

1932.
NEW ZEALAND.

REPORT OF THE
MINISTER OF EDUCATION

FOR THE YEAR ENDING 31ST DECEMBER, 1931.

[In Continuation of E.-1, 1931.]

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

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Office of the Department of Education,
Wellington, 31st August, 1932.
YOUR EXCELLENCY,—
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, 1931.
I have, &c.,
R. MASTERS.

His Excellency the Governor-General of the
Dominion of New Zealand.
1—E. 1.

REPORT.

I. INTRODUCTORY AND GENERAL.

SINCE I assumed the portfolio of Education on the 22nd September, 1931, I have had the unenviable task of effecting reductions in expenditure in almost every branch of the Service. At the outset it is but fair to say that the Government has been very loath indeed to curtail educational facilities, realizing as it does the paramount importance to the people of maintaining a sound education system. The severe financial depression through which this country is passing, in common with most other countries to-day, made it imperative that economies should be effected in all Departments of the State, and it was impossible to avoid reducing expenditure on education. Every care has, however, been taken to effect economies that will have the least harmful effect on the system as a whole. The earnest desire of the Government to maintain the essential parts of the system is evidenced by the fact that, although the National Expenditure Commission felt impelled to recommend some very drastic economies, not all of these were adopted by the Government. The task was rendered more difficult by the fact that no less than 80 per cent. of the total sum of money appropriated annually by Parliament for current expenditure on education is spent on salaries. When this item was excluded there remained, apart from capital expenditure and superannuation subsidy, only about £700,000 on which reductions might be effected. The difficulty of making reductions from this figure can be seen by a comparison of the following large items which are included in the table below:—

	£
Maintenance of buildings	154,995
Conveyance	84,123
School Committee grants	104,001
University grant, scholarships, and bursaries	111,564
Allowance to training college students	121,916
Child-welfare	123,065
	<u>£699,664</u>

Up to the 31st March last the following were the principal economies effected:—

REDUCTION IN EXPENDITURE, 1931-32, AS COMPARED WITH 1929-30.

	Expenditure, 1929-30.	Expenditure, 1931-32.	Reduction.
	£	£	£
Salaries of Teachers, Instructors, Child-welfare Officers, Inspectors of Schools, and departmental officers	2,626,628	2,346,943	279,685
Subsidies to primary, secondary, and technical schools, and University colleges	39,768	2,132	37,636
Subsidies to public libraries	2,998	..	2,998
Maintenance of buildings	154,995	106,480	48,515
Manual instruction	90,951	73,156	17,795
Travelling-expenses of Inspectors of Schools, Child-welfare Officers, &c.	25,331	18,937	6,394
Education Boards' administration	39,148	34,633	4,515
National Scholarships	11,183	9,787	1,396
School and class libraries, &c.	2,052	..	2,052
<i>School Journal</i> —Printing, &c.	7,001	5,772	1,229
Grants to University of New Zealand and constituent colleges	71,207	53,309	17,898
University Scholarships and Bursaries	26,663	15,648	11,015
Workers' Educational Association	3,500	3,031	469
Allowances to training college students	121,916	104,341	17,575
Examinations	7,567	3,370	4,197
Maintenance of children in child-welfare institutions	34,629	31,800	2,829
Material and stores, child-welfare	4,982	3,677	1,305
Printing and stationery	4,887	2,196	2,691
Gramophone records	3,918	154	3,764
Grants to Teachers' Superannuation Fund	143,000	43,000	100,000
New buildings, additions, &c.	443,885	259,932	183,953
Other*	315,569	327,189	—11,620†
	4,181,778	3,445,487	736,291

* Includes School Committee incidentals, conveyance and board of pupils, boarding-out of children, &c.

† Increase.

Since 31st March further economies have been decided upon, the most important of which at the time of writing are as follow: (1) A further reduction in salaries of from 5 to 12½ per cent.; (2) raising of the school age of admission from five years to six years; (3) limitation of overscale salaries; (4) withdrawal of grants for sewing and science; (5) reduction of grants to primary and post-primary Boards for administration; (6) closing of two training colleges, one at Wellington and the other at Dunedin, and reduction in allowances to students; (7) withdrawal of grants to kindergartens.

The following figures show the extent to which reductions become effective in educational expenditure:—

	1929-30.	1932-33. (Estimated Expenditure.)	Reduction.
	£	£	£
Gross expenditure (including buildings, additions, &c.)	4,181,778	2,957,196	1,224,582

Many of the economies already decided upon do not become fully operative for some time—*e.g.*, the closing of the training colleges at Dunedin and Wellington will reduce expenditure commencing in February next, the restriction of admission to pupils of six years of age will affect the grading of schools during the next two years, and the savings will become effective gradually during that period.

As was to be expected, considerable opposition was met with when it was known that the education expenditure was to be reduced, but with a true realization of the straitened position of the finances of the Dominion this gradually disappeared and, generally speaking, the attitude of the various organizations changed to one of helpful co-operation. As a result, a very difficult and unpleasant task was rendered much lighter, and the thanks of the Government are due to all those who gave such valuable assistance during the period of stress.

Owing to lack of finance, the activities of the Department have been somewhat restricted, but wherever possible improvements have been effected. During the year further steps in the direction of reorganization of the school system on the lines of the Hadow report (a report furnished by the Board of Education, Whitehall, London) were taken by a decision to establish a combined junior high (intermediate school) and district high school at Waihi where the existing building had been destroyed by fire. The junior primary pupils formerly attending the old district high school were transferred to the other two primary schools in the town and the senior primary pupils of Forms I and II (Standards V and VI) were concentrated at the new school. In Napier a decision was reached to establish a new intermediate school in place of a technical school destroyed by earthquake, while in the same city the former academic high schools were combined with the technical school to form composite boys' and girls' post-primary schools. In Nelson the technical school is presently to be combined with the existing boys' and girls' secondary schools with, it is hoped, mutual benefit to the pupils of both types of schools. In New Plymouth a somewhat similar reorganization had taken place in 1927, with very satisfactory results.

Other important changes were effected by legislation during the year. Education Boards were given the power to dispense with the services of married women teachers who were not dependent on teaching as a means of livelihood. The General Council of Education, which had functioned for many years in an advisory capacity to the Education Department, was abolished. Power was given the Department to effect transfers of teachers without loss of salary when schools were destroyed by fire, flood, or earthquake, and provision was also made whereby the Minister could have schools closed or consolidated. National Scholarships for post-primary schools were abolished, with the object of substituting boarding bursaries whenever the finances of the country permitted. Legislation was also provided extending the compulsory clauses in the Education Act to cover enrolment in the Department's Correspondence School, and ensuring that the pupils carry out the requirements of the courses of instruction. Lastly, provision was made exempting from rates any land set aside for school purposes.

It is appropriate that from time to time a review should be made of the standard of education in the Dominion. A comparison between the figures relating

to illiteracy in 1864 and the present time would be interesting, but the Government Statistician has long ceased to collect or publish statistics relating to illiteracy, and it is safe to say that, except among race-alien, mentally afflicted persons, and very young children, illiteracy in New Zealand has entirely disappeared. Further evidence of the rise in the standard of education in the Dominion is given by the following statistics: In 1914 there were no fewer than 579 uncertificated and unlicensed teachers in schools above Grade O—that is, in schools with an average attendance of nine and over, while in 1920 there were 329, in 1925 about 230, and in 1930 only 43. In all cases teachers in training have, of course, been excluded. Expressed in another way, the figures show that whereas in 1914 74 per cent. of the adult teachers in primary schools were certificated, in 1930 the percentage had risen to over 93. It is worth remarking here that in the elementary schools in England 73 per cent. of the teachers are certificated. Again, in 1918 only 8·3 per cent. of New Zealand primary-school teachers held Class A or Class B certificates, while in 1930 the percentage had risen to 19. Further, the proportion of primary teachers with the lower certificates fell from 52·5 per cent. in 1918 to 21 per cent. in 1930. The number of University graduates among primary-school teachers in 1920 was 244, or only 4·9 per cent. In 1925 the number rose to 329, or 5·7 per cent., and in 1930 to 385, or 6·2 per cent. The corresponding percentage in England was 3·19, in Scotland 27·11, in New South Wales 8·95, and in Victoria 9·47. Out of 1,237 teachers employed in 1930 in secondary schools, technical schools, and manual-training centres, 748, or 60 per cent., were University graduates. Taking primary and secondary teachers together, New Zealand had in 1930 14·7 per cent. of graduate teachers, while England had 14·2 per cent.

A similar advance is shown in respect to general University education. In 1914 there were 211 passes for degrees, in 1918, owing to the war, the number fell to 146, but rose in 1925 to 516, and in 1930 to 521. In 1914 only 155 students held University bursaries, while in 1930 there were no fewer than 1,112, all of whom had in the secondary schools attained at least the standard required for the issue of a higher-leaving certificate. Otherwise expressed, the number of University bursars was 1·4 per 10,000 of the population in 1914, but was 7·8 per 10,000 in 1930. In 1914 the number of students who passed the Matriculation Examination of the New Zealand University was 617, or 5·6 per 10,000 of the population, while by 1930 the number had risen to 2,038, or 14·4 per 10,000 of the population. The number of pupils who qualified for and enjoyed free post-primary education was 8,942 in 1914, or 81 per 10,000 of the population, while in 1930 the corresponding figures were 28,812, or 203 per 10,000.

During the last few years the practice of awarding proficiency certificates on an accrediting system has become more and more widely adopted. While there is much to be said in favour of such system as opposed to the method of basing awards on the results of an external examination, it is desirable that the accrediting system should be periodically overhauled and the results secured by accrediting subjected to an examination test. Last year such a test was made, and will, for checking purposes, be repeated this year. It is anticipated that these investigations will show whether or not the method of allowing head teachers to accredit their candidates can with safety be continued.

In the past the award of Senior Free Places to pupils who have completed the ordinary junior post-primary course has been left almost entirely to the discretion of the principals of the schools concerned. The awards have always been subject to the oversight of the Inspectors, and have generally been made with satisfactory discretion and judgment. As in the case of the Proficiency Certificate Examination, it was, however, felt that the system should be tested periodically by holding a definite and, as far as possible, uniform examination of the candidates. By this means both the school principals and the officers of the Department would know whether or not the standard of appraisement of the pupils' fitness for further secondary education was sufficiently high and reasonably uniform throughout the Dominion. The results of this investigation, which will be held during the current year, will be looked forward to with interest, and will be recorded in my next annual report.

2. TYPES OF SCHOOL.

During a period of reconstruction the presentation of statistical information is a matter of some difficulty, owing to the fact that sharp lines of demarcation between schools of different types tend to disappear, while pupils who have reached the same stage in their educational life may be found in any one of several different types of school. The development of the junior high school and the establishment of combined schools are, in the main, responsible for the difficulties experienced in this connection. The present position in regard to our school system is outlined below.

The Native schools and the Correspondence School are under the direct control of the Department; the other schools given in Table A are controlled by the various Boards in accordance with departmental regulations.

In addition to the types given in that table there exist a number of private primary schools, private secondary schools, and Native schools (both primary and secondary). These are under the control of various private bodies, but the range of classes is substantially the same as that given for corresponding schools in the table. Some of these private secondary schools are “endowed”—*i.e.*, are maintained partly by revenues derived from grants of land made by the State. There are no private technical schools.

Apart from certain special schools—for the mentally backward (three) and for the deaf (one)—the following are the types of State schools that are at present in operation. The Institute for the Blind is privately controlled.

TABLE A.

Type of School.	Average Age (Approximate) at which Pupils enter.	Lowest Class.	Highest Class.
1. Primary (<i>a</i>)	5 years 3 months	Preparatory division	Form II (Standard VI).
2. Native	5 years 3 months	Preparatory division	Form II (Standard VI).
3. Junior high (intermediate), (<i>b</i>)	11 years 8 months	Form I (Standard V)	Form III.
4. District High School—			
(i) Primary Department	5 years 3 months	Preparatory division	Form II (Standard VI).
(ii) Secondary Department	13 years 7 months	Form III.. ..	Form V.
(<i>c</i>)			
5. Secondary	13 years 5 months	Form III.. ..	Form VI.
6. Technical (<i>d</i>)	Returns not obtained in 1931	Form III.. ..	Form VI.
7. Combined (<i>e</i>)	13 years 7 months	Form III.. ..	Form VI.
8. Correspondence School—			
(i) Primary (<i>f</i>) .. ..	.. ..	Preparatory division	Form II (Standard VI).
(ii) Secondary	13 years 7 months	Form III.. ..	Form V.

(*a*) A few primary schools have a Standard VII, in which the work done approximates to that done in Form III. A few other primary schools have been “decapitated”—*i.e.*, have lost Forms I and II, these classes having been transferred to junior high schools or departments.

(*b*) Junior-high-school departments include Forms I and II only, Form III being considered part of the post-primary school to which the junior-high-school department is attached.

(*c*) In some secondary Departments of district high schools there will be found a few pupils doing work in advance of that of Form V. The number of these pupils is, however, almost always too few to constitute a Form VI.

(*d*) In technical schools, as a rule, the Sixth Forms are much smaller in size than in either a secondary school or a combined school.

(*e*) Certain secondary and technical schools have been combined and placed under a single governing body. These “combined schools” retain the special characteristics of both secondary and technical schools.

(*f*) The average age at which pupils enter the primary department of the Correspondence School has little meaning as pupils are, to a large extent, transfers from other schools.

3. 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, 1932. The total expenditure, including endowment revenue, amounted to £3,469,843 as against £4,174,855 in the previous year, a decrease of £705,012.

An analysis under the different branches of education is shown in Table B.

TABLE B.—ANALYSIS OF EXPENDITURE ON EDUCATION FOR THE YEAR ENDED 31ST MARCH, 1932.
(For more details see appendix to this Paper.)

Branch of Education.	Total Expenditure (Net).*	Expenditure expressed as Percentage of Total Expenditure.	Expenditure per Head of Population.†
	£		£ s. d.
Departmental administration	32,435	0·94	0 0 5
Board's administration	55,416	1·60	0 0 9
Cost of inspection—			
Primary	35,380	1·02	0 0 6
Native	2,051	0·06	‡
Post-primary	5,252	0·15	0 0 1
Primary education—			
Public schools	1,940,069	56·06	1 5 8
Departmental Correspondence School ..	5,377		
Native Education—			
Native schools	71,569	2·23	0 1 0
Scholarships and bursaries	5,695		
Post-primary education—			
Secondary, technical, and combined schools ..	519,999	17·60	0 8 1
Secondary departments of district high schools	76,072		
Correspondence School	4,225		
Scholarships and bursaries	10,319		
Higher education	96,711	2·79	0 1 3
Training of teachers	145,484	4·19	0 1 11
Special schools	19,808	0·57	0 0 3
Child welfare	125,172	3·60	0 1 8
Capital expenditure on school buildings ..	259,108	7·47	0 3 5
Superannuation	46,935	1·35	0 0 7
Miscellaneous	12,766	0·37	0 0 2
Total*	3,469,843	100·00	2 5 9

* This includes revenue from endowments administered by the various Boards, &c., as well as direct expenditure from public funds—

From public funds as shown in appendix	£ 3,409,877
Endowments—	
Secondary and technical schools	46,747
University colleges	13,219
	<u>£3,469,843</u>

† Mean population for twelve months ended 31st March, 1932, was 1,517,103.
‡ No significant amount.

It is impossible to state with any degree of accuracy the costs per pupil in any branch of education, except in the primary schools, because the technical schools and combined secondary and technical schools, besides providing instruction for full-time day pupils, also provide instruction for no fewer than 10,536 part-time pupils. These pupils take subjects for varying periods in the day and evening, and in most cases are taught by instructors who are also engaged in teaching full-time pupils during the day.

From the statement of expenditure and recoveries the following is the cost per pupil based on average attendance at public schools, at the junior high schools under the Auckland Board, at the public schools in the Chatham Islands, and at the Department's Correspondence School (primary department): Primary—including buildings, £10 5s. 8d.; excluding buildings, £9 12s. 11d.

The cost per child for elementary education in England and Wales for the year 1930–1931 was £13 2s. 6d.*

* This, however, includes school medical services, provision of meals for undernourished children, evening play centres, and nursery schools (somewhat similar to New Zealand kindergartens).

