

SESSION II.  
1923.  
NEW ZEALAND.

# REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDING 31st DECEMBER, 1922.

[In continuation of E.—1, 1922.]

*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, 31st July, 1923.

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, 1922.

I have, &c.,

C. J. PARR.

His Excellency the Governor-General of the  
Dominion of New Zealand.

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## REPORT.

### CONTENTS.

THIS report, with its appendix, 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. It gives also 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, Report of Chief Inspector of Primary Schools,
  - Appendix B, Reports of Education Boards;
  - Appendix C [not printed this year];
  - Appendix D, Training of Teachers;
  - Appendix E, List of Public Schools, Teachers, and Salaries.
- E.—3. Education of Native Children.
- E.—4. State Care of Children, Special Schools, and Infant-life Protection.
- E.—5. Technical Education.
- E.—6. Secondary Education.
- E.—7. Higher Education.
- E.—8. Teachers' Superannuation.

### INTRODUCTION.

As an introduction to this report the principal activities of the Education Department during the last two years, which, to some extent, mark the progress being made in the building-up of the education system of this Dominion, are briefly summarized as follows:—

Provision has been made for greatly increased numbers of students to be trained at the training colleges, the numbers having grown from 582 in 1919 to 1,217 in 1923, and the output of trained teachers at the end of 1922 being 593. The result has been a great easing of the difficulty in securing for the teaching staff the services of qualified teachers, and the appointment of 250 additional assistants has been approved, thus reducing the size of a corresponding number of large classes.

Arrangements have been made for the Department to become responsible for the salary of a Professor of Education at each University college, who will relieve the Principal of the training college of the duty of lecturing on the subject of education to the training-college students.

The nationalized system now established for the appointment and promotion of teachers is admitted to be a pronounced improvement over methods previously

obtaining. Appointment and promotion are now based upon the Dominion graded list of teachers, the best-qualified applicant securing appointment irrespective of the district in which he may be employed. The publication of all vacant positions in the *Education Gazette* is an important part of the system, affording teachers complete information concerning vacancies throughout the Dominion.

Fresh arrangements for the instruction of uncertificated teachers and for pupil-teachers and probationers have been made, and are being carefully supervised, with what are already reported to be good results. Model country schools have also been established in some districts where there are no training colleges, and are proving of great assistance to country teachers. The Dalton plan of education is being experimented with in at least one of these schools very successfully.

A correspondence scheme of education has been established to assist children of settlers in remote country districts where there are not enough children to justify the establishment of a school. The scheme has proved a very successful one, the number of pupils now benefiting by it being some three hundred; these children otherwise would be receiving practically no education at all. The Department employs a staff of teachers to carry out this work.

The question of reorganizing the primary and secondary courses of education has received a great deal of consideration. More than a quarter of the pupils of secondary and technical schools remain at school for only one year, thereby obtaining little or no benefit. This fact points to the necessity of providing a rounded-off course, finishing one year after the primary course. The secondary-school course is obviously designed as a whole, and not to suit pupils taking only a small part of it. To meet the case, regulations have been made for the establishment of junior high schools, one such school with over six hundred pupils being now in operation. The curriculum has a more vocational or practical bent than that of secondary schools, and is intended to give a more complete training for industry or commerce. Moreover, the course is designed so that the peculiar aptitudes of the pupils may be discovered, and their future course or career to some extent decided upon.

The regulations for the award of junior scholarships were amended to ensure the award of a reasonable number of scholarships to the pupils of small country schools who previously were too heavily handicapped in the competition with pupils of larger schools for scholarships.

An amendment in the free-place regulations makes it possible for an over-age pupil obtaining his proficiency certificate to obtain a free place in a secondary school if the special circumstances of his case warrant the concession.

Approved lists of school-books for use in primary and in secondary schools have been issued by the Department. One effect of limiting the variety of books formerly used will be the reduction of the cost of school-books.

Arrangements have been carried into effect for the Department's purchasing in bulk all the material for elementary handwork and drawing which it distributes to Education Boards. Although at the inception of the scheme delays occurred over which the Department had no control, the enterprise has proved to be a successful one. The advantage of pooling the requirements of all Education Boards and of giving one order for them is obvious.

The regulations for teachers' certificate examinations have been revised, providing for improved grouping of subjects and for the revision of the syllabus in such subjects as education and music. Already improvement is admitted in the quality and quantity of teachers' accomplishments.

A monthly departmental publication for the information of teachers—the *Education Gazette*—has been launched, and is proving itself a convenience and source of help and interest to the teaching service. The publication in it of all vacant positions is also proving an economical method of advertising such.

The public-school syllabus in history and civics has been revised, emphasizing the inculcation of the principles of patriotism and loyalty to King and country, and all teachers have been required to take the oath of loyalty.

The registration of private schools has been made compulsory.

Increased grants have been made payable for university education and on account of the Workers' Educational Association.

Regulations were made, and are being much availed of, which enable New Zealand teachers to obtain experience in Canada and Great Britain, teachers from these countries in exchange coming to work and observe in New Zealand schools.

The question of backward children in primary schools has received attention, a small number of special classes for such children now being in operation, greatly to the benefit of the pupils attending them.

The desirability of adopting some effective scheme of visual education in the schools has been under consideration for some time. Only the expensive nature of the equipment has prevented definite steps being taken to install cinematograph machines where electric current is available. In the meantime tentative approval has been given to a private company to show carefully selected educational pictures to school-children during school hours. This scheme is at present in operation only in the larger towns.

Development has taken place in the work of the branch of the Department dealing with the State care of dependent and delinquent children under the probation system, and the policy extended of boarding children out in private homes in preference to increasing departmental institutions for the purpose. Classes for children afflicted with defective hearing or speech, and evening classes for deaf adults, have been established at the large centres, with satisfactory results.

### THE GENERAL COUNCIL OF EDUCATION.

The Third General Council of Education, comprised of representatives of the Education Department, Education Boards, primary-school teachers, secondary- and technical-school teachers, the University of New Zealand, and certain members appointed by the Minister of Education met for its second session in June, 1922. Resolutions passed by the Council dealt with the following among other matters: The revision of the syllabus in certain subjects of the Matriculation and Intermediate Examinations; a more definite provision for the teaching of New Zealand history in public schools; the better equipment of entrants to the teaching profession; removal in certain cases of the compulsion of home science as a subject for girl junior-free-place holders; more liberal financial assistance to the Workers' Educational Association; greater latitude in appointing relieving teachers in secondary schools; temperance teaching in schools; teachers' superannuation; appointment of women on the inspectorate; Principals of secondary schools having greater freedom in arranging examinations; examiners for the University and Education Department being experienced as teachers in secondary schools and training colleges; papers set at examinations having a wide choice of subjects; curriculum of junior high schools being articulated to a certain extent with that of senior high schools; repeal of conscience clause relating to the teaching of history in schools.

The proposed establishment and disestablishment of a number of district high schools and high schools were dealt with by the Council, and recommendations made to the Minister.

A report of the proceedings of the Council is printed fully in a separate publication.

### COST OF EDUCATION.

(See also Tables A-F on pages 52-53, and the Appendix.)

The total payments made by the Education Department in the year 1922-23 amounted to £3,187,292, or £310,081 less than in the previous year. Of the amount of the reduction £217,000 is accounted for by smaller expenditure on new buildings and £93,000 by reductions made in salaries and in the general cost of maintenance. To the expenditure by the Department may be added the expendi-

ture by secondary schools and university colleges out of income from their reserves, making a total of £3,268,000. Included in the total is an expenditure on new buildings amounting to £350,000, which should be regarded as capital expenditure. The cost of maintaining and overseeing some 5,000 delinquent, dependent, and defective children, totalling £118,000, is also included in the cost of education mentioned, and as this is a social rather than an educational service the annual cost to the Department of the maintenance of the Education service alone (excluding capital expenditure) may be reckoned at approximately £2,720,000.

The total cost of education per head of the population was £2 9s. 9d., or, excluding capital expenditure on new buildings, £2 4s. 5d., and excluding both capital expenditure and expenditure on more or less social services, £2 2s. 1d. The cost of education in England as estimated for the year 1920–21 was £79,000,000 or £2 1s. 8d. per head of the population; in Manitoba the corresponding figure is £2 11s. 3d.; and in Alberta nearly £5.

Of the total cost to the Department of the maintenance of the system, 78·3 per cent. was on account of primary education; 8·4 per cent., secondary education; 5·1 per cent., technical (including technical high schools); 2·6 per cent., University; 4·1 per cent., special schools, industrial schools, and probation system; and 1·5 per cent., teachers' superannuation and miscellaneous charges.

The expenditure of £2,405,000 on primary education represents a charge of £1 16s. 8d. per head of the population, as compared with £2 0s. 8d. in the previous year. The cost, exclusive of new buildings, was £1 13s. 10d. per head. The cost of each child on the roll of primary schools works out at £11 6s. 2d., or, excluding capital expenditure on buildings, £10 8s. 9d. In New South Wales the total cost per child at primary and secondary schools is estimated at £11 17s. 10d. Each child in average attendance at the London County Council schools in 1919–20 cost £12 0s. 2d. exclusive of the capital cost of new buildings, but including the cost of medical inspection and provision of meals in necessitous cases. In the Transvaal each primary school pupil costs £15 3s. 11d. per annum. The salaries of teachers absorb more than two-thirds of the cost of elementary education, the remaining expenditure being in connection principally with the training of teachers, maintenance of buildings, inspection, conveyance, and incidental expenses of schools.

The expenditure on secondary education, which includes the expenditure on secondary schools and on the maintenance of secondary departments of district high schools, amounted to £337,000, of which sum £54,000 was met by income from reserves belonging to the various high-school Boards. The total expenditure was £33,000 less than in the previous year, the reduction being due to more limited expenditure on new buildings. £44,000 was the amount expended by the Department on new buildings. The cost to the Department of maintenance was approximately the same as in 1921, and the number of pupils being greater the cost per head was correspondingly less, amounting to £16 9s. 9d. If the expenditure on new buildings and the expenditure out of the Board's income from reserves be added the cost to the country per pupil becomes £23 4s. 11d. The cost per secondary-school scholar in England is estimated at from £28 to £30.

The expenditure on technical education was £211,000, of which sum £66,000 represents the cost of new buildings. In this case also the expenditure on new buildings was much less than in the previous year, the cost of maintenance being approximately the same.

Towards the cost of University education the Department provided £74,000 for maintenance and £55,000 for new buildings, while £27,000 was met by income from the reserves of the various colleges, making a total of £156,000, or a charge of 2s. 4d. per head of the population.

The expenditure on special and industrial schools and the probation and boarding-out system amounted to £118,000, the cost being £19,000 less than in the previous year.

In addition to the above expenditure controlled by the Education Department, £4,457 was expended by the Mines Department on schools of mines, and £1,350 by the Department of Public Health on dental bursaries tenable at the University of Otago.

**PRIMARY EDUCATION.**  
**NUMBER OF PUBLIC SCHOOLS.**

(Tables A1 and B3 in E.-2.)

The number of public schools open at the end of 1922 was 2,550, or fifty-two more than in the previous year. In the following table the schools are classified according to the yearly average attendance, and the total number of children at the schools in each grade is shown.

Grade of School.			Number of Schools.	Total Average Attendance.	Grade of School.			Number of Schools.	Total Average Attendance.
0 (1-8)	..	..	232	1,292	VIB (441-480)	..	..	12	5,257
I (9-20)	..	..	755	11,011	VIIA (481-520)	..	..	15	7,465
II (21-35)	..	..	529	14,411	VIIb (521-560)	..	..	13	7,184
IIIa (36-80)	..	..	568	30,322	VIIc (561-600)	..	..	17	9,317
IIIb (81-120)	..	..	133	13,184	VIId (601-640)	..	..	14	8,762
IVa (121-160)	..	..	50	7,029	VIIe (641-680)	..	..	14	9,226
IVb (161-200)	..	..	40	7,322	VIIf (681-720)	..	..	8	5,758
IVc (201-240)	..	..	28	6,490	VIIg (721-760)	..	..	6	4,434
VA (241-280)	..	..	25	6,646	VIIh (761-800)	..	..	1	763
VB (281-320)	..	..	24	7,595	VIIi (801-840)	..	..	3	2,455
VC (321-360)	..	..	34	11,684	VIIj (841-880)	..	..	1	854
VD (361-400)	..	..	11	4,805	VIIk (881-920)	..	..	2	1,777
VIa (401-440)	..	..	15	6,584	VIIl (921-960)	..	..	..	..
Total, 1922 .. ..				..	..	..	2,550 schools		
,, 1921 .. ..				..	..	..	2,498	,,	
Increase .. ..				..	..	..	52	,,	

The increase in the number of schools took place in the low grades, there being eighty-one more schools in Grades 0 and I (1-20 pupils) than in the previous year, and a reduction of twenty-nine in the number of larger schools. Of the whole 2,550 schools, it will be observed that 987 had average attendances ranging from 1 to 20, and 2,084 had averages ranging from 1 to 80, so that the proportion of comparatively small schools is very great.

Of a total of 190,000 children, 26,000 are in sole-teacher schools with an attendance not exceeding 35, and 70,000 are in schools with an average attendance exceeding 400.

**PUBLIC-SCHOOL BUILDINGS.**

The following table shows the expenditure, &c., in connection with public-school buildings during the last eight years:—

Financial Year.			Applications received.	Special Grants approved.	Expenditure on New Buildings for Public Schools.
			£	£	£
1913-14	..	..	..	..	69,123
1916-17	..	..	95,849	36,973	43,790
1917-18	..	..	129,202	66,750	47,106
1918-19	..	..	238,817	124,162	80,780
1919-20	..	..	496,153	319,225	109,981
1920-21	..	..	790,296	380,977	279,476
1921-22	..	..	152,335	72,615	328,228
1922-23	..	..	394,941	212,811	184,674

The increased amount voted for buildings during the year 1922-23 enabled a larger number of new and previous applications to be dealt with, the grants approved showing an increase of £140,196 on those for the previous year. Of the £212,811 approved as special grants the sum of £100,527 had reference to what may be termed "rural schools"—that is, to schools other than those in the four large cities with their suburbs, and such centres as Hamilton, Napier, Hastings, New Plymouth,

Wanganui, Palmerston North, Blenheim, Nelson, Timaru, Invercargill, &c. The decreased expenditure is due to the restriction of the grants during last year ; indeed, the greater portion of the expenditure, £184,674, had reference to grants approved prior to the 1st April, 1922. Included in this sum was £8,948 in connection with the replacement of buildings destroyed by fire. During the year 1921-22 most of the Education Boards restricted their applications to the most urgent cases, owing to the financial situation, but during the past year forwarded applications that had been held over, together with those for new cases that had arisen. Even though many applications were declined or postponed indefinitely, those still before the Department on the 1st April, 1923, totalled £488,523, which may be taken as a measure of the work regarded by Education Boards as urgent during the present financial year. At the close of the year the commitments amounted to £171,727. The above-mentioned sums do not include any amounts allocated during the year by Education Boards to additions, remodelling, &c., out of their rebuilding funds.

A very considerable number of halls are still rented as schools or to provide increased accommodation at existing schools. In general, the accommodation in such buildings is not satisfactory, and the provision of permanent accommodation is becoming more pressingly urgent. It is hoped that during the present year funds will permit of the worst of these halls being replaced. While it has been found impossible to provide for the remodelling or replacement of large city schools that do not now come up to the standard of modern requirements, a substantial amount of remodelling has been done in connection with the provision of necessary additional accommodation, particularly in the case of the smaller schools. The results of such remodelling have been most satisfactory even where the building is erected in permanent material such as brick or stone. As was stated last year, " Provided the materials are sound it is a very bad building indeed that cannot be remodelled to advantage at a fraction of the cost of a new structure." Very little was done in the way of erecting new teachers' residences, and during the current year the most urgent cases will be considered.

The portable buildings designed by the Department, to which reference was made last year, continue to give general satisfaction both to teachers and to the local school authorities. They are designed for use as moveable buildings following railway or other public-works construction ; to provide accommodation in rural districts where the ultimate centrality of the school population is for the time being doubtful ; as auxiliary accommodation where the permanency in the increase in the attendance is not assured, as in schools that fluctuate between Grade II and Grade III ; and to provide for the pressure in accommodation pending the erection of permanent buildings. In this connection they have enabled the Department to avoid the immediate cost of expensive permanent additions to schools, and, as they can be erected beside existing schools, they have also allowed of the postponement for the time being of the erection of schools on new sites in connection with which there would be involved considerable expense on the site, fencing, out-buildings, &c. They are also coming more and more into favour for workshops, laboratories, domestic-science rooms, &c., as local authorities are recognizing the elasticity they afford in modifying the accommodation according to the changing educational needs.

Where Education Boards employ their own structural staffs and have their own workshops, the work continues to be found more satisfactory and less costly than under the tender system. Striking examples of this have come under the notice of the Department during the past year. What is even more important from the educational point of view is that the Boards' permanent men, being constantly engaged on school buildings, know exactly what is aimed at, and become skilful in regard to matters that are apparently unimportant from a structural point of view, but are of great importance in connection with the working of the school and the comfort and convenience of the pupils and teachers. The saving in cost is particularly noticeable where an existing building has to be altered to provide for additions, or in the process of remodelling. The Department considers that the maintenance of school buildings is undoubtedly work that should be carried out by permanent staffs. Of the nine Education Boards, six now widely employ their own staffs.

## ROLL NUMBER.

(Tables B1 and B2 in E.-2.)

The number of children attending public schools in 1922, as shown by the average weekly roll number, was 209,251, the roll number at the end of the year being 213,097. The following are comparative figures for the last two years :—

	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 1922 .. .. .	209,251	206,348	213,097	210,491
Year 1921 .. .. .	202,944	200,311	207,357	205,181
Increase in 1922 .. .. .	6,307	6,037	5,740	5,310
Percentage increase .. .. .	3.1	3.0	2.8	2.6

The yearly increase in the average weekly roll was 6,307, or 3.1 per cent. An increase has taken place in the number of pupils in all classes excepting the preparatory classes, where the numbers were actually smaller than in the preceding year. It is also observed that the large city schools account for the greater part of the increase, the schools of most of the smaller grades having fewer pupils in the aggregate than in 1921. A comparison between the school population of the North and South Islands shows an annual increase of 3.9 per cent. in the North Island and of 1.8 per cent. in the South Island. During the last ten years the number of children attending public schools has increased by 27 per cent., the population of the Dominion having increased by 20 per cent. in a corresponding period.

The table below shows the average roll number for every fifth year from 1878 to 1918, and for each of the last four years; the table gives also the average attendance for each year, the average attendance as a percentage of the roll, and the number of teachers employed in the public schools.

## SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	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	69,833	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
1908 .. .. .	1,998	145,974	127,160	87.1	1,331	2,021	3,352	161	476	637
1913 .. .. .	2,255	169,530	151,242	89.2	1,603	2,659	4,262	142	474	616§
1918 .. .. .	2,365	191,382	169,836	88.7	1,366	3,452	4,818	123	523	646§
1919 .. .. .	2,400	193,655	174,885	90.3	1,606	3,394	5,000	123	503	626§
1920 .. .. .	2,437	196,731	171,102	87.0	1,675	3,500	5,175	114	466	580§
1921 .. .. .	2,498	202,944	182,306	89.8	1,772	3,488	5,260	141	415	556§
1922 .. .. .	2,550	209,251	190,012	90.8	1,842	3,623	5,465	182	405	587§

\* Average of three quarters.

† Strict average.

‡ Working average.

§ Exclusive of probationers.

The above figures relate to public schools. To estimate the total number of children receiving primary education in the Dominion it is necessary to include public schools (exclusive of secondary departments of district high schools), Native schools, registered private primary schools, and the lower departments of secondary schools. The figures are as follows :—

## AVERAGE WEEKLY ROLL NUMBER.

	1921.	1922.
Public schools (less secondary departments of district high schools) .. .. .	200,311	206,348
Native village and Native mission schools .. .. .	5,986	6,468
Registered private primary schools .. .. .	23,924*	24,861*
Lower departments of secondary schools .. .. .	774*	590*
Total average weekly roll of primary scholars .. .. .	230,995	238,267

\* Number on roll at end of year.



## ATTENDANCE.

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

The following figures show the average attendance at public schools in the Dominion during the years 1921 and 1922 :—

					Including Secondary Departments of District High Schools.	Excluding Secondary Departments of District High Schools.
Year 1922	..	..	..	..	190,012	187,330
Year 1921	..	..	..	..	182,306	179,866
					7,706	7,464
					4.2	4.2

The number of children in average attendance at the schools shows an increase of 4.2 per cent. compared with the previous year. The regularity of attendance was better in 1922 than it has ever been before, being 90.8 per cent. of the average weekly roll, as compared with 89.8 per cent. in 1921 and 90.3 per cent. in 1919—the highest figure previously attained. The results in all education districts were uniformly good, the highest figure, 92 per cent., being reached in Otago. The high standard of regularity is a matter for congratulation, the results comparing more than favourably with those of other countries where the difficulties of access to the schools are probably not so great as in the remote districts of New Zealand. The percentage of regularity in London in 1920–21 was 87.9, and in New South Wales in 1921, 84.6.

