of the people forward, even though it be but a comparatively short distance. True national efficiency will never be reached until this standard is not only recognized, but is made actual. Organization, administration, institutions, industrial agencies, machinery, railways, and the like are all necessary for the progress of a modern community, but none of these, nor all of them together, can compare in importance with the value of the human agent through whom all institutions and administrative, mechanical, and material appliances can be made effective.

EDUCATIONAL OPPORTUNITY.

New Zealand has cause to be proud of the fact that an unusually large proportion of its children are able to continue their education beyond the primary-school stage, and that nearly 90 per cent. of these receive their secondary education free, while a considerable number again are provided with free education at the University. Our gratification at such a result in a comparatively young community should not obscure the fact that nearly half of the pupils of primary schools reach the age of fourteen and terminate their education without passing the Sixth Standard, while a large number do not even pass the Fifth Standard. This is not altogether due to lack of capacity of any kind on the part of these pupils, and investigation will need to be made of the causes of this retardation and the means by which it can be partially checked. The fact that most of these pupils are able subsequently to become intelligent workers indicates that in some way we have not provided the special form of education suited to their needs. Further provision, however, will need to be made by means of continuation classes to provide for an extension of the education of all children up to the age of sixteen or seventeen years. In the case of those who cannot suitably proceed to a secondary course continued education during working-hours in association with the occupation in which they are engaged will need to be provided on lines similar to those laid down in the report of the Departmental Committee on Juvenile Education in Relation to Employment after the War, recently presented to the Right Hon. H. A. L. Fisher, President of the British Board of Education. These provisions are now too well known to require further mention. It need only be stated that if we are to make the most of our most valuable national asset—namely, the development of all the powers of the youth of the Dominion—we must utilize to the full the opportunity presented for education in the years of adolescence. These years cover the period of greatest possible mental expansion as well as the period in which the abiding ideals of life are largely formed. Any community which neglects this opportunity of providing for the development of the powers not only of the brilliant children, but of every child in the Dominion, is imposing on itself an insuperable handicap against its industrial, commercial, and democratic progress. It is inconceivable that New Zealand, by a neglect to provide for a continuation of education through the years of adolescence, would voluntarily accept such a handicap.

In some seventeen small areas in the North Island compulsory continuation classes have been instituted at the option of a local authority, but there are no such classes in the South Island. If the matter is to be dealt with in any effective way it must be through the adoption of a national system. Further legislation has therefore been provided for taking the initial steps in establishing compulsory continuation classes held during working-hours for young people who do not enter upon some regular form of secondary education. In order to put the whole matter on a sound footing, applications have been called for a Superintendent of Technical Education, whose duty it will be to ascertain the requirements of the Dominion, to examine the working of the present system, and to report on the best means of providing for future developments.

In our approach to the solution of this question, however, and while we keep in view the need for technical and vocational education, we must first consider the good of the children and youths concerned. It would be a great mistake to regulate and organize classes, allow too early specialization, and limit studies with a view to securing immediate industrial returns at the expense of the true and full development of the children. The main consideration must be to train each child to think for himself—to develop manhood, initiation, self-control, and skill through citizenship and work, and then rely on educated workers to meet the needs of the community in a way that is found to be beneficial both to themselves and to others.

AN OBSTACLE.

Though, on the whole, the importance of education, and of a high standard of education, is generally admitted, it is to be regretted that many people either explicitly hold the view or imply it by their attitude that children should be taught chiefly, if not entirely, what relates to the occupation belonging to their "station in life." It is thus often held that it is useless to give an advanced education to a carpenter, a domestic servant, or a driver. In fact, the fear is often expressed, with more or less clearness, that if an advanced education is given to all it will be difficult to obtain labour for certain employments. The assumption underlying this view is that educational policy should have the effect of so repressing or neglecting the development of certain children that they will be more or less obliged to take up certain kinds of work which are not generally regarded as desirable. Even the fairest analysis of the implications of this view will lay bare the underlying opinion that children from certain families or of a certain social status should not rise above the social and educational stratum in which they were born. Few people would, in a country like New Zealand, give explicit utterance to such views, but many people make it clear that these views are implicit in their attitude to educational matters. The position is therefore specifically set out in order that the trend of such views, so inimical to true educational progress and true democracy, may be discussed, that the opinions referred to may be denounced or repudiated, and that the obstacle they present to progress may be removed.

The report of the Departmental Committee above referred to states, "The remedy is nothing less than a complete change of temper and outlook on the part of the people of this country as to what they mean, through the forces of industry and society, to make of their boys and girls. Can the age of adolescence be brought out of the purview of economic exploitation and into that of the social conscience? Can the conception of the juvenile as primarily a little wage-earner be replaced by the conception of the juvenile as primarily the workman and citizen in training? Can it be established that the educational purpose is to be the dominating one, without as well as within the school doors, during those formative years between twelve and eighteen? If not, clearly no remedies at all are possible in the absence of the will by which alone they could be rendered effective.

REVENUE-PRODUCING AGENCIES.

There is another obstacle to progress which has long barred the advance of educational administration: this is the view, often explicitly stated, and unfortunately to a great extent made operative, that public services should receive

support, and that those engaged in these services should be paid, in proportion to the revenue-producing power of the service rendered.

If the estimate of revenue-producing power were properly made in relation to essential value rather than to pounds shillings and pence, the Education Department, without subscribing to the soundness of the principle, would have little to fear from its application—in fact, the result would be the placing of education at the head of the list of all public revenue-producing services.

EDUCATION FIRST.

It would be difficult to overestimate even the monetary value represented in all forms of industrial, professional, official, and public services by the increased efficiency due to the education and training of the human elements engaged in those services. One could only faintly imagine the disastrous results that would accrue to those other services specially described as revenue-producing agencies if, even for a generation, the schools and colleges were closed and the schoolmaster literally went abroad. It must therefore be recognized that educational agencies are in reality the foundation on which all others are built, or, as the French report puts it, "Education is our mainstay." Expenditure on good education is the soundest of investments. Educational expenditure, by providing for increased human efficiency, is the best guarantee for a continuous increase in national income. In his interesting book "Citizens to be," Mr. Hughes says, "If the war has swallowed up vast sums of money, it has also revealed that these vast sums were available—that all the constructive work of educational and social reform which we know to be a real safeguard against war need not have been stunted and starved." In addition to this, however, educational agencies supply an element of the national well-being which none of the revenue-producing agencies can provide. It may fairly be claimed that the morale of a people—the national spirit—the racial idea which, as above stated, will stand the shock of disaster when all else seems to be tottering—is dependent in a special measure on the literature, the knowledge of history and biography, the trend of thought, the influences, and the standard of life which are presented in the schools of the nation.

A benevolent acquiescence to the above claim is, however, of little value in these days of reconstruction. It is time to act. If we believe that education is in reality the most important and fundamental factor in the well-being and progress of the nation, we must admit that in no adequate sense have we, as a people, acted in accordance with our beliefs.

THE TEACHER.

The most important phase, however, of the view that the human factor is the most significant of all is brought forward when we consider the position of the teacher and of the Inspector. However much we may improve our Education Act, syllabus, administration, school-buildings, playgrounds, and equipment, we shall succeed only to the extent that we have teachers in sufficient number and of the highest type, together with Inspectors capable of aiding and directing the personal work of these teachers. The importance of the "man behind the gun" is recognized in connection with all forms of activity, but, from the special considerations which have already been referred to, the proportional value of the human element is pre-eminently significant in the case of the teacher and the Inspector. Though this view may be readily accepted, and though people may vie with each other in extolling the value of the teacher, hard facts force us to admit that the public does not sufficiently believe what it says, for, if it did, the provision for the number and kind of teachers and Inspectors required would, to a more adequate extent, have long ago been made.

SHORTAGE OF TEACHERS.

Not only in New Zealand but in every other civilized country there is a serious shortage of teachers. In the annual report of the Board of Education for England and Wales it is stated that the rate of advance in every grade of education must be conditioned by the supply of qualified teachers but that the present

supply is very far short of the demand and that a shortage of teachers precludes improvements in almost any direction. The report of the Department of Education for Manitoba says that nothing in recent years has caused so much concern to the authorities as the marked decline in the number of suitable candidates for the profession of teaching. The United States departmental report states that the average service of the teachers in the United States is only five years. The shortage of teachers is, of course, the crux of the difficulty of the size of classes, but in order to solve the whole problem we would need larger training colleges to train the extra teachers, better inducements to young people, especially boys, to enter the profession, and finally additional class-rooms for the new classes, in spite of the fact that many of the buildings and sites are incapable of extension. In New Zealand the first steps are being taken to remedy the trouble, and further proposals for increases in salary for pupil-teachers, probationers, and training-college students as well as for adult teachers are now under the consideration of the Government.

EDUCATION AND TRAINING OF TEACHERS.

It would seem to be the tritest of truisms that the educator must be educated, yet in regard to this self-evident truth we have been as improvident as in other respects herein mentioned. Of 4,516 adult teachers in our schools, 3,245 can show no evidence of education beyond the standard reached at a secondary school by a boy or girl of sixteen or seventeen. Less than 450 show evidence of education beyond that provided in the Sixth Form of a high school. Of our adult teachers, 1,384 have no certified educational status. At least, 1,982 of the adult certificated teachers have passed only the minimum examination requirements, and recent investigations have shown how meagrely even these modest requirements have been met by those who passed, and how deplorably insufficient is the education of the large number who fail. Unfortunately the position is becoming worse year by year on account of the attraction of so many boys and girls to occupations far less exacting than the teaching profession, but for which the community offers far better inducements. Our education system cannot by any possibility be effectively worked unless we take steps to deserve a full supply of properly equipped teachers—for again we must repeat that the teacher is the vital and all-important factor in education.

It would probably be regarded as a great advance if we were able to replace the 1,384 uncertificated teachers by others with even the present low minimum of educational requirements, but that would not even approximately meet the needs of the situation. The standard of the minimum examination must be considerably raised when the State is prepared to provide the means. Although at present we get better teachers than we pay for, the position is really serious. A perusal of the papers—not of the failures, but of the majority of those who have passed the teachers' qualifying examination—would arouse the gravest concern regarding the equipment of our young teachers for the most important and most essential work that any one can be called on to perform. Reference is not here made to the lack of mere academic knowledge, but to the lack of even a passable knowledge of such subjects as English, history, geography, and arithmetic, in respect to which important subjects the knowledge shown is in general little beyond that of pupils in the Sixth Standard. Steps are being taken to improve matters as far as present circumstances permit, but the position is almost hopeless as long as the lowest payment of all branches of the Public Service is offered to those entering the teaching profession.

Provision will also need to be made for a more comprehensive teaching in the high schools of subjects such as English, history, and geography, which are so rich in cultural and humanistic values, but which are at present largely sacrificed in the interests of such subjects as Latin and mathematics. Steps should also be taken to ensure that those teachers who proceed beyond the minimum educational requirements now demanded on entrance to the profession should pursue a course of study differing in many respects from that generally taken in the ordinary university course.

THE TEACHER OF TO-MORROW.

If we are to secure through the medium of the teacher the highest and best form of education for our children, our teachers must not only know more but must know better than the teachers of the past. They must have not only wider knowledge, but also that breadth and depth of judgment, that enthusiasm for learning which broad and continuous study alone can give. They must be trained to understand not merely how to teach subjects, but to appreciate the significance of the work in which they are engaged, and to bring to bear upon it powers of judgment, analysis, reflection, and investigation which only a well-trained mind can exercise. Again let it be said that, though the qualifications of our present teachers are better than we have deserved to secure with the recompense we have offered, it is still true that only a moderate proportion of those engaged in the work of teaching have, in any adequate sense, been trained to the extent referred to. The responsibilities of teachers in the future will be more exacting, their duties will be wider, the subjects taught will be broader in their effects, the methods will be more scientific, and the whole conception of teaching will be higher than ever it has been before. We must therefore not only insist that the best intelligence in the community shall be made effective by the most complete and suitable form of training, but we must see to it immediately that we take steps to make this possible. The advance referred to cannot be made in a day. Even if we began to-morrow with all the necessary financial, institutional, educational, and other resources requisite for securing and training the type of teacher above described, it would take five or six years to enable the new order of things to show its effects in our schools. Since, therefore, this minimum period is required under the best and most favourable conditions, the urgency for immediate action and the folly of any hesitation or delay should surely be apparent.

In America, where local rating and local control have operated so largely in the administration of education, the gravest concern has been shown regarding the position of things in that country with respect to the training of teachers. A Commission recently appointed says, "The United States has had almost no national teacher-training plan or system of education at all. At any rate, the inequalities in her schools constitute their most striking characteristic, and this is most pronounced in the training of teachers." The Commission therefore states that "There is urgent need for one hundred thousand additional trained teachers, and that salaries should at once be raised 50 per cent., and in the near future 100 per cent. Mere boys and girls intent upon spending two or three years in teaching because it is a respectable calling cannot measure up the requirements of the present situation."

THE GRADING OF TEACHERS.

However necessary it is to obtain a better supply of well-equipped teachers, it is even now, as it always will be, a matter of the greatest importance to utilize to the best possible advantage the staff we have in our service. Thus the best teachers should be placed in the most responsible positions, not only to ensure promotion due to merit, but to secure efficiency. In order to prepare for the effective distribution of teaching talent, the Dominion grading scheme was recently established to assess the relative qualifications of all the certificated teachers in the Dominion. In making this classification, account was taken of teaching ability, personality, disciplinary power, organization, environment, academic status, and length of service, the marks being awarded by the School Inspectors of each district. The Department gave attention to the general working of the scheme, its interpretation by the various Inspectors, and its uniform application as to standard of marking. The first grading was made in 1916, and the classification was revised in 1917 and in 1918. In spite of the great difficulties presented, we now have, for the first time, a reasonably reliable classification of the teachers according to all-round qualifications, and in addition we have a kind of stock-taking of the teaching-power at our disposal. The position revealed with regard to the qualifications of teachers relatively to the positions they severally occupy provides a striking illustration of the lack of co-ordination referred to in another paragraph. Not only as

between district and district, but within the same district, evidence is lacking of any system of selection or appointment of teachers, or of overcoming local barriers and prejudices.

If we divide the adult teachers into six salary-groups representing salaries respectively of £110 to £140, £140 to £190, £190 to £250, £260 to £310, £320 to £360, and £370 to £440, we find that in each of the lowest five groups at least one-sixth of the teachers are graded higher than one-fourth of the teachers in the next-highest salary-group. This is on the declared judgment of the Inspectors, after three separate gradings.

It is worthy of note that in several education districts the Boards have adopted the Dominion grading-list as a basis for the appointment of teachers. The recommendation of the Senior Inspector to the Boards would in any case be in agreement with the grading-list.

In this, as in many other respects, the separate controlling bodies have not been able systematically to give due attention to the whole question of the proper distribution of teaching-power, and it will be necessary in the near future to make some better provision in this respect.

INSPECTION.

In this connection the importance of the work of the School Inspectors is brought into view. It is highly necessary that the number of Inspectors should be increased, and the area of work for each Inspector so defined that he would have a continuous and personal interest and responsibility in the educational work carried on in a certain number of schools almost to the same extent as if he were headmaster of all of them. To make this practicable it would be necessary to make the area under his control smaller than at present. This would enable him to visit schools more often, to spend more time at each school, to meet teachers frequently in conference, and to take a personal and definite part in the constructive work of the schools. The rapid advances recently made in methods of infant-school teaching make it necessary that women Inspectors should be appointed to organize and direct the important work of the infant schools, on which the whole superstructure of education has to be built. In order that under this system the work of the Inspectors in the various areas might be co-ordinated it would be necessary somewhat to revise the status and the duties of Senior Inspectors, and to bring into effect the provision made some time ago for the position of Chief Inspectors.

HIGHER EDUCATION.

Although the reference above made to teachers and Inspectors has special reference to primary schools, on account of their more direct connection with the Department, it should be recognized that to a very great extent the reference should be made to apply to secondary and technical schools, to which, owing to the development in recent years of the extension of the free-place system, such a large proportion of our primary-school pupils are now proceeding. Too little attention has been given in the past to the training of secondary and technical school teachers apart from their academic training, and, owing to the status of secondary and technical schools, the amount of inspection and professional direction given has not been adequate in view of the need of ensuring that the best results are obtained for pupils proceeding from primary schools and that some continuity of method and of training is preserved.

CO-ORDINATION.

Though, as has already been indicated, the human element must be the predominating factor in education, there is nevertheless need for securing a proper amount of co-ordination of effort between the different agencies and authorities engaged in the educational field. One of the greatest difficulties in the way of making the most effective use of our educational resources, and of providing for an adequate extension of those resources, is the lack of full co-ordination between kindergarten, primary, secondary, technical, and university education. Various controlling bodies are engaged in the administration of each of these branches, but only in an indirect and often inadequate way is it possible for the Education Department

to act as a connecting-link between them. Even within the separate spheres just mentioned there is considerable loss of efficiency through divergence of aim and method as well as through overlapping of powers and responsibilities. On the other hand, many matters are left to local initiative which cannot adequately be dealt with except in a comprehensive national manner. Thus there is not only overlapping and waste of effort, but there are many gaps which need to be filled. The whole process of administering the educational system under present conditions is most tedious and defective, and leads at times to a considerable amount of negotiation and dissatisfaction even when all concerned are endeavouring to make the best of the conditions permitted under the system.

This difficulty is being faced in other parts of the world, and noticeably in England, France, and the United States. At the General Session of the National Education Association held in the United States in July of this year very grave concern was expressed at the result of depending on an aggregation of State and local school systems varying widely in their methods of administration and subject to no effective central control. The system of depending on local revenues and almost entirely upon local initiative was roundly condemned, and it was strongly urged that the time had come for more organized national control of the various local systems. The report of a special commission to the association stated that there was no reason to fear the domination of a hide-bound bureaucracy. On the contrary, the belief was expressed "that every worthy feature of local school control may be perpetuated, and local initiative healthily stimulated, and local interest in and responsibility for education greatly augmented, by the kind of national co-operation proposed."

That the above represents the experience of New Zealand may be recognized when it is pointed out that almost every recent advance in educational administration has necessarily been made by instituting co-ordination and system not only at the initiative, but through the more direct control of the Department. In this connection it is necessary only to refer to such matters as the institution of the Dominion scale of staffs and salaries, teachers' court of appeal, superannuation, the grading of teachers, departmental control of inspection, school medical inspection and physical instruction, and the remarkable extension of secondary education through the free-place and bursary systems. With respect to many of the above, the reforms represented had to be instituted in the face of opposition from many of the bodies which were, perhaps naturally, concerned more with a local or a sectional interest than with national progress.

In the near future the principle of co-ordination will need to be applied further to such matters as the training of teachers for all grades of schools, the effective distribution of the teaching-power of the Dominion, unification of effort in secondary education, and comprehensive, effective, and economical method in dealing with school accommodation. In these matters it is impossible for the separate agencies at present concerned to deal with the whole situation, and from a national point of view we cannot afford to let any one part of the Dominion, or any one phase of education, lag behind another. The much-discussed question of providing adequately for school accommodation and equipment illustrates the situation above referred to. Nearly all the buildings concerning which so much criticism is now being made were planned and erected according to the varying views on school architecture obtaining in thirteen separate districts, without any reference to any really competent authority, and without any possibility of supervision or control by the Department. Owing to serious radical defects in construction and situation in the case of many schools it would be less costly to rebuild on new sites than to attempt to remodel the existing buildings. The function of the Department was simply to apportion the building grant among the various Boards. In no other country have the local authorities such extensive spending-power, unless they are at the same time responsible for raising the moneys they expend. Now, when the situation has become acute, the Department is called upon to remedy all the defects thus created, but it is still asked merely to grant more money to the same local agencies without any security that conditions will be improved in the future. It seems imperative, if the matter of school accommodation is going to be dealt with in any comprehensive and effective manner and financial administration is to be placed on a business-like footing, that some definite policy regarding buildings will

have to be framed and made applicable generally. In the meantime a substantial increase in the public-works estimates has been applied for for primary, secondary, and technical schools. Having regard therefore to the conditions existing in the Dominion, it seems desirable that steps should be taken to secure unity of control in the management of the various types of educational institutions in order to bring about adjustments, economy, and efficiency in the various spheres of education represented by primary, secondary, and technical schools. The question of control is now under consideration by the General Council of Education, and when its report is received the whole question as to what further steps should be taken in New Zealand to secure a closer correlation of the various branches of education with actual needs and conditions will receive full consideration.

THE PRESENT POSITION.

Though many of the defects of our present system of education have been frankly set forth herein, it is necessary to point out that even with respect to the special defects discussed New Zealand is in no worse position than are the leading nations of the world, while in many respects it might be shown that we are distinctly in advance of many of the older civilized nations. Those who have been responsible for the working of the educational system in New Zealand have every reason to be proud of the results achieved in so young a country, especially when the resources at their disposal are taken into consideration. Very great advances have been made during the past fifteen years, and some of the burning questions now being faced in England and America, and for which wider powers and greater expenditure are being proposed, have already to a large extent been solved in New Zealand. As some indication of the progress made in New Zealand since the year 1900 it may be stated that though the school attendance between 1900 and 1914 increased by 41 per cent., the grants to Education Boards for buildings, sites, and equipment rose from £58,000 to £219,000, an increase of over 275 per cent. The approval made with regard to certain other items between the years 1902 and 1916 is set out in the following table, which shows the increase in annual expenditure over and above the increase of 43 per cent. that would be due to natural increase in average attendance:—

Item.	For 1902.	Plus 43 per Cent. for Natural Increase.	Actual Expenditure, 1916.	Amount above Natural In- crease.
	£	£	£	£
Teachers' salaries	412,568	589,972	933,000	343,028
Grants to superannuation .. .. .	..	..	40,000	40,000
Training colleges	1,000	1,430	43,000	41,570
Manual and technical	9,825	14,050	129,265	115,215
Buildings, sites, and furniture	67,628	96,708	189,000	92,292
Secondary education capitation, 1903	15,170	39,745	126,424	86,679
Totals	£506,191	£741,905	£1,460,689	£718,784

It might further be pointed out that if from the year 1902 to the year 1916 the educational expenditure of New Zealand had increased in the same proportion as the population of the Dominion the expenditure in the latter year would have been £939,000, whereas the actual expenditure was £1,772,000. Consideration of these facts should convince the public that the Government and educational authorities have effected very substantial progress during recent years, and should indicate that, given the necessary resources, this progress will be continued in the future.

THE FUTURE.

A review of the defects and deficiencies discussed above, as well as all others which have not been mentioned, shows, however, what a great deal still remains to be done, and no amount of satisfaction at the progress recently made should blind us to the fact of the immediate and imperative needs of to-day. As previously indicated, no investment of national funds, administrative skill,

enthusiasm, or personal energy will bring richer or nobler results than that which is devoted to education. The realization of this fact, an unyielding faith in the value of our human assets, and the determination to translate these convictions and beliefs into immediate action, would constitute the most fitting sequel to the high level of national spirit and of national endeavour to which our people have risen during the great conflict between material forces and spiritual power. We have fought on the battlefield and have made sacrifices at home to preserve civilization and a world worthy of our children's inheritance. With the conclusion of this great conflict in sight, and with the spirit of victory with which our efforts bid fair to be crowned, may we not proceed to devote our energy and even our sacrifice to the cause of education, where in a more peaceful atmosphere we may still, in the broadest and deepest sense, labour for civilization and for the heritage of our children.

THE GENERAL COUNCIL OF EDUCATION.

The third general meeting of the Council was held from the 20th to the 23rd June, 1917. Reports were presented from committees set up to consider the following questions: The establishment and disestablishment of certain secondary and district high schools, and also the general principles that should govern the setting-up of such schools; the adaptation of the education system of the Dominion to the development of its resources; the education of girls; child-welfare; Kitchener Scholarships; agricultural education. The subject of continuation classes was also dealt with, the motion being passed that it should be compulsory for every child between the ages of fourteen and seventeen years living within three miles of technical classes to attend such for three hours a week and thirty weeks a year. Proposals regarding the establishment of such classes at schools above Grade IIIA were also made. The reports of the various committees as adapted by the Council may be found in the printed report of the meeting. The interim report of the committee dealing with the adaptation of the education system of the Dominion to the development of its resources contained many important recommendations, including the establishment of a National Advisory Council on Research, with specially defined powers and duties in connection with the encouragement and development of scientific research and the co-ordination of this with the industrial activities of the Dominion.

COST OF EDUCATION.

(See also Tables A-E on pages 81-82, and Appendix A.)

The total expenditure by the Education Department for the year 1917-18 was £1,809,187, an increase of £119,480 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 £1,895,000, or £1 13s. per head of the population. The corresponding figure for New South Wales is £1 0s. 5d. (no expenditure on university education); Victoria, 19s. 10d.; Queensland, £1 1s. 3d.; United States of America, £1 18s. Of the total expenditure 75 per cent. was on account of primary education, 12 per cent. on account of secondary education (including technical high schools), 4 per cent. on account of university education, 3 per cent. on account of industrial and special schools, 4 per cent. on account of technical education, and 2 per cent. on account of teachers' superannuation and miscellaneous charges. The expenditure on primary education per head of roll number was £7 7s. 3d., excluding new buildings, and £7 12s. 7., including these; the expenditure on secondary education per head of the roll number was £14 0s. 7d., excluding new buildings and reserves revenue, and £18 6s. 4d. including them.

Of the expenditure of £1,366,000 by the Government on primary education, £997,000 was on account of teachers' salaries and £102,000 was for the general administrative purposes of Education Boards and allowances to School Committees. £50,000 represented the expenditure on new school buildings and additions, and £95,000 was the amount granted for the maintenance of school buildings and for

the rebuilding of such when necessary. The cost of the inspection of schools amounted to £26,000, and of the conveyance of scholars and teachers and board of the former, to £28,000. Out of the sum above stated expenditure on medical inspection and physical education amounted to £8,000.

Included in the total expenditure on education is the sum of £58,000 expended on social agencies such as the work of infant-life protection, the juvenile probation system, and schools for the blind, the deaf, the feeble-minded, and for dependent and delinquent children.

PRIMARY EDUCATION.

NUMBER OF PUBLIC SCHOOLS.

(E-2, Table A1.)

The number of public schools open at the end of 1917 was 2,368, as against 2,355 for the year 1916, an increase of 13. 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.	
	1916.	1917.		1916.	1917.		1916.	1917.
0. (1-8) ..	189	177	VA. (241-280) ..	37	29	VIIc. (601-650) ..	17	24
I. (9-20) ..	665	662	VB. (281-320) ..	17	22	VII d. (651-700) ..	10	10
II. (21-35) ..	509	536	VC. (321-360) ..	27	21	VII e. (701-750) ..	8	7
III A. (36-80) ..	555	566	VD. (361-400) ..	15	14	VII f. (751-800) ..	4	4
III B. (81-120) ..	127	117	VI A. (401-450) ..	5	10	VII g. (801-850) ..	1	2
IV A. (121-160) ..	57	56	VI B. (451-500) ..	19	20	VII h. (851-900) ..	4	..
IV B. (161-200) ..	47	43	VII A. (501-550) ..	13	9	VII l. (901-950) ..	1	2
IV C. (201-240) ..	20	30	VII B. (551-600) ..	8	7	VII j. (951-1,000) ..	..	..
Total, 1917 ..	.. ..		.. ..	.. ..		2,368 schools.		
.. 1916 ..	.. ..		.. ..	.. ..		2,355 ..		
Increase ..	.. ..		.. ..	.. ..		13 ..		

It will be observed that of 2,368 schools, 1,764 were in Grades I-III A, having average attendances ranging from 9 to 80, and of these 662 had averages ranging from 9 to 20.

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.	Grade of School.	Number of Schools.	Total Average Attendance.	Average Number of Pupils per School.
0. (1-8) ..	177	1,039	6	VD. (361-400) ..	14	5,219	373
I. (9-20) ..	662	9,135	14	VI A. (401-450) ..	10	4,280	428
II. (21-35) ..	536	13,792	26	VI B. (451-500) ..	20	9,332	467
III A. (36-80) ..	566	28,093	50	VII A. (501-550) ..	9	4,852	539
III B. (81-120) ..	117	11,249	96	VII B. (551-600) ..	7	3,937	563
IV A. (121-160) ..	56	7,663	137	VII c. (601-650) ..	24	15,155	631
IV B. (161-200) ..	43	7,611	177	VII d. (651-700) ..	10	6,571	657
IV C. (201-240) ..	30	6,604	220	VII e. (701-750) ..	7	5,014	716
VA. (241-280) ..	29	7,593	262	VII f. (751-800) ..	4	3,211	803
VB. (281-320) ..	22	6,772	308	VII g. (801-850) ..	2	1,589	795
VC. (321-360) ..	21	6,984	333	VII l. (901-950) ..	2	1,575	787

Of 167,000 children, nearly 24,000 are in sole-teacher schools with averages ranging from 1 to 35, and over 74,000 children are in schools with an average number of pupils of 280 or more.

PUBLIC-SCHOOL BUILDINGS.

During the year ending 31st December, 1917, applications were received by the Department from Education Boards for grants for new public-school buildings, additions, residences, sites, &c., to a total amount of £116,000. This is apart from schools established in buildings for which no grant is made except by way of rent. The departmental expenditure for the year was £50,000, and at the end of the year the commitments totalled £68,000. More than forty new schools of varying sizes were erected, and upwards of fifty were enlarged. A considerable number of works for which grants had been authorized were delayed owing to the difficulty of procuring the necessary labour and, in some cases, the necessary materials. The accumulation consequent on deferred action must necessitate a much increased expenditure when the restricting conditions are removed.

With each application for a grant the Board is required to submit plans of the proposed building, and such other information as will enable the Department to arrive at a decision regarding the necessities of the case, and also that it may scrutinize in more or less detail the contemplated accommodation. This course has been found desirable, and indeed necessary, to ensure that the erection of the building is warranted, and that it is designed in accordance with modern and accepted principles of school-construction, and also—what is of considerable importance having regard to the judicious expenditure of public moneys—that it can be economically enlarged when the necessity arises.

With respect to the accommodation regarded necessary in reasonably comparable cases, very divergent views are held by the several Boards, and the amounts applied for, particularly with respect to small schools, differ very substantially. Leaving out of consideration the cost of the site, fencing, clearing, sanitary provision, &c., which must obviously vary widely according to circumstances, it has been found that where one Board has applied for £186 for a building to accommodate a small number of pupils, another Board has applied for £490. Again, for the accommodation of a somewhat larger number of pupils one Board has applied for £295, another for £380, and another for £528. These differences are not to be accounted for by the remoteness of the school affecting the cost of materials, or other special conditions, but by the very divergent views held by those responsible as to the character of the accommodation required to meet the case.

In connection with larger buildings the amounts applied for vary also according to the views held by a Board or its architect with respect to the accessory accommodation—*i.e.*, space allotted for cloaks, corridors, teachers' rooms, &c. Thus, taking 12 square feet of class-room space per pupil as determining the accommodation in a new school, it is found that with respect to five schools proposed in brick recently, each in a different district, the cost of the building alone (without furniture, out-offices, &c.) worked out at, per unit of accommodation, £16, £17, £17, £22, and one went as high as £35. In the last-mentioned case a large shelter-shed was provided for under the main roof in space that should have been utilized for class accommodation, and a hall of 2,000 square feet was proposed. The school would have been extended later and the cost per unit of accommodation consequently reduced, yet, after all due allowance is made for this, the proposals must be considered altogether too extravagant. It is therefore obvious that the Department must exercise a very close scrutiny over the applications that come before it, as the responsibility for the expenditure falls not upon the Boards, but upon the State. What has been stated above clearly indicates also that the question of standardizing schools is one that should receive immediate attention.

As was pointed out last year, many older schools are undoubtedly defective in important features such as shape, size, ventilation, lighting, &c. This is due in some measure to the higher standards that now exist with respect to these important matters, and also, in some measure, to the striking advance made within recent years in the accepted standards in methods of instruction, seating-provision, classification, and staffing. Buildings comparatively quite sound structurally have become unsuitable for modern requirements, and the cost of remodelling them would be very considerable. Indeed, so rapid is the progress of hygienic and educational development that it is a question whether school buildings outside the large centres should not be erected in the cheapest way compatible with comfort and stability instead of in brick or concrete, which are now much favoured, but do not admit of economical remodelling. On the other hand, the cost of maintenance of a brick or concrete building is considerably less than that of a wooden one, and consequently, where the initial cost of the more durable building does not

greatly exceed that of a wooden building, as is the case in certain parts of the Dominion, the more durable material is to be preferred.

