

1926.  
NEW ZEALAND.

REPORT OF THE  
MINISTER OF EDUCATION

FOR THE YEAR ENDING 31st DECEMBER, 1925.

[In continuation of E.—1, 1925.]

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

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Office of the Department of Education,  
YOUR EXCELLENCY,—Wellington, 16th July, 1926.

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, 1925.

I have, &c.,  
R. A. WRIGHT.

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

## REPORT.

## INTRODUCTORY AND GENERAL.

It can confidently be stated that during the past year there has been a further substantial increase of efficiency in the working of the educational system. Methods of teaching are being modernized, and school buildings have been greatly improved, not only by the erection of new buildings, but through remodelling old schools to secure better heating, lighting, and ventilation.

*Outstanding Features.*—Among the events of last year were the sitting of the University Commission and the review of post-primary education by Mr. F. Tate, Director of Education, Victoria, in association with the Director of Education of New Zealand. It is hoped that legislative effect will soon be given to most of the recommendations contained in the report of the University Commission. If this be done there is every reason to expect that the University of New Zealand will enter upon a new and more favourable stage of its history and progress.

Connected with this matter is the projected establishment of a University School of Agriculture near the centre of the North Island. It is expected that with the co-operation of the Auckland and Victoria University Colleges already so freely given, and with that of various trusts in the North Island which have the power substantially to assist the new institution, there will be a marked advance in University education and research in agriculture.

The inquiry above referred to an experiment which has been made of establishing one of each type of junior high school that might be required if the system were generally introduced into New Zealand. While the results of the establishment of these schools is being observed, a complete report is being made in order to show what would be involved in expenditure and administration in introducing the junior-high-school system generally if the principle were adopted as a Dominion policy.

It is not expected that the cost of introducing the system throughout New Zealand would be much, if any, in advance of the present cost. As far as buildings are concerned it must be remembered that the same number of pupils would have to be accommodated whatever the system might be. The junior-high-school system would merely redistribute the pupils without requiring any final increase of accommodation. It is quite possible that in some places accommodation in anticipation of present needs would have to be provided. In the course of about ten years, however, the aggregate expenditure on buildings would not be increased, because the growing needs of the Dominion would rapidly absorb any small amount of accommodation that might not be fully utilized during the transition suggested.

The cost of salaries under the new system would be about the same as at present, probably the chief item of increased expenditure would be the cost of conveyance of Fifth and Sixth Standard pupils from schools in the near neighbourhood to junior high schools.

Steps have already been taken to have a review made of the courses of practical pre-vocational or vocational training that should be provided in technical day schools for children up to the age of fifteen or sixteen, and, on the other hand, older students attending night classes in trade subjects. It is hoped that as a result of securing the approval of those engaged in the various trades, industries, and various forms of commerce it will be possible to secure for both day and evening pupils a certified recognition of a successfully completed course. This should provide greater inducement to students to take up such courses, and, better still, continue in them until the course is completed. The establishment of such courses approved by the educational and industrial authorities would also make easy of solution the difficult question of what equipment and apparatus is required in the schools.

For the past year the Department has been engaged on and will shortly issue new and revised courses and syllabuses governing the work in the first two years of the post-primary schools. These syllabuses will enable the schools to offer improved rural, technical, and other courses, giving better preparation for the life needs of the pupils. The revised courses provide for a more liberalized and broadened education in agreement with modern educational development.

In December last a comprehensive survey was made of the work done in certain fundamental parts of the primary-school curriculum by means of standardized achievement tests. The results, which will be published shortly in pamphlet form,

promise to be valuable in providing norms or standards for use in classification and promotion. They will also give considerable information on the extent and causes of retardation and on the relative effectiveness of rural and urban instruction.

Distinctive advance in the artistic sphere of education has been made by the appointment of Mr. E. Douglas Tayler, F.R.C.O., A.R.C.M., to the position of Supervisor of School Music, and Mr. Tayler has already taken up his duties, and his efforts have resulted in a much wider interest being taken in the important matter of improving the music in our schools.

### COST OF EDUCATION.

The appendix to this report shows in detail under various headings the expenditure on education during the financial year ending 31st March, 1926. The total expenditure, including endowment revenue, amounts to £3,895,034, as against £3,723,000 for the previous year, an increase of £172,034. This increase is largely accounted for by the natural increase in the number of school-children and the increased cost of school buildings.

### SCHOOL BUILDINGS.

During the year very considerable progress was made with regard to the erection of school buildings both in rural districts and in suburban areas, and the allocation provided for the purpose was entirely expended. Many small schools were erected to replace rented accommodation in unsatisfactory halls, and in the towns and cities also permanent additional accommodation was similarly provided. As in the past, it is the Department's policy to give prior consideration to the question of school accommodation in backblock districts where no facilities whatever at present exist. Among the larger schools completed during the year may be mentioned those at Epsom, Newmarket, Brixton Road, and Point Chevalier in the Auckland District; Westown and Eltham in Taranaki; Tawhero and Bunnythorpe in the Wanganui District; Napier South, Mahora (remodelling), Dannevirke South (remodelling), and Dannevirke North (remodelling) in Hawke's Bay; Kaiwarra and Mount Cook in Wellington; Christchurch West and Richmond, Lyttelton Street, Kumara, and Southbridge in Canterbury; Caversham in Otago; and St. George and Invercargill North in Southland; while work is in progress at Napier Street, Auckland; Papanui, Christchurch; and Invercargill South, Southland.

A system of consolidation of smaller schools has been inaugurated at Piopio, Lower Mangorei, and Oxford, where existing schools within a reasonable radius have been closed down and the children conveyed by bus to a fully equipped centre.

In order to bridge the gap between primary and secondary schools and make better provision for educational training the junior-high-school system has been introduced in New Zealand. Such junior high schools have been established at Kowhai, Matamata, and Whangarei in the Auckland District, and Waitaki in Otago, where accommodation has been provided by alterations or additions to existing buildings.

Training-college buildings have been completed at Auckland (first portion) and Christchurch. The second portion of the Auckland building is now under construction.

New high schools have been erected by the Public Works Department at Whangarei, Hastings, Hutt Valley, Wellington East, and Invercargill, and additions to existing buildings elsewhere. Under the supervision of other architects the Napier Boys' High School, Riccarton Boys' High School, and Balclutha High School have also been built.

With regard to technical schools, additions have been made to the Hamilton Technical School, and new workshops at the Wellington Technical School are at present under course of erection.

The Auckland University College Arts Building has been completed, and the new medical and dental buildings at Dunedin are almost ready for occupation.

It is the Department's policy to secure, wherever possible, sites for future school buildings in close proximity to towns and cities before the price of land rises excessively through close settlement.

This is particularly necessary in certain areas at Auckland, Wellington, and Christchurch, especially at the first-mentioned place, where the population has been increasing at an extremely rapid rate.

PRIMARY EDUCATION.

NUMBER OF PUBLIC SCHOOLS.

The number of public schools open at the end of 1925 was 2,580, or six 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) ..	209	1,221	..	1,221	6	6
I (9-20) ..	794	11,399	..	11,399	14	14
II (21-35) ..	506	13,330	..	13,330	26	25
IIIA (36-50) ..	320	13,760	..	13,760	22	22
IIIB (51-80) ..	253	15,622	48	15,670	30	28
IIIC (81-120) ..	145	13,706	185	13,891	34	30
IVA (121-160) ..	63	8,771	132	8,903	42	35
IVB (161-200) ..	25	4,410	189	4,599		
IVC (201-240) ..	38	8,261	436	8,697		
VA (241-280) ..	27	6,942	353	7,295	41	35
VB (281-320) ..	25	7,664	139	7,803		
VC (321-360) ..	29	10,268	257	10,525		
VIA (361-400) ..	24	9,193	528	9,721	43	36
VIB (401-440) ..	17	7,184	212	7,396		
VIC (441-480) ..	10	4,637	80	4,717		
VIIA (481-520) ..	18	9,027	96	9,123	43	37
VIIIB (521-560) ..	17	9,309	144	9,453		
VIIIC (561-600) ..	16	9,386	216	9,602		
VIIID (601-640) ..	13	8,495	91	8,586		
VIIIE (641-680) ..	14	9,126	..	9,126		
VIIIF (681-720) ..	6	4,285	..	4,285		
VIIIG (721-760) ..	4	2,980	49	3,029		
VIIIH (761-800) ..	5	3,941	..	3,941		
VIIII (801-840) ..	..	..	..	..	}	
VIIIJ (841-880) ..	1	889	..	889		
VIIIK (881-920) ..	..	..	..	..		
VIIIL (921-960) ..	1	935	..	935		
Totals, 1925 ..	2,580	194,741	3,155	197,896	32	29
Totals, 1924 ..	2,574	190,837	3,054	193,891	31	29
Difference ..	+ 6	+ 3,904	+ 101	+ 4,005	+ 1	0

	Total Average Attendance. (Primary.)	Average Number of Children per Teacher.	
		Excluding Probationers.	Including Probationers.
Grades III-VII (two or more teachers) .. ..	168,791	38	33
Grades V-VII (six or more teachers) .. ..	104,261	43	36
All schools .. ..	194,741	32	29

It will be seen that 1,509 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 25,950.