4. SCHOOL BUILDINGS AND SITES.

As far as funds permitted, the policy of providing additional accommodation where the attendance had increased has been continued; also the provision of accommodation in newly-settled districts. Some of the more out-of-date buildings have been remodelled, and a few have been replaced, but in view of financial stringency these works had to give precedence to the provision of accommodation where none already existed or where existing accommodation was inadequate for the number of pupils in attendance.

The expenditure this year included the completion of the following large works: Rebuilding of Wellington Boys' College, Te Aro Main School (Wellington), Takaka and Nelson Central (Nelson), Blackball (Canterbury); addition to Christchurch West (Canterbury), Greymouth, and Feilding Technical Schools; the completion of hostels at Nelson Boys' College, Wanganui Technical School, and additional hostel accommodation at the New Plymouth Boys' High School. The Massey Agricultural College main building was also completed.

The following schools damaged by the Hawke's Bay earthquakes were rebuilt in wood: Hastings West, Napier Central, and Nelson Park. Hastings High School was reconditioned and strengthened. Other large works in hand are the rebuilding of New Plymouth Central (destroyed by fire); additions to Kurow (Otago), Oxford (Canterbury), Rangiora High School, Nelson Girls' College, Takapuna Grammar School, Otahuhu Junior High School; new workshops at Petone Technical School; and reconstruction of main school and additional accommodation in Palmerston North Central (Wanganui).

In accordance with the policy of securing sites in advance of movement of population, a site has been acquired at Miramar North (Wellington).

During the period under review the Government Fire Fund was drawn upon to the extent of £7,770 to replace or repair school buildings and residences destroyed or damaged by fire.

The following table shows for the years ended 31st March, 1931 and 1932, the amount expended by the Department on new buildings, additions, sites, and teachers' residences:—

			1931. £	1932. £
Public schools	..	..	202,229	126,778
Secondary schools	..	..	125,742	65,030
Technical schools	..	..	77,729	44,507
Training colleges	..	..	9,080	1,228
Universities	..	..	241	..
Native schools	..	..	8,872	14,433
Schools for mentally backward	..	..	5,110	199
Child-welfare institutions	..	..	1,660	714
Kindergartens..	..	..	1,747	54
Massey Agricultural College	..	..	68,825	9,622
Canterbury Agricultural College	..	..	109	..
Totals	..	..	£501,344	£262,565

The total for 1932 is thus only a little more than half the amount expended on new buildings, &c., during the previous financial year.

5. NUMBER OF SCHOOLS.

The following table gives the number of public primary schools (classified according to grade) and of junior high schools and departments. The yearly average attendance is also shown:—

TABLE C 1.—NUMBER OF PUBLIC PRIMARY SCHOOLS AND OF JUNIOR HIGH SCHOOLS AND DEPARTMENTS.

Grade of School and Range of Average Attendance.	Number of Schools.*		Total Average Attendance.†					
			Primary Department.‡		Secondary Department.§		Totals.	
	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.	In each Subgrade.	In each Grade.
O (1-8)	213	213	1,240	1,240	..	..	1,240	1,240
I (9-20)	759	759	10,996	10,996	..	..	10,996	10,996
II (21-35)	470	470	12,753	12,753	..	..	12,753	12,753
IIIA (36-50)	304	708	12,834	42,659	..	159	12,834	42,818
IIIB (51-80)	265		16,627		43		16,670	
IIIC (81-120)	139		13,198		116		13,314	
IV A (121-160)	74	143	10,286	24,416	322	1,494	10,608	25,910
IV B (161-200)	37		6,861		700		7,561	
IV C (201-240)	32		7,269		472		7,741	
V A (241-280)	23	79	5,833	23,701	453	1,449	6,286	25,150
V B (281-320)	23		6,788		553		7,341	
V C (321-360)	33		11,080		443		11,523	
VI A (361-400)	20	57	7,702	23,879	451	962	8,153	24,841
VI B (401-440)	25		10,447		511		10,958	
VI C (441-480)	12		5,730		..		5,730	
VII A (481-520)	19	95	9,366	55,524	97	632	9,463	56,156
VII B (521-560)	21		11,280		..		11,280	
VII C (561-600)	23		13,364		497		13,861	
VII D (601-640)	9	95	5,526	55,524	38	632	5,564	56,156
VII E (641-680)	10		6,638		..		6,638	
VII F (681-720)	5		3,450		..		3,450	
VII G (721-760)	4	95	2,931	55,524	..	632	2,931	56,156
VII H (761-800)	3		2,168		..		2,168	
VII I (801-840) .. ..	..		..		..		..
VII J (841-880)	1	10	801	2,360	..	266	801	2,626
Junior high schools and departments	10		2,360		266		2,626	
Totals, 1931	2,534	2,534	197,528	197,528	4,962	4,962	202,490	202,490
Totals, 1930	2,601	2,601	196,115	196,115	4,426	4,426	200,541	200,541
Difference	-67	-67	+1,413	+1,413	+536	+536	+1,949	+1,949

* Twenty-one half-time and thirty-three schools with side schools attached are counted as separate schools.
† The average attendance shown under this heading is the average attendance for the year ending 31st August, 1931, computed and adjusted in accordance with the regulations governing the staffing of schools. The unadjusted total average attendance for the year ended 31st December, 1931, was: Primary departments, including Forms I and II of all junior high schools and departments, 197,324; secondary departments and Form III of the separate junior high schools, 5,099.
‡ The average attendance shown under this heading includes any pupils in Standard VII or in special classes.
§ This refers to secondary classes conducted mainly in rural areas in district high schools—that is, in primary schools to which are attached secondary departments. Form III of the separate junior high schools are included in these figures.

It will be noticed that the total number of primary schools has apparently decreased by sixty-seven. The decrease is almost wholly in the numbers of schools in Grades O, I, and II, and is due partly to the fact that in 1930 special classes were counted as separate schools, but are not now included in the total. This accounts for thirty-one of the decrease. The remainder (thirty-six) is much greater than any decrease in recent years, and is accounted for partly by consolidation of schools, but to a much greater degree by the closing by Education Boards of small country schools in consequence of a falling-off in attendance.

Table C 2, below, gives the number of schools other than public primary schools in the years 1930 and 1931 :—

TABLE C 2.—NUMBER OF SCHOOLS OTHER THAN PUBLIC PRIMARY SCHOOLS.
(All schools not marked as “private” are State controlled.)

Type of School.	Type of Education given.	Number of Schools in December, 1930.				Number of Schools in December, 1931.			
		Boys' Schools.	Girls' Schools.	Mixed Schools.	Total.	Boys' Schools.	Girls' Schools.	Mixed Schools.	Total.
Junior high schools or departments*	Intermediate ..	..	..	9	9	..	..	10	10
Secondary departments of district high schools	Post-primary ..	..	..	81	81	..	..	82	82
Secondary	Post-primary ..	13	15	16	44	12	14	16	42†
Combined	Post-primary ..	..	..	..	..	1	1	..	2
Technical	Post-primary ..	..	..	23	23	..	..	22	22‡
Native village	Primary ..	..	..	138	138	..	..	139	139
Native mission (private) ..	Primary ..	..	..	11	11	..	..	11	11
Native post-primary (private) ..	Primary and post-primary ..	6	5	1	12	5	5	1	11
Lower departments of secondary schools (private)	Primary ..	3	5	1	9	3	5	1	9
Private primary	Primary ..	47	42	217	306	45	41	219	305
Endowed schools and registered private secondary schools	Post-primary ..	18	32	..	50	19	32‡	..	51
Special§	Primary ..	2	1	2	5	2	1	2	5

* Eight of these in each year were junior-high-school departments. † The decrease of two in the number of secondary schools and of one in the number of technical schools is apparent only, their place being taken by the two combined schools. ‡ One of these schools was temporarily closed during 1931 as a result of the Hawke's Bay earthquake. § Three of these are schools for the mentally backward, one a school for the blind, and one a school for the deaf. The Institute for the Blind is privately controlled.

6. ENROLMENT AT EDUCATIONAL INSTITUTIONS.

The following tables (D to F) give some details as to numbers on the roll, number of full-time pupils in the various standards and forms, median ages of full-time pupils in the various standards and forms.

TABLE D.—NUMBERS ON THE ROLL AT RECOGNIZED EDUCATIONAL INSTITUTIONS (EXCLUSIVE OF UNIVERSITY COLLEGES AND KINDERGARTEN SCHOOLS).

Type of School.	Total Number on the Roll on the 1st July, 1930.	Total Number on the Roll on the 1st July, 1931.	Children.					Adolescents.				Adults.				
			Under 10 Years.	10-11 Years.	11-12 Years.	12-13 Years.	13-14 Years.	14-15 Years.	15-16 Years.	16-17 Years.	17-18 Years.	18-19 Years.	19-20 Years.	20-21 Years.	21 Years and over.	
Public primary schools...	209,104	210,025	117,403	24,953	25,335	19,935	14,731	6,243	1,297	112	16	..	..	..	..	..
Special classes for backward children	484	545	122	91	80	88	95	52	17	..	..	..	..	..	..	..
Native schools, village (primary)	7,047	7,501	4,203	784	735	688	642	334	89	18	5	2	..	1	..	..
Native schools, mission (private primary)*	538	531	311	47	44	58	32	22	13	4	..	..	..	..	..	..
Secondary schools, lower departments	336	245	51	30	41	46	29	25	19	4	..	..	..	..	..	..
Private primary schools	25,484	25,511	13,014	3,065	2,981	2,786	2,084	1,083	360	92	36	9	1	..	..	..
Junior high schools and departments	2,420	2,792	4	114	561	815	769	413	98	18	..	..	..	..	..	..
Secondary departments of district high schools	4,636	5,291	..	1	14	268	1,081	1,621	1,253	683	272	85	10	3	..	..
Secondary schools	16,474	16,445	..	..	37	653	2,849	4,604	3,989	2,568	1,297	392	49	5	2	2
Combined schools	..	462	..	..	..	19	93	131	92	76	32	18	1	..	..	..
Technical high and day schools	8,002	8,541	..	..	11	308	1,559	2,881	2,190	1,046	383	108	25	5	25	25
Technical classes (part-time students at day and night classes)	11,829	10,536	..	..	39	32	187	672	1,329	1,877	1,877	1,480	971	572	1,500	1,500
Native schools, secondary*—																
Primary	259	161	19	13	18	21	24	23	19	15	8	1	..	..	..	..
Post-primary	244	300	..	..	..	3	22	43	85	66	46	21	8	4	2	2
Endowed and registered private secondary schools	4,269	4,302	..	..	9	145	566	1,079	1,079	799	458	139	17	4	4	7
Correspondence school	999	1,266	595	93	90	86	148	136	70	32	12	2	..	2	..	..
Training colleges	1,155	1,165	..	..	..	..	..	..	..	..	17	139	321	345	343	343
Schools for the mentally backward	274	280	27	34	25	36	25	21	17	14	13	10	12	6	40	40
School for the Deaf	113	123	46	16	12	9	9	16	6	7	1	..	..	..	1	1
Institute for the Blind	26	27	6	1	2	4	..	2	2	1	3	3	2	1	..	..
Grand totals	293,693	296,049	135,801	29,242	30,034	26,000	24,945	19,401	12,024	7,432	4,476	2,409	1,417	948	1,920	1,920
Estimated population (inclusive of Maoris) on 1st July, 1931	1,512,627	..	144,400†	112,610				29,300	28,460	29,040	28,920	28,860	27,940	27,080	27,050†	27,050†

* Native mission schools are registered private primary schools, and two Native secondary schools are registered private secondary schools, but in this table these schools are considered, respectively, mission schools and Native post-primary schools.
† Estimated population five years of age and over but under ten years of age.
‡ Estimated population twenty-one years of age and under twenty-two years of age.

TABLE E.—NUMBER OF FULL-TIME PUPILS IN THE VARIOUS STANDARDS AND FORMS AS AT 1ST JULY, 1931.

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Form IV.		Form V.		Form VI.		Totals.	
			Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
	Boys.	Girls.																								
Public primary ..	334	211	30,931	27,046	13,752	12,257	13,877	12,727	14,338	13,497	13,662	12,980	12,242	11,585	10,554	9,983	285	309	..	..	..	..	..	..	109,975	100,595
Native—Europeans	176	154	62	64	61	43	56	69	52	56	64	43	52	37	10	12	..	..	..	..	..	..	533	478
Maoris	1,532	1,404	452	416	363	413	385	346	270	306	169	181	130	112	5	6	..	..	..	..	..	..	3,306	3,184
Private primary and lower departments of secondary schools	3,127	3,085	1,409	1,638	1,544	1,581	1,644	1,874	1,572	1,864	1,491	1,869	1,428	1,614	247	599	..	..	..	..	..	..	12,462	14,124
Junior high	686	548	692	552	159	155	..	..	..	..	..	..	1,537	1,255
Secondary departments of district high schools	1,244	1,113	796	776	651	549	91	71	2,782	2,509
Secondary	2,707	2,604	2,638	2,304	2,926	2,090	720	456	8,991	7,454
Combined	97	97	67	39	85	55	11	11	260	202
Technical	2,224	1,758	1,502	1,220	939	735	95	68	4,760	3,781
Endowed schools and registered private secondary schools	679	727	743	677	664	622	164	138	2,250	2,164
Correspondence	158	184	74	81	43	49	51	53	41	61	35	55	19	42	101	108	18	57	17	19	..	..	557	709
Totals ..	334	211	35,924	31,873	15,749	14,456	15,888	14,813	16,474	15,839	15,597	15,267	14,687	14,281	12,875	12,340	7,758	7,488	5,764	5,073	5,282	4,070	1,081	744	147,413	136,455

NOTE.—The totals for private primary and private secondary schools in this table do not quite agree with the totals as given in Table D, owing to the fact that all the Native mission schools are registered as private primary schools, while two of the Native secondary schools are registered as private secondary schools.

TABLE F.—MEDIAN AGES OF FULL-TIME PUPILS IN THE VARIOUS STANDARDS AND FORMS AS AT 1ST JULY, 1931.

Type of School.	Special Class for the Mentally Backward.		Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Form I.		Form II.		Form III.		Form IV.		Form V.		Form VI.		
	Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		Boys, Girls.		
	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	Y. m.	
Public primary ..	11	10	11	9	6	6	5	8	3	8	0	9	3	9	0	9	0	10	4	10	4	10	4	10	4
Native—Europeans	6	8	6	8	8	7	8	3	9	8	9	9	3	10	10	9	11	6	12	11	11	11	
Maoris	7	3	7	1	9	9	9	5	10	9	10	6	11	9	11	8	13	8	13	11	..	..
Private primary and lower departments of secondary schools	6	5	6	5	8	2	7	11	9	3	9	0	10	4	10	2	11	4	11	3	12	11	
Junior high	12	1	12	1	13	5	13	1	14	2	..	
Secondary departments of district high schools	14	1	13	11	15	0	16	1
Secondary	13	1	13	10	14	10	16	1
Combined	14	3	13	10	14	9	16	4
Technical*	
Endowed schools and registered private secondary schools	14	3	14	3	15	1	16	5
Correspondence	6	8	6	8	8	3	8	6	9	2	9	3	10	5	10	4	11	7	2	12	5	14	6

* These returns were not obtained in 1931.

7. REGULARITY OF ATTENDANCE.

The regularity of attendance has continued at a highly satisfactory figure, the average attendance for the year 1931 being 92·6 per cent. of the average weekly roll number, an increase of 0·4 per cent. on the figure for 1930 and the highest average recorded in any year.

The Otago Education District, with 93·9 per cent., had the highest degree of regularity, but the figures for all districts are creditable, in no case falling below 91·8 per cent.

For the purpose of comparison the following figures (taken from the official reports) are given :—

Year 1930—				Percentage Average Attendance in Primary Schools.
England and Wales	..	..	..	.. 89·0
Scotland	..	..	..	.. 90·2
South Australia	..	..	..	.. 91·5
New South Wales	..	..	..	.. 87·2
Queensland	..	..	..	.. 83·7

8. STAFFS OF SCHOOLS.

The following table shows the number of adult teachers in the public primary schools of the different grades and in Forms I and II of junior high schools and departments.