Though the high cost of building at the present time prohibits the initiation of a general scheme of reconstruction, the matter, with respect to the more urgent cases at any rate, cannot be deferred indefinitely.

ROLL NUMBER.

(E-2, Tables B1 and B2.)

The number of children in attendance at public schools, as shown by the mean of the average weekly roll for the four quarters of the year, maintained, in 1917, the increase that has been recorded during past years, the percentage increase being greater than in the previous year. The following figures show the average weekly roll number and the roll number at the end of 1917 :—

	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 1917	187,954	185,549	190,354	188,174
Year 1916	184,056	181,670	185,884	183,769
Increase in 1917 ..	3,898	3,879	4,470	4,405
Increase per cent. in 1917	2.1	2.1	2.4	2.4

The percentage increase in the average roll during the last five years has been as follows: 1913, 3.1 per cent.; 1914, 3.6 per cent.; 1915, 3.2 per cent.; 1916, 1.6 per cent.; 1917, 2.1 per cent. There was a fall in the increase in 1916, but the figure for 1917 is again upon the upward grade. The increase in number is spread over children of all standards, with the exception of the preparatory classes, where there has been a slight decrease. This appears to have resulted not so much from a reduction in the number of new entrants as from the tendency to shorten the length of time spent by pupils in the preparatory classes. The increase in the roll number was greater in the North Island (including Marlborough) than in the South Island, the percentage increases being 2.9 and 0.9 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
1883	971	90,859	69,838	76.9	905	656	1,561	159	571	730
1888	1,158	113,636	90,108	79.3	1,039	887	1,926	219	694	913
1893	1,375	125,692	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
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
1917	2,368	187,954	168,711	89.8	1,383	3,224	4,707	132	517	649

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

The above figures relate to public schools. To estimate the total number of children receiving primary education in the Dominion it will be necessary to include public schools (exclusive of secondary departments of district high schools),

Native schools, registered private primary schools, the lower departments of secondary schools, and special schools. The figures will then be:—

AVERAGE WEEKLY ROLL NUMBER.			
		1916.	1917.
Public schools (less secondary departments of district high schools)	.. .. .	181,670	185,549
Native village and Native mission schools	.. .. .	5,324	5,315
Registered private primary schools	.. .. .	17,260*	18,594*
Lower departments of secondary schools	.. .. .	466*	580*
Special schools	.. .. .	579	600
Total average weekly roll of primary scholars	.. .. .	205,299	210,638

* 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 1916 and 1917:—

		Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1917	.. .. .	168,711	166,510
Year 1916	.. .. .	163,156	160,980
Increase in 1917	.. .. .	5,555	5,530
Increase per cent.	.. .. .	3.4	3.4

As in the case of the roll number, it is satisfactory to note in the average attendance for 1917 a large increase over the figures for the previous year. The increase is, in fact, greater than in the case of the roll number, being 5,555, or 3.4 per cent., as compared with 3,898, or 2.1 per cent. This is unusual, the increase in average attendance being as a rule slightly lower than the increase in roll number, but in this connection it is to be noted that owing to various causes the attendance in the preceeding year was less regular than it had been for some years. The increase in average attendance during the last four years has been: 1914, 3.6 per cent.; 1915, 3.1 per cent.; 1916, 0.04 per cent.; 1917, 3.4 per cent. The average attendance taken as a percentage of the average weekly roll was 89.8 in 1917, as compared with 88.6 in the previous year and 90.1 in 1914—the highest record yet reached. Every education district shows an improvement in the regularity of attendance, Otago with a percentage of 92.6 having the best record, and Wellington coming next with 90.6 per cent.

The average attendance taken as a percentage of the average weekly roll is represented for the last six years by the following figures:—

		Attendance per Cent. of Roll.
1911	.. .. .	89.3
1912	.. .. .	88.9
1913	.. .. .	89.2
1914	.. .. .	90.1
1915	.. .. .	90.0
1916	.. .. .	88.6
1917	.. .. .	89.8

New Zealand appears to compare favourably with other English-speaking countries in the matter of regularity of attendance at public schools, as is shown by the following figures—the latest available—indicating the average attendance as a percentage of the roll number. In some cases 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	.. .. .	89.8
England and Wales (1913-14)	.. .. .	88.7
London County Council	.. .. .	89.5
Scotland	.. .. .	89.1
Ireland	.. .. .	71.5
United States	.. .. .	76.1*
Queensland	.. .. .	74.2*
New South Wales	.. .. .	81.1
Victoria	.. .. .	72.9*
South Australia	.. .. .	78.6*
Western Australia	.. .. .	86.8
Tasmania	.. .. .	81.4

* 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 (of whom the average weekly roll number was given above) in average attendance at registered schools giving primary instruction :—

Public schools (excluding secondary departments of district high schools)	1916.	1917.
Native village and mission schools	160,980	166,510
Registered private primary schools	4,622	4,619
Lower departments of secondary schools	15,199	16,429
Special schools	403	530
	570	588
Totals	181,774	188,676

CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

(E.—2, Tables C1—C7.)

Classification and Age of Pupils.

The classification of primary-school pupils is left for the most part in the hands of the teachers, Inspectors of Schools supervising and assisting in the work where necessary. The importance of correct classification has been frequently emphasized, special attention being drawn to the danger of retaining children too long in the preparatory classes. At the same time it is to be regretted that the age at which children in general qualify for a certificate of proficiency entitling them to free education at a secondary school on the completion of the primary course is still too high. Care in avoiding waste of time in the classification of the pupils, and the reduction where possible of the size of the classes, are essential for any advance in this respect. The problem of classification, especially where large classes have to be dealt with, is a particularly delicate task demanding the best experience and judgment that the teacher has to bring to bear upon it.

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 1917, EXCLUDING SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Ages.	Class I.		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 ..	7,907	7,218	1	1	1	..	..	..	..	..	..	..	..	..	..	..	7,909	7,219
6 .. 7 ..	10,358	9,304	116	123	7	5	..	..	..	..	..	..	..	..	..	..	10,481	9,432
7 .. 8 ..	9,547	8,426	1,572	1,758	120	147	5	9	..	..	..	..	..	..	..	..	11,244	10,340
8 .. 9 ..	4,907	4,177	4,653	4,761	1,520	1,671	144	164	3	10	1	1	..	..	..	..	11,228	10,784
9 .. 10 ..	1,614	1,307	3,824	3,392	4,331	4,284	1,401	1,389	133	133	6	8	1	1	..	..	11,310	10,514
10 .. 11 ..	496	373	1,545	1,217	3,679	3,380	3,719	3,718	1,218	1,194	153	129	7	2	..	..	10,817	10,013
11 .. 12 ..	149	145	507	368	1,723	1,464	3,556	3,339	3,342	3,268	1,179	1,164	138	122	1	2	10,595	9,872
12 .. 13 ..	58	88	176	115	668	533	1,926	1,696	3,383	3,101	3,066	2,962	895	948	17	12	10,189	9,455
13 .. 14 ..	26	12	62	38	194	158	765	630	1,863	1,667	3,194	2,890	2,510	2,490	57	77	8,671	7,968
14 .. 15 ..	8	5	14	13	51	42	197	136	626	439	1,382	1,149	1,922	1,776	38	70	4,238	3,630
15 .. 16 ..	2	1	2	6	8	10	30	20	100	81	357	240	670	597	7	13	1,176	968
16 .. 17 ..	..	1	2	..	1	..	1	..	3	3	12	9	32	38	3	4	54	55
Over 17 ..	..	..	..	..	..	..	..	..	..	1	3	1	3	..	2	2	8	4
Totals, 1917 ..	35,072	31,057	12,474	11,792	12,303	11,694	11,744	11,101	10,671	9,897	9,353	8,559	6,178	5,974	125	180	97,920	90,254

The table is useful in showing the retardation occurring in the school-life of the pupils. The average age of children in the Dominion in S1 at the end of the year is nine years, in S2 ten years, and so on. These ages are one year higher than would be the case if all children began school at the age of five and spent two years

in the preparatory classes and one year in each of the following standards. It is therefore taking a liberal view to regard a child in S1 between the ages of eight and ten years as being of normal classification. The table is based on this assumption, the numbers below the lower horizontal lines representing cases of retardation the numbers above the upper horizontal lines representing children brighter than the average. It is not possible from the table to show cases above normal classification in the preparatory classes, or cases of retardation in S7. An examination of the figures discloses the following results :—

Class.		Normal Classification.	Above Normal Classification.	Below Normal Classification.
		Per Cent.	Per Cent.	Per Cent.
Class P	.. ..	..	..	8
„ S1	.. ..	68	15	17
„ S2	.. ..	66	14	20
„ S3	.. ..	63	13	24
„ S4	.. ..	64	13	23
„ S5	.. ..	68	15	17
„ S6	.. ..	72	17	11
Classes S1-S6	..	67	15	19

The average percentage of cases of retardation in S1 to S6 inclusive is 19, the highest rate—24 per cent.—obtaining in S3. This means that 24 out of every 100 children enrolled in S3 at the end of the year were over twelve years of age. In S4 the percentage of retardation is only slightly less—namely, 23. That the retardation is so emphasized in these classes must be set down to two causes—namely, first, that in these classes is represented the accumulated retardation of the child's earlier school life; and, secondly, that many of the retarded cases leave school without reaching the higher classes at all. Many of the causes of retardation such as mental backwardness, physical incapacity, and migration from school to school are impossible or difficult to remove. On the other hand, delay in beginning school life is responsible for many children being over the average age, although when measured by the length of time spent at school they cannot be regarded as cases of retardation. The fact remains that a very appreciable number of children are doing the work of a standard that should have been reached at an earlier age, the delay representing a wastage in time and efficiency that parents and teachers should endeavour to avoid. This position points to the necessity, as opportunity permits, for the establishment of a special auxiliary class with a special teacher for the care of backward children in every large school, in which class backward children should remain for a longer or shorter period to get special training to enable them to take their places with their fellows in classes of normal age. That more has not been done in this direction must be set down to the fact that only recently has legislative authority been obtained for the payment of a special teacher, but still more to the fact that before anything effective can be done a supply of suitable teachers is essential. The question of the necessary accommodation is also a factor in the matter.

The average ages of the pupils in the several classes for the two years 1916 and 1917 as at the end of the year's instruction were as follows :—

	1916.		1917.	
	Yrs.	mos.	Yrs.	mos.
Preparatory classes	7	0
Class S1	9	1
„ S2	10	1
„ S3	11	2
„ S4	12	2
„ S5	13	0
„ S6	13	9
Mean of average age	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 five months in the preparatory classes to ten months in S3. 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 in the primary schools of various ages and in the various classes during the last five years. An examination of the figures reveals little alteration from year to year, with the exception that a slight decrease in the percentage of children in the preparatory classes appears during each of the last four years; the percentage fell from 36.33 in 1914 and 35.48 in 1916 to 35.14 in 1917. A still further reduction in this figure is desirable, especially in view of the fact that more than 8 per cent. of the children in the preparatory classes are over nine years of age and more than 20 per cent. over eight years of age. These percentages, it is satisfactory to note, are also a little lower than they were in the previous year.

Children leaving School before passing S6.

From the classification list above and from those of previous years it appears that 84 per cent. of the pupils of S1 reach S5 and only 59 per cent. reach S6, so that approximately 41 per cent. of the pupils of primary schools leave school without doing the work of S6. From returns supplied by Education Boards the number that left school in 1916 without passing S6 was 5,427, being 2,944 boys and 2,483 girls. The figures, though a little lower than they were in the previous year, afford little ground for gratification. The S6 qualification is the least educational equipment with which a child should be permitted to take up his life's work, and the fact that the lack of it to a large extent prevents him from continuing his education afterwards makes the loss the more regrettable. It is not unlikely that among these children 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 might be noted in this connection that whereas in New Zealand a child may leave school at the age of thirteen if he has obtained his certificate of proficiency, or at the age of fourteen otherwise, the English Education Act provides for compulsory full-time attendance at school until the age of fourteen irrespective of the standard of education reached.

Examination of Pupils.

S6 examinations for 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 certificate of proficiency is a qualification

for a junior free place in a secondary school, district high school, or technical high school, while a certificate of competency with a special endorsement of merit in handwork and elementary science is sufficient qualification for free entrance to a technical school or technical high school. The requirements of these examinations were slightly increased in 1916, with the result that the percentage of candidates obtaining the proficiency certificate fell from 70 in the year 1915 to 67 in 1916. In 1917 the figure was the same as in the previous year, 9,098, or 67 per cent., of the candidates from public schools securing the certificate of proficiency and 2,355, or 17 per cent., the certificate of competency. Of the latter number 1·8 per cent. had their certificates endorsed for merit in science and handwork. There is a wide variation in the percentages of successes obtained in the various education districts, the lowest percentage of certificates of proficiency granted being 51·5 and the highest percentage (obtaining in two districts) 78·2. The percentage of pupils obtaining the certificate of competency varies from 8·8 per cent. to 22·0 per cent., and the percentage of combined successes varies from 69·6 to 91·2. There is thus a range difference of 26·7 per cent. in the number of certificates of proficiency granted in the various districts, the corresponding figure for proficiency and competency certificates together being 21·6. That the variation is so great, notwithstanding the fact that steps have been taken by the transfer of Inspectors and otherwise to secure a little more uniformity, must be taken to show that there is a real variation in the standard of attainment, industry, and application in the schools of the various localities.

REGISTERED PRIMARY PRIVATE SCHOOLS.

(E-2, Tables D1 and D2.)

The number of primary private schools (excluding private schools for Natives referred to elsewhere) registered in 1917 was 207, of which a small number had closed before the end of the year. Annual returns were received from 197 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:—

	1916.		1917.	
Number of schools		186		197
Roll number at end of year—Boys ..	7,786		8,195	
Girls	9,474		10,399	
		17,260		18,594
Average attendance		15,199		16,429
	Number.	Percentage.	Number.	Percentage.
Children under seven years of age ..	3,344	19·4	3,582	19·2
Children from seven to ten years of age ..	5,610	32·5	6,091	32·8
Children over ten years of age	8,306	48·1	8,921	48·0
Children in preparatory classes	5,681	32·9	6,019	32·4
			Males.	Females.
Number of full-time teachers		588	58	573
Average number of pupils per teacher ..		26		26
S6 pupils presented for examination ..		1,093		1,190
	Number.	Percentage.	Number.	Percentage.
Proficiency certificates issued	690	63·1	761	64
Competency certificates issued	189	17·3	228	30

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 32·4, as compared with 35·14 in public schools. The average number of pupils per teacher is 26, the corresponding number for all public schools being 33. There is a large predominance of female teachers over male teachers, the numbers being 573 and 58 respectively.

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

CONVEYANCE AND BOARD 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.

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 following represents the expenditure for the year 1917-18 on the above-named services :—

	Railway Fares.	Conveyance by Road and Water.	Boarding-allowance.	Total.
	£	£	£	£
Primary	9,885	10,050	1,572	21,507
Secondary	4,251	..	..	4,251
Technical	2,856	..	..	2,856
Total	16,992	10,050	1,572	28,614

The total expenditure for the previous year was £26,703.

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.

(b.) Further to encourage the establishment and the satisfactory maintenance of school libraries provision is made for the payment of subsidies of £1 for £1 on moneys raised by voluntary contributions. In addition to this departmental subsidy a subsidy is payable by the Education Board under section 37 of the Education Act, but the Board is not required to pay a sum exceeding 3d. for each child in average attendance at a school, or exceeding £5 for any one school. The books purchased are to be suitable for individual reading in school or at home, and are to be approved by the Senior Inspector.

The complaints regarding the expense to which parents are put by reason of their having to purchase new books for their children when they move from one district to another are not so common as formerly, and there are good grounds for believing that the attention drawn by the Department to the provision that in these cases class-books must be supplied free has resulted in the relief of parents with respect to such charges. There are also similar grounds for believing the provision of the free supply of class-books in necessitous cases is being more generally complied with.

SUBSIDIES ON VOLUNTARY CONTRIBUTIONS.

In addition to the subsidies mentioned above with respect to school libraries, under section 159 of the Education Act subsidies of £1 for £1 are payable on voluntary contributions for many other school purposes prescribed by regulation. The total amount approved as subsidies in connection with public schools for the financial year ending 31st March last was £3,800, and the annual expenditure will undoubtedly increase as School Committees become more fully aware that any efforts they may make in the direction of providing funds for improving their schools and grounds are recognized by the payment of a Government subsidy. By this means many schools have been enabled to carry out desirable works somewhat beyond their own unaided efforts, and the extension of the provision to all public schools by the Act of 1914, instead of its being limited to district high schools as previously, has served as an excellent stimulus to self-help.

THE "SCHOOL JOURNAL."

This highly popular publication continues to maintain its usefulness and interest as a supplementary reader in the primary schools. It is published every month (except in December and January) in three parts suited to the varying capacities of the pupils of Standards I to VI inclusive. It is supplied free to public schools, Native schools, special schools, and other institutions more or less under the Department's control or supervision. To a very large number of private schools it is supplied at moderate rates, with a result that approximately 11,000 copies of the *School Journal* are purchased monthly. Of the last issue of the *School Journal* for the past year the number of copies printed was—Part I, 60,400; Part II, 56,950; Part III, 46,900; total, 164,250. The *School Journal* continues to be much appreciated not only by teachers and scholars, but by the parents, many of whom read the various articles with keen interest.

In addition to reading-matter of a general character there have appeared in the *School Journal* during the past year special articles dealing with national events, scientific discoveries, and the industries of the Dominion, while special numbers have been largely devoted to topics suitable for Empire Day and Arbor Day. An analysis of the matter appearing in the *School Journal* shows further that a very considerable amount of reading-matter, both in prose and verse, is calculated to develop in the minds of the children high conceptions of patriotism, of national service, and of the principles on which may be founded true ideals of worthy manhood and womanhood.

MEDICAL INSPECTION.

The work of medical inspection has been proceeded with vigorously during the year. About 15,000 children have been medically examined, being principally the children at present in Standard II. As this plan has been followed during the past five years, a large proportion of the children from Standards II to VI in the schools visited should have been medically examined and their physical defects brought under the notice of their teachers and parents. In addition to this, a number of children from various classes are annually examined by the Medical Inspectors when the head teacher reports that special circumstances require such examination. It is gratifying to report that the work of medical inspection has rapidly earned the approval and support of parents, teachers, and educational authorities, all of whom recognize the Department's efforts in this connection towards providing that a healthy, vigorous, and efficient physique may characterize the future men and women of New Zealand.

The staff of school Medical Inspectors has been increased to seven, thus enabling a larger number of schools—especially country schools—to be visited.

The Medical Inspectors have shown great enthusiasm and energy in carrying out their duties. That their efforts are highly appreciated is shown from the fact that from 60 to 75 per cent. of the cases reported by the Medical Inspectors have been attended to by the parents by their obtaining the necessary medical or dental treatment for their children. Comparison with the results noted in previous years shows that the percentage of cases treated as a result of reports by Medical Inspectors is steadily increasing. In New Zealand the chief requirement in connection with the medical and dental treatment seems to be the provision of adequate facilities at a reasonable cost in country areas where such facilities are at present largely non-existent. To meet this need it will be necessary first of all to increase further the staff of school Medical Inspectors, so as to be able to cover the whole ground more rapidly and to pay repeated visits where necessary. It will also be necessary to make provision for school dentists to visit outlying localities so as to treat children at their own school for a very moderate charge. Plans have already been made for providing such facilities, but it has been found impossible to obtain the services of suitable dentists owing to the stress of war conditions.

Some arrangement will also need to be made for placing the services of medical men more easily within the reach of residents in outlying districts. This provision is needed not only for the treatment of school-children, but for the benefit of the adults of the localities referred to. The nationalization of the medical services of the Dominion, with the consequent more even distribution of medical men, would be one way of, to some extent, meeting the needs of the case. It is quite possible that in some cases it would be necessary to provide dental and medical treatment free, and under certain circumstances this should be done. Provided, however, that the services of medical and dental practitioners are placed easily within the reach of all parents at a moderate cost, it seems desirable from every point of view that parents should accept the responsibility of caring for the health of their children. From the results already noticed in New Zealand it is gratifying to find that parents in the Dominion gladly accept this responsibility. In most cases where Medical Inspectors have had to report unfavourably on the clothing or nutrition of children it has been found that defects have been due more to ignorance or want of supervision on the part of the parents than to necessitous circumstances, and, as has been stated, a confidential report from the Medical Inspector generally has the desired effect.

In order to assist parents in this important work the Department has secured the services of ten highly qualified school nurses. The nurses are present during the medical inspection of the children and have pointed out to them by the Medical Inspector cases that could be dealt with by the parents. Subsequently the nurses visit the homes of the children and show the parents how to apply simple dressings, to treat simple ailments, and to provide suitable diet and clothing for the children. The nurses have also been able, in a large number of cases, to follow up the Medical Inspector's reports and to induce parents to provide medical or dental treatment where this would otherwise have been neglected. The nurses are generally welcomed by the parents, who regard them as friends and advisers.

The Medical Inspectors have given further direct assistance by delivering lectures to parents on the means of providing for the physical welfare of their children. These lectures have been well attended and have been highly appreciated. Leaflets and pamphlets have also been distributed where required, giving simple directions to parents regarding the care of the teeth and skin, on the treatment of simple ailments, on the diet, clothing, sleeping, and other requirements of children.

The Medical Inspectors also give regular lectures on the work of medical inspection and on physical welfare of children to the training college students, and also, where possible, to groups of other teachers. The teachers are taking an

increasing interest and an active part in the work of medical inspection, and have rendered great assistance to the Medical Inspectors by the way in which they have kept the necessary records and made the preliminary measurements prior to the Medical Inspector's visit.

In a number of cases the Medical Inspectors have been the means of securing better sanitary and hygienic conditions in the schools they have visited. The Education Boards have willingly followed up, with good effect, reports by the Medical Inspectors on the conditions of the schools affecting the health of the children.

Speaking generally, it may be stated that the work of medical inspection of children is already bearing fruit, and that there is distinct evidence that in the short period during which the system has been in operation the physical welfare of the children of New Zealand has noticeably benefited.

The essential duties of the Medical Inspectors of Schools may be briefly summarized as follows:—

- (1.) The routine medical examination of S2 pupils.
- (2.) The medical examination of all children in public schools suspected of suffering from some physical defect.
- (3.) Selecting and forming classes of children requiring special corrective physical exercises under the physical instructors.
- (4.) Notifying parents of defects found in their children, and advising that the necessary medical or dental treatment be obtained; seeing that such cases are "followed up" by the School Nurses until some satisfactory result is obtained.
- (5.) Selecting cases for the Department's Homes for feeble-minded children.
- (6.) Co-operating with social agencies in obtaining assistance in cases where the unsatisfactory physical condition of children is due to poverty.
- (7.) Instructing training-college students and teachers and addressing and interviewing parents on matters relating to the physical welfare of children.
- (8.) Giving advice generally regarding the hygienic conditions of schools.

The duties of the School Nurses include—

- (1.) Assisting the Medical Inspectors in the medical examination of school-children.
- (2.) Advising and helping parents in the treatment of minor ailments and in matters of cleanliness, clothing, &c.
- (3.) Following up where necessary, by visiting the parents, cases that have been notified of physical defect, in order to ensure, if possible that the necessary treatment and care are obtained.

PHYSICAL EDUCATION.

The work of physical instruction has been considerably extended during the past year, chiefly as a result of the appointment of additional instructors. There are now ten instructors engaged in the work of training teachers in the principles and practice of the system, and of inspecting the work done by the teachers in the various schools. From all quarters keen appreciation is shown regarding the improvement in the physical condition of the children as the result of the establishment of this system some six years ago. At first it was necessary to organize large instruction camps in the various districts in order that teachers, by undergoing a fortnight's course of individual instruction, might have an opportunity of understanding the basis and the application of the system. During the past year numerous

supplementary camps on a smaller scale have been held, at which teachers who were unable to attend the initial camps were given instruction.

A large number of refresher classes have also been held in the various districts in order to supplement the first course of instruction, to correct defects that may have become common, and generally to increase the teachers' interest in and appreciation of the system.

The number of corrective classes organized for the benefit of children with distinct physical defects such as spinal curvature has been considerably increased. Photographs of children taken at the commencement of the course compared with those of the same children taken at the end of a year or so show that the corrective exercises have, in most cases, had a remarkably beneficial effect on the physique of the children.

The Physical Instructors have regularly visited the four training colleges for the purpose of giving instruction to the students. These young teachers should, therefore, after a two-years course of almost weekly lessons and lectures, be well equipped for taking their part in the work of physical instruction in the schools.

Education Boards, School Committees, and parents are showing an increased interest in this work, and a lively appreciation of the benefits which it is conferring on the children. Inspectors and teachers are also enthusiastic in their praise of the system and in their efforts to make it completely successful. Many of the teachers willingly give up part of their holidays in order to attend instruction classes held at the various centres, and, in general, it may be said that no part of the school-work is more keenly followed up by the teachers than is this work of providing for the physical development of the children.

MANUAL INSTRUCTION.

(E.-2, Appendix C.)

Instruction in some form of elementary handwork under the Regulations for Manual Instruction was given in 2,011 public schools, an increase of 113 over the previous year, and facilities for other branches of manual instruction were made available for 1,503 schools, as compared with 1,445 schools in 1916; so that it may be said that in nearly all the schools of the Dominion some form of hand-and-eye training is provided. The importance of this is more significant when it is remembered that for the most part the instruction is correlated, as it should be, with the ordinary subjects of the public-school syllabus.

The difficulties of obtaining handwork supplies, and the high prices ruling for those available, have to some extent hindered progress in many directions, but constructive work in paper and cardboard, modelling in plasticine, and design and colour work in the lower standards supplemented, wherever possible, by woodwork, cookery, laundry-work, dressmaking, and various branches of elementary science, elementary agriculture, and dairy-work in the higher standards, have been made the basis of instruction which helps to bring the school life of the pupils into closer relationship with their home and future life work.

Manual training in woodwork, cookery, and laundry-work continues, for obvious reasons, to be given at centres. While the principal aim of the work is educational the methods of instruction in woodwork and drawing connected therewith, for instance, are such as should a lad discover aptitude in woodcraft and adopt a branch of woodwork as his life's work, he would have nothing to unlearn on entering the craft. Increasing attention is given to all subjects having a direct relation to the home, and abundant proof of the utility of the instruction in such subjects as cookery, laundry-work, and dressmaking is not wanting; the ninety well-equipped manual-training centres in charge of qualified teachers are proving admirable training-grounds for the future home-makers and home-keepers of the Dominion. That the value of the instruction is appreciated appears to be indicated by the increasing demand for the establishment of centres in

districts hitherto unprovided with facilities for this branch of practical education. During the year five new centres have been opened, and although the unavoidable curtailment of the train service has affected the attendances at some centres, as is proved by the decreased cost to the Government of the conveyance of pupils (£5,713, as against £6,335 in 1916), the average attendance in all subjects shows an increase over that of the previous year. The number of schools providing instruction in woodwork and ironwork for boys now stands at 534, and 554 schools make provision for girls in instruction in cookery, dressmaking, and laundry-work.

At 1,377 schools elementary agriculture (combined in some districts with elementary dairy-work), and supervised by qualified itinerant instructors, formed part of the regular school course. This instruction may have only an indirect bearing on the primary industries, but as it includes observational and experimental work in connection with school gardens and plots, its value as an educational factor appears to lie in the opportunity given to introduce the children to elementary scientific method.

A more or less complete course bearing on rural pursuits with a domestic trend in the case of girls was carried on in the secondary department of the district high schools as follows :—

District.	Number of Schools.	Number of Pupils.	Capitation earned.
			£
Auckland	6	260	1,753
Taranaki	1	71	481
Wanganui	6	158	926
Hawke's Bay	3	139	885
Wellington	6	216	1,376
Canterbury	10	219	1,453
Otago	6	166	1,110
Totals, 1917	38	1,229	£7,984
Totals, 1916	38	1,210	£7,794

The special science subjects of the rural course are for the most part taken by visiting instructors—an unsatisfactory arrangement, but the best that can be made under existing conditions. It is, however, to be hoped that the present increasing interest in and demand for science training will not disappear with the declaration of peace, but will gather sufficient strength to require that every teacher shall have a general knowledge of scientific principles, and to increase the proportion of teachers having a sound working knowledge of and being able to teach the elements of one or more sciences bearing directly on the principal industries of the Dominion. It is only in this way that the foundation can be laid on which a satisfactory superstructure of national science training may be erected.

Financial considerations due to the war have again rendered it necessary to postpone all excepting absolutely necessary works; laboratory accommodation and equipment have, however, been provided during the year for four district high schools having hitherto more or less make-shift facilities for the teaching of practical science, so that nearly all district high schools are now provided with well-equipped laboratories. It is a matter for regret that in primary schools where this special provision is not available a subject such as elementary physical measurements is not more generally taught, in view of the fact that a most interesting and instructive series of lessons can be dealt with on the ordinary class-room desks. The number of approved classes for elementary science (chemistry and physics) and attended for the most part by pupils in the secondary department of the district high schools continues to increase slowly. The number of approved classes for swimming and life-saving also shows a slight increase.

Capitation earnings for the year amounted to £39,538, as compared with £37,356 for 1916. Grants in aid of buildings and equipment amounted to £2,865, an increase of £1,393 on the previous year. The total receipts by the Education Boards from all sources amounted to £60,763, and the total expenditure to £49,778. It must, however, be noted that the increase in the receipts is not normal, but is largely due to the introduction of a system of monthly progress-payments during 1917.

Speaking generally, the financial position of the Boards as shown by the statements of income and expenditure furnished may be regarded as satisfactory. The monetary assets at the 31st December, 1917, were £19,984, and these exceeded the liabilities by £10,608.

The following table gives some particulars of the capitation earnings and the expenditure of Education Boards in respect of certain manual subjects :—

Subjects.	Number of Schools.	Expenditure.		
		Salaries of Instructors.	Working-expenses.	Totals.
		£	£	£
Woodwork and ironwork	534	8,226	1,902	10,128
Domestic subjects	554	6,825	4,088	10,913
Agriculture and dairy-work	1,377	7,011	3,353	10,364
Elementary science	157	208	238	446
Swimming and life-saving	163	439	171	610
Elementary handwork	1,503	1,768	5,810	7,578
Totals .. ..	..	24,477	15,562	40,039

Capitation earnings, £39,538.

STAFFS OF PUBLIC SCHOOLS.

(E.-2, Table E1.)

The number of teachers employed in the primary departments of public schools in 1917 was 5,356, including 4,707 adult teachers and 649 pupil-teachers, the corresponding figures for the previous year being 4,710 and 656 respectively. The fact that the staff, for the first time in many years, has not increased in number is probably due partly to the application of certain war legislation providing for earlier reductions in staff after a corresponding fall in attendance, and partly to the fact that the average attendance for 1916 was practically the same as for the preceding year. Although this rose considerably in 1917, the corresponding increase in staff would not take place until later. Of the adult teachers, 1,347 were sole teachers, 909 were head teachers, and 2,451 were assistant teachers. Classified according to sex, there were 1,383 males and 3,324 females among the adult teachers, and 132 male and 517 female pupil-teachers. In addition to the staff of adult teachers and pupil-teachers, 410 probationers (including 61 males and 349 females) were employed, the number being five less than in the preceding year.

The number of teachers (including training-college students) who up till the 31st December, 1917, had left the teaching service to take up military duty was about 750, of which number fifty had resumed teaching. One hundred and seventeen teachers have lost their lives in the war. The names of all teachers who up till the end of 1917 had joined the Expeditionary Forces may be found in Appendix B of this report.

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, 1917.

