1909.

NEW ZEALAND.

EDUCATION:

PRIMARY EDUCATION.

[In continuation of E.–1, 1908.]

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

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I.

EXTRACT FROM THE THIRTY-SECOND ANNUAL REPORT OF THE MINISTER OF EDUCATION.

Primary Education.

Number of Schools.

The number of public schools open at the end of 1908 was 1,998, or 35 more than at the end of 1907.

In Table A the schools are classified, as for 1907, according to the yearly average attendance. The classification is in accordance with the grades in Part I of the Fourth Schedule to "The Education Act, 1908."

The number of small schools with an average not exceeding fifteen, which in 1907 rose from 440 to 477, shows a further increase for 1908, the number of such schools in operation last year being 504, or more than a quarter of the number of public schools in the Dominion.

The increase in the number of schools with an average attendance of sixteen to twenty was 12 (1907—238 schools; 1908—250 schools).

Although the number of schools in the next grade—that is, with an average twenty-one to twenty-five—shows a slight decrease (from 218 to 216), the increase in the total number of schools with an average attendance not over twenty-five was 37.

The number of pupils attending these schools has increased by 767—namely, from 13,633 to 14,400.

The total number of schools under the charge of one teacher was 1,269 in 1907 and 1,299 in 1908; in other words, sole-teacher schools constitute 65 per cent. of all the schools. The aggregate average attendance at such schools in 1908 was 24,812, or 19·4 per cent. of the total average attendance for the Dominion. In 1907 the number of schools with two or more teachers was 694, in 1908 it was 699. Of these schools there were in the former year 23 schools with an average attendance exceeding 600; last year there were 24 schools with such an attendance. These facts seem to show (1) a tendency for the population to spread into new districts; (2) a tendency against excessively large schools—both tendencies being such as should probably be regarded as healthy signs.

During the year 1908, 60 schools were closed in the districts named below:—

Schools closed—	
Auckland	5
Taranaki	1
Wanganui	8
Wellington	4
Hawke's Bay	6
Marlborough	11
Nelson	9
Grey	2
Westland	1
North Canterbury	2
South Canterbury	0
Otago	4
Southland	7
Total	60

As in previous years, several of these schools, although reckoned as closed in their original form, were reopened in another; some were amalgamated, some half-time schools became full-time schools; and so on. Including such reopened schools,

the total number of schools opened during the year was 95, made up as follows:—

Auckland	26
Taranaki	7
Wanganui	11
Wellington	6
Hawke's Bay	11
Marlborough	12
Nelson	8
Grey	3
Westland	2
North Canterbury	5
South Canterbury	0
Otago	2
Southland	2
Total	95

The net increase in the number of schools open at the end of the year is thus 35.

TABLE A.—Number of Public Schools in each Grade, 1907 and 1908.

Grade.	Number of Schools.	
	1907.	1908.
0 (1–15)	477	504
1 (16–20)	238	250
2 (21–25)	218	216
3 (26–32)	195	190
4 (33–40)	141	139
5 (41–50)	163	169
6 (51–60)	102	82
7 (61–75)	72	82
8 (76–90)	54	61
9 (91–120)	82	75
10 (121–150)	39	43
11 (151–200)	43	40
12 (201–250)	30	33
13 (251–280)	16	15
14 (281–330)	11	20
15 (331–390)	21	17
16 (391–420)	8	12
17 (421–480)	12	9
18 (481–510)	5	7
19 (511–570)	11	8
20 (571–600)	2	2
21 (601–660)	8	10
22 (661–690)	3	2
23 (691–750)	4	4
24 (751–780)	1	4
25 (781–840)	2	2
26 (841–870)	2	1
27 (871–930)	2	..
28 (931–960)	..	..
29 (961–1,020)	..	1
30 (over 1,020)	1	..
Totals	1,963	1,998

Roll Number.

For each quarter of the year 1908 the average of the weekly roll-numbers showed an increase over that for the corresponding quarter of 1907. The mean of the average weekly roll for the four quarters was 145,974 for 1908, as against 141,946 for 1907—an increase of 4,028, making the total roll greater than in any previous year. Although the additions to the roll were most marked in the North Island, every district showed at least some increase. The increase was most marked in the last quarter of the year: this is probably largely due to the fact that for the first time, generally speaking, the annual examinations were held in November or December. The effect has been to check the exodus, especially from the upper classes, which has taken place hitherto in the December quarter. Although the change is not likely to be so marked in future, it is probable that the new arrangement will keep most of the Standard VI class at school until the close of the school year, and to that extent will benefit both the pupils themselves and the efficient working of the schools. The number on the roll at the end of the year was 147,428, as against 141,071 for the previous year, an increase of 6,357. Table B shows the mean average roll-number for every fifth year from 1878 to 1898, and for each of the last ten years; the table gives also the total average attendance for each year, the average attendance as a percentage of the roll, and the number of teachers employed in the public schools.

TABLE B.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools.	Mean of Average Weekly Roll.	Average Attendance, Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.					
					Adults.			Pupil-teachers.		
					M.	F.	Total.	M.	F.	Total.
1878	748	..	*48,773	..	707	454	1,161	118	332	450
1883	971	90,859	69,838	76·9	905	656	1,561	159	571	730
1888	1,158	113,636	†90,108	79·3	1,039	887	1,926	219	694	913
1893	1,375	125,692	‡100,321	79·8	1,107	1,096	2,203	238	825	1,063
1898	1,655	133,782	111,636	83·4	1,234	1,370	2,604	229	831	1,060
1899	1,677	133,540	110,316	82·6	1,221	1,372	2,593	230	792	1,022
1900	1,707	132,897	111,748	84·1	1,216	1,415	2,631	206	749	955
1901	1,715	132,868	111,797	84·1	1,222	1,446	2,668	184	771	955
1902	1,754	133,952	113,711	84·9	1,272	1,685	2,957	143	604	747
1903	1,786	134,748	113,047	83·9	1,270	1,726	2,996	147	552	699
1904	1,827	136,282	116,506	85·5	1,272	1,797	3,069	144	505	649
1905	1,851	138,471	120,265	86·9	1,302	1,835	3,137	151	528	679
1906	1,921	140,320	121,958	86·9	1,314	1,887	3,201	153	518	671
1907	1,963	141,946	120,026	84·6	1,332	1,955	3,287	172	478	650
1908	1,998	145,974	127,160	87·1	1,331	2,021	3,352	161	476	637

* Average of three quarters. † Strict average. ‡ Working average.

For the details of these facts relating to the several districts, Tables B1, B2, B3, may be consulted.

The roll statistics cannot be considered as complete unless there are included all the children for whose primary education the State is responsible. To the above figures we must add the number of pupils in the Maori village-schools and in the schools of the Chatham Islands, which are under the direct control of the Department; the complete roll for all public primary schools at the 31st December, 1908, then appears as follows:—

Public schools	145,974
Maori village-schools	4,479
Chatham Island schools	85
Total	150,538

Attendance.

As was mentioned in last year's report, the total average attendance for the year 1907, owing to epidemics of sickness in almost all parts of the Dominion, was lower than that for 1906. In 1908 this cause did not exist, and, as has been already pointed out, the roll-numbers were considerably higher than in the previous year; accordingly, it is not surprising to find that the total average attendance in the public schools for last year shows a very marked increase on that for 1907, the actual figures being—1907, 120,026; 1908, 127,160; an increase of 7,134. Here, again, an increase is shown in every education district.

The high standard of regularity of attendance—86·9 per cent.—reached in 1905 and 1906 was again reached in 1908, and even slightly surpassed, being 87·1 in the last-named year. Otago (89·2) stands highest in New Zealand, and the Wellington District (88·1) second in New Zealand and highest in the North Island. As a whole the South Island shows a greater degree of regularity of attendance than the North, the respective rates being 87·6 per cent. and 86·7 per cent. of the average weekly roll. In 1907 the figures were 85·6 and 83·7 respectively. There is no reason, however, why the standard should not be higher still. In this connection it is worthy of note that several Education Boards call attention to a practice that seems to be growing up—some parents, relying on the fact that the law inflicts no penalty unless a child is absent without reasonable excuse at least three half-days out of ten, keep their children from school one day a week. It may be expedient, in the interests of the children and the State, to amend the Act so as to provide that every child must attend school whenever it is open, unless some reasonable ground for exemption can be shown.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll-number, for each quarter of the year 1908 was as follows:—

	Actual Attendance.	Per Cent. of Roll.
First quarter	125,288	86·9
Second quarter	126,597	87·2
Third quarter	126,581	86·7
Fourth quarter	130,175	87·7
Whole year	127,160	87·1

Age and Sex of Pupils.

Table C shows the age and sex of the pupils on the rolls of the public schools of the Dominion at the end of 1908, and the percentage of the roll for each age.

TABLE C.—Age and Sex of Pupils, December, 1908.

Ages.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1908.	1907.	1906.	1905.	1904.
5 and under 6 years	6,393	5,700	12,093	8·2	8·0	8·3	8·1	7·8
6 " " 7 "	8,258	7,397	15,655	10·6	10·5	10·6	10·3	10·3
7 " " 8 "	9,014	8,285	17,299	11·7	11·6	11·1	11·4	11·5
8 " " 9 "	8,588	8,001	16,589	11·3	11·1	11·5	11·5	11·5
9 " " 10 "	8,475	7,765	16,240	11·0	11·4	11·4	11·5	11·4
10 " " 11 "	8,581	7,921	16,502	11·2	11·3	11·4	11·3	11·5
11 " " 12 "	8,418	7,701	16,119	10·9	11·0	11·1	11·2	11·1
12 " " 13 "	7,899	7,407	15,306	10·4	10·5	10·5	10·6	10·7
13 " " 14 "	6,636	5,751	12,387	8·4	8·7	8·3	8·3	8·3
14 " " 15 "	3,376	2,862	6,238	4·2	4·0	4·0	3·9	4·0
	75,638	68,790	144,428	97·9	98·1	98·2	98·1	98·1
15 and over	1,514	1,486	3,000	2·1	1·9	1·8	1·9	1·9
Totals	77,152	70,276	147,428	100·0	100·0	100·0	100·0	100·0

Age.—Of the children in the public schools, 52·8 per cent. are under ten, and 47·2 are over that age; the corresponding percentages for 1907 were 52·6 and 47·4. The proportion of children under ten continues, as in past years, to show a slight increase. This is probably to be accounted for partly by the increase in the population of the Dominion, partly by the larger number entering the secondary schools especially between the ages of thirteen and fourteen.

Sex.—The proportion of boys to girls remains about the same as for the previous six years, 52·33 per cent. to 47·67 per cent.—that is, for every 100 boys on the roll there are 91 girls. The proportion is the same if we omit those over fifteen years of age. Now, according to the census of 1906 there were in New Zealand, between the ages of five and fifteen, 97 girls for every 100 boys. The difference in the proportion on the school rolls is partly accounted for by reference to the number enrolled between the ages of five and seven—for every 100 boys between these limits there are on the rolls of the public schools only 89 girls; in other words, speaking generally, girls are not sent to school at so early an age as boys. The second important source of leakage is found between the ages of twelve and fifteen, where the ratio of girls to boys on the school rolls is again 89 to 100: this seems to mean that more girls than boys are taken away from the primary schools at the age-period named. The number of girls to every 100 boys between twelve and fifteen years of age at the secondary schools of the Dominion is only 73; so that the leakage is not accounted for in this direction. Apparently there are a certain number of parents who think that it is sufficient for a girl to have little more than half the amount of schooling that a boy receives.

Race of Pupils.

Besides the children of Maori race who are receiving instruction in the Maori village-schools, there are about as many more who are attending public schools; so

that the total number of primary pupils of Maori or mixed race is 8,264. These are made up as follows :—

	Public Schools.	Native Schools and Chatham Islands.	Total.
Of Maori race	2,814	3,424	6,238
Of mixed race living as Maoris	277	331	608
Of mixed races living as Europeans ..	1,338	80	1,418
Totals	4,429	3,835	8,264

The number of Maori children in the public schools as compared with those in Native schools shows an increase, owing principally to the fact that the policy has been steadily followed of handing over Native schools to the Education Boards as soon as the pupils have become so far, educationally at least, European in character that they can be conveniently taught with European children. This point is reached when the Maori can use English fluently in his ordinary conversation. There are 410 European children—217 boys and 193 girls—attending Native schools.

Further details as to the race of pupils are given in Tables B4, B5, C1, and C2.

Inspection and Examination.

Table D is a summary for the whole Dominion of Table No. 3 in the Appendix, which shows the numbers in the several classes for the various districts. The proportion of pupils in the preparatory class, which has for years past been showing a gradual increase, shows a still further and very marked increase for the year from 31·11 to 34·27 per cent. Although this is partly accounted for by the increase of young children in the Dominion, it seems also to suggest that pupils are being kept too long in the preparatory classes.

TABLE D.—Classification of Pupils at Public Schools, December, 1908.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1908.	1907.	1906.	1905.	1904.
Preparatory	26,802	23,731	50,533	34·27	31·11	29·36	28·28	27·97
Standard I	9,250	8,378	17,628	11·96	12·05	12·08	12·06	11·55
Standard II	8,982	8,137	17,119	11·61	12·10	12·18	11·95	12·49
Standard III	9,229	8,431	17,660	11·98	12·04	12·17	12·67	12·73
Standard IV	8,573	7,934	16,507	11·20	11·46	11·79	12·03	12·38
Standard V	7,374	6,849	14,223	9·65	10·24	10·59	10·69	10·68
Standard VI	5,175	4,953	10,128	6·87	7·79	8·24	8·37	8·17
Standard VII	1,767	1,863	3,630	2·46	3·21	3·59	3·95	4·03
Totals	77,152	70,276	147,428	100·00	100·00	100·00	100·00	100·00

The following is a summary of the examination statistics for 1908 :—

Public schools—		
Total roll at time of annual examination		147,865
Present at examination		139,764
Present in preparatory classes		50,618
Present in Standard VI classes		8,771
,, Standard VII classes		2,038
Standard VI certificates gained, viz.,—		
Certificates of proficiency	5,435	7,653
,, competency	2,218	

Details of these figures for each district are given in Table D1.

S6 Certificates.—The percentages of pupils who gained certificates of proficiency and certificates of competency respectively in the two years 1907–8 are shown below :—

	1907. Per Cent.	1908. Per Cent.
Gained certificates of proficiency	59·00	61·96
,, competency	23·98	25·29
No certificate	17·02	12·75
	100·00	100·00

The raising of the standard required for a certificate of proficiency, introduced by the regulations of last year, has not, therefore, apparently had the effect of lessening

the number of such certificates awarded. But account must be taken of the fact that last year, for the first time generally for the Dominion, the examination for these certificates was held in November or December, so that many of the pupils had received instruction in Standard VI for a longer period than the usual twelve months.

Average Age.—The average ages of the pupils in the several classes for the two years 1907–8 were as follows:—

	1907. Yrs.	1907. Mo.	1908. Yrs.	1908. Mo.
Preparatory classes	7	1	7	2
Class S1	9	1	9	3
,, S2	10	1	10	3
,, S3	11	1	11	3
,, S4	12	1	12	3
,, S5	13	0	13	1
,, S6	13	10	14	0
,, S7	14	11	14	9
Mean of average ages	11	5	11	6

Details for the several districts will be found in Table D2.