TABLE H 1.—NUMBER OF ADULT TEACHERS EMPLOYED IN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS AND IN FORMS I AND II OF JUNIOR HIGH SCHOOLS AND DEPARTMENTS, DECEMBER, 1931.

Grade of School *			Sole Teachers.		Head Teachers.		Assistant Teachers.		Total Adult Teachers.		
			M.	F.	M.	F.	M.	F.	M.	F.	Total.
Grade O (1-8)	..	..	30	163	..	..	..	..	30	163	193
„ I (9-20)	..	..	336	408	..	..	..	..	336	408	744
„ II (21-35)	..	..	234	212	16	10	1	28	251	250	501
„ IIIA (36-50)	..	..	16	15	159	107	2	265	177	387	564
„ IIIB (51-80)	..	..	1	..	212	47	2	275	215	322	537
„ IIIC (81-120)	..	..	..	..	124	5	6	252	130	257	387
„ IV (121-240)	..	..	..	..	138	2	110	424	248	426	674
„ V (241-360)	..	..	..	..	73	1	116	349	189	350	539
„ VI (361-480)	..	..	..	..	58	..	154	393	212	393	605
„ VII (over 480)	..	..	..	..	100	..	367	980	467	980	1,447
Junior high schools and departments†	..	..	..	..	2	..	49	34	51	34	85
All grades—											
1931	..	..	617	798	882	172	807	3,000	2,306	3,970	6,276
1930	..	..	597	811	891	191	860	3,129	2,348	4,131	6,479
Difference	..	..	+20	-13	-9	-19	-53	-129	-42	-161	-203

* The grade of school given above is the grade in which the school is placed when all attached side schools are included, while part-time schools taught by the same teacher are counted as one school.
† In 1931 there were two separate junior high schools only.

This year is the only one within at least the last ten years in which the total number of adult teachers employed has shown a decrease, and the decrease reaches the large figure of 203. This decrease is due partly to the decrease of thirty-six in the number of schools in operation, but in the main to the withdrawal of the additional assistants allowed previously in certain cases where it was felt by the Department that an additional assistant was warranted. This withdrawal has been mainly in schools of Grade V, and has been due to the present financial stringency.

Included in the foregoing figure for adult teachers are 473 probationary assistants who were employed in public schools completing their training as teachers.

In addition to adult teachers there were employed in public schools at the end of 1931 452 probationers (males, 163 ; females, 289), compared with 542 at the end of the previous year.

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

TABLE H 2.—RATIO OF MEN TO WOMEN TEACHERS IN PRIMARY SCHOOLS AND FORMS I AND II OF JUNIOR HIGH SCHOOLS AND DEPARTMENTS.

—	1915.	1918.	1922.	1927.	1928.	1929.	1930.	1931.
Adult teachers—								
All schools	193	253	197	187	183	184	177	172
Schools with roll 1–20 ..	323	523	299	202	185	162	157	156
Schools with roll over 20 ..	176	227	182	185	182	188	181	175
Pupil-teachers	344	425	223	*	*	*	*	*
Probationers	647	688	349	236	303	265	224	177
Training-college students ..	387	488	256	213	227	242	282	226

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

It is interesting to note that, while since 1918 there has been on the whole a steady drop in the proportion of women teachers to men teachers in all classes of schools, there has since 1927 been an increase in the proportion of women students to men students in the training colleges until the year under review, when it was reassuring to find that the proportion of men students had increased.

TABLE H 3.—NUMBER OF ADULT FULL-TIME TEACHERS EMPLOYED IN DEPARTMENTAL SCHOOLS OTHER THAN PRIMARY DEPARTMENTS OF PUBLIC SCHOOLS, DECEMBER, 1930, AND DECEMBER, 1931.

Type of School.	December, 1930.						December, 1931.					
	Principals and Sole and Head Teachers.		Assistant Teachers.		Total Adult Teachers.		Principals and Sole and Head Teachers.		Assistant Teachers.		Total Adult Teachers.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Junior high*	1	..	45	32	46	32	2	..	49	34	51	34
Secondary departments of district high schools and Form III, junior high schools .. .. .	..	..	107	95	107	95	..	..	124	91	124	91
Secondary	29	15	343	294	372	309	28	14	340	273	368	287
Combined .. .. .	..	..	..	..	..	..	1	1	12	10	13	11
Technical	22	..	212	133	234	133	22	..	216	138	238	138
Native (primary)	94	44	10	71	104	115	95	44	10	73	105	117
Correspondence—												
Primary	1	..	2	13	3	13	1	..	1	13	2	13
Post-primary .. .. .	..	..	6	1	6	1	..	..	6	4	6	4
Special	2	2	7	12	9	14	2	2	7	13	9	15
Total	149	61	732	651	881	712	151	61	765	649	916	710

* Where the junior high school is attached to a secondary, technical, or district high school only the teachers of Forms I and II are included here.

In addition to the above the following numbers of teachers were also employed :—

	1930.		1931.	
	M.	F.	M.	F.
Manual instructors	91	68	93	69
Student teachers in technical schools ..	10	8	11	6
Junior assistant teachers in Native schools ..	6	99	6	95

9. NUMBER OF PUPILS AND ADULT TEACHERS IN THE PUBLIC PRIMARY SCHOOLS AND FORMS I AND II OF JUNIOR HIGH SCHOOLS AND DEPARTMENTS IN THE DIFFERENT EDUCATION DISTRICTS.

The following table gives the number of children attending public primary schools and Forms I and II of junior high schools and departments in the different education districts and the number of adult teachers in these schools. The figures are exclusive of the secondary departments of district high schools.

TABLE J.

Education District.	Enrolment, 31st December.			Schools, 1931.	Adult Teachers, 1931.
	1926.	1931.	Percentage Increase, Five Years.		
Auckland	67,268	67,678	+0.61	755	1,916
Taranaki	11,630	12,129	+4.29	174	372
Wanganui	17,218	16,753	—2.70	217	503
Hawke's Bay	16,492	16,191	—1.83	197	470
Wellington	27,452	28,869	+5.15	251	777
Nelson	7,118	6,956	—2.28	132	238
Canterbury	37,384	36,944	—1.18	381	1,021
Otago	21,515	20,837	—3.15	243	613
Southland	12,402	12,085	—2.56	184	366
Totals	218,479	218,442	—0.02	2,534	6,276

The children enumerated in the above table are not all under the care of the nine Education Boards, as two junior-high-school departments in each of the districts Auckland, Wellington, and Otago are controlled by High School Boards.

It will be observed that in the last five years the number of children of primary school age attending State schools has increased in Taranaki and Wellington, remained practically stationary in Auckland, and decreased in Wanganui, Hawke's Bay, Nelson, Canterbury, Otago, and Southland, the greatest percentage decrease being in Otago. The total number has remained almost constant.

10. SIZE OF CLASSES.

As will be seen from the following table, the average number of children per adult teacher in the public primary schools is not unreasonably high.

TABLE K 1.—AVERAGE NUMBER OF CHILDREN PER ADULT CLASS-TEACHER IN PUBLIC PRIMARY SCHOOLS.

Grade of School.	Number of Adult Teachers.			Total Average Attendance for Year ended 31st August, 1931 (Primary only).	Average Number of Children per Adult Class-teacher.	
	All Teachers.	Head Teachers excluded.	Class-teachers.		1931.	1930.
O (1-8)	193	..	193	1,128	6	6
I (9-20)	744	..	744	10,839	15	15
II (21-35)	501	..	501	12,833	26	24
IIIA (36-50)	564	..	564	12,546	22	22
IIIB (51-80)	537	..	537	16,300	30	30
IIIC (81-120)	387	..	387	12,230	32	31
IV (121-240)	674	..	674	24,271	36	34
V (241-360)	539	..	539	22,140	41	38
VI (361-480)	605	58	547	24,114	44	44
VII (481 and over)	1,447	100	1,347	58,767	44	41
Junior high schools and departments (Forms I and II only)	85	2	83	2,360	28*	28*
All schools	6,276	160	6,116	197,528	32	31

* This figure is low on account of the inclusion of 20 manual and art instructors who devote part of their time to secondary departments.

N.B.—The average attendance shown for each grade of school in the above table does not correspond with that shown in Table C 1, owing to the fact that in Table C 1 part-time and side schools are taken separately, thus altering the grades of various schools for the purpose of the latter table.

Admittedly there are still some large classes, but, as in 1930, the financial situation has precluded any definite progress in the scheme for the reduction of large classes throughout the Dominion. That some progress has been made in the elimination of large classes during the last six or seven years is shown in Table K 2 (below), while Table K 3 also shows in a different way the general improvement in the staffing ratio until the year which is now under review.

Unfortunately in this year the economic conditions have prevented any relief being given to many schools which in normal times would have been granted an additional assistant, with the result that there has been an increase from 30·3 to 31·5 in the number of pupils per adult teacher (Table K 3).

TABLE K 2.—SIZE OF CLASSES IN SCHOOLS OF GRADE IV AND OVER.

Number of Children.	February, 1926.		February, 1931.		February, 1932.	
	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.	Number of Classes.	Per Cent.
Under 31	249	9	221	7	258	8
31-40	603	21	717	24	758	24
41-50	979	34	1,164	39	1,197	38
51-60	818	28	787	27	825	26·5
61 and over	235	8	83	3	107	3·5*
Total	2,884	100	2,972	100	3,145	100·0

* Notwithstanding the limitations imposed upon the Department by the exigencies of the financial situation, there has been no material increase in the proportion of very large classes.

TABLE K 3.—CHANGE IN AVERAGE NUMBER OF PUPILS PER ADULT TEACHER IN PUBLIC PRIMARY SCHOOLS AND FORMS I AND II OF JUNIOR HIGH SCHOOLS AND DEPARTMENTS.

Year.					Average Attendance for Year ending 31st August.	Number of Adult Teachers.	Number of Pupils per Adult Teacher.
1925	..	..	..	..	194,741	6,002	32.4
1926	..	..	..	..	192,588	6,183	31.1
1927	..	..	..	..	192,284	6,230	30.8
1928	..	..	..	..	195,411	6,341	30.8
1929	..	..	..	..	195,359	6,438	30.3
1930*	..	..	..	..	196,115	6,479	30.3
1931*	..	..	..	..	197,528	6,276	31.5

* Prior to 1930 only pupils and adult teachers in those junior high schools under the control of the Auckland Education Board were included.

II. CLASSIFICATION OF TEACHERS.

The following tables give the status in regard to certificates of teachers in primary schools, junior high schools and departments, secondary departments of district high schools and Native schools, and the classification of teachers in secondary, technical, and combined schools :—

TABLE L 1.—STATUS IN REGARD TO CERTIFICATES OF TEACHERS IN PRIMARY SCHOOLS AND FORMS I AND II OF JUNIOR HIGH SCHOOLS AND DEPARTMENTS AS IN DECEMBER.*

				1929.		1930.		1931.	
				Number.	Per-centage.	Number.	Per-centage.	Number.	Per-centage.
I. Certificated teachers	..	..		5,969	93	5,921	91	5,674	90
II. Uncertificated teachers—									
(1) Holding licenses..	..			8	†	7	†	4	†
(2) Unlicensed	..			237	4	199	3	125	2
(3) Probationary assistants	..			224	3	352	6	473	8
Total uncertificated	..			469	7	558	9	602	10
Totals of I and II	..			6,438	100	6,479	100	6,276	100

* Prior to 1930 only those junior-high-school teachers in the service of an Education Board were included In 1930 and 1931 all teachers in Forms I and II of junior high schools and departments are included.

† No appreciable percentage.

It will be noted that (exclusive of probationary assistants) there has been a steady drop in the number of uncertificated teachers. These in 1931 amounted to only 2 per cent. of the total number of teachers. Even this low figure is really an overestimate, as it includes a number of teachers in junior high schools who, although not the holders of teachers' certificates, are classified as secondary- or technical-school teachers.

A probationary assistant, while not actually certificated, has completed a probationership and a two-year course of professional training at a teachers' training college. After one year in his present capacity he should be qualified to receive a trained teachers' certificate. In 1931 the percentage of probationary assistants was 8, as against 6 in the previous year.

TABLE L 2.—CERTIFICATES HELD BY TEACHERS IN PRIMARY SCHOOLS AND FORMS I AND II OF JUNIOR HIGH SCHOOLS AND DEPARTMENTS AS IN DECEMBER.

Class of Certificate.				1930.			1931.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	41	11	52	39	5	44
B	..	..	..	653	399	1,052	697	407	1,104
C	..	..	..	1,188	2,378	3,566	1,172	2,255	3,427
D	..	..	..	307	887	1,194	259	799	1,058
E	..	..	..	8	49	57	6	35	41
Total	..	..	..	2,197	3,724	5,921	2,173	3,501	5,674

In 1931 81 per cent. of the total number of certificated teachers held certificates above Class D, an increase of 2 per cent. on the figure for the previous year.

TABLE L 3.—CERTIFICATES HELD BY TEACHERS IN THE SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS AND FORM III OF SEPARATE JUNIOR HIGH SCHOOLS.

Class of Certificate.				1930.			1931.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	12	12	24	13	11	24
B	..	..	..	81	68	149	92	68	160
C	..	..	..	9	12	21	16	9	25
D	..	..	..	3	..	3	2	2	4
E	..	..	..	..	..	..	..	..	..
Total	..	..	..	105	92	197	123	90	213

The slight difference between the totals here and in Table H 3 is due to the fact that some teachers in these schools are classified as secondary- or technical-school teachers and are not the holders of teachers' certificates.

TABLE L 4.—CERTIFICATES HELD BY TEACHERS IN NATIVE PRIMARY SCHOOLS. (JUNIOR ASSISTANT TEACHERS ARE EXCLUDED.*)

Class of Certificate.				1930.			1931.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	..	..	..	..	..	..
B	..	..	..	10	4	14	11	5	16
C	..	..	..	32	26	58	40	36	76
D	..	..	..	23	23	46	26	22	48
E	..	..	..	1	2	3	..	1	1
Total certificated teachers	..	..	..	66	55	121	77	64	141
Uncertificated teachers	..	..	..	38	60	98	28	53	81
Grand total	..	..	..	104	115	219	105	117	222

* These assistants correspond to probationers in the primary schools.

It will be noted that even in the one year the percentage of certificated teachers in Native schools has increased from 56 to nearly 64.

TABLE L 5.—GRADING OF FULL-TIME ASSISTANT TEACHERS IN SECONDARY AND COMBINED SCHOOLS AS IN DECEMBER AND PRIOR TO THE ISSUE OF THE ANNUAL GRADING LIST.

Grade of Teacher.				1930.			1931.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	85	55	140	84	60	144
B	..	..	..	61	66	127	74	60	134
C	..	..	..	101	83	184	122	85	207
D	..	..	..	96	90	186	72	78	150
Total	..	..	..	343	294	637	352	283	635

N.B.—Full-time assistant teachers in combined schools are placed on the Grading List of Secondary-school Teachers and also on the Classification List of Technical-school Teachers. Hence the sum of the totals in Tables L 5 and L 6 exceeds the total number of full-time assistants engaged in secondary, technical, and combined schools.

TABLE L 6.—CLASSIFICATION OF FULL-TIME ASSISTANT TEACHERS IN TECHNICAL HIGH AND DAY SCHOOLS AND IN COMBINED SCHOOLS AS IN DECEMBER, 1931, AND PRIOR TO THE ISSUE OF THE ANNUAL CLASSIFICATION LIST.

Class				VII.		VI.		V.		IV.		III.		II.		I (the lowest).		Totals.	
				M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Division I				0	2	11	9	32	8	40	13	32	12	30	17	15	17	160	78
Division II				0	4	4	13	15	20	22	10	15	12	9	7	4	4	69	70
Totals				0	6	15	22	47	28	62	23	47	24	39	24	19	21	229	148
Totals				6		37		75		85		71		63		40		377	

NOTE.—(1) To be classified in Division I a teacher must be the holder of a University degree or equivalent qualification.

(2) Full-time assistant teachers in combined schools are placed on the Grading List of Secondary-school Teachers and also on the Classification List of Technical-school Teachers. Hence the sum of the totals in Tables L 5 and L 6 exceeds the total number of full-time assistants engaged in secondary, technical, and combined schools.