CONSOLIDATION OF SMALL SCHOOLS.

As the combined or consolidated country school becomes longer established and its advantages become wider known and better understood, applications for consolidation become more numerous. At each of the places, Oxford in Canterbury and Piopio in the South Auckland district, five schools have been replaced by

one central school, and these schools serve to show that consolidation is the most important factor in improving rural education in this country. This is no new and untried experiment, for such schools have been in operation in parts of the United States for nearly sixty years, and they have become so successful that the consolidated school now forms an integral part of the school system throughout the United States and Canada. So convinced are educationists in these countries of the value and feasibility of consolidation that small rural schools are being closed by the hundred every year and their places taken by well-equipped modern consolidated schools. There is no comparison between the training provided in the small isolated sole-teacher school and that in a larger school with a numerous staff and wider curriculum. The consolidated school must, however, be introduced gradually. The transport problem in New Zealand is more difficult than in America. School buses are double and petrol treble the cost in America, roads are more primitive, and population more scattered. Again, the Government cannot scrap useful buildings, nor can it in a few years find the cost of providing new central-school buildings to replace them. The policy is therefore to confine consolidation schemes to places where the establishment of a new school or the rebuilding of an old worn-out school can be avoided and conveyance to a central school over good roads provided at a reasonable cost. At the present time there are about a hundred conveyances, mostly motor-buses, employed in the conveyance of children, and as roads are improved and the cost of transport reduced the policy is to extend the system. The Department is receiving numerous unreasonable requests to pay the full cost of conveyance of children to school where the distances are not great and the number of children is small and the cost high for the service to be performed. In all such cases the present allowance of 6d. per pupil per day plus half the reasonable cost above that capitation is considered all that the Government should be called upon to provide. The Department wishes to do all it reasonably can to offer the farm child the best educational facilities, but it cannot undertake to provide motor-buses at whatever cost to convey to school every child whose home is distant over two or three miles.

#### ENROLMENT AND ATTENDANCE.

The total enrolment in public primary schools at the end of the year 1925 was 214,724, an increase of 1,434 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 1925 being 91·4 per cent. of the average weekly roll number. The Otago Education District again has the highest degree of regularity, but the figures for all districts are creditable, in no case falling below 90·4 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, 1925 (excluding Grade 0).	Adult Teachers, 1925.
	1920.	1925.	Percentage Increase, Five Years.		
Auckland .. .. .	56,881	65,070	14	703	1,800
Taranaki .. .. .	10,276	11,474	12	160	341
Wanganui .. .. .	15,605	17,218	10	190	477
Hawke's Bay .. ..	14,319	16,277	14	165	456
Wellington .. .. .	24,717	26,972	9	227	725
Nelson .. .. .	7,000	7,143	2	122	243
Canterbury .. .. .	34,775	36,887	6	379	979
Otago .. .. .	22,012	21,360	—3	242	608
Southland .. .. .	12,060	12,323	2	183	373
Totals .. .. .	197,645	214,724	9	2,371	6,002

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 almost 48 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.		
5 and under 6	8,790	8,332	..	..	..	..	..	..	..	..	..	..	..	..	..	..	8,790	8,332
6 "	10,383	9,537	78	117	2	1	..	..	..	..	..	..	..	..	..	..	10,463	9,655
7 "	9,497	8,589	1,984	2,308	105	127	2	4	..	..	..	..	..	..	..	..	11,588	11,028
8 "	4,370	3,431	5,537	5,690	2,038	2,420	148	155	5	2	..	..	..	..	..	..	12,098	11,698
9 "	1,313	934	3,878	3,163	5,455	5,443	2,006	2,217	143	172	7	3	..	..	..	..	12,802	11,932
10 "	373	258	1,426	916	3,902	3,412	5,108	5,066	1,589	1,748	143	135	8	8	..	..	12,549	11,543
11 "	158	114	426	342	1,683	1,287	4,356	3,917	4,466	4,668	1,390	1,462	120	116	..	1	12,599	11,907
12 "	73	51	150	108	608	408	2,009	1,606	3,989	3,628	3,903	4,070	1,191	1,296	12	8	11,935	11,175
13 "	40	38	47	40	199	88	828	632	2,170	1,786	3,797	3,532	3,563	3,552	21	41	10,665	9,709
14 "	17	14	13	11	65	24	220	137	733	442	1,825	1,332	3,073	2,684	26	50	5,972	4,694
15 "	5	3	2	1	12	5	32	19	144	75	447	280	1,248	819	20	38	1,910	1,240
16 "	..	1	1	..	1	..	2	1	12	5	43	26	179	94	9	6	247	133
17 years and over	..	..	..	..	..	..	..	1	6	3	4	6	19	17	..	4	29	31
Totals	35,019	31,302	13,542	12,696	14,070	13,215	14,711	13,755	13,257	12,529	11,559	10,846	9,401	8,586	88	148	111,647	103,077

### CLASSIFICATION OF PUPILS.

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 1925.

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.

The most important feature to be noted in the table is the extremely large number of children who are in classes below that which should be expected at their age. The number of such pupils in each class is shown by the figures below the heavy lines; and if the table is examined horizontally the figures on the left of the heavy lines indicate the number of retarded pupils in the various groups.

### RETARDATION.

Special importance is attached to the table given under the preceding heading of "Classification of Pupils."

The problem of retardation is receiving more thoughtful consideration than ever before. Some interesting investigations have been made along this line, but much more research will have to be done before any definite conclusions can be arrived at. In the meantime the Department is endeavouring to meet the situation in two different ways—(1) reducing the size of the classes, and (2) establishing special classes for backward children.

Several classes for backward children have been established in each of the four centres, as well as in some of the smaller towns, the total number being fifteen. Others are in process of establishment. The problem of the backward child in the country districts is a difficult one that has yet to be faced.

Those classes already established have more than justified their existence. By the removal of discouraging and discouraged pupils teachers have been relieved of a burden, while the pupils themselves have been given a new outlook on life. The relief from strain has changed sullen and bad-tempered pupils into happy children. Not more than sixteen pupils are enrolled in each class, so that individual attention can be given to each pupil. The time-table is, roughly speaking, divided into three equal parts, one-third of the time being given to academic subjects, one-third to handicrafts, and one-third to physical instruction. The parents of the children have in many cases expressed their gratification for the improvement noticeable in their children. This improvement is sometimes less scholastic than personal. The child who was struggling along at the foot of a class, daily growing more conscious of his inferiority, suddenly finds himself with no vastly superior intellects to compete against. He progresses at his own rate, not at the rate of a class, and his failures are no longer constantly before him. The changed atmosphere has a stimulating effect and causes a pleasing development of the personality.

Another type of special class is the opportunity class, of which a few have been established. This class is designed for children who though not necessarily backward have become retarded through a long absence from school because of ill health or some other reason, and for children who have a difficulty with one subject.

### PUPILS LEAVING PRIMARY SCHOOLS.

In 1924, 17,726 pupils left the public primary schools; of these, 12,938, or 73 per cent., had passed the Standard VI examination, and 4,788 (27 per cent.) had not passed that examination but had attained the age of fourteen years.

REGISTERED PRIVATE PRIMARY SCHOOLS.

The following table summarizes the returns furnished by registered private primary schools with respect to the year 1925 :—

					Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools	..	..	..	..	45	186	54	285
Roll—Boys	..	..	..	..	962	9,590	1,256	11,808
Girls	..	..	..	..	1,204	10,992	1,929	14,125
Total	..	..	..	..	2,166	20,582	3,185	25,933
Average attendance	..	..	..	..	19,366	180,084	2,871	22,816
Teachers—Men	..	..	..	..	40	44	35	119
Women	..	..	..	..	94	576	118	788
Total	..	..	..	..	134	620	153	907

The number of schools at the end of the previous year was 295, and the total enrolment 26,302.