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) ..	3	135	..	..	..	..	3	135	138	..	..	..
I. (9-20) ..	110	480	..	..	..	..	110	480	590	..	..	..
II. (21-35) ..	164	376	5	7	..	12	169	395	564	..	..	..
III.A. (36-80) ..	48	31	346	144	2	497	396	672	1,068	..	..	..
III.B. (81-120) ..	..	..	97	8	1	196	98	204	302	..	5	5
IV.A. (121-160) ..	..	..	49	..	..	104	49	104	153	10	27	37
IV.B. (161-200) ..	..	..	41	..	17	100	58	100	158	10	30	40
IV.C. (201-240) ..	..	..	24	..	13	81	37	81	118	5	21	26
VA. (241-280) ..	..	..	27	2	15	112	42	114	156	8	35	43
VB. (281-320) ..	..	..	22	2	21	104	43	106	149	5	37	42
VC. (321-360) ..	..	..	20	2	24	115	44	117	161	2	25	27
VD. (361-400) ..	..	..	13	..	13	70	26	70	96	6	22	28
VIA. (401-450) ..	..	..	9	1	17	57	26	58	84	..	24	24
VIB. (451-500) ..	..	..	16	..	28	92	44	92	136	11	35	46
VII.A. (501-550) ..	..	..	12	..	29	74	41	74	115	4	37	41
VII.B. (551-600) ..	..	..	10	..	17	81	27	81	108	11	24	35
VII.C. (601-650) ..	..	..	24	..	57	169	81	169	250	31	93	124
VII.D. (651-700) ..	..	..	10	..	22	79	32	79	111	8	43	51
VII.E. (701-750) ..	..	..	8	..	18	79	26	79	105	11	21	32
VII.F. (751-800) ..	..	..	4	..	8	46	12	46	58	4	14	18
VII.G. (801-850) ..	..	..	3	..	5	34	8	34	42	2	13	15
VII.H. (851-900) ..	..	..	1	..	2	13	3	13	16	2	5	7
VIII. (901-950) ..	..	..	2	..	6	21	8	21	29	2	6	8
Totals 1917 ..	325	1,022	743	166	315	2,136	1,383	3,324	4,707	132	517	649
Totals 1916 ..	374	942	770	161	357	2,106	1,501	3,209	4,710	137	519	656
Difference ..	-49	+80	-27	+5	-42	+30	-118	+115	-3	-5	-2	-7

NOTES.—Probationers not being reckoned as on the school staff are not included in the above summary. The number of probationers in December, 1917, was—61 males, 349 females, total 410; in December, 1916, the corresponding figures were—64 males, 351 females, total 415.

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 17, 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 schools 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 of School.	Total Average Attendance.	Average Number of Children per Teacher.	Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.
O. (1-8) ..	770	6	VIA. (401-450) ..	4,355	45
I. (9-20) ..	8,174	14	VIB. (451-500) ..	7,448	47
II. (21-35) ..	14,242	25	VII.A. (501-550) ..	6,410	47
III.A. (36-80) ..	28,240	27	VII.B. (551-600) ..	5,662	45
III.B. (81-120) ..	10,154	33	VII.C. (601-650) ..	15,120	48
IV.A. (121-160) ..	6,662	39	VII.D. (651-700) ..	6,616	49
IV.B. (161-200) ..	7,236	41	VII.E. (701-750) ..	5,742	47
IV.C. (201-240) ..	5,390	41	VII.F. (751-800) ..	3,246	48
VA. (241-280) ..	7,463	42	VII.G. (801-850) ..	2,389	48
VB. (281-320) ..	7,400	44	VII.H. (851-900) ..	890	47
VC. (321-360) ..	7,325	42	VIII. (901-950) ..	1,575	48
VD. (361-400) ..	4,826	44			

	Total Average Attendance.	Average Number of Children per Teacher.
Grades III-VII (two or more teachers) ..	144,154	38
Grades V-VII (six or more teachers) ..	86,472	46
All schools ..	167,340	33

The average number of pupils per teacher in all schools (taking two pupil-teachers as being equal to one adult teacher) was 33, or one more than in the previous year. It will be observed, however, from the above figures that less than 62,000 children are included in the groups in which the average number of children per teacher was 33 or less, while nearly 60,000 are in the groups having one teacher to every 45 children or more, and of that number nearly 29,000 have 48 or 49 as the average number of pupils per teacher. It must be admitted that in the case of the larger schools many teachers have too large a number of children under their care, and that much yet remains to be done in the direction of reducing the size of classes to a number more nearly compatible with efficiency. In legislation dealing with staffs and salaries of teachers now under consideration the opportunity is being taken of providing some relief in this respect for schools with more than 400 pupils. It is difficult to make a fair comparison in this respect with other countries, as the varying proportion of small sole-teacher schools affects the average figure given. There appears, however, to be little difference between this figure as given for other English-speaking countries and for New Zealand. The latest figures available relative to the London County Council schools, which are very large schools, show the average number of pupils per teacher to be 37, the conditions in this respect in London schools being apparently superior to those prevailing in the large schools of this Dominion.

With regard to the sex of public-school teachers, the figures below show a continued increase in the proportion of women to men teachers. Taking the adult teachers of all schools, it will be noticed that in 1914 there were 173 female teachers to every 100 males, and that in 1917 the corresponding number of females has risen to 240. Similarly, in sole-teacher schools the number of female teachers to every 100 male teachers has increased from 386 in 1916 to 544 in 1917. The actual number of male adult teachers decreased from 1,501 in 1916 to 1,383 in 1917—a fall of 118 in one year, while the number of female teachers increased by 115. The war is, of course, largely responsible for the reduction in the number of male teachers, but it is feared also that the teaching profession is ceasing to attract as large a number of able young men as is desirable. This is apparent from the comparatively small numbers of male pupil-teachers and probationers—a class which is not affected to any great extent by the war. There were 517 female and 132 male pupil teachers in 1917, and 349 female and 61 male probationers. In 1914 there were 338 female pupil-teachers to every 100 males, and in 1917 the corresponding number of females had risen to 391. In the training colleges, where the influence of the war is most acutely felt, the proportion of men to women in 1917 was 100 to 563, the corresponding figures in 1914 being 100 to 249. While it is allowed that women teachers are suitable for three-fourths of the school population, half of the number of children being under ten years of age and half of the remainder being girls, it is clear that men are not entering the teaching profession in the proportion of one to three, and the necessity of attracting them in larger numbers must be faced.

The following figures show in detail the position with regard to the proportion of men teachers and women teachers in the primary schools:—

	1914.		1915.		1916.		1917.	
	M.	F.	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	100	: 544
Schools with more than 20 scholars ..	100	: 159†	100	: 176	100	: 194	100	: 213
All schools	100	: 173	100	: 193	100	: 214	100	: 240
Ratio of male pupil-teachers to female pupil-teachers	100	: 338	100	: 344	100	: 379	100	: 391
Ratio of male to female teachers (including pupil-teachers), all schools ..	100	: 186	100	: 205	100	: 228	100	: 254

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

† Schools with over 15 pupils.

The war has affected the position so greatly in this respect that too much weight should not be attached to a comparison with the conditions in other countries. It appears, however, from the latest available statistics that (including junior or student teachers or persons in similar positions) in the United States of America 2 in every 10 teachers are men, in Ontario 2 in every 8, in Victoria 2 in every 6, in Queensland 2 in every 5, in New South Wales 2 in every 4, while in New Zealand the corresponding figures are 2 in every 7.

SALARIES OF PUBLIC-SCHOOL PRIMARY TEACHERS.

(E. 2, Table E4.)

The total amount of all salaries and allowances at the rates payable on the 31st December, 1917, was £896,646, an increase of £20,125 over the amount for the previous year, which, as the staff was no larger than in the year 1916, represents entirely increases in salary. The amount is made up as follows:—

	£
Adult teachers' salaries	816,891
Pupil-teachers' salaries and allowances	36,415
Probationers' allowances	18,130
House allowances to head or sole teachers where residence is not provided	25,210

The above figures do not include the equivalent of house allowance where residences are provided, estimated at £31,730, 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 11s. 6d. per head of the average attendance. The corresponding figure, as nearly as can be ascertained, in New South Wales is £6 1s. 6d., Victoria £4 8s. 1d., South Australia £3 14s. 6d., and Ontario £5 0s. 5d. In addition to the salary-payments mentioned, a sum of £43,948 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, with certain variations, £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.

	1916.				1917.			
	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	169	3 2	181	2 9	173	11 0	185	12 11
(b.) Men	231	3 6	254	16 7	242	13 0	267	2 4
(c.) Women	140	3 0	146	13 4	144	15 11	151	14 11
(2.) Teachers in schools with average attendance over eight—								
(a.) Men and women	173	16 6	186	4 7	177	5 8	189	14 11
(b.) Men	232	4 7	256	0 2	243	1 8	267	12 1
(c.) Women	145	5 9	152	2 6	148	16 3	156	1 1
(3.) Teachers in schools with average attendance over twenty—								
(a.) Men and women	182	1 8	193	7 6	185	18 8	197	5 7
(b.) Men	244	9 3	268	13 1	253	15 9	278	14 0
(c.) Women	149	19 6	154	12 6	154	2 5	159	2 1
(4.) Head teachers—								
(a.) Men	265	19 11	302	2 9	275	15 7	312	0 3
(b.) Women	214	3 3	244	18 2	216	19 5	247	7 10
(5.) All sole teachers—								
(a.) Men	146	13 4	167	4 0	152	15 9	174	1 7
(b.) Women	118	12 9	135	11 5	124	11 10	142	5 0
(6.) Sole teachers in schools with average attendance over eight—								
(a.) Men	149	1 3	170	2 0	153	16 3	175	6 1
(b.) Women	134	6 9	154	11 7	135	18 11	156	5 11
(7.) Assistants—								
(a.) Men	244	12 0	244	12 0	257	4 3	257	4 3
(b.) Women	144	2 4	144	2 4	148	17 2	148	17 2

The average salaries in every case show an increase ranging up to £12 12s. 3d. over the salaries of the previous year, and as far as can be judged compare favourably with the salaries paid in other countries as shown in the table below. This, however, should be read with the qualification that the possible inclusion of junior

teachers (not determinable from the reports), and the consequent lowering of the figures in some cases should be taken into account.

AVERAGE SALARIES PAID TO PRIMARY TEACHERS IN OTHER COUNTRIES.

	London.*		Ireland.		Ontario.		State of New York, U.S.A.		New South Wales.		New Zealand.			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
Head teachers	£ 314	£ 227	£ 116	£ 83½	} 199½	} 130½	£ 203		£ 167½		} 312	} 247½		
Assistants	165	121	92¾	70			203		167½				} 257¼	} 148¾
Sole teachers					

* An average of 900 children in each school.

The necessity of offering greater inducements to probationers and pupil-teachers imperatively demands attention. Increases, amounting to a maximum of £20 per annum in certain cases and to lesser sums in others, have been approved by the Governor-General during the current year. This cannot fail to have a good influence, but it is by no means certain that it will be sufficient to meet the case. Further proposals in this connection are now under the consideration of the Government.

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 number of primary-school teachers who hold certificates. Figures relating to the last five years are given for purposes of comparison.

PRIMARY TEACHERS IN PUBLIC SCHOOLS.

	1913.		1914.		1915.		1916.		1917.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers ..	3,082	72	3,282	74	3,298	71	3,322	71	3,323	71
II. Uncertificated teachers—										
(1.) Holding licenses ..	84	2	90	2	83	2	82	1	99	2
(2.) Unlicensed	1,096	26	1,076	24	1,287	27	1,306	28	1,285	27
Total uncertificated ..	1,180	28	1,166	26	1,370	29	1,388	29	1,384	29
Totals of I and II	4,262	100	4,448	100	4,668	100	4,710	100	4,707	100

For the last three years the percentage (71) of certificated teachers has remained unaltered, any tendency towards improvement being apparently 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 are excluded, the proportion of certificated teachers is 80. Of the 3,323 certificated teachers 1,273 hold the C certificate and 1,454 the D certificate.

The following figures show the number of teachers holding the various certificates in 1916 and 1917:—

CLASSES OF CERTIFICATES HELD BY PRIMARY-SCHOOL TEACHERS.

Class of Certificate.	1916.			1917.		
	M.	F.	Total.	M.	F.	Total.
A	27	6	33	24	6	30
B	188	77	265	176	76	252
C	521	700	1,221	505	768	1,273
D	416	1,062	1,478	361	1,093	1,454
E	49	276	325	51	263	314
Total	1,201	2,121	3,322	1,117	2,206	3,323

TRAINING OF TEACHERS.

(E-2, Appendix D.)

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 who have obtained the necessary educational qualification; 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 1917 under the various divisions were—Division A, 414; Division B, 32; Division C, 1; and Division D, 4: the total being 451, as compared with 442 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 1916 and 1917 respectively are indicated in the following table:—

	1916.			1917.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	29	85	114	20	97	117
Wellington	11	91	102	12	104	116
Christchurch	18	92	110	16	87	103
Dunedin	21	95	116	20	95	115
Totals	79	363	442	68	383	451

The number of students has advanced from 390 in 1915 to 451 in 1917, the increase being in the number of women students.

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 1917 was 211.

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 also extended so as to embrace specially selected teachers and classes in neighbouring schools. The reports of the results of the latter aids to training are very favourable, and the extension of the system is recommended by Principals. 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. Special legislation was passed in 1917 providing for the staffing of classes for backward children and for public schools established as model schools, and a class for backward children was opened in Auckland in a specially designed modern building erected at the cost of a private donor.

Students receive their theoretical instruction from the training-college staff, and also attend University college classes to a considerable extent. A certain proportion of students attempt degree work in conjunction with their training-college work, although this double course is discouraged except in cases of specially suited students.

Divisions A, B, and C students satisfactorily completing the prescribed course of work at the training college may, on the recommendation of the Principal, receive without further examination a trained teacher's certificate ranking with the Class C or Class D certificate, as may be determined. Of the students beginning a two years' course in 1916, 3 held Class C certificates and 59 Class D certificates at the time of entry; and at the end of the course, out of 206 students, 13 held Class B certificates, 129 Class C certificates, and 47 Class D certificates, the remaining students having secured sectional passes.

The amounts paid to Education Boards in 1916-17 and 1917-18 for the training of teachers were as follows:—

I. Training colleges	1916-17.	1917-18.
Salaries of staffs (two-fifths charged to public-school salaries)	£ 13,268	£ 13,765
War bonus to staff (£230) and students (£3,357) .. .. .	.. .. .	3,587
Students' allowances and University fees	27,541	28,439
Special instruction, libraries, and incidentals	1,307	1,750
Buildings, sites, and equipment	942	358
II. Other training	43,058	47,899
Grants for special instruction in certificate subjects, including science, agriculture, and handwork, of teachers other than training-college students	1,595	3,415
Railway fares of teachers and instructors	5,374	4,398
	6,969	7,813
	£50,027	£55,712
Less recoveries .. .. .	.. .. .	325
Totals	£50,027	£55,387

A recent amendment in the regulations provides for an increase in the annual allowances of students under Divisions A and B from £40 and £20 to £50 and £30 respectively (lodging-allowance at the rate of £25 per annum being paid in addition).

PROVISION FOR UNCERTIFICATED TEACHERS.

Apart from the provision for training colleges, a grant of £2,900 was made last year to Education Boards for the maintenance of training classes for teachers, the amounts allotted to the various Boards ranging from £150 to £650. 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.

FINANCES OF EDUCATION BOARDS.

(See also E.-2, Tables F1 to F6c.)

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 1917. 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.

1. *All Accounts (excluding Buildings).*

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

	1913.	1914.	1915.	1916.	1917.
	£	£	£	£	£
Boards' administration	48,004	48,267	28,892†	33,368	31,964
Incidental expenses of schools	46,412	46,678	51,628	56,530	59,125
Teachers salaries*	668,094	716,749	818,263	905,425	899,540
Training of teachers	37,864	37,180	43,189	46,061	46,789
Scholarships and district high schools	33,072	34,436	34,962	35,373	35,389
Manual and technical instruction	82,030	89,350	95,697	100,502	114,902

* Excluding house allowance.

† Inspectors transferred to Department in 1915.

Taking all of the above items there was an increase of about £10,000 in 1917 over the expenditure for the preceding year, much the largest increase being in the expenditure on manual and technical instruction.

The expenditure out of the Board's General Fund, the revenue for which is derived from a capitation payment of 5s. per head of the average attendance, shows a decrease of £2,404. The income amounted to £41,136 from the Government and £3,699 from other sources. The sum of £2,738 was transferred to other accounts—principally to the Incidental Expenses of Schools Account, so that the credit balance to the General Fund increased by £10,133 during the year and stood at £64,653 at the end of the year. In the case of every Board excepting one there was a credit on the year's working, ranging from £167 to £3,230. The variation in the relation of income to expenditure in the case of various Boards under this heading points clearly to the need of a reconsideration of the basis on which the grants are made. The average expenditure of the Boards out of this fund for the purposes of administration was 3·8s. per head of the average attendance, ranging from 3·1s. in the Auckland District to 5·3s. in the Nelson District.

The expenditure on the incidental expenses of schools increased by £2,595. In order that the increased cost of labour and material might be met, provision was made under the Statute Law Amendment Act, 1917, for making an increased payment to Boards on this account during the currency of the war. The additional amount (calculated on an average attendance scale) amounted to £8,490 for the year 1917, the greater proportion of which was paid to Boards prior to the 31st December last. The sum of £2,427 was transferred from the General Fund Account to the Incidental Expenses Account during the year, and the deficit on the latter account stood at £572 at the end of the year, in addition to which the excess of other liabilities over assets was £4,411. The average expenditure on the incidental expenses of schools per head of the average attendance was 7s. for the Dominion, the amount ranging from 5·9s. to 7·6s. in the various education districts.

The receipts and expenditure on account of teachers' salaries were about £5,000 less than in 1916, but owing to the inclusion of the war bonus in these amounts the true position is not shown. Two half-yearly payments on account of the war bonus were made in 1916 and only one in 1917, the difference amounting to roughly £25,000, so that as a matter of fact the increase in teachers' salaries for 1917 was approximately £20,000. This is shown to be the case in the section of this report dealing with teachers' salaries.

The unusual increase in the expenditure on manual and technical instruction is due to larger amounts having been received by the Boards from the Government to be handed over to the Managers of Technical Schools, the increase in the Government payments being due to the inauguration of a system of monthly capitation payments resulting in the whole of the earnings of the manual and technical classes for the year being paid by December. In this way capitation was paid in 1917 on account of all of the classes held during that year besides on account of a certain proportion of classes held in 1916. The credit balance of the manual and technical classes combined accounts was £25,731 at the end of the year, or, including the excess of all monetary assets over liabilities, £34,838. The accounts in connection with buildings and equipment are not included in these figures.

Taking the whole of the Board's accounts, with the exclusion of those connected with buildings of any kind, it appears that the total credit balance, including excess

of monetary assets over liabilities, at the end of the year amounted to £85,676. With this limitation every Education Board had a balance to credit on its accounts, generally, with the exception of Nelson, which had a debit balance of £2,069. The accounts contributing most largely towards the credit balance were those of the General Fund and of Manual and Technical Instruction Fund, the balances on these accounts more than compensating for the deficits on other accounts. These deficits, however, it should be stated, amounted to nearly £19,000.

The following is a summary of the cash assets and liabilities of the Boards on all accounts, excluding buildings, at the 31st December, 1917 :—

ALL ACCOUNTS (EXCLUDING BUILDINGS).

<i>Monetary Assets.</i>			£	<i>Liabilities.</i>			£
Bank balance	..	..	76,359	Overdraft ..	..	..	3,064
Other assets..	..	..	24,315	Other liabilities	..	..	11,934
Total	..	..	<u>£100,674</u>	Total	..	..	<u>£14,998</u>
Credit balance	..	..	£85,676				

The position of the individual Boards is shown in Table F6A of E.—2.

2. *Buildings Account.*

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

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

The total income of the Boards on account of the erection of new public-school buildings and additions was £44,198, while the expenditure was £42,443, as compared with £34,899 in 1916, £65,648 in 1915, and £92,192 in 1914. While the cost of individual buildings has very greatly increased the reduced expenditure as compared with pre-war periods is largely due to the postponement of action and to economies enforced by war conditions. The debit balance on the New School Buildings Account, allowing for the amounts due to and owing by the Boards, was £30,167, the position being slightly worse than at the end of 1916. The Wanganui Hawke's Bay, and Wellington Boards are responsible for nearly three-fourths of the total deficit.

With reference to the Manual and Technical Buildings Account, the Board's income was £8,244, and the expenditure £10,706. The deficit was reduced by transfers from other accounts amounting to £1,991, but with the debit balance carried over from previous years the deficit at the end of 1917 amounted to £19,189, to which should be added the excess of amounts owing by over amounts due to the Boards, totalling £2,996.

The Sites Sales Account continues to show a debit balance, amounting to £9,677, at the end of the year, or, including a deficit wrongly transferred by one Board to another account, to £11,857. The Wellington Board has the largest deficit on this account in consequence, probably, of the high price of land in the vicinity of Wellington.

Annual grants are made to Education Boards for the purposes of the maintenance and replacement of school buildings, the account until 1917 being regarded as one. By the provisions of the Statute Law Amendment Act of 1917 it became necessary for the Boards at the end of October to separate the Maintenance Account from the Rebuilding Account, the balance to the credit of the previously combined account being held in trust for the specific purpose of rebuilding worn-out schools. The credit balance of the Rebuilding Account at the end of the year was £152,406,

but, as has been pointed out frequently before, the whole of this balance does not exist in actual cash, the money having been used to pay the Boards' deficits on other accounts, especially those on the New Buildings and Sites Sales Accounts. The actual total bank balance of all Boards to the credit of the combined Building Accounts was £77,890, which, although it was nearly £18,000 greater than in the previous year, represents little more than half the sum that should have been held in trust for the purpose for which it was granted. The Wanganui Board is in much the worst position in this respect, having a ledger credit balance on the Rebuilding Account of £19,862, while its total bank balance at the end of the year was only £1,898. It will be possible under the new arrangement to keep a better check over the expenditure out of the grants for rebuilding, but the system of paying to the Boards large advance grants for this purpose is now felt to be unsatisfactory, and the position points to the need of taking steps in the near future to alter the method of making provision for the rebuilding of worn-out schools.

Table F6B in E.—2 shows the financial position of the individual Boards in the combined Buildings Account as at the 31st December, 1917. The following is a summary of the Table:—

COMBINED BUILDINGS ACCOUNT.								
<i>Monetary Assets.</i>			£	<i>Liabilities.</i>			£	
Bank balance	82,044	Overdrafts ..	..	..	4,154
Other assets	59,178	Other liabilities	..	..	46,552
Total	<u>£141,222</u>	Total	..	..	<u>£50,706</u>
Credit balance	£90,515				

3. All Accounts.

The total bank balance of all Boards increased from £103,765 in 1916, to £151,185 at the end of 1917, an increase of £47,420 on the year's working. The excess of other monetary assets over liabilities amounted to £25,006, so that the total credit balance at the end of 1917 was £176,191, as compared with £161,619 in the previous year. Six of the Boards contributed towards the increased credit, the Canterbury Board showing much the greatest increase, while the three remaining Boards were in a slightly worse financial position than at the end of the previous year. The total credit balances of the various Boards range from £2,194 to £83,994. It must be pointed out, however, that if the Rebuilding Fund were excluded only five Boards would have a credit balance, and that two of the other Boards would be almost hopelessly insolvent. Several Boards are in a position to extinguish deficits on smaller accounts by transfers from the General Fund, and in cases where income will not be derivable from any other source this course should be adopted.

The position of the individual Boards with respect to all accounts is shown in Table F6 of E.—2.

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 1917-18 was £76,934.

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 1917, the number being the same as for the previous year. During the year one new school was established, and two schools were re-opened, while one school was transferred to the Auckland Education Board, one school was permanently closed, and a third was closed temporarily towards the end of the year. With the exception of two, all of the Native village schools are situated in the North Island.

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 574 public schools at which Maori children were in attendance, this number being seventy-three more than the corresponding number for the previous 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	574
Total number of primary schools	
Native boarding-schools affording secondary education to Maoris	10
Total	
	705

The following table shows the number of Native village schools classified according to grade for the years 1916 and 1917 :—

Grade		1916.	1917.
I (average attendance 9-20)		13	16
„ II (average attendance 21-25)		16	19
„ III (average attendance 26-35)		25	26
„ IIIa (average attendance 36-50)		39	33
„ IIIa (average attendance 51-80)		16	15
„ IIIb (average attendance 81-120)		7	8
„ IVa (average attendance 121-160)		2	1
		118	118

New Buildings.

New school buildings were completed at Pamapurua early in the year, and the erection of new buildings was put in hand at Moerangi. The erection of temporary buildings at Ruatahuna has been undertaken by the Maoris and is nearing completion. Additional class-room accommodation was provided at three schools during the year, and the increased attendance at several other schools will necessitate in these cases, likewise, the provision of additional accommodation.

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1917 was—Boys, 2,697, girls, 2,476: total, 5,173. Included in these numbers are 292 boys and 259 girls who are Europeans, leaving 4,622 Maori children—62 more than in 1916. The following are some figures for the years 1916 and 1917 in connection with the attendance at Native village schools :—

Number on rolls at end of year	1916.	1917.
Average weekly roll number	5,132	5,173
Average yearly attendance	5,190	5,191
Percentage of regularity of attendance	4,504	4,507
	86.8	86.8

The average weekly roll number, average attendance, and percentage of regularity of attendance were practically the same in 1917 as in 1916. The percentage of regularity of attendance (86.8) in view of the special conditions applicable to Native schools, may be regarded as sufficiently good. Of the 118 schools, thirty-eight gained over 90 per cent. in regularity of attendance, while twenty-one failed to reach 80 per cent.

The number of pupils on the rolls of the Native mission schools at the end of 1917 was 124, and on the rolls of Native boarding-schools 487. 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 5,784. The following are the figures for the years 1916 and 1917 in respect of the three classes of Native schools mentioned :—

Combined rolls of Native schools	1916.	1917.
Combined average weekly roll number	5,709	5,784
Combined average yearly attendance	5,789	5,806
Percentage of regularity of attendance	5,054	5,073
	87.3	87.4

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	81	33	7	123	..
1916	118	5,190	4,504	86·8	79	37	8	123	2
1917	118	5,191	4,507	86·8	71	45	9	122	..

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 4,747 Natives attending 574 public schools in December, 1917, as compared with 4,628 pupils attending 501 public schools in 1916. These figures showed a considerable decrease in 1915 and 1916, and it is satisfactory to note that the falling tendency has been checked, the figures again being higher than they were in 1915. Details as to the age and classification of these pupils will be found in Table H5 of E.-3, from which it appears that the great majority of their number are in the lower classes, the proportion of pupils reaching the higher standards being much smaller than in the case of Maoris attending Native schools.

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 1917 was as follows :—

I. Primary schools—							
(a.) Government Native schools	..	..	..	..	..	4,622	
(b.) Mission schools	..	..	..	..	..	124	
(c.) Public schools	..	..	..	..	..	4,747	
							9,493
II. Secondary schools	..	..	..	..	..	..	489
III. Special technical training	..	..	..	..	..	..	3
Total	..	..	..	..	..	..	9,985

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, 85·8 per cent. were Maoris speaking Maori in their homes, 3·5 were Maoris speaking English in their homes, and 10·7 per cent. were Europeans.

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 and in the case of Natives attending public schools being also shown for comparison :—

Classes.	Maoris attending Native Schools.	Europeans attending Native Schools.	Total attending Native Schools.	Percentage of Roll.		
				Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	2,088	181	2,269	43·9	35·14	53·6
Standard I	591	64	655	12·7	12·90	15·5
" II	635	61	696	13·4	12·75	12·2
" III	522	69	591	11·4	12·14	9·3
" IV	379	64	443	8·5	10·93	5·6
" V	247	61	308	6·0	9·52	2·6
" VI	143	46	189	3·7	6·46	1·2
" VII	17	5	22	0·4	0·16	..

Efficiency of the Schools.

In the opinion of those qualified to judge, the Native school compares very favourably in general efficiency with the public school of similar size and similarly situated. Inspectors of public schools, who during the last two years have inspected and examined a number of Native schools, speak very highly in their reports of the work done in these schools, in some instances the general conduct of the Native schools being held up as an example to public schools. The testimony of European parents who from choice or necessity send their children to Native schools also goes to prove that the standard of merit attained in these schools in no wise falls short of that reached in public schools. In addition it should be said that, in the many instances in which the teachers enter into the true spirit of their work, the Native school, besides providing for the education of the Maori children, becomes an uplifting and generally helpful influence in the community in which it is placed.

As in 1916, the work of the inspection and examination of Native schools was carried on in 1917 by the Inspector of Native Schools assisted by the Inspectors of Public Schools, to whom was assigned a certain proportion of the schools. The following figures give an estimate of the efficiency of the schools, as judged by the Inspectors for the years 1916 and 1917 :—

	Number of Schools.	
	1916.	1917.
Very good to excellent	39	42
Satisfactory to good	65	66
Inferior to weak	11	10

The number of certificates of proficiency awarded was thirty-one, and of competency (S6) also thirty-one.

Natives attending Public Schools.

The remarks that have been made previously on the progress of Maori children attending public schools still unfortunately apply. Where no well-directed effort is made to assist them in mastering the English language the Maori pupils go through their school-life with a heavy handicap, the consequence being that they fail to achieve results in such subjects as spelling, composition, history, and geography, comparable to those attained in Native schools. Writing, drawing, and handwork, are well done, such subjects being more or less independent of a thorough knowledge of the language. The Maoris' slow progress is largely attributed also to irregularity of attendance—a fault that is not at all marked in the cases of Natives attending their own schools.

Secondary Education and Free Places.

The Government has not instituted any schools especially for the secondary education of Maoris, but a number of such schools having been established and being maintained by various denominational bodies, the Government subsidizes them by providing at them a number of free places for all Maori children possessing

the requisite qualifications. The free places are each of the value of £20 per annum, and tenable for two years. The roll number of these schools (ten in number) at the end of 1917 was 487, of which number forty-one boys and fifty-four girls held the free places referred to. Ninety-two of the free-place holders were ex-pupils of Native schools, and five were public-school scholars. The syllabus of work to be followed by free-place holders is prescribed by the Department, and is designed to secure such industrial training as is considered desirable in the case of Maoris: the boys learn agriculture and woodwork, and the girls take a domestic course. In addition to the free places mentioned, two Maori scholars held free places at ordinary secondary schools. The Makirini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College; four of these scholarships were awarded in 1917.

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. Senior free places for girls take the form of nursing-scholarships. Three of these free-place holders, having completed their day-pupilships, have become probationers on the staffs of public hospitals, and three others are about to commence their preliminary training.

Staffs and Salaries.

The staffs of Native village schools in December, 1917, included 71 male and 45 female head or sole teachers and 131 assistants. The average salary of male head or sole teachers was £206 0s. 5d., of female head or sole teachers £159 3s. 9d., and of both combined £187 18s. 1d. These figures show an advance on the average salaries for the previous year, which were £196 7s. 6d., £154 7s. 6d., and £182 19s. 7d. respectively. The average salary of the 122 female assistants was £84 9s. 7d., and of the nine male assistants £73 17s. 9d. The total expenditure on Native-school teachers' salaries and allowances for the year ending 31st March, 1918, was £33,360, the corresponding figure for the previous year being £32,334. In common with other public servants Native-school teachers were paid a war bonus in addition to their usual salaries, the total amount paid on this account in 1917-18 being £1,991.

Expenditure.

The total net expenditure on Native schools during the year ended the 31st March, 1918, was £43,821. The chief items of expenditure were teachers' salaries and allowances, £33,360; war bonus, £1,991; new buildings and additions, £2,464; maintenance of buildings, repairs, &c., £1,063; secondary education, £2,362; books and school requisites, £599; teachers' removal expenses, £522.

SECONDARY EDUCATION.

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

NUMBER OF SCHOOLS.

(E.-6, Table K1.)

