

1927.
NEW ZEALAND.

REPORT OF THE MINISTER OF EDUCATION

FOR THE YEAR ENDING 31ST DECEMBER, 1926.

[In continuation of E.—1, 1926.]

Presented to both Houses of the General Assembly by Command of His Excellency.

CONTENTS.

	Page		Page
Introductory and General	2	Primary Education— <i>continued.</i>	
Cost of Education	4	Training of Teachers	15
School Buildings	5	Status of Teachers in regard to Certificates	16
Primary Education—		Native Schools	17
Number of Schools	6	Junior High Schools	17
Enrolment and Attendance	7	Secondary Education	19
Problem of Retardation	9	Technical Education	21
Pupils leaving School	10	Child Welfare	23
Duration of School Course	10	University Education	26
Registered Private Schools	11	General—	
Correspondence School	11	Annual Examinations	26
Physical Education	12	Teachers' Superannuation	27
Manual Instruction	12	Subsidy to Public Libraries	28
Staffing of Primary Schools	14	Appendix—Details of Expenditure for Year ended	
Teachers' Salaries	14	31st March, 1927	29

Office of the Department of Education,

YOUR EXCELLENCY,—

Wellington, 16th June, 1927.

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, 1926.

I have, &c.,

R. A. WRIGHT,

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

REPORT.

INTRODUCTORY AND GENERAL.

DURING the year particular interest attached to the marked progress in secondary and University education. The number of pupils in post-primary schools increased, as well as the number of those who reached a standard of education that entitled them to free education at one of the University colleges. This advance was reflected in the quality of the applicants for entrance to the teaching profession. A few years ago Education Boards found it necessary to accept candidates who had no higher qualification than that indicated by the possession of an intermediate certificate or a pass in the Public Service Entrance Examination. None of the probationary teachers appointed during the year had a lower qualification than a partial pass in the Teachers' Class D Certificate Examination, while not less than 67 per cent. had matriculated or passed the Class D or Class C examination for teachers, or possessed a higher leaving-certificate. Additional evidence is provided by the increased number of training-college students who are taking University courses.

It is interesting to note that, while the output from the post-primary schools is of increasingly better quality academically, there is a marked tendency for those who have charge of secondary education to favour wider and more differentiated courses. The traditional ecclesiastical type of education founded so many centuries ago is at last losing its hold on the schools. A demand has arisen for courses of education that bear some relation to the future occupations of the pupils. This change, so far as the general public is concerned, is due to an increased general interest in education and to a more independent and common-sense view of its aims. While these views undoubtedly reflect the opinions of a large number of people not only in New Zealand but in all parts of the Empire, it is necessary to guard against too great specialization in curricula. It is generally agreed that it is impossible to settle what occupation a boy or girl of thirteen or fourteen years of age should follow; hence the necessity for varied general courses that will include not only cultural subjects but subjects and occupations that will give the pupil an opportunity to reveal his inclinations and aptitudes. Consequently, secondary schools are not now confining themselves to purely academic courses, but are adding manual-training and commercial courses that give an opportunity for a pupil to select the type of education best suited to his needs and capacity. The secondary schools in doing this appear to be drawing closer to the technical high schools. Apparently there will presently be little difference between the two types of post-primary institutions, so far, at all events, as day courses are concerned. The technical high schools will, however, continue to provide for evening students industrial courses more nearly related to specific trades and occupations than is desirable in the case of the secondary schools. In thus providing full opportunity for evening students the technical high schools continue to do a service of the utmost importance to the State.

The New Zealand University Amendment Act passed during the year aimed at the realization, in part at all events, of the recommendations made by the University Commission of 1925. Unfortunately, the full project could not be carried into effect at the time, and much has still to be done in the direction of establishing a federated University. It may be questioned whether in such a small country as New Zealand, with a population of less than one and a half millions, four University colleges are really needed. There are wide differences of opinion regarding the best method of reorganizing University activities; but it seems generally accepted that, whatever system of control may eventually be evolved, it is desirable in the meantime to have one central University organization comprising four constituent autonomous colleges. The existence of the four colleges has unfortunately led to a duplication of University activities in certain directions, and consequently to increased expenditure on University education.

In New Zealand the cost is approximately 2s. 9d. per head of population; in Victoria it is 1s. 10d.; in Tasmania, 1s. 7d.; and in New South Wales, 1s. 2d. It is doubtful whether any State gives more assistance to University work than is given in New Zealand at the present time. No less than 40 per cent. of the male students and 50 per cent. of the women students have their University fees paid by the State. Free University education by means of scholarships and bursaries is therefore on a very liberal basis.

In a country that depends as much as New Zealand does on its primary industries it is but to be expected that the State will favour the establishment of University schools or colleges dealing with agricultural science. A school of this character has for many years been in existence in the South Island, and a similar one is about to be provided to meet North Island needs. These colleges will not only be the means of producing a staff of experts who will be of the utmost service to people engaged in the primary industries, but will carry out research work that should do a great deal to increase the prosperity of the country.

The primary-education system in New Zealand is sensitive to the movements in England and America to shorten the primary and extend the secondary school courses. The proposed reorganization which has for its object the establishment of what is known as the "junior-high-school system" has been received with a certain amount of caution, if not reserve, mainly because of the uncertainty of its effects upon both primary and secondary schools, and the lack of sufficiently definite information regarding the cost. The Department has, however, not been indifferent to the trend of public opinion abroad, and has established eight experimental schools to "try out" the new system, and the results will be watched with interest. Further, a committee of experts and others interested in education has been set up to report on the proposal to alter the primary-school syllabus of instruction in such a way as to provide a primary course suitable for pupils up to about the age of twelve years, and a post-primary course of two or three years in an intermediate school, followed by a further period in a senior high school. Such an alteration in the syllabus of instruction would be comparatively easy to arrange in city school systems, but may prove difficult to carry out effectively in scattered country districts. The general opinion throughout the Dominion is that it would be unwise to abandon the present undoubtedly efficient primary-school system before being assured of the suitability and worth of its rival.

Another noteworthy feature in connection with both primary and post-primary education in this country is the gradual abandonment of the traditional method of measuring school efficiency by means of external examinations. More and more attention is being given to education in its wider aspects. Both teachers and Inspectors are coming to realize that it is not of so much importance to the child that he shall carry away from school a mass of information on all kinds of subjects as that his character shall be developed in the fullest possible manner. It has at the same time become clear to all associated with education that the adoption of a definite aim of this kind does not imply an indifference to learning or a lowering of the standard of academic attainment. A further important development in the schools is in the increased attention that is being given to the needs of the individual child. There is evidence of greater sympathy between teachers and pupils, and nowadays it is rare to find a child who does not love his school. A further evidence of the interest in the welfare of the individual is to be found in the establishment of special classes for the education of children of somewhat low mental equipment. Such children can make little or no progress under ordinary methods of instruction, and it is quite evident that it is of the highest social importance that such children should not be allowed to grow up to be a burden to themselves and a menace to the welfare of the community. At the present time some twenty classes have been established in different parts of the Dominion to provide special courses suited to the capacity of such pupils.

The Child Welfare Act of 1925 enabled the Department to extend its activities in caring for neglected or delinquent children, and hence to increase the value of its social work. Children's Courts have been established in all the main centres, and are working admirably. The substitution of the boarding-out system for the institution system of dealing with the wards of the State has been in operation for

a number of years and has proved of undoubted social value. Institutions, where they still exist, are, too, changing in type and becoming more like schools than places of detention or disciplinary organizations. This does not indicate an inclination on the part of the Department to deal more laxly with young people who sin against society, but indicates that a change of method has been adopted in the reformatory treatment. Such a change is in harmony with the altered methods of control in all our schools—methods that have resulted in deepening the influence of the teacher over his pupils, and in making the schools a more effective social force in the community.

The following important staff changes occurred in the Department during the year: Mr. John Caughley, M.A., Director of Education announced his retirement; Dr. E. Marsden, Assistant Director, resigned, and assumed charge of the newly-established Department of Scientific and Industrial Research; Mr. T. B. Strong, M.A., B.Sc., was appointed Assistant Director, and Mr. W. Bird, M.A., succeeded him as Chief Inspector of Primary Schools. I desire to place on record my appreciation of the services of the late Director in the cause of education in all its branches.

COST OF EDUCATION.

The appendix to this report shows in detail, under various headings, the expenditure on education during the financial year ended 31st March, 1927. The total expenditure, including endowment revenue, amounted to £3,987,416, as against £3,895,034 for the previous year, an increase of £92,382. This increase is a very moderate one when it is considered that it has to provide for the natural increase of the number of children in all classes of schools, and that during the year the Department had to provide for large payments of a non-recurring nature on the site for the new Agricultural College at Palmerston North, and for the new Medical School in Dunedin.

Much is written about the large expenditure on education in this country. Comparisons are made between the cost now and the cost before the war, and the question is frequently asked whether an expenditure of four millions per annum is justified when the pre-war expenditure was only one and a half millions. It must be remembered, however, that, owing to the depreciation in the real value of the pound, the present expenditure of nearly four millions is equivalent to only two and a half millions in 1914. Further, the number of pupils in our schools has increased from 208,693 in 1914 to 264,601 in 1926, and if the increased numbers are taken into account the increased cost would have been from one and a half to two millions. Again, in every enlightened country there have been many developments in the past twelve years, and the provision of facilities for education has been greatly improved, particularly in the direction of post-primary and higher education. New Zealand cannot afford to fall behind other countries, and has had to keep pace in these and other respects. Consequently, in the period referred to, the number of pupils attending secondary and other high schools has increased from 10,428 to 23,210, and the number of University students has risen from 2,310 to 4,653. It has been necessary at the same time to increase the expenditure on students' fees and allowances at training colleges from £25,246 to £123,250, on educational buildings from £122,940 to £550,954, and on superannuation for teachers from £17,000 to £71,428.

It is difficult to make a reliable comparison between the cost of education in New Zealand and in other countries, because the systems vary. In New Zealand almost the whole cost comes from the Consolidated Fund, whereas in most other countries a large proportion comes from local rates, endowments, private and other sources. The meaning of expenditure on education varies also. Some countries include only expenditure on schools, while others include libraries, medical and social services for children, university education, and industrial education. In some countries, again, such as Canada, Australia, and the United States, the system of education varies from State to State, education being very liberally provided for in some parts while the schools are starved in others. These essential differences make the figures supplied in statistics somewhat untrustworthy.

A recently published comparison of the cost of elementary education, which, for the reasons just stated, must be taken with reservation, gives the cost of elementary education per pupil as follows:—

	£	s.	d.
England and Wales (1923-24)	11	5	9
Norway (1922)	14	14	0
Holland	12	10	0
United States of America (1921-22) .. .	12	17	0
Ontario (1924)	13	19	0
British Columbia (1924)	17	19	0
Queensland	10	19	3
Victoria	8	16	0
New South Wales	14	12	6
Cape Colony (primary and secondary) .. .	16	13	0
Transvaal (primary and secondary) .. .	21	4	2
New Zealand (primary) (1926)	13	0	0

These figures are probably sufficiently reliable to show that, while our expenditure on education compares well with that in other countries, New Zealand by no means leads the world in its devotion to the training of its children.

SCHOOL BUILDINGS.

A considerable amount of progress was made during the year in the provision of school buildings, both in country districts and in town and suburban areas, to meet the increase in population, the total amount of the funds allocated by Cabinet from the Education Purposes Loans Account being expended. The policy of replacing rented accommodation has been steadily continued, and special consideration has been given to the erection of small schools in isolated and backblock districts.

Among the larger primary schools completed during the year may be mentioned the Napier Street, Milford, and Forest Lake Schools, in the Auckland District; the second portion of the Auckland Training College; Lower Mangorei, in Taranaki; Roseneath, in Wellington; and Papanui, in Canterbury. The infants' department at Invercargill Middle was rebuilt. Secondary departments were provided at Dargaville, Otorohanga, Methven, and Fairlie. A new secondary school has been built at Takapuna. The Medical and Dental Schools in connection with the Otago University have been completed.