CORRESPONDENCE SCHOOL FOR BACKBLOCKS CHILDREN.

The correspondence school has been in operation for about five years, and may now be regarded as a permanent branch of the education system. During the past year the average number of pupils on the roll has been about five hundred, drawn from all parts of the Dominion, including such inaccessible places as Motuihi, Great Barrier, Little Barrier, Stephen, D'Urville, Forsyth, Kawau, and Dog Islands. Only those children who have no reasonable chance of attending a school are enrolled, and to prevent any overlapping every application for enrolment must be approved by the Senior Inspector of the district in which the applicant resides. The results so far obtained by the school are most gratifying, and from reports received it would appear that the work of correspondence pupils who later enter a public school compares very favourably with that of the other children. In December last nineteen pupils sat for the Proficiency Examination; sixteen of these gained proficiency, one competency, while two failed.

The regularity with which pupils send in their work for correction, and the thoroughness with which their lessons are done, afford striking evidence of the co-operation existing between the home and the school, the earnestness of both parents and pupils being most commendable. It is estimated that less than 1 per cent. of the pupils neglect their work.

PHYSICAL EDUCATION.

The Chief Physical Instructor reports that the work of physical training is progressing in a satisfactory manner. The number of instructors employed by the Department is fifteen.

Much ground has been covered by the instructors, 2,600 visits being paid to schools. The work at the training colleges has been continued. This is regarded as perhaps the most important phase of the work of physical instruction.

MANUAL INSTRUCTION.

The following table shows the classification of full-time teachers of manual-training classes at the end of 1925, Class VII being the highest class, and Division I including those teachers who are classified as having 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, 1925.

Class.	Division I.		Division II.		Totals.
	Men.	Women.	Men.	Women.	
VII .. ..	..	..	..	..	..
VI .. ..	1	..	5	4	10
V .. ..	5	..	15	10	30
IV .. ..	8	1	15	4	28
III .. ..	..	2	14	10	26
II .. ..	4	8	4	4	20
I .. ..	1	8	10	5	24
Totals, 1925 ..	19	19	63	37	138
	38		100		

NOTE.—Five teachers on staffs of junior high schools included.

The table shows a total of 138 teachers, as compared with 136 for the previous year, the increase being due to increase of special classes at manual-training centres.

Judging by the continued and importunate demand for manual training, especially in centres where there is a district high school, it is evident that parents and pupils appreciate instruction in practical subjects.

Four new manual-training centres were opened during the year 1925, and in most districts a majority of the pupils in Standards V and VI, including practically all in the schools above Grade III, obtain some training at manual-training centres.

Science and nature-study in district high schools and primary schools have been supervised as in previous years by itinerant agricultural instructors, who have also continued to give valuable service in advising teachers and School Committees in regard to the laying-out of school grounds and gardens, besides instructing the children in actual gardening operations and plot experiments, and in some districts helping with agricultural-club work. In one or two cases the agricultural instructors have devoted special efforts to encouraging the children to study the native trees and native birds, and to grow specimens of the former in the school-garden. This work deserves every possible assistance and encouragement, if only because it will tend to counteract the effect on the minds of the children of the ruthless destruction of the native bush and its inhabitants which has accompanied the settlement and development of the country for sheep and cattle raising.

As in former years, the work done at the special manual-training centres has consisted mainly of woodwork, including instrumental drawing, and in some cases elementary metal-work for the boys, and cookery, with elementary home science, laundry-work, &c., for the girls.

Needlework, so far as primary schools are concerned, is done mainly in the primary schools by women teachers on the general staff of the school, or, in cases where there is no woman on the staff, by part-time teachers secured locally.

Dressmaking and needlework are taught at the manual-training centres only to secondary classes from the district high schools or other post-primary schools.

In some cases the supervision of the manual-training work is done by the Principal of the technical school, and the teachers are employed by the Technical School Board. Such an arrangement permits closer articulation between the general elementary work of the primary classes and the more specialized courses of the technical school or technical high school. There are considerable advantages in such an arrangement, and the new regulations brought into force on the 1st February, 1926, were drafted with a view to making such an arrangement the general rule throughout the Dominion. The Education Boards, however, could not agree to accept the principle compulsorily, and the regulations were made permissive, so that an Education Board could, if it so desired, call upon the technical school to do the work. In most centres the Education Boards continue to supervise the work, but in few instances is the supervision done by educationists expert in handwork methods.

The experiment was tried in Christchurch of appointing a supervising instructor in needlework to organize the teaching in the primary schools of the city and its environs. The experiment appears so far to be very successful, and will doubtless be repeated in other districts as opportunity arises. Experiments were also continued during the year in giving housecraft instruction at one or two centres under conditions more nearly like those of the average home. Here also, under competent instructresses, very useful and interesting work was done. It is hoped that in time the provision of a model flat or cottage in which such teaching may be satisfactorily conducted will be fairly general.

The purchase and, where necessary, the importation of hand work supplies for the primary and Native schools has now been placed on a more permanent basis by the Department. From the reports of Boards and schools it is clear that the materials provided are suitable in kind, of good quality, and in sufficient quantity to satisfy average conditions. In the last two years some attempt has been made to help the infant classes by supplying special material of various kinds. The ranges and rates of supplies are, however, probably still considerably below the standards of English and American school practice, especially in regard to material for infant classes.

The Department's total payments for the year 1925-26 for salaries, materials, and incidentals in connection with manual-training classes, including instruction in handwork, amounted to £75,234, of which £42,986 was for salaries (excluding salaries of manual-training teachers at junior high schools), £21,635 for materials and incidentals, and £10,613 for handwork materials.

### STAFFS OF PRIMARY SCHOOLS.

The number of adult teachers employed in the primary departments of public schools at the end of 1925 was 6,002 (men, 2008; women, 3,994), an increase of 180 over the previous year. There were, in addition, 360 pupil-teachers and 641 probationers, compared with 513 and 805 respectively 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, 1925.

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)	..	13	163	..	..	..	..	13	163	176
" I	(9-20)	..	262	487	..	..	..	..	262	487	749
" II	(21-35)	..	206	278	9	10	..	15	215	303	518
" IIIA	(36-50)	..	6	10	214	85	..	297	220	392	612
" IIIB	(51-80)	..	..	..	202	46	3	257	205	303	508
" IIIC	(81-120)	..	..	..	130	6	5	260	135	266	401
" IV	(121-240)	..	..	..	120	2	55	321	175	323	498
" V	(241-360)	..	..	..	71	2	104	358	175	360	535
" VI	(361-480)	..	..	..	48	..	106	315	154	315	469
" VII	(over 480)	..	..	..	106	1	348	1,081	454	1,082	1,536
All grades			487	938	900	152	621	2,904	2,008	3,994	6,002

Many complaints are received regarding the numerous changes of the teaching staffs of schools and the frequent employment of relieving teachers. Such changes affect the efficiency of the schools and the progress of the children. As indicated in last year's report, steps have been taken with the view of improving the position by requiring teachers to remain at least a year in one position before becoming eligible for appointment to another and by reducing the number of grades of assistants. The position is, however, still unsatisfactory, and too frequently relieving teachers are employed for periods between the resignation of one teacher and the appoint-

ment of his successor. This is due in a large measure to the present system of appointment which requires the advertising of vacancies and the consultation of School Committees. In the interests of the children the question of expediting appointments requires serious consideration, but even under the present system it is felt that there is unnecessary delay in filling vacancies.

*Ratio of Men to Women Teachers.*

The following table indicates the number of women for each 100 men teachers :—

—	1915.	1918.	1922.	1924.	1925.
Adult teachers—					
All schools .. .. .	193	253	197	199	199
Schools with roll 1–20 .. .. .	323	523	299	249	236
Schools with roll over 20 .. .. .	176	227	182	191	193
Pupil-teachers .. .. .	344	425	223	185	179
Probationers .. .. .	647	688	349	286	286
Training-college students .. .. .	387	488	256	224	186

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, 1926, was £1,737,133, or £53,070 more than in the previous year. These figures do not include the equivalent of house allowance where residences are provided, estimated at £50,148, 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 £9 3s. 7d. per head of the yearly average attendance, the corresponding amount in 1924 was £9 1s. 3d.