Taking into account the difference in the date of examination already referred to, there does not seem to be any great difference between the average ages for the two years.

The average age for the Dominion of the pupils in Standard VI at the time of the annual visit of the Inspector was fourteen years. It may be worthy of serious consideration whether this age is not too high for the moderate standard of attainment reached by the pupils.

The numbers of pupils receiving instruction in the several subjects of the syllabus for each education district is shown in Table D3. In English, arithmetic, and drawing these numbers are practically identical with the roll-numbers. It may be interesting to note the continued increase of the numbers doing nature-study, handwork, and elementary agriculture:—

	Number of Pupils. 1906.	1907.	1908.
Roll	139,302	141,071	147,428
Nature-study	120,833	122,660	128,716
Handwork	98,465	105,514	112,952
Elementary agriculture (included in the above)	4,000	6,000	8,000

*Conveyance of Children.**

Conveyance by Rail.—Since the year 1895 children out of the reach of a primary school, but living near to a convenient line of railway, have been granted free passes to the nearest public school or private school; in 1902 this privilege was extended to holders of scholarships and free places in secondary schools, district high schools, and technical schools; and at the beginning of the present year, 1909, the same concession was granted to other secondary pupils who were compelled to travel by rail in order to attend school.

The amount paid in railway fares on this account for 1908 was £9,437, made up as follows:—

	£
Primary pupils	4,145
Holders of free places in—	
(*a.*) Secondary schools	1,489
(*b.*) District high schools	1,043
(*c.*) Technical schools	2,760
Total	£9,437

Conveyance by Road and Water.—For the last five years grants have been made to Education Boards for the conveyance of children from outlying localities to central public schools as contemplated by section 44 of the Act. The allowance has been made at the rate of 6d. per child per day of attendance at school; and in 1908 the grants to ten Boards for conveyance by road and water amounted to £1,905. The Grey and Westland Boards did not arrange for the conveyance of school-children

* NOTE.—Further reference to this subject is made on page 32.

in this manner. The six districts in which the plan was most used were Auckland, Wellington, North and South Canterbury, Otago, and Southland.

The total amount paid for the conveyance of pupils was thus £11,342.

Board of School-children.—A similar allowance—namely, 2s. 6d. a week—is made, on the approval of the Minister, in aid of the board of any child who, through the impracticability of conveyance, has to live away from home in order to attend a public school. In 1908 £57 was paid for the board of school-children whilst attending public schools.

Free School-books.

Last session an item of £3,500 was included in the vote for elementary education to provide free text-books for the pupils of the preparatory classes and the classes of Standards I and II in the public schools. The rate of payment to the Boards, based on the number on the roll at the end of 1908, is 6d. for each child in the preparatory classes, 1s. 3d. for each child in Standard I, and 1s. 6d. per head in Standard II. As the grants did not begin until the 1st January, 1909, the matter is not strictly one for the present report; but it may be interesting to note that now (August) all the Boards have accepted the conditions of the grants. The alternative proposed, the adoption of a uniform series of reading-books, was strongly condemned by nearly all the experts consulted, as tending to a cast-iron uniformity of method. If such a series, moreover, were to be published in the Dominion, the expense of publication would be out of all proportion to the benefits sought to be gained, if the quality of the books bore any sort of comparison with that of corresponding books produced by leading firms in Great Britain, and the cost of renewal from time to time, to bring the contents up to date, would be almost prohibitive.

*The School Journal, &c.**

The *School Journal* has now completed its second year of issue, the first number having been published in May, 1907. It is published in three parts—viz., Part I (sixteen pages), for Classes I and II; Part II (sixteen pages), for Classes III and IV; and Part III (thirty-two pages), for Classes V and VI. There are no issues for December and January, but the November number is enlarged to provide reading-matter until the schools close, about the middle of December. For each year there are 168 pages in each of Parts I and II, and 336 pages in Part III. Public schools, Native schools, and special schools (such as industrial schools) are supplied with copies free, and an increasing number of private and secondary schools purchase copies at the rate of ½d. per copy for Part I, and 1d. per copy for each of Parts II and III. The monthly free distribution to children is—Part I, 37,163; Part II, 36,885; Part III, 29,718. The sales during the year 1909 are at the rate of 16,780 per annum for all parts.

The public schools are supplied with sufficient copies to provide for every child on the rolls of the various classes one copy of the appropriate Part of the *Journal*, Part I, II, or III, as the case may be.

Although the *Journal* aims primarily at being instructive rather than recreative, there is ample evidence from the Inspectors and teachers that its appearance each month is welcomed by the children, and that its influence tends to the very desirable end of fostering the habit and the love of reading. It differs from most of the miscellaneous Readers in that, being composed largely of articles belonging to well-defined series of courses, it preserves a continuity absent from ordinary readers. These courses deal with the history and geography of New Zealand, of the rest of the British Empire, and foreign countries, from the point of view of the human interests involved, so far as these appeal to a child's mind; with nature-knowledge of various kinds—the object being to extend what the pupils have learnt by their own observation, not to give information as a substitute for actual observation; with practical matters of hygiene; with civics and moral instruction; and with current topics, such as Antarctic exploration, Empire Day, Arbor Day, and so forth. It is believed that these subjects are so presented as to cultivate the imagination as well as to arouse thought.

The *Journal* is regularly illustrated; but, in addition to the illustrations contained in its pages, pictures and prints illustrating history, geography, and

* NOTE.—Further reference to this subject is made on page 34.

nature-study are being issued separately on cards, as aids to oral instruction on modern lines in these subjects. Up to the present—August, 1909—the following series have appeared: Twenty-four pictures illustrating great British battles, thirty-two illustrations of New Zealand flora, eight of New Zealand geography, and sixteen of the geography of the British Isles; also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook.

There are also in preparation similar pictures—namely, sixteen illustrations of glaciers, eight of New Zealand flora, eight of harbours in New Zealand, four depicting incidents in the life of Captain Cook, and four dealing similarly with the life of Nelson.

Several publications of educational value were placed at the disposal of the Department, and so far as the number of copies permitted and the nature of each work warranted these were distributed to Special schools, Native schools, District high schools, Secondary schools, the larger Technical schools, Training colleges, and University colleges. In this way the following publications were distributed: "Animals of New Zealand," Hudson's "Entomology," "New Zealand Neuroptera," Colenso's "Lexicon," Tregear's "Maori Race," and Thomson's "New Zealand Naturalist's Calendar."

Among other publications of general interest that have been issued by the Department during the past year may be mentioned the Inspector-General's "Report on Educational Institutions in Europe and America"; the "Manual of Physical Drill"; and the "Outline of a Scheme for Teaching Hygiene and Temperance" (reprint). The following are in preparation, and will appear shortly: "A Manual of New Zealand Mollusca," by H. Suter; "New Zealand Plants and their Story," by Dr. L. Cockayne; "Geology of New Zealand," by Dr. P. Marshall; "Industrial Education a Phase of the Problem of Universal Education," by Dr. Davenport (reprint), of Illinois College of Agriculture, Urbana; New Zealand Flora plates, being published in connection with Cheeseman's "Manual of New Zealand Flora."

The departmental library contains a large number of educational books and papers, most of which are available on loan for Inspectors, primary or secondary teachers, and others interested in education.

Staffs of Public Schools.

The number of teachers in the public schools, exclusive of those employed in the secondary departments of district high schools in December, 1907, and December, 1908, respectively, was as follows:—

TABLE E.—Number of Teachers employed.

	1907.	1908.		
Adults,—				
Men	1,332	1,331	Decrease	1
Women	1,955	2,021	Increase	66
Total	3,287	3,352	Increase	65
Pupil-teachers,—				
Male	172	161	Decrease	11
Female	478	476	Decrease	2
Total	650	637	Decrease	13
All teachers,—				
Male	1,504	1,492	Decrease	12
Female	2,433	2,497	Increase	64
Total	3,937	3,989	Increase	52

For the schools above Grade 0 having only one teacher—that is, schools with 16 to 40 children in average attendance—the average number of children per teacher—or, in other words, per school—was 24·80. Taking all schools with two or more teachers, we find that the average number of pupils per adult teacher, if we reckon two pupil-teachers as equivalent to one adult, was 42·51; and with the same assumption the average for all schools of Grade 1 and upwards was 38·42.

Omitting teachers of schools of Grade 0, the ratio of adult men teachers to adult women teachers in 1908 was 100 to 126; in 1907 it was 100 to 124.

The rise in the proportion of male pupil-teachers, which had been steady during the previous five years, was arrested in 1908, when the ratio of male pupil-teachers to female pupil-teachers was 1 to 2·96, as against 1 to 2·77 in 1907.

It may be interesting to note the corresponding proportions for primary-school teachers, secondary teachers in district high schools and secondary schools (exclusive of visiting teachers), and for students in training colleges, respectively:—

Number of Women Teachers or Students per Hundred Men Teachers or Students (omitting Teachers of Schools in Grade 0).

	1906.	1907.	1908.
Adult primary teachers	125	124	126
Pupil-teachers	339	277	296
Secondary teachers	80	77	76
Training-college students	350	315	286
All teachers and students	148	142	144

In other words, out of a total of 4,105 persons engaged in the above-named branches of the teaching profession there were in 1908, 1,683 men and 2,422 women.

Remembering that a much larger number of women than of men leaves the profession after a few years of service, we may form some idea of the extent to which New Zealand has been affected by the general tendency all over the world towards the increase of women in the teaching profession.

So far as can be gathered from the reports received from England, Scotland, and the United States, the following statement shows the number of women teachers per hundred men teachers:—

	England.*	Scotland.†	United States.‡
Adult primary teachers	329	252	388
Pupil-teachers	386	456	
Secondary teachers	§	§	117
Training-college students	212	396	321

Full details of the primary staffs of the public schools in the several education districts are given in Table E1.

[The relieving-teachers appointed by several of the Boards are not included in Table E1, or in the summary given above, but will be found in Table 1 of the Appendix.]

The Education Act of last session will, among other things, improve the staffing of the public schools in the following respects:—

(1.) It gives an assistant as soon as a school reaches an average attendance of 36, instead of 41 as heretofore: this amendment comes into force at once. The other amendments will operate gradually; the chief are,—

(2.) A second assistant is given at 81, whereas the second increase of staff under the principal Act was a pupil-teacher, given when there were 91 in average attendance. Similarly, the third and fourth assistants also will be adults, and will be employed when a school reaches 121 and 161 respectively. Hence the new staff for schools between 161 and 200 will in the future be a head teacher and four assistants, instead of a head teacher and three assistants (or a head teacher, two assistants, and two pupil-teachers), which was the staffing under the former scale.

(3.) In the schools with an average attendance above 200 the staff will be further strengthened by providing an adult teacher for every 50 or part of 50 children in average attendance, instead of an adult teacher or two pupil-teachers for every 60 children. Thus, in a school of 601 to 660 the old staff was 9 adults and 6 pupil-teachers, equivalent to 12 adults; the new staff will consist of 14 adult teachers, as pupil-teachers will gradually disappear. The probationers who may be appointed under the Amendment Act are not to be counted on the regular staff of the school to which they are attached. Their appointment will be made simply for the purpose of ascertaining their fitness for the teaching profession, and of giving them some insight into the methods of teaching under actual conditions before they enter the training college; it is not intended

* Figures for 1906–7, being last available. † Figures for 1907–8. ‡ From report for 1907. § Not available.

that they should have charge of a class, nor are they to be engaged in teaching—even of small sections and under supervision—for more than fifteen hours a week. Probationership will thus form a bridge between the secondary school or district high school and the training college.

(4.) Every side school must be staffed as fully as if it were a main school, even if this means the addition of one or more teachers to the number warranted by the combined attendance of the main and side schools.

Although the improved staffing may not be quite as liberal as might be imagined in an ideal system, it will more nearly approach in numerical strength the scales which obtain in those countries that are most advanced in matters of education; for instance, the average number of children per adult teacher is in—

	Roll Number.	Average Attendance.
England	49·8	40·8
Wales	45·4	34·8
Scotland	40·2	34·9
Switzerland (including Geneva Canton)	44·9	44·0
Canton of Geneva	29·9	29·3
United States (city schools)	35·4	24·9
New Zealand (under the new scale in schools 201–700)	47·9	41·9

Salaries of Teachers.

At the rate paid in December, 1908, the total amount of all salaries and allowances paid to teachers and pupil-teachers was £503,362; the average rate per teacher (including pupil-teachers) was therefore £126 3s. 9d., as compared with £126 17s. 1d. in December, 1907.

A fairer idea could be gained by excluding teachers in Grade 0 schools and pupil-teachers, and by deducting the house allowances that are payable to head teachers for whom residences are not provided. We then find that the average net salaries of adult teachers in the last three years (in December of each year) have been as follows:—

	1906.	1907.	1908.
	£ s. d.	£ s. d.	£ s. d.
Men	189 18 2	192 9 3	195 1 0
Women	116 7 3	115 0 3	115 13 5
All adults	149 3 7	148 17 7	148 8 1

These salaries will be considerably higher under the new Act, although the large increase of comparatively junior teachers substituted for the pupil-teachers will to a certain extent counteract the tendency to a rise in the general average salary. Under the same Act there is introduced the principle of annual increments to salaries, which operate in each grade until the maximum salary for the grade is reached.

Status of Teachers in Regard to Certificates.

The numbers of certificated teachers and uncertificated teachers respectively employed in primary work in the several education districts will appear in Table E2, a summary of which for the whole Dominion is given below, as at 31st December, in each of the years 1905 to 1908 inclusive:—

	1905.	1906.	1907.	1908.
I. Certificated teachers,—				
Adults	2,460	2,412	2,422	2,451
Pupil-teachers	13	6	14	2
Total	2,473	2,418	2,436	2,453
II. Uncertificated teachers,—				
(*a.*) Holding partial qualifications,—				
(i.) Holders of licenses	270	227	178	99
(ii.) Others partially qualified	90	134	142	167
Total of (*a.*)	360	361	320	266
(*b.*) Having no recognised examination status	320	428	545	635
Total number of uncertificated teachers	680	789	865	901
Total primary teachers	3,153	3,207	3,301	3,354

From the table it will be seen that the teachers employed in primary-school work in the Dominion at the end of 1908 numbered 53 more than in December, 1907. Of the total, 2,453 were fully certificated, while 901, or 26·9 per cent. of the whole, either possessed no recognised examination status or had not yet completed the necessary qualification. The corresponding percentage for 1907 was 26·2.

A fairer idea of the proportion of certificated and uncertificated teachers could probably be obtained by omitting teachers in schools of Grade 0, only about a quarter of whom are certificated. If we do this for the years 1905 and 1908 we get the following numbers :—

Primary Teachers in Schools of Grade 1 and upwards.