Additions to existing schools were made at Avondale and Kohimarama, Auckland; Fitzroy, Taranaki; Raetihi, Wanganui; Napier South, Hawke's Bay; Miramar South, Wellington; North New Brighton and Beckenham, Canterbury; Wyndham, Invercargill South; and St. George, Southland.

Among works in progress may be mentioned the new Normal School, Auckland; the New Plymouth Girls' High School hostel; a new school at Rongotea, Wanganui district; the Wellington Boys' College Memorial Hall; a new boys' secondary school at Coutts Street, Kilbirnie; the Marlborough Junior High School; the second wing of the new Christchurch Training College; additions to the Timaru Boys' High School; and additions to the Waitaki Boys' High School.

It has been and still is the policy of the Department to obtain school-sites as far as possible in advance of population, in order to save to the State the very considerable inflation in land-values that invariably follows the publication of proposals to divert railways, &c. Particular attention has been given to the provision of adequate school-sites in the Hutt Valley, Wellington, and the sites now set apart should meet the needs of that district for many years to come. In other growing centres also, notably Whangarei, Auckland, Hamilton, Palmerston North, and Wellington, the Department has acquired sites in anticipation of an early and considerable increase in settlement.

The Department is continuing its policy of centralizing schools in localities where the condition of the roads, the location of the existing schools, and other material factors render such a course advisable and economical.

The majority of the secondary and technical school building-work was carried out by the Architectural Branch of the Public Works Department.

The following table shows for the year ended 31st March, 1927, the amount expended by the Department on new buildings, additions, sites, and teachers' residences :—

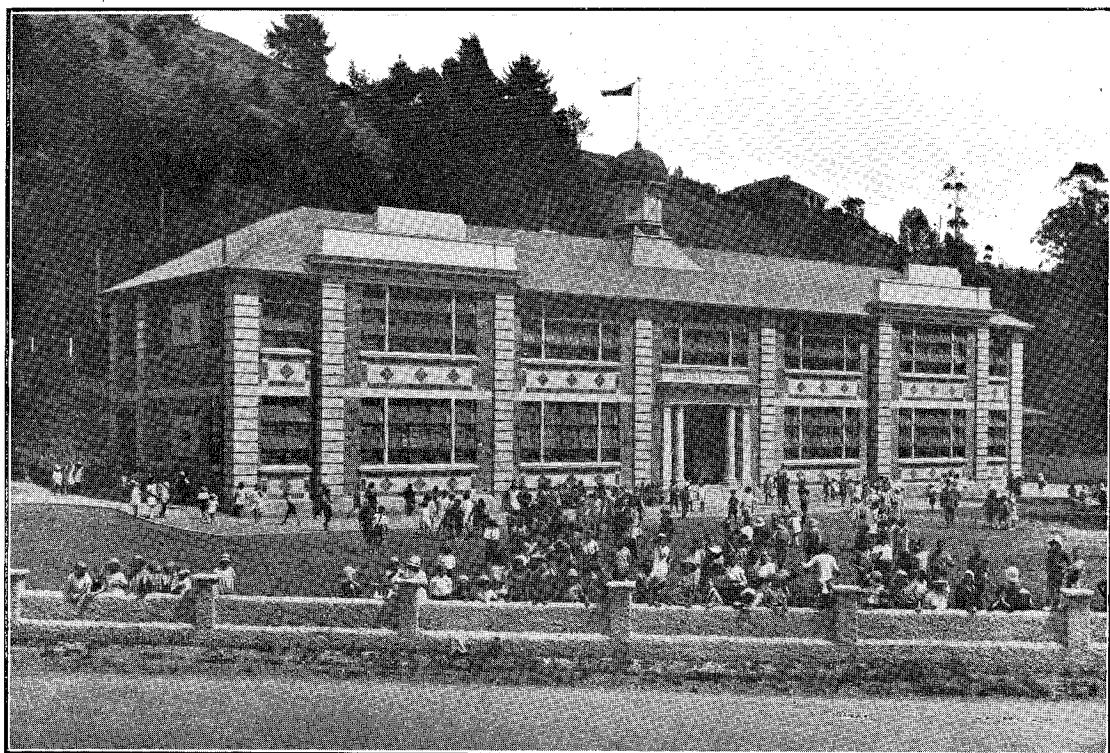
Primary schools	£	238,286
Secondary schools		129,925
Technical schools		37,314
Training colleges		9,938
Universities		67,068
Native schools		8,999
Special schools		9,684
Free kindergartens		78
		<hr/>
		501,292
		<hr/>

PRIMARY EDUCATION.

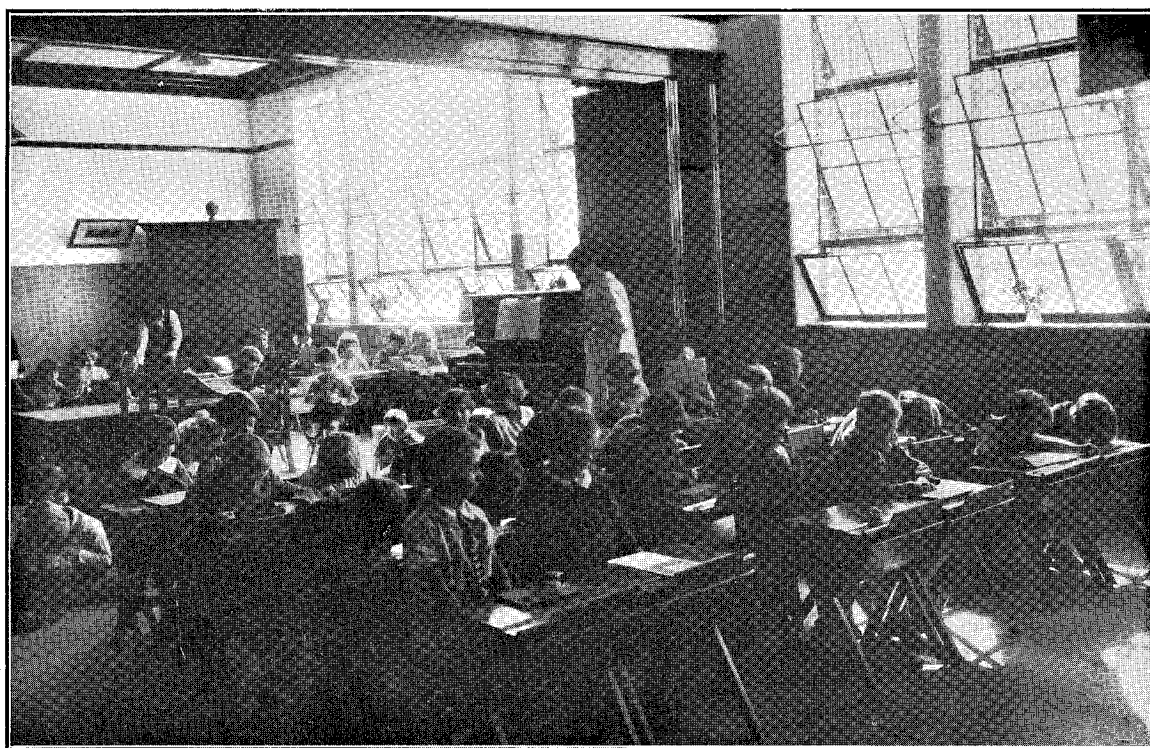
NUMBER OF PUBLIC SCHOOLS.

The number of public schools open at the end of 1926 was 2,601, or 21 more than in the previous year. In the following table the schools are classified according to their grade, and the yearly average attendance and the number of children per teacher are shown.

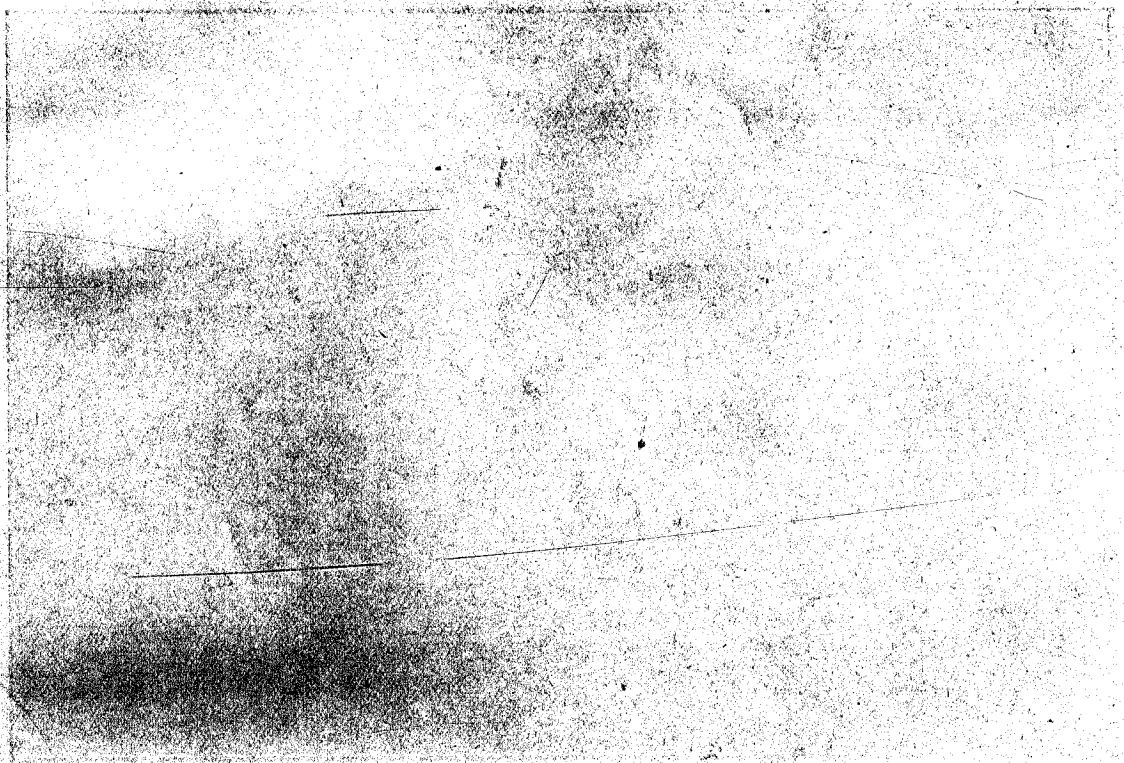
Grade of School.	Number of Schools.	Average Attendance.			Average Number of Children per Teacher in Primary Department.	
		Primary Department.	Secondary Department.	Total.	Excluding Probationers.	Including Probationers.
0 (1-8) ..	228	1,359	..	1,359	6	6
I (9-20) ..	770	10,772	..	10,772	14	14
II (21-35) ..	534	13,970	..	13,970	25	25
III A (36-50) ..	305	12,745	21	12,766	22	22
III B (51-80) ..	268	16,042	36	16,078	30	28
III C (81-120) ..	135	12,708	171	12,879	31	30
IV A (121-160) ..	62	8,326	123	8,449	35	29
IV B (161-200) ..	32	5,574	191	5,765		
IV C (201-240) ..	40	8,700	587	9,287		
V A (241-280) ..	25	6,336	399	6,735	41	34
V B (281-320) ..	19	5,671	..	5,671		
V C (321-360) ..	28	9,474	430	9,904		
VI A (361-400) ..	24	9,082	400	9,482	41	34
VI B (401-440) ..	26	10,858	249	11,107		
VI C (441-480) ..	11	5,034	62	5,096		
VII A (481-520) ..	13	7,887	147	8,034	41	34
VII B (521-560) ..	19	8,495	..	8,495		
VII C (561-600) ..	14	10,504	97	10,601		
VII D (601-640) ..	18	9,840	90	9,930	41	34
VII E (641-680) ..	12	7,109	217	7,326		
VII F (681-720) ..	4	2,816	..	2,816		
VII G (721-760) ..	4	2,232	..	2,232	41	34
VII H (761-800) ..	6	3,832	..	3,832		
VII I (801-840) ..	2	1,428	..	1,428		
VII J (841-880) ..	1	864	..	864	41	34
VII K (881-920) ..	..	..	..	..
VII L (921-960) ..	1	930	..	930		
Totals, 1926 ..	2,601	192,588	3,220	195,808	31	28
Totals, 1925 ..	2,580	194,741	3,155	197,896	32	29
Difference ..	+ 21	- 2,153	+ 65	- 2,088	- 1	- 1



AUCKLAND POINT SCHOOL, NELSON.
(Opened in February, 1927.)