Schools affording education of a secondary nature are established in every centre of any importance in the Dominion, and are of the following types: Secondary schools, technical high schools, district high schools, private secondary schools, and Maori secondary schools. The majority of the district high schools are in the country centres, the secondary schools and technical high schools being in the larger towns and cities. The secondary schools, which are under the control of twenty-seven separate controlling authorities, may be classed as follows:—

(a.) Endowed secondary schools included in the Ninth Schedule to the Education Act, 1914	.. .. .	32
(b.) Secondary schools without endowments established in the manner provided by section 88 of the Education Act, 1914	.. .. .	4
(c.) Endowed secondary schools within the meaning of the Act, but not included above	.. .. .	2
Total	.. .. .	38

Of the thirty-eight schools, twelve are for boys, twelve for girls, and ten are mixed schools. Four of the schools under (a) are not in operation—namely, Akaroa, Greymouth, Hokitika, and Waimate. At these places secondary education is carried on in the secondary departments of district high schools, to which the High School Boards supply some financial assistance.

The number of district high schools in 1917 was sixty, technical high schools eight, Maori secondary schools ten, and private secondary schools registered under the Education Act, 1914, twenty, making a total of 132 schools affording secondary education.

ROLL AND ATTENDANCE.

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

The total number of pupils attending the thirty-four secondary schools included under (a), (b), and (c) above at the end of 1916 and 1917 respectively was—

	1916.			1917.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Roll (exclusive of lower departments) ..	4,025	3,027	7,052	4,203	3,387	7,590
Number in lower departments ..	296	170	466	365	215	580
Totals	4,321	3,197	7,518	4,568	3,602	8,170

The roll number, excluding the lower departments, shows an increase in 1917 of 7.6 per cent. over the roll for the previous year, the increase being greater in the case of the girls than of the boys. The number of girls increased by 360, or 11.9 per cent. of the 1916 roll, and the number of boys increased by 178, or 4.4 per cent. The number of first-year boys shows an actual decrease of 77, as compared with the previous year, while the number of first-year girls shows an increase of 59. There is no ready explanation of the disparity in these figures.

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

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

Number on the roll at the end of 1917	7,590
Average attendance for the year 1917	7,464
Number of new entrants, 1917	3,544
Number of these who left the public primary schools in 1916	2,871
Number who left secondary schools during 1917	943
Number of first-year pupils	2,953
Number of second-year pupils	2,345
Number of third-year pupils	1,304
Number of fourth-, fifth-, and sixth-year pupils	988

(b.) SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Number on roll at end of 1917	2,180
Mean of average weekly roll : Boys, 1,131 ; girls, 1,274 : total	2,405
Average attendance	2,201
Number of new entrants from public primary schools	1,392
Number of first-year pupils	1,152
Number of second-year pupils	638
Number of third-year pupils	390

(c.) TECHNICAL HIGH SCHOOLS.

Number on roll at end of 1917 : Boys, 1,110 ; girls, 1,237 : total	2,347
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(d.) REGISTERED PRIVATE SECONDARY SCHOOLS.

Number on roll at end of 1917 : Boys, 394 ; girls, 812 : total	1,206
Number under twelve years of age	26
Number between twelve and fifteen years of age	343
Number over fifteen years of age	837
Number of teachers	71

(e.) SECONDARY SCHOOLS FOR MAORIS.

Number on roll at end of 1917	487
Average attendance, 1917	454

The total number of children, therefore, receiving secondary education at the end of 1917 was 13,810, an increase of 6.2 per cent. over the corresponding figure for the previous year. Of 9,517 children who left the primary schools having passed

S6 in 1916, 1,392 entered the secondary departments of district high schools, 2,871 secondary schools, and 1,226 technical high schools; hence a total of 5,489 children, or 58 per cent. of those who left the primary schools having passed S6, in 1916, or 37 per cent. of the whole number that left school in that year, entered upon an education of a secondary nature at one of the types of school mentioned. In addition to those enumerated, 2,276 children proceeded from the primary schools to evening technical classes. Of these, 1,584 had passed S6 and 692 had not done so.

The average length of stay of boys at secondary schools (group (a) above) is two years and nine months, and of girls two years and eight months. The following figures show the percentage of children leaving the secondary schools at the stages indicated:—

			Boys.	Girls.
(a.)	Percentage leaving at end of first year or during second year	..	22	20
(b.)	.. second .. third	..	28	35
(c.)	.. third .. fourth	..	24	17
(d.)	.. fourth .. fifth	..	14	18
(e.)	.. fifth .. sixth	..	9	6
(f.)	Percentage remaining at end of sixth year	..	3	4

The fact that over 20 per cent. of the pupils leave at the end of the first or during the second year is a matter for regret, as very little good can be gained from spending so short a time in the study of secondary subjects. The evil is mitigated if such pupils take what is termed a short course, in which, instead of commencing the study of a number of new subjects, including languages, they devote the time, more or less, to pursuing further subjects already begun in the primary school, or to the study of simpler subjects bearing upon the vocations they intend following. The length of time spent by pupils at the secondary departments of district high schools is for the most part short, only about one-sixth of the pupils remaining after the second year. In the case of these schools, it is recognized that pupils often attend merely with the object of finishing off their primary education, and that the number preparing for higher education or for the learned professions is small.

CURRICULUM OF SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

(E.-6, Tables K13 and L3).

Although there are no departmental regulations directly governing the curriculum of secondary schools, the regulations defining the subjects of instruction to be taught to free-place holders and the prescribed syllabuses of the various public examinations to a large extent control the character of the courses of work undertaken. Amended regulations issued during the year made it compulsory for all junior free pupils to receive instruction in history and civics preparatory to a course in the elementary principles of economics to be taken at a later stage. The regulations also provided for girls to be instructed in home science, together with one or more of the subjects cookery, laundry-work, needlework, home nursing; while boys attending district high schools must, unless the school has been specially exempted, receive instruction in practical agriculture and dairy science, if equivalent instruction of a vocational nature is not otherwise provided for.

The courses taken in secondary schools may be roughly classified as follows: (1) General or professional, (2) non-Latin, (3) non-French, (4) commercial, (5) agricultural, (6) domestic. From returns received it appears that the following percentages of pupils took the various courses: Boys—Professional or general, 55 per cent.; non-Latin, 11 per cent.; non-French, 2 per cent.; commercial, 24 per cent.; agricultural, 8 per cent. Girls—Professional or general, 44 per cent.; non-Latin, 32 per cent.; commercial, 18 per cent.; domestic, 6 per cent. Including those taking a full agricultural course, 529 boys, or about 14 per cent., receive instruction in agriculture, 106 boys learn dairy science, and 420 take woodwork. Similarly, including the girls taking a full domestic course, 1,347, or 39 per cent., are instructed in home science, 893 learn needlework, 423 cookery, and 68 home nursing. The number of pupils taking book-keeping is 1,779, or 24 per cent. of the whole number of students. The diminishing number of secondary-school pupils studying Latin is noticeable, only 55 per cent. of the boys and 44 per cent. of the girls including it in their course in 1917, while French was taken by 83 per cent. of the boys and by 92 per cent. of the girls.

In the case of district high schools the courses taken are of a more vocational nature, and to a large extent have a bearing upon rural pursuits. It appears that 48 per cent. of the pupils take agriculture, and 29 per cent. dairy-work; 52 per cent. of the boys take woodwork, and 13 per cent. surveying and mensuration; while 54 per cent. of the girls learn needlework and cookery. The various branches of science receive adequate attention, 66 per cent. of the pupils studying chemistry and physics, 46 per cent. botany, 26 per cent. hygiene, 14 per cent. physiology and zoology, and 12 per cent. of the girls domestic science. Only 40 per cent. of the pupils in these schools learn Latin, and 30 per cent. French. Commercial work, frequently forming part of a rural course, is taken by 29 per cent. of the pupils.

Information respecting the curriculum of technical high schools may be found in the section "Technical Instruction."

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.

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 provision for qualification for senior free places on the recommendation of the Principals of secondary schools, which was partially suspended in 1916, was again reverted to in 1917, and 1,047 pupils were thus granted senior free places, twenty-two, in addition, receiving partial exemption from examination, and being required to submit to a test in English and arithmetic only.

The following are some of the figures for 1916 and 1917 in regard to free places in secondary schools:—

	1916.	1917.
Number of secondary schools giving free tuition ..	31	32
Roll number of these schools	6,585	7,106
Number of free-place holders at end of year ..	5,826	6,231
Average number of free-place holders during year ..	6,045	6,468
Free-place holders as a percentage of roll number ..	92 per cent.	91 per cent.
Total annual payment by Government for free places ..	£74,380	£78,567
Cost to Government per free pupil	£12 6s. 10d.	£12 2s. 11d.

In order to arrive at the total number of pupils in New Zealand receiving free secondary instruction it will be necessary, however, to include also 104 holders of

scholarships or exhibitions carrying free instruction not otherwise enumerated, which are granted by the secondary schools included above or by endowed secondary schools not coming under the conditions for free places, 2,044 free-place holders at district high schools, 96 Maori pupils receiving free education in Maori secondary schools, and 2,150 holders of free places in technical high schools. Consequently, there were approximately 10,625 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 in 1916 and 1917 for which payment was made by Government:—

FREE PLACES IN DECEMBER, 1916 AND 1917.

	1916.			1917.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils ..	2,283	2,013	4,296	2,327	2,257	4,584
(b.) Senior free pupils ..	818	712	1,530	910	737	1,647
Totals ..	3,101	2,725	5,826	3,237	2,994	6,231
(ii.) District high schools—						
(a.) Junior free pupils ..	873	909	1,782	836	971	1,807
(b.) Senior free pupils ..	80	121	201	103	134	237
Totals ..	953	1,030	1,983	939	1,105	2,044
(iii.) Maori secondary schools ..	43	58	101	41	55	96
(iv.) Technical high schools—						
(a.) Junior free pupils ..	798	897	1,695	906	1,005	1,911
(b.) Senior free pupils ..	81	139	220	102	137	239
Totals ..	879	1,036	1,915	1,008	1,142	2,150
Grand totals ..	4,976	4,849	9,825	5,225	5,296	10,521

SCHOLARSHIPS HELD AT SECONDARY SCHOOLS AND DISTRICT HIGH SCHOOLS.

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

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 the general standard. The standards of qualification fixed for the 1917 examinations were 63½ per cent. for junior scholarships (general standard) and 63 per cent. for senior scholarships.

The results of the examination were as follows: 240 candidates qualified for Junior National Scholarships, of which number 17 were pupils of sole-teacher schools and 62, or 26 per cent., were pupils of secondary schools. The number of successful candidates from sole-teacher schools was slightly lower than in the previous year, and, as has been stated before, represents too small a proportion of the number of scholarships being won by pupils of small schools. The number

of successful candidates from secondary schools, on the other hand, was greater than in the previous year. The number of candidates qualifying for Senior National Scholarships was 127, of which number 8 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 figures below indicate the number and the value of scholarships current in December, 1916, and December, 1917, respectively. The number of scholarship-holders is, of course, included in the number of free-place holders shown in the preceding section.

Number of scholarship-holders—	1916.	1917.
Boys	252	403
Girls	130	235
Totals	382	638
Number receiving boarding-allowance (included in the above total)	143	211
Number receiving travelling-allowance (similarly included) ..	12	29
Number held at public secondary schools	334	542
Number held at other registered secondary schools .. .. .	..	19
Number held at district high schools	48	77
Total annual rate of payment	£7,748	£11,677

(ii.) *Education Board Scholarships.*

The number of Education Board Scholarships current in 1917 was small, and will, in accordance with the provisions of the Education Act, 1914, gradually be entirely replaced by Junior and Senior National Scholarships.

(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 1917 was 165. Of the holders sixty-three were also Government free pupils under the regulations. The total annual value of the scholarships in cash was £1,234. In addition, free tuition was given by the schools to holders of foundation and private scholarships to the value of £967, 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 instruction, 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.

STAFFS OF SECONDARY SCHOOLS.

(E.-6, Table K4.)

The number of teachers on the staffs of secondary schools, excluding lower departments, in the years 1916 and 1917 was as follows :—

	1916.			1917.		
	Males.	Females.	Total.	Males.	Females.	Total.
Regular staff	175	148	323	174	175	349
Part time	41	45	86	37	43	80

Included in the regular staff of 349 teachers were 34 Principals and 315 assistants. The influence of the war is seen in the fact that since 1915 the number of female teachers has increased from 126 to 175, while the number of male teachers has remained stationary. Women teachers are now employed to teach the junior classes in many of the boys' schools—positions which were previously held by men. The Education Act of 1914 provides that the number of assistants in a secondary school shall not be less than one for every 25 pupils, and taking all the schools together the average number of pupils per assistant in 1917 was 24. War conditions have made it impossible in some cases to comply with this provision of the Act, with the result that in individual schools the number ranged from 15 to 31. Including the Principals, the average number of pupils per teacher in all schools was 21, the number ranging in individual schools from 15 to 29.

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 1917 there were in the secondary departments of district high schools 97 special secondary assistants—23 men and 74 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, and the amelioration of the position in this respect in the case of secondary departments of larger size is urgently necessary.

SALARIES AND STATUS OF SECONDARY TEACHERS.

(E.-6, Table K4.)

The total annual amount of salaries (including war bonus when paid) of teachers in secondary schools as at the rate payable in December, 1917, was £97,923, to which sum should be added the value of board and residence, when provided by the Boards for teachers, amounting in 1917 to £1,536, thus making a total of £99,459. This figure exceeds the corresponding amount for the previous year by £8,626. Including the value of board and residence the annual value of salaries averages £13.3 per head of the average attendance, ranging in individual schools from £9.8 to £22.86, or, excluding Wanganui Collegiate and Christ's College Grammar Schools, from £9.8 to £18.57. In twenty out of thirty-four schools the range is from £9.8 to £13.88. Comparing the salaries of full-time teachers in boys' and girls' schools in cases where the controlling authorities have separate schools and staffs for boys and girls, it appears that in the boys' schools the salaries per head of average attendance average £13.1, the corresponding figure in the girls' schools being £11.2. Full particulars relating to individual schools may be found in Table K4 of E.-6. Salaries or allowances paid to teachers on active service have not been included in the figures.

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 1916 and 1917 :—

AVERAGE SALARIES OF FULL-TIME TEACHERS IN SECONDARY SCHOOLS.

	1916.			1917.		
	M.	F.	All.	M.	F.	All.
	£	£	£	£	£	£
Principals	593	431	539	603	428	541
Assistants	266	186	228	284	193	237
Whole staff	306	204	260	325	210	267

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, 1916 and 1917, as follows :—

	1916.	1917.
	£	£
Male assistants	250	257
Female assistants	208	206
All secondary assistants	220	218

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

The total annual rate of salaries paid to teachers in secondary departments of district high schools, including the special payments to head teachers, was £22,975, as against £22,957 for 1916. The amount paid as a war bonus is not included.

The problem of the training of secondary-school teachers is one that still awaits complete solution. University graduates may attend teachers' training colleges for one year to acquire training and experience in the art of teaching, but up to the present the number availing themselves of this opportunity has been small. Controlling authorities were circularized during the year and urged to secure, as far as possible, trained teachers for the junior forms, the pupils of which are at a difficult and critical stage of their education. Replies were to the effect that efforts are made to secure the services of trained teachers, but the opinion was expressed that the training afforded at the training colleges was not altogether suitable for secondary-school teachers, and the necessity for some special provision for their training was dwelt upon. The Department concurs in this view and recognizes that more ample provision for the training of secondary-school teachers will require to be made.

The following table shows the University examination status of teachers in secondary schools and in the secondary departments of district high schools. It is clear that with respect to the academic status of secondary-schools teachers there is no complaint to be made. The percentage of assistants neither having academic status nor holding teachers' certificates was fifteen, the percentage being lower than in 1916, although slightly higher than it was prior to the war, when the difficulty of obtaining efficient staffs was much less acute than at present.

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

	Secondary Schools.		District High Schools (Secondary Department).	
	Number.	Percentage.	Number.	Percentage.
Principals—				
Graduates, also holders of teacher's certificate	23	68	21	35
Graduates (not included above)	10	29	..	..
Holders of teacher's certificate only	1	3	39	65
Totals	34	100	60	100
Assistants—				
Graduates, also holders of teacher's certificate	107	34	56	58
Graduates (not included above)	138	44	2	2
Holders of teacher's certificate only	23	7	29	30
Uncertificated	47	15	10	10
Totals	315	100	97	100

FINANCES OF SECONDARY SCHOOLS.

(E.-6, K6-K9.)

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

- (i.) Rents from special reserves allocated to them by statute :
- (ii.) Statutory grant given in lieu of special reserves (in one case) :
- (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 :

The very small amount raised in loans, &c.—*i.e.*, £608—should also be compared with the corresponding figure for the previous year, which was £34,016.

The total expenditure on salaries (excluding lower departments) was £90,534 and on incidentals (which include office administration, caretaking, school material, &c.), £14,808, as compared with £81,999 and £14,961 respectively for the previous year. The expenditure per head of roll number on salaries amounted to £11·81 and on incidental expenses to £1·93, the latter figure ranging in the various schools from £1·39 to £4·1. The expenditure on buildings, &c., was £30,209, as compared with £62,561 in the previous year.

The income from endowments did not differ materially from that of 1916; the Government grants for buildings, &c., on the other hand, amounted to only £954, as compared with £9,097 in the previous year. The free place capitation receipts were also £9,536 less than in 1916, the decrease being largely due to the inclusion in the payments for 1916 of capitation for the last term of 1915, no corresponding amount for 1916 being paid in the year 1917.

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 1917 amounted to £97,491, and the expenditure on the items named was £105,343, it will be seen that, taking all the schools together, the conditions of the Act were complied with. A few of the Boards, however, did not carry out this condition—owing in most cases to the impossibility of obtaining the required number of suitable teachers—and in all such cases refunds have been made to the Department.

Taking into account all the assets and liabilities of the various Boards, it appears that the total debit balance at the end of 1917 was £25,613, eleven Boards having a debit, and fifteen a credit balance. The debit balances are for the most part due to loans raised or overdrafts incurred on account of 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	..	..	44,805	Overdrafts and loans	..	..	72,203
Other assets	..	..	13,861	Other liabilities	..	..	12,076
			<u>£58,666</u>				<u>£84,279</u>
				Debit balance	..	..	£25,613

It should be stated that the debit balance is far exceeded by the value of the Boards' buildings and that, with one possible exception, all Boards are in a position to discharge their liabilities within a reasonable time.

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

Secondary Education Reserves Revenue.

The total amount received by High School Boards from this fund amounted in 1917 to £8,561. Details of the distribution are shown in Table K10 in E.—6.

LOWER DEPARTMENTS OF SECONDARY SCHOOLS.

(E.—6, Table K11.)

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 1917; the total number of pupils in these departments was 530—365 boys and 215 girls; the total expenditure on salaries of teachers and incidental expenses was £4,556; the total income from fees, &c., was £4,680. Taken as a whole these departments were therefore self-supporting; in a few cases, however, the expenditure exceeded the income, and controlling authorities are warned against the illegality of using secondary-school funds for the upkeep of such institutions.

TECHNICAL INSTRUCTION.

(See also E. 5, Report on Technical Education.)

GENERAL.

The steady growth of the interest taken by the youth of the Dominion in technical instruction appears to be shown by the increased attendance of students at the technical schools. In 1916 the returns showed a falling-off in the number receiving instruction at classes other than classes at technical high schools, but the normal increase appears to have been maintained during 1917. This is most gratifying, in view of the fact that the majority of the students voluntarily attend school after a day's hard work—many of them to satisfy a strong desire for a knowledge of the principles underlying their trade, to which end they are prepared to sacrifice both rest and recreation. The time is past for questioning the value to the State of a large body of intelligent, well-trained craftsmen, but the question of when this training should be given appears to be a long way from being settled. Generally speaking, on the one hand a strong opinion prevails that it should be given in the employee's time; on the other hand, the opinion is voiced that if in the acquisition of skill that is to benefit the State a sacrifice is demanded, then the sacrifice should be made not wholly by the employee, but should be equally shared by employer and employee. The total number of students receiving instruction at all schools and classes was 20,747, an increase of 1,056 on the previous year. Taking all things into consideration, this total cannot be regarded other than as very satisfactory. Of the total number of students in attendance at all schools and classes, 7,842 were holders of free places or holders of local scholarships—an increase of 268. The practical interest taken by local bodies, industrial organizations, and others shows a slight abatement, but this, in the face of the abnormal demands that have been made on the pockets of the community, is to be expected. The contributions in money from the above sources, and on which Government subsidy of £1 for £1 was paid, amounted to £2,959 for the year, a decrease of £1,241 as compared with the previous year.

CLASSES OTHER THAN CLASSES AT TECHNICAL HIGH SCHOOLS.

Classes were held in 154 centres, three more than last year. The number of classes and the number of individual students in attendance were as follows:—

Description of Class.	Number of Classes.		Number of Students.	
	1916.	1917.	1916.	1917.
Conducted by Education or High School Boards ..	1,058	1,107	10,169	10,619
Conducted by Technical School Boards or by Managers ..	678	675	6,699	7,070
Conducted by University Colleges	179	180	718	711
Totals	1,915	1,962	17,586	18,400

The following are some particulars of the age, sex, and occupations of students:—

	Seventeen Years of Age and under.		Over Seventeen Years of Age.		Totals.	
	1916.	1917.	1916.	1917.	1916.	1917.
Males	4,620	4,673	3,991	3,996	8,611	8,669
Females	4,007	4,106	4,968	5,625	8,975	9,731
Totals	8,627	8,779	8,959	9,621	17,586	18,400

SUMMARY OF OCCUPATIONS OF STUDENTS.

	Number of Students.	Percentage of Total.
Clerical pursuits	2,382	12·9
Professional pursuits	3,294	17·9
Students	3,320	18·0
Domestic pursuits	3,233	17·6
Agricultural pursuits	1,117	6·1
Various trades and industries	4,696	25·5
Other occupations not included in above	358	2·0
Totals	18,400	100·0

NUMBER OF CLASSES IN CERTAIN SUBJECTS OF TECHNICAL INSTRUCTION HELD IN 1916 AND 1917.

	1916.	1917.
Art and arcrafts	255	224
Mechanical and electrical engineering, theoretical and practical ..	195	224
Building-construction, carpentry, plumbing, and other trades	193	185
Experimental and natural science, mathematics, &c. ..	170	132
Agriculture, wool-sorting, dairy-work, &c. ..	105	127
Domestic subjects	346	364
Commercial subjects	322	365
Subjects of general education	329	341
Totals	1,915	1,962

It will be noticed that the falling-off during 1916 in the number of students over seventeen years of age, due largely to enlistments and the demand for women to fill the vacancies caused thereby, was arrested in 1917, the returns for that year showing an increase of more than a thousand pupils over the number for 1916. Of the total number of students, more than half were females; while more than one-fourth of the students were engaged in agriculture or in various trades and industries.

The wide range of occupations in which the students are engaged indicates that the curricula of the schools as a whole are drawn up with a view to meet the industrial needs of the community. Lack of accommodation and teaching facilities renders it impossible at the present time to make provision for many trades more or less closely allied with those already provided for; but it is realized that the ideal conditions will not be attained until provision is made for instruction in the principles and practice of the whole of the lesser trades that, with the principal trade, form a complete group.

The increase in the number of classes for engineering indicates the growing demand for instruction in the principles of mechanical and electrical engineering. It is noticed, for instance, that as soon as a town abandons gas-lighting in favour of the electric light, or an electric tramway is installed, a demand arises at the local technical school for theoretical and practical classes in electricity and magnetism; and it may therefore be expected that the increase in the use of electrical power for industrial purposes will create a demand for very considerable developments in connection with this important branch of technical instruction. Thirteen schools, including those in the four chief centres, are now provided with more or less well-equipped workshops, and are able to offer a fairly complete theoretical and practical course, both elementary and advanced, while the Canterbury College School of Engineering provides full degree and diploma courses in mechanical, electrical, and civil engineering.

The returns of the classes relating to building, plumbing, and other trades show a slight decrease, due to war demands, in the number of attendances, and also a falling-off in the number of the more mature students who attended the classes for the love of working out some abstruse practical problem in their trade, or for the gratification of a desire to execute a piece of complex work. The classes, however, continue to be well supported by various industrial organizations. The advisory committees representing masters and men continue to have a beneficial effect upon the trades and technical schools concerned by bringing the two into closer relationship.

The demand for instruction in agricultural subjects continued to be maintained, the number of classes being 127 (twenty-two more than the number for 1916). The

subjects dealt with included agriculture, dairy-work, wool-sorting, shearing, and orchard-work. Classes for the instruction of farmers in subjects bearing directly on the agricultural and dairying industries, and in some cases in subjects relating to the keeping of accounts, were conducted in some districts by itinerant instructors. In the Taranaki District alone "farmers'" classes were held at no fewer than forty centres. That the value of the instruction is recognized is indicated by the attendance, and by the sums contributed by the farmers to the funds of the classes.

There was an increase of eighteen in the number of classes for domestic subjects. 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 forty-one, of whom twenty-five were prospective teachers of domestic subjects holding Government bursaries. Of these bursars eighteen took the course for the Degree of Bachelor of Science in home science, and seven took the course for the diploma. Payments totalling £1,548 were made by the Government on account of home-science bursaries, being an average payment of £62 per bursar. Twenty-two students have on the completion of their courses been appointed to positions in various schools in the Dominion.

An increase is shown in the number of students taking up courses of instruction in related subjects bearing on particular occupations. Courses of this kind were provided at fifty centres. Provision is made for payments of capitation at higher rates (varying from 3d. to 8d. per hour attendance) in respect of students attending approved courses occupying not less than four hours a week and eighty hours a year.

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

		1916.			1917.		
		Males.	Females.	Total.	Males.	Females.	Total.
Junior free pupils	First year ..	820	596	1,416	806	610	1,416
	Second year ..	534	418	952	461	450	911
Senior free pupils	First year ..	433	354	787	394	413	807
	Second year ..	310	273	583	265	268	533
	Third year ..	175	147	322	145	165	310
Totals		2,272	1,788	4,060	2,071	1,906	3,977

Nearly 22 per cent. of the total number of students in attendance at classes held free places under the Government regulations. The total number of junior free pupils shows a decrease of forty-one, as compared with the number for 1916; and the total number of senior free pupils shows a decrease of forty-two. 364 students held scholarships or free places provided locally.

By an amendment to the regulations for technical instruction towards the end of the year a modification in the standard of qualification required for free admission to technical classes was introduced whereby free places could be awarded on the recommendation of an Inspector of Schools to pupils who, being over fourteen years of age, were not otherwise qualified for a free place. Such pupils on their admission to technical classes are required to take subjects of instruction bearing directly on a trade or industry or on domestic occupations. There are indications that advantage is likely to be taken to a considerable extent of the wider facilities thus afforded pupils for free education at technical schools.

Regulations for the compulsory attendance of young persons at continuation classes were brought into operation during the year in three additional school districts. The number of students attending classes under these regulations was as follows :—

Auckland Education District	454 students in 11 school districts.
Taranaki Education District	225 ,, 3 ,,
Wanganui Education District	498 ,, 5 ,,
Hawke's Bay Education District	157 ,, 1 ,,
Total	1,334 ,, 20 ,,

At twenty-two centres returned soldiers, to the total number of 167, were admitted to free education under the regulations issued in 1916 for the free tuition of accredited discharged soldiers. In some cases where all the facilities were not available at the technical schools to enable soldiers to carry out practical work in the subjects chosen by them arrangements were made by the school authorities with local firms for the use of workshops and equipment.

The following technical schools had roll numbers of more than five hundred exclusive of the technical high schools carried on in connection with some of them :—

School.	Roll Number.	
	1916.	1917.
Christchurch Technical School	1,225	1,267
Wellington Technical School	1,207	1,256
Auckland Technical School	1,329	1,211
Dunedin Technical School	1,204	1,105
Palmerston North Technical School	673	660
Wanganui Technical School	814	654
Invercargill Technical School	475	524

There is no doubt that the fall in attendance at some of these schools was due to the abnormal conditions brought about by the war.

Capitation earnings for the year totalled £33,749, compared with £34,771 for 1916. Included in the total is £9,924 earned on account of free pupils, pupils admitted under regulations for compulsory attendance at continuation classes, and returned soldiers. The rates of capitation vary from 2d. to 8d. for each hour-attendance, according to the nature and standard of instruction. These rates are increased by one-half in the case of classes in remote centres. In addition to the ordinary rates of capitation, a payment of 3d. for each hour-attendance is made 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 technological examinations of the City and Guilds of London Institute were conducted at fourteen centres in the Dominion. The total number of entries was 297, and the number of passes 181. On the result of the examinations silver medals were awarded by the Institute to one candidate at Wellington for examination in the subject of telegraphy (final), and to two candidates at Christchurch for gasfitting (final), and plain cookery respectively. A bronze medal was awarded to one candidate at Christchurch for examination in plain cookery. Two candidates—one at Christchurch and one at Dunedin, reached the standard required for a prize in the subjects of cabinetmaking (final) and dressmaking respectively, but by reason of their being engaged in teaching were not qualified to receive the award.

TECHNICAL HIGH SCHOOLS.

There are eight of these schools of secondary grade which, while giving attention to the subjects of general education, provide a training of a vocational character. They are under the same management as the technical schools of which they form part.

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

Technical High School.	Number of Students.	
	1916.	1917.
Auckland	508	535
Wanganui	250	250
Napier	111	127
Wellington	285	336
Westport	29	27
Christchurch	376	453
Dunedin	315	339
Invercargill	231	280
	<hr/> 2,105	<hr/> 2,347

The enrolment of students for the year in the technical high schools, which shows an increase of about 11·5 per cent. on that for 1916, must be regarded as most satisfactory; and, further, the fact that 2,347 pupils received a secondary education with a vocational trend appears to indicate that these schools are justifying their existence by providing a type of training suited to the industrial needs of the

Dominion. Of the total number of boys in attendance, 590, or 53 per cent., received industrial training, for the most part in mechanical and electrical engineering and allied trades. 1,304 boys and girls took commercial subjects, and began a course of instruction which in two or three years enables them to fill creditably junior positions in offices. That satisfaction is given appears to be shown in the increasing demand by business men for the services of young persons who have received a preliminary business training in a technical high school.

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

Course.	Number of Pupils.		
	Boys.	Girls.	Totals.
Industrial	590	..	590
Commercial and general	360	944	1,304
Domestic .. .. .	..	291	291
Agriculture	158	..	158
Art	2	2	4
Totals	1,110	1,237	2,347

Over 55 per cent. of the pupils took commercial and general courses, and domestic courses were taken by 23·5 per cent. of the girls. There was an increase of thirty-five in the number of pupils taking agriculture. Seven of the schools offered industrial, commercial, and domestic courses; five of these offered also an agricultural course; while one school (Westport) offered an industrial (engineering) course only. There are indications of a demand for an increase in the schools of the latter type.

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

	1916.			1917.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Junior free pupils { First year ..	518	577	1,095	595	627	1,222
{ Second year ..	280	320	600	311	378	689
Senior free pupils { First year ..	70	109	179	82	115	197
{ Second year ..	11	28	39	19	18	37
{ Third year ..	..	2	2	1	4	5
	879	1,036	1,915	1,008	1,142	2,150

Of the total number of pupils in attendance, 91·6 per cent. were receiving free education under the Regulations for Free Places. Junior free places were held by 1,911 pupils, an increase of 216, and senior free places by 239 pupils, an increase of 19. It is a matter for regret that so large a percentage of those who hold a junior free place continue at the school for only one year. The demand at the present time, brought about by war conditions, for the services of young persons is no doubt largely responsible for the decrease in the number of pupils holding second-year free places, but it is feared that the principal cause may be found in the economic conditions which make it necessary for the boys and girls to contribute to home expenses, as in many instances parents are not in the position to sacrifice the present earning-power of their children, much as they may desire to give them the full advantages of a good education.

Capitation amounting to £28,119 was earned in respect of 2,303 pupils, of whom 2,103 were free pupils, as compared with £23,295 in 1916 in respect of 2,029 pupils. The average amounts of capitation earnings were £12·34 in the case of free pupils who qualified for capitation, and £7·1 in the case of other pupils. The average amounts for the previous year were £11·93 and £6·97 respectively.

FINANCIAL.