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 :—

				1921.	1922.
Public schools (excluding secondary departments of district high schools)	..	..	..	179,866	187,330
Native village and mission schools	..	..	..	5,198	5,741
Registered private primary schools	..	..	..	20,941	21,246
Lower departments of secondary schools	..	..	..	710	546
Totals	..	..	..	206,715	214,863

## CLASSIFICATION, AGE, AND EXAMINATION OF PUPILS.

*Classification and Age of Pupils.*

As the great importance of the correct classification of pupils is becoming more fully realized increased attention is being given to the matter by Inspectors and teachers, with the result that a much broader view of the matter is now taken than formerly. There is a growing tendency to break away from the idea of one annual promotion for every child and to advance pupils when they are fit. This less rigid method of promotion doubtless means more work and trouble for the teachers, but the gain to the pupils cannot be overestimated. In spite of an improvement in this direction, however, there is reported still to be a tendency to retain pupils too long in the preparatory classes, and it is stated that there are hundreds of pupils in the standard classes who should be one, or even two, classes in advance. In the opinion of some of the Inspectors fully 20 per cent. of the pupils in the large, efficient schools are capable of completing the standard class work in six months. The Dalton plan of assigning work to the pupils and allowing the individual to progress at his own rate is being experimented with in many parts of the Dominion, and the results achieved by it tend to show that a considerable saving could be made in the time spent in the standard classes. Steps are being taken to have this matter remedied. Backward pupils present the greatest problem as regards classification, but the general opinion is that it is better to allow such children to advance in their stronger subjects rather than to detain them on account of those in which they are weak.

The following table shows the ages of pupils in the several classes of the primary schools. The numbers between the heavy horizontal lines represent those that, beginning school under six years of age, spend an average of two years in the preparatory classes and one year in each of the standards. The numbers above the upper heavy lines have progressed at a greater rate than that indicated, and those below the lower lines have either begun school later or have progressed more slowly.

CLASSIFIED RETURN OF THE NUMBERS ON THE ROLLS OF PUBLIC SCHOOLS AT THE END OF 1922, EXCLUDING  
SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6 ..	7,893	7,436	2	4	..	..	..	..	..	..	..	..	..	..	..	..	7,895	7,440
6 .. 7 ..	11,147	10,294	99	119	..	2	..	..	..	..	..	..	..	..	..	..	11,246	10,415
7 .. 8 ..	10,353	9,242	1,645	1,739	111	128	3	2	..	..	..	..	..	..	..	..	12,112	11,111
8 .. 9 ..	5,412	4,537	5,274	5,298	1,531	1,66	100	92	4	4	..	..	..	..	..	..	12,241	11,592
9 .. 10 ..	1,601	1,252	4,305	3,788	4,910	4,795	1,413	1,511	112	107	3	3	..	..	..	..	12,344	11,536
10 .. 11 ..	538	375	1,664	1,341	4,213	3,748	4,402	4,46	1,273	1,366	101	118	2	6	..	..	12,193	11,419
11 .. 12 ..	150	119	519	370	1,848	1,403	4,124	3,694	3,837	3,844	1,232	1,237	117	111	..	..	11,827	10,778
12 .. 13 ..	63	42	172	113	728	459	2,002	1,689	3,746	3,396	3,416	3,638	1,155	1,120	4	4	11,286	10,461
13 .. 14 ..	22	16	78	51	229	140	900	656	2,140	1,758	3,504	3,501	3,197	3,266	38	38	10,198	9,426
14 .. 15 ..	4	3	21	20	66	37	268	164	834	564	1,928	1,544	3,066	2,684	42	50	6,229	5,066
15 .. 16 ..	1	1	4	1	18	8	46	30	195	122	554	322	1,362	962	19	31	2,199	1,477
16 .. 17 ..	1	..	1	1	1	1	11	6	24	16	77	41	194	124	9	17	318	206
Over 17 ..	..	..	..	..	2	..	1	2	6	1	10	3	25	21	5	5	49	32
Totals, 1922 ..	37,185	33,317	13,804	12845	13357	12382	13270	12391	12171	11178	10915	10407	9,118	8,264	117	145	110237	100,959

NOTE.—The number of S6 pupils in this table differs from that shown in Table C2 in E.-2 for the reason that pupils who did the work of S6 but left school before the end of the year are included in this table.

The most noticeable feature of the table is the large number of children shown as being older for their classes than should reasonably be expected. Only a small percentage of these children can be mentally backward, so that their low classification must be due to their having entered school at too advanced an age, to migration from school to school, to irregular attendance, or to wrong classification. An investigation made in one district shows that the average age of admission is nearly six years, and that more than half the children migrate from one school to another, migration having a direct and serious effect in retarding progress and raising the class age of the pupils. Education authorities and teachers have little control over matters of this kind, and it therefore becomes the more important that every means at their command should be employed in preventing waste of time in the school life of the pupils.

The following are the average ages of the pupils in the several classes at the end of the year's instruction: Preparatory classes, 7 years; S1, 9 years 1 month; S2, 10 years 2 months; S3, 11 years 3 months; S4, 12 years 3 months; S5, 13 years 2 months; S6, 14 years; all classes, 9 years 11 months. In spite of the fact that retardation is receiving increased attention, no lowering of the average ages has yet taken place, and the fact that the primary-school course is not completed until the average age of fourteen still appears to be a regrettable feature of our system. It is not to be concluded, however, that New Zealand children compare unfavourably with those of other countries where the primary-school course is completed at the age of twelve; this difference is due not to more work being accomplished in the time, but to the primary course in other countries ending at a lower standard of attainment.

#### Examination of Pupils.

(Table C5 in E.-2.)

The examination of pupils for promotion is left, for the most part, in the hands of the teachers, Inspectors of Schools conducting only the examination on the work of S6 for certificates of proficiency and competency. Even in this examination the teacher's record of pupils' work throughout the year is largely taken into consideration, the method serving as an incentive to general good work and regularity of attendance throughout the year. Inspectors of Schools are appreciating the freedom from setting and marking numerous tests of pupils' progress, and are realizing that they can give better service by devoting their time to

observing methods of teaching, examining and criticizing schemes and programmes of work, demonstrating methods of teaching, and advising the teachers generally. The subjects of English, arithmetic, history, and geography all receive special attention at the S6 examination, and the Department has made every effort to secure uniformity in the granting of certificates. 12,689 certificates of proficiency, representing 72·7 per cent. of the S6 roll number, and 2,488 competency certificates, representing 14·2 per cent. of the roll, were awarded in public schools. Of the latter 614 were endorsed for merit in science or handwork. The percentage of awards for the Dominion differs very little from that of the preceding year, but the range difference between the highest and lowest results from the various districts, although still much too great, shows an improvement. The highest percentage of proficiency certificates awarded was 82, and the lowest 66, the difference being 14 per cent., as compared with a range difference of 23 per cent. in 1921. The problem of setting and reaching a uniform standard of work in all districts has been referred to in previous reports, and it is hoped that gradually a solution of the difficulty will be arrived at. The quality of the S6 pupils' work in English and arithmetic has caused the Department some concern since the work presented in these subjects at the Junior National Scholarship Examination revealed considerable inaccuracy in arithmetical calculations as well as very poor knowledge of British history and elementary civics. The attention of teachers and Inspectors has been drawn to these weaknesses, and improvement is confidently expected.

#### PUPILS LEAVING THE PRIMARY SCHOOLS.

The number of pupils returned as having left the primary schools in 1921 was 16,362, of which number 12,274 had passed S6 and 4,088, or 25 per cent., had not done so. That so high a percentage of pupils should leave school without obtaining what must be regarded as the minimum educational equipment necessary for their life's work is a matter of grave concern. A certain percentage of these pupils are mentally incapable of accomplishing the work of S6, but such is not the case with the great majority of them. Various circumstances having contributed to their being over-age for their classes, their parents have not seen fit to allow them to remain longer at school. The disadvantage under which such children are placed has been repeatedly emphasized, apparently with some result, since in two years' time the percentage of leavers before passing S6 has been reduced from 34 per cent. to 25 per cent., and the hope is expressed that this percentage, which is still much too high, will continue to diminish. About 50 per cent. of the boys leaving school at this stage take up farming pursuits, and 30 per cent. learn trades, the remainder following miscellaneous callings. The provision of free places at technical schools for specially recommended pupils over fourteen years of age who have not passed S6 has been of some little assistance to these pupils, some 150 free places of this kind having been taken up in 1922. Of the pupils who pass S6 the high proportion of 63 per cent. enter upon some course of secondary education, although approximately one-quarter of the number leave after one year's tuition. A comparison with the statistics in Scotland bearing on the matter is interesting. In that country the primary course is intended to be completed at the age of twelve, and 21 per cent. of the pupils leave school before completing this course. Of those that do so qualify 17 per cent. proceed no further, 50 per cent. follow a supplementary course of upwards of one year's duration, and 33 per cent. pass on to an intermediate or secondary school. The figures for this Dominion therefore appear to compare favourably with those of Scotland.

#### REGISTERED PRIVATE PRIMARY SCHOOLS.

(Tables D1 and D2 in E.-2.)

The provisions of the Education Amendment Act, 1921-22, make it compulsory for all private schools to apply for registration, which is granted if in the opinion of the Department's Inspectors the instruction afforded is as efficient as in a public school of the same class and if the school is satisfactory from the point of view of premises, staff, and equipment. The operation of the Act has resulted in the registration of an increased number of private schools, and in raising the efficiency of some that were below the required standard. The parents of children attending unregistered schools are liable to a penalty under the compulsory

attendance clauses of the Act. Private schools are inspected annually by the Department's Inspectors, and the S6 pupils examined for the award of proficiency and competency certificates; in this way it is ensured that children not attending the State schools are receiving an adequate education elsewhere. The following statistics relate to registered primary schools in 1922:—

---	Catholic Church Schools.	Other Church Schools.	Undenominational Schools.	Total.		
	Number of schools ..	178	42	43	263	
Roll number ..	20,253	2,556	2,052	Boys. 11,234	Girls. 13,627	Total. 24,861
Average attendance .. .. .	..	..	..	..	..	21,246
Ages of pupils—						
Children under seven years of age .. .. .	..	..	..	..	..	4,299
Children from seven to eleven years of age .. .. .	..	..	..	..	..	10,364
Children from eleven to thirteen years of age .. .. .	..	..	..	..	..	5,396
Children from thirteen to fourteen years of age .. .. .	..	..	..	..	..	2,351
Children from fourteen to fifteen years of age .. .. .	..	..	..	..	..	1,641
Children over fifteen years of age .. .. .	..	..	..	..	..	810
S6 examinations—						
Number of pupils in S6 .. .. .	..	..	..	..	..	2,039
Number obtaining proficiency certificates .. .. .	..	..	..	..	..	1,395
Number obtaining competency certificates .. .. .	..	..	..	..	..	272
Number obtaining endorsed competency certificates .. .. .	..	..	..	..	..	22
Number of teachers—					Males.	Females.
Catholic Church schools .. .. .	..	..	..	..	36	533
Other Church schools .. .. .	..	..	..	..	13	97
Undenominational schools .. .. .	..	..	..	..	25	96
Totals .. .. .	..	..	..	..	74	726

Tables D1 and D2 in E.-2 give particulars of the schools in the various districts. A list of registered private schools is published annually in the *New Zealand Gazette*.

#### 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, and to contribute towards the payment for board of children compelled to live away from home in order to attend school. The Department contributes at the rate of from 4d. to 8d. per return trip, according to the mode of conveyance used, for each child over five years of age that is conveyed to school, and 5s. a week towards the cost of the board of each child compelled to live away from home to attend a public school. If the expenditure by Education Boards exceeds this allowance the Department also pays half the excess cost.

The following represents the expenditure by the Department for the year 1922-23 on the above-named services:—

---	Railway Fares.	Boarding-allowance and Conveyance by Road and Water.	Total.
		£	£
Primary .. .. .	11,942	22,839	34,781
Secondary .. .. .	6,789	..	6,789
Technical .. .. .	4,742	..	4,742
Total .. .. .	23,473	22,839	46,312

The total expenditure for the previous year was £46,058.

## DEPARTMENTAL PUBLICATIONS.

The *School Journal* is published by the Department every month (except in December and January) for use as a supplementary reader in primary schools. In many cases it is used as the chief reader. It is issued in three parts, suited to the varying capacities of the pupils in S1 to S6, and is supplied free to all public schools, Native schools, special schools, and other institutions more or less under the Department's control. To a very large number of private schools it is supplied at cost price, with the result that over 17,000 copies of the *School Journal* are purchased monthly. Of the last issue of the *School Journal* for the year 1922 the number of copies printed was—Part I, 71,950; Part II, 67,650; Part III, 58,150: total, 197,750, or 6,750 more than in the previous year. During the current year the total has exceeded 200,000. The rates charged to purchasers are 1d. for each of Parts I and II, and 1½d. for Part III, the minimum charge for one of each part being 4s. 6d. per annum.

In Part I last year practically the whole of the reading-matter consisted of stories suited to the age of the children, and every endeavour was made, especially in the first two months of the year, to make the text as simple as possible, as well as to stimulate the children's interest in the *Journal*. In Part II more instructive matter was introduced, but a reasonable proportion of the reading-matter consisted of stories. The history of five New Zealand river-ports was dealt with, in order that the children might see how this country has been developed in the past, and the way in which difficulties have been overcome. There were lessons on natural history, and lessons appropriate to Empire Day and Arbor Day. The dangers of electric wires were fully dealt with in one article, it being hoped by this means to reduce the number of distressing accidents caused by carelessly making contact with live wires. Some interesting articles on natural history by Mr. Johannes Andersen have greatly stimulated close observation by the children. A feature of Part III was a series of articles of a geographical nature dealing with the Mount Everest Expedition and the countries of France, Holland, and Italy. In these articles every endeavour was made to supply up-to-date information of the type that is not readily obtainable in ordinary text-books. Articles on the cinematograph and on wireless telegraphy gave the children some insight into the wonderful developments that have taken place in these two great modern inventions, and articles on present-day civics included one by the Prime Minister on the Imperial Conference and one on a general election. The gems of English literature were not neglected, for Part III contained extracts from the works of several great masters of prose, including Charles Lamb, Victor Hugo, Dickens, and R. L. Stevenson. Each poem in Part III was prefaced by a short paragraph indicating its special merit and some observations on the style of the author. Among the list of poets whose works were drawn upon are the following names: Austin, Mrs. Browning, Lord Byron, Conan Doyle, Leigh Hunt, Longfellow, Lowell, Moore, Praed, Scott, Shelley, Shirley, Swinburne, Thackeray, Whittier, Ella Wilcox, and Wordsworth.

A monthly departmental publication for the information of teachers—the *Education Gazette*—is issued on the first of every month. Though it was launched in the face of considerable adverse criticism, the *Gazette* has undoubtedly justified itself by giving prominence to the latest ideas and experiments in educational matters both in Great Britain and in this country. The enthusiasm with which many of the teachers are taking up these new ideas must result in inestimable benefit to the cause of education in New Zealand, and every endeavour will be made to keep the profession in touch with the most modern movements. Information received demonstrates that the cost of printing the *Gazette* is more than counterbalanced by the savings it has enabled Boards to effect in the matter of advertising vacant positions. The list of vacancies is a feature of the *Gazette*, and has proved of much assistance to Education Boards, and a supplement now published in the middle of each month, for vacancies only, should prove an even greater convenience. Statistics also prove that the publication of the Dominion list of vacancies has done a great deal towards putting an end to the state of things when the various Board districts were more or less watertight compartments so far as the promotion of teachers was concerned.

## SUBSIDIES ON VOLUNTARY CONTRIBUTIONS.

An increasing number of public schools is taking advantage of section 159 of the Education Act, which provides for the payment of subsidies on voluntary contributions raised locally for a large number of purposes, including extension of school-sites, improvements to buildings, special equipment and apparatus for school purposes or for organized games, school libraries, ground improvements, and so on. Prior to 1914 subsidies were available to district high schools only, but the Act of 1914 extended the privilege to all public schools. It may be justly claimed that the system is on a more generous basis than obtains in other countries. It has been the means of stimulating throughout the Dominion a strong spirit of self-help and local effort, and has undoubtedly enhanced the pride taken locally in the schools and their surroundings. The regulation that was introduced limiting the amount payable to any one school during any financial year, while making special concession in the case of small schools, has been repealed with a view to still further extending the privileges to such schools. Applications were received from 964 schools in 1922, as against 906 for the previous year. The payments by the Department amounted to £13,513, and at the close of the year the commitments were £8,246.

## CLASS-BOOKS AND SCHOOL LIBRARIES.

Included in the purposes for which voluntary contributions may be subsidized is the provision and maintenance of school libraries, and in addition to the departmental subsidy the Education Board may pay a further subsidy for this purpose. The books purchased for school libraries are approved by the Inspector of Schools and are such as are suitable for individual reading in school or at home.

A capitation grant of 3d. per child is also payable for the purpose of supplying schools with supplementary continuous readers for class reading, and also for the free supply of class-books in necessitous cases or in cases where a newly entered pupil has already purchased elsewhere class-books different from those in use in the school. As many of the Education Boards had moneys in hand on this account in 1922 smaller grants than usual were made, the total disbursements made by the Department for this purpose during the financial year being £1,762. An improved scheme for the supply of continuous readers and library books to schools is under consideration.

## PHYSICAL EDUCATION.

The annual report of the Chief Physical Instructor is a record of satisfactory progress in the work of physical education, the advance in some districts, where the staffing is more liberal, being greater than in others. The staff of physical instructors (twelve in number) is still smaller than it was in 1920, so that the task of covering all the ground remains a difficult one. School-teachers continue to express their appreciation of the assistance and inspiration they receive from the visits of the physical instructors, the only regret being that the visits cannot be more frequent. There is still an urgent need for the holding of refresher classes for teachers, many of whom received only a short training nine years ago, and others of whom have had no training at all. The best work so far as training the teachers is concerned is accomplished at the training colleges, where the students receive an adequate training from the physical instructors and go out into the schools thoroughly competent to impart the principles of physical education to their pupils. Physical instructors and school medical officers continue to work in close co-operation especially in connection with the forming of corrective classes for children suffering from postural deformities. These classes always justify their existence, but it is found that where school-teachers with a sufficient grasp of the principles of physical education insist upon correct posture in school they are able to prevent the development of postural deformities, and corrective classes become unnecessary. The Chief Physical Instructor pays a high tribute to the school-teachers who have brought the subject up to so high a standard of excellency in their schools. These teachers realize the value of physical education not only as a benefit to the physique but also as an aid to discipline, self-control, and concentration, and as a means of appeal to the mentality of the pupils. The expenditure by the Department on physical education in 1922-23 was £6,186, and in mentioning the cost the following remark in a circular of the Board of Education, England, may be quoted: "It is reasonable to anticipate that if it is properly developed it [physical education] will gradually afford relief from some of the heavy expenditure on other special services."

## MEDICAL INSPECTION.

The work of medical inspection of school-children and school dentistry is administered by the Department of Public Health, and reference to the work carried out in 1922 will be found in the annual report of that Department.

## MANUAL INSTRUCTION.

*Staffing.*

The following table shows the classification of full-time teachers of manual-training classes at the end of 1922, Class VI being the highest class, and Division I including those teachers who are classified as having academic or professional qualifications equivalent at least to a University diploma involving three years' preparation of University standard.

FULL-TIME CLASSIFIED TEACHERS IN MANUAL TRAINING CLASSES, DECEMBER, 1922.

Class.	Division I.		Division II.	
	Men.	Women.	Men.	Women.
VI .. .. .	..	..	3	..
V .. .. .	5	..	4	5
IV .. .. .	6	..	23	8
III .. .. .	2	2	9	12
II .. .. .	..	4	18	9
I .. .. .	1	14	9	4
Totals .. .. .	14	20	66	38
	34		104	
	138			

The table shows a total of 138 teachers as compared with 135 for the previous year. The difference would have been greater but for the fact that some of the classes have been transferred to the management of Technical School Boards through being held in technical-school buildings.

*Incidentals and Materials.*

Capitation was paid in the year 1922 at the rate of 1d. per pupil-hour for woodwork, 1¼d. for cookery, and 1d. for agriculture, as compared with 1¼d. for woodwork, 1¾d. for cookery, and 1d. for agriculture in the previous year. Notwithstanding the substantial reduction in rates paid, the total capitation amounted to £20,657, a reduction of only £1,500 as compared with the previous year. This small reduction indicates how much the classes have grown in numbers since the previous year.

In addition to these liberal payments to the Education Boards on account of incidentals and materials, handwork supplies were obtained through the High Commissioner in London and forwarded to the Boards for distribution to the schools. There is no doubt that the cost of supplies has been greatly reduced by this method, in spite of the difficulties incidental to the inception of a new scheme, and it is also clear that better and more suitable materials can be obtained at a cheaper rate by pooling the requirements of the various Boards. The question of enabling Boards to purchase other supplies through the Department has also been under consideration by the Government, with a view to securing reasonable efficiency at the lowest possible cost for materials.