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.	1921.	1922.	1923.	1924.	1925.
(1.) Teachers in all schools—						
(a.) Men and women .. .. .	163	285	269	268	276	280
(b.) Men .. .. .	224	369	349	350	358	364
(c.) Women .. .. .	128	243	228	228	236	238
(2.) Teachers in schools with average attendance over eight—						
(a.) Men and women .. .. .	292	276	275	283	286	
(b.) Men .. .. .	371	352	353	361	366	
(c.) Women .. .. .	250	235	235	242	244	
(3.) Teachers in schools with average attendance over twenty—						
(a.) Men and women .. .. .	301	285	283	291	292	
(b.) Men .. .. .	388	370	370	380	384	
(c.) Women .. .. .	253	235	237	245	244	
(4.) Head teachers—						
(a.) Men .. .. .	438	420	422	436	442	
(b.) Women .. .. .	385	360	365	365	359	
(5.) All sole teachers—						
(a.) Men .. .. .	266	246	247	251	264	
(b.) Women .. .. .	234	216	218	226	240	
(6.) Assistants—						
(a.) Men .. .. .	343	326	321	326	329	
(b.) Women .. .. .	238	224	224	230	231	

The next table groups certificated teachers according to their salaries. This table shows that 39 per cent. of the certificated male teachers receive salaries over £400 per annum and 61 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 .. ..	3	5	9	467
£181 to £250 .. ..	92	145	161	1,508
£251 „ £300 .. ..	182	70	279	363
£301 „ £350 .. ..	121	101	130	277
£351 „ £400 .. ..	255	168	165	111
Over £400 .. ..	602	122	33	5
Totals .. ..	1,255	611	777	2,731

### TRAINING OF TEACHERS.

The numbers of students in training in the four training colleges during 1925 were as follows, the figures for the previous year being also given for comparison :—

College.	1924.			1925.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland .. ..	125	243	368	124	216	340
Wellington .. ..	100	224	324	120	225	345
Christchurch .. ..	82	200	282	94	198	292
Dunedin .. ..	86	214	300	107	187	294
Totals .. ..	393	881	1,274	445	826	1,271

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 pupil-teachers or 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 passed matriculation or obtained an equivalent or higher qualification; 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 1925 were: Division A, 1,085; Division B, 160; Division C, 17; and Division D, 9: total, 1,271. The numbers for the previous year were: Division A, 1,044; Division B, 200; Division C, 7; and Division D, 23; total, 1,274.

The number of students who completed their course in 1925 was 775, and their examination status was as under: Class A certificate, 1; Class B certificate, 45; Class C certificate, 459; Class D with partial success towards C, 181; Class D, 28; credited with some subjects towards a teacher's certificate, 61; 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.

	1923.		1924.		1925.	
	Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers .. ..	4,556	81	4,891	84	5,301	88
II. Uncertificated teachers—						
(1.) Holding licenses .. ..	78	1	68	1	73	1
(2.) Unlicensed .. ..	1,022	18	863	15	628	11
Total uncertificated .. ..	1,100	19	931	16	701	12
Totals of I and II.. ..	5,656	100	5,822	100	6,002	100

The numbers of teachers holding certificates of the various classes in 1924 and 1925 were as follows :—

Class of Certificate.				1924.			1925.		
				M	F.	Total.	M.	F.	Total.
A .. .. .				53	12	65	53	10	63
B .. .. .				310	174	484	369	222	591
C .. .. .				916	1,692	2,608	976	1,903	2,879
D .. .. .				415	1,171	1,586	417	1,220	1,637
E .. .. .				20	128	148	17	114	131
Total .. .. .				1,714	3,117	4,891	1,832	3,469	5,301

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

				Uncertificated Teachers.	
Year.				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

FINANCES OF EDUCATION BOARDS.

In 1919 reference was made to the position into which the finances of various Education Boards had drifted, and the report drew attention to the fact that it was necessary to transfer £96,520 from accounts having credit balances to accounts which had been overspent by Boards. This large amount included an amount of £44,954 taken from trust-moneys held for the purpose of rebuilding worn-out schools. The report pointed out that a great deal of the money paid to Education Boards was voted by Parliament for special purposes, and that the Boards were required to keep, with respect to these moneys, "special accounts." A "special account" was defined as "an account of moneys received in trust for a special purpose and of payments properly made out of a fund thus created." When a fund is exhausted it ceases to exist, and no further payment can possibly be made out of it, so that it is impossible to have a debit balance in a "special account."

## NATIVE SCHOOLS.

At the end of 1925 there were 128 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 eleven 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 1924 and at the end of 1925 :—

—	Schools.	Roll, 1924.	Roll, 1925.
Native village schools .. .. .	128	6,310	6,386
Mission schools (primary) .. .. .	8	343	366
Public schools with Native children enrolled .. .. .	721	6,624	6,576
Totals .. .. .	857	13,277	13,328

These figures include a number of European children (797 in 1925) 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 12,531, compared with 12,515 at the close of the previous year.

The average yearly attendance at Native village schools was maintained at a creditably high percentage (88·4) 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 eleven schools at the end of last year with an enrolment of 536 pupils, of whom 140 held Government scholarships. In addition, eleven Maoris held scholarships at Otago University, Canterbury College, and Auckland University College, taking courses in medicine, law, engineering, and dentistry.

## SECONDARY EDUCATION.

In 1925 there were in operation thirty-six 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 ten were for both boys and girls. Two additional boys' schools, the Wanganui Collegiate School and Christs' College Grammar School, were originally endowed with public property. There were also eighty secondary departments of district high schools, fifteen technical high schools, eleven Maori secondary schools, and twenty-nine registered private secondary schools, making a total of 173 schools providing secondary education.

The following figures show the roll and attendance at these schools for 1925 :—

## (a.) Secondary schools (38)—

Roll, 1st March .. .. .	13,342
Roll, 31st December (boys, 6,903 ; girls, 5,611) .. .. .	12,514
Average attendance .. .. .	12,042

## (b.) District high schools—secondary departments (80)—

Mean of average weekly roll .. .. .	3,405
Roll, 31st December (boys, 1,499 ; girls, 1,637) .. .. .	3,136
Average attendance .. .. .	3,171
Number of new entrants .. .. .	1,852

## (c.) Technical high schools (15)—

Roll, 31st December (boys, 2,710 ; girls, 2,422) .. .. .	5,132
--	-------

## (d.) Registered private secondary schools (29)—

Roll, 31st December (boys, 1,006 ; girls, 1,505) .. .. .	2,511
Average attendance .. .. .	2,379

## (e.) Secondary schools for Maoris (11)—

Mean of average weekly roll .. .. .	473
Roll, 31st December (boys, 311 ; girls, 225) .. .. .	536
Average attendance .. .. .	458

The total number of pupils receiving secondary education at the end of the year was 23,829, compared with a total of 23,276 at the end of 1924.

### 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, and technical high schools during or at the end of the year 1925. 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 .. .. .	118	3	86	3
Teaching or training college .. .. .	136	4	277	9
Clerical—				
Government .. .. .	299	8	26	1
Banks, insurance .. .. .	187	5	9	*
Legal .. .. .	60	2	29	1
Commercial .. .. .	427	12	485	15
Engineering, surveying, architecture .. .. .	257	7	1	*
Various trades and industries .. .. .	494	13	46	1
Shops, warehouses .. .. .	282	8	169	5
Farming .. .. .	631	17	10	*
Home .. .. .	165	4	1,548	47
Other occupations .. .. .	95	3	190	6
Not known .. .. .	529	14	384	12
Totals .. .. .	3,680	100	3,260	100

\* No significant percentage.

Many interesting deductions might be drawn from a study of this table: for instance, it shows that 46 per cent. of the boys embarked upon some professional or clerical occupation, while 17 per cent. took up farming pursuits.