——	1905.		1908.	
I. Certificated		2,460		2,411
II. Uncertificated,—				
(*a.*) Partially qualified	329		213	
(*b.*) Without status	163		294	
	——	492	——	507
Total		2,952		2,918
Percentages,—				
I. Certificated		83·3		82·6
II. (*a.*) Partially qualified	11·1		7·2	
(*b.*) Without status	5·6		10·2	
	——	16·7	——	17·4
Total		100		100

It will be understood that the above figures do not include any of the teachers in secondary schools, secondary departments of district high schools, and technical schools, of whom it is safe to say that the number holding certificates is very much larger than at any previous time.

The following summary of Table E3 includes, however, all certificated teachers in the employment of Education Boards, whether engaged in primary work or in the secondary departments of district high schools, arranged according to sex and the class of certificate held.

Holders of Teachers' Certificates in the Service of Education Boards at 31st December, 1908.

Class of Certificate.	M.	F.	Total.
A	27	7	34
B	114	42	156
C	289	105	394
D	631	773	1,404
E	129	417	546
Total certificate-holders (December, 1908) ..	1,190	1,344	2,534

The following table gives a comparative view of the number of persons holding certificates who were employed in all forms of public instruction on the 30th June of the years named.

Comparative Table of Certificates held by Persons employed in Public Instruction, as at the 30th June.

Class.	Number of Certificate-holders in each Year.					
	1909.	1908.	1907.	1906.	1905.	1904.
A	99	94	87	86	83	75
B	266	232	208	201	198	190
C	544	415	294	197	172	151
D	1,442	1,479	1,593	1,650	1,499	1,251
E	555	595	642	721	794	907
Totals, Classes A, B, C, and D ...	2,351	2,220	2,182	2,134	1,952	1,667
" " A, B, C, D, and E	2,906	2,815	2,824	2,855	2,746	2,574

Finances of Education Boards.

Table F contains an abstract of the accounts of the receipts and expenditure of Education Boards for the year 1908. These are tabulated in detail in an appendix, and another appendix contains the annual reports of the several Boards, with their statements of receipts and expenditure in full detail.

TABLE F.—Abstract of the Receipts and Expenditure of Education Boards, 1908.

Receipts.		£ s. d.
Balance, 1st January, 1908		50,178 1 11
Rents from reserves	£48,764 19 6	
Balance of grants for salaries of teachers and pupil-teachers	437,282 16 5	
Allowance, £250, and capitation	76,319 10 8	
Other grants	28,496 4 6	
Total for maintenance	590,863 11 1	
Scholarships and salaries of staffs of secondary departments of district high schools	31,128 14 8	
Manual and technical instruction	42,634 15 11	
Buildings and teachers' house allowances	185,777 10 10	
Total from Government		850,404 12 6
Local receipts—		
Fees, donations, &c.	9,855 19 4	
Interest, rents, &c.	3,686 3 0	
		13,542 2 4
Refunds, fines, &c.		2,486 18 8
		£916,611 15 5

Expenditure.	£ s. d.
Boards' administration	39,730 9 7
Teachers' and pupil-teachers' salaries, and pupil-teachers' lodging-allowances	489,041 18 10
Incidental expenses of schools (including £4,495 16s. 3d. paid over to School Committees out of special capitation provided by Government for the purpose)	38,077 9 1
Salaries of relieving-teachers	3,778 3 7
Scholarships and secondary education	31,892 8 7
Training of teachers	19,948 13 3
Manual and technical instruction	48,212 3 10
Buildings, house allowances, sites, &c.	157,969 3 8
Refunds and sundries	9,817 1 11
Balance, 31st December, 1908	78,144 3 1
	£916,611 15 5

If we exclude the expenditure on buildings and on scholarships and secondary education, which are dealt with below, the chief items of expenditure in 1907 and 1908 were as follows :—

	1907.	1908.
	£	£
Boards' administration	37,832	39,730
Incidental expenses of schools	38,320	38,077
Teachers' salaries	484,673	489,042
Training of teachers	20,086	19,949
Manual and technical instruction	43,462	48,212

The increase in teachers' salaries is due to the increase in the number of schools; and to some extent the increase in the cost of the administration may be attributed to the same cause. The increase in the expenditure upon manual and technical instruction is due mainly to the increase in the number of classes for both manual and technical instruction, and in the number of centres at which classes were held.

The proportion of the expenditure by Boards for administration to their whole expenditure and the corresponding proportion of the incidental expenses of schools (through School Committees) for the last four years have been as follows :—

	Boards.	Committees.	Total.
1905	5·0	5·7	10·7
1906	4·5	4·8	9·3
1907	4·7	4·8	9·5
1908	4·7	4·5	9·2

On the whole, therefore, there is a slight tendency for the proportion of expenditure upon administration by the Education Boards and School Committees to decrease, and this is as it should be, for the cost of administration should not increase proportionately with the number of schools.

For convenience the funds granted to the Boards for building purposes and those granted for general purposes may be considered separately, as in former years. Table F1 shows the assets and liabilities of the Boards on the General Account; these may be summarised thus—

General Account, all Boards, 31st December, 1908.

Liabilities.	£	*Assets.*	£
Overdrafts	677	Cash	26,072
Due to Government	17,499	Due from all sources	36,197
Other liabilities	14,704	Deficits	Nil
Balances	29,389		
	£62,269		£62,269

At the end of 1907 the deficits amounted to £939, and the balances to £24,906, leaving a net balance of £23,967, so that, taken altogether, the Boards have still further improved their position, which was already good, by £5,422. Auckland, Taranaki, Hawke's Bay, and South Canterbury showed smaller balances in 1908 than in the preceding year; all the other Boards either increased their credit balances or converted deficits into balances.

The Buildings Account refers to moneys granted for two purposes, which by parliamentary appropriation and by the terms of the grants made by the Department are quite distinct, namely,—

(*a.*) Moneys granted for the general maintenance and replacement of school buildings out of the Consolidated Fund;

(*b.*) Moneys appropriated by Parliament and granted out of the Public Works Fund specially for the erection of new schools and the extension of existing schools rendered necessary by increased attendance, and for building teachers' residences in certain cases where suitable houses cannot be rented.

Table F2 will show the assets and liabilities of the several Boards on this combined Buildings Account. It may be set forth in outline as follows:—

Buildings Account (a) *and* (b), *all Boards*, 31*st December*, 1908.

Liabilities.	£	*Assets.*	£
Overdrafts	5,789	Cash	58,538
Other liabilities	56,672	Due from all sources	60,923
Balances	59,875	Deficits	2,875
	£122,336		£122,336
		Net balances 1st January, 1909 ..	£57,000

The net balances at 1st January, 1908, amounted to £54,268, so that it will be seen that the total credit balances increased during the year by £2,732. As will appear, however, from what is stated below, this fact does not necessarily indicate a satisfactory condition of things, although at first sight it might seem to do so. From an examination of the grants made to the Boards for the maintenance and replacement of school buildings—see (*a*), above—and their returns of expenditure under these heads, it has been found that the School Buildings Maintenance Account should stand as shown in Table F3, a summary of which is given below:—

School Buildings Maintenance Account, *all Boards*, 31*st December*, 1908.

	£		£
Liabilities	7,504	Assets	1,117
Net balance	94,954	Balances	101,341
	£102,458		£102,458

Judging from this statement, we should expect a net balance, available on 1st January, 1909, for the maintenance and rebuilding of school buildings, of £94,954. As the actual cost of maintenance and repairs has already been charged to the fund, it may be said that this net balance should be available for rebuilding worn-out schools and for replacing worn-out furniture, fittings, &c. But the Combined Buildings Account shows a net balance of only £57,000; by the conditions of the grants for new buildings and additions, which are made just sufficient to meet the ascertained cost of the works in question, there can be no balance on these grants, and the deficit, if any, should be comparatively small; further, out of the sum of £57,000 just mentioned, over £19,000 forms a trust fund, being made up of the balance of donations and the statutory subsidy thereon intended to provide for the erection of part of the proposed Auckland Technical School; accordingly, the portion of the balance presumably available for the proper purposes of the maintenance and rebuilding of schools cannot be more than £38,000—that is, £57,000 less £19,000. Hence, it would appear that the sum of £56,954 (that is, the difference between £94,954 and £38,000) has been diverted from the Buildings Maintenance Account to the erection of new school buildings.

It might be contended, on the other hand, that from 1905 to 1907, inclusive, the Boards have been allowed to spend sums, amounting in the aggregate to not more than 7 per cent. of the building maintenance grants, on "small alterations and

additions"; also that by a circular of February, 1908, the limitation of the use of this proportion of the grants to small additions and alterations was removed; but it should be remarked that the last-named circular stated in clear terms the condition upon which any part of the grants could be so used—namely, only after the Boards had "made due provision for the requirements" in respect of maintenance and rebuilding; neither circular gives authority for using the money for or in aid of the cost of new schools. So many are the school buildings that will require to be replaced in a few years that it is doubtful whether many of the Boards could comply with the condition named—a condition that appears reasonable enough on the ground of prudence alone. Even had they all been able to make due provision for the rebuilding expenditure that is imminent, and yet have had 7 per cent. of the grants left for additions and alterations, the deficiency of £56,954 would not have been accounted for, as the total of the maintenance grants for the four years 1905–8 has been £227,794, and 7 per cent. of this, which, on the hypothesis just made, the Boards might have so spent on additions, &c., is £15,496. Hence, on the most liberal interpretation of the facts, the amount of money diverted from the proper purpose of the maintenance grants, for which they are voted by Parliament and distributed by the Department, is not less than £41,000; probably £50,000 would be nearer the real amount.

The actual balance remaining (£38,000) may be sufficient to provide the cost of rebuilding the schools that require to be replaced in the next two or three years, but not to provide the proportion that should now be in hand of the cost of replacing those falling due at a later date.

It is clear that the Government cannot reasonably be asked to pay a second time moneys already given for rebuilding.

There appears to be only one way in which the Boards concerned can set the matter right—namely, by using the balances in hand on the General Account, which by paragraph (*b*) of section 52 of "The Education Act, 1908," may be used, *inter alia*, "for the expense . . . of erecting, fitting up, and improving school buildings."

It would be only fair to state here that these remarks do not apply equally to all the Boards—in fact, in the case of one or two Boards they do not apply at all.

II.

REPORT OF THE INSPECTOR-GENERAL OF SCHOOLS TO THE MINISTER OF EDUCATION.

The Inspector-General of Schools to the Hon. the Minister of Education.

Certain paragraphs in E.–1, which relate to attendance at school and the ages at which pupils, especially girls, leave the public schools, suggest the further discussion of some facts which bear on these points. Moreover, at least one Inspector of Schools calls attention to the serious leakage of children in the upper standards, and more than one Education Board discusses the problem of the "legal attender," who attends just the bare four-fifths of the school time which the law compels. Although, therefore, the subject may not attract the ordinary public, yet a few additional facts—the result of careful analysis of the returns—may be of interest to those who make and to those who administer the Education Acts, with a view to finding remedies for the evils indicated.

The following table shows approximately the percentage proportions of the pupils enrolled in Standard IV classes who left school without passing S4, S5, and S6, respectively, in the two periods 1896–99 and 1905–8:—

	Per Cent.			
	1896–99.		1905–8.	
	Boys.	Girls.	Boys.	Girls.
Left without passing S4	22	20	12	11
Passed S4, but not S5	25	28	25	23
Passed S5, but not S6	18	17	17	19
Passed S6	35	35	46	47
	100	100	100	100

In other words, 54 per cent. of the boys and 53 per cent. of the girls leave school without passing Standard VI; 37 per cent. of the boys and 34 per cent of the girls leave without passing Standard V; and 12 per cent. of the boys and 11 per cent. of the girls without passing Standard IV.

If we take certain districts which probably contain a larger proportion of rural population than the rest, we find that, while the percentage of those who pass S4 remains nearly the same, the percentage of boys who leave without passing S5 is larger than for the Dominion as a whole: that is, in Taranaki, Wanganui, Hawke's Bay, Marlborough, Nelson, and South Canterbury, taken together, the proportion of boys who leave without passing S5 is 45 per cent., as against 37 per cent. for the whole Dominion; on the other hand the proportion of girls so leaving in these districts is only 36 per cent., as against 34 per cent. for the Dominion.

	Boys. Per Cent.	Girls. Per Cent.
Left without passing S4	12	10
Passed S4, but not S5	33	26

Or, in other words, only 55 per cent. of the boys and 64 per cent. of the girls pass Standard V before leaving school.

Comparison of the figures for the periods 1896–99 and 1905–8 respectively appears to show an improvement in the standard of education reached by those who leave the public schools; probably this improvement is real, and is due to two main causes—first, the raising of the standard of exemption from the Fourth to the Fifth Standard; and, secondly, the prize in the form of a free place at a secondary school, district high school, or technical school, now held out to those who gain a certificate of proficiency in Standard VI.

It has been proposed that the standard of exemption should be raised to the Sixth—it would require no legislation, but merely an Order in Council to accomplish this. It is worthy of consideration, however, whether it would not be better to abolish the standard of exemption altogether, and to compel every child to remain at school until the age of fourteen years at least. If this were done, the next step (which should be taken at no distant period)—namely, to make attendance at some form of instruction (continuation, secondary, or technical) compulsory until the age of sixteen or seventeen—would be much easier. As has been already explained in E.–1, the proportion of girls leaving before reaching the age of fourteen is greater than the proportion of boys; and, although the latter might be explained by the number of boys entering secondary schools or the secondary departments of district high schools, the number of girls leaving at that age is far too large to admit of a similar explanation. Possibly, if good courses of elementary practical domestic science played a greater part in the work of girls in the higher classes—S5, S6, and S7—there would be greater inducements for girls to stay on than are now offered by instruction that is more bookish in character.

The following brief summary shows at what age the principal leakage takes place:—

Age at which Pupils leave Public Schools, as shown by Percentage of Roll of Children between Ten and Eleven Years of Age in 1904 *who left at each Successive Year up to* 1908.

		Boys.	Girls.
(i.)	Percentage leaving school at about age eleven	1·2	1·6
(ii.)	,, ,, twelve	4·5	5·4
(iii.)	,, ,, thirteen	14·6	16·4
(iv.)	,, ,, fourteen.. ..	38·5	38·3
(v.)	,, over age fourteen	41·2	38·3

Hence it is easily seen that the number of boys leaving school at the age of thirteen or earlier is 20·3 per cent. of the corresponding enrolment of boys between ten and eleven years of age, and the number of girls so leaving is 23·4. A similar comparison for another set of years gave 17·6 per cent. of boys and 23·6 per cent. of girls leaving at thirteen or earlier; we may take the mean of these figures, which is probably not far short of the truth—namely, 19 per cent. for boys, and 23·5 per cent. for girls. The average age of the pupils in the Standard V classes at the time of the annual examination is thirteen years one month: taking this fact into account, and comparing the number of pupils who leave at thirteen with the number who leave after passing S5, we may reasonably presume a connection between the two sets of facts, and say that 17 to 20 per cent. of the boys and 19 to 24 per cent. of the girls leave school as soon as the law allows them to do so, and a considerable number at a still earlier period—in spite of the law relating to school-attendance, which does not appear to be everywhere too strictly enforced.