Referring to the subject of handwork, it is not expected that teachers will arrange set periods for special subjects of handwork, but rather that handwork will be introduced wherever it is possible by this means to elucidate principles and illustrate facts pertaining to the ordinary subjects of the curriculum. It must not, of course, be forgotten that handwork has its own special value on account of its appeal to the creative instinct, in addition to the advantages it possesses as an agent in the all-round development of the child.

It is encouraging to find from the reports of the inspectors of technical schools and manual training classes that the work done in the special manual training classes for children in Standards V and VI is showing steady improvement from year to year, while the numbers attending are increasing rapidly. Considerable local interest is taken in these classes, and there is a steady demand for the extension of facilities for special manual training in cookery, laundrywork, dressmaking, woodwork, and metal work. Nature study and rural science occupies an important place in the curriculum of the country child, and the practical work in connection with these subjects, particularly work in school gardens, in experimental plots attached to District High Schools, and in connection with Agricultural Clubs for school children, has been well done under the supervision of travelling instructors in agriculture, of whom twenty-three were employed during the year. The Department's total payments for the year 1922-23 on account of manual instruction, including handwork, amounted to £73,835, the salaries of instructors costing £38,000 and materials and incidentals £21,000.

#### VISUAL EDUCATION.

The Department has for some time had under consideration the desirability of adopting some effective scheme of visual education in the schools, and only the expensive nature of the equipment has prevented definite steps being taken to install cinematograph machines where electric current is available. At present there are very few machines manufactured specially for instructional purposes. It is considered that no machine that does not provide for any portion of a film being shown as a still picture should be adopted for school use. The supply of suitable films does not present any difficulty, since several English and American firms have produced large numbers of educational pictures.

In the meantime tentative approval has been given to a private company to show carefully selected educational pictures to school-children during school hours. This scheme is at present in operation only in the larger towns. The pupils with their teachers attend one of the public picture-theatres, the subject matter of the pictures having been previously taught in the ordinary school lessons. All pupils are provided by the company with descriptive and explanatory reading-lessons printed in a monthly magazine similar to the *School Journal*.

#### STAFFS OF PRIMARY SCHOOLS.

(Table E1 in E.-2.)

The number of teachers employed in the primary departments of public schools at the end of 1922 was 6,052, or 236 more than in the previous year. Of the total number 5,465 were adult teachers (1,842 males and 3,623 females) and 587 were pupil-teachers (182 males and 405 females). In addition to the staff of adult and pupil-teachers 767 probationers (171 males and 596 females) were employed as compared with 692 (127 males and 565 females) in the previous year. The increase in the number of teachers is greater than usual, and the substantial increase in the number of males, especially among the pupil-teachers and probationers, is gratifying.

The following table shows the number of adult teachers in each grade of school classified under the headings of sole, head, or assistant teachers:—

NUMBER OF ADULT TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS,  
DECEMBER, 1922.

Grade of School.		Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Adult Teachers.		
		M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade	0 (1-8)	18	184	..	..	..	..	18	184	202
"	I (9-20)	207	489	..	..	..	..	207	489	696
"	II (21-35)	231	262	22	16	..	28	253	306	559
"	IIIA (36-80)	18	10	402	124	3	543	423	677	1,100
"	IIIB (81-120)	..	..	120	3	5	237	125	240	365
"	IV (121-240)	..	..	109	4	52	277	161	281	442
"	V (241-400)	..	..	85	4	107	406	192	410	602
"	VI (401-480)	..	..	25	..	46	147	71	147	218
"	VII (over 480)	..	..	101	1	291	888	392	889	1,281
	All grades	474	945	864	152	504	2,526	1,842	3,623	5,465



The number of pupils per teacher in the several grades or groups of schools is shown below—(1) two pupil-teachers being counted as equivalent to one adult teacher, and probationers being disregarded; and (2) probationers being included on the same basis as pupil-teachers:—

Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.		Grade of School.	Total Average Attendance.	Average Number of Children per Teacher.	
		Excluding Probationers.	Including Probationers.			Excluding Probationers.	Including Probationers.
0 (1-8)	1,292	6	6	VIIA (481-520)	7,375	45	40
I (9-20)	11,011	15	15	VII B (521-560)	7,120		
II (21-35)	14,411	26	25	VII C (561-600)	9,126		
III A (36-80)	30,322	27	26	VII D (601-640)	8,626		
III B (81-120)	13,086	33	30	VII E (641-680)	9,115		
IV A (121-160)	6,928	40	37	VII F (681-720)	5,704		
IV B (161-200)	7,180						
IV C (201-240)	6,466	43	38	VII G (721-760)	4,434		
VA (241-280)	6,316						
VB (281-320)	7,495						
VC (321-360)	11,405						
VD (361-400)	4,555	44	40	VII H (761-800)	763		
VIA (401-440)	6,402						
VIB (441-480)	5,014						
				VII I (801-840)	2,241		
				VII J (841-880)	854		
				VII K (881-920)	1,777		
				VII L (921-960)	..		

	Total Average Attendance.	Average Number of Children per Teacher.	
		Excluding Probationers.	Including Probationers.
Grades III-VII (two or more teachers) ..	162,304	38	35
Grades V-VII (six or more teachers) ..	98,322	44	40
All schools ..	189,018	33	31

The increased output of trained teachers from the training colleges is relieving to a great extent the position as regards large classes. Recently, 267 extra assistant teachers were added to the staffs of schools where the classes were too large. The intention is to continue the policy as circumstances permit of reducing the number of pupils under the charge of one teacher.

It appears to be justifiable to include probationers in the staff in arriving at the average figures, and when two pupil-teachers or probationers are reckoned as equivalent to one assistant teacher the average number of pupils per teacher in all schools in 1922 works out at thirty-one, and in the large schools at forty. The difficulty of employing a staff to the greatest advantage in a country such as this is apparent; eight hundred teachers in small schools were teaching less than twenty-one pupils each, and nearly six hundred more were teaching from twenty-one to thirty-five children, so that although the average number of pupils per teacher in all schools is reasonable, many teachers in large schools had too many pupils under their charge. During the current year, as has been mentioned, the position has improved. In the London County Council schools the average number of pupils per teacher is thirty-five, but while this is higher than the New Zealand figure it will be possible in the large schools the County Council controls to make a much more even distribution of the staff than can be made in New Zealand. A statement made at a recent meeting of the London Teachers' Association is to the effect that 37,000 teachers are teaching classes of more than fifty children, so that New Zealand is apparently not the only country still contending with this grave problem.

With regard to the sex of public-school teachers, the figures below show the proportion of men and women teachers on the primary-school staff:—

	1915.		1918.		1921.		1922.	
	M.	F.	M.	F.	M.	F.	M.	F.
Ratio of adult male to adult female teachers—								
Schools with 1 to 20 scholars ..	100	323	100	523	100	318	100	299
Schools with more than 20 scholars ..	100	176	100	227	100	182	100	182
All schools ..	100	193	100	253	100	197	100	197
Ratio of male pupil-teachers to female pupil-teachers	100	344	100	425	100	294	100	223
Ratio of male probationers to female probationers ..	100	647	100	688	100	445	100	349
Ratio of male students to female students in the training colleges ..	100	387	100	488	100	324	100	256

The proportion of male to female teachers was approximately the same in 1922 as in the previous year—*i.e.*, one male teacher to every two female teachers; among entrants to the service there was a decided increase in the proportion of the male element. So long as the number of males entering the service is sufficient to maintain a proportion of one male adult teacher in every three, the position may be considered satisfactory. As the average length of a woman's service is less than a man's, the number of males now entering the service is sufficient for this purpose, and the matter, which was attracting attention a few years ago, need no longer be one of concern.

#### SALARIES OF PRIMARY PUBLIC-SCHOOL TEACHERS.

(Table E4 in E.-2.)

The scale of salaries introduced in 1920 provided salaries for head or sole teachers ranging from £180 to £480, and for assistants ranging from £160 to £400. In addition, increments of from £20 to £60 are payable according to a teacher's position on the graded list, and married assistants also receive an additional allowance of £40 per annum. Head teachers either have the free use of a school residence or receive a house allowance of from £30 to £60 per annum.

Under the provisions of the Public Expenditure Adjustment Act, 1921-22, deductions ranging from £15 to £20 per annum were made in the salaries of all teachers payable according to the scale mentioned.

The total amount of all salaries and allowances at the rates payable on the 31st December, 1922, was £1,525,156, or £60,241 less than in the previous year. The total is made up as follows:—

	£
Adult teachers' salaries .. .. .	1,363,511
Pupil-teachers' allowances .. .. .	53,260
Probationers' allowances .. .. .	68,155
House allowances to head or sole teachers where residence is not provided .. .. .	40,230
	<hr/>
	£1,525,156
	<hr/> <hr/>

The above figures do not include the equivalent of house allowance where residences are provided, estimated at £47,580, 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 £8 7s. 11d. per head of the average attendance, or £7 12s. 5d. per head of the average weekly roll number; the corresponding figures in 1921 were £9 1s. 4d. and £7 12s. 5d. respectively. The cost of salaries per head of the average attendance in London County Council schools was, in 1921-22, £7 8s. 6d. The salaries paid in these schools are recognized as being the best in England. In Ontario, Canada, the cost in 1919 was £3 12s. per enrolled pupil, and £5 12s. per pupil in average attendance.

The average salaries of adult teachers (including house allowances and value of residences) in 1914 and for the last five years are shown in the following table:—

#### AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS.

	1914.	1918.	1919.	1920.	1921.	1922.
	£	£	£	£	£	£
(1.) Teachers in all schools—						
(a.) Men and women .. .. .	163	187	240	278	285	269
(b.) Men .. .. .	224	273	323	366	369	319
(c.) Women .. .. .	128	153	201	235	243	228
(2.) Teachers in schools with average attendance over eight—						
(a.) Men and women .. .. .	191	245	283	292	276	
(b.) Men .. .. .	273	324	367	371	352	
(c.) Women .. .. .	158	207	241	250	235	
(3.) Teachers in schools with average attendance over twenty—						
(a.) Men and women .. .. .	200	254	294	301	285	
(b.) Men .. .. .	286	339	382	388	370	
(c.) Women .. .. .	164	210	245	253	235	
(4.) Head teachers—						
(a.) Men .. .. .	319	380	432	438	420	
(b.) Women .. .. .	251	319	373	385	360	
(5.) All sole teachers—						
(a.) Men .. .. .	174	221	266	266	246	
(b.) Women .. .. .	143	193	221	234	216	
(6.) Assistants—						
(a.) Men .. .. .	257	301	336	343	326	
(b.) Women .. .. .	150	197	229	238	224	

The effects of the operation of the Public Expenditure Adjustment Act are seen in the reduced average salaries in 1922. The average salary is still, however, 43 per cent. greater than it was in 1918, and 63 per cent. greater than in 1914.

The following table gives some further information regarding the number of certificated teachers receiving certain salaries :—

Salaries (including Allowances and Value of Residences.)	Certificated Male Teachers.		Certificated Female Teachers.	
	Sole and Head Teachers.	Assistants.	Sole and Head Teachers.	Assistants.
Not exceeding £180 .. ..	1	16	4	109
£181 to £250 .. ..	35	65	140	1,388
£251 „ £300 .. ..	107	75	174	329
£301 „ £350 .. ..	147	106	129	222
£351 „ £400 .. ..	348	134	129	61
Over £400 .. ..	415	89	5	3
Totals .. ..	1,053	485	581	2,112

It thus appears that the salary of 39 per cent. of certificated male head or sole teachers exceeds £400, and of 72 per cent. exceeds £350. Of certificated male assistants 18 per cent. receive over £400, 46 per cent. over £350, and 68 per cent. over £300. Referring to women certificated teachers, 45 per cent. of those that are head or sole teachers receive over £300, and 95 per cent. of those that are assistants receive over £180, and 29 per cent. over £250. It must be borne in mind in considering these figures that all young certificated teachers just emerging from the training college or just entering upon their service as adult teachers are included.

Pupil-teachers and probationers were paid allowances at the following rates in 1922. First year, £78 per annum; second and third years, £83 per annum, with an additional £5 in the case of a male. In addition a boarding-allowance of £30 per annum is paid if the young person is obliged to live away from home, or a travelling-allowance not exceeding £10 per annum if daily travelling is necessary.

#### STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

(Table E2 in E-3.)

The table below gives a summary of the position with regard to the number of primary-school teachers holding teachers' certificates in the last three years :—

#### PRIMARY TEACHERS IN PUBLIC SCHOOLS.

	1920.		1921.		1922.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers .. ..	3,703	72	3,924	75	4,231	78
II. Uncertificated teachers—						
(1.) Holding licenses .. ..	86	2	139	3	74	1
(2.) Unlicensed .. ..	1,386	26	1,197	22	1,160	21
Total uncertificated .. ..	1,472	28	1,336	25	1,234	22
Totals of I and II .. ..	5,175	100	5,260	100	5,465	100

It is gratifying to note that the proportion of certificated teachers in the service, which remained stationary for a number of years, now appears to be on the upward grade. The proportion increased by 3 per cent. in 1921, and again by 3 per cent. in 1922, there being 307 more certificated teachers in the service in 1922 than in the previous year. Excluding teachers in schools with less than twenty-one children 87 per cent. of the staff was certificated in 1922—*i.e.*, 3,965 teachers out of a total of 4,567. The steadily increasing output of certificated teachers from the training colleges is now having some effect on the staff, and local

authorities report that the difficulty of obtaining the services of qualified teachers is gradually disappearing. Several Education Boards have warned uncertificated teachers in their service of the necessity of improving their examination status if they wish to retain their positions. A great improvement is also reported in the educational qualifications of those entering the service as probationers and pupil-teachers, no difficulty whatever being experienced in securing the required number of well-qualified applicants. The following table shows the number of teachers holding the various certificates in 1921 and 1922 :—

CLASSES OF CERTIFICATES HELD BY PRIMARY-SCHOOL TEACHERS.

Class of Certificate.	1921.			1922.		
	M	F.	Total.	M.	F.	Total.
A .. .. .	41	7	48	43	8	51
B .. .. .	219	79	298	260	113	373
C .. .. .	707	1,072	1,779	778	1,235	2,013
D .. .. .	458	1,126	1,584	429	1,183	1,612
E .. .. .	32	183	215	28	154	182
Total .. .. .	1,457	2,467	3,924	1,538	2,693	4,231

The largest increase has taken place in the number of teachers holding Class C certificates, 58 per cent. of certificated teachers now holding a Class C or higher certificate, this percentage being 4 higher than it was in the previous year.

## THE TRAINING OF TEACHERS.

(Table E5 and E6 in E.-2.)

*Training Colleges.*

There are four colleges for the training of teachers—one situated at each of the principal centres of the Dominion. Owing to a shortage of trained teachers during the last few years the training colleges have been receiving greatly increased numbers of students, the numbers at the end of 1921 and 1922 being as follows :—

	1921.			1922.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland .. .. .	65	202	267	97	254	349
Wellington ; .. .. .	49	142	191	79	197	276
Christchurch .. .. .	50	146	196	71	172	243
Dunedin .. .. .	49	201	250	76	205	279
Totals .. .. .	213	691	904	323	828	1,151

In two years' time the number of students has increased by 69 per cent., not without taxing to the utmost the facilities of the training colleges and making the task of the responsible officers a very onerous one. The number of male students in the same time has increased by 106 per cent., and besides the great increase in numbers there has been a noticeable improvement in the qualifications of the male entrants to the colleges. This is no doubt due in some degree to the decreasing attractiveness of other vocations during the period of financial stress through which the Dominion has been passing. The number of students in attendance in the current year is 1,217. The ordinary course of training lasts for two years, and the output of trained teachers from the colleges in 1921 and 1922 was 383 and 593 respectively. The effect of such large numbers of qualified teachers entering the service is becoming very marked, and is enabling the local authorities either to force inefficient teachers to improve their status or to dispense with their services.

Entrants to the training colleges come under one or other of the following divisions: 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 or a partial pass for Class D; Division C, University graduates admitted for one year; and Division D, teachers entering on short-period student-ships. The numbers of students in attendance during the last quarter of 1922 under the various divisions were—Division A, 838; Division B, 256; Division C,

25 ; Division D, 26 ; supernumerary teachers, 4 ; and soldier students, 2 : making the total of 1,151. 632 were first year students and 519 were second-year students. The large preponderance of Division A students—*i.e.*, students having had experience as pupil-teachers or probationers—is noticeable.

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. Each normal school includes—(a) a main school, organized as a “mixed school” ; and (b) model schools 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 special class of children of school age ; (v) a junior kindergarten. Students receive their theoretical instruction from the training-college staff, and also attend University college classes to a considerable extent. They are not permitted to take University classes inconsistent with the requirements of their professional course, and only if considered sufficiently capable may they attempt a degree course in conjunction with their training-college work.

Up until the present it has been the custom for the Principal of the training college to lecture on the subject of education at the University college, training-college students attending his lectures. Under a new arrangement the Education Department is to be responsible for the salary of a Professor of Education at each University college, whose classes will be attended by training-college students, the Professor of Education thus taking most of the college lecture work in education, and the Principal of the training college being left more free to devote his time to the administration of the training college. Close co-operation between the University and the training college will be necessary to ensure that the same ideals are being striven after from the theoretical and the practical standpoints.

In addition to the staffs of the normal practising schools the staffs of each training college consists of a principal, vice-principal, one or more assistant-lecturers, and a tutor and librarian.

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-teachers' certificate ranking with the Class C or Class D certificate, as may be determined. Of the 519 students beginning a two-years course in 1921, 309 held Class D certificates, and 173 held partial successes towards teachers' certificates at the time of entry ; and the following was the examination status of 593 students completing the course at the end of 1922 : Class A certificate, 1 ; Class B certificate, 50 ; Class C certificate with partial B, 8 ; Class C, 363 ; Class D with partial C, 77 ; Class D, 17 ; sectional D and sectional C, 61 ; sectional or partial D, 12 ; no examination, 3.

The allowances payable to training-college students, which were somewhat reduced under the provisions of the Public Expenditure Adjustment Act, are : Division A and C students, men £93, women £88 per annum ; Division B and D students, men £73, women £68 per annum. University class fees are paid in addition, and when necessary a boarding-allowance of £30 per annum or a travelling-allowance. As far as is known no better provision in this respect is made for student teachers in any English-speaking country.

The amounts paid to Education Boards in 1922–23 for the training of teachers were almost the same in the total as in the previous year, being :—

I. Training colleges—	1922–1923.	
	£	£
Salaries of staffs (one-half charged to public-school salaries) .. .. .	23,021	
Students' allowances and University fees .. .. .	122,713	
Special instruction, libraries, and incidentals .. .. .	1,978	
Buildings, sites, equipment, and material .. .. .	6,368	
	<hr/>	154,080
II. Other training—		
Grants for special instruction in certificate subjects of teachers other than training-college students .. .. .	2,129	
Railway fares of teachers .. .. .	2,264	
	<hr/>	4,393
Total .. .. .	..	<hr/> <hr/> £158,473

*Provision for Uncertificated Teachers.*

The regulations made at the end of 1921 governing the establishment by Education Boards of central classes for the instruction of pupil-teachers, probationers, and uncertificated teachers in science and in drawing and handwork, and also of short-period schools of instruction for teachers, are being carefully administered, with, it is thought, more satisfactory results than were previously obtained. The classes are free, the Department paying the cost of maintenance, and, wherever possible, classified technical or manual-training teachers are being employed as instructors. Teachers attending the classes regularly and making good progress may be exempted from sitting for the examinations in science and in drawing and handwork for the Class D certificate.

Inspectors of Schools report that the instructions issued setting out definitely the duties of head teachers of schools with regard to the training of pupil-teachers and probationers are for the most part being faithfully carried out, and that there has been a general improvement in this phase of the work. Head teachers are expected to instruct pupil-teachers and probationers in all the subjects for their teachers' examinations, excepting science, drawing and handwork, first aid, and singing, and also to see that they have sufficient daily practice in teaching, and that a specified portion of the day is devoted to systematic study. The improvement that has taken place in the educational and general qualifications of young people taking up pupil-teacherships and probationerships should do much to lighten the burden of head teachers in this respect.

*Supplementary Model Country Schools.*

Regulations are now in force providing for the establishment of supplementary model country schools for the purpose of giving training in the management of a country school (*a*) to young persons who intend to become teachers but are ineligible to enter a training college, (*b*) to teachers requiring further training.<sup>3</sup> Only teachers who have shown special skill in managing a country school are placed in charge of a model school of this type, and they receive special remuneration. Teachers being trained in the school receive their full salary and other young persons receive an allowance. Some Education Boards now have such schools in operation, and report on the success of the experiment and on the benefit the schools are proving to their country teachers.

## GRADING OF PRIMARY-SCHOOL TEACHERS.

The annual list of primary-school graded teachers was issued as usual early in April. As is to be expected from the length of time during which the grading scheme has been in operation, the system is now running with greater smoothness, and there is evidence of a better understanding of its provisions on the part of the teachers concerned than was formerly the case. The number of appeals received, which is less than 3 per cent. of the teachers graded, has probably now fallen to a fairly constant level, and is of interest as indicating in the main the acceptance of the list by teachers as an approximately accurate and impartial estimate of their efficiency.