A CLASS-ROOM IN AUCKLAND POINT SCHOOL.



	Total Average Attendance. (Primary.)	Average Number of Children per Teacher.	
		Excluding Probationers.	Including Probationers.
Grades III-VII (two or more teachers)	166,487	36	31
Grades V-VII (six or more teachers)	102,392	41	34
All schools	192,588	31	28

It will be seen that 1,532 schools, or more than half the total number, had an average attendance of less than thirty-six pupils. These sole-teacher schools had a total average attendance of 26,101.

ENROLMENT AND ATTENDANCE.

The total enrolment in public primary schools at the end of the year 1926 was 216,807, an increase of 2,083 over the total for the previous year.

Regularity of Attendance.—The regularity of attendance has continued at a highly satisfactory figure, the average attendance for the year 1926 being 89·9 per cent. of the average weekly roll number. The Hawke's Bay Education District has the highest degree of regularity, but the figures for all districts are creditable, in no case falling below 89·1 per cent.

The relative activities of the nine Education Boards may be gauged from the following figures, which are exclusive of the secondary departments of district high schools :—

Education District.	Enrolment.			Schools, 1926 (excluding Grade 0).	Adult Teachers, 1926.
	1921.	1926.	Percentage Increase, Five Years.		
Auckland	59,816	65,888	10	698	1,841
Taranaki	10,834	11,674	8	164	356
Wanganui	16,310	17,220	6	190	503
Hawke's Bay	15,117	16,492	9	166	474
Wellington	25,699	27,452	7	231	739
Nelson	7,028	7,118	1	121	249
Canterbury	35,761	37,384	5	380	1,023
Otago	22,192	21,177	—5	240	616
Southland	12,424	12,402	*	183	382
Totals	205,181	216,807	6	2,373	6,183

* No significant movement.

The more pronounced increase in the North Island districts is, of course, a natural corollary to the northward trend of the population. It will be observed that the Auckland District accounts for 52 per cent. of the increase for the Dominion.

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	8,375	7,781	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8,375	7,781
6 "	12,346	11,413	148	154	2	4	..	..	..	..	..	..	..	..	..	..	12,496	11,571
7 "	9,131	8,003	2,120	2,340	95	158	2	5	..	..	..	..	..	..	..	..	11,348	10,506
8 "	4,183	3,227	5,609	5,547	2,014	2,359	125	161	4	6	3	2	..	..	..	..	11,938	11,302
9 "	1,159	805	3,673	2,922	5,250	5,572	2,003	2,370	152	180	12	11	..	..	..	..	12,249	11,860
10 "	355	230	1,344	947	3,802	3,235	5,282	5,344	1,865	2,071	170	208	13	8	..	..	12,831	12,043
11 "	154	118	382	242	1,560	1,079	3,979	3,677	4,660	4,740	1,540	1,626	195	187	..	..	12,470	11,669
12 "	56	58	148	113	557	387	2,002	1,599	4,072	3,737	4,143	4,244	1,330	1,435	9	10	12,317	11,583
13 "	48	23	65	32	177	127	797	546	2,066	1,641	3,739	3,283	3,641	3,690	39	60	10,572	9,402
14 "	13	7	17	7	43	33	228	139	673	432	1,808	1,327	3,204	2,856	56	47	6,042	4,848
15 "	4	8	5	2	8	..	41	9	120	70	473	245	1,264	842	25	31	1,940	1,207
16 "	2	2	2	..	1	2	3	4	17	4	40	18	194	97	17	13	276	140
17 years and over	..	..	..	..	..	..	..	..	1	4	2	3	13	9	2	7	18	23
Totals	35,826	31,675	13,513	12,306	13,509	12,956	14,462	13,854	13,630	12,885	11,930	10,967	9,854	9,124	148	168	112,872	103,935

PROBLEM OF RETARDATION.

The table opposite classifies, according to age and standard of education, the whole of the pupils who were in attendance at public primary schools at the end of 1926.

The heavy lines indicate the normal progress of a pupil who, entering between the age of six years and seven years, spends two years in the preparatory classes and one year in each of the standard classes, and thus completes the work of Standard VI when he is between thirteen and fourteen years of age.

It must be noted that this table is compiled from statistics furnished at the end of the year by the Education Boards. The pupils are on the point of entering their new classes, hence it may be held that the table does not quite indicate the true position, and that the heavy lines might just as correctly be drawn one stage lower for each class. Some explanation is needed for the presence of some very old pupils in the lower classes. These are either Maori children whose education has begun late, or pupils of subnormal intelligence who ought to be educated in special classes. However, even if these two classes of retardates are excluded, the table shows that a considerable amount of retardation exists in the primary schools. With the object of throwing clearer light on this matter the Department made a close investigation into the position so far as it was revealed by the school promotion class-lists. At the outset it cannot be too emphatically stated that the term "retarded" does not necessarily mean "mentally defective." A child is said to be retarded when his progress at school is slower than the average, but this may be due to many causes other than lack of intelligence. For instance, he may lose a year or part of a year through illness. When he returns to school his state of health may be such that he is unable to pick up the threads for a little time, and he becomes retarded. Changes of teachers and changes of schools will bring about the same result, as will also admission to school at a late age. The child's ability may be quite up to the average but circumstances are against him. It is his education, not his mentality, that is retarded.

The following table shows the results of the investigation referred to :—

TABLE SHOWING PERCENTAGE OF RETARDATION, ACCORDING TO CLASS-LISTS.

Education District.	Number of Children enrolled.	Number of Extreme Retardates.	Percentage.	Percentage less Maoris and Foreigners.
Auckland	65,888	4,202	6.37	5.11
Taranaki	11,674	495	4.24	3.40
Wanganui	17,220	638	3.70	3.23
Hawke's Bay	16,492	633	3.89	2.09
Wellington	27,452	757	2.76	2.56
Nelson	7,118	210	2.95	2.95
Canterbury	37,384	1,127	3.01	2.91
Otago	21,177	396	1.87	1.85
Southland	12,402	232	1.87	1.85
	216,807	8,690		

Percentage of extreme retardates in Dominion, 4.08. (NOTE: Extreme retardates are those children who were ten years of age and still in the infants' department, eleven years of age and still in Standard I, &c.)

Teachers were asked to give an explanation of each case of extreme retardation, and the results have been summarized in the following table :—

TABLE SHOWING EXPLANATIONS FOR 8,690 EXTREME RETARDATES.

	Number.	Percentage.
No reason	1,605	19
Maoris or foreigners	1,242	14
Lack of intelligence	2,904	33
Lack of opportunity	2,278	26
Immigrants or changes	661	8
	8,690	

According to the opinions given by teachers, which we assume to have been well considered, there are in the Dominion some 2,904 children whose retardation is due to lack of intelligence. This represents 1.34 of the school population. Other researches carried on by the Department indicate that the percentage of children whose lack of intelligence is so marked that they require permanent special treatment is about 1.6. There appears, therefore, reasonable ground for believing that

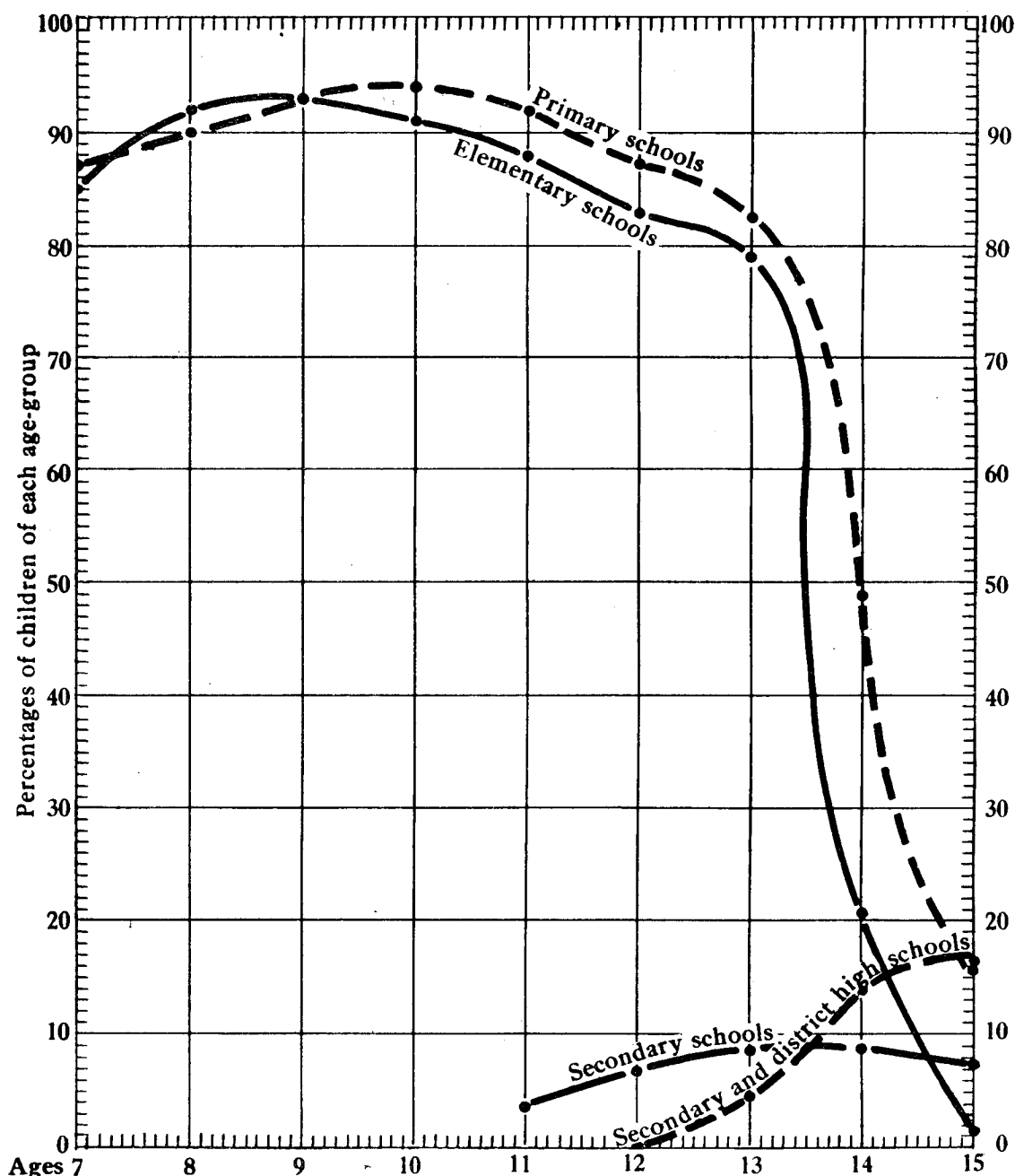
some two thousand children should be taught in special classes. The percentage of mentally deficient children is about the same in New Zealand as in other countries—neither more nor less. Nevertheless the numbers are large enough to indicate that a problem has to be faced, for teachers know that really backward children require an amount of time and attention out of all proportion to their numbers. At present some three hundred children in the Dominion are being educated in special classes. It is evident from the investigation that considerable extension of this work is desirable.

PUPILS LEAVING PRIMARY SCHOOLS.

In 1925, 19,844 pupils left the public primary schools; of these, 15,112, or 76 per cent., had passed the Standard VI examination, and 4,732 (24 per cent.) had not passed that examination but had attained the age of fourteen years.

DURATION OF SCHOOL COURSE.