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 that 30 per cent. left within one year of entry, a further 31 per cent. within two years, and only 39 per cent. had even entered upon their third post-primary year, of the boys who are shown as having taken up farming, 42 per cent. were in, or at the end of, their first year, and only 20 per cent. had entered upon their third year at a secondary school. The following table shows the percentages of all pupils according to the type of post-primary school last attended:—

	High Schools. Per Cent.	District High Schools. Per Cent.	Technical High Schools. Per Cent.
Percentage leaving in first year .. .. .	16	39	40
Percentage leaving in second year .. .. .	29	29	37
Percentage leaving in third or later years .. .. .	55	32	23
	100	100	100

The following table shows the number of free places held at the end of 1925:—

				Boys.	Girls.	Total.
(i.) Secondary schools—						
(a.) Junior free pupils .. .. .	..	..	..	3,920	3,559	7,479
(b.) Senior free pupils .. .. .	..	..	..	2,140	1,845	3,985
Totals .. .. .	..	..	..	6,060	5,404	11,464
(ii.) District high schools—						
(a.) Junior free pupils .. .. .	..	..	..	1,140	1,208	2,348
(b.) Senior free pupils .. .. .	..	..	..	295	372	667
Totals .. .. .	..	..	..	1,435	1,580	3,015
(iii.) Maori secondary schools .. .. .				59	81	140
(iv.) Technical high schools—						
(a.) Junior free pupils .. .. .	..	..	..	2,193	1,937	4,130
(b.) Senior free pupils .. .. .	..	..	..	407	354	761
Totals .. .. .	..	..	..	2,600	2,291	4,891
Grand totals .. .. .	..	..	..	10,154	9,356	19,510

There were at the end of the year 20,228 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-six secondary schools at the end of 1925 was 512, compared with 493 in 1924. There were 22 male and 14 female Principals and 257 male and 219 female assistants.

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

						1923.	1925.
						£	£
Principals—							
Men	..	..	..	..	..	713	749
Women	..	..	..	..	..	546	561
Both sexes	..	..	..	..	..	651	676
Assistants—							
Men	..	..	..	..	..	370	384
Women	..	..	..	..	..	271	283
Both sexes	..	..	..	..	..	324	338
All teachers—							
Men	..	..	..	..	..	399	413
Women	..	..	..	..	..	287	300
Both sexes	..	..	..	..	..	348	362

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 1925 was fifteen, in addition to which there were eight organized technical or art schools offering day courses. Technical classes were also conducted in twenty-two manual-training or other centres, the total number of centres being forty-five.

*Attendance.*

The total number of students receiving instruction in all technical classes was 18,098, as compared with 19,612 in 1924. The attendance at technical high schools decreased from 5,369 in 1924 to 5,132 in 1925, a decrease of 237, due largely to the epidemic at the beginning of the year.

Of the total number of 18,098 students, 4,891 held free places at technical high schools, 5,377 at other technical classes, 182 were attending continuation and technical classes held under the regulations for compulsory classes, and 87 were attending under the regulations relating to the free instruction of discharged soldiers. It is to be noted that the above figures are exclusive of students attending classes at University colleges previously recognized under the Technical Regulations but now included under “ higher education.”

*Staffing.*

At the end of 1925 there were 274 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	..	..	..	4	3	5	10	22
V	..	..	..	18	6	16	20	60
IV	..	..	..	32	11	11	18	72
III	..	..	..	22	9	18	5	54
II	..	..	..	11	9	9	7	36
I	..	..	..	7	6	4	7	24
Totals for 1925				94	45	63	72	274
Totals for 1924				87	45	68	74	274



Although the number of technical-school teachers remains the same as for last year, the number of Division I men (graduates) has increased from eighty-seven to ninety-four, while the number of women in the higher grades of Division II has also increased considerably.

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

Classes were held at forty-three centres, as compared with fifty-six in the previous year. The decrease was due mainly to the discontinuance of classes at small country centres. The number of individual students was as follows :—

	1924.	1925.
Classes conducted by Education or High School Boards ..	2,667	1,641
Classes conducted by Technical School Boards or by Managers	10,288	10,708
Classes conducted by University College (Christchurch School of Art) .. .. .	1,288	617
Totals .. .. .	14,243	12,966

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

	Seventeen Years of Age and Under.		Over Seventeen Years of Age.		Totals.	
	1925.	1924.	1925.	1924.	1925.	1924.
Males .. .. .	3,646	3,813	4,021	4,328	7,667	8,141
Females .. .. .	2,638	2,871	2,661	3,231	5,299	6,102
Totals .. .. .	6,284	6,684	6,682	7,559	12,966	14,243

#### SUMMARY OF OCCUPATIONS OF STUDENTS.

	1924.		1925.	
	Number of Students.	Percentage of Total.	Number of Students.	Percentage of Total.
Clerical pursuits .. .. .	2,209	15·51	2,183	16·84
Professional pursuits .. .. .	1,187	8·33	858	6·62
Students .. .. .	3,041	21·35	2,494	19·23
Domestic pursuits .. .. .	1,840	12·92	1,596	12·31
Agricultural pursuits .. .. .	290	2·04	204	1·57
Various trades and industries .. .. .	4,908	34·46	5,226	40·31
Other occupations not stated .. .. .	768	5·39	405	3·12
Totals .. .. .	14,243	100·00	12,966	100·00

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

	1925.			1924.		
	Males.	Females.	Totals.	Males.	Females.	Totals.
Junior free pupils { First year .. .. .	1,056	756	1,812	1,095	822	1,917
{ Second year .. .. .	792	458	1,250	797	525	1,322
Senior free pupils { First year .. .. .	658	447	1,105	638	411	1,049
{ Second year .. .. .	501	253	754	425	259	684
{ Third year .. .. .	297	159	456	223	148	371
Totals .. .. .	3,304	2,073	5,377	3,178	2,165	5,343

TECHNICAL HIGH SCHOOLS.

The number of students in attendance at technical high schools in 1925 was 5,132, compared with 5,369 in the previous year.

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

Course.	1925.			1924.			Com- parison with 1924.
	Number of Pupils.			Number of Pupils.			
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Commercial .. .. .	469	1,333	1,802	515	1,255	1,770	+ 32
Industrial .. .. .	1,330	1	1,331	1,349	..	1,349	— 18
General .. .. .	606	323	929	720	375	1,095	—166
Domestic .. .. .	..	744	744	..	778	778	— 34
Agricultural .. .. .	280	..	280	332	..	332	— 52
Art .. .. .	25	21	46	19	26	45	+ 1
Totals.. .. .	2,710	2,422	5,132	2,935	2,434	5,369	—237

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

	1925.			1924.			Com- parison with 1924.
	Boys.	Girls.	Totals.	Boys.	Girls.	Totals.	
Junior free pupils { First year ..	1,378	1,226	2,604	1,476	1,202	2,678	— 74
Second year ..	815	711	1,526	902	756	1,658	—132
Senior free pupils { First year ..	298	260	558	285	235	520	+ 38
Second year ..	82	66	148	90	89	179	— 31
Third year ..	27	28	55	36	15	51	+ 4
Totals.. .. .	2,600	2,291	4,891	2,789	2,297	5,086	—195

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 1925, was approximately £148,090, made up as follows :—

Salaries of full-time teachers and Directors .. .. .	100,158
Capitation for part-time teachers .. .. .	19,643
Capitation for student teachers .. .. .	1,968
Overtime payments .. .. .	4,186
Incidental allowances .. .. .	32,193
	158,148
Less recoveries from tuition fees .. .. .	10,058
Totals .. .. .	£148,090

CHILD WELFARE.

During last session the Child Welfare Act was passed by the Legislature. The Act provides for the creation of a special branch of the Education Department to be known as the Child Welfare Branch, and is designed to make better provision with respect to the maintenance, care, and control of children who are specially under the protection of the State, and to provide generally for the protection and training of indigent, neglected, or delinquent children.

An important section of the Act provides for the establishment of Children's Courts, to be presided over by Stipendiary Magistrates or Justices specially authorized to exercise jurisdiction in these Courts. Provision is made for the appointment of honorary associates of either sex, whose function it will be to consider

all the facts concerning children brought before the Courts and to advise the presiding Magistrate or Justice as to what action should be taken. The appointment of Child Welfare Officers for the investigation of all cases coming before the Courts has also been provided for. The functions of such officers will be carried out mainly by the regular officers already employed by the Department, but in outlying districts it is hoped to utilize the services of voluntary social service agents for this important work.

The principle of dealing with children in the privacy of the Magistrate's room has been followed for many years past throughout the Dominion, and the Child Welfare Act was designed to give legality to such a practice. In addition, the Act gives very wide discretionary powers to the Magistrates of these special Courts in dealing with children. The ordinary procedure of requiring the child to plead, of taking evidence on oath, and, in fact, of hearing the particular charge may be dispensed with altogether. Wherever practicable the Children's Court is to be held in premises apart from the ordinary Police Court, and no newspaper is permitted to publish either the names of children appearing before these Courts or any particulars that are likely to identify the child.