Another point to which attention has been called in the reports of several of the Education Boards is the growing practice of what has been called "legal attendance." The Act allows without penalty the absence of a child from school two half-days out of ten; and if a parent takes advantage of this, as a certain number do, it is doubtful whether any excuse or explanation for the absence can be legally demanded. Serious harm results not only to the absentee himself, who really loses the benefit of much more than one-fifth of the instruction, but also to the rest of the class, the work of which must necessarily be disorganized by the irregular attendance of some of its members. The proposal to make attendance compulsory at every meeting of school, except in the event of illness or other unavoidable circumstances, is worthy of serious consideration. This is the law—not merely as it appears in the statute-book, but as it is actually enforced and obeyed—in some countries, notably Switzerland, where the average attendance reaches nearly 98 per cent. of the roll, and the 2 per cent. or so of absentees are nearly all absentees with "legal excuse," as it is called—that is, absent from some such cause as personal illness or the dangerous illness of a near relative living in the same house; and the districts where children have several miles to walk to school are included in the calculation. It is true that in many parts of New Zealand the children have long distances to go to school; but it is also true that there are Native village schools attended by young Maori children who travel still greater distances, and whose regularity of attendance comes very close to the Swiss standard. There would probably be no very great hardship incurred in reducing our percentage of absences, say, to half what it is at present.

GEO. HOGBEN,
Inspector-General of Schools.

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III.

DETAILED TABLES.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1908.

[Classified according to Part I of Fourth Schedule to "The Education Act, 1908."]

Grade (with attendance constituting Grade).	Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Total Number of Schools, 1908.	Total Number in 1907.
0 (1–15) ..	137	18	35	33	25	44	44	15	22	34	12	51	34	504	477
1 (16–20) ..	73	7	27	23	9	5	11	4	4	26	14	23	24	250	238
2 (21–25) ..	56	12	24	17	11	3	14	2	3	20	10	28	16	216	218
3 (26–32) ..	51	12	13	14	4	4	12	..	1	23	9	22	25	190	195
4 (33–40) ..	40	9	12	9	5	2	5	3	1	14	7	13	19	139	141
5 (41–50) ..	39	9	24	11	11	3	9	3	1	24	5	18	12	169	163
6 (51–60) ..	20	5	10	9	6	..	3	1	2	4	6	11	5	82	102
7 (61–75) ..	18	3	10	8	7	3	4	..	..	10	1	14	4	82	72
8 (76–90) ..	14	2	7	3	3	..	3	..	..	11	5	7	6	61	54
9 (91–120) ..	10	4	8	9	9	3	3	2	1	11	1	9	5	75	82
10 (121–150) ..	6	1	4	5	6	1	3	1	..	6	..	5	5	43	39
11 (151–200) ..	9	1	4	6	3	..	4	1	..	4	2	2	4	40	43
12 (201–250) ..	9	1	4	3	..	..	2	..	..	4	..	8	2	33	30
13 (251–280) ..	2	..	1	2	2	..	..	..	..	3	1	2	2	15	16
14 (281–330) ..	4	1	2	..	3	..	..	..	1	4	1	4	..	20	11
15 (331–390) ..	7	..	2	4	..	1	..	..	..	1	1	1	..	17	21
16 (391–420) ..	2	..	2	3	..	..	..	..	..	1	1	3	..	12	8
17 (421–480) ..	2	..	..	1	..	..	1	1	..	..	..	2	2	9	12
18 (481–510) ..	..	2	..	..	..	..	..	..	..	2	..	3	..	7	5
19 (511–570) ..	2	..	1	1	..	..	..	..	..	2	..	2	..	8	11
20 (571–600) ..	1	..	..	..	..	..	..	..	..	..	..	1	..	2	2
21 (601–660) ..	2	..	1	2	2	..	..	..	..	1	..	1	1	10	8
22 (661–690) ..	..	..	..	1	..	..	..	..	..	..	1	..	..	2	3
23 (691–750) ..	4	..	..	..	..	..	..	..	..	..	..	..	..	4	4
24 (751–780) ..	1	..	..	2	1	..	..	..	..	..	..	..	..	4	1
25 (781–840) ..	1	..	..	..	..	..	..	..	..	1	..	..	..	2	2
26 (841–870) ..	..	..	..	..	..	..	..	..	..	1	..	..	..	1	2
27 (871–930) ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2
29 (931–1,020)	..	..	..	..	..	..	..	..	..	1	..	..	..	1	..
30 (Over 1,020)	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1
*Totals, 1908	510	87	191	166	107	69	118	33	36	208	77	230	166	1,998	1,963
*Totals, 1907	489	81	188	164	102	68	119	32	35	205	77	232	171	1,963	..
Difference ..	21	6	3	2	5	1	−1	1	1	3	..	−2	−5	35	..

* Including part-time and side schools, reckoned separately.

TABLE B1.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1908.

(Including Secondary Departments of District High Schools.)

Education Districts.	Roll-numbers.					Average Attendance for Whole Year (Mean of Average Attendance of Four Quarters).			Percentage of the Mean of Average Weekly Roll of Four Quarters.	
	Pupils at Beginning of Year.	Admitted during the Year.	Left during the Year.	Pupils belonging at End of Year.	Mean of Average Weekly Roll of Four Quarters.	Boys.	Girls.	Total.	1908.	1907.
Auckland	30,637	16,579	11,406	35,810	35,067	16,135	14,224	30,359	86·6	83·7
Taranaki	4,773	2,095	1,515	5,353	5,306	2,406	2,144	4,550	85·8	82·6
Wanganui	11,984	6,627	5,099	13,512	13,501	6,210	5,377	11,587	85·8	82·9
Wellington ..	14,875	9,283	6,904	17,254	17,038	8,011	7,000	15,011	88·1	84·6
Hawke's Bay ..	8,628	4,320	3,105	9,843	9,721	4,473	3,965	8,438	86·8	83·7
Marlborough ..	1,941	841	619	2,163	2,134	973	894	1,867	87.5	84·6
Nelson	5,216	2,109	1,659	5,666	5,675	2,594	2,274	4,868	85·8	83·8
Grey	1,627	722	527	1,822	1,809	783	786	1,569	86·7	84·6
Westland	967	357	246	1,078	1,050	469	450	919	87·4	87·8
North Canterbury ..	18,105	7,808	5,910	20,003	19,965	9,105	8,234	17,339	86·8	83·3
South Canterbury ..	4,888	1,741	1,241	5,388	5,350	2,475	2,181	4,656	87·0	85·9
Otago	18,054	6,555	5,042	19,567	19,448	9,010	8,328	17,338	89·2	88·2
Southland	9,171	3,465	2,667	9,969	9,910	4,538	4,121	8,659	87·4	86·2
Totals for 1908 ..	130,866	62,502	45,940	147,428	145,974	67,182	59,978	127,160	87·1	84·6
Totals for 1907 ..	129,536	60,011	48,476	141,071	141,946	63,423	56,603	120,026	84·6	..
Difference ..	1,330	2,491	−2,536	6,357	4,028	3,759	3,375	7,134	2·5	..

TABLE B2.—Comparison of School Attendance at Public Schools for 1907 and 1908, North Island and South Island.

Districts.	Average Attendance.		
	1907.	1908.	Difference.
Auckland	28,057	30,359	2,302
Taranaki	4,246	4,550	304
Wanganui	10,926	11,587	661
Wellington	14,007	15,011	1,004
Hawke's Bay	7,878	8,438	560
Totals, North Island	65,114	69,945	4,831
Marlborough	1,763	1,867	104
Nelson	4,682	4,868	186
Grey	1,460	1,569	109
Westland	903	919	16
North Canterbury	16,161	17,339	1,178
South Canterbury	4,506	4,656	150
Otago	16,958	17,338	380
Southland	8,479	8,659	180
Totals, South Island	54,912	57,215	2,303
Totals for Dominion	120,026	127,160	7,134

TABLE B3.—Average Attendance for the Year 1908 at the Public Schools as grouped in Table A, as estimated for determining the Grades of Schools. (Part I of Fourth Schedule to "The Education Act, 1908.")

(Including Secondary Departments of District High Schools.)

Grade.	Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Totals for 1908.	Totals, 1907.
0 ..	1,497	191	343	311	215	330	397	94	180	418	152	594	373	5,095	4,739
1 ..	1,321	127	475	393	174	86	190	71	84	474	238	412	434	4,479	4,167
2 ..	1,225	284	554	401	233	75	311	62	54	476	213	564	374	4,826	4,727
3 ..	1,424	343	365	402	119	106	357	..	22	661	250	664	752	5,465	5,510
4 ..	1,399	328	439	307	186	74	202	99	36	510	243	472	652	4,947	4,810
5 ..	1,788	429	1,085	516	475	137	416	127	49	1,093	232	755	509	7,611	7,161
6 ..	1,093	275	499	507	321	..	169	63	105	220	294	611	270	4,427	5,480
7 ..	1,175	205	691	514	511	199	257	..	..	647	68	893	265	5,425	4,806
8 ..	1,151	165	560	269	278	..	265	..	..	908	393	591	505	5,085	4,330
9 ..	1,023	399	801	799	920	313	286	283	101	1,122	95	983	544	7,669	8,148
10 ..	870	115	541	720	899	151	400	96	..	855	..	678	668	5,993	5,142
11 ..	1,665	211	723	1,079	533	..	689	165	..	683	366	333	719	7,166	7,266
12 ..	1,986	237	967	659	..	..	467	..	..	1,018	..	1,861	467	7,662	6,545
13 ..	274	..	282	602	550	..	..	..	..	844	313	515	533	3,913	4,366
14 ..	993	317	597	..	895	..	..	..	295	1,218	314	1,271	..	5,900	3,356
15 ..	2,242	..	1,151	1,776	..	381	..	..	..	366	363	333	..	6,612	7,286
16 ..	879	..	425	890	..	..	..	..	..	468	425	1,143	..	4,235	3,101
17 ..	949	..	..	425	..	..	484	514	..	..	..	928	961	4,261	5,407
18 ..	..	1,000	..	..	..	..	..	..	..	1,031	..	1,530	..	3,561	2,421
19 ..	1,151	..	566	648	..	..	..	..	..	1,177	..	1,094	..	4,636	5,364
20 ..	627	..	..	..	..	..	..	..	..	..	..	608	..	1,235	1,232
21 ..	1,249	..	614	1,420	1,322	..	..	..	..	624	..	635	649	6,513	4,948
22 ..	..	..	..	664	..	..	..	..	..	..	707	..	..	1,371	1,861
23 ..	2,871	..	..	..	..	..	..	..	..	..	..	..	..	2,871	2,755
24 ..	810	..	..	1,732	818	..	..	..	..	..	..	..	..	3,360	758
25 ..	855	..	..	..	..	..	..	..	..	771	..	..	..	1,626	1,572
26 ..	..	..	..	..	..	..	..	..	..	952	..	..	..	952	1,660
27 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1,690
28 ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
30 ..	..	..	..	..	..	..	..	..	..	997	..	..	..	997	1,044
Totals, 1908	30,517	4,626	11,678	15,034	8,449	1,852	4,890	1,574	926	17,533	4,666	17,473	8,675	127,893	121,652
Totals, 1907	28,848	4,330	11,064	14,181	7,982	1,784	4,768	1,468	921	16,579	4,549	17,161	8,017	121,652	..
Difference	1,669	296	614	853	467	68	122	106	5	954	117	312	658	6,241	..

It should be remarked that the average attendance as given in Table B3 differs from that in Table B for the following reason: under certain contingencies due to an exceptional fall in the attendance at an individual school, the regulations provide that for each of one or more unfavourable quarters there may be substituted the average of a favourable quarter of the preceding year. This substitution is made for the sole purpose of determining the grade of the school, and consequently the amended average attendance is used in the compilation of Table B3, which gives the schools according to their grades. For statistical purposes the average attendance as given in Table B should be taken.

TABLE B4.—Children of Maori and Mixed Races attending Public Schools, December, 1908.

(Included in Table B1.)

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended.	Certificates granted.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Competency.	Proficiency.
Auckland ..	881	653	1,534	56	61	117	326	342	668	1,263	1,056	2,319	243	2	9
Taranaki ..	45	31	76	6	5	11	30	23	53	81	59	140	20	..	..
Wanganui ..	200	124	324	20	13	33	35	36	71	255	173	428	59	..	1
Wellington ..	126	98	224	13	14	27	37	40	77	176	152	328	34	3	2
Hawke's Bay ..	268	186	454	26	19	45	90	61	151	384	266	650	46	6	5
Marlborough ..	25	23	48	..	..	..	28	21	49	53	44	97	14	1	1
Nelson	16	9	25	5	..	5	3	2	5	24	11	35	7	..	..
Grey	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Westland ..	6	9	15	..	..	..	3	..	3	9	9	18	2	..	..
North Canterbury	40	36	76	1	1	2	37	34	71	78	71	149	18	..	1
South Canterbury	6	9	15	..	..	..	5	7	12	11	16	27	5	..	2
Otago	16	6	22	7	3	10	36	25	61	59	34	93	15	2	3
Southland ..	1	..	1	15	12	27	70	47	117	86	59	145	26	1	2
Totals for 1908	1,630	1,184	2,814	149	128	277	700	638	1,338	2,479	1,950	4,429	489	15	26
Totals for 1907	1,420	1,002	2,422	131	103	234	700	632	1,332	2,251	1,737	3,988	462	17	30
Difference ..	210	182	392	18	25	43	..	6	6	228	213	441	27	−2	−4

TABLE B5.—Classification of European Children attending Native Schools at End of Year 1908.

Education Districts.	Standard Classes.								Certificates of Competency.	Certificates of Proficiency.
	P.	I.	II.	III.	IV.	V.	VI.	VII.	Total.		
Auckland	110	38	39	37	34	31	27		316	6	1
Taranaki	..	..	..	..	..	..	..		..	..	..
Wanganui	9	5	3	6	..	2	..		25	..	..
Wellington	..	..	1	..	1	..	..		2	..	..
Hawke's Bay	13	4	7	7	5	6	5		47	1	1
North Canterbury ..	4	..	..	2	3	1	1		11	..	..
Otago	3	..	1	1	1	2	1		9	..	..
Totals ..	139	47	51	53	44	42	34		410	7	2

TABLE C1.—Classification as regards Ages and Race of Children belonging to Native Schools at the end of December Quarter, 1908.

*** M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Ages.	Race.												Totals.			Percentages.
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.						
				Speaking English.			Speaking Maori.									
	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	
5 and under 6..	155	118	273	4	3	7	10	15	25	30	19	49	199	155	354	8·4
6 „ 7..	173	118	291	3	3	6	15	16	31	16	27	43	207	164	371	8·8
7 „ 8..	208	189	397	6	4	10	22	27	49	21	20	41	257	240	497	11·8
8 „ 9..	203	173	376	7	4	11	28	17	45	22	34	56	260	228	488	11 5
9 „ 10..	204	177	381	7	1	8	19	15	34	22	13	35	252	206	458	10·9
10 „ 11..	221	170	391	7	1	8	22	13	35	24	24	48	274	208	482	11·4
11 „ 12..	198	164	362	6	4	10	25	19	44	22	16	38	251	203	454	10·8
12 „ 13..	179	152	331	3	4	7	10	14	24	31	15	46	223	185	408	9·7
13 „ 14..	166	110	276	2	3	5	18	6	24	20	14	34	206	133	339	8·0
14 „ 15..	93	75	168	3	4	7	8	9	17	7	4	11	111	92	203	4·8
15 years and over	89	61	150	1	..	1	..	3	3	2	7	9	92	71	163	3·9
Totals ..	1,889	1,507	3,396	49	31	80	177	154	331	217	193	410	2,332	1,885	4,217	100·0

SUMMARY OF TABLE C1.