Although it is now hoped that any anomalies that formerly existed have been discovered and rectified, it could scarcely be expected that the list would be invariably accurate to within one or two marks, and so it is not unreasonable to allow to Inspectors, when recommending applicants for appointment, some amount of discretion corresponding to the degree of error considered possible. Special care has been taken to ensure that all soldier-teachers' claims for consideration receive attention.

Since the decision of the certificated teachers was given to accept the grading-list as the basis for appointment to positions in the teaching service, this system has remained in force and is generally accepted as a considerable improvement on the procedure which it superseded. Advantage is taken to a considerable extent of the opportunities thus afforded to teachers of appointment outside their own districts. The gain is most apparent to the teachers in small education districts whose chances of advancement in the past have been very limited owing to the small number of higher-grade positions open to them under the older conditions.

It is of interest to note that when the provision came into force making the payment of salary depend in part upon efficiency as indicated by grading position there was a marked increase in the numbers of candidates for the teachers' certificate examinations, showing that the provision has acted as an incentive to greater effort on the part of teachers to become certificated or to obtain promotion in the class of their certificates.

#### ORGANIZING TEACHERS.

The employment by Education Boards of organizing teachers, begun in 1919, was continued in 1922, sixteen such teachers working in the various education districts. Their duty is to supervise closely the work of small groups of country schools placed under their charge, assisting the teachers in matters of organization, schemes of work, and method of teaching, and directing uncertificated teachers in their courses of study. Inspectors of Schools continue to report most favourably on the successful work of the organizing teachers, commenting on the marked improvement in the efficiency of small schools brought under their supervision.

The salaries of organizing teachers ranged from £385 to £425 per annum, in addition to which a house allowance of £60 per annum is payable.

#### 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 1922-23 was £103,293.

#### KINDERGARTEN SCHOOLS.

The Education Act does not provide for the establishment of State kindergarten classes, except in the case of practising schools attached to the four teachers' training colleges, in each of which a kindergarten class of not more than forty pupils may be included.

Kindergarten schools under the control of free kindergarten associations are, however, conducted at six centres, the average attendance for 1922 being 855. The Government pays a subsidy of £1 5s. to the pound upon moneys raised by voluntary contribution for the maintenance of these schools up to a limit of £3 2s. 6d. per head of the average attendance, the total amount paid on this account in the year 1922-23 being £2,571. In addition, a pound-for-pound subsidy is paid on moneys raised for buildings, sites, or initial equipment for the schools.

#### EDUCATION OF NATIVE CHILDREN.

(See also E.-3.)

##### *Number of Schools.*

The primary education of Maori children living in districts principally settled by Natives is provided by means of Native village schools specially instituted by the Government and under the direct control of the Education Department. All of these schools (numbering 127 at the end of 1922) excepting two are situated in the North Island. The schools were graded as follows:—

Grade	I (average attendance 9-20)	..	..	..	..	..	19
„	II i (average attendance 21-25)	..	..	..	..	..	14
„	II ii (average attendance 26-35)	..	..	..	..	..	27
„	III A i (average attendance 36-50)	..	..	..	..	..	30
„	III A ii (average attendance 51-80)	..	..	..	..	..	28
„	III B (average attendance 81-120)	..	..	..	..	..	8
„	IV A (average attendance 121-160)	..	..	..	..	..	1
	Total	..	..	..	..	..	127

In addition to the Government schools there are in operation for the benefit of Maori children nine primary mission schools (three more than in 1921) and ten boarding-schools, the latter affording a rather more advanced educational programme. These schools have been established by private enterprise, but they are inspected by the Department's officers, and the Government provides a number of free

places for Maori children at the boarding-schools. Maori children living in districts more or less settled by Europeans attend the ordinary public schools, 643 of these schools having some Maoris in attendance in 1922, thus the total number of schools under inspection at which Native children were receiving instruction in 1922 was—

Native village schools .. .. .	127
Native mission schools subject to inspection by the Education Department ..	9
Public schools at which Maori scholars were in attendance .. .. .	643
	----
Total number of primary schools .. .. .	779
Native boarding-schools affording secondary education to Maoris .. .. .	10
	----
Total .. .. .	789

#### *Roll Number and Attendance.*

The number of pupils on the rolls of Native village schools at the end of 1922 was 6,161, including 5,347 Maoris and 814 Europeans, the latter representing 13 per cent. of the roll. The roll exceeds that of the previous year by 339, 304 of this number being Maoris. The increase in numbers represents one of 6 per cent. as compared with the increase in public schools of 3 per cent. in the roll number. In the last three years the number of pupils in Native schools has increased by 1,000, or 18 per cent. A corresponding increase in the number of Maori pupils attending public schools supports the evidence of an arrest in the decline in the numbers of the Native population.

The following figures refer to attendance at Native village schools:—

	1921.	1922.
Number on rolls at end of year .. .. .	5,822	6,161
Average weekly roll number .. .. .	5,738	6,119
Average yearly attendance .. .. .	4,988	5,436
Percentage of regularity of attendance .. .. .	86·9	88·8

The figures all show an increase over the corresponding ones for the previous year, the improvement in regularity of attendance being especially marked. Compared with the percentage of regularity in public schools—90·8—the high figure of 88·8 achieved in Native schools, situated as they are in very remote country districts, is a matter for congratulation.

The number of pupils on the rolls of the Native mission schools at the end of 1922 was 363, and on the rolls of the Native boarding-schools 413. 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 6,937. The following are the figures for the years 1921 and 1922 in respect of the three classes of Native schools mentioned:—

	1921.	1922.
Combined rolls of Native schools .. .. .	6,547	6,937
Combined average weekly roll number .. .. .	6,464	6,878
Combined average yearly attendance .. .. .	5,653	6,133

The following table records the development of the Native village schools since the year 1881, when they were transferred to the control of the Education Department; no account is taken of schools which, as the European element has become predominant in them have been handed over to the various Education Boards:—

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.	
					Male.	Female.	Male.	Female.
1881 ..	60	..	1,406	..	54	6	..	4
1886 ..	69	2,343	2,020	86·2	60	9	..	26
1891 ..	66	2,395	1,837	76·7	59	8	1	26
1896 ..	74	2,874	2,220	77·3	64	11	..	61
1902 ..	98	3,650	3,005	82·3	77	20	..	83
1907 ..	99	4,321	3,561	82·4	82	18	2	105
1912 ..	108	4,644	4,042	87·0	86	22	4	122
1917 ..	118	5,191	4,507	86·8	71	45	9	122
1921 ..	123	5,738	4,988	86·9	72	49	11	131
1922 ..	127	6,119	5,436	88·8	76	46	10	138



As mentioned above, Maori children living in European settlements attend the ordinary public schools, the total number so attending in 1922 being 5,917, or 340 more than in the previous year. The majority of these pupils are in the North Island schools, about half of them being in the Auckland District.

The total number of Maori children receiving primary education at the end of 1922, including pupils of Native village schools, mission schools, and public schools, was thus 12,441, the corresponding number for the previous year being 11,636.

#### *Classification of Pupils.*

The statistics of the classification of the pupils of Native schools show that a higher percentage of the pupils are in the lower classes than is the case in public schools, and that a proportionately smaller number of pupils reach the higher standards. Likewise, the average age of the pupils in the various classes is higher. The difference, however, is not greater than can be reasonably accounted for by the peculiar conditions of Maori life, and if the comparison were made with public schools of similar size in country districts the difference would be much less marked. A comparison of the classification of Maoris in their own schools and in the public schools shows a much smaller percentage of Maoris reaching the higher classes in public schools, and is fairly conclusive evidence of the superiority of the schools specially instituted for them in meeting the particular needs of the Maori children.

The following table shows in 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.	Pupils attending Native Schools.	Percentage of Roll.		
		Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	2,803	45.5	33.5	51.2
Standard I	784	12.7	12.7	15.4
"  II	686	11.1	12.4	13.1
"  III	629	10.2	12.2	9.0
"  IV	521	8.5	11.1	5.8
"  V	376	6.1	10.1	3.6
"  VI	308	5.0	7.9	1.9
"  VII	54	0.9	0.1	..
Totals	6,161	100.0	100.0	100.0

#### *General Efficiency of the Schools.*

Native village schools were inspected as usual by the two departmental officers appointed to the work, and their report is to the effect that the methods of teaching followed are distinctly good in the majority of schools, the splendid progress made by the pupils being evidence of the high quality of the instruction given. The small number of less satisfactory schools are keenly criticized, and it is evident that as high a standard of merit is expected in Native schools as is reached in public schools. In a comparison between the efficiency of an average Native school and of a public school of similar size it is probable that the former would not appear at any disadvantage.

The Inspector's remarks concerning the general condition of the buildings and grounds of the majority of the schools are of a complimentary nature to teachers and pupils alike for their activity in beautifying and caring for the school surroundings and in enlisting the sympathy and assistance of the parents in the same good work. The perfect cleanliness of the interiors of the schools is commented upon, but it is stated that in many cases more could be done to make them attractive.

From the point of view of efficiency the schools were classified as follows: Very good to excellent, 45; satisfactory to good, 60; fair, 13; inferior to weak, 9.

The pupils of S6 (308 in number) were examined for the award of certificates of proficiency and competency, ninety-three of the former and forty-one of the latter class of certificate being awarded. The figures represent an improvement on the results of the previous year.

#### *Community Interest.*

In the isolated districts in which they are situated Native schools naturally form an important centre of public interest, and Native-school teachers are called upon to do a great deal for the community besides teaching their pupils the subjects of the school curriculum. The health, cleanliness, and comfort of the children demand the teacher's special attention, and the co-operation and intelligent interest of the parents must be obtained before any improvement can be effected in the clothing, feeding, and home conditions generally of the children. The results of the very commendable efforts of teachers in this direction are seen in the improved standard of living gradually adopted in the various communities. Teachers are entrusted with supplies of medicines, &c., for distribution among the Natives as occasion arises, and in discharging this duty they fulfil a great social obligation. School concerts and entertainments are also organized by many teachers, and these are always a source of interest and pleasure to the parents, and help greatly in improving and brightening the social life of the district. The spirit of social service thus apparent in the work of most Native-school teachers continues to be a source of gratification and is deemed worthy of special commendation.

#### *Natives attending Public Schools.*

As stated above, there are as many Maori children in attendance at ordinary public schools as at Native village schools, but it is generally observed that they do not make as good progress in the public schools as in the schools instituted to meet their especial needs. It is also reported that in districts where there are no Native schools little effort is made to ensure the attendance of Maori children at the public school, and that they appear to be more or less neglected. The difficulty of giving them the necessary special language training when they attend public schools results in their being handicapped in the work of all the classes, with the consequence that only a small proportion of them ever reach the higher standards and that they display a general lack of interest in the school—a marked contrast to the attitude of pupils of Native schools. Their skill in handwork and in subjects where the language difficulty is not met is frequently commented upon.

#### *Staffs of Native Village Schools.*

The staffs of Native village schools in December, 1922, included seventy-six male and forty-six female head or sole teachers and 148 assistants, of whom ten were males, making a total of 270 teachers—seven more than in the previous year. An improvement is noticed each year in the proportion of certificated teachers seeking appointments in Native schools, and a general increased efficiency in the staff is noted. The following figures indicate the average salaries paid in 1922 to Native-school teachers:—

	Males.	Females.
	£	£
Head teachers .. .. .	296	274
Sole teachers .. .. .	183	192
Assistants .. .. .	122	126

In the majority of Native schools husband and wife both teach, drawing separate salaries and, in addition, house allowance if no residence is provided. It must be admitted, therefore, that whatever hardships may be involved in the work the remuneration is not altogether inadequate. The total expenditure on salaries and allowances for the year ended 31st March, 1923, was £55,052.

*Higher 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 the various denominational bodies, the Government secures free continued education for qualified Maori children by providing at these schools a number of scholarships or free places. The value of the free places is £30 per annum, and they are tenable for two years. The roll number of these schools (ten in number) at the end of 1922 was 413, of which number fifty-two boys and fifty-six girls held the free places referred to. The great majority of the scholars were ex-pupils of Native schools. The syllabus of work to be followed by free-place holders as prescribed by the Department 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. A farm of 600 acres is being worked in conjunction with Te Aute College—one of the schools referred to. In some of the schools the more capable pupils are prepared for the Public Service Entrance and Matriculation Examinations, several candidates being successful in 1922. The Makarini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College. One senior and two junior Makarini Scholarships and one Buller Scholarship were awarded in 1922, there being keen competition for the senior Makarini and the Buller Scholarships. Disappointment is expressed at the small number of candidates from Native village schools competing for the Government junior scholarships or free places, and the obligation is impressed upon teachers of encouraging suitable pupils to enter for the qualifying examination.

Senior free places are provided for boys in the form of industrial and agricultural scholarships, which enable the holders to be apprenticed to suitable trades, or to obtain agricultural training at Te Aute College. Two scholarships of the latter type were held in 1922. Senior free places for girls take the form of nursing scholarships. These scholarships have proved very satisfactory, a number of Maori girls having qualified as nurses and now being at work in the field. At the end of 1922 three scholarship-holders were in training.

University scholarships are awarded to promising Maori youths who have matriculated, and are intended to enable them to take up a profession which will eventually prove of service and benefit to the Maori race. Three such scholarships were current at the end of last year, the holders studying medicine, law, and engineering respectively.

*Cost.*

The total payments made by the Department for Native schools during the year ended the 31st March, 1923, amounted to £69,631, being £8,019 less than in the previous year. The chief items of expenditure were teachers' salaries and allowances, £55,052; new buildings and additions, £2,642; maintenance of buildings, repairs, &c., £2,579; secondary education, £3,805; books and school requisites, £1,764. Reduced expenditure on new buildings and on the maintenance of buildings accounts for the greater part of the saving in cost effected in 1922-23.

## SECONDARY EDUCATION.

### NUMBER OF SCHOOLS.

(Table KI in E.-6.)

Schools affording education of a secondary nature are established in every centre of any importance in the Dominion, and are at present 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.

There were thirty-six secondary schools in operation, including fourteen separate schools for boys, thirteen for girls, and nine for boys and girls. Two of the boys' schools, although endowed with public property, do not come directly under the control of the Government. The remaining secondary schools are managed by separate Boards in accordance with special Acts constituting them, and the provisions of the Education Act and regulations thereunder. There were sixty-one secondary departments of district high schools, thirteen technical high schools, ten Maori secondary schools, and twenty-seven registered private secondary schools, making a total of 147 schools providing secondary education.

#### NUMBER OF PUPILS RECEIVING SECONDARY EDUCATION.

The total number of pupils attending the thirty-six secondary schools mentioned above at the end of 1921 and 1922 respectively was:—

	1921.			1922.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Roll (exclusive of lower departments)..	5,583	4,447	10,030	5,971	4,765	10,736

The roll number was 706, or 7 per cent. greater than in the previous year. In the last ten years the roll number of secondary schools has nearly doubled itself. The roll number on the 1st March, which is regarded as the highest roll number during the year was 11,593.

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 (Christ's College and Wanganui Collegiate Schools included).

Roll number at end of 1922 .. .. .	10,736
Roll number, 1st March, 1922 .. .. .	11,593
Average attendance for the year 1922.. .. .	10,697
Number of new entrants, 1922 .. .. .	4,870
{ Number of first-year pupils .. .. .	4,185
{ Number of second-year pupils .. .. .	3,080
{ Number of third-year pupils.. .. .	1,939
{ Number of fourth-, fifth-, and sixth-year pupils .. .. .	1,532
{ Number of pupils at end of year under thirteen years of age .. .. .	104
{ Number of pupils at end of year between thirteen and fourteen years of age .. .. .	913
{ Number of pupils at end of year between fourteen and fifteen years of age .. .. .	2,568
{ Number of pupils at end of year between fifteen and sixteen years of age .. .. .	3,139
{ Number of pupils at end of year over sixteen years of age .. .. .	4,012

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

Number on roll at end of 1922 .. .. .	2,606
Mean of average weekly roll—Boys, 1,437; girls, 1,466: total .. .. .	2,903
Average attendance .. .. .	2,682
Number of new entrants from public primary schools .. .. .	1,709
{ Number of first-year pupils .. .. .	1,421
{ Number of second-year pupils .. .. .	767
{ Number of third-year pupils.. .. .	418
{ Number of pupils at end of year under thirteen years of age .. .. .	19
{ Number of pupils at end of year between thirteen and fourteen years of age .. .. .	296
{ Number of pupils at end of year between fourteen and fifteen years of age .. .. .	818
{ Number of pupils at end of year between fifteen and sixteen years of age .. .. .	819
{ Number of pupils at end of year over sixteen years of age .. .. .	654

##### (c.) TECHNICAL HIGH SCHOOLS.

Number on roll at end of 1922—Boys, 2,334; girls, 1,868: total .. .. .	4,202
{ Number under thirteen years of age .. .. .	148
{ Number between thirteen and fourteen years of age .. .. .	896
{ Number between fourteen and fifteen years of age .. .. .	1,360
{ Number over fifteen years of age .. .. .	1,798

*(d.) REGISTERED PRIVATE SECONDARY SCHOOLS.*

Number on roll at end of 1922—Boys, 756 ; girls, 1,242 : total .. ..	1,998
Average attendance, 1922 .. .. .	1,889
{ Number under thirteen years of age .. .. .	24
{ Number between thirteen and fourteen years of age .. .. .	130
{ Number between fourteen and fifteen years of age .. .. .	381
{ Number between fifteen and sixteen years of age .. .. .	501
{ Number over sixteen years of age .. .. .	962
Number of teachers—Male, 41 ; female, 82 : total .. .. .	123

*(e.) SECONDARY SCHOOLS FOR MAORIS.*

Number on roll at end of 1922 .. .. .	413
Average attendance, 1922 .. .. .	392

The total number of children therefore receiving secondary education in 1922 was 20,252, being 2,118 more than in 1921. Of the 12,274 children who left the primary schools in 1921 having passed S6, 4,087 entered secondary schools in 1922, 1,709 the secondary departments of district high schools, and 1,941 technical high schools, hence a total of 7,737, or 63 per cent., of the children mentioned entered upon a course of secondary education. The number represents 47 per cent. of the total number of pupils leaving the primary schools in 1921, of whom nearly one-quarter had not passed S6. In addition to the pupils mentioned as having proceeded to a secondary course of education, 2,116 entered technical schools or classes, of which number 1,371 had passed S6 and 365 had not.

## LENGTH OF STAY AND AGE OF PUPILS.

The following table gives some indication of the length of time pupils are remaining at secondary schools of various types :—

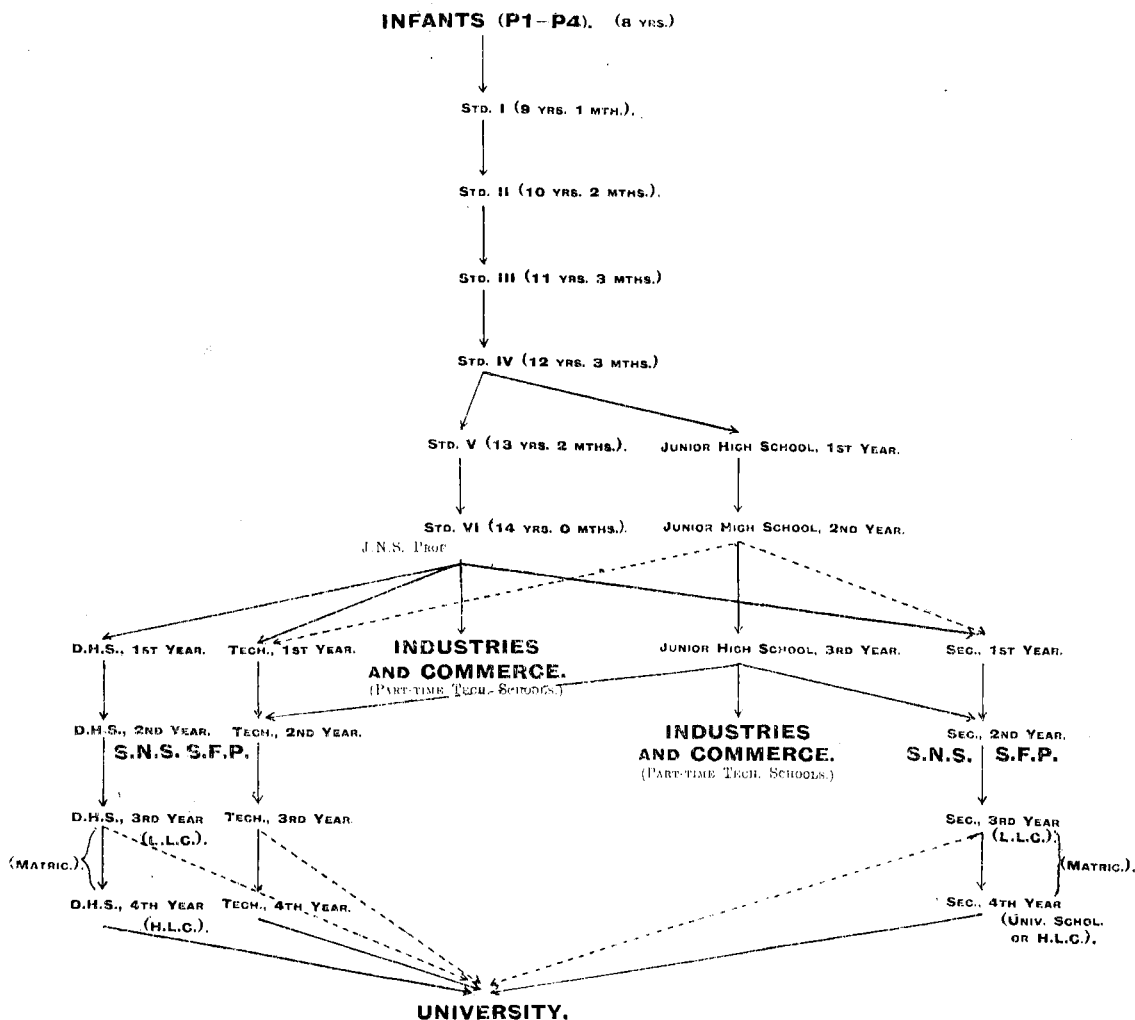
	Secondary Schools.		District High Schools.	Technical High Schools.
	Boys.	Girls.		
<i>(a.)</i> Percentage leaving at end of first year or during second year	22·8	23·6	37·7	29·5
<i>(b.)</i> Percentage leaving at end of second year or during third year	19·4	24·3	26·7	40·0
<i>(c.)</i> Percentage leaving at end of third year or during fourth year	26·6	25·5	35·6	18·3
<i>(d.)</i> Percentage leaving at end of fourth year or during fifth year	18·1	17·3	..	10·0
<i>(e.)</i> Percentage leaving at end of fifth year or during sixth year..	9·9	7·3	..	2·2
<i>(f.)</i> Percentage remaining at end of sixth year .. .. .	3·2	2·0	..	..