The total capitation earnings of all classes, including technical high schools, was approximately £61,868 (as compared with £58,066 for the previous year), of which £26,729 was earned by classes conducted by Education Boards; £32,064 by classes conducted by Technical School Boards and Managers, and £3,075 by classes conducted by University Colleges and High School Boards.

The amount of capitation earnings shows an average rate of £2·9 per student, the same as for the previous year.

The following table shows the receipts from all sources, and the expenditure for 1917 in respect of classes conducted by Education Boards or by High School Boards, and by Technical School Boards or Managers (including in each case technical high schools) :—

					RECEIPTS.	
					Education or High School Boards.	Classes conducted by Technical School Boards or Managers.
					£	£
Capitation .. .. .	..	..	..	..	32,931	39,517
Class fees .. .. .	..	..	..	..	3,496	5,453
Voluntary contributions and subsidies thereon .. .. .	..	..	..	..	2,081	3,910
Grants for buildings, &c. .. .. .	..	..	..	..	3,034	2,049
Sundry receipts .. .. .	..	..	..	..	4,404	6,276
Totals for 1917					45,946	57,205
Totals for 1916					£40,375	£47,560
					EXPENDITURE.	
					£	£
Staff salaries .. .. .	..	..	..	..	24,385	31,708
Working-expenses .. .. .	..	..	..	..	9,595	12,350
Buildings, &c. .. .. .	..	..	..	..	5,718	5,186
Other expenditure .. .. .	..	..	..	..	116	2,759
Totals for 1917					39,814	52,003
Totals for 1916					£38,381	£46,374

Working-expenses represented 22·36 of the total receipts, exclusive of grants for buildings, rents, and equipment, in the case of classes conducted by Education Boards or High School Boards, and 22·39 per cent. in the case of classes conducted by Technical School Boards or Managers.

The total receipts from all sources exceeded the total expenditure by £11,334, as compared with £3,180 for the previous year. The increase in this amount is largely due to an extension of the system of progress capitation payments, by which provision was made early in 1917 for the payment in regular monthly instalments within the school-year of an amount approximating to the total capitation earnings for the year. The statements of receipts for 1917 by controlling authorities show accordingly a much larger increase in capitation receipts than previously, while the monetary assets of controlling authorities on the 31st December show a corresponding decrease.

Payments by the Government by way of capitation, grants for buildings, rents, equipment, and material, and subsidies on voluntary contributions represented 80 per cent. of the total receipts for the year.

The following is a statement of monetary assets and liabilities, as at the 31st December, 1917, of Education Boards as controlling authorities of technical classes and of Technical School Boards and Managers :—

—	Education Boards.			Technical School Boards and Managers.			Totals.		
	£	s.	d.	£	s.	d.	£	s.	d.
<i>Monetary Assets.</i>									
Bank balances	10,471	12	3	11,560	9	0	22,032	1	3
Other assets	6,829	3	8	12,111	6	2	18,940	9	10
Total assets	17,300 15 11			23,671 15 2			40,972 11 1		
<i>Liabilities.</i>									
Overdrafts	11,364	15	9	2,807	4	6	14,172	0	3
Other liabilities	5,613	18	5	6,896	7	11	12,510	6	4
Total liabilities	16,978 14 2			9,703 12 5			26,682 6 7		

Of the nine Education Boards four show net credit balances totalling £6,507, and five show a total net debit balance of £6,185. Of the Technical School Boards or Managers (nineteen in number) eighteen show net credit balances totalling £16,733, and one a net debit balance of £2,765.

The following is a summary of the expenditure by the Government on technical instruction during the financial year ended the 31st March, 1918 :—

	£
Capitation	79,816
Subsidies on voluntary contributions	2,154
Home-science bursaries	1,542
Grants in aid of material for class use	2,003
Grants for buildings and equipment	6,898
Grants for rents of buildings	1,217
Conveyance of—	
Instructors	£261
Students	126
Free pupils	2,856
	3,243
Examinations	291
Inspectors' salaries and travelling-expenses	1,241
War bonus to instructors	1,911
	100,316
Less recoveries (examination fees, &c.)	117
	£100,199

The expenditure was at the rate of £4·8 per student, as compared with £4·3 for the previous year. Included in the total expenditure is £3,473 from national-endowment revenue.

SPECIAL SCHOOLS.

WORK OF THE SPECIAL SCHOOLS SECTION.

The extensive field of the work of the special schools section 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, and the investigation in all cases of children brought before the Courts, and supervision in cases where the probation system is applied; (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.

DEPENDENT CHILDREN AND CHILD-WELFARE.

Reforms in the System.

As a result of a review of the whole system dealing with destitute and delinquent children and juvenile offenders, a commencement was made during the year with the carrying-out of the following reforms :—

- (1.) Extension throughout the whole of the Dominion of the juvenile probation system.
- (2.) Establishment of probation homes.
- (3.) Variation of functions of certain of the residential industrial schools, involving extension of boarding-out system and application of the probation system in approved cases to the inmates of these schools.
- (4.) Establishment of central store and purchasing system providing for the equipment and supplies of all Government receiving-homes, industrial schools, and special schools, and an extension of the system of exchanges of produce and commodities between schools.
- (5.) Adoption of approved system of stores and accounts at all schools, and centralization of collection of inmates' wages and payments for boarded-out children.

Lack of Parental Control ; Street Trading among Children ; too frequent Attendance of Children at Picture-theatres ; Need for Legislative Action.

Of the 204 children charged during the year as not being under proper control, or accused or found guilty of punishable offences, 166 were boys. The increase in juvenile delinquency is due mainly to the early emancipation of the child from the home influences, and to the utter indifference of some parents as to the welfare of their children. At present the streets are the evening schools of many of our young people. The excitement and allurements of the streets and places of public entertainment are often sought in preference to the sordid or monotonous conditions in the home. The lack of comfort in the home, and the failure of the parents to hold the interest of the children, are all factors in accounting for the large number of children who come before the Courts every year. It is estimated that at least 75 per cent. of the boys referred to above were street traders prior to admission, while the passion for the picture-shows probably accounts for a large proportion of the remaining cases. Such public attention has been drawn by social workers, teachers, and others to the pernicious influence that casual trading in the streets, and too frequent attendance at picture-shows, has on the mental and physical condition of school-children that it is hoped the necessary legislation which has been prepared to meet this condition of affairs will be introduced and passed at the next session of Parliament.

Appointment of Juvenile Probation Officers.

In the Statute Law Amendment Act of last session provision was made for the appointment of Juvenile Probation Officers and for the establishment of probation homes. This enabled the Department to introduce a system providing for investigation by Juvenile Probation Officers in all cases of children charged with offences against the law, or coming within the meaning of the various Acts relating to children. In the majority of these cases the children who in the ordinary course would have been committed to industrial schools have been placed on probation either in their own homes or with friends or in situations. The percentage of successes is very great—nearly 97 per cent.—so that in the majority of cases not only is the reformation of the children proceeding satisfactorily in their own homes, but the cost of their maintenance in industrial schools has been saved.

Result of Extension of the Probation System.

The following figures show the number of children dealt with by the Courts in the four centres. In the case of Auckland the figures cover a period of nineteen months, but in the other centres a period of five months only: At Auckland 337 children appeared before the Court; at Wellington, 24; at Christchurch, 59; at Dunedin, 20: total, 440. Of these, 110 were committed to industrial schools, 32 were committed to industrial schools but placed on probation, and 137 were placed on temporary probation.

Reduction in Numbers in Residence at Industrial Schools.

As a result of an investigation regarding the conditions of the homes and the conduct of the resident inmates of each of the schools it was found possible to place out a considerable number either at board, with friends on probation, or in situations under supervision. Consequently the numbers in residence were reduced from 1,009 at the end of 1916 to 699 at the end of 1917, notwithstanding the fact that 358 children were committed to industrial schools during the year. As a result of this reduction it was possible to vary the function of the Auckland Industrial School from a residential school to that of a receiving-home or clearing-house.

Reorganization of Boys' Schools.

At the same time important changes were carried out in connection with the boys' schools. It was decided to reserve the training-farm at Nelson for boys of school age only, and the Training-farm at Weraroa for boys over school age. This change enabled the Department to close the day schools at Burnham and at the Training-farm, Weraroa, and by applying the system of boarding out direct from

the Training-farm at Nelson it has been possible to close the Nelson Receiving-home. The probation system resulted in a considerable reduction in the numbers at each of these schools, and by a change in the system of classification at Weraroa it was possible to decide definitely on the closing of the Burnham Industrial School. The actual closing of this school was not accomplished, however, until June, 1918.

With a view to increasing the revenue-producing results associated with the industrial features of these institutions, considerable improvements have been effected in connection with the working of the farms attached to the training-farms at Weraroa and Nelson. At Weraroa the dairy herd has been increased, a factory for the manufacture of small cheeses has been established, the matter of growing vegetables on an extensive scale for the market has been taken in hand, and provision has been made for rearing a large number of pigs every year for the market. To enable these industries to be carried out successfully it was necessary to obtain additional land for wintering the dairy herd. Suitable land was available adjoining the school property, and the purchase was finally completed during 1918.

Provision for Older Girls requiring Institutional Training.

The number of girls in residence at both Caversham and Te Oranga Home was so small at the end of the year that the Department now proposes to close the latter school, and by remodelling the system of classification at Caversham hopes to be able to make ample provision for the older girls who require institutional training.

Establishment of Probation Homes.

The principles upon which the Department's policy is now based are very fully explained in the special report E.—1A presented to Parliament last year. The complement of the probation system is found in the probation home, which it is proposed to utilize for cases requiring short periods of detention or separation from parents, for punishing minor breaches of probation, for providing shelter and safety for children before trial either on arrest or on remand from the Courts, and for the accommodation of inmates of industrial schools and receiving-homes returning from foster-homes or travelling to and from situations. A probation home has been established at Christchurch, and provision is made in Auckland for the accommodation of suitable cases in the Probation Officer's private house. A property has been purchased in Wellington and will be available shortly for the reception of boys. The matter of acquiring a place in Dunedin is also under consideration. It is not proposed at present to detain any boy in a probation home for more than three months, so that the accommodation provided at each home is of a very limited nature.

Object of Probation System.

The object of the probation system is not only the reformation of the delinquent child in the natural surroundings of his own home, for in many instances it also assists in the amelioration of the home conditions and is the means of bringing the parents to realize more fully their obligations in respect of their children.

Economies effected by Reforms.

In addition to the benefit derived by the child from the application of the probationary system, the changes have also been the means of effecting considerable economies.

By the closing of certain schools and the reduction in the numbers maintained in other schools the annual saving is	£	6,300
The increase in the annual revenue derived from farming operations due to more practical and systematic working is		2,500
The annual saving through the establishment of a central store and the standardization of materials used, and the adoption of more business-like methods of purchasing is		4,500
The saving effected in maintenance by the application of the probation system during the past twelve months was		6,050
Estimated total saving for the year		<u>£19,350</u>

Since the end of the financial year substantial additional savings, amounting to approximately £3,500, have been effected by the further reduction of the numbers in residence at two of the industrial schools.

Number of Children belonging to Industrial Schools.

The total roll number of children belonging to industrial schools and receiving-homes at the 31st December, 1917, was 3,252. Of these, 1,934 were boys and 1,318 girls.

The children are classified as follows:—

In residence—						
In Government industrial schools	..	..	..	..	..	365
In private industrial schools	..	..	..	..	..	334
Total	..	..	..	..	..	699
Boarded out—						
From Government schools (including receiving-homes)	..	..	..	..	..	1,210
From private industrial schools	..	..	..	..	..	9
Total	..	..	..	..	..	1,219
Placed out in situations	..	..	..	..	..	646
With friends on probation	..	..	..	..	..	390
In private institutions, hospitals, absent without leave, in prison, &c.	..	..	..	..	..	298
Grand total	..	..	..	..	..	3,252

Expenditure on Industrial Schools and Probation System.

The net expenditure for the last financial year, including expenditure under the probation system but exclusive of capital charges for additional buildings, works, &c., was £42,580, showing an increase of £1,276 on that of the preceding year. The number maintained at the end of the year was 2,054. It should be mentioned, however, that the increase during the year of the rate of payment for boarded-out children from 8s. to 10s. a week, necessitated by the increased cost of living, involved an expenditure of £5,000 in excess of the previous year's figures.

The contributions from parents under orders of Court, agreements, &c., amounted to £14,359, being at the rate of £7 per head of those maintained. This is an increase of £2 7s. 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, 1917-18.							£
Salaries	..	..	..	..	..	..	15,687
General maintenance	..	..	..	..	..	..	24,483
Travelling-expenses	..	..	..	..	..	..	1,752
Furnishings, repairs to buildings, small works	..	..	..	..	..	..	2,250
New buildings and works	..	..	..	..	..	..	2,999
Payments to foster-parents	..	..	..	..	..	..	28,796
Gross cost	..	..	..	..	..	..	75,967
Recoveries from parents and others	..	..	..	..	..	£25,266	
Sales, &c.	..	..	..	..	..	1,603	
						26,869	
Earnings of past inmates paid to Public Account	..	..	..	..	..	5,934	
							32,803
Net cost of institutions	..	..	..	..	..	..	43,164
Salaries, &c., of visiting and probation officers and sundries	..	..	..	..	..	..	2,415
							£45,579
EXPENDITURE ON PRIVATE INDUSTRIAL SCHOOLS.							
Gross cost	..	..	..	..	..	..	2,976
Recoveries	..	..	..	..	..	..	1,835
Net cost	..	..	..	..	..	..	£1,141

Included in the total sum recovered (£26,869) is an amount of £10,897 paid by Hospital and Charitable Aid Boards for the maintenance of 954 children committed to industrial schools on account of indigency. In addition 141 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.

The Boarding-out System.

The system of boarding out young children from industrial schools has been in operation in New Zealand for the past thirty-five years. As part of the recent reforms the Department has extended the boarding-out system considerably: the rate of payment has been increased from 8s. to 10s. a week; the list of clothing supplied as an initial outfit has been altogether revised, providing for better material and more of a standard so far as fit and style are concerned; and provision has been made for more frequent inspection of the foster-homes and the children by departmental officers. The detailed reports of the honorary lady visitors, the Department's Visiting Officers, and the teachers of the various schools that these children attend are a striking proof of the success of the boarding-out system and of its superiority when compared with the barrack or institution system that is still followed by the many private and religious organizations interested in child-welfare in New Zealand. A perusal of the official reports and literature respecting the child-welfare systems in other countries shows that the preference for the boarding-out system in dealing with neglected and dependent children is practically world-wide. Indeed, so overwhelming is the evidence in this direction that the respective merits of the two systems have almost ceased to be a matter for controversy.

The boarding-out system aims at placing the dependent or neglected child in the natural surroundings of a good country home where such child will grow up with his foster brothers and sisters and become one of the family. He attends the local public school and the Sunday School, associates with children outside his foster-home, and in short becomes an ordinary member of the local community. When the time comes for him to make a start in life for himself he possesses the ordinary child's knowledge of the world, and in addition has the guidance and affection of his foster-parents in all his efforts.

To the child who has been reared in an institution no such advantages can be given, and when that child is placed out, as he invariably must be on reaching the wage-earning age, he suddenly finds himself, with character wholly unformed, placed in a new world and among strange people. Only those who have come in close contact with the institution-bred child can realize the tremendous handicap with which he begins life in the outside world. It is not possible, however, to board out all children who are committed to the care of the State. The institution occupies a valuable and a necessary place in this work, provided that it is properly equipped and managed. Children of vicious habits or who for various causes are unfit to associate with ordinary children must of necessity be admitted and detained in institutions for a certain period for purposes of observation and for preliminary training in discipline and correct habits. There is no doubt, however, that the normal healthy child who is committed to the care of the State on account of destitution, or on account of the character of the parents, is better provided for by boarding out in a selected foster-home under strict supervision. This system forms the closest approximation to the normal home life of which these children have either been deprived or have never had.

The following is an extract from a book written by Sir John E. Gorst, entitled 'The Children of the Nation':—

"The most natural and ideal method of dealing with a deserted and homeless child is to place it in a real home where it can enjoy the love and affection of foster-parents. The home life draws out the child's individual character instead of suppressing it as institution life does. It grows up with other children, learns with them, plays with them, gets into childish scrapes, and loses that sense of separation and strangeness of position which in the rearing of children is above all things to be avoided . . . Children boarded out in private families become absorbed in the general life of the village in which they are placed, and thus escape the evils inseparable from the dreary routine of an institution. Dr. Barnardo found the health of the children whom he boarded out very much higher than that of the children in his institutions, and on this and other accounts he ended by almost entirely abandoning the latter system for the former. . . . Dr. Barnardo, who began by trying large institutions and afterwards village communities, adopted boarding out, twenty years before his death, as superior to both. He told the Committee on Poor-law children that he would not create another large institution under any circumstances, and that although he had had many opportunities of adding to his institutions he had declined to do so, 'because boarding out is so much better.'"

Industrial Training.

The importance of the work of training and moulding into useful citizens these delinquent and vagrant children, who if left to their own devices would probably become a permanent burden on society, cannot be too strongly emphasized, particularly at a time when the services of every available person are an asset to the country. Some hundreds of boys during the past year have been turned out from the various schools as competent workers and are now either filling the places of those who have gone to fight for the Empire or are already soldiers themselves. Several have won distinctions on the field, and a considerable proportion of those who have enlisted are now holding commissioned rank. It is impossible at the present time to estimate the number of these lads who have joined the Forces since the commencement of hostilities. From information received from time to time it is evident that they make excellent soldiers. Almost every casualty list issued contains the names of some of these young men both past and present inmates of schools who have either been wounded or have made the supreme sacrifice.

Boys and Girls placed in Situations or Occupations.

Particular care is now taken in the placing of boys and girls in situations or occupations for which they have special aptitude, and every precaution is taken to ensure that they are not exploited in the matter of wages or working-conditions generally. The question of wages has received particular attention during the past year, with the result that there has been an appreciable increase all round. The wages now received by these young people correspond very nearly with the ruling rates. The girls in situations and the children boarded out are visited regularly by the lady Managers of the industrial schools and receiving-homes concerned, and also by the lady Visiting Officer, who is the revising officer for the Department and altogether independent of the Managers. All boys placed in situations, apprenticed to trades, or on probation with friends are supervised and visited frequently by the Probation Officers, and also by the male Visiting Officer, who acts as revising officer for the Department.

Admissions during the Year and the Reasons for Admission.

During the year 331 children were committed to industrial schools, and an analysis of the state of these children prior to admission shows that 82 were destitute, 9 vagrants, 17 residing in disreputable surroundings, 112 not under proper control, and 92 either accused or guilty of punishable offences. Of these 331, only 94 were actually in residence at industrial schools at the end of the year, so that

237 were placed out at board, in situations, or with friends on probation, either on admission or after a short period of residence at an industrial school.

Co-operation of Organizations dealing with Child-welfare.

Considerable advancement has been made in the linking-up of the various organizations dealing with child-welfare. The infant-life protection system, through its District Agents and visiting nurses, caters for the child under six years who is maintained apart from its parents or guardians.

The medical examination of school-children brings many cases under the notice of the Department suitable for instruction at special schools (deaf, blind, or mentally backward), while the personal visits of the school nurses to the homes of children requiring medical treatment have been the means of disclosing many cases calling for the supervision of the Department's social workers. For dealing with the truant-player and the child who, by his lack of progress at school, or by his demeanour or appearance, suggests either indifferent treatment in his home or want of proper parental control, the teacher, Attendance Officer, and Juvenile Probation Officer are all in co-operation with each other.

The Department has under consideration proposals for extending this important branch of social service.

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 940, and the total number of children in them during the year was 1,361, an increase of 111 for the year. Of this total the number of infants under one year was 386; 12 children died, being 0·88 per cent. of those in the homes. Of that number nine died in foster-homes and three in hospitals or nursing homes to which they had been removed for treatment, so that the deaths in foster-homes represented 0·66 per cent. only of the total number dealt with.

The expenditure in connection with infant-life protection for the year ended 31st March, 1918, was £1,219; for the preceding year the amount was £1,350.

SUMMARY SHOWING COMPARATIVE COST OF UPKEEP AT SPECIAL SCHOOLS, 1916 AND 1917.

School.	Number of Pupils maintained.		Net Maintenance Expenditure.		Average Annual Cost per Head.	
	1916.	1917.	1916.	1917.	1916.	1917.
			£	£	£ s. d.	£ s. d.
School for Deaf, Sumner ..	112	109	4,277	3,393	38 3 9	31 2 7
Special School for Boys, Otekaika ..	64	95	4,902	5,608	76 11 0	59 0 0
Special School for Girls, Richmond ..	..	48	..	1,756	..	36 11 8

It will be seen from the above figures that, notwithstanding the increased cost of living and the conditions arising out of the war, the average cost of maintenance has not increased.

SCHOOL FOR THE DEAF, SUMNER.

The number of pupils under instruction is shown in the following tabulated statement —

	Boys.	Girls.	Totals.
Pupils of 1916 who returned to school in February, 1917	48	44	92
Admitted at beginning of year	4	7	11
Admitted later	4	2	6
Absent owing to illness .. .. .	..	1	1
Total number	56	54	110
Left in March, 1917 .. .. .	..	1	1
Left in December, 1917	7	10	17
Pupils returning in 1918 after vacation ..	49	43	92

Of the 110 pupils, 28 came from the Auckland District, 4 from Taranaki, 12 from Hawke's Bay and Gisborne, 24 from Wellington, 2 from Nelson, 1 from Marlborough, 1 from Westland, 20 from Canterbury, and 18 from Otago.

Seven boys and three girls attended as day pupils.

The ages of the seventeen pupils admitted ranged from five years eleven months to fourteen years and four months. There were seven under seven, four between seven and nine, three between nine and eleven, two of twelve, and one of fourteen years of age. The two aged twelve were cases of acquired deafness, but the boy of fourteen had been totally deaf from birth, and should have been sent to the school at the age of six years. He is a very intelligent boy, and should make good progress, but nothing will be able to make up for the eight wasted years. Apart from the two cases of acquired deafness, the average age at the time of admission was just under eight. In 1916 and 1917 it was over nine, so that some improvement in this respect is evident. An encouraging feature is that more than one parent has made application for the admission of a child at an earlier age than under present conditions the school is able to admit. This is an indication that parents are becoming alive to the necessity of commencing the education of the young deaf child as soon as possible.

Of the seventeen pupils who left, two had been at the school eleven years, five ten years, four nine years, two eight years, two seven years, one for one year and a half, and one for one year. The last two cases were of acquired deafness, a sister and brother, the former completely and the latter partially deaf. The girl had completed her education, and the boy had acquired a sufficient knowledge of lip-reading to enable him to return to the public school that he had been attending previously to his admission here. Exclusive of these two the average number of years under instruction of the pupils leaving was nine years, which in the case of deaf children is utterly inadequate.

Besides the ordinary school subjects the girls received training in dressmaking, cooking, laundrywork, and general housework, and the boys in woodwork and gardening. A class of fourteen boys also attended the Technical College at Christchurch for instruction in woodwork with very good results.

Applications have again been made for the admission of pupils at an earlier age than under present conditions the school is able to receive them. In view of the good results that have been obtained elsewhere by the early education of the young deaf children and of the general consensus of expert opinion on the subject, it is necessary to consider at as early a date as possible the opening of a preparatory school for young deaf children. When this is done it will be possible to commence the education of the deaf at an age more closely approximating to that at which hearing children learn to speak, and when the vocal organs are still plastic and the imitative faculties most active.

The medical inspection of schools has resulted in a large number of cases of defective speech and of defective hearing being brought to light. Where the two are associated it is probable that the defect in the hearing is such as to necessitate

the case being received at this school for treatment. In cases where the speech does not appear to be defective and where the child appears to hear most of what is said to him it may be that if he is placed in a suitable position in the class-room—*i.e.*, in the centre of the front row—the child may be able to make satisfactory progress at an ordinary school. On the other hand, it is surprising how very serious deafness may go undetected for years, and what an extremely severe handicap to education even comparatively slight deafness is to a child, when taught in a public school, particularly in one where the classes are unusually large. Such a child, if mentally bright, usually picks up a certain amount of lip-reading, and by watching the teacher's face and the movements of the other children, combined with a skilful copying, may keep up with the work of the class, for a time to a surprising extent. Cases of more serious deafness allied with only average mental ability are often classed as mental defectives, and their deafness overlooked. Slightly deaf children are frequently thought by teachers to be wilfully inattentive, and punished accordingly. This, combined with the constant effort to catch indistinct sounds in noisy class-rooms, may set up a serious condition of nerve-strain, which may undermine the general health and further deteriorate the hearing of the child. The hearing of all such cases should be carefully tested by their teacher, and if it is found that, when occupying a position in the centre of the front row of the class, they are unable to distinguish what the teacher, when speaking in an ordinary tone, says, or that they cannot hear the children in other parts of the room speaking or reading, the necessity for special instruction at this school is indicated. Cases of defective speech or of stammering should also be reported.

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

Salaries	£	3,981
Maintenance of pupils and sundry expenses	£	1,858
Travelling-expenses	£	228
Maintenance of buildings, furnishings, &c.	£	70
		6,137
<i>Less—</i>		
Parental contributions	£	1,339
Amounts collected from Hospital and Charitable Aid Boards	£	1,363
Sundry other recoveries	£	42
		2,744
Net expenditure	£	3,393

The net expenditure for the year 1916-17 was £4,277.

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.

The amount paid by the Government towards the cost of training twenty-nine pupils was £757 3s. 9d. (includes £30 paid for instruction in woodwork), and the amount refunded to the Government in the way of parental contributions and payments by Hospital and Charitable Aid Boards was £782 9s. 8d. The amount paid by the Government as subsidy to the Board of Trustees under the provisions of the Hospitals and Charitable Institutions Act was £2,051 18s. 8d.

EDUCATION AND CARE OF THE FEEBLE-MINDED.

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, and also for the protection of society generally. In fact, the ordinary community holds no place for the feeble-minded child. The parents as a rule are utterly incapable of providing for such children, who can neither derive benefit from attendance at the public school nor can associate with the normal children of the neighbourhood. In the majority of cases it is essential for the sake of the mother and the other children of the family that feeble-minded children should be removed to an institution where they can be dealt with by officers specially adapted for this purpose. The need for the segregation of girls of this type, more especially of those who have reached the age of puberty, is of very great importance. 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 help to some extent in supporting themselves and also 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. As the great majority of them will need to be under protecting control throughout life, and will not in the ordinary course be more than partially self-supporting even when they attain the adult stage, it is a question whether they should not in the first instance and for the term of their lives be under the care of the Mental Hospitals Department.

The Special School at Richmond for the reception of feeble-minded girls has now been fully established, and good work is being done under capable management. The teaching staff has been strengthened by the addition of another teacher (two teachers in all), and through their efforts an improvement is noticeable in the comportment and dexterity of the children.

At the Special School for Boys at Otekaike a scheme providing instruction in carpentry, bootmaking, and mat and basket making has been carried out satisfactorily during the year. The younger boys receive instruction by means of kindergarten and Montessori methods, and many of them become quite skilled at handwork. Basketmaking and matmaking are occupations that feeble-minded boys take to readily, but as the majority of them are of low vitality it is essential that occupations involving physical movement should also be available for them. Many of the elder boys assist either in the garden or orchard or on the farm. Considerable improvement has been made during the past twelve months in the methods of farming the 300-odd acres attached to the institution.

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

Special School for Boys, Otekaike.

Numbers as at 31st December, 1917 :—

In residence	..	..	..	..	..	..	..	76
Boarded out	..	..	..	..	..	..	..	1
Temporarily absent with friends	..	..	..	..	..	..	..	2
								<hr/> 79

Particulars of expenditure for the financial year ended 31st March, 1918 :—

	£	£
Salaries	3,403	
General maintenance	4,127	
Travelling-expenses	345	
Maintenance of buildings, furnishings, &c.	368	
Additional buildings, furniture, &c.	1,636	
	<hr/>	9,879
<i>Less—</i>		
Parental contributions towards maintenance	1,130	
Amount collected from Hospital and Charitable Aid Boards	1,186	
Sundry other recoveries	319	
	<hr/>	2,635
Net expenditure		<u>£7,244</u>

Included in the above figures, the sum of £1,636 was expended on additional buildings, furniture and equipment for new cottages, and in completing new works already in hand at the end of the previous year. By the addition of three cottage homes accommodation for a further ninety boys was provided.

During the year a great many new cases were admitted on trial, but in some instances it was found after observation that the boys were of a very low grade mentally and quite incapable of improvement under the teaching at Otekaike. These cases are being gradually drafted out and provided for elsewhere, either by admission to a mental hospital or by returning to the care of parents or guardians.

The Special School at Otekaike was established some eleven years ago. During this time a sum amounting to £41,000 has been expended by the Department in erecting buildings and providing adequate lighting, water, and drainage schemes.

Special School for Girls, Richmond.

Numbers as at 31st December, 1917 :—

In the school	..	..	..	..	..	..	..	21
On vacation	..	..	..	..	..	..	..	24
In hospital	..	..	..	..	..	..	..	1
Boarded out	..	..	..	..	..	..	..	2
At service	..	..	..	..	..	..	..	2
								<hr/> 50

Particulars of expenditure for the financial year ending 31st March, 1918 :—

	£	£
Salaries	1,067	
General maintenance	1,672	
Travelling-expenses	195	
Buildings, furniture, &c.	821	
Maintenance of buildings, furnishings, &c.	115	
	<hr/>	3,870
<i>Less—</i>		
Parental contributions towards maintenance	667	
Amount collected from Hospital and Charitable Aid Boards	541	
Sundry other recoveries	85	
	<hr/>	1,293
Net expenditure		<u>£2,577</u>

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. By the provisions of the New Zealand University Act of 1908 and subsequent amending Acts the Senate of the University now has power to confer, in addition to those mentioned, the following degrees: Doctor of Literature; Master of Laws, Surgery, and Science; Bachelor, Master, and Doctor of Veterinary Science, Dental Surgery, Mechanical, Electrical, Civil, Mining, and Metallurgical Engineering, Naval Architecture, Agriculture, Public Health, and Commerce; Bachelor of Science in Home Science, and Bachelor of Science in Architecture. 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 1917 was £3,350.

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 Endow-

ment Fund for the purposes of education is paid directly to the four affiliated institutions. In 1917 the sum paid to each out of the fund amounted to £1,675. 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 1917-18 was £51,515, and the total expenditure of these institutions on University education (exclusive of trust funds) was £121,130.

NEW ZEALAND UNIVERSITY.

The University conducted examinations in 1917 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 1917.

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 .. ..	..	..	..	..	..	..	..	..	..	3	..	3	3	..	3
Doctor of Science	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1
Honours in Arts .. ..	..	1	1	..	3	4	3	2	5	3	4	7	7	10	17
Honours in Science .. ..	..	1	1	..	..	..	1	..	1	1	..	1	2	1	3
Master of Arts .. ..	..	..	..	1	1	2	..	1	1	1	..	1	2	2	4
Master of Laws	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1
Bachelor of—															
Arts	4	6	10	2	16	18	4	5	9	7	5	12	17	32	49
Science .. ..	..	1	1	..	..	..	2	..	2	1	2	3	3	3	6
Medicine and Surgery ..	..	..	..	..	..	..	..	..	..	18	1	19	18	1	19
Laws	2	..	2	5	1	6	..	..	..	1	..	1	8	1	9
Commerce .. ..	..	..	..	2	..	2	1	..	1	1	..	1	4	..	4
Engineering (Civil) ..	..	..	..	..	..	..	2	..	2	..	..	..	2	..	2
Bachelor of Science in Home Science	..	..	..	..	..	..	..	..	..	..	4	4	..	4	4
Senior University Scholarships ..	2	1	3	..	1	1	2	..	2	1	2	3	5	4	9
John Tinline Scholarships ..	..	..	..	..	..	..	..	..	..	..	1	1	..	1	1
Totals, 1917	10	10	20	11	22	33	15	8	23	37	19	56	73	59	132
Totals, 1916	19	7	26	22	14	36	18	6	24	33	17	50	92	44	136

In addition to these successes, 533 candidates passed sections of the examinations for degrees or for admission to professions; 36 gained certificates of proficiency, and 78 passed the examination for book-keepers. There were 1,771 candidates for the Matriculation Examination, of whom 614 passed the whole examination, 108 completed partial passes, and 291 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 year 1917:—

<i>Income.</i>			<i>Expenditure.</i>		
		£			£
Balances—			Scholarships	..	1,621
General Account ..	..	2,084	National endowment	..	3,350
Scholarship Account ..	..	27,188	Examinations	..	6,371
		29,272	Office salaries	..	982
Statutory grant ..	..	3,000	Expenses of Senate meetings	..	846
National endowment ..	..	3,350	Miscellaneous	..	1,110
Fees ..	..	7,631	Rent	..	159
Interest ..	..	1,296	Balances	..	30,470
Miscellaneous ..	..	143			
Bank overdraft ..	..	217			
		£44,909			£44,909

In the above statement no account has been taken of special scholarships and prize funds. The balance at the end of the year, £30,253, consists of a balance on the General Scholarships Account of £28,387, and a balance on the General Account of £1,866.