In connection with the serious discussion that has taken place on all sides during the year regarding the duration of the primary-school course, the age at which the secondary course should commence, and the proportion of children embarking on secondary-school courses, the following graphs are especially interesting, showing as they do the relative positions of England and New Zealand in these matters:—



PERCENTAGE OF THE CHILDREN OF EACH AGE-GROUP IN THE SCHOOLS OF ENGLAND AND WALES, AND OF NEW ZEALAND, IN 1922.

(N.B.—Pupils of technical high schools are not included in the figures for New Zealand.)
England and Wales, continuous lines; New Zealand, dotted lines.

The graphs bring out clearly the following points: (1) Secondary education is generally begun at a much earlier age (11+) in England. (2) The final number of pupils going on to secondary education is much higher in New Zealand than in England and Wales. (3) Although at the beginning of the primary course the percentage in the elementary (or primary) schools is in some cases actually higher in England and Wales than in New Zealand, towards the end of the primary course the reverse is the case, and to a marked degree. In New Zealand 49·3 per cent. of children of fourteen years of age are to be found in the primary schools; in England and Wales only 21 per cent. This difference will be due partly to the difference in economic conditions in the two countries, but largely to the comparatively late age at which children in New Zealand pass on to the secondary schools.

REGISTERED PRIVATE PRIMARY SCHOOLS.

The following table summarizes the returns furnished by registered private primary schools with respect to the year 1926 :—

—				Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools	..	..	..	54	195	52	301
Roll—Boys	..	..	..	1,029	9,966	1,233	12,228
Girls	..	..	..	1,385	11,171	1,994	14,550
Total	..	..	..	2,414	21,137	3,227	26,778
Average attendance	..	..	..	2,093·8	18,742·3	2,803·4	23,639·5
Teachers—Men	..	..	..	45	52	32	129
Women	..	..	..	101	628	131	860
Total	..	..	..	146	680	163	989

The number of schools at the end of the previous year was 285, and the total enrolment 25,933.

CORRESPONDENCE SCHOOL.

The work of the Correspondence School continues to expand—505 pupils, from P. 1 to Standard VI, being on the roll at the end of 1926. With the exception of a few children physically unfit to attend the ordinary school, most of these children live more than five miles from the nearest school, and many reside on islands, light-houses, and other isolated spots.

The system of instruction is well adapted to the needs of the pupils, who respond very well to requirements. The curriculum is the same as that for public schools.

In December, 1926, of twenty-one candidates who were presented for examination, twenty gained a Standard VI proficiency certificate and one a Standard VI competency.

A recent development is the establishment of an infant-teaching department, under a specially qualified teacher.

The quality of the work of the pupils and the frequent appreciative letters of the parents give evidence that a real need is being satisfied by the Correspondence School.

As there appears to be an impression in some quarters that it is necessary for a pupil, at some time or other, to have attended a school before being able to benefit by correspondence instruction and gain his proficiency certificate, it is perhaps advisable to point out that some of these proficiency winners have been on the roll of the Correspondence School for five years, and have never attended a school.

PHYSICAL EDUCATION.

The Chief Physical Instructor reports that the work of physical training is progressing in a satisfactory manner. The number of instructors is fourteen, with the addition of two exchange teachers who have been employed for a part of the year in instructing teachers and children in folk-dancing and eurhythmics.

During the year 1926 4,300 visits were paid. In nearly all schools some form of organized games, field or athletic sports, and, where possible, swimming are taken, the teachers devoting their spare time to this work. It is estimated that 30 per cent. of the children in the schools can swim.

All training-college students are now required to receive instruction in swimming and life-saving, and provision is being made for the endorsement of their certificates for excellence in physical training. These and other forms of physical training are receiving adequate attention, and it is hoped that the fine spirit which animates the students will be carried into the schools.

The following table compiled from results of medical investigation will give an indication of the beneficial results of physical training over the period 1913-27 :—

Nature of Disability.	Percentage.	
	1913.	1927.
General physical defects	41·3	20·2
Obstructed breathing.. .. .	33·0	2·9
Spinal curvature	7·0	0·07
Stooped shoulders	22·0	5·0

MANUAL INSTRUCTION.

At the end of 1926 there was in the employ of the various Education Boards and other controlling authorities a total of 119 full-time specialist teachers engaged in giving instruction to senior pupils in woodwork, metal work, and domestic subjects, besides twenty-five specialist instructors in elementary agriculture. These teachers were classified as under. Class VII is the highest, and in Division I are placed those teachers whose classification is based on academic or professional qualifications equivalent to at least a University diploma involving three years' preparation of University standard.

FULL-TIME CLASSIFIED TEACHERS IN MANUAL-TRAINING CLASSES, DECEMBER, 1926.

Class.	Division I.		Division II.		Totals.
	Men.	Women.	Men.	Women.	
VII .. .. .	..	..	..	..	..
VI	1	..	6	5	12
V	4	..	18	8	30
IV	8	1	16	6	31
III .. .. .	..	4	12	10	26
II	6	9	4	8	27
I .. .. .	..	6	10	2	18
Totals, 1926 ..	19	20	66	39	144
	39		105		

In this table are included eleven teachers on staffs of junior high schools and one supervisor of needlework in primary classes. The total of 144 teachers shows an increase of six on that for 1925.

Manual training continues to be exceedingly popular with both parents and pupils, the latter at all times displaying the greatest eagerness in attacking the problems presented in connection with this branch of their education. With the growth in the school population there comes a demand for increased facilities in the shape of additional manual-training centres and equipment, but it has not been possible to comply with all the requests made. At the beginning of the year a new centre for woodwork and cookery was opened at Coutts Street, Wellington, to meet the requirements of the rapidly growing suburbs in the south and east. Education Boards have not to any great extent availed themselves of the regulations brought into force at the beginning of the year under review whereby they may hand over to Principals of technical schools the supervision of manual-training centres in their school districts. Some two or three Education Boards employ qualified supervisors who deal with this side of the work, but in other cases the supervision is entrusted to members of the office staff, or to a senior teacher whose ordinary duties claim almost the whole of his time and attention, and it is to be hoped that eventually the advantages to be derived from placing the immediate control of all practical work such as woodwork, metalwork, cookery, and so forth in the hands of those who are directly concerned with the more specialized courses of the same kind in the technical schools and technical high schools will be realized. A noteworthy feature is the increased demand for facilities for manual training in connection with secondary-school classes. In all junior high schools this branch of education occupies a prominent place, the specialist teachers being included in the general staff of the schools.

So far as primary schools are concerned, instruction in needlework is taken by women teachers on the staff of the school, or, in cases where there is no woman on the staff, by part-time teachers secured locally. In the manual-training centres instruction in dressmaking and needlework is restricted to classes from post-primary schools or from the secondary department of district high schools. The plan of placing the organizing of the teaching of needlework in the primary schools of Christchurch and the neighbouring towns in the hands of a supervising instructor proved to be eminently successful in practice.

For the supervision of instruction in science and nature-study in district high schools and primary schools each Education Board employs one or more itinerant agricultural instructors. These specialists, numbering twenty-five in all, are giving exceedingly valuable service to the country. Their principal duty is to advise teachers on the matter to be dealt with and the methods to be followed in handling these important branches of education, both indoors and in connection with the experimental plots; but they also devote attention, mainly in their own time, to boys' and girls' agricultural-club work, calf-rearing experiments, and so forth, besides giving expert advice to teachers and School Committees on the laying-out and beautifying of the school grounds. Year by year they are called upon to an increasing extent by former pupils now engaged in farm-work for advice regarding problems confronting them in their life work, and this in itself is a striking testimony to the esteem in which they are held by that section of the community engaged in the greatest of our primary industries.

Hand-and-eye training, apart from that in the hands of specialist instructors at the manual centres, continues to receive a good measure of attention in the primary schools. The material for the work is supplied by the Department, and the economy effected by this system is such as to permit of a more satisfactory allocation as far as quantity is concerned, and there is an additional advantage in that the quality of the material is maintained at a uniformly high standard. Special material of various kinds is also supplied to teachers of infants' classes in order as far as possible to meet the requirements of modern methods of teaching where the very young are concerned. The principle followed is in accordance with that observed both at Home and in America, but we have not yet been able to carry it into practice to the same extent as is done in those countries.

For salaries, materials, and incidentals in connection with manual instruction and hand-and-eye training the Department's payments for the financial year 1926-27 amounted to £77,615, of which £46,247 was for salaries (including salaries

of eight manual-training teachers at three of the five junior high schools, and £4,561 transferred from "technical" salaries on account of manual-training classes conducted by Technical School Boards), £20,973 for materials and incidentals in connection with manual training proper, and £10,395 for handwork materials.

STAFFS OF PRIMARY SCHOOLS.

The number of adult teachers employed in the primary departments of public schools at the end of 1926 was 6,183 (men, 2,105 ; women, 4,078), an increase of 181 over the previous year. There were, in addition, 700 probationers, compared with 641 at the end of the previous year. The following table shows the number of teachers in the schools of the various grades :—

NUMBER OF ADULT TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS,
DECEMBER, 1926.

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) ..	16	169	..	..	..	..	16	169	185
„ I (9-20) ..	279	456	..	..	..	..	279	456	735
„ II (21-35) ..	223	288	11	9	1	19	235	316	551
„ IIIA (36-50) ..	17	17	187	76	2	262	206	355	561
„ IIIB (51-80) ..	..	1	214	49	3	267	217	317	534
„ IIIC (81-120) ..	..	..	124	4	3	253	127	257	384
„ IV (121-240) ..	..	..	125	1	73	411	198	412	610
„ V (241-360) ..	..	..	63	2	88	314	151	316	467
„ VI (361-480) ..	..	..	59	..	134	395	193	395	588
„ VII (over 480) ..	..	..	106	..	377	1,085	483	1,085	1,568
All grades ..	535	931	889	141	681	3,006	2,105	4,078	6,183

Ratio of Men to Women Teachers.—The following table indicates the number of women for each 100 men teachers :—

	1915.	1918.	1922.	1925.	1926.
Adult teachers—					
All schools	193	253	197	199	194
Schools with roll 1-20	323	523	299	236	212
Schools with roll over 20	176	227	182	193	191
Pupil-teachers	344	425	223	179	*
Probationers	647	688	349	286	248
Training-college students	387	488	256	186	191

* The position of "pupil-teacher" has now been abolished.

In the Education service as a whole the ratio of women to men remains fairly constant at about two to one. Amongst the probationers the number of women somewhat exceeds this ratio ; but the relatively heavy loss of women teachers after only a few years' teaching has the effect of reducing the ratio in the teaching service as a whole.

TEACHERS' SALARIES.

The total amount of all salaries and allowances for the year ending on the 31st March, 1927, was £1,761,156, or £24,023 more than in the previous year. These figures do not include the equivalent of house allowance where residences are provided, estimated at £52,390, 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. 4d. per head of the total roll number, the corresponding amount in 1925 was £8 6s. 6d.

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.	1922.	1923.	1924.	1925.	1926.
(1) Teachers in all schools—						
(a) Men and women	163	269	268	276	280	280
(b) Men	224	349	350	358	364	359
(c) Women	128	228	228	236	238	239
(2) Teachers in schools with average attendance over eight—						
(a) Men and women .. .. .	..	276	275	283	286	285
(b) Men .. .. .	..	352	353	361	366	361
(c) Women .. .. .	..	235	235	242	244	244
(3) Teachers in schools with average attendance over twenty—						
(a) Men and women .. .. .	..	285	283	291	292	295
(b) Men .. .. .	..	370	370	380	384	384
(c) Women .. .. .	..	235	237	245	244	248
(4) Head teachers—						
(a) Men .. .. .	..	420	422	436	442	443
(b) Women .. .. .	..	360	365	365	359	380
(5) All sole teachers—						
(a) Men .. .. .	..	246	247	251	264	273
(b) Women .. .. .	..	216	218	226	240	244
(6) Assistants—						
(a) Men .. .. .	..	326	321	326	329	318
(b) Women .. .. .	..	224	224	230	231	230

The next table groups certificated teachers according to their salaries. This table shows that 35 per cent. of the certificated male teachers receive salaries over £400 per annum and 57 per cent. receive salaries over £350. Of the certificated women teachers 39 per cent. receive salaries in excess of £250.