Another important provision contained in the Act authorizes the Children's Court to exercise jurisdiction over any young person under eighteen years of age charged with any offence. Such cases would be referred, of course, by a Stipendiary Magistrate or Judge of the Supreme Court.

In order to provide for the greater protection of infants of unmarried mothers and for the assistance and guidance of the mothers themselves, there is provision for Child Welfare Officers, on being notified of such births, to investigate each case and to render such assistance as is required, either in placing the child in a suitable foster-home or in advising the mother in the matter of affiliation proceedings, or in assisting her in obtaining employment, &c.

In addition to the work in connection with the maintenance and education of destitute, neglected, and delinquent children committed by the Courts, the Child Welfare Branch (1) supervises all infants and young children under the age of six years who are living apart from their parents; (2) makes inquiry through its field officers, for the information of Magistrates, of all applications for the adoption of children and for widows pensions; (3) supervises all children and young persons placed under the field officers by order of the Court; and (4) provides for the maintenance, education, and training of all afflicted children who are deaf, blind, feeble-minded, or have speech-defects.

The total number of children under the supervision of the State in 1925-26 was 5,352, classed under the following headings:—

Boarded out, industrial schools, receiving-homes, &c.	..	..	..	3,859
Juvenile probation	..	..	..	323
Infant-life protection	..	..	..	771
Deaf children	..	..	..	116
Feeble-minded children	..	..	..	283
Total	..	..	..	5,352

The number of children committed to the care of the State during the year ending 31st March, 1926, was 440, classified according to reason for committal, as follows: Destitution, 160; vagrancy, 8; associating with disreputable persons, 9; not under proper control, 179; uncontrollable (complaint by parents), 6; transferred from gaol, 4; accused or guilty of punishable offences, 72; section 47 of the Infants Act, 2; and, in addition, 63 were admitted by private arrangement.

Classified according to age at the time of admission the numbers are as follows: Under six months, 42; over six months and under one year, 18; from one to five years, 100; from five to ten years, 100; from ten to fourteen years, 109; and over fourteen years, 71.

#### NUMBERS UNDER CONTROL.

At the end of the year there were 3,859 children under control (excluding those mentioned under separate headings below), and of these 214 were in residence at Government receiving-homes, probation homes, training-farms, and training institu-

tions, and 76 in private industrial schools; 1,819 children were boarded out in foster-homes, 838 were in situations, and 541 residing under license with relatives and friends. The remainder were in various homes or institutions.

Of the boarded-out children 95 are over the age of fourteen years and are still attending primary schools, 45 are receiving higher education (30 technical and 15 secondary), and a number are apprentices partly maintained by the State.

The children over school age in employment number 751 males and 342 females (included in the total of 3,859). Of the males 517 are farm workers, 73 are apprentices, and 161 others are employed in various trades. Of the girls there are 288 domestic workers, 37 factory employees, and 17 engaged in various employments such as shop-assistants, nurses, dressmakers, typists, &c.

#### SYSTEM OF SUPERVISION BY CHILD WELFARE OFFICERS.

The Child Welfare Act authorizes Children's Courts to place children under the supervision of Child Welfare Officers in cases where it appears undesirable or unnecessary to remove them from their own homes, and generally in all cases where friendly contact with the parents as well as the children is sufficient to bring about a readjustment of the home conditions or the correction of incipient anti-social traits in the children. In this important work the Department has had valuable assistance from certain of the private social service organizations, notably the Y.M.C.A. through its Big Brother movement commenced in Auckland a few years ago, and now extended to most of the centres of population throughout the Dominion.

The number of cases dealt with by the Courts last year was 1,316, and of these 323 were placed under supervision and dealt with as indicated in the foregoing paragraph.

The number actually admitted to institutions, such as receiving homes, special schools, training-farm, &c., was 423, but all these, with the exception of 85 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 771 children being maintained in 630 licensed foster-homes. Of these, 518 homes each had one child, 88 had two children each, 19 homes had three each, and 5 homes had four each. 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 15s. 8d. a week.

#### ADOPTIONS.

During the year 382 children were adopted, and in 38 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, 86 were under the age of six months, 41 between the age of six and twelve months, and 161 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 136 and of these 14 were day pupils and 122 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. Provision has also been made in these centres and in Christchurch for night classes for the instruction of the adult deaf.

##### *Special Schools for the Feeble-minded.*

There are two such special schools—one at Richmond (near Nelson) for girls, and one at Otekaikē (near Oamaru) for boys. The number of girls in residence at Richmond at the end of the year was 76 and the number of boys at Otekaikē 196. These institutions are for children who are educable to a certain degree, but not at the ordinary public school.

## GENERAL.

Further information regarding the activities of this branch of the Department is contained in a separate paper, E.—4.

## HIGHER (UNIVERSITY) EDUCATION.

The number of students on the books of the four University colleges affiliated to the University of New Zealand increased from 4,236 in 1924 to 4,442 in 1925. The figures for each of the four colleges were as under :—

	1924.	1925.
Auckland .. .. .	1,103	1,182
Victoria .. .. .	989	1,002
Canterbury .. .. .	1,024	1,099
Otago .. .. .	1,120	1,159
	<hr/> 4,236	<hr/> 4,442

The total number of students described as taking definite courses at the affiliated colleges was 3,465, distributed as follows: Arts, 1,503; science, 348; medicine, 284; dentistry, 119; law, 521; commerce, 313; music, 23; engineering, 196; agriculture, 19; home science, 75; architecture, 47; journalism, 17.

The number of exempted students was 428 in 1924 and 493 in 1925, the numbers in actual attendance at lectures being 3,808 and 3,949 respectively. The following shows the growth in the numbers of students over a period of years: 1,878, 168; 1895, 742; 1900, 805; 1905, 1,158; 1915, 2,039; 1920, 3,822; 1924, 4,236; 1925, 4,442.

There has been a fairly constant increase in the ratio of men to women, and in 1925 over 72 per cent. of the students were men.

With the extension of the system of Government bursaries there has also been, of course, a marked increase in the number of students receiving free University education. Of the students attending lectures last year 37 per cent. in the case of men, and 56 per cent. in the case of women, or 42 per cent. of all students, received free tuition.

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 .. .. .	31	41
Teachers and training-college students .. .. .	24	46
Government and local-body employees .. .. .	10	1
Employees, private firms .. .. .	33	4
Not known .. .. .	2	8
	<hr/> 100	<hr/> 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, 31 in the case of Victoria, and 31 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 5,338 candidates, and of these 1,238 passed the whole examination, 1,096 gained partial passes, and 743 who already held partial passes completed the examination. There were 5,972 entries for the various degree examinations, compared with 5,740 in 1924.

## GENERAL.

## ANNUAL EXAMINATIONS.

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

The examinations were held at sixty-seven centres in 1925. The total number of entries for all examinations was 12,451, of which number 11,218 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. 3,069 candidates were exempted in this manner from the necessity of passing the Intermediate Examination, of which number 2,698 are not included in the total of examination entries given above. The number of candidates actually presenting themselves for the various examinations during the last three years is shown below :—

	1923.	1924.	1925.
Junior National Scholarships and junior free places .. ..	2,564	2,481	2,687
Public Service Entrance, Senior National Scholarships, and Intermediate .. ..	4,222	5,192	5,097
Teachers D and C .. ..	3,319	3,353	3,393
Kindergarten Certificate Examination .. ..	6	3	3
Special Public Service Entrance Examination in August .. ..	..	162	121
London University Examinations .. ..	1	1	2
Qualifying Examination, Railway Engineering Cadets .. ..	4	1	..
Handicraft Teachers' Certificate .. ..	..	..	14
	10,116	11,193	13,242

Of the 2,551 candidates for Junior National Scholarships in 1925, 237 obtained the scholarship qualification, 1,037 qualified for a free place in the scholarship examination, and 1,277 failed. There were also 136 candidates for free places only, of whom 19 qualified and 117 failed.

Of the 1,105 candidates for Senior National Scholarships 138 gained scholarships, 787 qualified for senior free places, and 180 failed. Only four of the total number of candidates were examined on the Scheme B (Rural and Domestic) Course, none of whom qualified for scholarships.

There were 2,996 entries for the Intermediate Examination, 2,203 candidates presenting themselves, of which number 887 passed and 1,316 failed to do so.

The number present at the Public Service Entrance Examination was 1,789, 1,167 of the number passing and 622 failing the examination. The number present at the Public Service Entrance Examination held in August was 121, 73 of the number passing and 48 failing the examination.