AFFILIATED COLLEGES.

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

The number of students in attendance at the four University colleges in 1917 was 1,902, of which number 1,007 were men and 895 women. Owing to the war the number of students has been decreasing since 1914, but in 1917 the number was 12 more than in the preceding year, so that it may be hoped that the falling tendency has been arrested. The number of women students has increased from 758 in 1914 to 895 in 1915, thus to some extent counterbalancing the loss in men students. The students are classified as follows: Graduates, 56; undergraduates, 1,194; non-matriculated students, 652. In addition to the matriculated students mentioned above, there were 75 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.

Of the 1,902 students attending University colleges, 873 were receiving free tuition, being the holders of scholarships, bursaries, or training-college studentships.

With respect to the courses taken by students, it appears that 44 per cent. of the number took the arts course or subjects for teachers' examinations, 15 per cent. were studying medicine, 11 per cent. engineering, 10 per cent. law, 9 per cent. commercial work, and 4 per cent. were taking science courses. Smaller numbers of students took each of the remaining courses, including forty-eight women who took the course in home science.

In addition to the students attending the four University colleges, forty-five students were taking an agricultural course of university grade at the Lincoln Agricultural College.

The total staff of the four University Colleges in 1917 consisted of forty-nine professors, fifty lecturers, and thirty-two assistants, demonstrators, &c. The following table shows the staff of the various institutions:—

	PROFESSORS AND LECTURERS.				Professors.	Lecturers, Demonstrators, and Assistants.

Auckland University College	8	16
Victoria University College	9	16
Canterbury College	10	12
Otago University	22†	38*
Totals	49	82

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

† And one emeritus professor.

The average salary of full-time professors was £700 per annum.

FINANCES OF THE AFFILIATED INSTITUTIONS IN 1917.

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 £95,367, and the total expenditure £105,191. The expenditure on administration was £6,575, on salaries £53,202, and on buildings and equipment £34,837. The expenditure on buildings was chiefly in connection with the University of Otago and 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 (open only to candidates resident in Taranaki), 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 1917, thirteen gained Junior Scholarships, twenty-one gained National Scholarships, one gained a Taranaki Scholarship, fifty-eight passed "with credit," and thirty-six qualified for Matriculation. The value of a Junior Scholarship or a University National Scholarship is £20 per annum in addition to tuition fees; students obliged to live away from home receive also a boarding-allowance of £30 per annum. The expenditure by the University on scholarships was £1,621, and by the Education Department on University National Scholarships £2,971. 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.

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. The war has interfered increasingly with the operation of the Rhodes Scholarship system, and in their statement for 1916–17 the Trustees announced their decision to postpone for the present all further election to scholarships.

Up to the present eighteen Research Scholarships have been awarded, two being in active operation in 1917. The subjects of research in the case of these two scholarships were:—

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

Otago University: An investigation of New Zealand grasses.

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 1917 was 229, and the amount expended on their tuition and examination fees was £4,019 10s., the cost per head being £16 16s. 3d.

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-teacher's certificate ; or
- (iii.) Has otherwise gained a teacher's certificate of a class not lower than Class C.

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

The number of educational bursars in 1917 was thirty-seven (as compared with fifty-five in 1916), of which number seven completed the three years' tenure of their bursaries. In addition sixteen holders of bursaries were absent on military service. The amount expended on tuition and examination fees on account of educational bursaries was £252 1s., the cost per head being £6 16s. 3d.

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 or domestic arts, and, if obliged to live away from home, an allowance of £30 per annum.

Bursaries of this kind were awarded to nine students in 1917, making in all twenty-five bursars in attendance at classes. Three students completed the diploma course in 1917, and four the degree course sitting for the examination at the end of the year. Since the inauguration of the home-science course in 1912 sixteen students have gained the diploma and fifteen the degree. Of these ex-students twenty-seven now hold good positions as teachers, the rest having married or taken up other work.

Agricultural Bursaries.

The Education Department, in co-operation with the Department of Agriculture, has established a scheme 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 are under a legal obligation to serve for a term of three years in one or other of these capacities.

The qualification for a bursary is Matriculation or a higher or lower leaving-certificate, and candidates are preferred who have received agricultural instruction during their secondary-school course. In addition, ex-students of teachers' training colleges who desire to specialize in the teaching of agriculture may obtain bursaries to enable them to receive the necessary training in agriculture. Agricultural bursaries are tenable at an experimental farm, an agricultural college, or other approved institution for two years, with a possible extension to a third year.

Bursars receive an allowance of £20 per annum with free tuition, and if obliged to live away from home a lodging-allowance of £30 per annum.

Eight bursaries were awarded in 1917, seven of which were held at the Central Development Farm, Weraroa, and the remaining one at Lincoln Agricultural College, Canterbury. Two bursars at Weraroa did not finish the year's work, and the bursar at Lincoln went on active service at the end of the year. The Education Department paid £128 6s. 8d. on account of bursars' fees in 1917.

The available accommodation for bursars being limited, a selection has to be made each year from the number of candidates desiring bursaries.

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 and University extension classes. Branches of this association have been established in a number 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 21st to the 30th November, 1917, and from the 5th to the 19th January, 1918, at sixty-seven 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 :—

		1916-17.	1917-18.
Number who entered .. .. .	.. .. .	11,858	9,908
Number who actually sat for examination .. .. .	.. .. .	10,894	8,829
Number of absentees .. .. .	.. .. .	964	1,079

Reference was made in a previous report to the duplication of examination by candidates for certificates of proficiency and for the special examination for junior free places. By abolishing the special examination the Department last year reduced the entries for the Junior National Scholarship examination to 3,122 (from 4,403 in 1916). Under special arrangement about 450 candidates for junior free places who would have been over fifteen years of age on the 1st December, 1917, and consequently could not gain free places under the regulations on a proficiency pass, were admitted and examined on the scholarship papers. They are included in the 3,122 above mentioned.

Attention was also drawn last year to the large number of failures (2,815 out of the 4,403 examined in 1916) in the Junior National Scholarship and Junior Free Place Examinations. In spite of the cutting-out of the special junior free place examination in 1917, the number of failures—1,916—was much too high, although the reduction in the percentage from 64 to 57 indicates that the free-place candidates were responsible for a higher proportion of the failures than were the scholarship candidates.

In connection with the Junior National Scholarship Examination of November, 1918, the Department has endeavoured to prevent as far as possible the presentation of unprepared candidates, and the consequent heavy burden of work to the examiners and unnecessary expense to the country. Head teachers are being permitted to present, in general, not more than 10 per cent. of their Sixth Standard pupils for the examination, and secondary-school Principals are to take similar steps

to ensure the putting-forward of only the best candidates. The special admission of candidates who are too old to qualify for junior free places in the Certificate of Proficiency Examination has again, however, been necessary.

The Public Service Commissioner, in accordance with his previous announcement, confined admission to the last Public Service Senior Examination to those candidates who had already some status in the examination and desired to gain a complete pass. Those who failed to complete the examination are being given a last opportunity of doing so in January, 1919. The only other candidates who will be admitted are returned soldiers who have been prevented by their absence from entering for examination earlier.

After requiring all the candidates for senior free places in secondary schools and district high schools to come up for examination in November, 1916, the Department returned again, in 1917, to the practice which had previously been in force for some years, 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.

The suspension of the recommendations for a year provided a test from which the system is seen to have worked satisfactorily in the past, and can be relied to do so again in the future.

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.

	1914-15.	1915-16.	1916-17.	1917-18.
Junior National Scholarships and junior free places ..	3,562	3,973	4,403	3,122
Public Service Entrance, Senior National Scholarships, and Intermediate	2,739	3,022	3,839	3,315
Teachers D and C	1,576	1,720	1,941	2,102
Public Service Senior	804	675	653	226
Typists' Examination	46	51	50	60
Kindergarten Certificate Examination .. .. .	..	8	5	4
London University Examinations .. .. .	..	2	1	1
	<u>8,727</u>	<u>9,453</u>	<u>10,894</u>	<u>8,830</u>

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. The numbers of candidates examined under the scheme A programme so far remain much the same from year to year.

The standards of qualification for the year, fixed in accordance with the provisions of the Act, were $63\frac{1}{2}$ per cent. for juniors and 63 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 about £1,400. The cost of conducting the examinations was as follows:—

Total expenses, including cost of additional clerical services temporarily employed, but omitting other salaries	£	5,810
Less recoveries—	£	
Fees paid by candidates for teachers' certificates and others ..	2,285	
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	766	
Public Service Senior	308	
	<u>3,359</u>	
Net expenditure	£2,451	

PUBLIC LIBRARIES.

Owing to the undue strain on the finances of the country in connection with the war, Parliament did not in 1917 vote a sum for distribution to public libraries.

TEACHERS' SUPERANNUATION FUND.

(See also E.—9.)

The balance at the credit of the fund on the 31st December, 1917, was £420,225, an increase over that on the 31st December, 1916, of £39,067. The income for 1917 was £93,752, and the expenditure £54,685. During the year 398 members were admitted, while 259 left the fund, a net increase of 139.

At the end of 1917,—

The number of contributors was	4,792
Of whom males numbered	1,976
And females numbered	2,816
Members under Part IX of Education Act, 1908, numbered	78
The annual rate of contribution paid as at the end of the year was	£58,414
The number of allowances in force at the end of the year was	634
representing an annual charge of	£47,479
viz.,—	£
Ordinary retiring-allowances were 324, representing	28,544
Retiring-allowances under extended provisions of section 12 of the Act	68, .. 9,701
Retiring - allowances in medically unfit cases	79, .. 6,632
Allowances to widows	94, .. 1,705
Allowances to children	69, .. 897

The fund has been receiving interest on daily balances in the hands of the Public Trustee of $4\frac{1}{2}$ per cent. on the first £6,000 and $4\frac{1}{4}$ per cent. on the remainder. The rates are the maximum allowed by the Public Trust Office Act for moneys in the Common Fund of that office. As stated last year, the Teachers' Superannuation Board is of opinion that a higher rate of interest could be earned by special investment of the Teachers' Superannuation Fund moneys, and it is hoped to conclude an arrangement with the Public Trustee in this connection which will secure for the fund the current rates of interest.

It must be noted, however, that in 1917 the fund received from the Public Trustee a bonus of £1,544 5s. 7d., being 10 per cent. of the interest earned by the fund during the period 1st April, 1916, to 31st March, 1917, this bonus being paid under 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 approximately 4.63 per cent.

The Actuary, in his report of his investigation of the fund for the years 1911, 1912, and 1913, recommended that the Government's annual subsidy should be increased from £17,000 to £33,000. Owing to the war conditions, however, the Government could not see its way to pay the increased subsidy. The report of the Actuary on his investigation of the fund for the years 1914, 1915, and 1916 has now been received, in which he recommends that the subsidy should be £43,000, but for the reason stated the Government has again decided that it cannot at present provide an increased subsidy.

The number of contributors who joined the Expeditionary Force up to the end of 1917 was 483. Of this number sixty-three have been killed in action or died of wounds or disease, while forty have returned to New Zealand and have resumed the duties of their previous positions. Thirty-one of the deaths occurred in 1917. Of the deceased contributors fifty-five were unmarried, and their contributions to the fund (together with the amounts paid by the Government on their behalf up

to the date of their decease), amounting to £2,494 0s. 1d., were refunded to their respective estates. One contributor was survived by a widow and three children under the age of fourteen years, two contributors by a widow and one child under the age of fourteen years, and five by widows only, to each of whom the usual allowance was granted. As previously intimated, the Government has undertaken to pay the contributions of members during the period they are members of the Expeditionary Force. The amount thus paid by the Government in 1917 amounted to £3,865 0s. 5d., making a total since the beginning of the war of £7,938 18s. 3d.

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 1917-18.
(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)	£ 1,366,000	£ 50,000	£ 1,416,000	£ ..	£ 1,416,000
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	180,000	..	180,000	55,000	235,000
(3.) Continuation and technical	63,000	7,000	70,000	..	70,000
(4.) Higher	55,000	1,000	56,000	26,000	82,000*
Totals A (1-4)	1,664,000	58,000	1,722,000	81,000	1,803,000
B. Industrial schools and probation system and infant-life protection	46,000	3,000	49,000	..	49,000
C. Special schools (Deaf, Blind, and Backward Children ..	12,000	3,000	15,000	..	15,000
D. Teachers' Superannuation and miscellaneous ..	28,000	..	28,000	..	28,000
Totals A, B, C, D	1,750,000	64,000	1,814,000	81,000	1,895,000

* Includes £4,553 paid by the Mines Department.

TABLE B.—EXPENDITURE PER HEAD OF POPULATION (1,147,443, INCLUDING MAORIS) ON EDUCATION, 1917-18.

(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. 23 9	s. d. 0 10	s. d. 24 7	s. d. ..	s. d. 24 7
(2.) Secondary (including secondary schools, technical high schools, and secondary departments of district high schools)	3 2	..	3 2	0 11	4 1
(3.) Continuation and technical	1 1	0 2	1 3	..	1 3
(4.) Higher	1 0	..	1 0	0 5	1 5
Totals A (1-4)	29 0	1 0	30 0	1 4	31 4
B. Industrial schools	0 10	0 0½	0 10½	..	0 10½
C. Special schools (Deaf, Blind, and Backward Children)	0 3	0 0½	0 3½	..	0 3½
D. Teachers' Superannuation and miscellaneous ..	0 6	..	0 6	..	0 6
Totals A, B, C, D	30 7	1 1	31 8	1 4	33 0

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 1917-18, 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.	1917-18.
Population (including Maoris)	783,317	875,648	1,003,373	1,134,506	1,147,443
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	1,366,000
(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	235,000
(3.) Continuation and technical	2,000	11,000	42,000	*42,000	*63,000
(4.) Higher education	33,000	37,000	50,000	63,000	81,000
Totals A (1-4)	539,000	673,000	950,000	1,275,000	1,745,000
B. Industrial schools, &c... .. .	13,000	27,000	31,000	45,000	46,000
C. Special schools (Deaf, Blind, and Backward Children) .. .	3,000	4,000	6,000	7,000	12,000
D. Superannuation, and miscellaneous	2,000	3,000	7,000	33,000	28,000
Totals A, B, C, D	557,000	707,000	994,000	1,360,000	1,831,000

* 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 1917-18, 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.	1917-18.
	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	12 2	13 1	15 1	17 10	23 9
(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	4 1
(3.) Continuation and technical	0 1	0 3	0 10	0 9*	1 1*
(4.) Higher education	0 10	0 10	1 0	1 2	1 5
Totals A (1-4)	13 9	15 5	18 10	22 6	30 4
B. Industrial schools, &c... .. .	0 4	0 7	0 7	0 9	0 10
C. Special school (Deaf, Blind, and 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	31 11

* 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.

	1913.	1914.	1915.	1916.	1917.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Excluding expenditure on new buildings	5 17 2	6 2 11	6 11 11	6 15 11	7 7 3
Including expenditure on new buildings	6 7 1	6 12 7	6 18 2	7 1 0	7 12 7

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

	1913.	1914.	1915.	1916.	1917.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Excluding reserves revenue and expenditure on new buildings	10 6 10	10 18 8	12 3 2	12 15 0	14 0 7
Including reserves revenue and expenditure on new buildings	16 5 4	16 15 7	17 9 9	17 14 4	18 6 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, AND 1918 RESPECTIVELY.

	1903.	1908.	1913.	1918.
I. Primary education (including public and Native schools, and lower departments of secondary schools)	136,546	148,180	172,390	191,394
II. Industrial and special schools .. .. .	..	..	809	600
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	12,829
IV. Continuation and technical education	6,533§	13,051	15,206	18,400
V. University education	1,194	1,711	2,371	2,022
VI. Private schools not included above (principally primary) ..	15,609	18,367	19,428	23,412*
Total under instruction	165,700	189,051	220,163	248,657
VII. Total under instruction higher than primary (III, IV, and V above)	13,545	22,504	27,536	33,251
Number of latter (VII) receiving free tuition	4,260†	7,959	12,574	16,976

* Government Statistician's figure, which includes 18,594 pupils of registered private primary schools and 1,206 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 £70,345, and was allocated as follows: Primary education, £45,259; secondary education, £5,252; technical instruction, £3,473; training colleges, £2,267; higher education, £10,049; Native schools, £1,736; school for the deaf, £193; homes for backward children, £283; industrial schools, £1,833.

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, 1918.

	£	s.	d.	£	s.	d.	£	s.	d.
Head Office.									
Salaries				11,751	17	11			
Clerical assistance				1,532	11	11			
War bonus to staff				756	6	5			
Travelling-expenses				503	9	0			
Telephones, office requisites, books of reference, &c.				309	10	2			
							14,653	15	5
Elementary Education.									
Payments to Education Boards for—									
Teachers' salaries (including pupil-teachers' and probationers' allowances)				874,696	3	8			
Teachers' house allowances				25,480	6	6			
Teachers' war bonuses				43,948	4	3			
General administrative purposes (including school committees' allowances)				93,995	17	11			
Additions to incidental allowances for school committees (war provision)				8,489	15	6			
Relieving-teachers				6,364	11	5			
Manual instruction: Capitation				43,734	13	2			
Removal of teachers				55	13	8			
School and class libraries				646	7	3			
School buildings—									
General maintenance and replacement of worn-out buildings	95,012	0	0						
Less amount received for sale of old buildings	550	9	8						
Rent of buildings and sites used for school purposes				4,140	4	2			
Schools destroyed or damaged by fire—Rebuilding and repairs, and rent of temporary premises				2,819	4	6*			
New buildings, additions, and teachers' residences				47,105	18	6			
Inspectors—									
Salaries	20,376	15	11						
Travelling and removal expenses	5,997	16	9						
Telephones, office requisites, &c.	120	0	10						
							26,494	13	6
Medical inspection of school-children—									
Salaries of inspectors and nurses	3,188	12	5						
War bonuses to nurses	43	17	2						
Travelling-expenses	627	0	3						
Telephones, nurses' uniform allowance, &c.	121	11	1						
							3,981	0	11
Physical Training—									
Instructors' salaries	2,289	10	6						
War bonuses	108	4	7						
Travelling-expenses of instructors	1,326	11	5						
Classes for teachers: Travelling-expenses and equipment	162	10	9						
Office requisites, freight, cartage, &c.	23	0	4						
							3,909	17	7
Conveyance of school-children, teachers, and instructors; and allowances for board of children							23,393	3	7
School Journal—Printing, &c., £4,607 10s. 7d.; postage, £741 16s. 8d.	5,349	7	3						
Less sales	328	16	6						
							5,020	10	9
Subsidies on contributions on account of public primary schools, including district high schools							3,796	6	6
Educational Institute: Grant in aid of delegates' conference							140	0	0
Wall charts for use in schools							51	7	5
Sundries							16	10	3
							1,312,702	1	4
Less miscellaneous recoveries							66	18	9
							1,312,635	2	7
Carried forward									1,327,288 18 0†

* Including £2,657 18s. 5d. from Government Fire Insurance Fund. † Including £45,238 12s. 3d., from national-endowment reserves revenue, and £76,923 19s. 5d. from primary-education reserves.

STATEMENT OF EXPENDITURE AND RECOVERIES, ETC.—continued.

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward							1,624,483	9	10
Higher Education.									
Statutory grants—									
University of New Zealand—									
New Zealand University Act, 1908	3,000	0	0						
National-endowment reserves revenue	3,349	15	1			6,349	15	1	
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	1,674	17	7			10,674	17	7	
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	1,674	17	7			10,674	17	7	
Canterbury College—									
New Zealand University Amendment Act, 1914	2,000	0	0						
National-endowment reserves revenue	1,674	17	7			3,674	17	7	
University of Otago—									
New Zealand University Amendment Act, 1914	5,000	0	0						
National-endowment reserves revenue	1,674	17	7			6,674	17	7	
Grants for buildings, &c.—									
Canterbury College									
Valuation fees	645	0	0						
						651	6	0	
Sir George Grey Scholarships						100	0	0	
National Scholarships						2,971	1	7	
National research scholarships						242	3	0	
Bursaries—									
University	4,017	8	0						
Educational	275	13	6						
Agricultural	143	6	8						
						4,436	8	2	
Subsidies on contributions						5,064	16	7	
									51,515 0 9*
Native Schools.									
Salaries and allowances of teachers						33,359	8	9	
War bonus to teachers						1,991	0	4	
Higher education (including nursing scholarships)						2,361	13	3	
Books, school requisites, sewing-material, &c.						599	2	3	
Expenses of removals of teachers						522	5	5	
Salary of Inspector						525	0	0	
Travelling-expenses of Inspector						250	15	2	
Buildings: New schools, additional class-rooms, &c.						2,464	6	10	
Maintenance of buildings, rebuilding, repairs, &c.						1,063	4	5	
Manual instruction: Payment of instructors and material for classes						289	4	11	
Conveyance and board of children						338	1	9	
Training of teachers						22	1	6	
Sundries—Advertising, planting sites, sanitation, &c.						48	14	11	
						43,834	19	6	
Less recoveries						13	10	0	
									43,821 9 6†
Infant-life Protection.									
Salaries of visiting nurses and local representatives						947	7	5	
War bonus						27	18	10	
Travelling-expenses						195	15	9	
Board of infants in foster-homes and medical attendance						21	2	8	
Rent of offices, telephones, &c.						55	7	1	
						1,247	11	9	
Less recoveries						28	12	6	
									1,218 19 3
Carried forward									1,721,038 19 4

* Including £10,049 5s. 5d. from national-endowment reserves revenue.

† Including £1,736 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward	1,721,038	19	4
School for the Deaf.									
Salaries	3,780	7	5			
War bonus to staff	200	6	10			
General maintenance	1,857	19	11			
Travelling-expenses, including transit of pupils	228	0	3			
Maintenance of buildings, furniture, repairs, &c.	70	11	8			
				6,137	6	1			
Less recoveries	2,744	14	11			
							*3,392	11	2
School for the Blind.									
Charges for pupils at Jubilee Institute, Auckland	757	3	9			
Less recoveries	782	9	8			
							Cr. 25	5	11
Special School for Boys, Otekaikae.									
Salaries	3,258	0	9			
War bonus to staff	144	16	3			
General maintenance	4,126	15	9			
Travelling-expenses	345	10	3			
Maintenance of buildings, repairs, furniture, &c.	368	3	3			
Additional buildings, &c.	1,635	16	2			
				9,879	2	5			
Less recoveries	2,635	7	10			
							7,243	14	7
Special School for Girls, Richmond.									
Salaries	987	14	10			
War bonus to staff	79	3	2			
General maintenance	1,671	14	1			
Travelling-expenses	195	5	10			
Buildings, furniture, &c.	821	2	5			
Maintenance of buildings, repairs, furniture, &c.	115	5	9			
				3,870	6	1			
Less recoveries	1,293	6	9			
							2,576	19	4
							†9,820	13	11
Industrial Schools and Probation System.									
Visiting and Probation Officers—									
Salaries	1,192	8	6			
War bonus	65	0	0			
Travelling-expenses	756	11	2			
Rent and office requisites	143	9	0			
							2,157	8	8
Schools—									
Auckland—									
Salaries	821	2	9			
War bonus to staff	33	2	6			
General maintenance	2,125	8	7			
Additional lavatory accommodation	35	9	2			
Repairs to buildings, furniture, &c.	41	14	6			
Children boarded out	4,351	8	9			
Travelling-expenses	213	6	4			
				7,621	12	7			
Less recoveries	2,799	5	6			
							4,822	7	1
Carried forward				6,979	15	9
							1,734,226	18	6

† Including £193 from national-endowment reserves revenue.

† Including £253 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	6,979	15	9	1,734,226	18	6
[Industrial Schools and Probation System—<i>continued.</i>									
Schools— <i>continued.</i>									
Boys' Training Farm, Weraoa—									
Salaries	2,950	16	0						
War bonus to staff	185	4	4						
General maintenance	6,323	9	5						
Buildings—alterations, &c.	334	11	9						
Small works and repairs to buildings, furniture, &c.	932	15	2						
Children boarded out	20	10	0						
Travelling-expenses	277	6	5						
	11,024	13	1						
Less recoveries	3,850	17	8				7,173	15	5
Receiving Home, Wellington—									
Salaries	1,062	18	3						
War bonus to staff	66	5	0						
General maintenance	1,696	18	0						
Repairs, &c., to buildings	138	5	9						
Children boarded out	10,717	6	0						
Travelling-expenses	323	8	3						
	14,005	1	3						
Less recoveries	8,484	18	9				5,520	2	6
Receiving Home, Nelson—									
Salaries	285	8	1						
War bonus to staff	15	0	0						
General maintenance	1,385	6	4						
Repairs to buildings, furniture, &c.	47	4	2						
Fire-escapes	79	8	0						
Interest on balance of purchase-money	27	10	0						
Children boarded out	3,024	3	2						
Travelling-expenses	83	10	3						
	4,947	10	0						
Less recoveries	1,496	19	9				3,450	10	3
Boys' Training Farm, Nelson—									
Salaries	3,285	11	7						
War bonus to staff	251	5	10						
General maintenance	4,413	19	11						
Additional buildings, &c.	352	17	1						
Repairs to buildings, &c.	326	6	8						
Children boarded out	25	17	1						
Travelling-expenses	171	1	3						
	8,826	19	5						
Less recoveries	1,955	18	7				6,871	0	10
Receiving Home, Christchurch—									
Salaries	949	2	7						
War bonus to staff	55	10	0						
General maintenance	1,294	4	11						
Rent	143	0	0						
Furnishings, repairs to buildings, &c.	7	2	8						
Children boarded out	5,945	17	8						
Travelling-expenses	65	1	7						
	8,459	19	5						
Less recoveries	3,838	4	1				4,621	15	4
Te Oranga Home, Christchurch—									
Salaries	977	18	5						
War bonus to staff	71	17	2						
General maintenance	948	8	0						
Rent of adjoining section	15	0	0						
Repairs to buildings, furniture, rebuilding, &c.	157	14	0						
Improvements to drainage, &c.	81	12	7						
Travelling-expenses	137	7	2						
	2,389	17	4						
Less recoveries	338	18	7				2,050	18	9
Carried forward .. .. .	..	..	..	36,667	18	10	1,734,226	18	6

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	36,667	18	10	1,734,226	18	6
Industrial Schools and Probation System—<i>continued.</i>									
<i>Schools—continued.</i>									
Burnham—									
Salaries	3,309	17	0						
War bonus to staff	192	8	0						
General maintenance	4,402	13	7						
Small works, repairs, furniture, &c.	500	14	8						
Travelling-expenses	268	7	2						
	8,674	0	5						
Less recoveries	857	15	0				7,816	5	5
Caversham—									
Salaries	1,071	17	5						
War bonus to staff	74	12	7						
General maintenance	1,613	11	2						
Repairs to buildings, furniture, &c.	98	1	8						
Children boarded out	4,710	18	6						
Travelling-expenses	209	17	6						
	7,778	18	10						
Less recoveries	3,240	2	4				4,538	16	6
Probation Homes—									
Salaries	27	1	8						
General maintenance	93	4	3						
Travelling-expenses	2	15	1						
Buildings, &c. (Christchurch, £2,104 13s. 2d.; Auckland, £9 17s. 3d.)	2,114	10	5						
	2,237	11	5						
Less recoveries	5	12	9				2,231	18	8
Private Schools—									
St. Mary's, Auckland—									
Capitation grants, &c.	1,862	15	0						
Children boarded out	7	11	5						
Travelling expenses	18	17	5						
	1,889	3	10						
Less recoveries	1,464	11	11				424	11	11
St. Joseph's, Upper Hut—									
Capitation grants, &c.	369	14	0						
Children boarded out	35	10	3						
	405	4	3						
Less recoveries	152	15	5				252	8	10
St. Mary's, Nelson—									
Capitation grants, &c.	275	1	6						
Children boarded out	49	1	0						
Travelling expenses	3	1	6						
	327	4	0						
Less recoveries	165	0	6				162	3	6
St. Vincent de Paul's, Dunedin—									
Capitation grants, &c.	62	13	0						
Children boarded out	282	2	3						
Travelling expenses	10	0	6						
	354	15	9						
Less recoveries	52	11	10						
Inmates maintained at other institutions .. .. .	..	..	..				302	3	11
Amount paid to Postal Department for payment of boarding-out orders .. .. .	..	..	..				130	9	11
Legal expenses .. .. .	..	..	..				100	0	0
Earnings refunded to past inmates .. .. .	..	..	..				27	8	6
Sundries .. .. .	..	..	..				104	6	9
	..	..	..				26	5	5
Less recoveries (inmates' unclaimed earnings) .. .. .	..	..	..				52,784	18	2
	..	..	..				5,933	18	2
Carried forward .. .. .	..	..	..				..	..	1,781,077 18 6

*46,851 0 0

1,781,077 18 6

*Including £1,838 from national-endowment reserves revenue.

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

	£	s.	d.	£	s.	d.	£	s.	d.
Brought forward .. .. .	..	..	..	..	..	..	1,781,077	18	6
Material and Stores.									
Stores purchased .. .. .	..	..	..	13,491	1	4			
Lighting, cleaning, cartage, &c. .. .. .	..	..	..	91	11	6			
				13,582	12	10			
Less recoveries (stores issued) .. .. .	..	..	..	10,266	12	0			
							3,316	0	10
Miscellaneous.									
Accounts system, allowances to officers of other Departments for special services in connection with report on	..	..	..	57	10	0			
Allowance to Native school teacher for compensation for loss sustained by flood .. .. .	..	..	..	80	0	0			
Audit of accounts .. .. .	..	..	..	14	0	0			
Council of Education: Travelling expenses, advertising, &c. . . . .	..	..	..	267	15	9			
Examination expenses: Teachers' Public Service, and Scholarships	5,881	11	9						
Less recoveries (examination fees and Public Service Commissioner's share of cost)	3,431	6	8	2,450	5	1			
Flags for schools—New Zealand Ensigns .. .. .	..	..	..	35	13	6			
Grants in aid of free kindergartens .. .. .	..	..	..	1,430	15	0			
Postage and telegrams .. .. .	..	..	..	1,905	6	0			
Printing and stationery .. .. .	..	..	..	1,349	17	4			
Teachers' Superannuation Fund—									
Government contribution .. .. .	..	..	..	17,000	0	0			
Actuarial services rendered by Government Insurance Department .. .. .	..	..	..	202	2	10			
							24,793	5	6
Total .. .. .	..	..	..	..	..	..	£1,809,187	4	10

SUMMARY.

Service.	Paid from Parliamentary Votes.		Paid from Reserves Revenue.		Totals.	
	£	s. d.	£	s. d.	£	s. d.
Head Office	14,653	15 5	..	..	14,653	15 5
Elementary Education	1,190,453	10 11	122,181	11 8	1,312,635	2 7
Secondary Education	127,795	18 10	13,812	10 3	141,608	9 1
Technical Instruction	96,726	9 9	3,473	0 0	100,199	9 9
Training Colleges, &c.	53,119	13 0	2,267	0 0	55,386	13 0
Higher Education	41,465	15 4	10,049	5 5	51,515	0 9
Native Schools	42,085	9 6	1,736	0 0	43,821	9 6
Infant-life Protection	1,218	19 3	..	..	1,218	19 3
School for the Deaf	3,199	11 2	193	0 0	3,392	11 2
Education of the Blind	Cr. 25	5 11	..	..	Cr. 25	5 11
Schools for the Feeble-minded	9,537	13 11	283	0 0	9,820	13 11
Industrial Schools and Probation System	45,018	0 0	1,833	0 0	46,851	0 0
Material and Stores	3,316	0 10	..	..	3,316	0 10
Miscellaneous Services	24,793	5 6	..	..	24,793	5 6
Totals	1,653,358	17 6	155,828	7 4	£1,809,187	4 10

NOTE.—For a statement of the cost of education, inclusive of the amounts collected from educational bodies' endowment reserves, see Table A, page 81.