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	4	12	10	465
£181 to £250	113	151	159	1,590
£251 „ £300	177	82	300	347
£301 „ £350	208	94	142	319
£351 „ £400	254	182	168	116
Over £400	569	124	28	6
Totals	1,325	645	807	2,843

TRAINING OF TEACHERS.

The numbers of students in training in the four training colleges during 1926 were as follows, the figures for the previous year being also given for comparison :—

College.	1925.			1926.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	124	216	340	119	247	366
Wellington	120	225	345	89	193	282
Christchurch	94	198	292	99	187	286
Dunedin	107	187	294	105	159	264
Totals	445	826	1,271	412	786	1,198

Students are admitted to the training colleges under one or other of the following divisions: Division A, students who, having obtained the necessary educational qualifications, have completed a course of training as probationers, or have completed a course of training at a recognized kindergarten school, or have

completed a full-time course as student teachers in a technical school; Division B, other students who, being over seventeen years of age, have obtained higher learning certificates or partial passes in the Class D Examination or have obtained equivalent or higher qualifications; Division C, University graduates admitted for one year; Division D, teachers entering on short-period studentships. The numbers of students under the several divisions in 1926 were: Division A, 1,041; Division B, 123; Division C, 18; and Division D, 16: total, 1,198. The numbers for the previous year were: Division A, 1,085; Division B, 160; Division C, 17; and Division D, 9: total, 1,271.

The number of students who completed their course in 1926 was 549, and their examination status was as under: Class A certificate, 4; Class B certificate, 90; Class C certificate, 304; Class D with partial success towards C, 127; Class D, 9; credited with some subjects towards a teacher's certificate, 15; no examination, nil.

STATUS OF TEACHERS IN REGARD TO CERTIFICATES.

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.

	1924.		1925.		1926.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers	4,891	84	5,301	88	5,559	90
II. Uncertificated teachers—						
(1) Holding licenses	68	1	73	1	61	1
(2) Unlicensed	863	15	628	11	563	9
Total uncertificated	931	16	701	12	624	10
Totals of I and II.	5,822	100	6,002	100	6,183	100

The numbers of teachers holding certificates of the various classes in 1925 and 1926 were as follows:—

Class of Certificate.	1925.			1926.		
	M.	F.	Total.	M.	F.	Total.
A	53	10	63	48	9	57
B	369	222	591	431	250	681
C	976	1,903	2,879	1,047	2,064	3,111
D	417	1,220	1,637	402	1,202	1,604
E	17	114	131	13	93	106
Total	1,832	3,469	5,301	1,941	3,618	5,559

The following figures indicate the very marked decrease in recent years in the numbers of uncertificated teachers employed in public primary schools:—

Year.	Uncertificated Teachers.	
	Number.	As percentage of Adult Teachers.
1920	1,472	28
1921	1,336	25
1922	1,234	22
1923	1,100	19
1924	931	16
1925	701	12
1926	624	10

NATIVE SCHOOLS.

At the end of 1926 there were 130 Native village schools under the direct control of the Department for the primary education of Maori children in districts principally settled by Natives. In addition there were eight primary and twelve secondary (boarding) schools controlled by various religious organizations. Maoris are also admitted to the ordinary public schools—and in fact the number attending these schools is greater than the number in attendance at Native schools.

The following table shows the number of schools with the enrolment at the end of 1925 and at the end of 1926 :—

	Schools.	Roll, 1925.	Roll, 1926.
Native village schools	130	6,386	6,591
Mission schools (primary)	8	366	364
Public schools with Native children enrolled	740	6,576	7,017
Totals	878	13,328	13,972

These figures include a number of European children (835 in 1926) who attend Native village schools, and if these be deducted the enrolment of Native children in primary schools at the end of last year becomes 13,137, compared with 12,531 at the close of the previous year.

The average yearly attendance at Native village schools was maintained at a creditably high percentage (89·8) of the average weekly enrolment.

Boarding-schools for the secondary education of Maoris have been established by religious bodies, and the Government provides a number of scholarships tenable at these schools, which are inspected by the Department's officers. There were twelve schools at the end of last year with an enrolment of 570 pupils, of whom 145 held Government scholarships. In addition, ten Maoris held scholarships at Otago University and Canterbury College, taking courses in arts, theology, medicine, law, and dentistry.

JUNIOR HIGH SCHOOLS.

There were six junior high schools in operation during the year—viz.: Whangarei, Kowhai, Northcote, Matamata, Waitaki Boys', and Waitaki Girls'. Information regarding the pupils in attendance at these schools and the destination of pupils who left the schools last year is contained in the following tables :—

ROLL NUMBER AND CLASSIFICATION OF PUPILS IN ATTENDANCE AT JUNIOR HIGH SCHOOLS.

Junior High School.	Number on Roll at beginning of 1926.	Number admitted during 1926.	Number on Roll at 31st December, 1926.	Average attendance, 1926.	Form I.		Form II.		Form III.		All Forms.		Total.
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Whangarei ..	Nil*	340	306	298	89	80	67	70	†	†	156	150	306
Kowhai ..	495	443	827	818	184	199	180	157	48	59	412	415	827
Northcote ..	153	184	291	280	77	68	59	57	15	15	151	140	291
Matamata ..	113	103	149	144	45	36	36	32	‡	‡	81	68	149
Waitaki Boys' ..	80	110	179	167	96	..	83	..	†	†	179	..	179
Waitaki Girls' ..	67	82	135	131	..	71	..	64	†	†	..	135	135
Totals ..	908	1,262	1,887	1,838	491	454	425	380	63	74	979	908	1,887

* School first opened February, 1926.

† These schools are attached to secondary schools, and the pupils who would otherwise proceed to Form III enter instead the lower forms of such secondary schools.

‡ In this case the third-year pupils enter the secondary department of the Matamata District High School, to which school the junior high school is attached.

AGES OF PUPILS IN ATTENDANCE AT JUNIOR HIGH SCHOOLS AT 31ST DECEMBER, 1926.

Junior High School.	Under 11 Years.		11 Years and under 12.		12 Years and under 13.		13 Years and under 14.		14 Years and under 15.		15 Years and over.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Whangarei ..	1	4	11	12	44	43	57	45	32	34	11	12
Kowhai ..	..	3	26	43	77	95	137	128	127	101	45	45
Northcote ..	4	4	11	14	43	39	38	40	41	34	14	9
Matamata ..	..	1	12	7	32	17	21	25	14	12	2	6
Waitaki Boys'	..	..	7	..	43	..	73	..	32	..	24	..
Waitaki Girls'	..	1	..	9	..	41	..	41	..	34	..	9
Totals ..	5	13	67	85	239	235	326	279	246	215	96	81

AGES AND CLASSIFICATION OF PUPILS IN ATTENDANCE AT JUNIOR HIGH SCHOOLS AT 31ST DECEMBER, 1926.

Age.	Form I.		Form II.		Form III.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Under 11 years ..	5	13	..	..	..	..	5	13
11 years and under 12 ..	63	76	4	9	..	..	67	85
12 ,, 13 ..	185	170	50	63	4	2	239	235
13 ,, 14 ..	141	124	173	145	12	10	326	279
14 ,, 15 ..	74	58	145	122	27	35	246	215
15 years and over ..	23	13	53	41	20	27	96	81
Totals ..	491	454	425	380	63	74	979	908

TOTAL NUMBER OF PUPILS OF JUNIOR HIGH SCHOOLS WHO GAINED PROFICIENCY CERTIFICATES IN 1926.

	Boys.	Girls.	Total.
Form II ..	372	328	700
Form III ..	10	12	22
Totals ..	382	340	722

DESTINATION OF PUPILS LEAVING JUNIOR HIGH SCHOOLS DURING, OR AT END OF, 1926.

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Percentage.	First Year.	Second Year.	Third Year.	Total.	Percentage.
Continued full-time education	18	230	24	272	55	14	190	41	245	54
Commercial (clerical, typing, shop, and warehouse)	..	36	12	48	10	..	14	4	18	4
Trades ..	2	71	12	85	17	..	14	1	15	3
Agricultural or pastoral	2	27	1	30	6	..	..	..	..	..
Home ..	4	13	4	21	4	8	116	15	139	31
Miscellaneous ..	..	4	..	4	1	..	6	..	6	1
Not known ..	16	15	3	34	7	24	6	2	32	7
Totals ..	42	396	56	494	100	46	346	63	455	100

SECONDARY EDUCATION.

In 1926 there were in operation thirty-nine secondary schools at which Government free places were held and for which the teachers' salaries, &c., were provided by the Government. Twelve of the schools were for boys only, fourteen were for girls only, and thirteen were for both boys and girls. Two additional boys' schools, the Wanganui Collegiate School and Christ's College Grammar School, were originally endowed with public property. There were also seventy-seven secondary departments of district high schools, fourteen technical high schools, eight organized technical or art schools offering day courses, twelve Maori secondary schools, and thirty-five registered private secondary schools. Further, of the six junior high schools in operation during the year two schools—namely, Kowhai and Northcote—each provided a three-year course, the last year of which was devoted to secondary instruction. There was thus a total of 189 schools providing secondary education.

The following figures show the roll and attendance at these schools for 1926 :—

(a) Secondary schools (41)—		
Roll, 1st March	15,059	
Roll, 31st December (boys, 7,462 ; girls, 6,189)	13,651	
Average attendance	13,596	
(b) District high schools—secondary departments (77)—		
Mean of average weekly roll	3,479	
Roll, 31st December (boys, 1,516 ; girls, 1,646)	3,162	
Average attendance	3,203	
Number of new entrants	1,936	
(c) Technical high schools (14)—		
Roll, 31st December (boys, 3,113 ; girls, 2,587)	5,700	
(d) Day technical schools or art schools (8)—		
Roll, 31st December (boys, 416 ; girls, 680)	1,096	
(e) Registered private secondary schools (35)—		
Roll, 31st December (boys, 1,091 ; girls, 1,703)	2,794	
Average attendance	2,714	
(f) Secondary schools for Maoris (12)—		
Roll, 31st December (boys, 332 ; girls, 238)	570	
(g) Junior high schools, third-year pupils only (2)—		
Roll, 31st December (boys, 63 ; girls, 74)	137	

The total number of pupils receiving secondary education at the end of the year was 27,110, compared with a total of 23,829 at the end of 1925. The large increase in the number of pupils receiving secondary education is partly accounted for by the fact that in previous reports the figures corresponding to those shown in (d) and (g) above have not been included in the total number of children receiving secondary education.

DESTINATION OF PUPILS ON COMPLETION OF THEIR SECONDARY EDUCATION.

The following table summarizes the returns furnished by school Principals respecting the destination of pupils who left high schools, district high schools, technical high schools, and day technical schools during or at the end of the year 1926. The figures are in all cases exclusive of pupils who left one school to enter another full-time post-primary school.

Profession, &c.	Boys.		Girls.	
	Number.	Per Cent.	Number.	Per Cent.
University college	192	4	114	3
Teaching or training college	135	3	285	6
Clerical—				
Government	403	8	41	1
Banks, insurance	202	4	9	*
Legal	73	2	20	*
Commercial	539	11	644	15
Engineering, surveying, architecture	299	6	30	1
Various trades and industries	752	15	97	2
Shops, warehouses	443	9	298	7
Farming	987	20	6	*
Home	172	4	2,333	52
Other occupations	191	4	310	7
Not known	506	10	260	6
Totals	4,894	100	4,447	100

* No significant percentage.