In the case of secondary schools the proportion of pupils leaving at the end of the first year shows a regrettable increase, which can be accounted for only by the financial depression of 1922. The proportion leaving at the end of the second year was smaller than in the previous year, so that taking the two years together the results are approximately the same. As has been frequently pointed out, however, one year spent at a secondary school, where a new course of work is being entered upon is practically useless, and represents little more than a waste of time and money. A still higher proportion, 37·7 per cent., remain only one year in the secondary departments of district high schools, but as the course of work taken there is often more in the nature of a coping-stone to the primary course the matter is not quite so serious. The case of technical high schools where 29·5 per cent. of the pupils leave at the end of the first year calls for serious consideration. The whole matter is dominated by the age at which pupils begin their secondary course, which in New Zealand averages fourteen years, and is considered to be two years too old.

## POST-PRIMARY EDUCATION.

An experiment is at present being carried out with a view to finding a remedy for the unsatisfactory condition mentioned in the previous paragraph. A junior high school has been established in Auckland which children enter after passing S4 and at which they may remain for four years. The regulations provide for three-fifths of the course of work entered upon to be common to all the pupils and to include such subjects as English, arithmetic, geography, history and civics, general science, and drawing and practical geometry, the remaining two-fifths having an academic commercial, industrial (including domestic), agricultural, or art bias, according to the special aptitude of the individual. Over six hundred pupils are attending this junior high school, and although it is too early to report definitely upon the success of the scheme reports to hand go to prove that the experiment will be a successful

one. When the system is extended, junior high schools will probably in some cases be attached to primary schools and in others to secondary schools. In the meantime, wide inquiries are being made as to the success of the various adaptations of the junior high school in other countries.



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

Although the curriculum of secondary schools is not specifically defined by departmental regulations, the definition of 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. Instruction must be provided for junior-free-place holders in English, history, and civics, arithmetic, mathematics, a branch of science, and in two additional subjects which may be one or two foreign languages, science subjects, or some such subject as commercial work, woodwork, drawing, &c. The study of home science is compulsory for every girl holding a junior free place.

The Department's Inspectors of Secondary Schools visit all secondary schools inspecting the work, conferring with the teachers on teaching matters, and discussing with the Principals details of organization and method. Written and oral tests are also given to second-year pupils in English, arithmetic, and usually in other subjects up to the standard of the Intermediate Examination, and Principals' recommendations for the award of senior free places and of the various leaving-certificates are dealt with. Besides an academic course, secondary schools now generally provide shorter complete courses for pupils not intending to go on to the University or to enter a profession, in addition to courses with a commercial, agricultural, or a domestic bias. 57 per cent. of the boys and 30 per cent. of the

girls now take Latin, while over 80 per cent. of the pupils learn French. Commercial subjects were taken in 1922 by one thousand seven hundred boys and one thousand girls, agriculture by over five hundred boys, and dairy science by two hundred boys.

In the district high schools the courses are still more of a nature directly bearing upon the vocations shortly to be followed by the pupils, many of the schools providing a full rural course of instruction. The result is that such a subject as Latin is taken by only 25 per cent. of the pupils, while agricultural science is taken by 71 per cent. of the boys and 23 per cent. of the girls, woodwork and metal work by 62 per cent. of the boys, and needlework and cookery by 64 per cent. of the girls. Some pupils in these schools prefer to take the ordinary academic course, with the result that the burden laid upon the teachers, who number only one or two in most of the schools, is very great. The Dalton plan is being practised successfully in a number of these schools, and Inspectors report that in spite of frequent changes in the staff and often insufficient and improvised accommodation the standard of work is gradually rising.

At present an investigation is being made by the Department into the whole question of the secondary-school curriculum.

The Department has recently issued a draft list of text-books approved for use in secondary schools, district high schools, and the general courses in technical high schools. In compiling the list the Department was influenced by the cost of the books, their suitability for various grades and types of pupils, the present very general use of certain books, and the various methods of teaching employed.

#### LENGTH OF THE SCHOOL YEAR.

An investigation made into the number of holidays given in secondary and technical high schools during the year revealed considerable variation in the practice of the different schools. The longest school year was one of 392 half-days, and the shortest one of 351 half-days, or 35 school weeks. A working-year of this length is considered much too short, and the opinion is expressed that 390 half-days, or 38 full school weeks, is the minimum length of school year desirable in schools of this type. It is proposed to take steps in the direction of securing some measure of uniformity in this respect.

#### DESTINATION OF PUPILS LEAVING THE SECONDARY SCHOOLS.

From returns received concerning pupils leaving the secondary schools at the end of 1922, it appears that 6 per cent. of the number went on to the University, 15 per cent. entered the teaching profession, and 10 per cent. entered other schools or classes for clerical training. Farming was taken up by 23 per cent. of the boys and home duties by 37 per cent. of the girls. Other avocations entered upon were: Government offices, 7 per cent. of the boys; clerical work in insurance offices, agencies, &c., 13 per cent. (boys and girls); engineering and allied trades, 4 per cent. (boys); other trades, 4 per cent. of the boys; and such professions as surveying, law, architecture, &c., by 6 per cent. of the boys; warehouses and shops each 2 per cent. of the boys.

From similar returns supplied by technical high schools rather contrasting figures are obtained. In this case only 1 per cent. went on to the University, 3 per cent. took up teaching, and 5 per cent. went on to other schools or classes. On the other hand, 15 per cent. of the boys took up engineering and allied trades, 10 per cent. took up other trades, 11 per cent. went into shops, and 3 per cent. into factories. Farming was taken up by 13 per cent. of the boys and home duties by 43 per cent. of the girls. Commercial work was followed by 13 per cent. of the boys and 25 per cent. of the girls, and professions such as surveying, law, &c., were entered upon by 2 per cent. of the boys.

#### HOSTELS FOR PUPILS OF SECONDARY SCHOOLS.

(Table K6 in E.-6.)

The advantages of having hostels attached to the secondary schools for the accommodation of country pupils are fully realized, and financial assistance is being given as far as possible by the Government for the erection of hostel buildings.

Owing to the financial position all that is desired has not yet been accomplished and a few large schools are still without hostels, while at other schools the hostels are too small. In nearly every instance the hostels are now controlled by the Boards of Governors, and from the balance-sheets to hand of eighteen such hostels it appears that twelve made a profit and six a loss on the year's working. The profits ranged in individual cases from 2 per cent to 23 per cent. of the income, and the losses from 1 per cent. to 41 per cent., the average profit on all hostels being 5 per cent. of the income. In the few cases where heavy losses were made there was some fault in the administration, which is being pointed out to the controlling Board with a view to having it remedied. The hostels vary greatly in size, the smallest accommodating only ten pupils and the largest 145 (excluding Christ's College, Christchurch, and Wanganui Collegiate School, which between them accommodate 335 boys). At the hostels attached to the public secondary schools a total of 838 boys and 354 girls of the secondary departments were accommodated and 180 lower-department pupils. In addition to these numbers, 57 pupils were boarding at establishments approved by the Principals, and 633 were boarding privately. For these last-named, and also for the large number of country children prevented from attending school owing to the boarding difficulty, or forced to make long railway journeys daily, accommodation where there is dependable supervision and desirable environment should be provided as circumstances permit.

#### FREE SECONDARY EDUCATION.

(Table K4 in E-6.)

Free secondary education is provided on an extensive scale, junior and senior free places being tenable at secondary schools, district high schools, technical high schools, and other 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 for three years. The means of qualification are—

- (1.) For entrance to secondary schools—(a) Special examination for Junior National Scholarships, (b) the certificate of proficiency.
- (2.) For entrance to technical high schools and district high schools the means of qualification named in (1), or the certificate of competency in S6, with a special endorsement of merit in handwork or in elementary science, which for the purposes of these schools is deemed to be equivalent to a certificate of proficiency.

A recent amendment in the regulations provides for the award of free places in any type of secondary school to specially recommended proficiency-certificate holders over the prescribed age of fifteen years. It is agreed that such pupils should as a rule take up a somewhat practical course of instruction, and that they should preferably enter a technical or a technical high school. Children who have been retarded owing to their living in the country or other external circumstances, and those who, although not bright in literary work, show sufficient merit in other subjects to warrant a continued education, are thus provided for.

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. Recommendation is the qualification now frequently offered, the number receiving senior free places in this manner in 1922 being 2,609, representing nearly three-fifths of the total number of senior free places gained.

As a result of the free-place system 16,025 children were receiving free secondary education in 1922, an increase of 2,203 over the number for the previous year. Of this total 9,446 were in secondary schools, 2,492 in district high schools. 3,978



in technical high schools, and 108 in Maori secondary schools. The number represents 94 per cent. of the pupils of all Government schools affording secondary education. The following table gives details of the free places held in 1921 and 1922 :—

FREE PLACES IN DECEMBER, 1921 AND 1922.

	1921.			1922.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils	2,713	2,941	5,654	3,472	3,222	6,694
(b.) Senior free pupils	1,723	1,163	2,886	1,536	1,216	2,752
Totals	4,436	4,104	8,540	5,008	4,438	9,446
(ii.) District high schools—						
(a.) Junior free pupils	841	870	1,711	1,033	1,063	2,096
(b.) Senior free pupils	145	173	318	181	215	396
Totals	986	1,043	2,029	1,214	1,278	2,492
(iii.) Maori secondary schools	50	62	112	52	56	108
(iv.) Technical high schools—						
(a.) Junior free pupils	1,445	1,202	2,647	1,881	1,461	3,342
(b.) Senior free pupils	232	261	493	337	300	637
Totals	1,677	1,463	3,140	2,218	1,761	3,979
Grand totals	7,149	6,672	13,821	8,492	7,533	16,025

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

(See also Tables K4 and K5 in E.-6.)

##### *National Scholarships.*

Junior and Senior National Scholarships are awarded by the Government on the results of annual examinations, the junior examination being of a standard somewhat higher than that of the certificate of proficiency, and the candidates being not over fourteen years of age; and the senior examination being of a standard comparable with the standard of the Public Service Entrance Examination, the candidates being not over sixteen years of age. Scholarships are awarded to all candidates reaching a certain standard, the standard of award being determined so as approximately to provide one scholarship (junior or senior) for every 500 children in attendance at all public schools; the Junior and Senior Scholarships awarded are in the proportion of nine to five, so that there is one Junior Scholarship among approximately every 750 pupils in attendance at the schools, or among every fifty-five S6 pupils. The standard of qualification fixed for the examinations of 1922 was 63 $\frac{3}{4}$  per cent. for Junior Scholarships and 64 $\frac{1}{2}$  for Senior Scholarships.

In order to give better opportunities to country pupils, who are considerably handicapped in preparing for these examinations, the regulations were amended in 1922 to provide for the award of not less than twenty-five junior scholarships to qualifying candidates from schools not higher than Grade IIIA (eighty pupils). In order to assist them to qualify, compensating marks may be allotted to candidates from such small schools: 10 per cent. of the marks actually assigned to pupils from the smallest schools (one to twenty pupils) and 5 per cent. to pupils of Grade II schools (twenty-one to thirty-five pupils).

The results of the examination were as follows: 231 candidates qualified for Junior National Scholarships, of which number twenty-five were from schools with not more than eighty pupils and fifty-seven were pupils of secondary schools. The number of candidates qualifying for Senior National Scholarships was 130. Of those who took the alternative programme, provided specially to meet the needs of scholars following a rural or domestic course, none were successful.

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. 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.

A revision of the scholarship system with a view to expending the money involved more profitably is at present under consideration.

The figures below indicate the number and the value of scholarships current in December, 1922. 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—	1922.
Boys .. .. .	441
Girls .. .. .	280
Total .. .. .	721
Number receiving boarding-allowance (included in the above total) ..	175
Number receiving travelling-allowance (similarly included) ..	45
Number held at public secondary schools .. .. .	584
Number held at other registered secondary schools .. .. .	15
Number held at district high schools .. .. .	69
Number held at technical high schools .. .. .	53
Total annual rate of payment .. .. .	£10,885

#### *Private Scholarships.*

Private scholarships are derived from funds provided at certain schools by private donors, by bequest or otherwise. The number of foundation and private scholarships in the last term of 1922 was 200. Of the holders 101 were also Government free pupils under the regulations.

#### WAR BURSARIES FOR SOLDIERS' DEPENDANTS.

Regulations provide for the award of bursaries to dependants of killed or disabled members of the New Zealand Expeditionary Force. To qualify for a war bursary a child must be eligible for—

- (a.) Free education at technical classes ; or
- (b.) A free place at a secondary school, district high school, or technical high school ; or
- (c.) A University or educational bursary at a University college.

A bursary entitles the holder to an allowance, in addition to free tuition, of £1 10s. or £3 per annum in the case of those qualified under (a), £5 for those under (b), or £10 for those under (c). Lodging-allowance is also paid to bursars who are obliged to live away from home to attend school, at the rate of £15 per annum under (a) and £30 under (b) and (c); travelling-allowances varying from £5 to £10 per annum are also made when travelling is necessary.

During 1922 the number of bursaries held at secondary schools was forty, the expenditure thereon being £377.

#### 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-year 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. The following are the numbers of certificates awarded in 1912 (the year of their institution), in 1921, and in 1922 :—

	1912.	1921.	1922.
Higher leaving-certificates awarded .. .. .	64	305	439
Lower leaving-certificates awarded .. .. .	32	255	240
Applications for certificates declined .. .. .	20	80	102
Total number of applications .. .. .	116	640	781

## STAFFS OF SECONDARY SCHOOLS.

(Table K3.)

The number of full-time teachers on the staffs of secondary schools at the end of 1922 was 442, as compared with 405 in the previous year. This number includes 21 male and 13 female principals and 214 male and 194 female assistants. In addition a number of part-time teachers were employed. The staffing of schools now being controlled by regulation, the average number of pupils to each assistant teacher in the various schools is fairly uniform, and, taking the highest roll during the year of all schools, works out at twenty-seven pupils per assistant teacher.

Of the total number of assistants 19 per cent. are classified in the highest grade (Grade A), 23 per cent. in Grade B, 29 per cent. in Grade C, and 31 per cent. in Grade D. The difficulty of obtaining suitable teachers to fill positions in secondary schools has somewhat diminished so far as schools situated in the cities are concerned; there still remains, however, an inclination on the part of the teachers to avoid the country schools, which are experiencing serious difficulties in obtaining sufficiently qualified teachers.

It has not yet been possible to carry into effect the Department's plans for the training of secondary-school teachers. The establishment of a Chair of Education at each of the University colleges will, however, result in many prospective secondary-school teachers including this subject in their University course, and thus equipping themselves more effectively for their proposed vocation. Good work continues to be done among the junior teachers in many of the larger secondary schools, where the heads of departments assist them in arranging schemes of work and generally in improving their methods of teaching.

The head teacher of a district high school controls the secondary department and takes some part in the instruction, receiving on that account an addition to his ordinary salary of from £30 to £50 according to the number of pupils in the secondary department. Special assistants are also employed for the secondary departments; in 1922 there were 117 such assistants—47 men and 70 women. In these schools, especially the more remote ones, considerable difficulty is experienced in obtaining the services of fully qualified assistants. Even with the assistance in some cases of itinerant instructors the task of covering the wide curriculum of the district high school is no small one to be undertaken by one or two assistants. In addition, the prospects of promotion are not so good as in the ordinary secondary schools, so that, as at present constituted, district high schools do not offer positions of the most tempting nature to teachers qualified in secondary work.

## SALARIES OF SECONDARY-SCHOOL TEACHERS.

The Dominion scale of salaries of secondary-school teachers, which came into force in 1920 and was subsequently amended by the provisions of the Public Expenditure Adjustment Act, 1921–22, briefly is as follows: Principals—Men, £570 to £860; women, £415 to £645. Assistants—Men, £183 to £520; women, £158 to £390. In addition a married Principal receives house allowance of £60 if a residence is not provided, a head of a department may receive £30, and a married assistant receives £40 per annum. The salaries of Principals are graded according to the size of the school, and the salaries of assistants according to the classification of the position held. The total rate of salaries, including those of part-time teachers, as payable in December, 1922, was £155,581, or £14 2s. per head of the highest roll number. In the individual schools the cost per head of salaries ranges as follows: Boys' schools, £14 6s. to £18 2s.; mixed schools, £12 6s. to £16 10s.; girls' schools, £11 8s. to £14 16s.

The following figures indicate the average rates of salary prevailing at three-yearly intervals since the year 1916:—

## AVERAGE SALARIES OF FULL-TIME TEACHERS IN SECONDARY SCHOOLS.

	1916.			1919.			1922.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
	£	£	£	£	£	£	£	£	£
Principals .. ..	593	431	539	647	509	596	703	529	636
Assistants .. ..	266	186	228	332	252	290	359	267	315

The value of residences, and board and residence, and of house allowance when payable, is excluded from the above figures. Of 214 male assistants the salaries of nineteen were over £500, of fifty-six between £400 and £501, of sixty-nine between £300 and £401, and of seventy below £301. Of 194 female assistants the salaries of nineteen were over £350, of thirty-eight between £300 and £351, of fifty-five between £250 and £301, and of eighty-two under £251. In considering these figures it should be borne in mind that nearly one-third of the teachers are classified in the lowest grade, and that many have had no training in teaching and no teaching experience whatever.

In the secondary departments of district high schools salaries are paid in accordance with a general scale. The average salaries paid to secondary assistants in 1922 were as follows: Male assistants, £302; female assistants, £289; all assistants, £294. The total annual rate of salaries paid to teachers of district high schools, including the special payments to head teachers, was £35,566, which is equivalent to £13 10s. per head of the average weekly roll number.

#### LOWER DEPARTMENTS OF SECONDARY SCHOOLS.

(Table K11 in E.-6.)

Lower departments for pupils who have not passed S6 may be held in connection with secondary schools, provided that no part of the cost of instruction or of the maintenance of the department is met out of income from the endowments of the school or from Government grants. Twelve secondary schools (including Christ's College, Christchurch) have lower departments attached to them, two such departments having been closed in 1922. The total number of pupils in 1922 was 590, as compared with 774 in 1921. The roll number included 344 boys and 246 girls, and the total number of teachers was twenty-three (eight males and fifteen females). A large number of the pupils board at the school hostels, indicating that these departments are used by the children of country residents able to afford to send their children away from home to attend school. The tuition fees charged average £11 per annum and the boarding fees £50.

#### FINANCE.

(See also Tables K7-K9 in E.-6.)

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):
- (v.) Government payments—(a) For teachers' salaries and incidental expenses; (b) subsidies on voluntary contributions; (c) capitation for manual-instruction classes:
- (vi.) Special Government grants for buildings and apparatus:
- (vii.) Tuition fees of pupils:
- (viii.) Boarding-fees of pupils:
- (ix.) Miscellaneous sources, such as interest on moneys, donations, and income from special endowments (for scholarships, prizes, &c.), rent of premises, &c.

The revenue derived from sources (i) to (iv) is the income from endowments, the "net annual income derived from endowments" being this sum less the expenditure incurred in connection with the endowments and school property and upon building purposes approved by the Minister. The "net annual income" and receipts from tuition fees are deducted from the amount payable to the High School Board by the Department for salaries.

The following is a summary of the receipts and payments of all operative secondary schools:—

SUMMARY OF THE STATEMENTS OF RECEIPTS AND PAYMENTS FOR THE YEAR 1922 FURNISHED BY THE GOVERNING BODIES OF PUBLIC OPERATIVE SECONDARY SCHOOLS.