APPENDIX B.

ROLL OF THOSE EMPLOYED IN THE EDUCATION SERVICE WHO HAD JOINED THE EXPEDITIONARY FORCES UP TO THE 31ST DECEMBER, 1917.

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, 1917. 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.			
Ahier, William R.	February, 1916	Sole teacher, Ranginui and Tokanui School	Killed in action.
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	M.C.
Ashton, Anderson	May, 1917	Training College student.	
Atkinson, Reginald V.	August, 1915	Sole teacher, Pukemiro Collieries.	
Baird, James L.	September, 1917	Training College student.	
Baker, Edward S.	April, 1915	Head teacher, Mokauti.	
Barker, Eric L.	August, 1917	Training College student.	
Barker, Robert C.	February, 1916	Sole teacher, Henderson Point.	
Barr, Samuel D.	May, 1915	Assistant, Newton East.	
Barton, William H.	May, 1916	Sole teacher, Te Rena.	
Bathgate, Charles McL.	March, 1916	Sole teacher, Maraotai Nos. 1 and 2.	
Bayliss, John R.	May, 1915	Assistant, Horahora.	
Beasley, Arthur	April, 1917	Head teacher, Huarau.	
Beasley, James V.	July, 1917	Relieving teacher, Parenga.	
Becroft, Hubert C.	February, 1917	Probationer, Remuera.	
Beeson, Charles B.	May, 1916	Head teacher, Matamata.	
Bilkey, Edmond E.	February, 1915	Sole teacher, Red Hill	Discharged.
Bindon, Ernest B.	October, 1915	Training College student.	
Biers, William	November, 1915	Assistant, Newton East.	
Bishop, John J.	February, 1916	Head teacher, Kaitaia	Killed in action.
Bishop, Stanley J.	May, 1917	Assistant, Paeroa District High.	
Bishoprick, Alfred E.	February, 1916	Training College student.	Wounded twice
Bond, Enoch A.	October, 1917	Head teacher, Victoria Valley.	
Boswell Arthur	March, 1917	Training College student.	
Boswell, George	March, 1917	Head teacher, Otaika.	
Boyd, Edward A.	September, 1917	Sole teacher, Matahuru Nos. 1 and 2.	
Braithwaite, James H.	December, 1915	Head teacher, Huntly	Wounded; resumed December, 1917.
Briggs, Charles R.	May, 1915	Sole teacher, Rautangata West.	
Brown, Geoffrey McL.	August, 1914	Probationer, Belmont	Killed in action.
Brown, Martin G.	May, 1916	Head teacher, Maungatawhiri Valley	Wounded.
Bruford, Sydney H.	July, 1915	Sole teacher, Kinohaku No. 1.	
Burch, Arthur J.	October, 1915	Sole teacher, Karangahake.	
Burrow, Selwyn C.	February, 1917	Sole teacher, Mangateka.	
Burton, Ormond E.	November, 1914	Sole teacher, Ahuroa Nos. 1 and 2	Wounded twice.
Burton, Percy R.	February, 1916	Assistant, Point Chevalier.	
Bush, Samuel E.	March, 1917	Sole teacher, Ngapuke	Discharged; resumed February, 1918.
Carmody, James	August, 1916	Assistant, Huntly	Killed in action.
Carpenter, Henry E. D.	September, 1917	Training College student.	
Carr, Norman McL., B.A.	May, 1916	Assistant, Waihi South.	
Carson, William	August, 1916	Sole teacher, Waikokowai	Killed in action.
Carter, Harry G.	October, 1915	Pupil-teacher, Hamilton West	Wounded.
Carter, Stanley C.	August, 1916	Sole teacher, Ngarua.	
Cheeseman, Lewis C.	April, 1916	Training College student.	
Clark, Hugh R.	August, 1915	Sole teacher, Mangatu and Tutamoe	Wounded.
Clarke, Henry N. E.	October, 1917	Rotokakahi and Salt Springs.	
Clow, Donald R.	August, 1914	Sole teacher, Te Mapara	Resumed June, 1916.
Collins, Lawrence E.	July, 1916	Training College student	Killed in action.
Conyngham, John	April, 1917	Sole teacher, Whangaroa North.	
Cook, Walter S.	May, 1917	Sole teacher, Tuhikaramea.	
Corbett, Alfred S.	October, 1915	Sole teacher, Waingakau	Killed in action.
Cornes, John J. S., B.A.	March, 1917	Relieving tutor, Training College.	
Costello, Peter J.	February, 1916	Sole teacher, Paraheka and Rotopataka.	
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	Killed in action.
Crook, Harold L.	August, 1915	Assistant, Beresford Street	Wounded.
Crosby, Edward	June, 1917	Assistant, Northcote.	

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>			
Cutforth, Leslie R.	October, 1917	Training College student.	
Darroch, George M.	February, 1916	Sole teacher, Wayby	Discharged December, 1916; resumed duties.
Davis, Charles B.	October, 1915	Pupil-teacher, Avondale.	
De Montalk, Alexander S.	August, 1914	Assistant, Grey Lynn.	
Dempsey, Walter S.	March, 1917	Head teacher, Kiokio	Discharged; resumed April, 1918.
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; re-joined Forces, 1918.
Earle, William J.	February, 1916	Sole teacher, Waitetuna	Wounded.
Eaves, Harold	December, 1917	Training College student.	
Edmondson, John H.	February, 1917	Sole teacher, Te Ranga.	
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	Wounded.
Fawcett, Jacob W.	March, 1917	Relieving Assistant, Point Chevalier.	
Finlayson, Alexander M.	February, 1917	Relieving teacher, Kirikopuni.	
Finlayson, John I.	October, 1914	Probationer, Dargaville.	
Fletcher, Allan	October, 1915	Training College student.	
Fletcher, Raymond	February, 1917	Sole teacher, Kaimamaku.	
Foley, John	November, 1916	Sole teacher, Kaharoa and Oturoa	Died of wounds.
Fordyce, Andrew B.	August, 1914	Sole teacher, Komakorau	Wounded twice.
Francis, Archibald G.	November, 1917	Relieving teacher, Matahuru 1 and 2.	
Francis, Sydney P. E.	June, 1916	Sole teacher, Batley and Bickorstaffe	Died of wounds.
Furley, Philip C.	October, 1915	Sole teacher, Noss Valley.	
Gamlen, Richard B., M.A.	May, 1916	Sole teacher, Karekare and Whatipu	Resumed July; rejoined 1917; resumed 1918.
Gant, Albert H.	March, 1917	Assistant, Frankton.	
Gash, Edwin T.	September, 1917	Training College student.	
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, Parenga	Wounded.
Graham, Patrick	July, 1916	Relieving head teacher, Mokauiti	Discharged; resumed November, 1916.
Grey, Alan S.	August, 1914	Sole teacher, Waiheke Central and Man-o'-War Bay	Wounded; resigned from service December, 1916; resumed 1917.
Gribbin, Clinton R.	July, 1915	Pupil-teacher, Maungawhau.	
Grice, Lionel L. J.	February, 1916	Assistant, Papakura	Wounded.
Griffiths, Geoffrey L.	August, 1916	Sole teacher, Kakapuka.	
Hall, Harry F.	August, 1915	Assistant, Epsom	Killed in action.
Hames, Gilbert Martin	August, 1915	Sole teacher, Motumaoho.	
Hamley, Robin	July, 1916	Sole teacher, Tangowahine	Died of wounds.
Hannah, Arthur	August, 1914	Assistant, Edendale	Killed in action.
Hannken, Wilfred P.	October, 1917	Assistant, Ngaurawahia.	
Hare, Hubert D.	June, 1917	Sole teacher, Kaiawa, &c.	
Harper, Edgar G.	August, 1917	Relieving Assistant, Normal.	
Harris, Arthur L.	July, 1916	Training College student.	
Harvey, Roderick McG.	March, 1916	Head teacher, Graham's Fern	Wounded.
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, Andrew W.	October, 1917	Assistant, Mount Albert.	
Heath, Philip C.	February, 1916	Sole teacher, Tokirima Road.	
Heather, Bernard O.	May, 1916	Assistant, Papatoitoti	Wounded
Henderson, Richard A.	August, 1914	Pupil-teacher, Mount Roskill.	
Hewlett, Theophilus N.	August, 1915	Head teacher, Mapiu.	
Hilford, Arnold H.	July, 1917	Pupil-teacher, Mount Albert.	
Hill, John H.	July, 1917	Assistant, Newton West.	
Hillam, Ernest B.	February, 1917	Sole teacher, Hunua	Discharged; resumed September, 1917.
Hinton, Claude H.	August, 1914	Pupil-teacher, Onehunga	Wounded; resumed February, 1918.
Hogwood, Edward J. L.	August, 1914	Sole teacher, Oturoa.	Discharged medically unfit.
Hook, Alfred C.	July, 1917	Assistant, Richmond Road.	
Howes, Bernard H.	August, 1917	Relieving assistant, Point Chevalier.	
Hughes, Lionel M.	January, 1917	Pupil-teacher, Ponsonby	Killed in action.
Hunter, Edward J.	March, 1917	Sole teacher, Great Barrier and Katherine Bay.	
Hutton, Alexander L.	July, 1917	Relieving assistant, Papakura.	
Ingram, William N.	April, 1917	Head teacher, Taupaki.	
Isaachsen, Adolf O.	July, 1917	Relieving sole teacher, Mangatu, &c.	
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	Wounded.
Johns, William H.	August, 1914	Sole teacher, Kakapuka	Killed in action.
Johnson, Robert N.	August, 1914	Head teacher, Young's Point	Wounded; resumed October, 1916.

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>			
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 twice
Jones, Thomas R.	February, 1917	Assistant, Bayfield.	
Kay, William	August, 1914	Head teacher, Huntly	Wounded.
Kemble, Albert E.	June, 1917	Relieving head teacher, Kiochio.	
Kendon, Cecil W.	July, 1916	Sole teacher, Wairanga	Wounded.
Kime, Charles F.	February, 1917	Relieving assistant, Te Awamutu	Discharged; resumed February, 1918.
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, Loddra	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	Resigned.
Lorking, Ernest S.	December, 1914	Head teacher, Kakahi	Wounded.
Lowe, Joseph E.	June, 1915	Sole teacher, Puketurua.	
Lownsbrough, Frederic	October, 1916	Head teacher, Piopio.	
Lyall, William C.	February, 1917	Head teacher, Orini	Wounded.
McBoan, John S.	July, 1917	Relieving head teacher, Mokai.	
McCabe, George L.	November, 1915	Training College student	Reported killed.
McCormack, Daniel T.	July, 1916	Assistant, Edendale.	
McCowan, Henry	April, 1917	Assistant, Dargaville.	
McCowan, John T.	February, 1917	Sole teacher, Pakanae.	
McDonald, Ivon F.	May, 1916	Assistant, Pukokohe.	
McDonald, Murdoch A.	September, 1916	Secondary assistant, Coromandel District High.	
McDonald, Percy	October, 1915	Pupil-teacher, Grafton.	
McGeelie, John W.	July, 1916	Relieving head teacher, Kakahi.	
McGeochan, Thomas M.	August, 1914	Sole teacher, Kirokopuni	Wounded.
McIntyre, James K.	May, 1916	Sole teacher, Patetonga.	
Maokay, Thomas E. A.	March, 1916	Head teacher, Oropi	Wounded.
MacKenna, Robert J.	August, 1914	Sole teacher, Hastings and Otakoa	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	Killed in action.
McKinnon, Malcolm	July, 1916	Assistant, Helensville	Killed in action.
McKinnon, Roderick A.	December, 1915	Sole teacher, Rotorangi	Killed in action.
McLaren, William W.	February, 1917	Sole teacher, Omanawa and Omanawa Falls	Killed in action.
McLean, Charles J.	July, 1917	Assistant, Te Papapa.	
McLean, William E. A.	August, 1914	Pupil-teacher, Newmarket.	
Macleod, Davis S.	October, 1916	Probationer, Newton East.	
Macleod, John D.	July, 1915	Sole teacher, Tangowahine	Killed in action.
McMillan, Hugh N.	February, 1916	Sole teacher, Jordon and Pa.	
McMillan, James D.	March, 1917	Training College student.	
Maerac, Ferguson A.	November, 1917	Relieving sole teacher, Kaharoa and Oturoa.	
Malone, Charles L.	May, 1916	Pupil-teacher, Grey Lynn.	
Mark, Louis J.	August, 1916	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.	
Meale, Joseph S.	July, 1917	Pupil-teacher, Parnell.	
Menzies, Alexander	August, 1914	Head teacher, Piopio.	
Menzies, Jack H.	October, 1915	Pupil-teacher, Epsom	Wounded twice; discharged February, 1918.
Merrington, Alfred R.	February, 1915	Assistant, Napier Street	Wounded; resumed July, 1916.
Milnes, Herbert A. E.	March, 1916	Principal, Training College	Killed in action.
Moffitt, Henry A.	August, 1917	Relieving assistant, Opotiki.	
Moore-Jones, Herbert	March, 1915	Head teacher, Matamata.	
Moore, Rupert C.	February, 1917	Assistant, Newmarket.	
Morgan, Ernest C.	May, 1916	Sole teacher, Waiomio	Wounded.
Moyle, Harold L.	February, 1916	Sole teacher, Parikura and Tiroa.	
Musgrove, Frederick A.	February, 1917	Relieving, Mangatu and Tutamoc	Discharged; resumed August, 1917.
Nicholson, Arthur M.	March, 1917	Pupil-teacher, Newmarket	Wounded.
O'Brien, Dan	August, 1914	Sole teacher, Marakopa	Wounded; resumed March, 1916.
Ogilvie, Wilfred M.	July, 1917	Relieving assistant, Te Kuiti District High.	
Ollershaw, Reginald A.	May, 1917	Sole teacher, Rangiatea.	
Ophert, Jasper W.	November, 1915	Training College student.	
Osbaldiston, David R.	September, 1917	Training College student.	
Pondergrast, Charles	October, 1916	Sole teacher, Oputeke.	
Ponfington, William A. G., B.A.	October, 1915	Training College assistant	Wounded.
Percy, Albert C.	September, 1917	Training College student.	
Phelan, Ernest O.	October, 1914	Sole teacher, Ruakuri.	
Philpot, Owen J. D.	October, 1917	Sole teacher, Korakonui.	
Potter, John F.	August, 1914	Sole teacher, Papakura Valley.	
Potter, Norman F.	October, 1917	Sole teacher, Kaurua.	
Price, Carl A.	June, 1916	Head teacher, Waipuna.	
Price, Francis M.	July, 1916	Relieving head teacher, Waiharara.	
Roece, Arthur C.	July, 1916	Sole teacher, Albertland North	Resumed August, 1916.

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>			
Revell, George C.	February, 1917	Assistant, Tauranga.	
Rewa, Waaka S.	October, 1915	Training College student.	
Rice, Thomas D.	July, 1916	Head teacher, Netherton	Discharged; resumed November, 1917.
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.	
Roberts, John F.	February, 1917	Assistant, Mount Eden.	
Robertshaw, Allan K.	February, 1916	Head teacher, Waiharara.	
Robinson, Harvey T.	October, 1916	Training College student.	
Rogers, Daniel J.	March, 1917	Relieving head teacher, Patotonga.	
Rogers, Victor S.	October, 1917	Sole teacher, Glen Murray.	
Rope, Charles M.	August, 1914	Head teacher, Tautari	Died of wounds.
Sankey, Arthur W.	October, 1917	Relieving sole teacher, Tangoao.	
Schollum, John W.	June, 1916	Assistant, Warkworth.	
Scott, Charles E.	July, 1917	Assistant, Grafton.	
Sealy, Alfred D.	July, 1916	Head teacher, Mokai.	
Selby, Harold I.	August, 1916	Sole teacher, Pararui and Taipa.	
Senior, Stanton E.	August, 1915	Pupil-teacher, Newton East	M.C.
Shanks, Ernest A.	February, 1917	Relieving sole teacher, Parakeka and Rotopatoka.	
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, Frederick H. M.	October, 1917	Assistant, Remuera.	
Shepherd, Robert B.	July, 1915	Sole teacher, Tangihua	Killed in action.
Sheppard, Albert L.	April, 1917	Assistant, Devonport	Discharged; resumed March, 1918.
Simpkin, Charles H.	October, 1915	Sole teacher, Waimai and Waingaro	Died of wounds.
Sims, Arthur R.	August, 1917	Pupil-teacher, Beresford Street.	
Skinner, Percy F.	October, 1917	Head teacher, Te Kopuru.	
Slane, Gordon W.	March, 1917	Training College student.	
Slevin, Franz R.	April, 1916	Sole teacher, Araparara and Mangakura.	
Small, Harold	September, 1916	Assistant, Papakura.	
Smerdon, Stanley V.	July, 1916	Assistant, Mangawhau.	
Smith, Norman R.	March, 1917	Relieving sole teacher, Parikura and Tiroa.	
Smith, William H.	May, 1917	Assistant, Richmond Road	Resumed October, 1917.
Smith, William M.	January, 1916	Training College student.	
Snell, James H.	August, 1915	Sole teacher, Tangoao.	
Southey, Charles C.	March, 1916	Head teacher, Paongaroa.	
Stanton, John A.	October, 1915	Sole teacher, Awakino and Mokau	Wounded; resumed August, 1917.
Steele, Robert B.	September, 1914	Head teacher, Maungatawhiri Valley	Wounded.
Stephens, Edward S.	May, 1915	Sole teacher, Whitikahu	Wounded; discharged.
Stephenson, George F.	October, 1914	Head teacher, Mount Maunganui	Killed in action.
Stephenson, Oswald C.	February, 1916	Probationer, Thames South.	
Stewart, Christopher J.	May, 1917	Sole teacher, Kaitangiweka.	
Stewart, John S.	March, 1917	Training College student.	
Stretton, Ernest C.	February, 1917	Assistant, Bayfield.	
Strong, Sydney J.	May, 1917	Pupil-teacher, Grey Lynn.	
Strumpel, Frederick W.	September, 1917	Sole teacher, Tomarata	Discharged; resumed February, 1918.
Tatton, Joseph A.	February, 1917	Sole teacher, Ponga	Wounded.
Teesdale, William D.	November, 1915	Assistant, Waihi South	Discharged; resumed October, 1917.
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.	
Voysey, William D.	February, 1917	Relieving sole teacher, Waiheke Central and Man-o'-War Bay.	
Walker, Eric T. L.	October, 1916	Relieving sole teacher, Waimai and Waingaro.	Killed in action.
Walker, Spenceley	April, 1916	Assistant, Onehunga.	
Wallis, Stanley R.	November, 1915	Training College student.	
Warren, Robert J.	June, 1916	Sole teacher, Waitakaruru.	
Watkins, Leslie A.	September, 1917	Training College student.	
Watson, Cedric A.	May, 1917	Relieving sole teacher, Waikokowai.	
Wells, Henry J. C.	April, 1917	Relieving sole teacher, Kakapuka.	
Wells, John F., B.A.	June, 1915	Assistant, Edendale	Wounded; resumed April, 1918.
Wells, William S.	August, 1914	Sole teacher, Brynavor and Whareora	Killed in action.
White, Fergus G.	September, 1917	Training College student.	
White, Kenneth R.	February, 1916	Head teacher Awanui	Missing.
Wilcox, Alfred E.	July, 1915	Sole teacher, Selwyn.	
Wilcox, John S.	October, 1915	Sole teacher, Puhuc.	
Wilcox, Wilfred T.	October, 1915	Sole teacher, Punakitere.	Deceased.
Wilks, Frank	April, 1916	Secondary assistant, Paeroa	Wounded.
Williams, Eric L.	February, 1916	Sole teacher, Mangatu and Tutamoe	Discharged; resumed March, 1918.
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	Died of wounds.
Worsley, Harold J.	September, 1915	Assistant, Frankton	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.
TARANAKI EDUCATION BOARD.			
Bertrand, George F.	August, 1914	Assistant, Central	Wounded.
Buchler, Frederick J.	September, 1915	Assistant, Stratford	Killed in action.
Buchler, John W.	December, 1915	Assistant, Urenui	Killed in action.
Carroll, Archibald J.	February, 1917	Sole teacher, Nihoniho.	
Croswell, James	June, 1915	Probationer, Stratford.	
Cuthbert, John	June, 1916	Head teacher, Huiakama	Killed in action.
Heron, Albert J.	August, 1917	Assistant, secondary department, Stratford.	
Jones, Walter T. T.	April, 1916	Sole teacher, Kina	Discharged.
Lock, Henry W.	August, 1916	Sole teacher, Oeo	Discharged.
Longley, Donald	February, 1917	Head teacher, Kahui.	
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.
Stanton, Vernon	April, 1917	Probationer, Central.	
Stratford, Herbert A.	March, 1916	Head teacher	Wounded; to be discharged.
Thompson, H. J.	October, 1915	Secondary assistant, Stratford	Wounded.
WANGANUI EDUCATION BOARD.			
Abraham, George C.	June, 1917	Sole teacher, Coal Creek.	
Aitken, James D.	August, 1917	Assistant, Foxton	Resumed temporarily, 7th June, 1918.
Barns, Alfred B.	February, 1917	Sole teacher, Ruatiti.	
Barton, W. H.		Sole teacher, Te Rena.	
Blennerhassett, Roland	January, 1916	Pupil-teacher, Feilding District High	Discharged; resumed 15th July, 1918.
Blyth, Thomas A.	January, 1916	Head teacher, Ohakune.	
Booth, Atwood W.	August, 1915	Head teacher, Umumuri	Died of wounds, September, 1916.
Boswell, Gilmore R. B.	December, 1915	Pupil-teacher, Terrace End.	
Bowater, Harold R.	August, 1915	Head teacher, Taonui.	
Braik, Peter	July, 1916	Head teacher, Beaconsfield.	
Burgess, Conway	April, 1915	Assistant, Foxton	Wounded.
Callanan, John F.	August, 1915	Assistant, Ohakune.	
Calman, Gordon J.	November, 1916	Assistant, Lytton Street.	
Christofferson, Christian O.	February, 1915	Sole teacher, Ruatiti	Wounded.
Clemance, Herbert J.	March, 1916	Special assistant, Eltham.	
Clench, Thomas F. J.	June, 1916	Sole teacher, Utuwai	Discharged; resumed 19th July, 1916.
Coddington, Edward G.	September, 1915	Head teacher, Raurimu.	
Curry, Matthew G.	January, 1917	Head teacher, Rangiwahia.	
Davey, George H.	August, 1915	Assistant, Mangaweka	Wounded.
Durward, Donald F.	February, 1917	Sole teacher, Potaka Road.	
Ellis, Frank W.	April, 1916	Assistant, Rangataua	Returned; discharged 1918
Emmett, Frank N.	1917	Head teacher, Hikimutu.	
Ford, Algernon L.	August, 1915	Sole teacher, Owakura.	
Foster, F. J.	September, 1917	Sole teacher, Ruatiti.	
Galbraith, John	August, 1914	Sole teacher, Bainesse.	
Gauntlett, C. G.	1917	Sole teacher, Hukapapa.	
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.
Harland, E. D.	April, 1917	Assistant, Lytton Street.	
Harper, Martin R.	January, 1917	Sole teacher, Kakatahi.	
Henderson, Hubert	October, 1915	Assistant, Taihape.	
Hogg, John B.	August, 1915	Sole teacher, Carnarvon.	
Jollie, David A.	January, 1916	Sole teacher, Orautoha.	
Kibblewhite, Forrest G.	October, 1915	Assistant, Campbell Street.	
Lancaster, A. G.	September, 1917	Sole teacher, Taoroa Road.	
Lock, Albert D.	August, 1916	Sole teacher, Tiakitahuna	Discharged; resumed 1st December, 1917.
Lock, H. W.	May, 1916	Sole teacher, Wangahu	Discharged; resumed 1st December, 1917.
Lorking, S. E.	1917	Head teacher, Kakahi.	
Lyall, Henry	March, 1917	Head teacher, Longburn.	
McAuliffe, Thomas B.	November, 1915	Sole teacher, Kakatahi	Killed December, 1917.
McCay, Robert	March, 1916	Sole teacher, Makohau.	
Macdonald, James A.	June, 1917	Head teacher, Tiritea.	
McKay, Farquhar J.	June, 1917	Head teacher, Rangataua.	
McLean, Allan H.	January, 1916	Head teacher, Fitzherbert East.	
McLean, William H.	October, 1915	Assistant, Feilding.	
McLeod, George M.	April, 1916	Assistant, Rongotea.	
MacRae, Roderick D.	October, 1915	Assistant, Taihape.	
Morton, Guy	July, 1915	Acting sole teacher, Ruatiti.	
Nettleford, Vivian P.	November, 1916	Sole teacher, Kawhatau.	
Nicol, Albert C.	March, 1916	Sole teacher, Lacy's Landing and Retaruke.	
O'Reilly, John J.	September, 1916	Head teacher, Westmere.	
Parlane, Sydney G.	October, 1916	Sole teacher, Makohine Valley.	
Phillips, Charles E.	August, 1914	Assistant, Feilding	Killed.
Rees, Reginald	October, 1917	Sole teacher, Rewa.	
Robbie, George A.	July, 1915	Head teacher, Patea District High	Killed.

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— <i>continued.</i>			
Roulston, James D. ..	August, 1917 ..	Special assistant, Hunterville.	
Rule, Frank J. ..	August, 1914 ..	Sole teacher, Rata-iti ..	Died of wounds.
Sandle, Henry J. ..	July, 1916 ..	Sole teacher, Bainesse.	
Stevenson, William H. ..	May, 1916 ..	Sole teacher, Valley Road.	
Strack, George S. ..	April, 1915 ..	Assistant, Patea District High	Resumed; resigned 31st January, 1918.
Taylor, Edgar H. ..	February, 1917	Head teacher, Raurimu.	
Thomas, Harold W. ..	September, 1915	Sole teacher, Rotokaro.	
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.
Wiltshire, Frank ..	January, 1915	Assistant, Raetihi ..	Killed.
Windle, Arthur J. ..	August, 1915 ..	Sole teacher, Hihitahi.	
HAWKE'S BAY EDUCATION BOARD.			
Barnard, Stanley ..	August, 1914 ..	Pupil-teacher, Hastings District High	Killed in action.
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.
Clapham, William R. ..	April, 1917 ..	Assistant, Hastings North.	
Cockroft, George W. ..	January, 1915	Assistant, Napier Port.	
Cook, Fred ..	August, 1916 ..	Head teacher, Twyford.	
Cowan, David ..	August, 1916 ..	Assistant, Hastings District High.	
Douglas, John E. ..	February, 1916	Sole teacher, Morere.	
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 Main.	
Kay, Leslie V. ..	August, 1914 ..	Sole teacher, Te Puia Springs.	
Larking, Frank C. ..	March, 1917 ..	Sole teacher, Rakauroa.	
Larsen, Albert ..	February, 1916	Assistant, Gisborne East ..	Wounded; returned.
Lindauer, Victor W. ..	July, 1917 ..	Assistant, Napier Main.	
McRae, James ..	July, 1916 ..	Head teacher, Matawai.	
Mudgway, Alfred ..	May, 1917 ..	Pupil-teacher, Dannevirke North.	
Nicol, Thomas A. ..	July, 1915 ..	Assistant, Hastings District High ..	Wounded; returned.
Olley, James R. ..	June, 1917 ..	Assistant, Hastings North.	
Olsen, Othonius R. ..	May, 1916 ..	Assistant, Gisborne North.	
Primrose, John C. ..	March, 1917 ..	Assistant, Napier Port.	
Rigby, Cyril G. ..	July, 1916 ..	Assistant, Gisborne.	
Rigby, Norman F. ..	February, 1916.	Head teacher, Muriwai.	
Riley, Edgar ..	June, 1917 ..	Assistant, Napier Main.	
Ross, Kenneth ..	April, 1917 ..	Assistant, Hastings District High.	
Rowntree, Ernest H. ..	August, 1916 ..	Assistant, Waipawa District High.	
Soundy, Arthur W. ..	February, 1916	Head teacher, Makauri.	
Stockham, Thomas W. ..	August, 1916 ..	Assistant, Waipawa District High ..	Killed in action.
Ward, Richard D. ..	July, 1916 ..	Probationer, Gisborne West ..	Wounded; returned.
Webster, Edward ..	October, 1914	Assistant, Woodville District High	Wounded; returned.
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.	
Bennett, John B. ..	September, 1914	Training College student.	
Bish, Seymour S. M. ..	February, 1916	Probationer, Greytown.	
Bowler, Daniel C. ..	January, 1916	Training College ..	Deceased.
Butler, Ernest E. ..	February, 1916	Probationer, Newtown.	
Caigou, Charles A. ..	July, 1915 ..	Assistant, Lansdowne.	
Calman, W. G. ..	1917 ..	Training College student.	
Carston, H. F. ..	1917 ..	Training College student.	
Clachan, William J. ..	August, 1914 ..	Sole teacher, Takapu ..	Deceased.
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	Returned.
Craven, Leslie A. ..	September, 1914	Assistant, Grovetown ..	Returned.
Dabinett, F. M. ..	1917 ..	Training College student	
Davie, Harry P. C. ..	August, 1914 ..	Sole teacher, Mauriceville.	Deceased.
Dempsey, Sydney W., B.A. ..	September, 1915	Assistant, Clyde Quay.	Deceased.
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 ..	Returned.
Edwards, Ralph W. ..	September, 1915	Assistant, Brooklyn.	
Finlayson, J. H. M. ..	1917 ..	Head teacher, Canvastown.	
Foden, Norman A. ..	December, 1915	Assistant, Eastern Hutt.	
Forbes, W. R. ..	1917 ..	Sole teacher, Flat Creek.	
Foss, James B. ..	August, 1914 ..	Assistant, Levin ..	Died of wounds.
Fossette, Walter E. W. ..	November, 1915	Assistant, Clyde Quay ..	Wounded.
Frain, R. J. ..	July, 1916 ..	Sole teacher, Tane.	
Fraser, Ernest M. ..	September, 1915	Sole teacher, Grassmere ..	Deceased.