A comparison of the above table with the corresponding table for 1925 reveals some encouraging features regarding the destination of pupils on leaving school. The figures for 1926 show increases in the number of boys proceeding to farming pursuits and to trades and industries, and a decrease in the number choosing clerical or professional careers. The actual figures are as follows:—

	1925.	1926.
Percentage taking up farming	17	20
Percentage entering trades or industries	13	15
Percentage entering on professional or clerical careers	46	43

The returns compiled by teachers also show the duration of the post-primary course taken by pupils who have now left school. Summarized, the position is as follows:—

	High Schools.	District High Schools.	Technical High Schools and Day Technical Schools.	All Schools.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.
Percentage leaving in first year	18	36	38	27
Percentage leaving in second year	29	32	36	32
Percentage leaving in third or later years	53	32	26	41
	100	100	100	100

The following table shows the number of free places held at the end of 1926:—

(i) Secondary schools—	Boys.	Girls.	Total.
(a) Junior free pupils	4,447	4,167	8,614
(b) Senior free pupils	2,144	1,800	3,944
Totals	6,591	5,967	12,558
(ii) District high schools—			
(a) Junior free pupils	1,198	1,237	2,435
(b) Senior free pupils	243	345	588
Totals	1,441	1,582	3,023
(iii) Maori secondary schools	65	80	145
(iv) Technical high schools—			
(a) Junior free pupils	2,533	2,047	4,580
(b) Senior free pupils	489	439	928
Totals	3,022	2,486	5,508
(v) Technical day schools—			
(a) Junior free pupils	347	539	886
(b) Senior free pupils	45	84	129
Totals	392	623	1,015
(vi) Third-year pupils at Kowhai and Northcote Junior High Schools	63	74	137
Grand totals	11,574	10,812	22,386

There were at the end of the year 23,210 children in attendance at Government schools providing secondary education, and of these 96 per cent. were holders of free places.

STAFFS AND SALARIES.

The number of full-time teachers on the staffs of the thirty-nine secondary schools at the end of 1926 was 568, compared with 512 in 1925. There were 25 male and 14 female Principals and 291 male and 238 female assistants.

The average rates of salary at the end of the year were as follows, the figures for 1923 being also shown:—

	1923.	1926.
	£	£
Principals—		
Men	713	725
Women	546	553
Both sexes	651	663
Assistants—		
Men	370	384
Women	271	283
Both sexes	324	338
All teachers—		
Men	399	411
Women	287	298
Both sexes	348	361

In addition, male Principals for whom a residence was not provided received house allowance of £60 per annum.

TECHNICAL EDUCATION.

GENERAL.

Number of Schools.—The number of technical high schools open during 1926 was fifteen, in addition to which there were eight organized technical or art schools offering day courses. Technical classes were also conducted in twenty-seven manual-training or other centres, the total number of centres being fifty. It is to be noted, however, that from the 1st May, 1926, the Hastings Technical High School was constituted a high school.

Attendance.—The total number of students receiving instruction in all technical classes was 19,740, as compared with 18,098 in 1925. The attendance at technical high schools increased from 5,132 in 1925 to 5,963 in 1926, an increase of 831, or over 16 per cent.

Of the total number of 19,740 students, 5,758 held free places at technical high schools, 1,015 at day technical schools, and 5,157 at other technical classes, making a total of 11,930 free pupils, an increase of over 16 per cent.

Staffing.—At the end of 1926 there were 277 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 VII being the highest:—

Class.	Division I.		Division II.		Totals.
	Men.	Women.	Men.	Women.	
VII .. .. .	..	1	..	5	6
VI	5	3	4	7	19
V	21	8	16	20	65
IV	30	8	13	20	71
III	24	12	18	5	59
II	11	7	6	7	31
I	11	9	1	5	26
Totals for 1926 ..	102	48	58	69	277
Totals for 1925 ..	94	45	63	72	274

The number of Division I men (graduates) has increased from eighty-seven in 1924 to one hundred and two in 1926, while the number of women in Division I has increased from forty-five to forty-eight.

CLASSES OTHER THAN CLASSES AT TECHNICAL HIGH SCHOOLS OR TECHNICAL DAY SCHOOLS.

(NOTE: The following figures exclude those relating to technical day schools, which are now included with technical high schools.)

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

In classes conducted by Technical School Boards	10,361
In classes conducted by secondary Education Boards	311
In classes conducted by Education Boards	702
In classes conducted by High School Boards	827
In classes conducted by University College (Christchurch School of Art)	480
Total	12,681

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

					Under 13 Years.	13-15 Years.	15-17 Years.	Over 17 Years.	Totals.
Males	..	..	..	..	170	937	2,685	3,979	7,771
Females	..	..	..	..	205	728	1,375	2,602	4,910
Totals					375	1,665	4,060	6,581	12,681

SUMMARY OF OCCUPATIONS OF STUDENTS.

					Number of Students.	Percentage of Total.
Various trades and industries	..	..	..	..	5,412	42.68
Agricultural pursuits	..	..	..	..	146	1.15
Professional pursuits	..	..	..	..	800	6.31
Clerical pursuits	..	..	..	..	2,513	19.82
Domestic pursuits	..	..	..	..	1,597	12.59
Students	..	..	..	..	1,584	12.49
Other occupations not stated	..	..	..	..	629	4.96
Total					12,681	100.00

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

					Males.	Females.	Totals.
Junior free pupils	{	First year	..	..	896	474	1,370
		Second year	..	..	836	368	1,204
Senior free pupils	{	First year	..	..	722	420	1,142
		Second year	..	..	570	300	870
		Third year	..	..	396	175	571
Totals					3,420	1,737	5,157

TECHNICAL HIGH SCHOOLS AND TECHNICAL DAY SCHOOLS.

The number of students in attendance at technical high schools in 1926 was 5,963, compared with 5,132 in the previous year, and at technical day schools in 1926 was 1,096, making a total of 7,059.

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

Course.	Technical High Schools: Number of Pupils.			Technical Day Schools: Number of Pupils.			Compara- son with 1925 Tech- nical High Schools only.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Industrial	1,656	..	1,656	287	..	287	+325
Agricultural	323	..	323	32	..	32	+ 43
Domestic	..	749	749	..	158	158	+ 5
Commercial	590	1,575	2,165	46	313	359	+363
General	645	361	1,006	18	25	43	+ 77
Art	37	27	64	33	184	217	+ 18
Totals..	3,251	2,712	5,963	416	680	1,096	+831

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

	Technical High Schools.			Technical Day Schools.			Comparison with 1925 Technical High Schools only.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Junior free pupils {							
First year ..	1,717	1,298	3,015	239	333	572	+411
Second year ..	917	839	1,756	108	206	314	+230
Senior free pupils {							
First year ..	329	291	620	34	55	89	+62
Second year ..	134	118	252	9	24	33	+104
Third year ..	54	61	115	2	5	7	+60
Totals.. .. .	3,151	2,607	5,758	392	623	1,015	+867

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, for the year 1926 was approximately £167,085, made up as follows:—

Salaries—		£	£
Full-time Principals and assistants		107,201	
Full-time student teachers		1,583	
Overtime for full-time teachers		6,944	
Capitation for part-time teachers		20,539	
Capitation for part-time student teachers		920	
		137,187	
Incidentals			40,621
			177,808
Less recoveries from tuition fees			10,723
			£167,085

It is to be noted that from 1st February, 1926, the allowances for incidentals were increased from 26 per cent. to 30 per cent. of salaries, and that special grants for material were abolished. The above figures also include salaries and incidentals payable in respect of manual-training classes conducted by Technical School Boards (£5,930, approximately).

CHILD WELFARE.

FUNCTIONS OF CHILD WELFARE BRANCH.

The passing of the Child Welfare Act during 1925 marked an important stage in the progress of child-welfare work as carried out by the State. The Act provided for the creation of the Child Welfare Branch, whose function it is to maintain and train destitute, neglected, and delinquent children and young offenders. In addition to these functions the Branch provides for (1) the training of all afflicted children (deaf and feeble-minded) who cannot remain in their own homes and attend the special day classes for such cases; (2) investigations by Child Welfare officers regarding the conduct, family history, and home conditions of all children brought under the notice of Children's Courts, or young persons charged with offences; (3) investigation of all applications for the adoption of children; (4) preliminary inquiry regarding the suitability and *bona fides* of applicants for widows' pensions; (5) supervision by experienced female officers of all infants and young children under the age of six years who are maintained apart from their parents or guardians; (6) the oversight of all young offenders who are placed under supervision by the Children's Courts; (7) for the supervision of all illegitimate births, to ensure that these infants are properly placed and properly cared for (at the same time the Child Welfare officers carrying out this work endeavour to assist the single

mother, where possible, to re-establish herself in the community); (8) carrying out preventive work—that is, the investigation and necessary social readjustment in the early stages of any cases brought under notice. The aim of this Branch is to check dependency and delinquency by studying the causes, and by effectively remedying them where possible.

Briefly, the functions of the Child Welfare Branch are to prevent wastage in child-life, to provide for social readjustment wherever necessary in the interests of children, and to ensure that the physically and mentally handicapped are educated, trained, and, where possible, suitably placed in industry.

CHILDREN'S COURTS.

Under the provisions of the Child Welfare Act, Children's Courts have been established throughout the Dominion, and special Magistrates appointed to preside over these Courts. Experience in the working of the Courts has shown the need for slight amendments of the original provisions in the direction of clarifying the position as to the Courts' powers in dealing with children charged with indictable offences, and of providing a simplified system for dealing with petty offences.

Associates of the Children's Courts.—The Act provides that the personnel of the Court may include Honorary Associates, of either sex, whose function it is to act as the children's friend and generally to advise the presiding Magistrate after each case has been considered. So far, Associates of both sexes have been appointed only in the four large centres, and have proved of very material assistance not only to the Courts but to the Department's Child Welfare Officers, who are at liberty to refer to the Associates for advice and assistance in any cases of difficulty. Assistance is also frequently given afterwards in cases that have been dealt with by the Courts.

Child Welfare Officers.—The Act also provides for the appointment of Child Welfare Officers, whose duty it is to investigate each case from a social-welfare standpoint and to furnish the Court with particulars as to family history, conduct, progress at school, degree of mentality, &c. As a rule, at least in the centres, the Child Welfare Officers are identical with the regular field officers of the Branch, but in outlying towns and country districts the services of the local voluntary social workers have been utilized to very great advantage. By this means the Department is endeavouring to enlist the services of local organizations, with the object of dealing with the various classes of children in their own districts, and in their own homes where possible, by private effort directed from the nearest child-welfare centre.

The total number of children under the supervision of the Child Welfare Branch at the 31st March, 1927, was 5,592, classed under the following headings:—

Boarded out, at service, in receiving-homes, &c.	..	..	..	..	..	..	3,908
Under supervision	..	..	..	..	..	..	412
Infant-life protection	..	..	..	..	..	..	878
Deaf children	..	..	..	..	..	..	121
Feeble-minded children	..	..	..	..	..	..	273
Total	..	..	..	..	..	..	5,592

The number of children committed to the care of the Superintendent during the year ended 31st March, 1927, was 540, classified according to reason for committal as follows: Destitution, 238; delinquency, 7; detrimental environments, 77; not under proper control, 163; accused or guilty of punishable offence, 55; and in addition 45 were admitted by private arrangement (section 12, Child Welfare Act), 17 were temporarily admitted, and 1 under section 47 of the Infants Act, making a total of 603.

Classified according to age at the time of admission the numbers are as follows: Under six months, 52; over six months and under one year, 33; from one to five years, 141; from five to ten years, 131; from ten to fourteen years, 143; and over fourteen years, 103.

NUMBERS UNDER CONTROL.

At the end of the year there were 3,908 children under control (excluding those mentioned under separate headings below), and of these 243 were in residence at Government receiving-homes, probation homes, training-farms, and training institutions, and 56 in private schools; 1909 children were boarded out in foster-homes, 888 were in situations, and 641 residing under license with relatives and friends. The remainder were in various homes or institutions.

Of the boarded-out children 110 are over the age of fourteen years of whom 65 are still attending primary schools, 45 are receiving higher education (30 technical and 15 secondary).