Age.	Boys.	Girls.	Total.	Percentage, 1908.	Percentage, 1907.
From five to ten years	1,175	993	2,168	51·4	52·1
" ten to fifteen years	1,065	821	1,886	44·7	44·7
" fifteen upwards	92	71	163	3·9	3·2
Totals	2,332	1,885	4,217	100·0	100·0

TABLE C2.—CLASSIFICATION AS REGARDS STANDARDS AND RACE OF PUPILS ON THE SCHOOL ROLLS AT THE END OF DECEMBER, 1908.

Standards.	Race.												Totals.		
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.					
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Preparatory classes	879	728	1,607	14	9	23	91	79	170	76	63	139	1,060	879	1,939
Standard I ..	204	164	368	9	4	13	22	15	37	21	26	47	256	209	465
Standard II ..	238	193	431	4	1	5	21	16	37	25	26	51	288	236	524
Standard III ..	240	187	427	12	6	18	15	23	38	24	29	53	291	245	536
Standard IV ..	164	132	296	5	3	8	12	16	28	25	19	44	206	170	376
Standard V ..	110	68	178	3	6	9	12	5	17	30	12	42	155	91	246
Standard VI .. / Standard VII ..	54	35	89	2	2	4	4	..	4	16	18	34	76	55	131
Totals ..	1,889	1,507	3,396	49	31	80	177	154	331	217	193	410	2,332	1,885	4,217

NOTE.—M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European. For the purposes of this classification the language spoken in the home is taken.

SUMMARY OF TABLE SHOWING STANDARD CLASSIFICATION.

Standards.	Boys.	Girls.	Totals 1908.	Totals 1907.
Preparatory classes	1,060	879	1,939	1,711
Class for Standard I	256	209	465	561
" II	288	236	524	580
" III	291	245	536	531
" IV	206	170	376	422
" V	155	91	246	254
" VI ... ... / " VII	76	55	131	124
Totals	2,332	1,885	4,217	4,183

TABLE D1.—Examination Statistics for 1908.

Education Districts.	Number of Pupils.					Standard VI Certificates granted.		
	Total Rolls at Time of Annual Examination.	Present at Examination.	Present in Preparatory Classes.	Present in Standard VI Classes.	Present in Standard VII Classes.	Proficiency.	Competency.	Total.
Auckland	35,587	33,526	18,196	2,065	62	1,120	359	1,479
Taranaki	5,337	5,096	1,717	315	105	143	85	228
Wanganui	13,648	12,948	4,624	821	242	517	240	757
Wellington	17,416	16,905	5,495	1,279	453	817	280	1,097
Hawke's Bay	9,832	9,344	3,380	575	150	348	166	514
Marlborough	2,175	2,019	676	151	16	77	38	115
Nelson	5,689	5,424	1,848	437	104	181	155	336
Grey	1,775	1,703	674	122	15	68	34	102
Westland	1,085	1,033	405	57	40	28	16	44
North Canterbury	20,331	19,128	6,935	1,062	313	879	357	1,236
South Canterbury	5,396	5,117	1,781	322	135	229	69	298
Otago	19,559	18,095	6,509	1,003	314	741	288	1,029
Southland	10,035	9,426	3,378	562	89	287	131	418
Totals for 1908	147,865	139,764	50,618	8,771	2,038	5,435	2,218	7,653
Totals for 1907	142,034	129,169	41,174	9,897	2,116	5,840	2,373	8,213
Difference	5,831	10,595	9,444	−1,126	−78	−405	−155	−560

TABLE D2.—Average Age of Pupils in 1908 at the Time of Annual Examination.

Education Districts.	Average Ages of the Pupils in each Class.														Mean of Ages.			
	P.		I.		II.		III.		IV.		V.		VI.		VII.		1908.		1907.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	7	8	9	9	10	9	11	9	12	8	13	3	14	7	14	5	11	10	11	7
Taranaki	6	11	9	0	10	1	11	1	11	11	12	10	13	9	14	3	11	3	11	6
Wanganui	7	1	9	2	10	3	11	2	12	3	13	1	13	11	14	10	11	6	11	4
Wellington	7	0	8	10	9	11	11	0	12	0	12	11	13	9	14	11	11	3	11	2
Hawke's Bay	7	0	9	0	10	3	11	2	12	3	13	2	13	11	15	0	11	5	11	6
Marlborough	7	2	9	2	10	1	11	2	12	2	13	1	13	8	14	9	11	5	11	4
Nelson	6	11	8	11	9	11	11	0	11	11	12	9	13	8	14	9	11	3	11	3
Grey	6	7	8	9	10	0	10	10	12	0	12	6	13	4	14	0	11	0	11	2
Westland	6	5	9	4	10	1	11	2	12	3	12	10	14	0	15	1	11	5	11	5
North Canterbury	7	0	9	1	10	3	11	2	12	3	13	0	13	11	15	0	11	5	11	4
South Canterbury	7	0	9	1	10	2	11	2	12	2	13	3	14	1	15	6	11	7	11	4
Otago	7	1	9	2	10	2	11	3	12	3	13	1	13	10	15	0	11	6	11	4
Southland	7	1	9	0	9	10	11	0	12	2	13	0	13	10	14	10	11	4	11	3
Average for Dominion, 1908	7	2	9	3	10	3	11	3	12	3	13	1	14	0	14	9	11	6	..	
Range (difference between highest and lowest)	1	3	1	0	0	11	0	11	0	9	0	9	1	3	1	6	0	10	..	
Average for Dominion, 1907	7	1	9	1	10	1	11	1	12	1	13	0	13	10	14	11	..		11	5
Range (difference between highest and lowest)	0	9	0	10	1	1	0	6	0	7	0	8	0	4	1	2	..		0	5

TABLE D3.—Number of Pupils instructed in Separate Subjects, December, 1908.

Education Districts.	Numbers belonging at End of Year.	English.	Arithmetic.	Drawing.	Singing.	Physical Instruction.	Geography.	History.	Nature-study and Elementary Science.	Handwork.	Needlework.
Auckland	35,810	35,810	35,676	35,539	33,501	34,158	16,217	14,763	28,674	25,431	11,118
Taranaki	5,353	5,353	5,353	5,353	5,353	5,353	3,040	2,163	4,644	4,228	2,341
Wanganui	13,512	13,512	13,512	13,339	12,477	13,273	7,214	4,306	12,906	12,711	4,359
Wellington	17,254	17,254	17,070	16,811	16,063	15,986	9,875	7,825	14,340	13,903	7,095
Hawke's Bay	9,843	9,843	9,843	9,803	9,061	9,595	5,115	3,657	9,004	6,915	3,149
Marlborough	2,163	2,163	2,163	2,158	2,018	2,149	1,146	973	1,925	1,815	868
Nelson	5,666	5,666	5,666	5,467	5,412	5,647	3,228	2,082	4,463	4,019	2,513
Grey	1,822	1,822	1,820	1,774	1,746	1,788	869	673	1,598	890	720
Westland	1,078	1,078	1,078	1,041	658	1,059	438	400	984	556	379
North Canterbury	20,003	20,003	19,965	19,776	19,033	19,704	10,394	7,980	18,836	14,277	9,023
South Canterbury	5,388	5,388	5,388	5,284	5,095	5,388	2,305	557	5,388	4,030	1,936
Otago	19,567	19,567	19,567	19,567	19,567	19,567	9,487	7,506	17,501	15,306	7,672
Southland	9,969	9,969	9,969	9,845	9,807	9,913	5,004	4,174	8,453	8,871	3,892
Totals for 1908	147,428	147,428	147,070	145,757	139,791	143,580	74,332	57,059	128,716	112,952	55,065
Totals for 1907	141,071	141,071	140,528	138,635	134,089	137,404	75,533	59,078	122,660	105,514	53,789
Difference	6,357	6,357	6,542	7,122	5,702	6,176	−1,201	−2,019	6,056	7,438	1,276

TABLE D4.—AGE and SEX of the PUPILS on the School-rolls in the several Education Districts at the End of 1908

Education Districts.	5 and under 6 Years.		6 and under 7.		7 and under 8.		8 and under 9.		9 and under 10.		10 and under 11.		11 and under 12.		12 and under 13.		13 and under 14.		14 and under 15.		Over 15 Years.		Totals of all Ages.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Totals.
Auckland	1,470	1,342	2,018	1,856	2,211	2,001	2,058	1,991	2,176	2,000	2,151	1,946	2,112	1,822	1,914	1,750	1,695	1,344	760	601	283	309	18,848	16,962	35,810
Taranaki	230	198	315	267	322	331	310	305	339	278	344	293	308	271	281	245	221	177	87	115	66	50	2,823	2,530	5,353
Wanganui	524	463	771	635	842	770	839	729	771	720	834	711	801	673	689	711	625	495	326	293	146	144	7,168	6,344	13,512
Wellington	790	648	1,010	852	1,113	913	1,017	935	971	856	1,035	973	956	921	913	855	724	692	393	327	179	181	9,101	8,153	17,254
Hawke's Bay	349	340	565	466	622	554	576	568	596	530	523	512	566	492	548	517	423	353	268	230	133	112	5,169	4,674	9,843
Marlborough	73	67	104	99	123	125	129	128	128	117	127	111	127	126	117	132	110	82	55	40	22	21	1,115	1,048	2,163
Nelson	288	237	320	286	313	305	377	296	328	294	324	315	319	291	299	254	251	218	125	120	44	62	2,988	2,678	5,666
Grey	91	102	109	110	109	93	110	101	97	85	93	104	79	94	89	93	73	67	43	39	9	32	902	920	1,822
Westland	49	58	81	62	53	60	68	48	46	58	53	49	53	55	61	54	47	39	18	29	20	17	549	529	1,078
North Canterbury ..	937	844	1,145	1,034	1,172	1,151	1,208	1,098	1,093	1,034	1,115	1,066	1,098	1,084	1,088	1,002	868	794	457	339	203	173	10,384	9,619	20,003
South Canterbury ..	256	174	288	287	302	291	337	292	301	260	295	275	273	286	301	268	265	214	151	106	87	79	2,856	2,532	5,388
Otago	916	826	997	942	1,224	1,082	985	934	1,079	1,022	1,098	1,059	1,135	1,047	1,044	1,038	866	884	481	432	255	221	10,080	9,487	19,567
Southland	420	401	535	501	608	609	574	576	550	511	589	507	591	539	555	488	468	392	212	191	67	85	5,169	4,800	9,969
Totals for 1908 ..	6,393	5,700	8,258	7,397	9,014	8,285	8,588	8,001	8,475	7,765	8,581	7,921	8,418	7,701	7,899	7,407	6,636	5,751	3,376	2,862	1,514	1,486	77,152	70,276	147,428
Totals for 1907 ..	5,970	5,379	7,772	6,994	8,504	7,822	8,221	7,484	8,308	7,717	8,285	7,686	8,069	7,469	7,713	7,092	6,532	5,729	3,123	2,554	1,324	1,324	73,821	67,250	141,071
Difference ..	423	321	486	403	510	463	367	517	167	48	296	235	349	232	186	315	104	22	253	308	190	162	3,331	3,026	6,357

TABLE D5.—Standard Classes of all Pupils on School-rolls at the End of 1908.

Education Districts.	Pupils in Preparatory Classes.			Pupils preparing for Standard																					Totals.		
				I.			II.			III.			IV.			V.			VI.			VII.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Auckland ...	6,153	5,514	11,667	2,307	2,087	4,394	2,362	2,095	4,457	2,213	2,028	4,241	2,080	1,803	3,883	1,790	1,668	3,458	1,440	1,276	2,716	503	491	994	18,848	16,962	35,810
Taranaki ...	933	834	1,767	346	290	636	341	301	642	382	301	683	294	315	609	248	221	469	207	198	405	72	70	142	2,823	2,530	5,353
Wanganui ...	2,573	2,161	4,734	908	800	1,708	849	760	1,609	876	795	1,671	782	644	1,426	653	634	1,287	410	433	843	117	117	234	7,168	6,344	13,512
Wellington ...	3,127	2,630	5,757	1,072	886	1,958	1,021	924	1,945	1,075	1,008	2,083	1,077	990	2,067	879	781	1,660	631	648	1,279	219	286	505	9,101	8,153	17,254
Hawke's Bay ...	1,943	1,695	3,638	634	603	1,237	562	502	1,064	644	563	1,207	530	540	1,070	464	404	868	326	274	600	66	93	159	5,169	4,674	9,843
Marlborough ...	373	359	732	127	123	250	122	100	222	152	121	273	134	129	263	131	120	251	60	73	133	16	23	39	1,115	1,048	2,163
Nelson	1,006	843	1,849	342	280	622	329	288	617	330	302	632	359	322	681	325	271	596	219	273	492	78	99	177	2,988	2,678	5,666
Grey	366	362	728	109	94	203	90	99	189	81	95	176	98	83	181	77	79	156	67	64	131	14	44	58	902	920	1,822
Westland ...	195	169	364	64	72	136	58	55	113	63	54	117	55	48	103	50	57	107	40	46	86	24	28	52	549	529	1,078
North Canterbury	3,607	3,192	6,799	1,241	1,184	2,425	1,185	1,128	2,313	1,244	1,208	2,452	1,173	1,111	2,284	1,025	959	1,984	635	616	1,251	274	221	495	10,384	9,619	20,003
South Canterbury	1,020	868	1,888	333	302	635	319	306	625	320	271	591	325	295	620	280	251	531	184	171	355	75	68	143	2,856	2,532	5,388
Otago	3,688	3,444	7,132	1,192	1,072	2,264	1,138	1,049	2,187	1,234	1,123	2,357	1,066	1,078	2,144	906	932	1,838	612	562	1,174	244	227	471	10,080	9,487	19,567
Southland ...	1,818	1,660	3,478	575	585	1,160	606	530	1,136	615	562	1,177	600	576	1,176	546	472	1,018	344	319	663	65	96	161	5,169	4,800	9,969
Totals for 1908	26,802	23,731	50,533	9,250	8,378	17,628	8,982	8,137	17,119	9,229	8,431	17,660	8,573	7,934	16,507	7,374	6,849	14,223	5,175	4,953	10,128	1,767	1,863	3,630	77,152	70,276	147,428
Totals for 1907	23,318	20,574	43,892	8,952	8,044	16,996	8,908	8,164	17,072	8,826	8,151	16,977	8,542	7,618	16,160	7,489	6,959	14,448	5,537	5,457	10,994	2,249	2,283	4,532	73,821	67,250	141,071
Difference ...	3,484	3,157	6,641	298	334	632	74	−27	47	403	280	683	31	316	347	−115	−110	−225	−362	−504	−866	−482	−420	−902	3,331	3,026	6,357

TABLE E1.—School Staff, December, 1908.