The number of candidates who sat for the different stages of the teachers' certificate examinations was 3,194 (539 for the whole or part of Class C and 2,655 for Class D). Of the total number 571 obtained complete passes in Class D, 111 in Class C. 1,727 improved their status and 785 failed to improve their status.

#### 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. Two hundred and ninety libraries participated in the grant, receiving amounts varying from £7 to £14. 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, 1926.

General Administration.						£	£	£
Salaries .. .. .	..	..	..	..	..	..	29,132	
Travelling-expenses .. .. .	..	..	..	..	..	..	1,076	
Telephones .. .. .	..	..	..	..	..	..	252	
Postage and telegrams .. .. .	..	..	..	..	..	..	2,743	
Books of reference, newspapers, &c. .. .. .	..	..	..	..	..	..	100	
Printing and stationery .. .. .	..	..	..	..	..	..	4,388	
Office furniture and fittings .. .. .	..	..	..	..	..	..	539	
Council of Education : Travelling-expenses, advertising, &c. .. .. .	..	..	..	..	..	..	163	
Overtime and meal-allowance .. .. .	..	..	..	..	..	..	163	
Less miscellaneous recoveries .. .. .						..	38,556	
							1,228	37,328
Elementary Education.								
Teachers' salaries (including pupil-teachers' and probationers' allowances) .. .. .	..	..	..	..	..	1,691,431		
Teachers' house allowances .. .. .	..	..	..	..	..	45,702		
General administrative purposes (including School Committees' allowances) .. .. .						..	1,737,133	
							142,186	
Organizing-teachers' salaries and travelling-expenses .. .. .	..	..	..	..	..	..	10,663	
Removal of teachers .. .. .	..	..	..	..	..	..	576	
Correspondence School : Salaries, &c. .. .. .	..	..	..	..	..	..	2,388	
Manual instruction : Salaries, capitation, and material .. .. .	..	..	..	..	..	..	75,234	
School and class libraries .. .. .	..	..	..	..	..	..	2,054	
Purchase of gramophones for schools .. .. .	..	..	..	..	..	..	2,880	
School buildings and sites—								
Maintenance and repair of school buildings and residences .. .. .						106,051		
Rent of buildings and sites used for school purposes .. .. .						5,665		
Schools destroyed or damaged by fire : Rebuilding and repairs .. .. .						5,301*		
Payment to Lands for Settlement Account for school-sites .. .. .						875		
New buildings, additions, sites, and teachers' residences : Education Purposes Loans Act, 1919 .. .. .						269,844†		
							387,736	
Inspectors—								
Salaries .. .. .						32,026		
Travelling and removal expenses .. .. .						10,173		
Telephones, office requisites, &c. .. .. .						271		
Extra clerical assistance, typing, &c. .. .. .						385		
Alteration to office accommodation .. .. .						157		
							43,012	
School physical services—								
Salaries of instructors .. .. .						5,171		
Courses of instruction .. .. .						11		
Travelling and removal expenses .. .. .						3,702		
Material : Officers' requisites, uniform allowances, &c. .. .. .						131		
							9,015	
Conveyance and allowance for board of school-children (railway fares, £12,918 ; boarding-allowances and conveyance by road and water, £30,045) .. .. .						..	42,963	
Conveyance of instructors and teachers .. .. .						..	7,890	
Advances for purchase of school buses .. .. .						..	850	
Fares of children attending Standard VI examinations .. .. .						..	20	
<i>School Journal</i> : Salaries, printing, &c. .. .. .						..	7,771	
<i>Education Gazette</i> : Printing, &c. .. .. .						..	1,046	
Subsidies on voluntary contributions on account of public primary schools, including district high schools .. .. .						..	17,927	
Expenses connected with appointment of supervisor of school music .. .. .						..	48	
Less miscellaneous recoveries (including <i>School Journal</i> , £1,009 ; <i>Education Gazette</i> , £235 ; teachers' salaries, £159 ; special examination fees, £47 ; Correspondence School, £136 ; gramophones, £3,156) .. .. .						..	2,491,392	
							5,018	2,486,374‡
Secondary Education.								
Payments to Education Boards for—								
District high schools : Secondary teachers' salaries .. .. .						..	48,939	
National Scholarships .. .. .						..	11,143	
Payments to Secondary schools and colleges for—								
Salaries and incidental expenses .. .. .						..	201,703	
Manual instruction capitation .. .. .						..	3,385	
Subsidies on voluntary contributions .. .. .						..	2,383	
New buildings, equipment, furniture, sites, &c. : Education Purposes Loans Act, 1919 .. .. .						118,447		
Maintenance of school buildings .. .. .						102		
							118,549	
From reserves revenue in accordance with Education Reserves Amendment Act, 1914 .. .. .						..	10,363	
Carried forward .. .. .						..	396,465	2,523,702

\* During the financial year £4,938 was recovered from the Fire Insurance Fund in the hands of the Public Trustee.

† Includes £83, cost of raising loans.

‡ Including £53,610 from the national-endowment reserves revenue and £109,040 from primary-education reserves.

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

	£	£	£
Brought forward .. .. .	..	396,465	2,523,702
<b>Secondary Education—<i>continued.</i></b>			
Conveyance of pupils to secondary and district high schools ..	..	9,069	
Marlborough High School: Statutory payment .. .. .	..	400	
Inspectors' salaries .. .. .	..	1,345	
Inspectors' travelling-expenses .. .. .	..	436	
Junior High Schools: Incidental expenses .. .. .	..	200	
			407,915*
<b>Technical Education.</b>			
Salaries of Inspectors .. .. .	..	2,610	
Travelling-expenses of Inspectors .. .. .	..	1,231	
Technological examinations .. .. .	..	154	
Salaries and capitation, technical and continuation classes ..	..	151,295	
Material for classes .. .. .	..	4,833	
Buildings and permanent apparatus, &c.—			
Education Purposes Loans Act, 1919 .. .. .	37,892		
Rents .. .. .	1,047		
Maintenance of buildings .. .. .	901		
		39,840	
Conveyance of instructors and students .. .. .	..	288	
Conveyance of pupils to technical schools .. .. .	..	6,679	
Subsidies on voluntary contributions .. .. .	..	2,542	
Sundries .. .. .	..	21	
		209,493	
Less recoveries (including exam. fees, &c., £152)	..	310	
			209,183†
<b>Training Colleges and Training of Teachers.</b>			
Training colleges—			
Salaries of staff (one-half; the other half is charged to teachers' salaries, "Elementary Education") ..	26,372		
Allowances to students .. .. .	123,641		
Students' University college fees .. .. .	4,543		
Special instruction, libraries, and incidental expenses ..	2,756		
Science apparatus and material .. .. .	680		
New buildings, sites, furniture, &c.: Education Purposes Loans Act, 1919 ..	42,018		
		200,010	
Training of teachers other than at training colleges—			
Classes at subcentres .. .. .	..	203,875	
Less recoveries .. .. .	..	15	
			203,860‡
<b>Higher Education.</b>			
Statutory grants—			
University of New Zealand—			
New Zealand University Act, 1908 .. .. .	3,845		
National-endowment reserves revenue .. .. .	4,167		
		8,012	
Auckland University College—			
Auckland University College Act, 1882 .. .. .	4,000		
New Zealand University Amendment Acts, 1914 and 1919 ..	7,100§		
National-endowment reserves revenue .. .. .	2,083		
		13,183	
Victoria University College—			
Victoria College Act, 1905 .. .. .	4,000		
New Zealand University Amendment Acts, 1914 and 1919 ..	7,100§		
National-endowment reserves revenue .. .. .	2,083		
		13,183	
Canterbury College—			
New Zealand University Amendment Acts, 1914 and 1919 ..	4,100§		
National-endowment reserves revenue .. .. .	2,084		
Additions to statutory grant: Finance Act, 1920 (section 43) ..	1,562		
		7,746	
University of Otago—			
New Zealand University Amendment Acts, 1914 and 1919 ..	8,700§		
National-endowment reserves revenue .. .. .	2,084		
		10,784	
Grants for new buildings, &c.—			
Auckland University College .. .. .	42,232		
University of Otago .. .. .	40,353		
		82,585	
Agricultural Scholarships .. .. .	..	18	
Sir George Grey Scholarships .. .. .	..	200	
University National Scholarships .. .. .	..	3,292	
National Research Scholarships .. .. .	..	595	
Imperial Research Scholarships .. .. .	..	450	
Bursaries—			
University .. .. .	10,598		
Educational .. .. .	809		
Agricultural .. .. .	1,139		
Home Science .. .. .	3,087		
Engineering .. .. .	1,124		
		16,757	
Carried forward .. .. .	..	156,805	3,344,660

\* Including £6,700 from national-endowment reserves revenue, and £10,363 from secondary-education reserves revenue.  
 ‡ Including £4,700 from national-endowment reserves revenue.  
 § Includes £4,200 from national-endowment reserves revenue.  
 £500 for Workers' Educational Association classes.