<i>Receipts.</i>		<i>Payments.</i>	
	£		£
Endowments—		Endowments (including proportion of office expenses)	6,812
Sales .. .. .	451	Teachers' salaries and allowances .. .. .	156,705
Lands vested in High School Boards .. .. .	46,843	Incidental expenses of secondary departments—	
Secondary-education reserves .. .. .	10,413	Office expenses and salaries (excluding endowments)	5,016
Interest on moneys invested .. .. .	675	Printing, stationery, and advertising .. .. .	3,096
Government grants—		Cleaning, heating, lighting, and care of school-grounds .. .. .	12,778
Grants for buildings, sites, rent, apparatus, &c., and subsidies .. .. .	42,489	Material, examinations, prizes, games, and other incidentals .. .. .	4,043
For salaries .. .. .	123,859	Maintenance of buildings, rates, and taxes .. .. .	6,869
For incidental expenses .. .. .	27,353	Sites, buildings, furniture, and apparatus .. .. .	61,099
Tuition fees .. .. .	10,278	Lower Department Account .. .. .	7,134
Lower Department Account .. .. .	6,369	Hostels Account .. .. .	60,571
Hostels Account .. .. .	63,442	Loans repaid, and interest .. .. .	7,670
Loans, interest, &c. .. .. .	3,315	Technical Classes Account .. .. .	5,237
Technical Classes Account .. .. .	4,770	Scholarships, manual instruction, advances to pupils, and miscellaneous .. .. .	8,594
Voluntary contributions, income from property not reserves, refunds, and sundries .. .. .	8,964		
	<u>£349,221</u>		<u>£345,624</u>

The total amount expended was £79,500 less than in the previous year, the reduction being principally in the item, "Sites, new buildings, furniture, and apparatus." The expenditure of £61,000 on new buildings, &c., included, among other items, part of the cost of a new boys' school at Auckland, of rebuilding the boys' school at Oamaru, of a new site at Whangarei, of additions to the buildings at Hamilton and New Plymouth, and of a hostel at Gore. The Government's contribution towards the expenditure was £46,000.

The cost of maintenance, including salaries and incidental expenses, was practically the same as in the previous year. The Department pays the Boards the cost of salaries (less net income from endowments), and also a grant of £2·5 per pupil to cover the cost of incidental expenses. The cost of incidentals ranged in the various schools from £1·6 to £4·6, the average cost being £2·25. The total net income from endowments, being the sum the Boards contributed towards the cost of salaries, was £17,000.

As stated above, the majority of the hostels are being managed without any financial loss, and when certain changes are made in the administration of one or two of them, it should be unnecessary for any of them to lose money on the year's working.

Several secondary-school Boards have raised loans on the security of their income from endowments with which to carry out their building operations, the loans being repaid gradually from the said income. The total indebtedness of all Boards on this account is about £75,000, the value of their property, of course, far exceeding this amount.

The following payments were made by the Department on account of secondary education during the year ending 31st March, 1923:—

Payments to Education Boards for—	£
District high schools: Secondary teachers—Salaries .. .. .	36,311
National Scholarships .. .. .	10,082
Payments to secondary schools and colleges for—	
Salaries and incidental expenses .. .. .	159,013
Manual instruction capitation .. .. .	2,649
Subsidies on voluntary contributions .. .. .	408
New buildings, equipment, furniture, sites, &c.—Education Purposes	
Loans Act, 1919 .. .. .	44,480
Rebuilding high school destroyed by fire .. .. .	1,994
From reserves revenue in accordance with Education Reserves Amendment Act, 1914 .. .. .	9,085
Conveyance of pupils to secondary and district high schools .. .. .	6,789
Marlborough High School: Statutory payment .. .. .	400
Inspectors' salaries .. .. .	1,270
Inspectors' travelling-expenses .. .. .	426
Total .. .. .	<u>£272,907</u>

## TECHNICAL EDUCATION.

### GENERAL.

#### *Number of Schools.*

The number of technical high schools open during 1922 was thirteen, in addition to which there were ten organized technical or art schools offering day courses. Technical classes were also conducted in forty-three manual-training or other centres, the total number of centres being sixty-six, a decrease of twenty-eight on the number for the previous year. This was due to the restrictions imposed by the Department in the case of classes where the numbers were insufficient to warrant their establishment.

#### *Attendance.*

The total number of students receiving instruction in all technical classes was 16,464, as compared with 20,181 in 1921. The attendance at technical high schools increased from 3,349 in 1921 to 4,202 in 1922, an increase of 853.

Of the total number of 16,464 students, 3,979 held free places at technical high schools, 4,405 at other technical classes, 324 were attending continuation and technical classes held under the regulations for compulsory classes, and 366 were attending under the regulations relating to the free instruction of discharged soldiers.

The decrease in numbers of those attending technical classes is due to several causes, of which the principal are the reduction in the number of centres owing to non-recognition of classes which did not enrol sufficient students to warrant their establishment in a time of financial stress, and the suspension of the operation of regulations requiring compulsory attendance at evening technical classes in certain centres. The restrictions due to the necessity for severe economy have been relaxed since the end of the year, but it is not intended at present to make provision for compulsory attendance at evening classes, as the weight of well informed opinion appears to be against its reintroduction.

The decrease in the number of pupils attending under the compulsory regulations was about 1,250; and there was also a decrease of over 300 discharged soldiers attending without payment of fees under arrangements made with the Repatriation Department. Nearly all the remaining 350 discharged soldiers would finish their courses at the end of the year. A large drop of 3,600 in the number of paying students was partly due to restriction of classes, and partly to other causes, among them probably the general financial depression. These losses were partially balanced by an increase of nearly 600 in the number of holders of free places in technical classes other than classes at technical high schools. This increase consisted largely of day pupils in the smaller technical schools.

In the case of technical high schools the increase of 853 was somewhat more than 25 per cent. of the total numbers for the previous year. So far as actual student-hours are concerned, this increase rather more than balances the decrease in student-hours due to fall in attendance at other technical classes, since each full-time day pupil attends on the average not less than eight times as many student hours as an evening pupil.

With the increasingly large attendance of pupils at high schools, the more elementary evening classes must diminish, though advanced classes, held mainly in the larger centres, will not be affected. On the whole, the larger centres maintained in their evening classes numbers at least equal to those for the previous year, while the day classes largely increased.

It is noteworthy that though the number of fee-paying pupils fell from 10,738 in 1921 to 7,167 in 1922, and though the fees charged in 1922 were on at least as low a scale as in 1921, the total fees collected rose from £8,440 in 1921 to £8,504 in 1922, showing that on the average the number of classes taken per student had increased.

*Staffing.*

There were at the end of 1922 209 full-time assistant teachers on the staffs of technical schools, besides a large number of part-time teachers. The teachers employed full time were classified as follows, Class VI being the highest :—

Class.	Division I.		Division II.		Totals.
	Men.	Women.	Men.	Women.	
VI .. .. .	3	4	3	6	16
V .. .. .	11	4	9	13	37
IV .. .. .	13	4	15	13	45
III .. .. .	17	8	10	24	59
II .. .. .	13	6	14	5	38
I .. .. .	6	1	2	5	14
Totals for 1922 ..	63	27	53	66	209
Totals for 1921 ..	53	27	47	65	192

The courses of instruction offered to students in all the larger centres were much the same in scope and character as in previous years. In the smaller centres some classes with very small numbers in attendance, which had previously been recognized, were discontinued. Where, however, a subject was an essential part of the training of a tradesman or other worker who could not obtain this part of his training elsewhere in the town, recognition of a class was not refused even if only four or five students enrolled.

In the technical high schools recently established in country towns the general course forms a large part of the work of the school. These schools therefore differ somewhat in character from the typical technical high school of the larger towns, in which, generally, the industrial and commercial courses attract the largest numbers.

The tendency existing in every school, in which there is a general course, to concentrate largely on the preparation of pupils for public examinations interferes considerably with the proper development of a school of the composite type in which all courses should be conducted on sound lines and the gaining of distinctions in external examinations subordinated to the true educational needs of the individual pupil, whatever his ability and predilections may be.

It does not appear from the trend of recent events that part-time day continuation classes are gaining in favour with associations of employers, though it is clear that they would be welcomed by the journeymen.

## CLASSES OTHER THAN CLASSES AT TECHNICAL HIGH SCHOOLS.

Classes were held at sixty-three centres as compared with ninety-four in the previous year. The number of individual students was as follows :—

	1921.	1922.
Classes conducted by Education or High School Boards ..	5,567	1,807
Classes conducted by Technical School Boards or by Managers	10,081	9,195
Classes conducted by University colleges .. .. .	1,184	1,260
Totals .. .. .	16,832	12,262

It is clear from the table that classes conducted by the Education Boards have suffered the greater losses as compared with the previous year; this is probably due to the restrictions imposed on the holding of small classes and to the exclusion of certain manual-training classes from private schools.

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.	
	1921.	1922.	1921.	1922.	1921.	1922.
Males .. .. .	4,998	3,522	4,102	3,537	8,934	7,059
Females .. .. .	4,207	2,660	3,525	2,543	7,898	5,203
Totals .. .. .	9,205	6,182	7,627	6,080	16,832	12,262

## SUMMARY OF OCCUPATION OF STUDENTS.

	Number of Students.	Percentage of Total.
Clerical pursuits .. .. .	1,957	15.96
Professional pursuits .. .. .	872	7.11
Students .. .. .	1,960	15.98
Domestic pursuits .. .. .	2,022	16.49
Agricultural pursuits .. .. .	215	1.75
Various trades and industries .. .. .	4,730	38.58
Other occupations not stated .. .. .	506	4.13
Totals .. .. .	12,262	100.00

“ College ” classes were conducted in connection with the Auckland University School of Engineering and School of Commerce, Canterbury College School of Engineering and School of Commerce, Otago University School of Domestic Science and School of Commerce, the total capitation earnings for these classes for the year being £2,857.

The School of Domestic Science in Otago University was attended by sixty-three students taking either the course for the degree or that for the diploma. Ten Government bursaries were awarded in 1922, making a total of thirty-six tenable during the year. Six degree and three diploma students completed their course. Graduates from this school are now filling important positions throughout the Dominion as instructors in home-science, and their influence in this important phase of the training of girls is already very marked.

## NUMBER OF STUDENTS RECEIVING FREE EDUCATION AT TECHNICAL SCHOOLS OTHER THAN TECHNICAL HIGH SCHOOLS.

	1921.			1922.		
	Males.	Females.	Totals.	Males.	Females.	Totals.
Junior free pupils (First year .. .. .)	773	572	1,345	1,009	673	1,682
(Second year .. .. .)	497	342	839	615	439	1,054
Senior free pupils (First year .. .. .)	429	360	789	454	317	771
(Second year .. .. .)	302	256	558	287	267	554
(Third year .. .. .)	126	178	304	172	172	344
Totals .. .. .	2,127	1,708	3,835	2,537	1,868	4,405

The following technical schools had a roll of more than 500, exclusive of the technical high schools carried on in connection with some of them :—

	Number on Roll.	
	1921.	1922.
Christchurch Technical School .. .. .	1,633	1,670
Wellington Technical School .. .. .	1,205	1,175
Dunedin Technical School .. .. .	1,138	1,117
Palmerston North Technical School .. .. .	760	810
Auckland Technical School .. .. .	854	772
Invercargill Technical School .. .. .	..	583
Christchurch School of Art .. .. .	..	513

Technological examinations were conducted by the Department on behalf of the City and Guilds of London Institute at fifteen centres in the Dominion. The total number of entries was 377, an increase of 15 over the number for the previous year, and the number of passes was 197, or 52.3 per cent.

## TECHNICAL HIGH SCHOOLS.

The number of students in attendance at technical high schools in 1921 and 1922 was as follows :—

Technical High Schools—	Number of Students.	
	1921.	1922.
Christchurch .. .. .	549	651
Auckland .. .. .	493	599
Wellington .. .. .	317	465
Dunedin .. .. .	421	454
Wanganui .. .. .	354	422
Invercargill .. .. .	335	394
Napier .. .. .	259	279
Hawera .. .. .	164	187
Stratford .. .. .	165	175
Pukekohe .. .. .	126	175
Hastings .. .. .	101	143
Westport .. .. .	23	133
Feilding .. .. .	42	125
Totals .. .. .	3,349	4,202



The numbers of pupils taking up the various courses provided were as follows :—

Course.	Number of Pupils.			Increase over 1921.
	Boys.	Girls.	Total.	
Industrial .. .. .	1,234	..	1,234	283
Commercial and general .. .. .	831	1,223	2,054	308
Domestic .. .. .	..	611	611	226
Agriculture .. .. .	265	23	288	25
Art .. .. .	4	11	15	11
<b>Totals .. .. .</b>	<b>2,334</b>	<b>1,868</b>	<b>4,202</b>	<b>853</b>

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

	1921.			1922.		
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.
Junior free pupils {						
First year ..	945	758	1,703	1,213	929	2,142
Second year ..	500	444	944	668	532	1,200
Senior free pupils {						
First year ..	174	203	377	227	193	420
Second year ..	49	51	100	92	94	186
Third year ..	9	7	16	18	13	31
<b>Totals .. .. .</b>	<b>1,677</b>	<b>1,463</b>	<b>3,140</b>	<b>2,218</b>	<b>1,761</b>	<b>3,979</b>

FINANCIAL.

The total amount due by the Department to the controlling authorities for the salaries and incidental expenses of all technical classes, including technical high schools, was approximately £115,118, made up as follows :—

Salaries of full-time teachers and Directors .. .. .	£ 77,122
Capitation for part-time teachers .. .. .	15,434
Capitation for student teachers .. .. .	2,204
Overtime payments .. .. .	1,540
Incidental allowances .. .. .	24,465
College classes capitation .. .. .	2,857
	<u>123,622</u>
Less recoveries from tuition fees .. .. .	8,504
<b>Totals .. .. .</b>	<u><u>£115,118</u></u>

The following is a summary of the total expenditure by the Department on technical instruction during the financial year ending 31st March, 1923.

Capitation and salaries .. .. .	£ 119,464
Subsidies on voluntary contributions .. .. .	4,207
Scholarships and bursaries .. .. .	2,979
Grants in aid of material for class use .. .. .	4,529
Grants for buildings and equipment .. .. .	66,308
Grants for rents of buildings .. .. .	1,237
Conveyance of—	£
Instructors .. .. .	808
Free pupils .. .. .	4,742
	<u>5,550</u>
Examinations .. .. .	269
Maintenance, technical-school buildings .. .. .	588
Inspectors' salaries and travelling-expenses .. .. .	2,652
	<u>207,783</u>
Less recoveries .. .. .	155
<b>Total .. .. .</b>	<u><u>£207,628</u></u>

## SPECIAL SCHOOLS.

## STATE CARE OF DEPENDENT AND DELINQUENT CHILDREN AND INFANT-LIFE PROTECTION.

The Special Schools Branch of the Education Department provides (1) for the maintenance, training, and general upbringing of neglected and homeless and orphan children committed by Courts to the care of the State, for the training of delinquent children and juvenile offenders, for the supervision of all young persons (male and female) placed on temporary probation by the Courts; (2) for the supervision of all infants under the age of six years maintained apart from their parents or adopted with premium, for the general supervision of children for whose upkeep pensions are paid under the widows' pensions scheme, and for the investigation of applications for the adoption of children; and (3) for the education and maintenance of all afflicted children—deaf, blind, feeble-minded, and for children with defective speech.

The total number of children in the care of the State in 1922 was 5,182, classed under the following headings:—

Boarded out, industrial schools, receiving-homes, &c.	..	..	..	..	..	..	3,798
Juvenile probation	..	..	..	..	..	..	277
Infant-life protection	..	..	..	..	..	..	742
Deaf children	..	..	..	..	..	..	135
Feeble-minded children	..	..	..	..	..	..	230
Total	..	..	..	..	..	..	5,182

The number of children committed to the care of the State during the year was 410; classified according to reason for committal as follows: Destitution, 163; vagrancy, 8; associating with disreputable persons, 16; not under proper control, 136; uncontrollable (complaint by parents), 9; transferred from gaol, 15; accused or guilty of punishable offences, 54; and, in addition, 9 were admitted by private arrangement.

Classified according to age at the time of admission the numbers are as follows: Under six months, 49; over six months and under one year, 23; from one to five years, 83; from five to ten years, 100; from ten to fourteen years, 94; and over fourteen years, 61.

*Numbers under Control.*

At the end of the year there were 3,798 children under control (excluding those mentioned under separate headings below), and of these 153 were in residence at Government receiving-homes, probation homes, training-farms, and training institutions, and 153 in private industrial schools; 1,969 children were boarded out in foster-homes, 780 were in situations, and 464 residing under license with relatives and friends. The remainder were in various homes or institutions. Of the boarded-out children 48 are over the age of fourteen years and are still attending primary schools, 30 are receiving higher education (5 technical and 25 secondary), and a number are apprentices partly maintained by the State.

The children over school age in employment number 610 males and 378 females (included in the total of 3,798). Of the males 468 are farm workers (124 skilled in dairy-work and cheesemaking and 344 competent to milk and carry out general farm-work), 49 are apprentices, and 93 others are employed in various trades. Of the girls there are 333 domestic workers, 9 apprentices, 23 factory employees, and 13 engaged in various employments such as shop-assistants, nurses, dressmakers, typists, &c.

*Juvenile Probation System.*

The functions of Juvenile Probation Officers are to assist the Courts in ascertaining the full facts regarding parents, conditions of homes, and environment of all children brought under the notice of the police, to supervise and befriend any juveniles placed on probation by the various Magistrates, and to undertake, on the application of the parents, the supervision of any children who are inclined to become uncontrollable. In addition, all male inmates of industrial schools or training-farms placed in situations, or with relatives or friends, are supervised by the Juvenile Probation Officers. There were 1,080 cases dealt with by the Courts

in the principal centres of population throughout the year, and of these only 338 were actually admitted to receiving-homes or training institutions, 265 were placed on probation and supervised in their own homes, and the remainder were dealt with generally in a summary manner not calling for supervision by Probation Officers.

*Infant-life Protection and Adoption of Children.*

At the end of the year there were 742 children being maintained in 601 licensed foster-homes. Of these, 497 homes each had one child, 72 had two children each, and 27 homes had three each. The payments for the maintenance of each child ranged from 5s. to £3 a week, but the average rate of payment was approximately 14s. 6d. a week.

*Adoptions.*

During the year 349 children were adopted, and in 44 of these cases premiums were received by the Department's agents and paid out at the rate of 15s. a week for each child concerned. Of the total number of children adopted, 76 were under the age of six months, 34 between the age of six and twelve months, and 144 between the age of one and six years.

CARE AND TRAINING OF AFFLICTED CHILDREN.

*School for the Deaf, Sumner.*

The pupils under instruction during the year numbered 135, and of these 38 were day pupils and 97 boarders.

In 1920 special day classes for partially deaf children and for stammerers were established in Auckland, Wellington, and Dunedin, which have been continued with highly successful results. About 240 children attended the classes last year. Provision has also been made in these centres and in Christchurch for night classes for the instruction of the adult deaf, 97 persons afflicted in this manner attending the classes in 1922.

*Special Schools for the Feeble-minded.*

There are two such special schools—one at Richmond for girls, and one at Otekaike, near Oamaru, for boys. The number of girls in residence at Richmond at the end of the year was 65, and the number of boys at Otekaike 165.

EXPENDITURE.

The total net expenditure by the Department for the year 1922-23 on the above services was as follows:—

							£
School for the deaf	..	..	..	..	..	..	6,423
Education for the blind	..	..	..	..	..	..	90
Schools for the feeble-minded	..	..	..	..	..	..	8,263
Industrial schools, receiving-homes, probation system, boarding-out-system, &c.	..	..	..	..	..	..	94,502
Total	..	..	..	..	..	..	<u>£109,278</u>

HIGHER EDUCATION.

NEW ZEALAND UNIVERSITY AND AFFILIATED COLLEGES.

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 of Law, of Medicine, and of 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, of Surgery, and of Science; Bachelor, Master, and Doctor of Veterinary Science, of Dental Surgery, of Mechanical, Electrical, Civil, Mining, and Metallurgical Engineering, of Naval Architecture, of Agriculture, of

Public Health, and of Commerce; Bachelor of Science in Home Science; and Bachelor of Science in Architecture. Diplomas in a number of subjects may also be obtained. In 1921 a Bachelor of Science in Forestry and a Doctorate of Philosophy were instituted.

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-General 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 matters.

The revenue of the University is derived mainly from a statutory Government grant of £3,845 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 1922–23 was £3,172.

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, besides providing the usual University courses, 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 engineering, school of law, school of commerce, and a school of architecture; and Victoria University College specializes in law and science.

The affiliated colleges receive annual statutory Government grants (somewhat reduced in 1922 owing to the operation of the Public Expenditure Adjustment Act) towards meeting the expenses of their general maintenance as follows: Auckland University College, £10,600; Victoria University College, £10,600; Canterbury College, £3,600; Otago University, £8,200. The colleges are also in receipt of rents from endowments, Canterbury College being the most richly endowed, and the total income from this source by all colleges in 1922 being £25,969. In addition to the grants a certain proportion of the income from the National Endowment Fund for the purposes of education is paid directly to the four affiliated institutions, the sum paid to each in the year 1922–23 being £1,586. 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; £8,236 was paid to the colleges by way of subsidy in 1922–23, and £55,362 as grants for extended buildings and sites.