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

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
WELLINGTON EDUCATION BOARD— <i>continued.</i>			
Fulton, John G. B.	July, 1915	Training College student.	
Gaze, Frederick J.	September, 1916	Assistant, Maranui.	
Gibson, Francis	October, 1916	Assistant, Blenheim	Returned.
Gowdy, Harold	July, 1915	Assistant, Clyde Quay	Killed in action.
Graham, A. J.	1917	Assistant, Brooklyn.	
Gray, Harold A. W.	August, 1914	Pupil-teacher, Levin District High	Wounded twice.
Greig, Arthur G.	April, 1915	Sole teacher, Marama	Returned.
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.	
Hogben, E. N. M.	1917	Training College student.	
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	Deceased.
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')	Returned; re-enlisted.
Kerr, Harold W.	September, 1915	Probationer, Mount Cook (Boys').	
King, Sidney J.	January, 1916	Training College student.	
Kirby, J. R.	1917	Sole teacher, Makerua.	
Kirk, George W.	October, 1916	Head teacher, Te Horo	Returned.
Lancaster, A. G.	1917	Training College student.	
Larsen, Albert J.	September, 1914	Training College student.	
Longhurst, William T.	October, 1915	Sole teacher, Marima.	
Lyons, T.	1917	Training College student	Died of wounds.
McCaw, Peter R.	October, 1915	Training College student	Deceased.
McCaw, William T.	August, 1914	Assistant, Upper Hutt	Wounded.
McDonnell, S. J.	1917	Training College student.	
Marsden, Joseph S., B.A.	February, 1916	Assistant, Terrace	Deceased.
Matheson, Graham G.	February, 1916	Sole teacher, Pirinoa.	
Matheson, N. M.	1917	Pupil-teacher, Island Bay.	
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.	
Robertson, C.	1917	Assistant, Normal.	
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	Returned.
Smith, W. B., junior	1917	Training College student.	
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.	
Tocker, A. H.	1917	Assistant, Clyde Quay.	
Trainer, J. J.	1917	Assistant, Masterton.	
Tremewan, M. A.	1917	Assistant, Shannon.	
Walshe, E. B.	1917	Sole Teacher, Wharanui.	
Warner, D. G.	1917	Training College student.	
Webb, Arthur L.	September, 1914	Training College student	Deceased.
White, Alfred T.	September, 1915	Head Teacher, Hastwell	Wounded.
Wills, A. R.	1917	Training College student.	
Wilson, James A.	August, 1915	Probationer, Roseneath	Deceased.
Wiseman, John A.	January, 1916	Training College student.	
Young, Albert V.	November, 1915	Assistant, Berhampore.	
NELSON EDUCATION BOARD.			
Boyes, Esmond E. C.	January, 1916	Head teacher, Neudorf	Wounded.
Ching, Harold L.	August, 1914	Sole teacher, Tui	Wounded; resumed March, 1916.
Davies, Ralph G.	August, 1917	Sole teacher, Rocky River.	
Dron, Douglas A.	December, 1914	Head teacher, Tarakohe	Wounded.
Ellery, Henry V.	November, 1915	Sole teacher, Ferntown	Resumed February, 1918.
Ford, Edgar N.	September, 1917	Sole teacher, Awaroa.	
Goodyer, John	October, 1915	Assistant, Reefton.	
Hayes, Frank E. S.	August, 1914	Sole teacher, Puponga	Resumed, May, 1916.
Jordan, James G.	February, 1917	Head teacher, Seddonville.	
Lewis, Allan	May, 1916	Sole teacher, Pokororo.	
Lovridge, Ray	October, 1915	Sole teacher, Fern Flat.	
McBean, Ernest S.	February, 1916	Head teacher, Wai-uta.	
McGlashen, Ralph	October, 1915	Sole teacher, Stanley Brook	Wounded; resumed June, 1918.

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— <i>continued.</i>			
Marr, Henry	August, 1914 ..	Assistant, Seddonville ..	Killed in action.
Menzies, George R. ..	September, 1914 ..	Second Assistant, Reefton District High ..	Wounded; resumed June, 1916.
Satherley, Vernon	October, 1917 ..	Sole teacher, Uruwhema ..	
Senior, Frank	November, 1914 ..	Sole teacher, Owen Junction ..	Killed in action.
Sheddan, Samuel	June, 1916 ..	Head teacher, Waimangaroa ..	
Sutherland, John P. ..	February, 1916 ..	Sole teacher, Mangarakau ..	Killed in action.
Tunncliffe, Norris H. ..	August, 1914 ..	Head teacher, Wai-uta ..	Wounded; resumed February, 1918.
Tunncliffe, Robert G. ..	February, 1917 ..	Sole teacher, Umere ..	Wounded.
Vercoc, Eric	February, 1916 ..	Sole teacher, Tui ..	Shell-shock; resumed April, 1918.
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 ..	Returned.
Allison, H. H.	January, 1916 ..	Head teacher, Lyttelton ..	Resumed September, 1917.
Bain, Arthur C. W.	August, 1914 ..	Training College student ..	Killed in action.
Barnett, Arthur J.	May, 1916 ..	Assistant, Shirley ..	Killed in action.
Baverstock, Harold S. ..	January, 1916 ..	Pupil-teacher, Elmwood ..	Wounded, returned.
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 ..	Invalided.
Boyd, Arthur A.	June, 1915 ..	Assistant, Rangiora ..	Wounded, missing.
Boyle, C. A. P.	June, 1917 ..	Training College student ..	
Brown, A. W.	August, 1917 ..	Training College student ..	
Brown, John B.	October, 1916 ..	Head teacher, Brookside ..	
Burrows, William M.	June, 1916 ..	Assistant, Ashburton ..	Wounded, returned.
Cartwright, Walter H. ..	June, 1916 ..	Assistant, Geraldine ..	
Colthart, James	April, 1917 ..	Assistant, Fendalton ..	
Cornford, E. S.	September, 1915 ..	Head teacher, Kisselton ..	Killed in action.
Cotton, G. W.	January, 1916 ..	Training College student ..	
Dalley, C. G.	February, 1917 ..	Pupil-teacher, Kaiapoi ..	
Dalley, Edward R.	June, 1915 ..	Training College student ..	Wounded.
Dempsey, A.	September, 1914 ..	Head teacher, Pigeon Bay ..	
Denno, A. D.	February, 1917 ..	Assistant, Waltham ..	
Foord, Fred R.	August, 1914 ..	Assistant, Cobham ..	Wounded.
Foster, William A.	July, 1915 ..	Head teacher, Chamberlain ..	Wounded.
Gilling, C. D.	February, 1917 ..	Assistant, Hornby ..	Resumed October, 1917.
Gray, Alexander, B.A. ..	April, 1916 ..	Assistant, Akaroa District High ..	Wounded.
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 ..	Wounded; returned.
Hayman, Benjamin F. ..	August, 1915 ..	Training College student ..	
Hoare, George H.	October, 1914 ..	Assistant, Waltham ..	Wounded.
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 ..	
Lopdell, F.	January, 1916 ..	Assistant, Geraldine District High ..	
Lucas, Herbert N.	November, 1915 ..	Sole teacher, Ashburton Forks ..	Resumed April, 1917.
McCallum, A.	October, 1917 ..	Sole teacher, Timaunga ..	Returned.
McDonald, Donald J. ..	August, 1914 ..	Training College student ..	
McDonough, M.	November, 1917 ..	Probationer, Lyttelton ..	
McGuigan, J. J.	October, 1917 ..	Sole teacher, Otira ..	
McKeown, B. A.	April, 1917 ..	Assistant, Kaiapoi ..	
McLeod, John A.	March, 1917 ..	Assistant, St. Albans ..	
McMurtrie, A. F.	May, 1917 ..	Head teacher, Morven ..	
McRae, Alexander P. ..	October, 1915 ..	Head teacher, Lakeside ..	Killed in action.
Maber, Keppoch McD. ..	January, 1916 ..	Pupil-teacher, Waimataitai ..	
Magninness, S. M.	February, 1917 ..	Assistant, Beckenham ..	
Marks, Horace R.	August, 1914 ..	Training College student ..	
Marwick, John, M.A.	February, 1916 ..	Assistant, Pleasant Point Dist. High ..	
Mauger, E.	February, 1917 ..	Assistant, Darfield ..	
Maurice, F. D.	August, 1914 ..	Assistant, Waimate District High ..	Killed in action.
Maxwell, J. E.	April, 1917 ..	Assistant, Wharenui ..	
Menzies, J. L.	September, 1915 ..	Relieving teacher ..	Wounded.
Methven, R.	February, 1917 ..	Pupil-teacher, Christchurch East ..	
Mills, David C.	August, 1914 ..	Training College student ..	Died of wounds.
Moor, Carolus T.	April, 1916 ..	Assistant, Addington ..	Wounded.
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 ..	Wounded.
Mullins, Timothy	August, 1914 ..	Pupil-teacher, Greymouth Dist. High ..	Returned.
O'Connor, M.	January, 1916 ..	Pupil-teacher, Timaru Main ..	
O'Connor, William	July, 1916 ..	Assistant, Waimate District High ..	
O'Donoghue, M. F.	March, 1917 ..	Assistant, Christchurch West District High ..	
Oram, Harry	November, 1915 ..	Assistant, Timaru Main ..	Wounded.
Pratt, C. F.	April, 1917 ..	Head teacher, Doyleston ..	
Pratt, William S.	August, 1914 ..	Assistant, Christchurch West ..	

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

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
CANTERBURY EDUCATION BOARD— <i>continued.</i>			
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	Killed in action.
Seyd, William	October, 1915 ..	Pupil-teacher, Albury ..	Killed in action.
Sharpe, W. A.	July, 1917 ..	Training College student.	
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 ..	Killed in action.
Sustins, Nolan	August, 1914 ..	Assistant, Sydenham ..	Killed in action.
Talbot, Arthur E.	February, 1916 ..	Assistant, Greymouth District High	Killed in action.
Thomas, S. H.	August, 1917 ..	Training College student.	
Thompson, L. F.	October, 1917 ..	Training College student.	
Thwaites, L. J. W.	July, 1917 ..	Head teacher, Irwell.	
Wake, H. G.	September, 1916 ..	Head teacher, Christchurch East.	
Walker, D.	November, 1917 ..	Head teacher, Hakataramea.	
Watkins, C. C.	October, 1917 ..	Training College student.	
Watson, R. G.	February, 1917 ..	Sole teacher, Chamberlain.	
Watson, William D.	February, 1915 ..	Sole teacher, Tawai.	
Wauchop, W. S.	October, 1917 ..	Assistant, Training College.	
Williams, A. G.	June, 1917 ..	Training College student.	
Williams, O. W.	April, 1917 ..	Head teacher, Arthur's Pass.	
Williamson, E. A.	August, 1917 ..	Head teacher, Duvauchello's Bay.	
Wilson, David G.	June, 1915 ..	Assistant, St. Albans.	
Wilson, T. P. G.	November, 1915 ..	Training College student ..	Returned.
Withers, Arthur J. T.	June, 1915 ..	Assistant, Christchurch West	Resumed May, 1916.
Wylie, Thomas N.	October, 1917 ..	Relieving.	
OTAGO EDUCATION BOARD.			
Allan, Reginald	August, 1916 ..	Assistant, Anderson's Bay.	
Anderson, Peter J.	January, 1916 ..	Assistant, North-east Valley	Wounded.
Arnold, Cuthbert F., M.A.	February, 1917 ..	Assistant, Oamaru South.	
Barclay, Samuel M.	February, 1917 ..	Training College student ..	Wounded.
Barton, Oke	August, 1914 ..	Assistant, Oamaru North.	
Barton, Vivian	May, 1915 ..	Training College student.	
Bell, Cecil R.	December, 1914 ..	Training College student ..	Wounded.
Bennet, Kenneth W.	September, 1917 ..	Probationer, Arthur Street.	
Blaikie, William	May, 1915 ..	Sole teacher, Kahuika.	
Boraman, Walter J.	September, 1917 ..	Relieving head teacher, Dunback.	
Botting, Howard E. A.	November, 1916 ..	Training College student	Wounded.
Botting, Robert W. S.	December, 1915 ..	Assistant, Lawrence Secondary	Wounded; resumed November, 1917.
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 James	May, 1916 ..	Sole teacher, Tahakopa ..	Died of wounds.
Burrell, Frederick W.	June, 1915 ..	Sole teacher, McLernan.	
Cairney, Thomas	January, 1916 ..	Sole teacher, Henley.	
Closs, William O.	February, 1916 ..	Assistant, George Street ..	Killed in action.
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; resumed November, 1917.
Davidson, Andrew	September, 1916 ..	Sole teacher, Te Houka.	
Davis, Lyell H.	August, 1914 ..	Training College student.	
Dunn, Stanley B.	November, 1916 ..	Training College student.	
Eggelton, Thomas E.	April, 1917 ..	Assistant, Forbury.	
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.	
Finlay, Robert N.	April, 1917 ..	Training College student.	
Foote, Francis W.	March, 1917 ..	Sole teacher, Bluespur ..	Resumed May, 1917.
Forsyth, David	September, 1917 ..	Training College student.	
George, William K.	August, 1914 ..	Training College student ..	Wounded.
Gibb, Stewart C.	September, 1916 ..	Relieving assistant, Kaikorai.	
Gondie, John C. B.	June, 1916 ..	Relieving head teacher, Otekaike	Killed in action.
Graham, John	February, 1917 ..	Assistant, Caversham.	
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.	
Holgate, Maxwell, R., B.A.	March, 1917 ..	Relieving assistant, Morningson.	
Hubbard, Ivan B.	August, 1915 ..	Sole teacher, Bald Hill ..	Wounded; resumed February, 1917.
Jackson, William H.	June, 1917 ..	Training College student.	
Johnston, Alexander T.	May, 1915 ..	Relieving assistant, Balclutha.	
Johnston, John G.	March, 1915 ..	Assistant, Morningson ..	Wounded; resumed March, 1917.
Kennedy, Alexander S.	January, 1915 ..	Assistant, North-east Valley	Wounded.
Kennedy, Archibald P.	November, 1916 ..	Assistant, Albany Street.	
Kibblewhite, Charles W.	October, 1917 ..	Relieving sole teacher, Moonlight.	
Laing, Henry	March, 1917 ..	Sole teacher, Ida Valley.	
Landreth, William H.	January, 1916 ..	Sole teacher, Katea.	
Luke, Gabriel M.	October, 1916 ..	Training College.	
McBride, Joseph B.	August, 1914 ..	Training College student.	
McDonald, Gordon F.	May, 1915 ..	Assistant, Oamaru Middle.	
Macdonald, Hugh G. B.	July, 1916 ..	Assistant, Kensington.	

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

Name.	Date of joining Forces.	School and Position held prior to joining Forces.	Remarks.
OTAGO EDUCATION DISTRICT—<i>continued.</i>			
McDougall, Walter P.	November, 1914	Sole teacher, Rongahere	Wounded.
McIntyre, Hugh	September, 1916	Sole teacher, Matakau.	
McLaren, Alexander	June, 1916	Relieving assistant, Mosgiel	Killed in action.
Maclean, Ian H.	October, 1915	Training College student	Wounded.
McNaughton, Donald S.	May, 1917	Training College student.	
Maloney, John	October, 1916	Pupil-teacher, Albany Street	Resumed January, 1917.
Mawhinney, Ezekiel	December, 1916	Training College student.	
Mayer, William G.	June, 1917	Training College student.	
Milne, Alexander	June, 1916	Training College student	Wounded.
Moir, John H., B.A.	August, 1914	Head teacher, Mosgiel	Wounded, and now doing military work in New Zealand.
Nicholas, William S.	February, 1917	Training College student	Killed in action.
Nind, Horace W.	May, 1917	Relieving sole teacher, Wharekuri.	
Parr, Cuthbert, M.A.	February, 1915	Assistant, Balclutha	Wounded.
Pay, William H.	August, 1915	Relieving assistant, Albany Street	Died of wounds.
Perry, William S.	January, 1916	Pupil-teacher, Musselburgh.	
Robertson, John A.	October, 1916	Pupil-teacher, Albany Street	Killed in action.
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.
Simonsen, Bertzow F.	January, 1917	Pupil-teacher, Alexandra.	
Sinclair, William H. C.	August, 1917	Sole teacher, Waipahi	Home service.
Smith, Oscar C.	May, 1915	Sole teacher, Ida Valley.	
Smith, Oswald J.	January, 1917	Training College student	Died of wounds.
Sparks, William J.	February, 1916	Sole teacher, Kokoama.	
Stevens, Herbert M.	April, 1915	Head teacher, Lower Harbour.	
Swan, George	August, 1915	Head teacher, Otakou	Wounded.
Tempero, Frank J.	October, 1916	Assistant, Oamaru South.	
Thomas, William	May, 1917	Training College student.	
Thomson, Walter	October, 1916	Training College student	Died of wounds.
Townrow, Walter H.	May, 1917	Training College student.	
Turner, William W., B.A.	December, 1915	Head teacher, Balclutha District High	Killed in action.
Waddell, David B.	August, 1914	Sole teacher, Rae's Junction.	Resumed February, 1917.
Wade, Robert H., B.A.	February, 1917	Secondary assistant, Balclutha.	
Watson, John	August, 1914	Assistant, Oamaru South.	
Watt, Malcolm McP.	March, 1915	Assistant, Tapanui	Wounded.
White, David	January, 1916	Sole teacher, Pounawea	Discharged from camp.
White Percy H.	December, 1914	Head teacher, Hyde	Killed in action
Wilson, Ernest	October, 1915	Assistant, Mosgiel	Resumed October, 1917.
Wilson, John M.	March, 1917	Assistant, Tokomairiro	Resumed July, 1917.
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.
Calder, Walter S. P.	1917..	Head teacher, Wendon.	
Cameron, George	1917..	Assistant, Invercargill South.	
Collier, Charles	June, 1915	Sole teacher, Glencoe	Wounded; discharged.
Cushen, John A.	1917..	Head teacher, Myross Bush.	
Egan, Thomas	August, 1915	Head teacher, Scott's Gap.	Returned.
Evans, William S.	1917..	Sole teacher, Tuturau.	
Gilchrist, Norman	August, 1915	Assistant, Invercargill South.	
Grenfell, Alfred F.	August, 1914	Assistant, Invercargill South.	
Hall, Norman	March, 1915	Assistant, Orepuki	Killed in action.
Kelly, Bernard	1917..	Assistant, Mataura	Returned.
Lamb, Robert J.	March, 1916	Sole teacher, Quarry Hills and Waikawa Valley	Killed in action.
Lamont, Nisbet	January, 1916	Assistant, Otautau	Killed in action.
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.	
Lopdell, Leonard R.	1917..	Sole teacher, Redan.	
Lyttle, David J. A.	August, 1914	Assistant, Gore	Killed in action.
McFeely, Hugh	1917..	Head teacher, Tuatapere.	
McGlashan, Peter	September, 1914	Relieving head teacher, Arrow	Killed in action.
MacKay, Duncan	1917..	Assistant, Riverton.	
MacKay, Eric	1917..	Head teacher, Wairoa.	
McLeod, John W.	November, 1915	Sole teacher, Caroline	Killed in action.
McNarey, Robert	1917..	Sole teacher, Ermedale	Returned.
Manson, David S.	1917..	Assistant, Winton.	
Millard, Arthur J.	May, 1915	Head teacher, Fortrose	Returned.
Milne, Alexander	October, 1914	Head teacher, Pembroke.	
Moodie, Bedford	January, 1915	Assistant, Wallacetown	Returned.
Petrie, Arnold	September, 1915	Assistant, Waikiwi	Killed in action.
Pebble, Stanley	February, 1916	Pupil-teacher, Gore.	
Rae, Duncan	October, 1915	Assistant, Invercargill South	Wounded; discharged.
Rowe, Alfred	1917..	Assistant, St. George.	
Schroeder, Herbert	1917..	Sole teacher, Wairaki.	
Simpson, Henry G.	February, 1915	Sole teacher, Glenham	Returned.
Spragg, Arthur W.	August, 1915	Sole teacher, Skipper's.	
Sproat, Hugh G.	May, 1915	Assistant, Invercargill Middle	Returned.
Stark, David	1917..	Pupil-teacher, Gore.	
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.			
Allen, George	February, 1917	Woodwork instructor	
Baldon, William	April, 1917 ..	Woodwork instructor	Killed in action.
Burgess, Claude E. .. ..	.. ..	Instructor of mathematics	Died of wounds.
Clayton, Edmund W. D.	July, 1915 ..	Woodwork instructor	Resumed duties, April, 1918.
Donnan, Arthur W. .. ..	.. ..	Agricultural instructor	Died of wounds.
Galitzenstein, Godefroy .. ..	.. ..	Instructor in commercial history and French	Died of wounds.
McCarthy, Claude	September, 1916	Instructor in English and mathematics	
Morgan, Leonard O. .. ..	.. ..	Assistant instructor, Engineering Department	
O'Shanuassy, Gilbert P.	January, 1917	Instructor of mathematics	
Randle, Benjamin P.	December, 1915	Woodwork instructor	Resumed duties.
Snedden, Alfred D.	November, 1915	Woodwork instructor.	
Ward, Lawrence	June, 1916 ..	Woodwork instructor.	
TARANAKI EDUCATION DISTRICT.			
Johnson, Hector C.	September, 1917	Agricultural instructor.	
Kirkpatrick, Robert D.	September, 1917	Engineering instructor.	
WANGANUI EDUCATION BOARD.			
Bastings, L.	October, 1915..	Science master, Wanganui Technical College.	
Gibson, E. P.	February, 1916	Art master, Wanganui Technical College	Killed in action.
Preccc, A. .. ..	.. ..	Instructor, Palmerston North Technical School	Wounded.
Robertson, D. L.	September, 1916	First Assistant, Wanganui Technical College	Killed in action.
Stephenson, W.	April, 1916 ..	Woodwork instructor.	
Taylor, A.	January, 1915	Assistant, Wanganui Technical College	Missing.
Verry, Frank .. ..	.. ..	Woodwork instructor.	
HAWKE'S BAY EDUCATION DISTRICT.			
Brown, Charles	February, 1916	Woodwork Instructor, Gisborne.	
Hawkins, Percy S.	April, 1917 ..	Woodwork instructor, Hastings.	
Higgins, Marion .. ..	.. ..	Cookery instructress, Gisborne.	
WELLINGTON EDUCATION DISTRICT.			
Brown, Alfred A.	1916.. ..	Board's woodwork instructor	Discharged.
Drewitt, C. J. .. ..	.. ..	Instructor, Wellington Technical School.	
Earnshaw, William .. ..	.. ..	Instructor, Wellington Technical School.	
Johnson, H. W.	1917.. ..	Instructor, Wellington Technical School.	
McLachlan, Archibald	1916.. ..	Board's woodwork instructor.	
Mason, John	1917.. ..	Registrar, Petone Technical School.	
Smith, Vivian	1917.. ..	Instructor, Wellington Technical School.	
Smith, L. V.	1917.. ..	Instructor, Wellington Technical School.	
Tunley, Frank	1915.. ..	Board's woodwork instructor.	
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	Returned.
Childs, A. J. .. ..	.. ..	Instructor, Ashburton Technical School	Killed in action.
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.	
Grieve, William	1917.. ..	Instructor, Invercargill Technical School	Wounded and gassed.

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

Name.	Position held prior to joining Forces.	Remarks.
Adams, H. S.	Lecturer, Otago University.	
Adams, T. D.	Professor, Otago University.	
Adamson, F. F.	Assistant master, Ashburton High School	Killed in action.
Airey, T. A.	Assistant master, Auckland Grammar School	Killed in action.
Alexander, William A.	Assistant master, Dannevirke High School	Killed in action.
Armstrong, P. F.	House tutor, Wanganui Collegiate School	Killed in action.
Barnett, L. E.	Professor, Otago University	Returned to duty.
Beattie, G. C.	Assistant master, Ashburton High School.	
Begg, Oliver J.	Assistant master, Otago Boys' High School.	
Bevan-Brown, C. Mr	Science master, Wanganui Collegiate School	Invalided home.
Bird, J. W.	Assistant master, Nelson College.	
Boyne, J. M.	Assistant master, Palmerston North High School	Wounded.
Brodie, T.	Assistant master, Wellington College.	
Bruce, R. M.	Professor's assistant, Victoria University College.	
Bryan-Brown, G. S.	Chaplain, Christ's College Grammar School	Killed.
Burbidge, P. W.	Lecturer, Victoria University College.	
Butterworth, E. M.	House tutor, Wanganui Collegiate School	Killed in action.
Buxton, T.	Commercial master, New Plymouth High School.	
Caddick, A. E.	Assistant master, Wellington College	Wounded.
Callan, J. B.	Lecturer, Otago University.	
Caradus, W.	Assistant master, Auckland Grammar School.	
Castle, Arthur P.	Assistant master, Gisborne High School	Killed in action.
Chapple, L. J. B.	Assistant master, Southland High School.	
Obishohn, D. S.	Assistant master, Waitaki High School.	
Cockroft, E. A.	Assistant master, Timaru High School.	
Cody, G.	Assistant master, Dannevirke High School.	
Comrie, L. J.	Assistant master, Auckland Grammar School.	
Condcliffe, J. B.	Professor's assistant, Canterbury University College.	
Cory-Wright, S.	Lecturer, Auckland University College.	
Cuddie, J. R.	Assistant master, Wellington College.	
Cuthbert, R. A.	Assistant master, Timaru High School.	
Darwin, Lisle J.	Assistant master, Christchurch High School.	
Dellow, K. J.	Assistant master, Auckland Grammar School	Wounded.
Dinneen, J. D.	Assistant master, Auckland Grammar School	Killed in action.
Dunphy, W. P.	Assistant master, Gisborne High School	Wounded.
Espinier, R. H.	Assistant master, New Plymouth High School.	Wounded; returned.
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.	
Gilroy, C. M.	Professor's Assistant, Otago University.	
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	Killed in action.
Hamblyn, C. J.	Assistant in preparatory department, New Plymouth High School	Wounded.
Hancock, G. G.	Second assistant master, Marlborough High School	Wounded; invalided home.
Hind, C. A. S.	Assistant master, Timaru High School.	
Hoar, W.	Drill instructor, Christchurch Boys' High School.	
Holmes, W. E.	Assistant master, Otago High School.	
Jennings, L. S.	Science master, Waitaki High School	Killed in action.
Johnson, J. C.	Professor, Auckland University College.	
Kidd, R.	Junior assistant, New Plymouth High School.	
King, H. W.	Assistant master, Auckland Grammar School	Killed in action.
Lang, F. W.	Assistant master, Auckland Grammar School.	
Latham, F. H.	Assistant master, Wanganui Collegiate School.	
Littlejohn, Colin M.	Assistant master, Otago High School.	
Long, A. T.	Assistant master, Wanganui Collegiate School	Killed in action.
Lusk, H. B.	Assistant master, Christ's College Grammar School.	
Macdonald, M.	Junior master, New Plymouth High School.	
Macdonald, W. M.	Tutor, Otago University.	
McLeod, D.	Professor's assistant, Victoria University College.	
McMurray, V. S.	Assistant master, New Plymouth High School.	
Malthus, C.	Assistant master, Nelson College.	
Manson, A. J.	Probationer, Napier High School	Wounded (M.C.).
Marsden, B.	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.	
Napier, O. J. W.	Lecturer, Otago University.	
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	Wounded.
Paterson, John G.	Science master, Hamilton High School.	
Paterson, J. M.	Lecturer, Otago University.	
Pickorill, H. P.	Professor, Otago University.	
Pow, James.	Assistant master, Otago High School.	
Ramsay, H. V.	Assistant master, Thames High School	Killed in action.
Rands, H.	Science master, Waitaki High School.	

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

Name.	Position held prior to joining Forces.	Remarks.
Reid, A. S.	House tutor, Wanganui Collegiate School	Killed in action.
Robertson, Thomas G.	Assistant master, Otago High School.	
Rohan, M. D.	Assistant master, Auckland Grammar School.	
Rowe, H. V.	Assistant master, Christchurch Boys' High School.	
Saxon, H.	Assistant master, Nelson College.	
Searle, H. V.	Third assistant master, New Plymouth High School	Sick.
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	Wounded; discharged.
Slater, Henry W.	Assistant master, Otago High School.	
Smith, C. M.	Assistant master, Otago High School.	
Smith, N. H.	Assistant master, Auckland Grammar School.	
Stephens, A. C.	Lecturer, Otago University.	
Stewart, Hugh	Professor, Canterbury College.	
Struthers, J. B.	Assistant master, Southland High School	Killed in action.
Taylor, F. A.	Assistant master, Auckland Grammar School	Wounded.
Thomson, A.	Assistant master, Nelson College.	
Thomson, J.	Assistant master, Waitaki High School	Severely wounded.
Waters, D. B.	Professor, Otago University	Returned to duty.
Wells, E. L.	House tutor, Wanganui Collegiate School	Killed in action.
Williams, G. H.	Assistant master, Wellington College.	
Wilson, J. V.	Lecturer, Auckland University College	Wounded.
Wilson, W.	Lecturer, Auckland University College.	
Worley, C. P.	Assistant master, Nelson College	Wounded; returned to New Zealand.

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

Name.	Date of joining Forces.	Position held prior to joining Forces.	Remarks.
AUCKLAND EDUCATION BOARD.			
Baxter, Raymond L.	May, 1917	Clerk	Resumed January, 1918.
Carnahan, William H. N.	April, 1915	Accountant.	
Cox, Herbert W. . . . .	.. .. .	Clerk.	
Dobson, Albert	September, 1916	Clerk	Resumed April, 1918.
Gibb, W. H. . . . .	.. .. .	Draughtsman.	
Hawk, Horace L.	August, 1917	Clerk.	
Maddison, Charles H. . . . .	.. .. .	Clerk.	
Mills, Arnold E.	September, 1915	Clerk	Killed in action.
Nixon, Albert	June, 1916	Clerk	Resumed June, 1917.
Williams, Charles J. . . . .	.. .. .	Clerk.	
WANGANUI EDUCATION BOARD.			
Bell, Peter H.	December, 1914	Chief Clerk.	
Braik, D. G.	April, 1917	Draughtsman.	
Bree, J. H. S.	July, 1917	Assistant Accountant.	
Hood, C. N.	March, 1917	Architect	Discharged August, 1917.
HAWKE'S BAY EDUCATION BOARD.			
Molhuish, Frank W.	May, 1915	Accountant.	
Neilson, Herbert N.	October, 1915	Clerk.	
Fleming, Lionel B.	June, 1917	Clerk.	
Seoon, William H.	October, 1915	Truant Officer	Wounded; returned.
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.			
Carrington, George W.	February, 1917	Clerk.	
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; returned.

LIST 5.—DEPARTMENTAL OFFICERS.

Name.	Date of joining Forces.	Position held prior to joining Forces.	Remarks.
Aburn, S. S. ..	June, 1917 ..	Cadet, Head Office.	
Armstrong, H. J. ..	October, 1917	Carpenter attendant, Special School, Otekaika.	
Ashby, T. W. M. ..	February, 1916	Clerk, Head Office	Wounded; discharged; resumed duty.
Ashwin, B. C. ..	October, 1916	Clerk, Head Office	Wounded.
Austin, W. S. ..	January, 1915	Assistant Inspector of Schools ..	Wounded.
Barnett, David ..	August, 1914 ..	Head teacher, Native School, Rawhiti.	
Bowie, H. J. ..	July, 1917 ..	Cadet, Head Office.	
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.	
Cox, T. P. ..	February, 1917	Clerk, Head Office.	
Davey, Ivor ..	August, 1915 ..	Sub-editor <i>School Journal</i> , Head Office	Wounded.
Egley, B. ..	June, 1915 ..	Clerk, Head Office.	
Ekins, A. H. ..	June, 1916 ..	Farm hand, Nelson Industrial School.	
Ferguson, V. M. N. ..	November, 1917	Cadet, Head Office.	
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	Discharged; resumed duty.
Gunn, Dr. Elizabeth	December, 1915	Medical Inspector of Schools ..	Resumed February, 1917.
Hendry, J. C. ..	June, 1915 ..	Clerk, Head Office	Killed in action.
Jamieson, T. H. ..	October, 1915	Clerk, Head Office	Wounded.
Lake, A. E. ..	January, 1917	Cadet, Head Office	Wounded.
Logan, Alexander ..	April, 1916 ..	Mechanic, Otekaika	Wounded.
McAlister, J. L. ..	August, 1914 ..	Cadet, Head Office.	
MacArthur, A. D. ..	December, 1915	Head teacher, Native School, Tangoio.	
McCull, J. ..	May, 1917 ..	Assistant gardener, Special School, Otekaika.	
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.	
Naughton, D. O. ..	June, 1917 ..	Cadet, Head Office.	
Nutt, J. C. M. ..	June, 1916 ..	Clerk, Head Office.	
Orr, J. A. ..	February, 1916	Clerk, Head Office	Wounded.
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.	
Roydhouse, A. P. ..	May, 1917 ..	Physical Instructor, Dunedin.	
St. George, E. V. ..	August, 1914 ..	Cadet, Head Office	Died of sickness.
Salisbury, H. ..	August, 1914 ..	Storeman, Boys' Training - farm, Weraroa	Wounded.
Saunders, N. G. ..	April, 1917 ..	Assistant Schoolmaster, Burnham Industrial School.	
Sinclair, E. D'A. ..	August, 1917 ..	Cadet, Head Office.	
Warren, T. F. ..	August, 1916 ..	Assistant Inspector of Schools.	
Wisely, H. O. ..	May, 1915 ..	Cadet, Head Office	Killed in action.
Woodley, F. T. ..	January, 1917	Head teacher, Native School, Whareponga	Wounded; resumed duty.