TABLE L 7.—CLASSIFICATION OF FULL-TIME TEACHERS OF MANUAL-TRAINING CLASSES AS IN DECEMBER 1931, AND PRIOR TO THE ISSUE OF THE ANNUAL CLASSIFICATION LIST.

Class	VII.		VI.		V.		IV.		III.		II.		I (the lowest).		Totals.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Division I	9	1	5	2	3	6	1	5	0	22	18	36
Division II	7	4	20	10	15	7	11	6	12	5	10	1	75	33
Totals	7	4	29	11	20	9	14	12	13	10	10	23	93	69
	..		11		40		29		26		23		33		162	

NOTE.—(1) To be classified in Division I a teacher must be the holder of a University degree or equivalent qualification.
(2) In 1931 five of the men and six of the women were attached to the four junior high schools under the control of the Auckland Education Board. These are included also among the staffs of those junior high schools.

12. SALARIES OF TEACHERS.

Under the provisions of the Finance Act, 1931, the salaries of all teachers, in common with those of all public servants, were reduced by 10 per cent. as from the 1st April, 1931. Consequently the average salaries of teachers as in December, 1931, are approximately 10 per cent. lower than those in the previous year.

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

TABLE M 1.—AVERAGE SALARIES OF PRIMARY-SCHOOL TEACHERS (EXCLUSIVE OF TEACHERS IN JUNIOR HIGH SCHOOLS* AND DEPARTMENTS AND SECONDARY DEPARTMENTS OF DISTRICT HIGH SCHOOLS) AS IN DECEMBER.

	1914.	1927.	1928.	1929.	1930.	1931.
	£	£	£	£	£	£
(1) Teachers in all schools—						
(a) Men and women	163	279	280	281	281	255
(b) Men	224	356	354	356	351	320
(c) Women	128	238	240	240	242	218
(2) Teachers in schools with average attendance over eight—						
(a) Men and women .. ..	..	286	287	287	288	261
(b) Men .. ..	..	359	358	359	354	323
(c) Women .. ..	..	246	247	246	249	224
(3) Teachers in schools with average attendance over twenty—						
(a) Men and women .. ..	..	290	291	290	291	265
(b) Men .. ..	..	375	370	376	370	338
(c) Women .. ..	..	245	246	245	248	223
(4) Head teachers—						
(a) Men .. ..	..	445	444	443	441	400
(b) Women .. ..	..	375	374	368	381	345
(5) All sole teachers—						
(a) Men .. ..	..	278	276	279	282	251
(b) Women .. ..	..	239	241	242	243	220
(6) Assistants—						
(a) Men .. ..	..	310	309	313	304	283
(b) Women .. ..	..	231	233	232	233	210

* Prior to 1931 those junior-high-school teachers in the service of an Education Board were included. In 1931 all teachers in junior high schools and departments are excluded.

TABLE M 2.—AVERAGE SALARIES (INCLUSIVE OF ALL ALLOWANCES EXCEPT HOUSE ALLOWANCE OR VALUE OF RESIDENCE) OF FULL-TIME TEACHERS IN JUNIOR HIGH AND POST-PRIMARY SCHOOLS AND OF MANUAL INSTRUCTORS AS AT 1ST DECEMBER.

	1928.										1931.									
	Principals.*					All Teachers.					Principals.*					Assistants.				
	Men.		Women.		Both Sexes.	Men.		Women.		Both Sexes.	Men.		Women.		Both Sexes.	Men.		Women.		Both Sexes.
	£	£	£	£		£	£	£	£		£	£	£	£		£	£	£	£	
Junior high schools and departments†	329	..	..	..	..	..	..	..	..	..	..	340	258	..	..	..
Secondary departments of district high schools†	314	..	..	..	..	..	..	..	..	..	..	317	269	..	..	..
Secondary schools	344	418	366	363	672	621	..	524	495	569	327	375	268	280	346	346
Combined schools	642	569	..	..	..	..	325	384	254	276	345	345
Technical high and day schools	345	427	365	261	611	611	..	..	..	..	320	372	237	237	336	336

* In addition, married Principals for whom a residence was not provided received house allowance—in 1928 of £60 per annum, in 1931 of £54 per annum.
† With the exception of two separate junior high schools under the Auckland Education Board, all the above are under the control of the Principal of a secondary school or the headmaster of a primary school. Hence the salaries given are confined to those of assistants.

MANUAL INSTRUCTORS.—AVERAGE RATE OF SALARY OF MANUAL INSTRUCTORS AS ON 1ST DECEMBER.

			1928.		1931.		
			£		£		£
Men	327
Women	209
Men and women	277

TABLE M 3.—AVERAGE SALARIES (INCLUDING HOUSE ALLOWANCES, VALUE OF RESIDENCES, AND ALL OTHER ALLOWANCES) OF ADULT TEACHERS IN NATIVE SCHOOLS AS AT 31ST DECEMBER.

						1926. £	1931. £
1. Teachers in all schools—							
(a) Men and women	..	..	..	..	..	270	251
(b) Men	..	..	..	..	..	328	302
(c) Women	..	..	..	..	..	228	206
2. Head teachers—							
(a) Men	..	..	..	..	..	356	329
(b) Women	..	..	..	..	..	343	300
3. Sole teachers—							
(a) Men	..	..	..	..	..	245	226
(b) Women	..	..	..	..	..	223	200
4. Assistants—							
(a) Men	..	..	..	..	..	156	153*
(b) Women	..	..	..	..	..	178	172

* No male assistant is employed in a Native school unless he is the husband of the headmistress. Consequently he does not receive lodging-allowance.

13. PUPILS LEAVING PUBLIC PRIMARY SCHOOLS.

In 1931 20,268 pupils (10,547 boys and 9,721 girls) left public primary schools. Of these, 15,709 (78 per cent.) had passed Form II. In the last five years the numbers leaving have been as follow :—

Year.					Total Number leaving.	Number who passed Form II.	Percentage who passed Form II.
1927	..	..	..	..	22,497	17,628	78
1928	..	..	..	..	23,742	18,508	78
1929	..	..	..	..	23,022	17,852	78
1930	..	..	..	..	21,715	17,264	80
1931	..	..	..	..	20,268	15,709	78

14. PUPILS COMMENCING POST-PRIMARY COURSE IN STATE SCHOOLS.

In 1931 12,585 pupils (6,636 boys and 5,949 girls) commenced post-primary education in State post-primary schools. In the last five years the numbers commencing post-primary education in these schools have been as follow :—

Year.					Total Number commencing Post-primary Course.	Number of these coming from Public Primary Schools.	Percentage coming from Public Primary Schools.
1927	..	..	..	..	11,427	10,986	96
1928	..	..	..	..	12,291	11,800	96
1929	..	..	..	..	12,697	12,223	96
1930	..	..	..	..	13,012	12,506	96
1931	..	..	..	..	12,585	12,055	96

An *approximate* estimate of the percentage of those pupils gaining proficiency certificates in public primary schools and junior high schools who go on to State post-primary schools may be obtained by comparison of the number of new entrants from State schools with the number of proficiency passes of the previous year in public primary schools and junior high schools.

Year of commencing post-primary course	..	1927.	1928.	1929.	1930.	1931.
Number of proficiency passes in previous year in public primary schools and junior high schools		16,521	18,023	18,662	17,465	17,372
Number of those who are commencing a post-primary course in State schools and who came from public primary schools or junior high schools		10,986	11,800	12,223	12,506	12,055
Percentage .. .. .	..	66	65	65	72	69

The percentage of holders of proficiency certificates who go on to post-primary schools would appear to have increased in the last two years. This increase, however, coincides with a relaxation of the conditions under which a junior free place may be held and is probably apparent only as the returns did not in those years separate new entrants into those with proficiency certificates and those without.

The ages at which pupils commenced their post-primary course are given in the following table :—

TABLE N.—AGES AT WHICH PUPILS COMMENCE POST-PRIMARY COURSE.

—		Age at which Post-primary Course commenced.										Total Numbers commencing Post-primary Education.	
		Under 12 Years.		12 Years.		13 Years.		14 Years.		15 Years and over.			
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Secondary ..	60	52	568	655	1,199	1,257	689	600	232	110	2,748	2,674	
Combined ..	2	..	17	13	41	52	26	30	11	12	97	107	
Technical ..	13	17	280	315	939	787	778	532	265	140	2,275	1,791	
District high ..	31	33	272	292	531	514	345	259	108	59	1,287	1,157	
Junior high ..	..	4	41	46	96	97	69	59	23	14	229	220
Totals—1931 ..	106	106	1,178	1,321	2,806	2,707	1,907	1,480	639	335	6,636	5,949	
1930 ..	122	104	1,148	1,155	2,944	2,789	1,960	1,632	686	472	6,860	6,152	
Difference ..	—16	+2	+30	+166	—138	—82	—53	—152	—47	—137	—224	—203	

In 1930 19 per cent. and in 1931 22 per cent. of those commencing a post-primary course did so under the age of thirteen years.

15. DESTINATION OF PUPILS LEAVING SCHOOL.

A summary of the destination returns obtained from the schools, through the various Boards, is given in the following tables :—

TABLE O 1.—PROBABLE DESTINATION OF PUPILS LEAVING PUBLIC PRIMARY SCHOOLS DURING OR AT END OF YEAR 1931.

Destination.	Had passed Form II.		Had not passed Form II.		Totals.			
					Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	Number.	Per Cent.	Number.	Per Cent.
Post-primary	5,394	4,720	210	190	5,604	53	4,910	51
Commercial occupations—								
(a) Clerical (including typing) ..	32	29	14	13	46	*	42	*
(b) Shop and warehouse assistants	125	71	54	52	179	2	123	1
Trades—								
(a) Engineering	34	..	20	..	54	1	..	..
(b) Building	32	..	27	..	59	1	..	..
(c) Other	90	13	42	17	132	1	30	*
Agricultural and pastoral ..	1,399	146	1,107	84	2,506	24	230	2
Other occupations	278	171	222	175	500	5	346	4
Home	622	2,294	493	1,461	1,115	10	3,755	39
Not known	149	110	203	175	352	3	285	3
Totals, 1931	8,155	7,554	2,392	2,167	10,547	100	9,721	100
Totals, 1930	8,820	8,444	2,300	2,151	11,120	..	10,595	..
Difference	—665	—890	+92	+16	—573	..	—874	..

* No significant percentage.

TABLE O 2.—PERCENTAGES OF PUPILS LEAVING PRIMARY SCHOOLS IN 1928-31 WHO PROCEEDED TO THE VARIOUS DESTINATIONS AND OCCUPATIONS.

Destination.	Boys.				Girls.			
	1928.	1929.	1930.	1931.	1928.	1929.	1930.	1931.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
Post-primary	51	51	53	53	51	53	53	51
Commercial occupations—								
(a) Clerical (including	1	1	1	*	1	1	1	*
typing)								
(b) Shop and warehouse	4	4	2	2	3	3	1	1
assistants								
Trades—								
(a) Engineering ..	2	1	1	1	..	..	..	..
(b) Building ..	1	2	1	1	..	..	..	..
(c) Other ..	4	4	2	1	1	*	*	*
Agricultural and pastoral	20	20	22	24	1	2	2	2
Other occupations ..	6	7	6	5	6	5	4	4
Home	8	7	9	10	34	33	36	39
Not known	3	3	3	3	3	3	3	3
Totals	100	100	100	100	100	100	100	100

* No significant percentage.

TABLE O 3.—PROBABLE DESTINATION OF PUPILS LEAVING JUNIOR HIGH SCHOOLS DURING OR AT END OF 1931.

Occupation.	Boys.					Girls.				
	First Year.	Second Year.	Third Year.	Total.	Percentage.	First Year.	Second Year.	Third Year.	Total.	Percentage.
Continued full-time education	78	337	14	429	64	64	271	28	363	61
Commercial (clerical, typing, shop, and warehouse)	2	24	13	39	6	..	9	7	16	3
Trades	3	18	13	34	5	2	2	8	12	2
Agricultural and pastoral	2	40	13	55	8	..	..	..	..	..
Home	3	52	11	66	10	19	102	59	180	30
Miscellaneous ..	5	22	16	43	6	2	8	8	18	3
Not known ..	..	7	..	7	1	2	1	1	4	1
Totals, 1931 ..	93	500	80	673	100	89	393	111	593	100
Totals, 1930 ..	126	486	82	694	..	55	412	107	574	..
Difference ..	−33	+14	−2	−21	..	+34	−19	+4	+19	..

TABLE O 4.—PERCENTAGES OF PUPILS LEAVING JUNIOR HIGH SCHOOLS IN 1928-31 WHO PROCEEDED TO VARIOUS DESTINATIONS AND OCCUPATIONS.

Occupation.	Boys.				Girls.			
	1928.	1929.	1930.	1931.	1928.	1929.	1930.	1931.
	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.	Per Cent.
Continued full-time education ..	63	61	67	64	57	60	60	61
Commercial (clerical, typing, shop, and warehouse)	5	5	7	6	9	5	6	3
Trades .. ..	..	6	9	4	..	2	..	2
Agricultural and pastoral ..	..	5	10	8	..	..	*	..
Home .. ..	..	4	4	5	10	21	25	30
Miscellaneous .. ..	..	4	6	6	4	4	4	3
Not known .. ..	..	13	5	3	1	9	4	1
Totals	100	100	100	100	100	100	100	100

* No significant percentage.

TABLE O 5.—PROBABLE DESTINATION OF PUPILS LEAVING POST-PRIMARY SCHOOLS DURING OR AT THE END OF THE YEAR 1931.

Occupation.	Secondary Schools.				Combined Schools.				Technical High and Day Schools.				Secondary Departments of District High Schools.				Totals.			
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.	
	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.	Num-ber.	Per Cent.
University College	202	9	111	5	..	..	..	..	17	1	8	1	15	2	9	1	234	4	128	3
Teaching or training college ..	1	*	18	1	..	1	1	..	1	*	..	..	3	*	1	*	5	*	20	*
Clerical—																				
Government or local body	15	*	..	..	..	..	..	..	7	*	6	*	7	1	2	*	29	1	8	*
Banks, insurance ..	40	2	4	*	..	..	..	..	3	*	2	*	7	1	..	..	50	1	6	*
Legal ..	24	1	2	*	..	..	..	..	3	*	4	*	2	*	2	*	30	1	8	*
Commercial ..	272	12	184	8	6	10	10	13	88	5	145	9	15	2	44	5	381	7	383	8
Engineering, surveying, and architecture	36	2	..	..	3	5	..	..	62	3	..	..	14	1	..	..	115	2	..	..
Various trades and industries	269	11	30	1	9	14	..	..	283	15	105	6	108	11	15	2	669	13	150	3
Shop and warehouse ..	271	11	193	9	12	19	2	3	234	13	143	8	111	11	75	8	628	12	413	8
Farming ..	661	28	2	*	21	33	..	..	498	27	11	1	449	46	4	*	1,629	31	17	*
Home ..	107	5	1,202	54	..	..	29	38	46	3	741	44	24	2	564	60	177	3	2,536	52
Other occupations ..	52	2	103	5	4	6	4	5	44	2	57	3	15	2	42	5	115	2	206	4
Not known ..	406	17	383	17	7	11	30	40	564	31	470	28	208	21	178	19	1,185	23	1,061	22
Totals, 1931 ..	2,356	100	2,232	100	63	100	76	100	1,850	100	1,692	100	978	100	936	100	5,247	100	4,936	100
Totals, 1930 ..	2,407	..	2,543	..	..	..	..	..	1,670	..	1,424	..	846	..	775	..	4,923	..	4,742	..
Difference ..	-51	..	-311	..	+63	..	+76	..	+180	..	+268	..	+132	..	+161	..	+324	..	+194	..

* No significant percentage.

TABLE O 6.—PERCENTAGES OF BOYS LEAVING POST-PRIMARY SCHOOLS IN 1928-31 WHO PROCEEDED TO THE UNIVERSITY OR TO EMPLOYMENT IN THE THREE MAIN OCCUPATIONAL GROUPS.