The children over school age in employment number 780 males, 369 females (included in the total of 3,908). Of the males, 528 are farm-workers (142 skilled in dairy-work and cheesemaking, and 386 competent to milk and carry out general farm-work), 68 are apprentices (of which number some are receiving assistance), and 184 others are employed in various trades. Of the girls, there are 292 domestic workers, 38 factory employees, and 39 engaged in various employments such as shop-assistants, nurses, dressmakers, &c.

SYSTEM OF SUPERVISION.

The number of cases dealt with by the Courts last year was 1,625, and of these 412 were placed under the supervision of Child Welfare Officers or brought under the "Big Brother" scheme as carried out by the Y.M.C.A. The number actually admitted to institutions such as receiving-homes, special schools, training-farm, &c., was 540, but all these, with the exception of 115 who required long periods of training or were regarded as unfit for placing out, were suitably provided for in the community before the close of the year. The remainder of the children were dealt with in a summary manner not calling for supervision by a Child Welfare Officer.

INFANT LIFE PROTECTION AND ADOPTION OF CHILDREN (INFANTS ACT, 1908).

At the end of the year there were 878 children being maintained in 703 licensed foster-homes. Of these, 564 homes had one child each, 108 had two children each, 27 had three children each, 3 had four children each, and 1 home had five children. The payments by relatives for the maintenance of each child ranged from 5s. to £1 10s. a week, the average rate of payment being approximately 16s. a week.

Adoptions.—During the year 361 children were adopted, and in 26 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, 58 were under the age of six months, 40 between the age of six and twelve months, and 263 between the age of one and six years.

CARE AND TRAINING OF AFFLICTED CHILDREN.

Deaf Children, Children with Defective Speech, and Mentally Backward Children.—The pupils under instruction at the School for the Deaf, Sumner, during the year numbered 116, and of these 17 were day pupils and 99 boarders.

The special day classes in Auckland, Wellington, and Dunedin for partially deaf children and for children with speech-defects were continued with highly successful results. About 160 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, 84 persons afflicted in this manner attending the classes for the year ended 31st March, 1927.

Special Schools for the Feeble-minded.—There are two such special schools—one at Richmond (near Nelson) 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 71, and the number of boys at Otekaike 190. These institutions are for children who are educable to a certain degree, similar to the type admitted to special classes attached to the public schools, but who for various reasons cannot be provided for in their own homes.

HIGHER (UNIVERSITY) EDUCATION.

The number of students on the books of the four University colleges affiliated to the University of New Zealand increased from 4,442 in 1925 to 4,653 in 1926. The figures for each of the four colleges were as under :—

	1925.	1926.
Auckland	1,182	1,270
Victoria	1,002	930
Canterbury	1,099	1,229
Otago	1,159	1,224
	4,442	4,653

The total number of students described as taking definite courses at the affiliated colleges was 3,501, distributed as follows: Arts, 1,587; science, 314; medicine, 229; dentistry, 116; law, 492; commerce, 350; music, 13; engineering, 202; agriculture, 18; home science, 106; architecture, 31; journalism, 17; and mining, 26.

The number of exempted students was 493 in 1925 and 566 in 1926, the numbers in actual attendance at lectures being 3,949 and 4,087 respectively. The following shows the growth in the numbers of students over a period of years: 1878, 168; 1895, 742; 1900, 805; 1905, 1,158; 1915, 2,039; 1920, 3,822; 1924, 4,236; 1925, 4,442; 1926, 4,653.

Of the 4,653 students on the books in 1926, 3,318 students or 71 per cent. of the total number of students were men.

Of the students attending lectures last year the following were receiving free University education: 38 per cent. in the case of men, and 54 per cent. in the case of women, or 43 per cent. of all students. Nearly all these had their tuition fees paid by the State.

Returns showing the occupations of students have been furnished with respect to last year by Otago University and the three University Colleges. Expressed as percentages the figures are as under :—

	Men.	Women.
Full-time students	30	40
Teachers and training-college students	25	46
Government and local-body employees	12	2
Employees of private firms	32	4
Not known	1	8
	100	100

The number of full-time students as a percentage of the total number of students attending lectures was 56 in the case of Otago, 17 in the case of Auckland, 23 in the case of Victoria, and 30 in the case of Canterbury.

The number of candidates for examinations conducted by the University of New Zealand again shows a marked increase over the previous year's figures. For the Matriculation Examination there were 5,592 candidates, and of these 1,381 passed, and 824 who already held partial passes completed the examination. There were 6,593 entries for the various degree examinations, compared with 5,972 in 1925.

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 of Public Service Entrance, Senior National Scholarship, senior free place purposes; (3) an August series for teachers' certificates of Classes D and C and Handicraft, and incidentally to some extent of Class B.

The examinations were held at seventy-one centres in 1926. The total number of entries for all examinations was 11,839, of which number 10,461 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. 3,049 candidates were exempted in this manner from the necessity of passing the Intermediate Examination, of which number 2,776 are not included in the total of examination entries given below. The number of candidates actually presenting themselves for the various examinations during the last three years is shown below :—

	1924.	1925.	1926.
Junior National Scholarships and junior free places	2,481	2,687	2,775
Public Service Entrance, Senior National Scholarships, and Intermediate	5,192	5,097	4,759
Teachers D and C	3,353	3,393	2,689
Kindergarten Certificate Examination	3	3	4
Special Public Service Entrance Examination in July–August ..	162	121	219
London University Examinations	1	2	2
Qualifying Examination, Railway Engineering Cadets	1	..	..
Handicraft Teachers' Certificate .. ..	..	14	13
	11,193	11,317	10,461

Of the 2,641 candidates for Junior National Scholarships in 1926, 249 obtained the scholarship qualification, 1,502 qualified for a free place in the scholarship examination, and 890 failed. There were also 134 candidates for free places only, of whom 13 qualified and 121 failed.

Of the 894 candidates for Senior National Scholarships 124 gained scholarships, 624 qualified for senior free places, and 146 failed.

There were 2,780 entries for the Intermediate Examination, 1,821 candidates presenting themselves, of which number 493 passed and 1,328 failed to do so.

The number present at the Public Service Entrance Examination was 2,044, 1,190 of the number passing and 854 failing the examination. The number present at the Public Service Entrance Examination held in July was 219, 140 of the number passing and 79 failing the examination.

The number of candidates who sat for the different stages of the teachers' certificate examinations was 2,689 (562 for the whole or part of Class C and 2,127 for Class D). Of the total number 464 obtained complete passes in Class D, 113 in Class C, and 10 in Class B. 1,459 improved their status and 643 failed to improve their status.

TEACHERS' SUPERANNUATION FUND.

The position of the fund at the 31st January, 1927, and the principal figures concerning the transactions for the year, compared with those for the year ended 31st January, 1926, are given below :—

	1925–26. £	1926–27. £
Balance at credit of fund at end of year	1,008,823	1,083,155
Increase over balance at end of previous year	66,068	74,332
Income for the year—		
Members' contributions	*127,671	*147,028
Interest	64,844	73,420
Government subsidy	70,681	71,428
Total income	£263,196	£291,876
Expenditure—		
Retiring and other allowances	*169,258	*184,707
Contributions refunded, &c.	20,672	26,590
Administration expenses	3,144	3,147
Bad debts on realization of securities and reserve	4,055	3,100
Total expenditure	£197,129	£217,544

* Includes arrears under section 29 of Finance Act, 1925, and under section 30, Finance Act, 1926.

	1925-26.		1926-27.	
Number of contributors at 31st January		7,968		8,376
Number of members admitted and reinstated during period ..		976		967
Number retiring from the fund during period		451		559
Net increase in membership at 31st January		525		408
Number of allowances in force at end of period		1,197		1,273
Representing an annual charge of		£152,422		£174,816
Ordinary retiring-allowances	705	£112,014	768	£132,225
Retiring-allowances under extended provisions of section 12 of the Act	109	£16,772	110	£17,923
Retiring-allowances in medically unfit cases	126	£16,086	125	£16,720
Allowances to widows	171	£5,314	183	£5,686
Allowances to children	86	£2,236	87	£2,262
Funds invested at 31st January—		£		£
at 4½ per cent.		38,050		30,450
At 5 per cent.		12,948		12,920
At 5¼ per cent.		38,260		38,260
At 5½ per cent.		23,100		..
At 5¾ per cent.		74,765		12,000
At 6 per cent.		607,734		771,613
At 6½ per cent.		179,586		169,419
Total		£974,443		£1,034,662
Average rate of interest on investment at 31st January		5·96 per cent.		5·99 per cent.

SUBSIDY TO PUBLIC LIBRARIES.

The sum of £3,000 was distributed to public libraries in country districts on the basis of subsidy on moneys raised locally by voluntary contribution. Three hundred and twelve libraries participated in the grant, receiving amounts varying from £6 12s. to £12 3s. The subsidy is not paid to libraries situated in towns or boroughs with a population exceeding fifteen hundred.

Parliament will be asked to appropriate a further sum of £3,000 this year to enable the payment of subsidy to be continued.

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, 1927.

	£	£	£
General Administration.			
Salaries .. .. .	..	29,850	
Travelling-expenses .. .. .	..	1,064	
Telephones .. .. .	..	340	
Postage and telegrams .. .. .	..	2,656	
Books of reference, newspapers, &c. .. .. .	..	173	
Printing and stationery .. .. .	..	3,306	
Office furniture and fittings .. .. .	..	834	
Council of Education : Travelling-expenses, advertising, &c. ..	..	184	
Overtime and meal-allowance .. .. .	..	145	
Sundries .. .. .	..	12	
		38,564	
Less miscellaneous recoveries .. .. .	..	1,035	
			37,529
Elementary Education.			
Teachers' salaries (including probationers' allowances) ..	1,716,446		
Teachers' house allowances	44,710		
		1,761,156	
General administrative purposes (including School Committees' allowances) .. .. .	..	146,262	
Organizing-teachers' salaries and travelling-expenses .. .. .	..	9,554	
Removal of teachers .. .. .	..	849	
Correspondence School : Salaries, &c. .. .. .	..	2,572	
Manual instruction : Salaries, capitation, and material .. .. .	..	77,615	
School and class libraries .. .. .	..	2,571	
Purchase of gramophones for schools .. .. .	..	2,081	
Special survey of junior high school system .. .. .	..	50	
School buildings and sites—			
Maintenance and repair of school buildings and residences ..	109,751		
Rent of buildings and sites used for school purposes	5,020		
Schools destroyed or damaged by fire : Rebuilding and repairs ..	10,585*		
New buildings, additions, sites, and teachers' residences : Education Purposes Loans Act, 1919 ..	238,286†		
		363,642	
Inspectors—			
Salaries	34,208		
Travelling and removal expenses	11,413		
Telephones, office requisites, &c.	270		
Extra clerical assistance, typing, &c.	385		
Alteration to office accommodation	31		
		46,307	
School physical services—			
Salaries of instructors	5,024		
Courses of instruction	84		
Travelling and removal expenses	3,830		
Material : Officers' requisites, uniform allowances, &c. ..	109		
Reprinting syllabus	140		
Sundries	9		
		9,196	
Conveyance and allowance for board of school-children (railway fares, £9,962; boarding-allowances and conveyance by road and water, £40,811) .. .. .	..	50,773	
Conveyance of instructors and teachers .. .. .	..	9,241	
Fares of children attending Standard VI examinations .. .. .	..	18	
<i>School Journal</i> : Salaries, printing, &c. .. .. .	..	7,968	
<i>Education Gazette</i> : Printing, &c. .. .. .	..	1,073	
Subsidies on voluntary contributions on account of public primary schools, including district high schools .. .. .	..	19,931	
		2,510,859	
Less miscellaneous recoveries (including <i>School Journal</i> , £669; <i>Education Gazette</i> , £243; teachers' salaries, £119; special examination fees, £89; Correspondence School, £104; gramophones, £2,655) .. .. .	..	5,184	
			2,505,675‡
Secondary Education.			
Payments to Education Boards for—			
District high schools : Secondary teachers' salaries .. .. .	..	49,980	
National Scholarships .. .. .	..	11,837	
Payments to Secondary schools and colleges for—			
Salaries and incidental expenses .. .. .	..	242,450	
Manual instruction capitation .. .. .	..	4,280	
Subsidies on voluntary contributions .. .. .	..	7,311	
New buildings, equipment, furniture, sites, &c. : Education Purposes Loans Act, 1919 ..	129,925		
Maintenance of school buildings	1,231		
		131,156	
From reserves revenue in accordance with Education Reserves Amendment Act, 1914 .. .. .	..	9,451	
Carried forward .. .. .	..	456,465	2,543,204

* During the financial year £10,337 was recovered from the Fire Insurance Fund in the hands of the Public Trustee.