Education Districts.	Number of Schools.	Heads of School.		Sole Teachers.		Assistant Teachers.		Total Number of Adult Teachers.			Pupil-teachers.		total.	Total Number of Adult Teachers and Pupil-teachers.	Yearly Average Attendance. (Mean of Totals for Four Quarters.)	Average Number of Pupils to One Teacher.
		M.	F.	M.	F.	M.	F.	M.	F.	Total.	M.	F.				
Auckland	510	148	3	165	148	61	264	374	415	789	41	123	164	953	30,359	31·9
Taranaki	87	23	6	13	41	7	38	43	85	128	3	16	19	147	4,550	31·0
Wanganui ..	191	71	6	48	63	19	110	138	179	317	18	35	53	370	11,587	31·3
Wellington ..	166	62	4	32	62	40	144	134	210	344	12	68	80	424	15,011	35·4
Hawke's Bay ..	107	48	5	15	37	19	79	82	121	203	7	46	53	256	8,438	33·0
Marlborough ..	69	11	1	8	49	1	16	20	66	86	1	5	6	92	1,867	20·3
Nelson	118	29	3	13	64	6	45	48	112	160	..	26	26	186	4,868	26·2
Grey	33	6	3	2	22	1	16	9	41	50	2	4	6	56	1,569	28·0
Westland	36	5	..	3	27	1	7	9	34	43	1	2	3	46	919	20·0
North Canterbury ..	208	88	3	32	84	35	166	155	253	408	28	85	113	521	17,339	33·3
South Canterbury ..	77	24	2	13	37	8	41	45	80	125	7	18	25	150	4,656	31·0
Otago	230	93	..	36	102	50	176	179	278	457	25	25	50	507	17,338	34·2
Southland ..	166	40	5	41	77	14	65	95	147	242	16	23	39	281	8,659	30·8
Totals for 1908..	1,998	648	41	421	813	262	1167	1,331	2,021	3,352	161	476	637	3,989	127,160	31·9
Totals for 1907..	1,963	643	43	430	773	259	1139	1,332	1,955	3,287	172	478	650	3,937	120,026	30·5
Difference ..	35	5	−2	−9	40	3	28	−1	66	65	−11	−2	−13	52	7,134	1·4

TABLE E2.—Teachers, Certificated and Uncertificated, 31st December, 1908 (in Public Schools, exclusive of Teachers in Secondary Schools and Secondary Departments of District High Schools).

Districts.	Certificated.			Uncertificated.				Grand Total.
	Adult Teachers.	Pupil-Teachers.	Total.	Holders of Licenses.	Other Teachers who have not yet complied with all the Conditions for Certificate.	Teachers who have no Examination Status.	Total.	
Auckland	573	..	573	26	37	153	216	789
Taranaki	84	..	84	8	6	30	44	128
Wanganui	215	..	215	14	12	76	102	317
Wellington	265	..	265	9	22	48	79	344
Hawke's Bay	147	..	147	7	12	37	56	203
Marlborough	30	..	30	3	3	50	56	86
Nelson	107	1	108	2	13	38	53	161
Grey	24	1	25	1	5	20	26	51
Westland	16	..	16	..	3	24	27	43
North Canterbury ..	356	..	356	4	15	33	52	408
South Canterbury ..	112	..	112	4	2	7	13	125
Otago	373	..	373	12	23	49	84	457
Southland	149	..	149	9	14	70	93	242
Total for 1908 ..	2,451	2	2,453	99	167	635	901	3,354
Total for 1907 ..	2,422	14	2,436	178	142	545	865	3,301
Total for 1906 ..	2,412	6	2,418	227	134	428	789	3,207
Total for 1905 ..	2,460	13	2,473	270	90	320	680	3,153

Table E3.—Holders of Teachers' Certificates in the Service of Education Boards at 31st December, 1908. (Arranged according to Sex of Teachers and Class of Certificate.)

District.	Class A.			Class B.			Class C.			Class D.			Class E.			Total Certificate Holders.		
—	M.	F.	Total.	M.	F.	Total.	M.	F.	Total	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Auckland ..	5	1	6	17	2	19	88	20	108	182	128	310	23	119	142	315 [7]	270 [4]	585 [11]
Taranaki ..	..	..	..	1	2	3	11	2	13	17	23	40	23	5	28	52	32	84
Wanganui ..	6	..	6	7	2	9	27	7	34	66	42	108	13	54	67	119 [7]	105 [2]	224 [9]
Wellington ..	2	2	4	16	7	23	23	3	26	72	92	164	7	58	65	120 [10]	162 [7]	282 [17]
Hawke's Bay	1	..	1	10	1	11	13	2	15	45	42	87	9	29	38	78 [3]	74 [2]	152 [5]
Marlborough	..	..	..	..	..	..	2	3	5	10	8	18	1	6	7	13	17	30
Nelson ..	2	..	2	4	3	7	8	6	14	23	35	58	9	22	31	46 [1]	66 [3]	112 [4]
Grey	..	..	..	2	..	2	2	1	3	4	11	15	1	6	7	9 [1]	18 [1]	27 [2]
Westland ..	..	..	..	1	..	1	2	..	2	5	7	12	..	2	2	8 [1]	9	17 [1]
N. Canterbury	3	..	3	15	9	24	51	19	70	69	152	221	12	37	49	150 [7]	217 [5]	367 [12]
S. Canterbury	1	..	1	11	1	12	9	10	19	25	42	67	2	16	18	48 [4]	69 [1]	117 [5]
Otago.. ..	5	4	9	27	10	37	37	28	65	83	143	226	9	40	49	161 [4]	225 [9]	386 [13]
Southland ..	2	..	2	3	5	8	16	4	20	30	43	78	20	23	43	71	80 [2]	151 [2]
Totals ..	27	7	34	114	42	156	289	105	394	631	773	1,404	129	417	546	1,190 [45]	1,344 [36]	*2,534 [81]

Note.—Numbers in brackets represent assistants employed in secondary departments of district high schools included in other numbers.

* Two certificated pupil-teachers included in this total.

The percentage of income expended by the several Boards on administration (including in this term all the items which are included under that heading in Table F7—viz., salaries of office staffs, Inspectors, Truant Officers, &c., and the ordinary office contingencies—but excluding the incidental expenses of schools) was as follows: North Canterbury, 3·8 [3·6]; Auckland, 4·3 [4·4]; Otago, 4·3 [4·5]; Wellington, 4·4 [4·9]; Hawke's Bay, 4·6 [4·6]; Wanganui, 4·6 [4·7]; South Canterbury, 4·8 [5·1]; Southland, 5·2 [5·3]; Taranaki, 5·7 [5·8]; Nelson, 5·8 [6·7]; Marlborough, 6·7 [7·8]; Grey, 7·4 [7·4]; Westland, 7·9 [9·4]. The figures in brackets are last year's percentages. The mean of the percentages for the last three years 1906–8 gives North Canterbury, 3·6; Auckland, 4·2; Otago, 4·3; Wellington, 4·4; Hawke's Bay, 4·5; Wanganui, 4·5; South Canterbury, 4·9; Southland, 5·0; Taranaki, 5·6; Nelson, 6·2; Marlborough, 6·9; Grey, 7·2; Westland, 8·4.

School Buildings.

The vote for maintenance of school buildings, which was charged entirely to the Consolidated Fund, was distributed, as in the previous year, in accordance with the report of the Select Committee on Education set up by the House of Representatives in the session of 1903:—

(*a.*) The basis for the distribution of the amounts available for the ordinary repair and maintenance of schools and residences (including replacement of worn-out buildings) was the present current cost of the construction of such buildings, estimated to be £1,364,283 (£1,202,133 for wooden buildings and £162,150 for those of brick or stone).

(*b.*) The grants to Boards included an allowance for maintenance of wooden buildings—schools and residences—at the rate of 3 per cent. of the cost of construction; for maintenance of brick or stone buildings, 2 per cent.; for replacing worn-out wooden school buildings, 2, 5, or 10 per cent., according to age of buildings—twenty to twenty-five years, twenty-five to thirty years, or over thirty years, as the case might be; no allowance was made for the replacement of worn-out residences.

It is thus shown that the grants made for replacing worn-out wooden buildings (exclusive of residences) assume an average age for such buildings of thirty-six and a half years, or rather less than the duration shown by returns made by the Boards four years ago. The difference is in favour of the Boards, for, in the computation adopted, by the time a school is thirty-six and a half years old, a Board will have received an amount for rebuilding it equal to the whole cost of its replacement.

Grants paid to Education Boards out of the Consolidated Fund in 1908 *for rebuilding Schools destroyed by Fire, for Rent of Temporary Premises, and for Expenses of fitting up Temporary Premises for Use during Rebuilding*:—

Education Boards.	Cost of Rebuilding.	Rent, &c., of Temporary Premises.
	£ s. d.	£ s. d.
Auckland	15 2 6	..
Wanganui	50 0 0	..
Wellington	1,905 10 0	22 10 0
South Canterbury	1,708 0 0	101 12 7
Otago	250 0 0	47 7 1
	3,928 12 6	171 9 8
Total expenditure	£4,100 2 2	

Maintenance Grants paid to Education Boards out of Consolidated Fund for the General Maintenance of School Buildings and for Rent of Buildings for the Year 1908.

[Paid out during the Financial Year from 1st April, 1908, to 31st March, 1909.]

Education Board.	Distribution of the Ordinary Maintenance Grant.	Payments towards Cost of replacing Old Buildings.	Rent of School Buildings and Sites during 1908.
	£	£ s. d.	£ s. d.
Auckland	13,632	30 0 0	687 3 10
Taranaki	2,009	755 0 0	37 3 0
Wanganui	4,451	20 0 0	37 15 2
Wellington	5,501	..	848 18 8
Hawke's Bay	3,420	..	97 10 6
Marlborough	921	97 11 9	39 0 0
Nelson	3,226	240 0 0	48 0 0
Grey	1,016	..	18 13 6
Westland	1,283	..	..
North Canterbury	8,490	..	15 0 0
South Canterbury	2,719	..	27 17 4
Otago	9,221	567 17 6	39 6 0
Southland	4,415	..	57 0 6
	60,304	1,710 9 3	1,953 8 6
Total	£62,014 9 3		

NOTE.—The amounts shown for rent are the amounts due to the Boards for 1908. Of the total, £342 7s. 10d. was paid over to the Boards before the end of the financial year (March, 1909).

Grants paid to Education Boards out of the Public Works Fund in 1908 *for Additions to School Buildings, for New School Buildings, and Teachers' Residences.*

Education Board.	New Schools.	Additions.	Residences.
	£ s. d.	£ s. d.	£ s. d.
Auckland	4,179 14 7	2,938 10 0	2,108 3 0
Taranaki	571 17 0	601 15 0	780 0 0
Wanganui	1,972 18 10	1,773 7 3	2,400 8 6
Wellington	6,916 10 0	3,770 0 0	885 0 0
Hawke's Bay	1,066 0 11	1,453 0 0	608 0 4
Marlborough	290 8 6	265 0 0	95 0 0
Nelson	636 0 0	280 0 0	150 0 0
Westland	165 0 0	..	..
Grey	200 0 0	395 0 0	..
North Canterbury	2,162 10 0	535 4 2	600 8 1
South Canterbury	63 0 0	600 0 0	360 0 0
Otago	1,038 0 0	1,530 0 0	114 6 7
Southland	1,000 0 0	125 0 0	..
	20,261 19 10	14,266 16 5	8,101 6 6
Total		£42,630 2 9	

TABLE F1.—General Account: Assets and Liabilities of Boards on 31st December, 1908.

Education Districts.	1908.							1907.	
	Assets and Deficits.			Liabilities and Balances.					
	Cash.	Due from all Sources	Deficits.	Overdrafts.	Due to Government.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£	£
Auckland ..	198	8,641	..	..	1,687	4,188	2,964	..	5,409
Taranaki ..	..	1,644	..	440	676	150	378	..	425
Wanganui ..	725	5,910	..	..	678	2,564	3,393	..	1,102
Wellington ..	2,462	2,956	..	..	646	1,016	3,756	..	2,108
Hawke's Bay ..	2,272	1,985	..	..	1,113	1,128	2,016	..	3,747
Marlborough ..	..	506	..	237	..	126	143	180	..
Nelson	511	647	..	..	635	299	224	598	..
Grey	181	315	..	..	88	125	283	161	..
Westland ..	141	171	..	..	..	41	271	..	129
North Canterbury	6,133	4,389	..	..	5,284	2,565	2,673	..	1,599
South Canterbury	2,012	1,376	..	..	1,242	915	1,231	..	1,582
Otago	4,934	6,023	..	..	3,851	128	6,978	..	5,888
Southland ..	6,503	1,634	..	..	1,599	1,459	5,079	..	2,917
Totals ..	26,072	36,197	..	677	17,499	14,704	29,389	939	24,906

TABLE F2.—Buildings Account (New Buildings and Additions and Maintenance of Buildings): Assets and Liabilities of Boards on 31st December, 1908.

Education Districts.	1908.						1907.	
	Assets and Deficits.			Liabilities and Balances.				
	Cash.	Due from all Sources	Deficits.	Overdrafts.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£
Auckland	27,945	21,111	..	..	15,286	33,770	..	24,641
Taranaki	2,019	1,269	..	..	1,210	2,078	..	588
Wanganui	..	9,397	1,865	3,544	7,718	..	..	1,416
Wellington	..	5,966	902	2,245	4,623	..	..	607
Hawke's Bay	3,915	4,841	..	..	3,571	5,185	..	2,413
Marlborough	917	415	..	..	470	862	..	984
Nelson	1,622	2,186	..	..	2,450	1,358	..	2,292
Grey	374	801	..	..	753	422	..	732
Westland	772	778	108	..	1,658	..	..	1,173
North Canterbury	7,724	3,595	..	..	4,721	6,598	..	5,528
South Canterbury	3,329	769	..	..	702	3,396	..	3,524
Otago	6,348	7,955	..	..	11,192	3,111	..	5,203
Southland	3,573	1,840	..	..	2,318	3,095	..	5,167
Totals	58,538	60,923	2,875	5,789	56,672	59,875	..	51,268

TABLE F3.—School Buildings Maintenance Account: Monetary Assets and Liabilities.