† Including  
 § Includes



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

	£	£	£
Brought forward .. .. .	..	156,805	3,344,660
<b>Higher Education—<i>continued.</i></b>			
Special Technical Classes .. .. .	..	3,625	
Workers' Educational Association—			
Grant for organization expenses .. .. .	..	1,500	
Subsidies on voluntary contributions .. .. .	..	12,699	
Salaries of professors of education .. .. .	..	3,937	
Temporary assistance, Home Science Department, Otago University .. .. .	..	450	
Schools of Forestry: Maintenance .. .. .	..	2,000	
University Commission: Expenses .. .. .	..	2,429	
Sundries .. .. .	..	4	
		183,449	
Less recoveries .. .. .	..	15	183,434*
<b>Native Schools.</b>			
Salaries (Teachers and Inspectors) .. .. .	58,143		
Special allowances to teachers in isolated places .. .. .	136		
		58,279	
Higher education and scholarships (including nursing scholarships) .. .. .	..	4,936	
Courses of Instruction for Teachers .. .. .	..	20	
Books, school requisites, sewing-material, &c. .. .. .	..	1,742	
Storage and despatch of school books, &c. .. .. .	..	113	
Expenses of removals of teachers .. .. .	..	675	
Inspectors travelling-expenses .. .. .	..	487	
Buildings: New schools, additional class-rooms, &c.—			
Education Purposes Loans Act, 1919 .. .. .	8,278		
Maintenance of buildings, rebuilding, repairs, &c. .. .. .	2,456		
		10,734	
Manual instruction: Payment of instructors and material for classes .. .. .	..	419	
Conveyance and board of children .. .. .	..	2,092	
Sundries: Advertising, &c. .. .. .	..	30	
		79,527	
Less recoveries (sale of maps, &c.) .. .. .	..	145	79,382†
<b>School for the Deaf.</b>			
Salaries .. .. .	..	5,522	
General maintenance of institution .. .. .	..	1,641	
Travelling-expenses, including transit of pupils .. .. .	..	367	
Maintenance of buildings, furniture, repairs, &c. .. .. .	..	330	
Advertising, &c. .. .. .	..	26	
Additions to buildings: Education Purposes Loans Act, 1919 .. .. .	..	93	
		7,979	
Less recoveries (including maintenance payments, £1,926) .. .. .	..	2,043	5,936‡
<b>Education of the Blind.</b>			
Grant for maintenance of Government pupils at Jubilee Institute .. .. .	..	482	
Special instruction and secondary education of pupils .. .. .	..	15	
Subsidies on voluntary contributions under Hospital and Charitable Aid Acts, 1909, 1910, 1913, 1923 .. .. .	..	10,000	
Sundries .. .. .	..	11	
		10,508	
Less recoveries (maintenance payments) .. .. .	..	331	10,177
<b>Schools for the Feeble-minded.</b>			
Salaries .. .. .	..	6,592	
Maintenance of buildings, &c. .. .. .	..	1,254	
Additions to buildings: Education Purposes Loans Act, 1919 .. .. .	..	626	
Travelling-expenses .. .. .	..	304	
Maintenance of institutions, &c. .. .. .	..	5,960	
Advertising, &c. .. .. .	..	26	
Sundries .. .. .	..	1	
		14,763	
Less recoveries (including amounts received from parents and others and sales of farm produce) .. .. .	..	2,400	12,363§
<b>Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &amp;c.</b>			
Maintenance of buildings .. .. .	1,656		
New buildings: Education Purposes Loans Act, 1919 .. .. .	4,981		
		6,637	
Salaries .. .. .	..	21,232	
Boarding out of children, &c. .. .. .	..	65,236	
Refund of maintenance payments .. .. .	..	192	
Refund of inmates' earnings .. .. .	..	81	
Travelling-expenses .. .. .	..	6,262	
Law costs .. .. .	..	67	
Payment to Post and Telegraph Department for services, &c. .. .. .	..	608	
		100,315	
Carried forward .. .. .	..		3,635,952

\* Including £400 paid from national-endowment reserves revenue.  
revenue, and £575 from Tauranga Native endowment reserves revenue.  
§ Including £300 from national-endowment reserves revenue.

† Including £1,800 paid from national-endowment reserve  
‡ Including £200 from national-endowment reserves revenue

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

	£	£	£
Brought forward .. .. .	..	100,315	3,635,952
<b>Industrial Schools, Receiving Homes, Probation System, Boarding-out System, &amp;c.—<i>continued.</i></b>			
Rent, office requisites, &c. .. .. .	..	1,902	
Maintenance of inmates in Government schools, &c. .. .. .	..	16,228	
Maintenance of inmates in private industrial schools .. .. .	..	1,740	
Wages of inmates .. .. .	..	61	
Sundries .. .. .	..	40	
		120,286	
Less recoveries (amounts received from parents and others, and sales of farm produce, &c.) .. .. .	..	32,899	87,387
<b>Material and Stores.</b>			
Salaries .. .. .	..	1,175	
Stores and material purchased .. .. .	..	3,869	
Lighting, cleaning, cartage, &c. .. .. .	..	258	
		5,302	
Less recoveries (stores issued and issues on pay- ments) .. .. .	..	6,753	Cr. 1,451
<b>Miscellaneous.</b>			
Examination expenses: Teachers', Public Service, and Scholarships .. .. .	7,699		
Less recoveries .. .. .	5,037		
		2,662	
Grading and Certificates of Teachers: Courts of Appeal, inquiries, &c. .. .. .	..	412	
War bursaries .. .. .	..	334	
Teachers' Superannuation Fund—			
Government contribution .. .. .	68,000		
Additional allowances to widows and children .. .. .	2,952		
		70,952	
Free Kindergartens—			
Government capitation .. .. .	3,309		
New Buildings .. .. .	183		
		3,492	
Accidents to school-children: Grant for expenses .. .. .	..	96	
Conference of Education Authorities .. .. .	..	740	
Exchange of teachers: Allowances and bursaries .. .. .	..	1	
Exhibitions: Preparation and forwarding of school exhibits .. .. .	..	49	
Expenses connected with visits of departmental officers and representatives to other countries .. .. .	..	326	
Purchase of motor-cars (to be recovered) .. .. .	..	659	
Storage and despatch of stores and stationery .. .. .	..	35	
Visit of Professor Adams: Expenses .. .. .	..	14	
Waikino Tragedy: Payments to head teacher and pupils to cover loss of salaries, medical and other expenses .. .. .	..	167	
Subsidies to Public Libraries .. .. .	..	3,003	
Portraits of late Prime Minister .. .. .	..	49	
Contribution to Fire Insurance Fund .. .. .	..	10,000	
		92,999	
Less recoveries (motor-cars, £395; sundries, £8) .. .. .	..	453	92,546*
Total .. .. .	..	..	3,814,434

\* Including £8,100 paid from the national-endowment reserves revenue.

## SUMMARY.

Service.	Paid from Parlia- mentary Votes.	Paid from Reserves Revenue.	Totals.
	£	£	£
General Administration .. .. .	37,328	..	37,328
Elementary Education .. .. .	2,323,723	162,651	2,486,374
Secondary Education .. .. .	390,852	17,063	407,915
Technical instruction .. .. .	204,983	4,200	209,183
Training Colleges, &c. .. .. .	199,160	4,700	203,860
Higher Education .. .. .	170,533	12,901	183,434
Native Schools .. .. .	77,007	2,375	79,382
School for the Deaf .. .. .	5,736	200	5,936
Education of the Blind .. .. .	10,177	..	10,177
Schools for the Feeble-minded .. .. .	12,063	300	12,363
Industrial Schools and probation system .. .. .	84,287	3,100	87,387
Material and Stores .. .. .	Cr. 1,451	..	Cr. 1,451
Miscellaneous Services .. .. .	92,546	..	92,546
Totals .. .. .	2,606,944	207,490	3,814,434

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