Class of School.				University.				Clerical, Professional, Shop, and Warehouse.				Farming.				Trades and Industries.			
				1928.	1929.	1930.	1931.	1928.	1929.	1930.	1931.	1928.	1929.	1930.	1931.	1928.	1929.	1930.	1931.
Secondary	..	..	..	5	3	7	9	44	50	35	28	18	19	25	28	12	12	11	
Combined	..	..	..	..	..	..	..	..	..	..	35	..	..	..	33	..	..	..	14
Technical	..	..	..	1	*	1	1	35	38	32	22	18	18	22	27	23	25	18	15
District high	..	..	..	1	1	*	2	33	34	27	16	34	33	43	46	13	17	11	11
All schools	..	..	..	3	2	4	4	39	43	33	24	21	21	27	31	16	17	14	13

* No significant percentage.

A study of the six preceding tables reveals the following points:—

(1) A very considerable decrease in the number of pupils leaving primary schools. The number in Form II was rather greater than in the previous year and the decrease is clearly due to a falling-off in the number of proficiency passes. As a consequence of this, more pupils are staying at school to complete.

(2) A decrease in the number leaving secondary schools, but an increase in the number leaving all other post-primary schools. This latter is somewhat surprising in view of the prevailing depression.

(3) The percentage of pupils leaving primary schools who proceed to post-primary schools has for some time been nearly constant at just over 50 per cent.

(4) The percentage of pupils leaving secondary schools for the University has increased to 9 per cent., due partly to the difficulty of securing employment and partly, in times of keen competition, to the necessity of securing the best possible qualifications.

(5) Most schools continue to show decreases in the number of pupils proceeding to commercial occupations and to trades, while again there is an increase in the number taking up agricultural and pastoral occupations.

(6) The destination of very few pupils is given as "Teaching or Training College," as no probationers were appointed at the beginning of 1932. Many of those under the heading "University" will, however, undoubtedly be taking up teaching later on.

16. VOCATIONAL GUIDANCE AND PLACEMENT.

The work of attempting to give some guidance to boys and girls leaving the post-primary schools and desiring to take up employment has been carried on indefatigably by the special assistants approved in several of the largest schools. In at least one centre the University staff has given very valuable assistance in this connection, while the officers of the Y.M.C.A. have co-operated to the fullest extent possible. Many of the avenues for employment have become closed during this period of financial depression, and consequently the work of vocational guidance has been to some extent in abeyance while the activities of those who had this responsibility have been directed more towards vocational placement—that is, the finding of situations for the boys and girls who have left school.

At the beginning of the year the Government decided to relax the regulations governing the award of senior free places in order that boys and girls who were reasonably well qualified educationally might while they were waiting for employment occupy themselves profitably in continuing their courses in the post-primary schools. Nearly five hundred young people took advantage of this concession at the end of this year. I am glad to say that in all the more important centres organizations have sprung up with the object of assisting teachers and parents to find some sort of suitable occupation for the boys and girls leaving school. In a large number of instances lads have been placed on farms. In a great many cases, however, it was impossible to find employment for the young people, and local voluntary organizations have endeavoured to provide useful part-time education in occupation centres which in at least one district are located in buildings lent by the Education Board.

The following table is of interest in connection with this matter :—

TABLE P.—PERCENTAGES OF PUPILS LEAVING PRIMARY, JUNIOR HIGH, AND POST-PRIMARY SCHOOLS IN 1928-31 WHO ARE KNOWN TO HAVE PROCEEDED TO FURTHER FULL-TIME EDUCATION OF A HIGHER GRADE OR TO SOME DEFINITE OCCUPATION (HOME EXCLUDED).

Class of School.	Boys.				Girls.			
	1928.	1929.	1930.	1931.	1928.	1929.	1930.	1931.
Primary	89	90	88	87	63	64	61	58
Junior high	83	91	92	89	70	71	70	69
Secondary	81	87	80	78	47	48	37	29
Combined .. ..	..	..	..	89	..	..	..	22
Technical	80	85	74	67	41	48	34	28
Secondary departments of district high schools	85	88	83	76	33	37	27	21
All post-primary schools..	81	86	79	74	43	45	35	27

The difference between the figures given and 100 per cent. is not to be taken as a measure of unemployment, as in a large number of cases, particularly boys, the destination was not known, and in the case of the girls a still larger number were engaged in home pursuits.

17. LENGTH OF POST-PRIMARY COURSE.

The returns compiled in 1931 by teachers show also the duration of the post-primary course taken by pupils who have now left school. Summarized, the position is as follows :—

TABLE Q 1.

	Secondary Schools.		Combined Schools.		Technical High and Technical Day Schools.		District High Schools.		All Schools.	
	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.
Leaving in first year ..	754	16	39	28	1,146	32	682	35	2,621	26
Leaving in second year ..	1,359	30	33	24	1,360	39	607	32	3,359	33
Leaving in third year ..	1,055	23	41	29	668	19	324	17	2,088	20
Leaving in fourth and later year	1,420	31	26	19	368	10	301	16	2,115	21
Totals, 1931 ..	4,588	100	139	100	3,542	100	1,914	100	10,183	100
Totals, 1930 ..	4,950	..	..	..	3,094	..	1,621	..	9,665	..
Difference ..	—362	..	+139	..	+448	..	+293	..	+518	..

To make an accurate determination of the average length of school life of pupils in the various post-primary schools would involve a record being kept of the actual length of school life of each individual pupil. This has not hitherto been considered necessary.

A rough approximation may, however, be obtained to the average length of school life of those pupils *who left in 1931* by dividing the total school life of all pupils leaving during the year by the total number of such pupils. For this purpose the school life of pupils leaving during the first, second, and third years has been taken as one, two, and three years respectively. This is undoubtedly too high, but there is compensation in that the school life of pupils leaving during the fourth and later years is taken as four years only, whereas (particularly in secondary and combined schools) many of them stay for a considerably longer period.

The following figures must consequently be given with some reserve, but they are probably not far from the truth :—

										Average Length of School Life.	
										Yrs. m.	
Secondary schools	..	..	..	..	..	..	..	..	..	2	8
Combined schools	..	..	..	..	..	..	..	..	..	2	5
Technical high and day schools	..	..	..	..	..	..	..	..	..	2	1
Secondary departments of district high schools	..	..	..	..	..	..	..	..	..	2	2
All post-primary schools	..	..	..	..	..	..	..	..	..	2	4

In the case of pupils who enter upon post-primary courses and leave during the same year, the Department has been furnished with information showing in months the duration of the period of attendance of such pupils, and this information is tabulated below. The totals shown in the table are slightly below those shown as leaving in the first year in the table immediately preceding. This difference is due to the fact that the table below concerns only pupils who commenced and terminated their post-primary courses in the same year, while the table above includes under “first year” pupils who, though in the first year of a post-primary course when they left, actually commenced that course in a previous calendar year or at a private secondary school.

TABLE Q 2.—NUMBER OF CHILDREN WHO COMMENCED POST-PRIMARY COURSES IN 1931 AND WHO DEFINITELY LEFT IN THE SAME YEAR.

Type of School.				During First Month of Course.	During Second Month of Course.	During Third Month of Course.	During Fourth Month of Course.	During Fifth Month of Course.	During Sixth Month of Course.	During Seventh Month of Course.	During Eighth Month of Course.	During Ninth Month of Course.	During Tenth Month of Course.	During Eleventh Month of Course.	Total.
Secondary schools	..	..		B. 5 G. 5	B. 7 G. 5	B. 11 G. 12	B. 12 G. 16	B. 12 G. 9	B. 17 G. 16	B. 32 G. 19	B. 18 G. 10	B. 27 G. 12	B. 20 G. 23	B. 191 G. 249	B. 352 G. 376
Percentage	..	..		1	2	3	4	3	5	7	4	5	6	60	100
Combined schools	..	..		3 6	1 1	2 2	1 —	1 —	2 —	6 12	— 1	— 1	..	..	16 23
Percentage*	..	..		23	5	10	3	3	5	46	3	3	..	..	100
Technical schools	..	..		12 9	18 7	21 16	33 24	24 17	29 28	36 25	38 17	30 29	40 32	299 350	580 554
Percentage	..	..	..	2	2	3	5	4	5	6	5	5	6	57	100
Secondary departments of district high schools	..	..	..	6 15	12 9	13 6	12 11	8 11	26 14	34 17	30 21	27 16	25 23	143 152	336 295
Percentage	..	..	..	3	3	3	4	3	6	8	8	7	8	47	100
Totals	..	..	..	26 35	38 22	47 36	58 51	45 37	74 58	108 73	86 49	84 58	85 78	633 751	1,284 1,248
Percentage	..	..	..	3	3	3	4	3	5	7	5	6	6	55	100

* The percentages given here for combined schools have little statistical value as both schools concerned were badly affected by the Hawke's Bay earthquake, and conditions were abnormal.

18. FREE PLACES IN POST-PRIMARY SCHOOLS.

The following table gives the number of free-place holders in post-primary schools in 1930 and 1931 :—

TABLE R.—FREE-PLACE HOLDERS AS AT 1ST JULY.

	Secondary Schools.		Combined Schools.		Technical High and Day Schools.		Secondary Departments of District High Schools.		Junior High Schools.		Maori Secondary Schools.*		All Post-primary Schools.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Junior free places	5,636	5,115	169	145	3,716	2,978	2,079	1,864	159	155	65	73	11,824	10,330
Senior free places	3,213	2,262	91	56	996	728	675	605	..	..	5	..	4,980	3,651
Totals	8,849	7,377	260	201	4,712	3,706	2,754	2,469	159	155	70	73	16,804	13,981
Grand totals, 1931	16,226		461		8,418		5,223		314		143		30,785	
Grand totals, 1930	16,056		..		7,853		4,564		172		167		28,812	
Difference	+170		+461		+565		+659		+142		— 24		+1,973	

* As at end of year.

Of the 31,053 children in attendance in 1931 at *public* schools providing secondary education, 30,642 held free places and 411 were paying pupils. Ninety-nine per cent. of the children were thus receiving free secondary education.

This represents an increase of 2 per cent. on the figures for 1930, when 989, out of the 29,801 children in attendance, were paying pupils.

The increase in the number of free pupils is due to the fact that in 1931 for the first time the Department, owing to the abnormal conditions obtaining in the industrial world, allowed those pupils who failed to secure Senior Free Places either by recommendation or examination to return to school without payment.

19. SPECIAL CLASSES FOR BACKWARD CHILDREN.

Although no new special classes were opened during the year, there was a considerable increase in the enrolment when compared with that of the previous year. The enrolment on the 1st July, 1930, was 484, and on the 1st July, 1931, it was 545, an increase of 61. This merely means that the work of the specialist staff in selecting children for admission to these classes is now bearing fruit.

20. JUNIOR HIGH SCHOOLS AND DEPARTMENTS.

There are now ten of these schools and departments in operation, an additional separate junior high school having been opened at Otahuhu, at the beginning of the year. They are of three different types. Two (those at Kowhai and Otahuhu) are separate schools offering instruction in Forms I, II, and III, two (those at Matamata and Northcote) are intermediate departments offering instruction in Forms I and II, and attached on the one side to a primary school and on the other to the secondary department of a district high school, while the remaining six (the junior high schools at Whangarei, Rotorua, Rongotai, Blenheim, and the boys' and girls' junior high schools at Oamaru) are intermediate departments offering instruction in Forms I and II, and attached to a secondary school.

The first junior high school (Kowhai) was opened at Auckland in 1922. In 1928 there were nine of these schools or departments with, on 1st July, a roll number in Forms I and II of all schools and Form III of the separate schools of 2,395, as against the present roll number of 2,792, so that the development (mainly owing to financial considerations) has not been rapid.

The junior high school established at Waihi will be operating in 1932.

21. POST-PRIMARY EDUCATION.

At the end of 1931 post-primary education, apart from that in those Native post-primary schools which are not registered private secondary schools, was being offered in forty-two secondary schools, two combined schools, twenty-two technical schools, two separate junior high schools, eighty-two district high schools, and fifty-one endowed schools and registered private secondary schools, a total of 201, as compared with 200 at the end of 1930.

A new separate junior high school was established at Otahuhu, and the number of district high schools has increased by one as the result of the establishment of a secondary department at Northcote.

The decrease of two in the number of secondary schools and of one in the number of technical schools is apparent only, their place being taken by the two combined schools.

The disastrous earthquake in the Hawke's Bay District completely destroyed the Napier Technical School (with the unfortunate loss of several lives), and the large assembly-hall at the Boys' High School, did irreparable damage to the Girls' High School building (in course of erection at the time) and the nearly completed new technical-school buildings, and severely damaged the old Girls' High School and the Boys' High School. The reorganization of post-primary education in Napier was thus rendered not only desirable but extremely necessary.

Steps were accordingly taken to establish combined or amalgamated schools which would provide instruction in all the courses and subjects hitherto taught

separately or in duplicate in the secondary and technical schools. Under the Finance Act of April, 1931, a Napier Secondary Education Board was established and in the second term the Boys' and the Girls' High Schools were reopened as separate "combined schools." Both schools worked under very great difficulties for the remainder of the year, the girls' in sheds and rooms scattered about the school-grounds and the boys' partly in temporary erections at the high school and partly at the technical-school workshops over a mile away.

The Finance Act referred to also provided for the establishment of "combined schools" at Nelson under the Council of Governors of Nelson College. Later in the year regulations for "combined schools," based in the meantime on those for technical schools, were issued by the Department and applied at once to the Napier schools. Their application to the New Plymouth schools—where a somewhat similar amalgamation had been effected in 1927 and to the Nelson schools—was, however, postponed till the commencement of the ensuing year.

The establishment of these "combined schools" has been the outstanding event of the year in connection with post-primary education.

The total roll numbers on the 1st July in the schools enumerated above were—

	1930.	1931.
Secondary	16,474	16,445
Combined .. .. .	..	462
Technical	8,002	8,541
Separate junior high schools (Form III only)	172	314
Secondary departments of district high schools	4,636	5,291
Endowed schools and registered private secondary schools..	4,413	4,414
Totals	33,697	35,467

These numbers refer to full-time pupils only.

22. EVENING TECHNICAL CLASSES AND PART-TIME DAY CLASSES.

During 1931 evening technical and part-time day classes were conducted at forty-three centres, the same number as in the previous year. These classes provided instruction for 10,536 students, as against 11,829 students in 1930. Of these students, 5,316 and 5,994 held free places in 1931 and 1930 respectively.

This falling-off in the numbers attending evening classes is fairly general throughout the Dominion, and is due partly to the difficulty experienced by many pupils in finding employment, with the result that they stay on as full-time pupils in day schools instead of, as in previous years, going to work and attending evening classes, but mainly to the depression in trade and the consequent diminution in numbers at the various trades, especially of apprentices.

23. NATIVE SCHOOLS.

At the end of 1931 there were 139 Native schools maintained and administered by the Department for the primary education of Maori children. Eleven Maori boarding-schools, affording secondary education for Maoris, are controlled by religious denominations. Of these schools two are private registered secondary schools. In addition, Church authorities control eleven mission schools providing primary education.

The following table shows the number of schools, with the enrolment as at 1st July, 1930, and 1st July, 1931 :—

	1930.		1931.	
	Schools.	Roll.	Schools.	Roll.
Native schools	138	7,047	139	7,501
Mission schools (primary)	11	538	11	531
Public schools with Native children enrolled	794	8,257	791	8,384
Totals	943	15,842	941	16,416

The Native schools provide education for Maoris in the outlying Native communities. Maoris are also admitted to the ordinary public schools, as will be observed in the above table. The roll number for Native schools as at 1st July includes a number of European children (829 on the 1st July, 1930, and 1,011 on the 1st July, 1931). It will thus be seen that 15,405 Native children, compared with 15,013 at the 1st July, 1930, were receiving primary education. The average attendance at Native schools was 90·7 per cent. of the average weekly enrolment.

At the end of the year there were 323 teachers (including 101 junior assistant teachers) employed in the service. Of these, 166 (141 class teachers and 25 junior assistant teachers) are certificated. The position of junior assistant is akin to that of a probationer in the public-schools service.

During the year the administrative organization of the Native schools has been remodelled. This change in administration has resulted in substantial saving, mainly in the purchase of bulk supplies.