The total amount paid by the Education Department on account of the University of New Zealand and the affiliated colleges for the year 1922–23, as shown below, was £128,974, as against £117,434 in the previous year. The total expenditure of these institutions on University education (exclusive of trust funds) was £223,000.

## PAYMENTS BY EDUCATION DEPARTMENT ON ACCOUNT OF HIGHER EDUCATION, 1922-23.

University of New Zealand—		£
Statutory grant	.. .. .	3,834
National-endowment reserves revenue	.. .. .	3,172
Auckland University College—		
Statutory grants	.. .. .	10,950*
National-endowment reserves revenue	.. .. .	1,586
New buildings, &c.	.. .. .	19,687
Victoria University College—		
Statutory grants	.. .. .	10,950*
National-endowment reserves revenue	.. .. .	1,586
Lectures on education	.. .. .	188
New buildings, &c.	.. .. .	17,445
Canterbury College—		
Statutory grants	.. .. .	5,564*
National-endowment reserves revenue	.. .. .	1,586
University of Otago—		
Statutory grants	.. .. .	8,400*
National-endowment reserves revenue	.. .. .	1,586
New buildings, &c.	.. .. .	18,230
Additions to salaries of Medical Professors	.. .. .	300
Sir George Grey Scholarships	.. .. .	100
National Scholarships	.. .. .	3,246
Bursaries—		
University	.. .. .	10,218
Educational	.. .. .	705
Agricultural	.. .. .	632
Workers' Educational Association—Grant for organization expenses	.. .. .	500
Subsidies on voluntary contributions	.. .. .	8,846
		129,311
Less recoveries	.. .. .	337
		<u>£128,974</u>

## NEW ZEALAND UNIVERSITY.

The University conducted examinations in 1922 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 number of candidates for examination is increasing each year; there were 5,467 entrants for the degree examinations in 1922, compared with 4,964 in 1921, and the number of candidates for matriculation has more than trebled in the last ten years. 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 1922.

Degrees, &c.	Auckland University College.			Victoria University College.			Canterbury University College.			Otago University.			Total.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Doctor of Literature	..	..	..	1	..	1	..	..	..	..	..	..	1	..	1
Doctor of Science	1	..	1	..	..	..	..	..	..	..	..	..	1	..	1
Doctor of Medicine	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Master of Science	2	1	3	7	..	7	3	..	3	7	..	7	19	1	20
Honours in Science	2	..	2	6	..	6	3	..	3	5	..	5	16	..	16
Honours in Arts	10	2	12	4	4	8	5	11	16	11	1	12	30	18	48
Master of Arts	11	2	13	9	8	17	7	11	18	13	3	16	40	24	64
Honours in Law	5	..	5	4	..	4	..	..	..	1	..	1	10	..	10
Master of Law	6	..	6	5	..	5	1	..	1	1	..	1	13	..	13
Master of Surgery	..	..	..	..	..	..	..	..	..	1	..	1	1	..	1
Bachelor of—															
Arts	19	14	33	16	13	29	23	7	30	28	12	40	86	46	132
Science	8	1	9	10	3	13	4	1	5	11	6	17	33	11	44
Medicine and Surgery	..	..	..	..	..	..	..	..	..	16	3	19	16	3	19
Laws	20	..	20	20	..	20	3	..	3	3	..	3	46	..	46
Commerce	1	..	1	2	..	2	3	..	3	1	..	1	7	..	7
Engineering (Civil)	..	..	..	..	..	..	8	..	8	..	..	..	8	..	8
Engineering (Electrical)	..	..	..	..	..	..	4	..	4	..	..	..	4	..	4
Engineering (Mechanical)	..	..	..	..	..	..	1	..	1	..	..	..	1	..	1
Science in Home Science	..	..	..	..	..	..	..	..	..	..	5	5	..	5	5
Agriculture	1	..	1	1	..	1	3	..	3	..	..	..	5	..	5
Music	..	1	1	..	..	..	..	..	..	..	..	..	..	1	1
Senior University Scholarships	2	..	2	1	1	2	2	..	2	6	2	8	11	3	14
John Tinline Scholarship	1	..	1	..	..	..	1	1	1	..	..	..	1	1	2
Totals, 1922	89	21	110	86	29	115	70	31	101	105	32	137	350	113	463
Totals, 1921	60	13	73	67	26	93	51	31	82	90	23	113	268	93	361

\* Includes £500 for Workers' Educational Association classes.

In addition to these successes, 2,731 candidates passed sections of the examinations for degrees or for admission to professions; 97 gained certificates of proficiency. There were 156 candidates for the Entrance Scholarship Examination, 35 gaining scholarships, 70 others passing the examination with credit, and 34 qualifying for matriculation. The number of candidates for the Matriculation Examination was 4,143, of whom 1,052 passed the whole examination, 516 completed partial passes, and 723 gained partial passes.

The method of appointing examiners in New Zealand for the pass grade of the B.A. and B.Sc. degree examinations was inaugurated in 1922, most of the examiners giving satisfaction both in the setting and marking of the examination-papers. A great benefit to candidates was the much earlier notification of results than is possible when the papers are sent to England for marking.

The following table shows the principal receipts and payments of the University of New Zealand for the year 1922 :—

I.—GENERAL ACCOUNT.			
<i>Receipts.</i>	£	<i>Payments.</i>	£
Balance, 1st January, 1922 .. ..	11,152	Transfer to Ordinary Scholarship Account .. ..	1,500
Statutory grant .. ..	3,873	National endowment .. ..	3,172
National endowment .. ..	3,172	Examinations .. ..	11,011
Fees and certificates .. ..	21,627	Office salaries and rents .. ..	2,778
Miscellaneous .. ..	571	Expenses of Senate sessions .. ..	871
		Miscellaneous .. ..	2,306
		English agent .. ..	3,416
		Travelling scholarships .. ..	900
		Balance, 1st January, 1923 (including balance in hands of English agent) ..	14,441
	£40,395		£40,395
II.—ORDINARY SCHOLARSHIP ACCOUNT.			
<i>Receipts.</i>	£	<i>Payments.</i>	£
Balance, 1st January, 1922 .. ..	28,674	Scholarships .. ..	3,096
Transfer from General Account .. ..	1,500	Balance, 1st January, 1923 .. ..	28,813
Interest .. ..	1,735		
	£31,909		£31,909

In the above statements no account has been taken of special scholarships and prize funds.

#### AFFILIATED COLLEGES.

(Tables M1—M5 in E.—7.)

The number of students in attendance at the four University colleges in 1922 was 3,683, as compared with 3,924 in the preceding year. The figures for 1918, 1921, and 1922 are shown below, and it will be seen that although the number of students went back in 1922 there has been an increase since the year 1918 of 72 per cent. It is also to be observed that the women students entirely account for the reduction in numbers in 1922.

STUDENTS ATTENDING UNIVERSITY COLLEGES.						
				1918.	1921.	1922.
Men .. ..	..	..	..	1,122	2,524	2,591
Women .. ..	..	..	..	1,018	1,400	1,092
Totals .. ..	..	..	..	2,140	3,924	3,683

The students are classified as follows: Graduates, 204; undergraduates, 2,570; non-matriculated students, 909. The large number of non-matriculated students is chiefly accounted for by the presence at the colleges of training-college students taking one or two subjects in connection with their course of training and engineering students working for a diploma. In addition to the matriculated students mentioned above there were 275 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 by passing the annual college examination.

Of the 3,683 students attending University colleges, 1,578, or 43 per cent., were receiving free tuition, being the holders of scholarships, bursaries, or training-college studentships.

The numbers of students taking the various subjects were as follows: English, 590; law, 552; education, 532; medicine, 402; French, 384; engineering, 372; economics, 365; chemistry, 362; Latin, 353; physics, 305; philosophy, 293; commercial subjects, 292; pure mathematics, 257; and other subjects by smaller numbers.

In addition to the students attending the four University colleges, some fifty students, of whom seven were Government bursary holders and one was a holder of a Kitchener Scholarship, were taking an agricultural course of university grade at the Lincoln Agricultural College in Canterbury.

The number of full-time professors employed in the four University colleges at the end of 1922 was as follows: Auckland, 10; Victoria, 13; Canterbury, 12; Otago, 21: total, 56. In addition a number of part-time professors and large staffs of lecturers and assistants were employed. The average salary of full-time professors was £831, and the total expenditure by the four colleges on salaries for the year £84,850, as compared with £89,857 in the previous year.

#### *Finances of the Affiliated Colleges, 1922.*

The total receipts of the University colleges for the year 1922 amounted to £215,500, of which sum £128,066 was received directly from the Government and £3,169 indirectly from the Government through the University of New Zealand. The receipts from the Government included £42,225 maintenance grants and apportionment of national-endowment revenue, and £62,437 grants for buildings and equipment. Receipts from local sources included £25,969, income from reserves and £39,758 fees.

The total payments amounted to £194,968 of which the principal items were salaries, £84,850; buildings, £55,532; equipment, £10,943; administration, £14,863.

#### FREE EDUCATION AT UNIVERSITY COLLEGES.

What may be regarded as generous provision is made for free education and for scholarship allowances for students of the University colleges, 43 per cent., as mentioned above, of the students receiving free tuition.

#### *Scholarships.*

University entrance scholarships are awarded annually on the results of the University Junior Scholarship Examination, and are as follows: 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. The value of a Junior Scholarship or a University National Scholarship is £20 per annum in addition to tuition fees; and when necessary a boarding-allowance of £30 per annum. Twenty-eight Junior University Scholarships and fifty-two University National Scholarships were held during 1922. The expenditure by the University on scholarships was £3,096, and by the Education Department on University National Scholarships £3,246. 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.

Scholarships awarded during the degree course are: Senior University Scholarships tenable by candidates for Honours, and awarded on the papers set for 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; Sir George Grey Scholarships for students of science subjects; and a number of privately endowed scholarships open to students of the various colleges. Twelve Senior University Scholarships were held during 1922.

The chief scholarships awarded at the end of the University course are the Rhodes Scholarship, the 1851 Exhibition Scholarship, the Medical Travelling Scholarship, the Engineering Travelling Scholarship, the French Travelling Scholarship, National Research Scholarships (one of which is offered to each University college), and a post-graduate scholarship in arts. All, excepting the National

Research Scholarships, are 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.

The Rhodes Scholar of 1923 is a student of Otago University. The total number of Rhodes Scholarships that have been granted to date is twenty-two, of which six have been gained by students of Auckland University College, six by students of Otago University, six by students of Victoria University College, and four by students of Canterbury College.

Up to the present twenty-two National Research Scholarships have been awarded, two being current at present, and the following being the subjects of research: “The nature of unsaturation in unsaturated acids and their derivatives”; and “The root-nodules of conifers and other New Zealand trees.”

*Kitchener Memorial Scholarship.*—A Kitchener Memorial Scholarship endowed by a private gentleman, and contributed to by other persons and by the Government, is awarded annually on the results of the Senior National Scholarship Examination to secondary-school pupils, being intended for boys, the sons of members of the New Zealand Expeditionary Force, who have taken an agricultural course. The scholarship is worth £50 per annum, and is tenable for two years at an agricultural college. One scholarship was awarded in each of the years 1919, 1920, and 1921, and, the first two having expired, an extension of a third year has been granted in the third case. No award was made in 1922 or 1923.

#### *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 1922 was 598, and the amount expended on their tuition and examination fees was £10,218, the cost per head being £17 1s. 9d.

#### *Educational Bursaries.*

Educational bursaries may be awarded to persons complying with certain conditions who, having matriculated, are trained teachers, or teachers holding a class C certificate, or ex-pupil teachers, or ex-probationers. Bursars are bound to serve as teachers for a specified term of years. The bursaries provide free tuition up to an annual value of £20 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 1922 was sixty-four. The amount expended on tuition and examination fees being £705, or £11 0s. 4d. per head.

#### *Domestic-science Bursaries.*

Domestic-science bursaries tenable at the Otago University may be awarded to persons who 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.

The term of a bursary is two (or possibly three) years, and bursars are required, on completion of their course, to engage in teaching for not less than three years. The bursar receives £20 per annum, together with the fees for the course for the degree or the diploma in home science and domestic arts, and if obliged to live away from home an allowance of £30 per annum. A large hostel is provided at which the great majority of the students reside. Bursaries of this kind were awarded to ten students in 1922, making in all thirty-six bursars in attendance at classes. The cost to the Education Department in the year 1922-23 was £2,692.



*Agricultural Bursaries.*

Agricultural bursaries may be granted by the Education Department to qualified candidates in order to enable them to obtain the necessary practical training for positions as teachers or agricultural instructors, after the completion of their training the bursars being 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 the bursaries. They 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.

During 1922 seven agricultural bursars were attending Lincoln Agricultural College, and three a University college. In nearly every case partial success towards the B.Ag. degree was recorded. The expenditure by the Department on agricultural bursaries for the year 1922 was £632.

*Engineering Bursaries.*

Engineering bursaries tenable for three to five years at any school of engineering and technical science attached to or recognized by a University college may be granted to applicants possessing certain defined qualifications, including the completion of a fairly thorough preliminary course of study of the science of engineering. The bursaries cover the cost of tuition and examination fees, and where necessary a boarding-allowance of £50 per annum. Four such bursaries were held in 1922, the cost of them to the Education Department for the year being £287.

*War Bursaries.*

War bursaries tenable at secondary schools, technical schools, and University colleges may be awarded to the dependants of killed or disabled members of the New Zealand Expeditionary Forces. Such a dependant who is qualified to receive a University bursary or an educational bursary as described above may receive in addition an allowance of £10 per annum, and a boarding-allowance of £30 per annum if obliged to live away from home while attending a University college. Only one such war bursary tenable at a University college has so far been awarded.

## WORKERS' EDUCATIONAL ASSOCIATION.

The Workers' Educational Association, which works in conjunction with the four University colleges, continued its activities in 1922 with increasingly satisfactory results. Tutorial and preliminary classes are conducted for working men and women in such subjects as economics, psychology, social and industrial history, English literature, English composition, modern history, electricity, and hygiene; in fact, the association announces its readiness to establish classes in almost any subject for which a sufficient number of students will be forthcoming. Members of the staffs of the University colleges and other highly qualified educationists act as tutors of the classes. Seventy-two classes were held in 1922, with a roll number of 2,500. The Government contributes directly £2,500 per annum to the movement, in addition to which £1,250 paid by the Government out of the National Endowment Fund to the University of New Zealand is devoted to the same object, making a total of £3,750. Voluntary contributions received by the University colleges on account of the association's classes are also subsidized by the Government, the amount paid on this account in 1922-23 being £610.

## GENERAL.

## ANNUAL EXAMINATIONS.

The annual examinations conducted by the Department are as follows: (1) An examination to determine the grant of Junior Scholarships and junior free places, held in November; (2) a main series for Public Service Entrance, Senior National Scholarship, senior free place purposes, and the qualifying examination for Railway Engineering Cadets, held in November; (3) an August series for teachers' certificates of Classes D and C, and incidentally to some extent of Class B.

The examinations were held at fifty-seven centres in 1922-23. The total number of entries for all examinations was 11,114, of which number 9,285 candidates actually presented themselves for examination. A certain proportion of the absentees is due to the practice of the accrediting principle by which candidates for senior free places may be exempted from an external examination, as may also training-college students who are candidates for the teachers' examinations. Approximately 2,609 candidates were exempted in this manner from the necessity of passing the Intermediate Examination, of which number 998 are not included in the total of examination entries given above. The number of candidates actually presenting themselves for the various examinations during the last three years is shown below:—

	1920-21.	1921-22.	1922-23.
Junior National Scholarships and junior free places .. .. .	2,298	2,282	2,500
Public Service Entrance, Senior National Scholarships, and Intermediate .. .. .	2,999	3,419	3,544
Teachers D and C .. .. .	2,365	2,921	3,227
Public Service Senior .. .. .	78	28	..
Kindergarten Certificate Examination .. .. .	1	2	5
Special Public Service Entrance Examination in June .. .. .	204	248	..
Special Public Service Entrance Examination for return soldiers .. .. .	73	..	..
London University Examinations .. .. .	2	2	..
Qualifying Examination Railway, Engineering Cadets .. .. .	..	..	9
	8,020	8,902	9,285

Of the 2,115 candidates for Junior National Scholarships in 1922 231 obtained the scholarship qualification, 963 qualified for a free place in the scholarship examination, and 921 failed. There were also 385 candidates for free places only, of whom 58 qualified and 327 failed.

Of the 908 candidates for Senior National Scholarships 130 gained scholarships, 583 qualified for senior free places, and 195 failed. Only eleven of the total number of candidates were examined on the Scheme B (Rural and Domestic) Course, none of whom qualified for scholarships.

There were 2,726 entries for the Intermediate Examination, only 1,483 candidates presenting themselves, of which number 340 passed and 1,143 failed to do so.

The number present at the Public Service Entrance Examination was 1,153, 711 of the number passing and 442 failing the examination.

By arrangement with the General Manager, New Zealand Railways, a qualifying examination was held for Railway Engineering Cadets. Out of the nine candidates who presented themselves for examination five passed and four obtained partial passes.

The number of candidates who sat for the different stages of the teachers' certificate examinations was 3,227 (477 for the whole or part of Class C and 2,750 for Class D). Of the total number 428 obtained complete passes in Class D, 83 in Class C, 14 in Class B, and 1 in Class A. 1,977 improved their status and 724 failed to improve their status.

The cost of conducting the examinations was as follows:—

Total expenses, including cost of additional clerical services temporarily employed, but omitting other salaries .. .. .	£	7,225
Less amounts received or to be received—	£	
Fees paid by candidates for teachers' certificates and others ..	3,999	
Contributed by Public Service Commissioner for expenses of conducting Public Service Examinations, the fees for which, amounting to £1,187, were credited to him ..	1,539	
	5,538	
Net cost to Department .. .. .	£1,687	

In addition to the examinations referred to above, the Department also conducted, on behalf of the City and Guilds of London Institute, examinations in technological subjects, particulars of which are given in E.—5 (Technical Education).

#### TEACHERS' SUPERANNUATION FUND.

Under the provisions of section 54 of the Finance Act, 1922, the financial year now closes on the 31st January, instead of on the 31st December as formerly. The figures quoted in the statements following are therefore for a period of thirteen months. The change makes the financial year coincide with the salary year of the majority of the contributors, and very considerably reduces the clerical work in connection with the keeping of the accounts.

The position of the fund at 31st January, 1923, and the principal figures concerning the transactions for the period, compared with those for 1921, are given below:—

	1921.	Thirteen Months to 31/1/23.
	£	£
Balance at credit of fund at beginning of year .. .. .	681,777	779,636
Increase over balance at end of previous year .. .. .	82,474	97,859
Income for the year—		
Members' contributions .. .. .	96,409	*100,309
Interest .. .. .	35,145	45,042
Government subsidy .. .. .	43,000	71,583
<b>Total income .. .. .</b>	<b>£174,554</b>	<b>£216,934</b>
Expenditure—		
Retiring and other allowances .. .. .	74,315	100,132
Contributions refunded, &c. .. .. .	15,804	16,755
Administration expenses .. .. .	1,961	2,188
<b>Total expenditure .. .. .</b>	<b>£92,080</b>	<b>£119,075</b>
Number of contributors at 31st December .. .. .	5,872	6,296
Number of members admitted and reinstated during period .. .. .	1,048	838
Number retiring from the fund during period .. .. .	350	414
Net increase in membership at 31st December .. .. .	698	424
Number of allowances in force at end of period .. .. .	881	984
Representing an annual charge of .. .. .	£79,355	£100,641
Ordinary retiring-allowances .. .. .	475 £54,393	554 £72,174
Retiring allowances under extended provisions of section 12 of the Act .. .. .	78 £10,698	88 £12,490
Retiring-allowances in medically unfit cases .. .. .	102 £10,648	108 £12,217
Allowances to widows .. .. .	133 £2,407	141 £2,551
Allowances to children .. .. .	93 £1,209	93 £1,209
Funds invested at 31st December—		
At 4½ per cent. .. .. .	41,050	40,930
At 5 per cent. .. .. .	13,801	13,031
At 5¼ per cent. .. .. .	38,360	38,360
At 5½ per cent. .. .. .	405,048	258,392
At 5¾ per cent. .. .. .	93,158	81,905
At 6 per cent. .. .. .	65,168	28,900
At 6½ per cent. .. .. .	..	274,808
<b>Total .. .. .</b>	<b>£656,585</b>	<b>£736,348</b>
Average rate of interest on investments at 31st December .. .. .	5·5 per cent.	5·84 per cent.

Approval was given for the continuance of the cost-of-living bonus to widows and children, and, in cases of special hardship, to other annuitants, for the year 1st April, 1922, to 31st March, 1923, the rate being—widows, £13 per annum; children, £13 per annum; other annuitants, sufficient to bring the allowance up to £100 per annum, but with a maximum bonus of £26. Approval has also been given for the continuance of the bonus at the same rate up to the 30th September, 1923. This bonus is not a charge on the Superannuation Fund, but is provided for out of the Consolidated Fund.