Education Districts.	1907.	1908.			Net Credit Balances at End of Year.
	Net Credit Balances at End of Year.	Cash Balances at End of Year.	Assets.	Liabilities.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	12,534 13 0	19,048 2 1	..	2,524 12 5	16,523 9 8
Taranaki	1,595 6 8	2,791 12 7	..	129 0 0	2,662 12 7
Wanganui	9,945 9 5	10,143 6 3	..	688 1 0	9,455 5 3
Wellington	7,645 2 0	9,378 14 9	..	229 15 2	9,148 19 7
Hawke's Bay	8,046 1 10	9,537 1 10	..	64 14 6	9,472 7 4
Marlborough	2,478 6 11	2,165 18 3	20 13 5	..	2,186 11 8
Nelson	2,420 0 4	2,512 3 6	..	384 0 0	2,128 3 6
Grey	1,148 1 9	1,012 3 11	61 12 8	..	1,073 16 7
Westland	562 16 4	820 0 4	..	697 0 0	123 0 4
North Canterbury	13,290 13 11	15,282 7 10	1,030 0 0	..	16,312 7 10
South Canterbury	2,463 13 11	3,785 8 11	..	336 8 9	3,449 0 2
Otago	12,657 8 5	15,121 3 9	..	2,450 17 5	12,670 6 4
Southland	8,540 8 7	9,742 13 9	5 0 0	..	9,747 13 9
Totals 1908	83,328 3 1	101,340 17 9	1,117 6 1	7,504 9 3	94,953 14 7
Totals 1907	..	..	..	..	83,328 3 1
Difference	..	..	..	..	11,625 11 6

TABLE F4.—SUMMARY OF EDUCATION BOARDS' INCOME, 1877–1908.

Year.	Balances, 1st January.	Maintenance.		Other Grants from Government.		Secondary Instruction.	Local Receipts.		Interest.	Deposits, Refunds, &c.	Total.
		From Education Reserves.	From Government.	Buildings.	Technical.		School Fees, &c.	Rents, &c.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1877	32,490 7 6	16,604 4 3	157,392 15 10	46,812 7 6	..	..	*41,955 11 4	1,190 7 1	..	†11,823 18 4	308,269 11 10
1878	23,323 0 9	8,862 3 9	216,666 4 0	101,257 2 11	..	..	3,005 0 6	1,284 14 3	..	‡6,361 1 4	360,759 7 6
1883	11,532 15 4	24,714 18 9	266,967 12 11	83,322 10 9	..	..	1,221 13 6	2,155 1 2	858 4 0	‡3,117 4 2	393,890 0 7
1888	25,118 3 0	31,882 3 1	318,273 0 3	46,783 10 0	..	..	1,805 6 3	220 1 2	378 17 2	802 1 6	425,263 2 5
1893	51,098 17 6	37,169 11 0	350,465 13 11	47,273 0 0	..	..	2,349 6 11	552 6 10	487 18 9	1,014 14 6	490,411 9 5
1894	50,709 13 7	34,761 17 5	362,388 10 8	45,079 5 10	..	..	2,271 14 3	522 11 3	563 5 7	352 12 0	496,649 10 7
1895	42,396 18 8	39,828 11 1	379,610 16 10	44,603 1 4	..	..	2,369 2 3	856 11 11	348 8 0	326 14 4	510,340 4 5
1896	53,240 6 3	37,196 6 7	388,702 0 8	§4,957 1 8	..	..	3,042 5 9	580 4 11	148 12 2	163 18 9	488,030 16 9
1897	12,005 13 3	36,857 1 9	393,358 14 3	57,527 1 3	1,153 9 0	..	3,859 0 3	859 14 4	175 2 8	386 14 8	508,182 11 5
1898	14,317 17 3	38,023 15 4	396,114 6 11	64,733 2 6	2,557 13 8	..	6,312 18 1	1,308 18 5	96 7 4	266 2 2	523,731 1 8
1899	25,047 19 11	40,803 16 7	386,143 2 5	49,118 4 6	857 17 11	..	4,933 16 8	1,384 12 10	108 13 7	208 0 1	508,606 4 6
1900	5,520 13 10	41,381 1 8	387,637 10 8	58,740 12 6	996 15 9	..	4,664 3 9	1,126 18 1	85 13 7	1,790 1 0	501,943 10 10
1901	11,565 8 8	40,969 0 2	413,381 2 11	55,049 7 3	4,948 0 7	..	4,989 19 3	1,552 17 11	‖ ..	645 14 8	533,101 11 5
1902	6,923 0 3	43,046 17 10	458,966 7 11	60,679 11 3	8,726 4 11	..	5,446 0 6	1,832 7 9	..	770 6 0	586,390 16 5
1903	17,892 15 5	44,506 4 2	432,897 7 1	¶ 78,406 13 11	8,461 2 4	*a*17,664 3 5	4,691 4 9	2,686 3 2	..	387 19 8	607,593 13 11
1904	6,485 17 11	44,429 9 11	439,538 19 6	¶98,839 9 1	14,316 1 8	19,226 7 7	4,660 12 0	1,977 9 11	..	2,766 17 2	632,241 4 9
1905	29,230 11 9	49,236 6 8	461,948 15 8	*b*86,458 13 7	20,702 14 11	22,678 11 5	6,071 7 9	1,245 14 6	..	1,380 5 1	678,953 1 4
1906	20,923 7 1	48,895 7 11	519,734 19 11	*b*172,075 15 5	32,279 13 1	32,431 13 6	16,807 17 11	1,667 16 3	..	1,064 9 2	845,881 0 3
1907	59,075 8 11	47,385 4 8	539,365 4 9	*c*127,610 6 1	31,126 13 6	30,440 10 1	8,684 6 0	3,640 17 2	..	622 6 0	847,950 17 2
1908	50,178 1 11	48,764 19 6	542,098 11 7	*c*185,777 10 10	42,634 15 11	31,128 14 8	9,855 19 4	3,686 3 0	..	2,486 18 8	916,611 15 5

*Including sums raised by School Committees and expended on education without going through the Boards' books, as follows: New Plymouth, £750 1s.; Hawke's Bay, £814 4s. 5d.; Otago, £20,828 3s. 2d. †Including £9,025 7s. 5d. for secondary schools, the Auckland College and Grammar School and the Otago High School being under the charge of the Education Boards during the year 1877. ‡Including subsidies to Public Libraries. § The greater part of the vote was not paid until after the end of the year. ‖ Included amongst "Rents, &c." ¶ Including special grants for technical-school buildings. *a* Included in previous years amongst "Maintenance." *b* Part of the grants for 1905 were not paid in that year, but are included in 1906. *c* Part (£31,755) of the grants for 1907 were not paid in that year, but are included in 1908.

TABLE F5.—SUMMARY OF EDUCATION BOARDS' EXPENDITURE, 1877–1908.

Year.	Management by Boards.	Inspection and Examination.	Maintenance of Schools.*	School Buildings.	Secondary Instruction.	Technical.	Interest and Exchanges.	Refunds, Advances, &c.	Balances,† 31st December.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1877	10,484 14 10	5,606 19 7	173,726 9 7	80,351 16 9	..	..	256 12 6	‡14,519 17 0	23,323 0 9	308,269 11 10
1878	10,225 12 2	6,142 14 5	192,736 19 7	89,255 3 7	..	..	252 4 11	§3,973 8 11	58,173 3 11	360,759 7 6
1883	9,662 12 9	9,866 11 8	272,269 17 2	86,748 13 0	..	..	214 12 1	§2,120 2 3	13,007 11 8	393,890 0 7
1888	9,566 11 10	10,147 10 5	327,085 3 8	30,354 13 9	..	..	61 7 0	332 14 7	47,715 1 2	425,263 2 5
1893	11,360 10 11	11,882 10 3	371,205 1 0	44,387 2 4	..	..	207 9 0	659 2 4	50,709 13 7	490,411 9 5
1894	11,425 4 8	12,692 5 8	382,154 5 6	44,851 19 7	..	..	333 1 4	2,795 15 2	42,396 18 8	496,649 10 7
1895	11,481 19 3	13,127 5 10	382,506 5 2	45,251 0 2	..	..	82 7 3	4,651 0 6	53,240 6 3	510,340 4 5
1896	12,032 13 2	13,037 4 7	395,831 16 4	53,533 15 6	..	..	230 3 11	1,359 10 0	12,005 13 3	488,030 16 9
1897	12,536 14 11	12,614 18 5	407,786 19 10	60,485 18 7	..	..	205 5 7	234 16 10	14,317 17 3	508,182 11 5
1898	12,649 0 6	13,076 16 11	412,373 15 11	52,719 18 4	..	6,112 10 9	271 10 10	1,510 17 4	25,016 11 1	523,731 1 8
1899	14,434 8 5	13,720 6 9	408,509 2 10	56,749 5 4	..	9,212 7 4	170 18 10	489 1 2	5,320 13 10	508,606 4 6
1900	14,532 4 0	14,698 18 4	401,977 1 2	51,805 18 3	..	5,720 18 2	327 9 11	1,315 12 4	11,565 8 8	501,943 10 10
1901	15,127 5 1	14,690 9 11	427,659 13 5	60,102 13 0	..	7,610 13 10	241 11 9	746 4 2	6,923 0 3	533,101 11 5
1902	14,693 9 8	14,215 2 10	465,247 15 1	61,763 5 2	..	11,605 7 9	‖ ..	790 14 6	18,075 1 5	586,390 16 5
1903	30,493 7 11		461,830 13 2	94,990 13 11	..	12,984 9 8	..	809 1 4	6,485 17 11	607,593 13 11
1904	31,980 15 2		449,249 11 7	83,509 1 6	20,507 12 11	16,735 7 7	..	1,028 4 3	29,230 11 9	632,241 4 9
1905	32,675 0 0		472,064 2 3	101,582 19 8	24,698 1 11	25,055 17 5	..	1,953 13 0	20,923 7 1	678,953 1 4
1906	35,148 10 5		527,856 3 4	150,344 5 6	33,002 13 1	36,239 12 8	..	4,214 6 4	59,075 8 11	845,881 0 3
1907	37,831 18 1		547,114 19 10	131,228 12 4	32,465 14 9	43,461 15 1	..	5,669 15 2	50,178 1 11	847,950 17 2
1908	39,730 9 7		550,846 4 9	157,969 3 8	31,892 8 7	48,212 3 10	..	9,817 1 11	78,144 3 1	916,611 15 5

* Maintenance includes teachers' and pupil-teachers' salaries and pupil-teachers' lodging-allowances, grants to Committees and schools, and training of teachers. † Deducting overdrafts. ‡ Including £11,166 2s. for the Auckland College and Grammar School and the Otago High School, which were under the charge of the Board. § Including payments to public libraries. ‖ Included in "Management by Boards."

TABLE F6.—Income of the several Education Boards for the Year 1908.

Education Districts.	Balances, 1st January, 1908.	Receipts from Government.						Total from Government.	From Local Sources.				Refunds, Truancy Fines, &c.(2)	Overdrafts, 31st December, 1908.	Total.
		For Salaries and Allowances (including Receipts from Education Reserves).	Allowance of £250, and Capitation at 6d. and 11s. 3d. per Annum.	For Scholarships and District High Schools.	For Manual and Technical Instruction.	For Buildings and Sites, and House Allowance.	Miscellaneous(1).		Fees for District High Schools, Technical Schools, Training, &c.	Donations, Subscriptions, and Interest on Bequests.	Interest, Rents, Sale of Old Buildings, &c.	Total from Local Sources.			
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ..	19,939 17 4	118,097 3 7	17,417 14 6	5,344 12 7	8,733 0 5	40,634 17 4	4,958 19 11	195,186 8 4	1,096 1 1	628 13 8	882 14 3	2,607 9 0	161 17 3	..	217,895 11 11
Taranaki ..	..	18,740 1 6	2,838 8 0	973 5 0	1,120 2 5	6,980 3 6	288 9 6	30,940 9 11	250 19 0	285 0 6	150 6 2	686 5 8	64 0 6	..	31,690 16 1
Wanganui ..	..	46,409 6 9	6,918 8 9	3,138 0 5	5,553 9 0	19,203 5 1	896 5 6	82,118 15 6	1,664 7 3	869 12 10	155 19 6	2,689 19 7	1,384 3 5	2,818 13 2	89,011 11 8
Wellington ..	..	52,314 11 10	8,873 4 5	5,189 5 1	9,167 11 10	29,076 16 3	6,758 17 9	111,380 7 2	1 0 0	660 8 9	265 9 6	926 18 3	88 16 11	..	112,396 2 4
Hawke's Bay ..	3,389 0 6	30,598 8 8	5,099 5 3	1,810 8 9	1,673 6 9	12,284 14 4	495 6 6	51,961 10 3	307 19 0	1,260 1 5	128 5 10	1,696 6 3	258 14 1	..	57,305 11 1
Marlborough ..	527 16 3	8,046 11 11	1,331 1 4	235 9 6	362 10 9	2,275 6 11	264 19 1	12,515 19 6	35 16 8	10 0 0	57 9 2	103 5 10	3 19 6	..	13,151 1 1
Nelson.. ..	985 3 5	20,652 17 11	3,052 13 6	1,568 4 8	1,477 2 11	7,557 9 2	423 14 10	34,732 3 0	441 9 8	66 6 6	121 5 11	629 2 1	6 11 0	..	36,352 19 6
Grey	..	5,919 13 4	1,149 6 6	572 3 5	263 6 4	2,562 7 3	250 11 0	10,717 7 10	73 11 5	295 3 0	45 13 5	414 7 10	0 5 9	..	11,132 1 5
Westland ..	..	4,230 15 1	782 3 2	409 9 4	102 18 5	2,002 11 10	230 17 3	7,758 15 1	31 12 0	125 0 0	86 10 6	243 2 6	..	..	8,001 17 7
North Canterbury	10,125 12 8	63,920 0 1	10,227 13 9	4,081 5 7	6,538 19 8	19,136 17 6	6,441 6 10	110,346 3 5	23 0 0	487 13 0	691 7 7	1,202 0 7	86 14 6	..	121,760 11 2
South Canterbury	4,754 17 9	19,046 7 2	2,952 7 3	1,969 12 6	1,297 5 0	9,121 19 1	475 9 4	34,863 0 4	2 0 0	355 8 3	316 9 10	673 18 1	14 1 3	..	40,305 17 5
Otago	9,746[illegible]6 2	62,411 11 2	10,373 19 3	3,911 2 9	3,965 19 1	26,308 9 6	6,217 11 0	113,188 12 9	280 1 3	100 3 6	215 19 10	596 4 7	177 12 3	..	123,708 15 9
Southland ..	6,787 4 4	35,660 6 11	5,303 5 0	1,925 15 1	2,379 3 4	8,632 13 1	793 16 0	54,694 19 5	341 9 2	163 1 5	568 11 6	1,073 2 1	240 2 3	..	62,795 8 1
Totals, 1908	56,255 18 5	486,047 15 11	76,319 10 8	31,128 14 8	42,634 15 11	185,777 10 10	28,496 4 6	850,404 12 6	4,549 6 6	5,306 12 10	3,686 3 0	13,542 2 4	2,486 18 8	2,818 13 2	925,508 5 1
Totals, 1907	60,919 18 9	485,070 0 6	74,004 13 3	30,440 10 1	31,126 13 6	127,610 6 1	27,675 15 8	775,927 19 1	3,853 19 0	4,830 7 0	3,640 17 2	12,325 3 2	622 6 0	6,077 16 6	855,873 3 6
Difference..	−4,664 0 4	977 15 5	2,314 17 5	688 4 7	11,508 2 5	58,167 4 9	820 8 10	74,476 13 5	695 7 6	476 5 10	45 5 10	1,216 19 2	1,864 12 8	−3,259 3 4	69,635 1 7

(1) Including grants for training colleges, training of teachers, drill-instruction, conveyance of school-children, capitation at 9d. for Committees, &c

(2) Including proceeds of school-sites—Auckland, £2; Wanganui, £526 7s. 6d., and recovery from insurance, £700; Otago, £151 19s. 9d.; Southland, £78.