The examination and inspection of Native schools has been revised and a less formal system substituted, enabling more time to be devoted to constructive criticism and demonstration.

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 382 Maori pupils, of whom 143 held Government scholarships. In addition, two Maoris held scholarships at Victoria University College and Otago University, taking courses in arts and medicine, and five Maoris held agricultural scholarships, three being tenable at Te Aute College, one at Wesley College, and one at St. Stephen's School.

24. REGISTERED PRIVATE PRIMARY SCHOOLS.

The following table summarizes the returns furnished by registered private primary schools with respect to the year 1931 :—

TABLE S.

—				Undenomi- national Schools.	Catholic Church Schools.	Other Church Schools.	Total.
Number of schools	..	..	..	53	214	38	305
Roll at December—							
Boys	..	..	..	1,041	10,737	722	12,500
Girls	..	..	..	1,215	11,750	1,261	14,226
Total	..	..	..	2,256	22,487	1,983	26,726
Average attendance	..	..	..	2,064·0	20,176·0	1,829·1	24,069·1
Teachers (inclusive of head teachers)—							
Men	..	..	..	37	49	21	107
Women	..	..	..	109	666	77	852
Total	..	..	..	146	715	98	959

The number of schools at the end of the previous year was 306, and the total enrolment 26,451.

There has been an increase of thirteen and five respectively in the number of undenominational and Catholic Church schools and a decrease of nineteen in the number of other Church schools.

25. ENDOWED SCHOOLS AND REGISTERED PRIVATE SECONDARY SCHOOLS.

The following table summarizes the returns furnished by endowed schools and registered private secondary schools with respect to the years 1930 and 1931 :—

TABLE T.

	1930.	1931.
Number of schools	50	51*
Roll at 1st July	4,413	4,414
Average attendance	4,277·6	4,162
Teachers (inclusive of Principals)—		
Men	122	135
Women	151	155
Total	273	290

* One of these schools was temporarily closed during 1931 as a result of the Hawke's Bay earthquake.

26. THE CORRESPONDENCE SCHOOL.

During the year the progress of the Correspondence School has been marked by continued steady growth and development. At the end of December there were 973 on the roll in the primary department and 286 in the secondary department, a total of 1,259. Of these, over three hundred were in the infant classes. The corresponding numbers at the end of 1930 were : Primary, 860 ; secondary, 166 : total, 1,026. The staff consisted of the headmaster, fourteen primary assistants, ten secondary assistants, and eight office assistants.

An attempt has been made to provide a course of study in accordance with the syllabus, and in every possible way to give the children as wide an education as they would receive in a public school. The introduction of such subjects as nature-study and needlework has done much to improve the course in this direction, the latter subject in particular being much appreciated both by parents and pupils.

The secondary department was established in 1929. Of the 286 pupils on the roll during the past year, approximately 10 per cent. were engaged in third-year work of Public Service Entrance Examination standard, 20 per cent. in second year, and the remainder in first-year work. Of the whole number, approximately 67 per cent. were taking examination, and 33 per cent. non-examination courses. In addition, instruction papers and model answers were being supplied to sixty-seven small country schools for the benefit of ninety-four Form III pupils in regular attendance. The total number of secondary pupils receiving instruction was therefore 380. The subjects of instruction are English, history and civics, geography, arithmetic, algebra, geometry, Latin, French (from the second year only), general science and agriculture, and bookkeeping.

All the members of the secondary staff are University graduates who have specialized in their respective subjects. The organization of the work is very thorough and pupils who have transferred to secondary schools have had no difficulty in taking up the work there in the corresponding forms.

The school was examined by both primary and secondary inspectors whose reports indicate that a high standard of efficiency has been reached by the pupils. Of the thirty-six pupils who sat for the examination in Form II, thirty-three gained certificates of Proficiency and one gained a Competency Certificate, while of the seven pupils of the secondary department who were advised to sit for the Public Service Entrance Examination five were successful in passing.

27. KINDERGARTEN SCHOOLS.

During the year no change was made in the Department's policy in regard to kindergartens. Financial assistance towards the conduct of these institutions recognized for the purpose by the Department was granted in accordance with regulations. These provided, firstly, for payment of a capitation grant limited to

£4 (reduced to £3 12s. as from the 1st April, 1931) for each pupil in average attendance and to £1 5s. for every £1 raised by voluntary contribution and expended on the maintenance of the schools; and, secondly, as a subsidy not exceeding £1 for £1 raised by voluntary contributions and expended on buildings, sites, and equipment approved by the Minister of Education. These grants have now been withdrawn.

During 1931 a sum of £5,678 was paid as capitation and £54 as building subsidy.

The number of schools, pupils on the roll, and average attendance at schools conducted in 1931 by recognized kindergarten associations were as follow :—

Association.				Number of Schools.	Pupils on Roll at End of 1931.	Average Attendance, 1931.
Auckland	..	..	..	8	561	402
Hastings	..	..	..	1	46	26
Hutt Valley	..	..	..	1	67	65
Wellington	..	..	..	7	421	350
Blenheim	..	..	..	1	43	33
Christchurch	..	..	..	6	387	292
Dunedin	..	..	..	6	320	262
Invercargill	..	..	..	3	131	97
Totals, 1931	..	..	..	33	1,976	1,527
Totals, 1930	..	..	..	32	1,753	1,348
Difference..	..	..	..	+1	+223	+179

An additional school was established at Invercargill.

28. CONSOLIDATION OF SCHOOLS.

Influenced by the success that has attended school consolidation in a number of localities in the Dominion, and by the evidence of increased educational advantages enjoyed by the children concerned in them, the residents of other districts have in a number of cases brought forward schemes for the closing of small schools and conveyance of the children to a central school. Unfortunately, the necessity for curtailing buildings expenditure has made it inadvisable to approve of extensive schemes involving replacement of schools where existing arrangements and buildings can be made to serve for the time being. During the year, therefore, no consolidations have been arranged in which an actual saving of expense has not been assured by the change. Several additions have been made to the number of buses specially built for the Department to serve for the conveyance of school-children, and these, driven by qualified teacher-drivers in some cases, and in others by private motor-drivers under contract, are performing efficient service in connection with the consolidations.

29. CONVEYANCE AND BOARD OF SCHOOL-CHILDREN.

Recent establishments of special conveyances have been practically confined to cases in which new schools or the reopening of closed schools would have been necessary if conveyance had not been adopted. The costs of previously existing services have been scrutinized carefully in numbers of cases with a view to effecting reductions wherever possible.

A pleasing feature in connection with this necessary work of reviewing services has been the ready co-operation which the Education Boards have shown.

In the course of the investigations the services were grouped broadly into two main classes—firstly, “essential services” embracing those without which the children would find it quite impossible to attend school, and the Department would have no alternative but to establish new schools for them or leave them to enrol in the Correspondence School classes. In such cases the Department has continued to pay the full cost of conveyance if the numbers are considerable, and to leave the children to take correspondence tuition if they are few. The second class of case is what might be termed “convenience services,” the running of which has perhaps

saved the children the need for walking fairly considerable distances, or has enabled the parents to avoid providing horses, bicycles, or wheeled vehicles for the children. In the case of such "convenience services" it has been generally arranged that nothing more than payment of the capitation allowance of 6d. or 8d. a day (depending on distance between home and school) should be paid, and that the parents should contribute the balance of the cost (if any).

The investigation of conveyance services and costs led to the discovery that the system of allowing local authorities to arrange contracts, without the necessity for submitting them for approval, on the basis of payment by the Government of capitation allowance and half the cost in excess of capitation, could not be continued, since it had led to extraordinary overlapping of service and consequent increase of expenditure in some districts. Severe curtailment was found to be necessary in the case of one district, and costs have been substantially reduced in consequence.

Following on the passing of the Transport Licensing Act, 1931, officers of my Department co-operated with officers of the Transport Department with a view to removing any preventable danger to children through the use of unsafe motor-vehicles by conveyance contractors, and it is considered that this risk has now been greatly minimized.

It was found necessary during the year to amend the regulations for manual and technical instruction under which technical schools were empowered to use their funds for conveyance of children, provided that there was money available after other specified expenses had been met. Approval was given for technical schools which had already established bus services, or were subsidizing payments made for the pupils' expenses of travel by bus, to continue these until the close of the year, but with the understanding that they should cease altogether at that time. By thus making it the parent's responsibility to defray the expenses of their children's transport, the double object is achieved of leaving the funds available for use in connection with more essential needs of the schools and of avoiding the anomaly under which bus transport was provided free for pupils of technical schools and refused to pupils of secondary schools. The only free conveyance of secondary and technical school pupils is now that provided by the Government railways.

The following table shows the Education Department's expenditure on all classes of pupils and on all methods of conveyance during 1931, the expenditure on rail being shown separately:—

TABLE V.—COST OF CONVEYANCE OF PUPILS TO SCHOOLS AND TO MANUAL CLASSES BY RAIL, MOTOR-VEHICLE, ETC.

Type of School.	1930.			1931.		
	Rail.	Other.	Total.	Rail.	Other.	Total.
	£	£	£	£	£	£
Public primary	2,062	64,709*	66,771†	1,981	63,849	65,830†
Private primary	2,168	..	2,168	2,193	..	2,193
Manual classes in connection with public primary	5,958	2,380	8,338	5,720	5,167	10,887
Manual classes in connection with private primary	77	..	77	53	..	53
Junior high	97	34	131	182	62	244
Secondary departments of district high ..	1,456	432	1,888	1,354	778	2,132
Secondary	5,613	397	6,010	5,298	373	5,671
Combined .. .. .	..	..	..	59	..	59
Technical	6,064	14	6,078	6,140	..	6,140
Private secondary	916	..	916	967	..	967
Native	24	2,211	2,235	36	3,059	3,095
Totals	24,435	70,177	94,612	23,983	73,288	97,271

* This sum includes approximately £2,000 on account of manual classes in connection with public primary schools.

† This sum includes the expenditure on conveyance of children to consolidated schools.

The Department expended also in 1931 a sum of £8,408 in contributing towards the cost of board of those children who were obliged to live away from home in order to attend a public school or Native school.

30. MANUAL INSTRUCTION.

During the year the usual instruction was given by class teachers in primary schools in the subjects elementary science and agriculture under the supervision of twenty-three itinerant agricultural instructors.

The extent to which classes in other manual subjects were taken by pupils from the different types of schools may be summarized as follows :—

Subject.	Number of Pupils from					
	Primary.	Forms I, II, and III, Junior High Schools.	Secondary Departments of District High Schools.	Secondary.	Private.	All Schools.
Woodwork	17,444	1,394	1,608	952	1,841	23,239
Metalwork	98	620	..	428	..	1,146
Cookery or laundry-work ..	15,954	1,263	1,488	700	1,984	21,389

The expenditure of these classes for the year ending 31st December, 1931, amounts to approximately £65,500. In addition, the cost of commercial instruction in district high schools was £3,047. Handwork materials were supplied in 1931 at an approximate cost of £13,200.

The cost of manual-training classes conducted by Technical School Boards is not included in the above figures.

31. PHYSICAL EDUCATION.

To the young teachers now going out from the training colleges must fall the major portion of the task of bringing into schools a greater appreciation of modern methods of instruction in physical education. During the year the four training colleges have again had the services of the Department's physical instructors. At Dunedin Training College the usual specialist class of third-year students was in operation.

32. SCHOOL MUSIC.

It is unfortunate that it is necessary to record the loss to the Department of the first Supervisor in the subject, Mr. E. Douglas Tayler. Under Mr. Tayler's stimulating influence, somewhat slow but solid progress towards better conditions in music generally throughout the schools—primary and secondary alike—was becoming manifest. The brighter side of the picture is the fact that specialization has been undertaken in this subject by a few third-year training-college students in recent years, and to these students full opportunity will be given to make use of their special qualifications in the schools.

Since the services of the instructors of physical training have been utilized to a greater extent at training colleges, greater attention has been paid to the allied subject of eurythmics.

33. TRAINING OF TEACHERS.

(a) SUPPLY OF TEACHERS.

The Department estimated that, having regard to the number of ex-trainees unemployed and the wastage that would occur in the year 1935—*i.e.*, the first year in which the 1931 probationers would normally be eligible to fill vacancies in the teaching service requiring the appointment of a certificated teacher—would be met by the appointment of 457 probationers; and Education Boards were notified of the number to be appointed. This number was approximately one hundred less than the number of probationers (550) appointed in 1930.

(b) APPLICANTS FOR PROBATIONERSHIPS.

In 1931, as in the previous year, the number of qualified applicants for entrance to the teaching service as probationers far exceeded the number of probationerships available. For the 457 positions there were over 800 applicants, and Education Boards were therefore again able to select for appointment young people with high academic and personal qualifications.

(c) PERIOD AND CONDITIONS OF TRAINING.

The period of training necessary for a young teacher to secure a trained teacher's certificate is usually four years. By far the greater number of trainees come from the ranks of the probationers in public schools, who serve for one year in that capacity. In addition to these, studentships are granted to assistants who have spent two years in a recognized kindergarten, and to student teachers who have spent one or two years as such in technical schools. These trainees are required to pass or obtain a partial pass in the Training College Entrance Examination, and are then admitted to the training college as students of Division A for a course of training of two years' duration, with a possible extension of a further year on the recommendation of the Principal. Students of Division A, on completion of their course, serve for a further year in the schools as probationary assistants, at the end of which period they will, on complying with the necessary conditions, receive certificates. In the case of students who remain for a third year at training college, the period of training as a probationary assistant is dispensed with. Graduates are accepted for a course of professional training of one year, and are designated students of Division C. In all the above cases the ex-trainee is under bond to serve in public schools or other approved educational institutions. For those who do not desire to enter into a bond to serve in public schools a course similar to that provided for other students is available at a reasonable charge per term. These students are entered under Division B. As in the case of students training for the public-schools service, a student of Division B is required to possess educational qualifications of an approved standard.

The above summary outlines the conditions obtaining in 1931. These will, however, almost certainly be modified in certain directions in future years.

Arrangements have for some years been made at the various training colleges for training teachers who intend to take up work in post-primary schools, but in one of the four centres little practice in post-primary teaching has hitherto been available owing to the disinclination of certain of the schools to afford the necessary facilities. These schools have now fallen into line with those in the other training-college centres in providing opportunities for observation and teaching practice, and the general arrangements for the training of post-primary teachers are now on a much more satisfactory basis.

The following tables summarize the position regarding the training of teachers at the end of 1930 and 1931 :—

TABLE W 1.—NUMBER OF TEACHERS IN TRAINING.

—	Number of Pro- bationers.	Training-college Students.				Total.	Number of Pro- bationary Assistants.	Total Trainees.
		Division A.	Division B.	Division C.	Division D.			
1930	542	1,114	1	28	11	1,154	352	2,048
1931	454	1,118	7	36	..	1,161	473	2,088

The increase in the number of probationary assistants is due to the fact that prior to 1931 there were insufficient probationary assistants to fill all the positions available, many of the teachers leaving training colleges having completed their course of training.

TABLE W 2.—NUMBER OF STUDENTS IN THE VARIOUS TRAINING COLLEGES.

College.	1930.			1931.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	110	264	374	140	269	409
Wellington	51	193	244	59	190	249
Christchurch	86	220	306	88	194	282
Dunedin	55	175	230	69	152	221
Totals	302	852	1,154	356	805	1,161

Of the 1,161 students in attendance at training college in 1931, 571 were in their first year, 517 were in their second year, and 73 in their third year.

At the end of the course third-year students were eligible to receive endorsements on their teachers' certificates of a special qualification to teach a subject in which they specialized. Thus, at the end of 1931, 2 received endorsements in science, 4 in science and mathematics, 3 in music and eurythmics, 9 in music, 13 in drawing and handwork, 13 in physical education, 9 in modern languages, 3 in commercial subjects, 7 in experimental pedagogy, 8 in the teaching of backward children, and 1 in the teaching of deaf children. One student did not receive an endorsement on his teacher's certificate.

(d) TEACHERS LEAVING TRAINING COLLEGES.