#### SUBSIDIES TO PUBLIC LIBRARIES.

Owing to the financial position, the practice of distributing small sums to public libraries in country districts for the purchase of books has not been resumed.

#### TABLES RELATING TO COST OF EDUCATION.

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, to show under what heads the increase of expenditure in recent years has taken place; and to give the expenditure per head of the population and per head of the roll of schools.

\* After allowing rebates under section 11 (2) of the Public Expenditure Adjustment Act, 1921–22, amounting to £4,209.

TABLE A.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND FOR THE YEAR 1922-23.  
(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)	£ 2,221,000	£ 184,000	£ 2,405,000	..	£ 2,405,000
(2) Secondary (including secondary schools, and secondary departments of district high schools)	239,000	44,000	283,000	54,000	337,000
(3) Technical and continuation (including technical high schools)	145,000	66,000	211,000	..	211,000
(4) Higher (University) .. .. .	74,000	55,000	129,000	27,000	156,000*
Totals A (1-4) .. .. .	2,679,000	349,000	3,028,000	81,000	3,109,000
B. Industrial schools, probation and boarding-out system, &c. .. .. .	100,000	..	100,000	..	100,000
C. Special schools (Deaf, Blind, and Feeble-minded Children)	17,000	1,000	18,000	..	18,000
D. Teachers' Superannuation, stores and material purchased, and miscellaneous .. .. .	41,000	..	41,000	..	41,000
Totals A, B, C, D .. .. .	2,837,000	350,000	3,187,000	81,000	3,268,000

\* In addition to this expenditure £4,457 was expended by the Mines Department on schools of mines, and £1,350 was expended by the Department of Public Health on dental bursaries.

TABLE B.—EXPENDITURE PER HEAD OF POPULATION (1,311,381, INCLUDING MAORIS) ON EDUCATION, 1922-23.

(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. 33 10	s. d. 2 10	s. d. 36 8	s. d. ..	s. d. 36 8
(2.) Secondary (including secondary schools, and secondary departments of district high schools)	3 9	0 7	4 4	0 10	5 2
(3.) Continuation and technical (including technical high schools)	2 2	1 1	3 3	..	3 3
(4.) Higher (University) .. .. .	1 1	0 10	1 11	0 5	2 4
Totals A (1-4) .. .. .	40 10	5 4	46 2	1 3	47 5
B. Industrial schools, &c. .. .. .	1 6	..	1 6	..	1 6
C. Special schools (Deaf, Blind, and Feeble-minded Children)	0 3	..	0 3	..	0 3
D. Teachers' Superannuation and miscellaneous .. .. .	0 7	..	0 7	..	0 7
Totals A, B, C, D .. .. .	43 2	5 4	48 6	1 3	49 9

TABLE C.—ANALYSIS OF EXPENDITURE ON EDUCATION IN NEW ZEALAND (EXCLUSIVE OF NEW BUILDINGS, SITES, ETC.), FOR FIVE-YEARLY PERIODS FROM 1903-4 OUT OF PUBLIC REVENUE (INCOME FROM RESERVES INCLUDED).

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

	1903-4.	1906-9.	1913-14.	1918-19.	1921-22.	1922-23.
Population (including Maoris) .. .. .	783,317	1,008,373	1,134,506	1,158,139	1,292,699	1,311,381
Branch of Education.	Total.	Total.	Total.	Total.	Total.	Total.
A. (1.) Primary (including Native schools and training colleges)	£ 572,000	£ 760,000	£ 1,013,000	£ 1,471,000	£ 2,283,000	£ 2,221,000
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14 to 1920-21)	53,000	98,000	157,000	238,000	289,000	293,000
(3.) Technical and continuation (including technical high schools from 1921-22)	11,000	42,000	42,000*	48,000*	147,000	145,000
(4.) Higher (University) .. .. .	37,000	50,000	63,000	77,000	100,000	101,000
Totals A (1-4) .. .. .	673,000	950,000	1,275,000	1,834,000	2,819,000	2,760,000
B. Industrial schools, &c. .. .. .	27,000	31,000	45,000	50,000	115,000	100,000
C. Special schools (Deaf, Blind, and Feeble-minded Children)	4,000	6,000	7,000	11,000	20,000	17,000
D. Superannuation and miscellaneous .. .. .	3,000	7,000	33,000	61,000	46,000	41,000
Totals A, B, C, D .. .. .	707,000	994,000	1,360,000	1,956,000	3,000,000	2,918,000

\* Technical high schools included in secondary education.

TABLE D.—EXPENDITURE PER HEAD OF POPULATION IN NEW ZEALAND (EXCLUSIVE OF NEW BUILDINGS, SITES, ETC.), FOR FIVE-YEARLY PERIODS FROM 1903-4 OUT OF PUBLIC REVENUE (INCOME FROM RESERVES INCLUDED).

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

Branch of Education.	1903-4.	1908-9.	1913-14.	1918-19.	1921-22.	1922-23.
	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.
A. (1.) Primary (including Native schools and training colleges)	13 1	15 1	17 10	25 5	35 4	33 10
(2.) Secondary (including secondary schools and secondary departments of district high schools, also technical high schools from 1913-14 to 1920-21)	1 3	1 11	2 9	4 2	4 6	4 6
(3.) Technical and continuation (including technical high schools in 1921-22)	0 3	0 10	0 9*	0 10*	2 3	2 2
(4.) Higher (University) .. .. .	0 10	1 0	1 2	1 4	1 7	1 7
Totals A (1-4) .. .. .	15 5	18 10	22 6	31 9	43 8	42 1
B. Industrial schools, &c. .. .. .	0 7	0 7	0 9	0 10	1 9	1 6
C. Special schools (Deaf, Blind, and Feeble-minded Children)	0 1	0 1	0 2	0 2	0 4	0 3
D. Superannuation and miscellaneous .. .. .	0 1	0 2	0 7	1 0	0 9	0 7
Totals A, B, C, D .. .. .	16 2	19 8	24 0	33 9	46 6	44 5

\* Technical high schools included in secondary education.

TABLE E.—EXPENDITURE ON PRIMARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL (212,816 IN 1922) OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1918.	1919.	1920.	1921.	1922.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Excluding expenditure on new buildings .. .. .	7 9 9	9 5 6	10 17 9	11 1 4	10 8 9
Including expenditure on new buildings .. .. .	7 18 4	9 17 4	12 7 5	12 14 8	11 6 2

TABLE F.—EXPENDITURE ON SECONDARY EDUCATION FOR EACH INDIVIDUAL ON THE ROLL (14,496 IN 1922) OF THE SCHOOLS FOR EACH OF THE LAST FIVE YEARS.

	1918.	1919.	1920.	1921.	1922.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Excluding reserves revenue and expenditure on new buildings	15 10 7	17 8 8	17 10 3	17 19 1	16 9 9
Including reserves revenue and expenditure on new buildings	20 19 4	24 2 5	23 17 1	27 11 4	23 4 11

## APPENDIX.

## STATEMENT OF EXPENDITURE AND RECOVERIES

IN RESPECT OF ALL SERVICES UNDER THE CONTROL OR SUPERVISION OF THE MINISTER OF  
EDUCATION DURING THE YEAR ENDED 31ST MARCH, 1923.

General Administration.	£	£	£
Salaries .. .. .	26,458		
Clerical assistance .. .. .	681		
		27,139	
Travelling-expenses .. .. .	..	659	
Telephones, office requisites, books of reference, &c. .. .. .	..	405	
Postage and telegrams .. .. .	..	2,488	
Printing and stationery .. .. .	..	4,291	
Office furniture and fittings .. .. .	..	39	
Council of Education: Travelling-expenses, advertising, &c. . . . .	..	165	
Overtime and meal-allowance .. .. .	..	66	
Sundries .. .. .	..	2	
		35,254	
Less miscellaneous recoveries .. .. .	..	625	
			34,629
<b>Elementary Education.</b>			
Teachers' salaries (including pupil-teachers' and probationers' allowances) .. .. .	1,518,054		
Teachers' house allowances .. .. .	40,227		
		1,558,281	
General administrative purposes (including school committees' allowances) .. .. .	..	130,030	
Organizing-teachers' salaries, &c. . . . .	..	9,961	
Removal of teachers .. .. .	..	660	
Correspondence classes .. .. .	..	19	
Manual instruction: Capitation and material .. .. .	..	73,835	
School and class libraries .. .. .	..	1,762	
School buildings and sites—			
Maintenance and repair of school buildings and residences	91,217		
Rent of buildings and sites used for school purposes .. .. .	8,812		
Schools destroyed or damaged by fire—Rebuilding and repairs and rent of temporary premises	8,948*		
Payment to Lands for Settlement Account for school-sites	315		
New buildings, additions, sites, and teachers' residences—			
Education Purposes Loans Act, 1919 .. .. .	175,411		
		284,703	
Inspectors—			
Salaries .. .. .	28,689		
Travelling and removal expenses .. .. .	9,233		
Telephones, office requisites, &c. .. .. .	103		
Extra clerical assistance, typing, &c. .. .. .	371		
		38,396	
School physical services—			
Salaries of instructors .. .. .	3,915		
Courses of instruction .. .. .	22		
Travelling-expenses, &c. .. .. .	2,175		
Material for uniforms, &c. .. .. .	74		
		6,186	
Conveyance and allowance for board of school-children .. .. .	..	34,781	
Conveyance of instructors and teachers .. .. .	..	7,355	
Fares of children attending standard VI examinations .. .. .	..	9	
<i>School Journal</i> —Printing, &c. .. .. .	..	6,933	
<i>Education Gazette</i> —Printing, &c. .. .. .	..	460	
Subsidies on voluntary contributions on account of public primary schools, including district high schools .. .. .	..	13,287	
		2,166,658	
Less miscellaneous recoveries .. .. .	..	1,458	
			2,165,200†
Carried forward .. .. .	..	..	2,199,829

\* During the financial year £6,548 was recovered from the Fire Insurance Fund in the hands of the Public Trustee.  
† Including £41,394 from national-endowment reserves revenue and £103,293 from primary-education reserves.

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

	£	£	£
Brought forward .. .. .	..	..	2,199,829
<b>Secondary Education.</b>			
Payments to Education Boards for—			
District high schools: Secondary teachers' salaries ..	..	36,311	
National Scholarships .. .. .	..	10,082	
Payments to Secondary schools and colleges for—			
Salaries and incidental expenses .. .. .	..	159,013	
Manual instruction capitation .. .. .	..	2,649	
Subsidies on voluntary contributions .. .. .	..	408	
New buildings, equipment, furniture, sites, &c.—Education Purposes Loans Act, 1919 ..	..	44,480	
Rebuilding high school destroyed by fire .. .. .	..	1,994*	
From reserves revenue in accordance with Education Reserves Amendment Act, 1914 ..	..	9,085	
Conveyance of pupils to secondary and district high schools ..	..	6,789	
Marlborough High School: Statutory payment .. .. .	..	400	
Inspectors' salaries .. .. .	..	1,270	
Inspectors' travelling-expenses .. .. .	..	426	
			272,907†
<b>Technical Education.</b>			
Salaries of Inspectors .. .. .	..	2,058	
Travelling-expenses of Inspectors .. .. .	..	594	
Technological examinations .. .. .	..	269	
Salaries and capitation .. .. .	..	119,464	
Material for classes .. .. .	..	4,529	
Buildings and permanent apparatus, &c.—			
Education Purposes Loans Act, 1919 .. .. .	66,308		
Rents .. .. .	1,237		
Maintenance of buildings .. .. .	588		
		68,133	
Conveyance of instructors and students .. .. .	..	808	
Conveyance of pupils to technical schools .. .. .	..	4,742	
Subsidies on voluntary contributions .. .. .	..	4,207	
Scholarships and bursaries .. .. .	..	2,979	
			207,783
Less recoveries .. .. .	..	155	
			207,628‡
<b>Training Colleges and Training of Teachers.</b>			
Training colleges—			
Salaries of staff (one-half; the other half is charged to teachers' salaries, "Elementary Education") ..	23,021		
Allowances and fees for students .. .. .	122,713		
Special instruction, libraries, and incidental expenses ..	1,978		
Science apparatus and material .. .. .	125		
New buildings, sites, furniture, &c.—Education Purposes Loans Act, 1919 ..	6,243		
		154,080	
Training of teachers other than at training colleges—			
Fares of teachers .. .. .	2,129		
Classes at subcentres, &c. .. .. .	2,264		
		4,393	
			158,473§
<b>Higher Education.</b>			
Statutory grants—			
University of New Zealand—			
New Zealand University Act, 1908 .. .. .	3,834		
National-endowment reserves revenue .. .. .	3,172		
		7,006	
Auckland University College—			
Auckland University College Act, 1882 .. .. .	4,000		
New Zealand University Amendment Acts, 1914 and 1919 ..	6,950		
National-endowment reserves revenue .. .. .	1,586		
		12,536	
Victoria University College—			
Victoria College Act, 1905 .. .. .	4,000		
New Zealand University Amendment Acts, 1914 and 1919 ..	6,950		
National-endowment reserves revenue .. .. .	1,586		
		12,536	
Canterbury College—			
New Zealand University Amendment Acts, 1914 and 1919 ..	3,950		
National-endowment reserves revenue .. .. .	1,586		
Additions to statutory grant: Finance Act, 1920 (section 43) ..	1,614		
		7,150	
University of Otago—			
New Zealand University Amendment Acts, 1914 and 1919 ..	8,400		
National-endowment reserves revenue .. .. .	1,586		
		9,986	
Carried forward .. .. .	..	49,214	2,838,837

\* Amount recovered from Fire Insurance Fund. † Including £4,400 from national-endowment reserves revenue, and £9,085 from secondary-education reserves revenue. ‡ Including £3,000 from national-endowment reserves revenue. § Including £3,200 from national-endowment reserves revenue. || Includes £500 for Workers' Educational Association Classes.

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

	£	£	£
Brought forward .. .. .	..	49,214	2,838,837
<b>Higher Education—<i>continued.</i></b>			
Grants for new buildings, &c.—			
Auckland University College .. .. .	19,687		
Victoria University College .. .. .	17,445		
University of Otago .. .. .	18,230		
		55,362	
Sir George Grey Scholarships .. .. .	..	100	
National Scholarships .. .. .	..	3,246	
Bursaries—			
University .. .. .	10,218		
Educational .. .. .	705		
Agricultural .. .. .	632		
		11,555	
Workers' Educational Association—			
Grant for organization expenses .. .. .	..	500	
Subsidies on voluntary contributions .. .. .	..	8,846	
Victoria University College: Lecturer on education .. .. .	..	188	
University of Otago: Grant for additions to salaries of Medical Professors .. .. .	..	300	
		129,311	
Less recoveries .. .. .	..	337	128,974*
<b>Native Schools.</b>			
Salaries (Teachers and Inspectors) .. .. .	54,868		
Special allowances: Isolated places .. .. .	184		
		55,052	
Higher education (including nursing scholarships) .. .. .	..	3,805	
Books, school requisites, sewing-material, &c. .. .. .	..	1,764	
Storage and despatch of school books, &c. .. .. .	..	113	
Expenses of removals of teachers and travelling-expenses of Inspectors .. .. .	..	1,282	
Buildings: New schools, additional class-rooms, &c.—			
Education Purposes Loans Act, 1919 .. .. .	2,642		
Maintenance of buildings, rebuilding, repairs, &c. .. .. .	2,579		
		5,221	
Manual instruction: Payment of instructors and material for classes .. .. .	..	512	
Conveyance and board of children .. .. .	..	1,846	
Sundries—Advertising, &c. .. .. .	..	37	
		69,632	
Less recoveries .. .. .	..	1	69,631†
<b>School for the Deaf.</b>			
Salaries .. .. .	..	5,355	
General maintenance of institution .. .. .	..	2,181	
Travelling-expenses, including transit of pupils .. .. .	..	211	
Maintenance of buildings, furniture, repairs, &c. .. .. .	..	513	
Advertising, &c. .. .. .	..	84	
		8,344	
Less recoveries .. .. .	..	1,921	6,423‡
<b>Education of the Blind.</b>			
Grant for maintenance of Government pupils at Jubilee Institute .. .. .	..	479	
Special instruction and secondary education of pupils .. .. .	..	45	
		524	
Less recoveries .. .. .	..	436	88
<b>Schools for the Feeble-minded.</b>			
Salaries .. .. .	..	6,127	
Maintenance of buildings, &c. .. .. .	..	111	
Travelling-expenses .. .. .	..	359	
Maintenance of institutions, &c. .. .. .	..	4,081	
Additional buildings, &c. .. .. .	..	723	
Advertising, &c. .. .. .	..	17	
		11,418	
Less recoveries .. .. .	..	3,157	8,261§
<b>Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &amp;c.</b>			
Maintenance of buildings .. .. .	..	563	
New buildings .. .. .	..	210	
Salaries .. .. .	..	23,438	
Boarding out of children, &c. .. .. .	..	72,508	
Refund of maintenance payments .. .. .	..	220	
Refund of inmates' earnings .. .. .	..	223	
Travelling-expenses .. .. .	..	5,545	
Law costs .. .. .	..	62	
Libraries .. .. .	..	18	
Payment to Post and Telegraph Department for services, &c. .. .. .	..	673	
		103,459	
Carried forward .. .. .	..		3,052,214

\* Including £9,516 paid from national-endowment reserves revenue.  
 † Including £200 from national-endowment reserves revenue.  
 ‡ Including £35 from national-endowment reserves revenue.

§ Including £1,400 paid from national-endowment reserves revenue.



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

	£	£	£
Brought forward .. .. .	..	103,459	3,052,214
<b>Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &amp;c.—<i>continued.</i></b>			
Rent, office requisites, &c. .. .. .	..	581	
Special instruction, &c... .. .	..	14	
Valuation of buildings .. .. .	..	8	
Rent: Te Oranga Home: Land .. .. .	..	14	
Maintenance of inmates in Government schools, &c.	..	12,759	
Maintenance of inmates in private industrial schools	..	2,093	
Maintenance of inmates in other institutions .. .. .	..	27	
Wages of inmates .. .. .	..	44	
Sundries .. .. .	..	16	
		119,016	
Less recoveries— Amounts received from parents and others, and sales of farm produce, &c. .. .. .	..	25,102	93,914*
<b>Material and Stores.</b>			
Stores and material purchased .. .. .	1,716		
Lighting, cleaning, cartage, &c. .. .. .	204		
		1,920	
Less recoveries (stores issued and issues on pay- ments) .. .. .	..	12,705	Cr. 10,785
<b>Miscellaneous.</b>			
Examination expenses: Teachers', Public Service, and Scholarships .. .. .	7,246		
Less recoveries .. .. .	21		
		7,225	
Grading and Certificates of Teachers: Advertising, inquiries, &c.	..	792	
War bursaries .. .. .	..	377	
Teachers' Superannuation Fund— Government contribution .. .. .	..	43,000	
Free Kindergartens— Government contributions .. .. .	..	2,571	
Accidents to school-children: Grant for expenses .. .. .	..	255	
Grant to Wellington Education Board: Expenses case De- laney <i>versus</i> Wellington Technical School Board .. .. .	..	335	
Conference of education authorities .. .. .	..	149	
New Zealand Ensigns .. .. .	..	85	
Expenses of inquiry into Special Schools administration .. .. .	..	22	
Compassionate allowance to Mrs. Bethune .. .. .	..	57	
Compensation to teachers, Waikeri Native School, for losses by fire .. .. .	..	100	
Purchase of motor-cars for School Inspectors .. .. .	1,752		
Less recoveries .. .. .	792		
		960	
Storage and despatch of stores and stationery .. .. .	..	35	
		55,963	
Less recoveries .. .. .	..	4,014	51,949
<b>Total .. .. .</b>	..	..	<b>£3,187,292</b>

\* Including £3,150 paid from the National Endowment Reserves Fund.

## SUMMARY.

Service.	Paid from Parlia- mentary Votes.	Paid from Reserves Revenue.	Totals.
	£	£	£
General Administration .. .. .	34,629	..	34,629
Elementary Education .. .. .	2,020,513	144,687	2,165,200
Secondary Education .. .. .	259,422	13,485	272,907
Technical Instruction .. .. .	204,628	3,000	207,628
Training Colleges, &c. .. .. .	155,273	3,200	158,473
Higher Education .. .. .	119,458	9,516	128,974
Native Schools .. .. .	68,231	1,400	69,631
School for the Deaf .. .. .	6,223	200	6,423
Education of the Blind .. .. .	88	..	88
Schools for the Feeble-minded .. .. .	7,911	350	8,261
Industrial Schools and probation system .. .. .	90,764	3,150	93,914
Material and Stores .. .. .	Cr. 10,785	..	Cr. 10,785
Miscellaneous Services .. .. .	51,949	..	51,949
<b>Totals .. .. .</b>	<b>3,008,304</b>	<b>178,988</b>	<b>3,187,292</b>

NOTE.—For a statement of the cost of education, inclusive of the amounts collected from educational bodies' endowment reserves, see Table A, page 52.

*Approximate Cost of Paper.*—Preparation, not given; printing (1,500 copies), £75.

By Authority: W. A. G. SKINNER, Government Printer, Wellington.—1923.

