

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

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

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

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

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

FINANCES OF SECONDARY SCHOOLS.

(K6-K8.)

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

- (i.) Rents from the special reserves allocated to them by statute :
- (ii.) Statutory grant given in lieu of special reserves :
- (iii.) Interest upon moneys derived from the sale of reserves and invested in accordance with the Education Reserves Act :
- (iv.) Income from the secondary-school reserves controlled by the Land Boards, divided among the secondary schools in the several land districts in proportion to the number of pupils in average attendance, lower departments excluded :
- (v.) Government payments—(a) Statutory capitation upon free pupils under the Act; (b) subsidies on voluntary contributions; (c) capitation for manual-instruction classes :
- (vi.) Special Government grants for buildings and apparatus :
- (vii.) Tuition fees of pupils :
- (viii.) Boarding-fees of pupils :
- (ix.) Miscellaneous sources, such as interest on moneys (other than those obtained by the sale of reserves), donations, and special endowments (for scholarships, prizes, &c.), rent of premises, loans raised, &c.