The number of students who left training colleges in 1931 was 574, of which number 3 were granted examination status for Class A, 96 for Class B, 403 for Class C, 59 for Class D and partial success towards Class C, 1 for Class D, and 12 for partial success for Class D or C.

34. INSPECTION.

The following table gives the cost of inspection in the four main branches of education in which inspectorial staffs are maintained.

TABLE X.—COST OF INSPECTION, YEAR ENDED 31ST MARCH, 1932.

—	Number of Inspectors, 1st July, 1931.	Roll Number of Schools on 1st July, 1931.	Expenditure on Inspection.*			Cost per Unit of Roll Number.
			Salaries.	Travelling and other Expenses.	Total.	
			£	£	£	s. d.
Primary ..	42	218,653	26,907	8,473	35,380	3 3
Secondary ..	4	16,676	2,240	699	2,939	3 6
Technical† ..	4	8,772	1,682	631	2,313	5 3
Native ..	2	7,501	1,493	558	2,051	5 6

* A certain proportion of the salaries of those Inspectors attached to Head Office, part of whose time is devoted to departmental administration, is debited to that account and is not included here.

† There were only two Inspectors for the greater part of the year.

For purposes of this table the primary roll is taken to include junior high schools and departments and secondary departments of district high schools, as these are inspected mainly by the primary inspectors, while combined school rolls are credited half to secondary and half to technical. No account is taken of private primary and secondary schools, although these also are inspected by the Department's officers.

35. HIGHER (UNIVERSITY) EDUCATION.

The number of students on the books of the four University colleges affiliated to and the two agricultural colleges established in connection with the University of New Zealand at the end of 1931 was 5,111, as against 5,077 at the end of 1930.

The figures for each of the colleges were as under :—

	1930.	1931.
Auckland	1,347	1,335
Victoria	1,074	1,112
Canterbury	1,121	1,201
Otago	1,259	1,221
Massey	208	152
Lincoln	68	90
	5,077	5,111

The total number of students described as taking definite courses at the four affiliated colleges was 4,380. These were distributed as follow :—

Agriculture	38	Journalism	42
Architecture	57	Law	428
Arts	1,902	Massage	20
Commerce	613	Medicine	271
Dentistry	117	Mining	22
Engineering	221	Music	51
Forestry	26	Science	466
Home-science	106		

The following are some particulars relating to University education in the four affiliated colleges :—

TABLE Y.

—	1928.	1929.	1930.	1931.
Number of students in actual attendance at lectures	4,255	4,128	4,163	4,209
Number of exempted students	547	495	638	660
Percentage of students—				
Men	71	71	70	71
Women	29	29	30	29
Percentage of students actually attending Universities receiving free education*—				
Men	39	42	40	41
Women	58	71	66	59
All students	44	50	48	46
Occupations of students expressed as percentages—	M. F.	M. F.	M. F.	M. F.
(1) Full-time students	32 43	32 43	33 46	37 47
(2) Teachers and training colleges	22 44	20 45	19 43	19 41
(3) Government and local bodies	16 1	15 1	16 2	14 2
(4) Other	29 6	29 6	31 6	28 6
(5) Not known	1 6	4 5	1 3	2 4

* These students hold scholarships, bursaries, or training-college studentships.

36. ANNUAL EXAMINATIONS.

Legislation repealing the statutory provisions for the award of National Scholarships having been passed early in 1931, it became necessary to discontinue the examinations known as the Junior and Senior National Scholarships Examinations.

Examinations conducted by the Department in 1931 comprised mainly the following :—

- (1) An August series for teachers' certificates of Class D, and Class C and handicraft, and incidentally to some extent of Class B.
- (2) A November series consisting of Training College Entrance, Public Service Entrance, Intermediate, and Technological Examinations and examinations for elementary kindergarten certificates.

Examinations were held at fifty-eight centres in 1931. The total number of entries for all examinations was 4,632, of which number 4,463 candidates actually presented themselves for examination. 6,270 candidates were exempted from the

necessity of passing the Intermediate Examination due to the accrediting principle by which candidates for senior free places may be exempted from an external examination. The number of candidates actually presenting themselves for the various examinations during the last three years is shown below :—

TABLE Z 1.—NUMBERS OF CANDIDATES FOR VARIOUS EXAMINATIONS.

Examination.	1929.	1930.	1931.
Junior National Scholarships and Junior Free Places	1,409	1,118	..
Senior National Scholarships	935	673	..
Public Service Entrance	2,491	2,338	1,407
Intermediate	1,094	1,170	1,165
Teachers' Class D	1,560	610	249
Teachers' Class C	434	343	285
Training College Entrance .. .. .	..	743	961
Kindergarten Certificate	6	4	4
London University Examinations	3	4	3
Handicraft Teachers' Certificate	21	25	32
Technological examinations	161	177	143
Naval Cadetships	2	1	..
Aircraft Apprenticeships .. .. .	..	2	11
Totals	8,116	7,208	4,260
Examinations held on behalf of the City and Guilds of London Institute	199	161	203
Totals	8,315	7,369	4,463

The decrease in the total number of candidates in 1931 is due to several factors, the most important of which are the abolition of Junior and Senior National Scholarships and the failure of the Public Service Entrance Examination to prove as attractive as in the past owing to the increased number of candidates with better qualifications now offering for positions in the Public Service.

TABLE Z 2.—STANDARD AND RESULTS OF EXAMINATIONS.

Examination.	Stage in Course at which Examination is normally taken. (In some cases it is not easy to indicate exact stage.)	1930.				1931.			
		Number of Candidates who presented themselves for Examination.	Number of Candidates who secured Complete Passes.	Number of Candidates who improved their Status.	Number of Candidates who failed.	Number of Candidates who presented themselves for Examination.	Number of Candidates who secured Complete Passes.	Number of Candidates who improved their Status.	Number of Candidates who failed.
Proficiency*	At end of Form II	26,053	20,210	3,317†	2,526	25,128	16,492	4,876†	3,760
Intermediate	At end of Form IV	1,170	343	..	827	1,165	390	..	775
Public Service Entrance	At end of Form V	2,338	1,195	..	1,143	1,407	809	..	598
Certificate of Class D	At end of Form V	610	218‡	298	94	249	136§	96	17
Kindergarten Certificate	At end of Form V	4	4	..	..	4	4	..	..
Training College Entrance	At end of Form VI	743	498	203	42	961	435	321	205
Certificate of Class C and Class B	At end of training-college course	343	133||	123	87	285	95¶	111	79
Handicraft Teachers' Certificate	Taken by teachers	25	3	15	7	32	1	23	8
Technological Examinations—									
Preliminary	At end of Form IV or equivalent	67	43	..	24	39	23	..	16
Intermediate	Evening classes, third-year apprentices	73	35	..	38	73	36	..	37
Final	Evening classes, fourth-year apprentices	35	21	..	14	27	14	..	13
Special Examination in Building Construction .. .. .	.. .. .	2	..	..	2	4	2	..	2
Naval Cadetships	Form III	1	..	..	1	..	..	..	..
Naval Cadetships (Special entry)	Form VI .. .. .	..	..	..	..	..	..	..	..
Aircraft Apprentices	Form V	2	2	..	..	11	5	..	6
London University	Post-secondary	4	2	..	2	3	2	..	1
Examinations held on behalf of City and Guilds of London Institute	As for technological examinations	161	81	..	80	203	80	..	123

* This examination is held by the Department's Inspectors in the various education districts, but the results are given for purposes of comparison. A more detailed analysis will be found in Table A 7 of E.—2. † Competency pass. ‡ Includes 1 passed for Class A, 1 passed for Class B, and 7 passed for Class C. § Includes 8 passed for Class C, and 4 passed for Class B. || Includes 3 passed for Class B. ¶ 93 passed Class C and 2 passed Class B.

The examination organization of the Education Department is utilized in the arrangements necessary for carrying out the Wiremen's Registration Examinations conducted by the Electrical Wiremen's Registration Board.

In addition to those certificates issued as a result of the examinations given above, certificates were also issued in the following cases to candidates who were recommended by Principals of post-primary schools and approved by the Department's Inspectors.

TABLE Z 3.—NUMBER OF CERTIFICATES ISSUED BY ACCREDITING.
(These are in addition to those awarded as a result of examination.)

Certificate.	Stage of Course at which Certificate is issued.	Number of Certificates issued.	
		1930.	1931.
Intermediate ..	At end of Form IV— <i>i.e.</i> , at the end of at least the second year of approved post-primary course	5,904	6,270
Lower leaving ..	At end of Form V— <i>i.e.</i> , at the end of at least the third year of approved post-primary course	164	138
Higher leaving ..	At the end of Form VI— <i>i.e.</i> , at the end of at least the fourth year of approved post-primary course	1,024	1,376

In regard to examinations conducted by the University of New Zealand the following shows the position in 1930 and 1931 :—

TABLE Z 4.—UNIVERSITY EXAMINATIONS.

Examination.	Stage in Course at which Examination is normally taken.	Number of Candidates.	1930.	1931.
University Entrance Examination	At end of Form V— <i>i.e.</i> , at end of at least the third year of post-primary course (only the very best third-year pupils succeed in passing)	(a) Who presented themselves for examination	4,567	4,779
		(b) Who passed ..	2,038	2,703*
		(c) Who failed ..	2,529	2,076
Entrance Scholarship Examination	At end of Form VI— <i>i.e.</i> , at end of at least the fourth year of post-primary course	(a) Who presented themselves for examination	171	166
		(b) Who obtained at least a pass with credit	127	105†
		(c) Who qualified only for University entrance as a result of the examination	39	46
		(d) Who failed ..	5	15
Other University examinations	During University course ..	(a) Who presented themselves for examination	6,296	6,944
		(c) Who obtained complete or partial successes	4,103	5,029

* The increase in the proportion of passes in 1931 is due to two causes. In the first place the percentage of passes in 1930 was smaller than had been the case for some years; in the second the principle of standardization of marks was adopted by the University for the first time in the examination of 1931 and care had to be taken that, in the first year of a new system, it was not made more difficult for the candidate to secure the percentage necessary for a pass.

† Thirty Scholarships are awarded yearly.

37. CHILD WELFARE.

The total number of children under supervision of the Child Welfare Branch as at 31st March, 1932, was 8,391, classed under the following headings :—

State wards—

In foster-homes, hostels, and with friends	3,109
In situations (includes 21 absent without leave)	932
In Government institutions, receiving-homes, &c.	290
In private institutions	253
Inmates in special schools for the mentally backward	267
In hospitals, convalescent homes, &c.	24

4,875

Young persons supervised in their own homes by Child Welfare Officers, by Order of Court

Infants supervised in foster-homes registered under the Infants Act ..	1,131
Children dealt with as preventive cases	1,355
Pupils at School for Deaf, Sumner (8 of these being State wards) ..	120

8,392

The number of children committed to the care of the Superintendent during the year ended 31st March, 1932, was 493, classified according to reason for committal as follows: Indigent, 215; delinquent, 16; detrimental environment, 42; neglected, 9; not under proper control, 133; accused or guilty of punishable offence, 78; and, in addition, 17 were admitted by private arrangement (section 12, Child Welfare Act), while 47 were temporarily admitted, making the total number of admissions for the year 557. Of the children committed, 67 had been dealt with previously by the Courts for other offences for which they had received terms of supervision.

Classified according to the age at the time of admission, the numbers, including temporary admissions and those admitted under section 12, Child Welfare Act, are as follow: Under six months, 59; over six months and under one year, 25; from one to five years, 88; from five to ten years, 110; from ten to fourteen years, 108; over fourteen years, 167. The length of period of residence for the children temporarily admitted was from one day to eight weeks.

Of the children in foster-homes, 201 are over the age of fourteen years, of whom 130 are still attending primary schools and 71 are receiving higher education. In addition, there are 18 residing in hostels and receiving secondary education. Furthermore, 33 children under the age of fourteen years are receiving higher education.

38. TEACHERS' SUPERANNUATION FUND.

The position of the fund at the 31st January, 1932, and the principal figures concerning the transactions for the year, compared with those for the year ended 31st January, 1931, are given below:—

	1930-31.	1931-32.
	£	£
Balance at credit of fund at end of year	1,272,148	1,218,166
Increase over balance at end of previous year	73,437	..
Decrease over balance at end of previous year .. ..	..	53,982
Income for the year—		
Members' contributions	143,392	*115,961
Interest	73,105	72,682
Government subsidy	126,106	46,917
Total income	£342,603	£235,560
Expenditure—		
Retiring and other allowances	235,902	254,927
Contributions refunded, &c.	29,305	30,628
Administration expenses, &c.	3,960	3,987
Total expenditure	£269,167	£289,542
Number of contributors at 31st January	9,909	9,964
Number of members admitted during period	853	628
Number retiring from the fund during period	560	573
Net increase in membership at 31st January	293	55
Number of allowances in force at 31st January	1,582	1,677
Representing an annual charge of	£239,624	£270,840
Ordinary retiring-allowances	1,015 £192,710	1,088 £221,871
Retiring-allowances under extended provisions of section 75 of the Act, and under section 14 of Finance Act, 1931	103 £17,971	108 £18,449
Retiring-allowances in medically unfit cases	155 £19,936	166 £21,107
Allowances to widow	227 £7,112	242 £7,515
Allowances to children	80 £2,080	73 £1,898
Funds invested at 31st January—	£	£
At 4½ per cent.	30,050	29,950
At 5 per cent.	147,960	147,960
At 5½ per cent.	15,800	15,800
At 5¼ per cent.	138,510	131,510
At 5½ per cent.	400	400
At 6 per cent.	881,688	867,104
At 6½ per cent.	35,704	24,450
Total	£1,250,112	£1,217,174
Average rate of interest on investments at 31st January	5.796 per cent.	5.78 per cent.

* £136,931, less rebate under section 8 (2) of Finance Act, 1931, £20,970.

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, 1932.

General Administration.	£	£	£
Salaries of Head Office staff	29,175		
Part salaries of Inspectors attached to Head Office	1,329		
Overtime and meal allowances	17		
		30,521	
Office furniture and fittings .. .. .	..	129	
Postage and telegrams .. .. .	..	1,503	
Telephones .. .. .	..	333	
Travelling-expenses .. .. .	..	768	
Legal expenses.. .. .	..	50	
<i>Education Gazette</i> —			
Salaries	270		
Printing, postage, &c., office and other requisites	1,329		
		1,599	
Printing and stationery	1,094		
Printing and stationery—Storage with Government Printer	61		
		1,155	
		36,058	
Less recoveries—			
Services rendered to Teachers' Superannuation Board and to other Departments	1,336		
<i>Education Gazette</i> : Sales and advertising	374		
Examination fees, part of (see also "Miscellaneous")	885		
Postage and telegrams	184		
Printing and stationery and sale of publications	219		
Teachers' certificate, fees for.. .. .	625		
		3,623	
Primary Education.			32,435
Teachers' salaries and allowances (including junior high schools attached to primary schools)	1,533,225		
Teachers' salaries and allowances—Chatham Island schools	1,667		
House allowances	39,500		
Organizing teachers' salaries and expenses	458		
		1,574,850	
Education Boards—Grants for administration and general purposes .. .. .	..	34,633	
School Committees' allowances—Cleaning, heating, &c.	104,959		
Less portion chargeable to post-primary	3,326		
		101,633	
School and class libraries and supply of books in necessitous cases .. .. .	..	1,431	
Removal expenses of teachers .. .. .	..	1,051	
School buildings and sites—			
Maintenance, including alterations to make safe against earthquake	£ 81,736		
Less portion for secondary departments of district high schools chargeable to post-primary	1,662		
	80,074		
Rebuilding or repairing buildings destroyed or damaged by fire	8,747		
Rent of buildings and sites for school purposes	4,174		
Valuation fees and miscellaneous	34		
		94,691	
Conveyance, &c., of children—			
By rail	9,947		
By road and water	69,016		
Purchase of school buses	1,301		
Boarding-allowances	7,582		
		87,846	
Conveyance of instructors and teachers .. .. .	..	6,970	
Correspondence School—			
Salaries of teachers	3,987		
Other expenses	1,689		
Office furniture and fittings	163		
		5,839	
Inspection—			
Salaries (less part charged Head Office Administration)	26,907		
Travelling and removal expenses	7,802		
Telephones and office expenses	118		
Clerical assistance	348		
Office furniture and fittings	35		
Postage and telegrams	170		
		35,380	
<i>School Journal</i> —			
Salaries	584		
Printing, postage, office expenses, &c... .. .	5,772		
		6,356	