† Includes £13 cost of raising loans.

‡ Including £54,151 from the national-endowment reserves revenue and £109,280 from primary-education reserves.

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

	£	£	£
Brought forward .. .. .	..	456,465	2,543,204
Secondary Education—<i>continued.</i>			
Conveyance of pupils to secondary and district high schools ..	..	5,773	
Marlborough High School; Statutory payment .. .. .	..	400	
Inspectors' salaries .. .. .	..	2,661	
Inspectors' travelling and removal expenses .. .. .	..	993	
Junior High Schools: Incidental expenses .. .. .	..	748	
		467,040	
Less recoveries .. .. .	..	301	466,739*
Technical Education.			
Salaries of Inspectors .. .. .	..	2,267	
Travelling-expenses of Inspectors .. .. .	..	837	
Technological examinations .. .. .	..	586	
Salaries and capitation, technical and continuation classes ..	..	162,638	
Material for classes .. .. .	..	596	
Buildings and permanent apparatus, &c.—			
Education Purposes Loans Act, 1919	37,314		
Rents	1,478		
Maintenance of buildings	1,251		
Rebuilding schools destroyed by fire	248		
		40,291	
Conveyance of instructors and students .. .. .	..	257	
Conveyance of pupils to technical schools .. .. .	..	4,121	
Subsidies on voluntary contributions .. .. .	..	1,559	
Technical Schools Board: Expenses of meetings .. .. .	..	79	
Transfer and removal expenses .. .. .	..	70	
Sundries .. .. .	..	195	
		213,496	
Less recoveries (including exam. fees, &c., £429) .. .. .	..	431	213,065†
Training Colleges and Training of Teachers.			
Training colleges—			
Salaries of staff (one-half; the other half is charged to teachers' salaries, "Elementary Education") ..	27,163		
Allowances to students	118,662		
Students' University college fees	4,588		
Special instruction, libraries, and incidental expenses ..	3,141		
Science apparatus and material	709		
New buildings, sites, furniture, &c.: Education Purposes Loans Act, 1919	9,938		
		164,201	
Training of teachers other than at training colleges—			
Classes at subcentres .. .. .	..	4,064	
Sundries .. .. .	..	16	
		168,281	
Less recoveries .. .. .	..	91	168,190‡
Higher Education.			
Statutory grants—			
University of New Zealand—			
New Zealand University Act, 1908	3,845		
National-endowment reserves revenue	4,217		
		8,062	
Auckland University College—			
Auckland University College Act, 1882	4,000		
New Zealand University Amendment Acts, 1914 and 1919	7,100§		
National-endowment reserves revenue	2,108		
		13,208	
Victoria University College—			
Victoria College Act, 1905	4,000		
New Zealand University Amendment Acts, 1914 and 1919	7,100§		
National-endowment reserves revenue	2,108		
		13,208	
Canterbury College—			
New Zealand University Amendment Acts, 1914 and 1919	4,100§		
National-endowment reserves revenue	2,108		
Additions to statutory grant: Finance Act, 1920 (section 43)	1,562		
		7,770	
University of Otago—			
New Zealand University Amendment Acts, 1914 and 1919	8,700§		
National-endowment reserves revenue	2,108		
		10,808	
Grants for new buildings, &c.—			
Auckland University College	1,102		
University of Otago	65,966		
Canterbury College	308		
Palmerston North Agricultural College	49,354		
		116,730	
Agricultural Scholarships .. .. .	..	94	
Sir George Grey Scholarships .. .. .	..	150	
University National Scholarships .. .. .	..	2,973	
National Research Scholarships .. .. .	..	533	
Imperial Research Scholarships .. .. .	..	255	
		173,791	
Carried forward .. .. .	..		3,391,198

* Including £7,045 from national-endowment reserves revenue, and £9,451 from secondary-education reserves revenue.
 † Including £4,307 from national-endowment reserves revenue.
 ‡ Includes £500 for Workers' Educational Association classes.

§ Includes

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

	£	£	£
Brought forward .. .. .	..	173,791	3,391,198
Higher Education—<i>continued.</i>			
Bursaries—			
University	11,354		
Educational	420		
Agricultural	762		
Home Science	4,561		
Engineering	1,424		
		18,521	
Special assistance to deserving students .. .. .	..	135	
Special Technical Classes .. .. .	..	2,900	
Workers' Educational Association—			
Grant for organization expenses .. .. .	..	1,500	
Subsidies on voluntary contributions .. .. .	..	14,620	
Salaries of professors of education .. .. .	..	3,150	
Temporary assistance, Home Science Department, Otago University .. .. .	..	450	
Schools of Forestry: Maintenance .. .. .	..	2,250	
Grant: Otago University .. .. .	..	1,900	
Sundries .. .. .	..	1	
		219,218	
Less recoveries .. .. .	..	7	
			219,211*
Native Schools.			
Salaries (Teachers and Inspectors)	59,431		
Special allowances to teachers in isolated places	148		
		59,579	
Higher education and scholarships (including nursing scholarships)	..	5,005	
Books, school requisites, sewing-material, &c. .. .. .	..	1,330	
Storage and despatch of school books, &c. .. .. .	..	113	
Expenses of removals of teachers .. .. .	..	554	
Inspectors travelling-expenses .. .. .	..	536	
Buildings: New schools, additional class-rooms, &c.—			
Education Purposes Loans Act, 1919	8,999		
Maintenance of buildings, rebuilding, repairs, &c.	2,447		
		11,446	
Manual instruction: Payment of instructors and material for classes .. .. .	..	374	
Conveyance and board of children .. .. .	..	2,320	
Sundries: Advertising, &c. .. .. .	..	25	
		81,282	
Less recoveries (sale of maps, &c.) .. .. .	..	573	
			80,709†
School for the Deaf.			
Salaries .. .. .	..	5,699	
General maintenance of institution .. .. .	..	1,903	
Travelling-expenses, including transit of pupils .. .. .	..	298	
Maintenance of buildings, furniture, repairs, &c. .. .. .	..	206	
Advertising, &c. .. .. .	..	8	
Additions to buildings: Education Purposes Loans Act, 1919 .. .. .	..	571	
		8,685	
Less recoveries (including maintenance payments, £1,926) .. .. .	..	2,283	
			6,402‡
Education of the Blind.			
Grant for maintenance of Government pupils at Jubilee Institute .. .. .	..	532	
Subsidies on voluntary contributions under Hospital and Charitable Aid Acts, 1909, 1910, 1913, 1923 .. .. .	..	4,933	
Sundries .. .. .	..	13	
		5,478	
Less recoveries (maintenance payments) .. .. .	..	420	
			5,058
Schools for the Feeble-minded.			
Salaries .. .. .	..	7,232	
Maintenance of buildings, &c. .. .. .	..	485	
Additions to buildings: Education Purposes Loans Act, 1919 .. .. .	..	1,439	
Travelling-expenses .. .. .	..	489	
Maintenance of institutions, &c. .. .. .	..	6,052	
Advertising, &c. .. .. .	..	21	
Sundries .. .. .	..	2	
		15,720	
Less recoveries (including amounts received from parents and others and sales of farm produce) .. .. .	..	2,607	
			13,113§
Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &c.			
Maintenance of buildings	1,776		
New buildings: Education Purposes Loans Act, 1919	7,674		
		9,450	
Carried forward .. .. .	..	9,450	3,715,691

* Including £558 paid from national-endowment reserves revenue, revenue, and £362 from Tauranga Native endowment reserves revenue.
 † Including £351 from national-endowment reserves revenue.

‡ Including £1,834 paid from national endowment reserve
 § Including £213 from national-endowment reserves revenue.

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

	£	£	£
Brought forward .. .. .	..	9,450	3,715,691
Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &c.—<i>continued.</i>			
Salaries .. .. .	..	22,083	
Boarding out of children, &c. .. .. .	..	69,873	
Refund of maintenance payments .. .. .	..	66	
Refund of inmates' earnings .. .. .	..	15	
Travelling-expenses .. .. .	..	7,710	
Law costs .. .. .	..	50	
Payment to Post and Telegraph Department for services, &c. .. .. .	..	657	
Rent, office requisites, &c. .. .. .	..	2,076	
Levin Dairy Company: Payment in lieu of shares .. .. .	..	60	
Maintenance of inmates in Government schools, &c. .. .. .	..	19,974	
Maintenance of inmates sent to other institutions .. .. .	..	110	
Maintenance of inmates in private industrial schools .. .. .	..	1,302	
Transfer and removal expenses .. .. .	..	10	
Wages of inmates .. .. .	..	209	
Sundries .. .. .	..	25	
		133,670	
Less recoveries (amounts received from parents and others, and sales of farm produce, &c.) .. .. .	..	29,271	104,399*
Material and Stores.			
Salaries .. .. .	..	1,118	
Stores and material purchased .. .. .	..	2,725	
Lighting, cleaning, cartage, &c. .. .. .	..	135	
		3,978	
Less recoveries (stores issued and issues on pay- ments) .. .. .	..	5,865	Cr. 1,887
Miscellaneous.			
Examination expenses: Teachers', Public Service, and Scholarships	7,134		
Less recoveries	6,412		
		722	
Grading and Certificates of Teachers: Courts of Appeal, inquiries, &c. .. .. .	..	521	
War bursaries .. .. .	..	378	
Teachers' Superannuation Fund— Government contribution	68,865		
Additional allowances to widows and children	3,409		
		72,274	
Free Kindergartens— Government capitation	3,742		
New Buildings	78		
		3,820	
Conference of Education Authorities .. .. .	..	393	
Exchange of teachers: Allowances and bursaries .. .. .	..	50	
Exhibitions: Preparation and forwarding of school exhibits .. .. .	..	15	
Expenses connected with visits of departmental officers and representatives to other countries .. .. .	..	185	
N.Z. Ensigns for schools .. .. .	..	175	
Purchase of motor-cars (to be recovered) .. .. .	..	908	
Storage and despatch of stores and stationery .. .. .	..	35	
Subsidies to Public Libraries .. .. .	..	2,999	
Contribution to Fire Insurance Fund .. .. .	..	10,000	
Sundries .. .. .	..	21	
		92,496	
Less recoveries (motor-cars, £414; sundries, £44) .. .. .	..	458	92,038
Total .. .. .	..	..	3,910,241

* Including £2,998 paid from the national-endowment reserves revenue.

SUMMARY.

Service.	Paid from Parlia- mentary Votes.	Paid from Reserves Revenue.	Totals.
	£	£	£
General Administration	37,529	..	37,529
Elementary Education	2,342,264	163,411	2,505,675
Secondary Education	450,243	16,496	466,739
Technical instruction	208,626	4,439	213,065
Training Colleges, &c.	163,883	4,307	168,190
Higher Education	206,004	13,207	219,211
Native Schools	78,513	2,196	80,709
School for the Deaf	6,189	213	6,402
Education of the Blind	5,058	..	5,058
Schools for the Feeble-minded	12,762	351	13,113
Industrial Schools and probation system	101,401	2,998	104,399
Material and Stores	Cr. 1,887	..	Cr. 1,887
Miscellaneous Services	92,038	..	92,038
Totals	3,702,623	207,618	3,910,241

Approximate Cost of Paper.—Preparation, not given; printing (1,610 copies), £55.

By Authority: W. A. G. SKINNER, Government Printer, Wellington.—1927.