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

Primary Education— <i>continued.</i>						£	£	£
Manual Instruction—								
Salaries	..	..	..	..	..	50,324		
Capitation	..	..	..	..	..	11,208		
Material	..	..	..	..	..	1,629		
Incidentals	..	..	..	..	..	9,995		
							73,156	
Postages	..	..	..	..	..	..	207	
Printing (register and other school books and forms)	..	..	..	..	..	..	732	
Subsidies on voluntary contributions	..	..	..	..	..	..	889	
							2,024,002	
Less recoveries—								
On account of maintenance of buildings	..	..	..	..	..	2		
On account of conveyance of children	..	..	..	..	..	266		
Correspondence School	..	..	..	..	..	462		
<i>School Journal</i> sales	..	..	..	..	..	758		
Special examination fees	..	..	..	..	..	124		
On account of education of foreign children	..	..	..	..	..	136		
Postages	..	..	..	..	..	141		
Rent of school-sites, &c.	..	..	..	..	..	2,053		
							3,942	
Post-primary Education.								2,020,060
(Including junior high schools attached to secondary and technical schools.)								
Teachers' salaries and allowances—								
District high schools	..	..	..	..	..	68,852		
Secondary schools	..	..	..	..	..	214,556		
Technical schools and classes	..	..	..	..	..	171,811		
							455,219	
Grants to Boards for administrative and general purposes—								
Secondary schools	..	..	..	..	..	34,209		
Technical schools	..	..	..	..	..	33,060		
							67,269	
School Committee allowances (portion for secondary departments, district high schools)						..	3,326	
Manual instruction in secondary schools						..	6,271	
Books supplied in necessitous cases						..	674	
Conveyance of pupils						..	15,216	
Napier Secondary Education Board—Grant for typewriters to replace those lost in earthquake						..	259	
Ashburton High School: Advance for farming operations						..	300	
Expenses of instructors taking up appointments						..	175	
Inspection—								
Salaries (less portion charged to Head Office Administration)	..	..	..	..	..	3,800		
Grant to officer in lieu of leave on retirement	..	..	..	..	..	122		
Travelling and removal expenses	..	..	..	..	..	1,330		
							5,252	
Subsidies on voluntary contributions						..	1,243	
National Scholarships						..	9,787	
War Bursaries						..	532	
Maintenance of buildings (including secondary departments of district high schools)						..	4,513	
Rates on buildings and legal expenses						..	239	
Repairs (damage after fires)						..	86	
Rents of buildings for school purposes						..	1,888	
Correspondence School—								
Salaries	..	..	..	..	..	3,140		
Other expenses	..	..	..	..	..	1,547		
							4,687	
Marlborough High School—Grant under Marlborough High School Act, 1899						..	360	
Printing forms, &c., for schools						..	274	
Secondary education reserves revenue distributed to High School Boards (Education Reserves Amendment Act, 1914)						..	8,651	
Less recoveries—								
On account of maintenance of buildings	..	..	..	..	..	91		
Correspondence School	..	..	..	..	..	462		
Tuition fees	..	..	..	..	..	9		
Refund on account of War Bursaries	..	..	..	..	..	3		
Rent of school-sites, &c.	..	..	..	..	..	143		
Refund of expenses of instructors taking up appointments, &c.	..	..	..	..	..	211		
							919	
Higher Education.								585,302
Statutory grants—								
New Zealand University — National-endowment reserve revenue						..	3,779	
Auckland University College—								
Auckland University College Act, 1882	..	..	..	..	..	3,444		
New Zealand University Amendment Act, 1928	..	..	..	..	..	7,318		
New Zealand University Amendment Act, 1919 (for Workers' Educational Association purposes)	..	..	..	..	..	430		
National-endowment reserve revenue	..	..	..	..	..	1,890		
							13,082	

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

	£	£	£
Higher Education—<i>continued.</i>			
<i>Statutory grants—continued.</i>			
Victoria University College—			
Victoria College Act, 1905	3,470		
New Zealand University Amendment Act, 1928 ..	5,962		
New Zealand University Amendment Act, 1919 (for Workers' Educational Association purposes)	430		
National-endowment reserve revenue	1,890	11,752	
Canterbury College—			
New Zealand University Amendment Act, 1928 ..	5,400		
New Zealand University Amendment Act, 1919 (for Workers' Educational Association purposes)	430		
National-endowment reserve revenue	1,890	7,720	
University of Otago—			
New Zealand University Amendment Act, 1928 ..	13,815		
New Zealand University Amendment Act, 1919 (for Workers' Educational Association purposes)	430		
National-endowment reserve revenue	1,890	16,135	
Massey Agricultural College : Massey Agricultural College Act, 1926	..	12,625	
School of Forestry—			
Auckland University College	375		
Canterbury College	900	1,275	
Scholarships and bursaries—			
University National Scholarships	4,094		
Agricultural Scholarships	72		
"Sir George Grey" Scholarships	200		
University Bursaries	9,357		
Agricultural Bursaries	360		
Architectural Bursaries	59		
Engineering Bursaries	420		
Home-science Bursaries	1,086	15,648	
Special assistance to deserving students .. ..	..	151	
Workers' Educational Association—			
Grant for organizing purposes—			
Auckland University College	203		
Victoria University College	218		
Canterbury College	226		
University of Otago	214		
Workers' Educational Association	450	1,311	
Subsidies on voluntary contributions : Canterbury Agricultural College Act, 1930	..	14	83,492
Training Colleges and Training of Teachers.			
Training colleges—			
Salaries of staffs (including staffs of practising schools in excess of usual staff as public schools)	..	32,834	
Expenses in connection with appointments .. ..	..	71	
Allowances to and expenses of students .. ..	..	104,341	
Students' University college fees .. .. .	..	5,676	
Special instruction, libraries, and incidental expenses ..	..	2,363	
Apparatus and material .. .. .	..	307	
Printing, &c. .. .. .	..	24	
		145,616	
Less recoveries : Fees from non-Government students	..	132	145,484
Native Schools.			
Salaries of teachers .. .. .	..	61,784	
Removal expenses of teachers .. .. .	..	601	
Books, apparatus, and other school requisites .. ..	..	1,704	
Manual instruction .. .. .	..	377	
Conveyance and board of children .. .. .	..	3,921	
Sundries .. .. .	..	28	
Buildings and sites—			
Maintenance of buildings .. .. .	..	4,070	
Rent of buildings and sites .. .. .	..	135	
Inspection—			
Salaries of Inspectors .. .. .	..	1,493	
Travelling-expenses .. .. .	..	558	
Scholarships and apprenticeships .. .. .	..	5,695	
		80,366	

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

Native Schools— <i>continued.</i>						£	£	£
Less recoveries—								
Salaries .. .. .	..	..	..	..	..	274		
Books, maps, &c. .. .. .	..	..	..	..	..	658		
Maintenance of buildings .. .. .	..	..	..	..	..	57		
Conveyance of children .. .. .	..	..	..	..	..	41		
Rent of school-sites, &c. .. .. .	..	..	..	..	..	21		
							1,051	
Physical Instruction.								79,315
Salaries of instructors .. .. .	..	..	..	..	..	4,580		
Travelling and removal expenses .. .. .	..	..	..	..	..	2,195		
Material: Officers' requisites, uniform allowances, &c. .. .. .	..	..	..	..	..	72		
Printing, &c. .. .. .	..	..	..	..	..	12		
Postage and telegrams .. .. .	..	..	..	..	..	13		
						6,872		
Less recoveries.. .. .	..	..	..	..	..	10		
							6,862	
Education of the Blind.								
Maintenance fees of Government pupils at Jubilee Institute .. .. .	..	..	..	..	..	..	604	
Subsidy on voluntary contributions to Jubilee Institute under Hospital and Charitable Institution Act, 1926 .. .. .	..	..	..	..	..	..	2,665	
Travelling-expenses of Government pupils .. .. .	..	..	..	..	..	..	52	
							3,321	
Less recoveries: Maintenance fees, &c. .. .. .	..	..	..	..	..	..	451	
								2,870
School for the Deaf.								
Salaries of staff .. .. .	..	..	..	..	..	..	5,698	
General maintenance of institution .. .. .	..	..	..	..	..	..	1,918	
Maintenance of buildings, &c. .. .. .	..	..	..	..	..	..	238	
Postage and telegrams .. .. .	..	..	..	..	..	..	13	
Travelling allowances and expenses (including transit of children) .. .. .	..	..	..	..	..	..	291	
Sundries .. .. .	..	..	..	..	..	..	17	
							8,175	
Less recoveries—								
Maintenance fees .. .. .	..	..	..	..	..	1,882		
Sale of produce .. .. .	..	..	..	..	..	5		
Board of staff .. .. .	..	..	..	..	..	405		
							2,292	
Schools for the Mentally Backward.								5,883
Salaries of staff .. .. .	..	..	..	..	..	..	8,421	
Maintenance of institutions .. .. .	..	..	..	..	..	..	5,151	
Maintenance of buildings, &c. .. .. .	..	..	..	..	..	..	132	
Travelling allowances and expenses (including transit of children) .. .. .	..	..	..	..	..	..	261	
Sundries .. .. .	..	..	..	..	..	..	25	
Postage and telegrams .. .. .	..	..	..	..	..	..	85	
							14,075	
Less recoveries—								
Maintenance fees, &c. .. .. .	..	..	..	..	..	1,122		
Sale of produce, &c. .. .. .	..	..	..	..	..	549		
Travelling-expenses .. .. .	..	..	..	..	..	4		
Board of staff .. .. .	..	..	..	..	..	1,345		
							3,020	
Child Welfare.								11,055
Salaries of staffs, including field officers .. .. .	..	..	..	..	..	31,395		
Wages of inmates employed in institutions .. .. .	..	..	..	..	..	207		
Travelling and removal expenses (including transit of children) .. .. .	..	..	..	..	..	6,171		
Boarding-out of children .. .. .	..	..	..	..	..	87,171		
Maintenance of children in Government institutions .. .. .	..	..	..	..	..	24,731		
Maintenance of children in private institutions .. .. .	..	..	..	..	..	3,233		
Maintenance of buildings, &c. .. .. .	..	..	..	..	..	1,788		
Repairing damage after fire .. .. .	..	..	..	..	..	16		
Alterations, Wellesley Street Post-office building for offices .. .. .	..	..	..	..	..	346		
Rent, office requisites, telephones, &c. .. .. .	..	..	..	..	..	2,256		
Office furniture and fittings .. .. .	..	..	..	..	..	257		
Postage and telegrams .. .. .	..	..	..	..	..	1,136		
Payment to Post and Telegraph Department for services .. .. .	..	..	..	..	..	784		
Payment to Registrar-General's Department for services .. .. .	..	..	..	..	..	20		
Refunds of inmates' earnings .. .. .	..	..	..	..	..	271		
Refund of maintenance payments .. .. .	..	..	..	..	..	232		
Legal expenses.. .. .	..	..	..	..	..	63		
Sundries .. .. .	..	..	..	..	..	5		
							160,082	

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

Child Welfare— <i>continued.</i>				£	£	£
Less recoveries—						
Maintenance fees, &c.	..	..	..	18,519		
Refunds for clothing, &c., supplied	..	..	..	6,520		
Refunds of boarding-out payments	..	..	..	1,737		
Refunds of travelling-expenses	..	..	..	35		
Recoveries on account of office rent, &c.	..	..	..	60		
Recoveries on account of inmates' earnings	..	..	..	217		
Recoveries on account of maintenance of buildings	..	..	..	2		
Sale of produce	..	..	..	1,997		
Board of staff and others	..	..	..	2,543		
Rent of land and buildings	..	..	..	660		
Accumulated earnings of deceased inmates	..	..	..	1,919		
					34,209	125,873
Material and Stores.						
Salaries	..	..	..	..	1,097	
Stores and material purchased	..	..	..	..	3,677	
Lighting, cleaning, cartage, &c.	..	..	..	..	123	
Less stores issued and charged to other items of vote				..	4,897	
Education					5,507	
					Cr. 610	
Less recoveries : Stores sold				..	91	Cr. 701
Miscellaneous.						
Examination expenses	..	..	..	..	3,370	
Grading of teachers, costs of appeal, inquiries, &c.	..	..	..	..	254	
Accidents to school children and teachers	..	..	..	..	50	
Cash lost at Napier through earthquake	..	..	..	..	42	
Conference of educational authorities	..	..	..	..	12	
Exchange on teachers' salaries (outside New Zealand)	..	..	..	..	44	
Expenses of officers travelling outside New Zealand	..	..	..	..	19	
Salaries of teachers on exchange from overseas (recoverable)	..	..	..	..	1,284	
Superannuation contributions of teachers on active service, 1914-19	..	..	..	..	24	
Free kindergartens : Capitation	..	..	..	..	5,678	
Teachers' Superannuation Fund—						
Annual contribution under Act	..	..	..	43,000		
Additional allowance to widows and children	..	..	..	3,935		
					46,935	
Sundries	..	..	..	..	11	
Gramophones for schools (recoverable)	..	..	..	..	154	
Less recoveries—					57,877	
Examination fees, part (balance credited to Head Office Administration)				3,370		
Salaries of teachers on exchange from abroad	..	..	..	1,357		
Expense of officers travelling abroad	..	..	..	22		
Cash (damaged) recovered after earthquake	..	..	..	3		
Refunds on account of cars purchased previous year	..	..	..	140		
Gramophones for schools	..	..	..	111		
Miscellaneous	..	..	..	35		
					5,038	52,839
Net total, excluding new buildings, &c.				..	..	3,150,769
Sites, buildings, equipment, &c. : Capital expenditure—						
Public schools	..	..	..	126,778		
Secondary schools	..	..	..	65,030		
Technical schools	..	..	..	44,507		
Training colleges	..	..	..	1,228		
Native schools	..	..	..	14,433		
Schools for mentally deficient	..	..	..	199		
Child welfare institutions	..	..	..	714		
Kindergartens	..	..	..	54		
Massey Agricultural College	..	..	..	9,622		
					262,565	
Less recoveries (sale of sites, &c., and recoveries on account of expenditure of past years)—						
Public schools	..	..	..	1,835		
Secondary schools	..	..	..	1,418		
Technical schools	..	..	..	201		
Native schools	..	..	..	3		
					3,457	259,108
Net total, including new buildings, &c.				..	..	£3,409,877

SUMMARY.

	£
Consolidated Fund, vote Education	2,851,922
Auckland University College Act, 1882, section 26	3,444
Canterbury Agricultural College Act, 1930, section 30 (2) (b)	14
Education Act, 1914, section 106	9,787
Education Act, 1914, section 159	2,132
Hospital and Charitable Institutions Act, 1926, section 43	2,665
Marlborough High School Act, 1899, section 17	360
Massey Agricultural College Act, 1926, section 23	12,625
New Zealand University Amendment Act, 1914, section 16	4,094
New Zealand University Amendment Act, 1914, section 28	9,357
New Zealand University Amendment Act, 1919, section 4	1,720
New Zealand University Amendment Act, 1928, section 7	32,495
Public Service Superannuation Act, section 112	43,000
Public Service Superannuation Act, section 114	3,935
Victoria College Act, 1905, section 7	3,470
Land Act, 1924 (national-endowment reserves revenue)	79,375
Education Reserves Act, 1928, sections 23 and 30 (primary-education reserves revenue)	79,386
Education Reserves Act, 1928, sections 23 and 30 (secondary-education reserves revenue)	8,651
Tauranga Educational Endowment Reserves Act, 1896 (reserves revenue)	170
Public Revenue Act, 1926, section 133 (Fire Insurance Fund)	7,768
Public Works Fund, vote Education buildings	259,148
	<hr/>
	3,415,518
Less—	
Consolidated Fund—	£
Recoveries on account of expenditure of previous years	176
Territorial revenue	323
Miscellaneous revenue	5,102
Public Works Fund: Recoveries on account of expenditure of previous years	40
	<hr/>
	5,641
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	<u>£3,409,877</u>

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