TABLE F7.—Expenditure of the several Education Boards for the Year 1908.

Education Districts.	Overdrafts, 1st January, 1908.	Staff Salaries, Clerical Assistance, and Office Contingencies (including Inspection and Examination Expenses).	Maintenance.				Scholarships, and Cost of Secondary Education in District High Schools.	Training of Teachers.	Manual and Technical Instruction.	Buildings, including Sites, Fencing, Furniture, Plans, Conveyances, House Allowance, &c.	Refunds, and Sundries.	Balances, 31st December, 1908.	Totals.
			Teachers' and Pupil-teachers' Salaries, and Pupil-teachers' Allowances.	Incidental Expenses of Schools (including Special Capitation 9d.).	Salaries of Relieving-teachers.	Total for Maintenance.							
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	..	8,431 9 4	118,186 0 3	9,226 17 8	1,093 19 5	128,506 17 4	5,356 15 7	3,358 10 10	10424 1 10	33,407 13 7	266 15 1	28,143 8 4	217,895 11 11
Taranaki	125 17 8	1,803 8 1	18,171 4 4	1,277 8 0	154 1 11	19,602 14 3	944 10 6	..	1,335 15 3	5,035 4 9	a1263 18 5	1,579 7 2	31,690 16 1
Wanganui	5,131 13 0	3,962 2 10	46,296 3 5	3,075 11 5	390 19 4	49,762 14 2	3,204 12 4	121 17 1	6,459 4 2	19,612 15 2	b756 12 11	..	89,011 11 8
Wellington	558 16 7	4,924 6 7	52,335 4 8	3,609 9 0	417 17 11	56,362 11 7	5,589 12 4	6,208 8 0	9,993 15 6	24,315 10 3	c4225 16 10	217 4 8	112,396 2 4
Hawke's Bay	..	2,475 8 8	30,675 15 11	2,871 4 5	210 4 0	33,757 4 4	1,977 8 4	..	2,943 6 1	9,796 11 8	168 16 9	6,186 15 3	57,305 11 1
Marlborough	..	852 1 10	8,067 18 6	628 14 7	31 18 6	8,728 11 7	238 10 0	181 6 7	417 2 1	2,018 4 1	35 8 0	679 16 11	13,151 1 1
Nelson	..	2,060 16 7	20,570 4 1	762 5 8	217 11 10	21,550 1 7	1,436 5 10	..	2,116 2 11	6,975 19 5	80 18 9	2,132 14 5	36,352 19 6
Grey	126 9 6	822 8 9	5,884 6 1	318 14 5	53 13 8	6,256 14 2	652 12 6	..	403 17 7	2,311 13 5	3 13 5	554 12 1	11,132 1 5
Westland	134 19 9	634 2 10	4,250 3 3	203 9 6	23 13 2	4,477 5 11	568 0 0	..	282 16 11	977 16 0	13 12 0	913 4 2	8,001 17 7
North Canterbury ..	..	4,257 5 0	63,990 6 2	6,256 10 10	444 11 5	70,691 8 5	4,477 13 11	5,369 11 7	6,742 17 6	16,022 4 3	342 12 3	13,856 18 3	121,760 11 2
South Canterbury ..	..	1,716 1 10	18,977 16 9	1,383 3 6	135 4 5	20,496 4 8	1,718 3 8	..	1,665 8 10	8,787 14 1	d581 14 5	5,340 9 11	40,305 17 5
Otago	..	4,856 7 9	66,158 16 6	5,798 9 9	435 9 2	72,392 15 5	3,882 19 6	4,708 19 2	3,399 1 11	22,191 15 1	e994 4 9	11,282 12 2	123,708 15 9
Southland	..	2,934 9 6	35,477 18 11	2,665 10 4	168 18 10	38,312 8 1	1,845 4 1	..	2,028 13 3	6,516 1 11	f1082 18 4	10,075 12 11	62,795 8 1
Totals, 1908	6,077 16 6	39,730 9 7	489,041 18 10	38,077 9 1	3,778 3 7	530,897 11 6	31,892 8 7	19948 13 3	48212 3 10	157,969 3 8	9,817 1 11	80,962 16 3	925,508 5 1
Totals, 1907	1,844 9 10	37,831 18 1	484,673 6 10	38,319 19 7	4,035 11 8	527,028 18 1	32,465 14 9	20086 1 9	43461 15 1	131,228 12 4	5,669 15 2	56,255 18 5	855,873 3 6
Difference	4,233 6 8	1,898 11 6	4,368 12 0	–242 10 6	–257 8 1	3,868 13 5	–573 6 2	–137 8 6	4,750 8 9	26,740 11 4	4,147 6 9	24,706 17 10	69,635 1 7

Including—*a* £1,244 19s. 4d. towards cost of erecting new offices; *b* £610, purchase of sites; *c* £3,910, purchase of sites; *d* £250 towards cost of erecting new offices; *e* £425, purchase of sites; *f* £755, purchase of sites (£248), appliances, &c.

TABLE F8.—RETURN of OFFICERS of EDUCATION BOARDS not included in Table No. 8, as at 31st December, 1908.

—	Annual Rate of Salary. £ s.	Remarks.
Auckland,—		
Secretary and Treasurer	600 0	
Accountant	340 0	
Clerks, 10—1 at £300, 1 at £175, 2 at £135, 1 at £120, 1 at £100, 1 at £85, 1 at £75, 1 at £60, 1 at £50	1,235 0	
Inspectors, 7—1 at £600, 2 at £425, 4 at £400	3,050 0	With travelling-allowance in each case, 17s. 6d. a day beyond certain radius.
Principal of Training College	600 0	
Tutor at Training College	200 0	
Relieving-teachers, 11—1	190 0	With house allowance, £20 per annum.
2 at £120, 1 at £110, 2 at £104, 3 at £85, 1 at £90, 1 at £25	928 0	
Architect	500 0	With actual travelling-expenses.
Draughtsmen, 2—1 at £2 10s. and 1 at £2 5s. per week	247 0	
Truant Officer	150 0	With £10 for town travelling and actual travelling-expenses in country.
,, assistant	80 0	
Total	£8,120 0	
Taranaki,—		
Secretary and Treasurer	290 0	
Clerks, 2—1 at £70 and 1 at £35	105 0	
Inspector and Director of Technical Education	375 0	With travelling-allowance.
Inspector	275 0	With travelling-expenses.
Architect	150 0	
Truant Officer	113 0	
Total	1,308 0	
Wanganui,—		
Secretary	285 0	
Clerks, 5—1 at £210, 1 at £120, 1 at £80, 1 at £52, 1 at £26	488 0	
Inspector and Superintendent Manual and Technical Instruction	500 0	With travelling-allowance, £100.
Inspectors, 2 at £350	700 0	With travelling-allowance, £150 each.
Truant Officer	200 0	With travelling-allowance, £60.
Relieving-teachers, 8—4 at £100, 2 at £85, 1 at £55	625 0	
Also 1	25 0	With travelling-expenses.
Architect	400 0	With actual travelling-expenses.
Architect's clerk	26 0	
Total	3,249 0	
Wellington,—		
Secretary and Treasurer	450 0	
Clerks, 6—1 at £280, 1 at £260, 1 at £185, 1 at £175, 2 at £95	1,090 0	
Inspectors, 3—1 at £500, 1 at £450, 1 at £425	1,375 0	
Principal of Training College	600 0	
Clerk of Works	300 0	
Draughtsman	150 0	
Truant Officer	190 0	
Total	4,155 0	
Hawke's Bay,—		
Secretary and Treasurer	400 0	
Clerks, 2—1 at £182 and 1 at £75	257 0	
Inspectors, 2—1	500 0	With £175 travelling-allowance.
1	400 0	With £100 travelling-allowance.
Total	1,557 0	
Marlborough,—		
Secretary and Treasurer	225 0	
Clerk	40 0	
Inspector	350 0	With £75 for expenses.
Architect	..	5 per cent. on contracts, and travelling expenses.
Truant Officer	50 0	
Total	665 0	
Nelson,—		
Secretary and Treasurer	225 0	
Clerks, 2—1 at £110 and 1 at £39	149 0	
Inspectors—1	400 0	With travelling-allowance, £120.
1	300 0	With travelling-allowance, £100.
Total	1,074 0	

TABLE F8.—RETURN of OFFICERS of EDUCATION BOARDS not included in Table No. 8, &c.—*continued.*

—	Annual Rate of Salary.	Remarks.
	£ s.	
Grey,—		
Secretary and Treasurer	208 0	
Inspector	330 0	
Truant Officer	25 0	
Total	563 0	
Westland,—		
Secretary and Inspector	325 0	With £75 travelling-allowance.
Clerk	110 0	
Total	435 0	
North Canterbury,—		
Secretary	450 0	
Treasurer	325 0	
Clerks, 4—1 at £200, 1 at £150, 1 at £90, 1 at £80	520 0	
Inspectors, 4—3 at £475	1,425 0	With actual travelling-expenses.
1	450 0	
Principal of Training College	600 0	
Tutor, part time, at Training College	100 0	
Clerk of Works	250 0	With actual travelling-expenses.
Assistant, Clerk of Works	110 0	
Truant Officer	155 0	With actual travelling-expenses.
Total	4,385 0	
South Canterbury,—		
Secretary and Inspector	345 0	Including travelling-allowance.
Clerks, 2—1 at £180 and 1 at £75	255 0	
Inspector	600 0	Including travelling-allowance.
Truant Officer	40 0	
Architect	..	7½ per cent. commission.
Total	1,240 0	
Otago,—		
Secretary and Treasurer	500 0	
Clerks, 5—1 at £300, 1 at £240, 1 at 220, 1 at £130, 1 at £100..	990 0	
Inspectors, 4—1 at £500, 1 at £475, 2 at £425	1,825 0	Each with £150 travelling-expenses.
Principal of Training College	550 0	With £50 house allowance.
Architect	350 0	With actual travelling-expenses.
Draughtsman	175 0	
Truant Officer	170 0	With actual travelling-expenses.
Gymnastic Instructor	120 0	
Relieving-teacher	240 0	With £1 per week additional when employed in the country.
Total	4,920 0	
Southland,—		
Secretary and Treasurer	425 0	
Clerks, 3—1 at £210 10s., 1 at £75, 1 at £60..	345 10	
Inspectors, 2—1 at £450 and 1 at £400	850 0	Each with actual travelling-expenses.
Truant Officer and Caretaker of Offices	175 0	With actual travelling-expenses.
Architect	325 0	
Assistant Architect	175 0	With actual travelling-expenses.
Physical Instructor	110 0	
Total	2,405 10	
Grand total	34,076 10	

Conveyance of Children to Public Schools.

The basis of payment made to Education Boards on account of the conveyance or board of children attending public schools is contained in the Department's circular memoranda of the 4th June, 1907, and the 5th June, 1909, addressed to Education Boards, which are here reprinted for general information :—

"*Conveyance.*—To assist Education Boards in making the arrangements for conveyance of children from outlying localities to central public schools, contemplated by section 47 of the Act, the Government will make an allowance to Boards under the following conditions :—

"1. No payment will be made for any child under ten years of age unless the distance from his home to the school is over three miles by the nearest road, nor for any child of ten years of age or upwards unless the distance from his home to the school is over four miles by the nearest road.

"2. The system of conveyance may be organized or provided by the Board, by School Committees, by the residents of the localities concerned, or by individual parents.

"3 In any system of conveyance organized or provided by the Board, or by School Committees, special consideration shall be given to the care of the younger children.

"4. Riding-horses and bicycles are excluded from the means of conveyance on account of which the allowance will be made.

"5. The Government wil make the same allowance in every approved case, and the Boards, it is hoped, will endeavour to arrange so that a possible excess in one case shall be met by a saving in another.

"6. The allowance will be made at the rate of 6d. for each return trip, "return trip" meaning the conveyance of the child to and from school on one day.

"7. The Minister will be prepared to consider on their merits cases of ferrying and other special cases not covered or contemplated by these rules, and to make such allowances as the circumstances in each case may seem to require.

"8. A similar allowance of 2s. 6d. a week may, on the approval of the Minister, be granted in aid of the board of a child who, through impracticability of conveyance, has to live away from home in order to attend a public school.

"9. Claims for payment of allowances are to be supported in each case by the head teacher's certificate in the form annexed.

"10. This circular is in substitution for the previous circular upon the same subject, which is accordingly cancelled." [4th June, 1907.]

In future no payment will be made for the board of any child unless such child has attended school at least 80 per cent. of the possible number of half-day attendances. If a child has been entered on the roll of a school during the quarter for which the claim is made, information to that effect should be given on the claim for the allowance." [5th June, 1909.]

Conveyance of School-children.—In 1908, £11,248 8s. 10d., made up as follows, was paid for conveyance of school-children—viz.: (1.) Railway fares of pupils attending public schools, £2,868; of pupils attending private schools, £1,183; of holders of free places attending district high schools, £1,043; of holders of free places attending secondary schools, £1,488 11s.; and of pupils, including holders of free places, attending technical schools, £2,760 10s. (2.) Grants for conveyance of school-children by road and water, £1,905 7s. 10d.—viz., Taranaki, £12 14s. 3d.; Wanganui, £98 8s. 6d.; Wellington, £275 17s. 6d.; Hawke's Bay, £15 16s. 3d.; Marlborough, £23 0s. 6d.; Nelson, £65 7s. 9d.; North Canterbury, £352 12s.; South Canterbury, £327 2s.; Otago, £434 3s.; Southland, £300 6s. 1d.

Board of School-children.—In 1908 £57 7s. 6d., made up as follows, was paid for board of school-children whilst attending public schools: Wellington, £2 10s.; Nelson, £6; Westland, £1 10s.; North Canterbury, £11 5s.; South Canterbury, £25 7s. 6d.; Otago, £10 15s.

School Journal.

School papers comparable with the *School Journal* are published by the Education Departments of Victoria and South Australia. In New South Wales and Queensland there are similar publications, but these are ventures of private firms. The school papers of Australia are not, however, distributed free.

In its aims and in the character and the sequence of its articles the *School Journal* differs very materially from the school papers above referred to—it aims at being instructive rather than recreative; the courses are more clearly defined, and are upon more rigid lines; and in the sequence of the articles it is a "continuous" reader rather than a "miscellaneous" reader.

Though the policy mapped out for the *Journal* debars it from giving a preponderance of attention to current topics, no matter how important in themselves these may be, it still serves to bring the pupils into touch with events and ideas of the present time, and helps to gratify a desire for general information. Moreover, the information can be supplied in a more flexible form than is possible within the limits of an ordinary reader. The *Journal* thus forms a link, and an important one, between the "miscellaneous or non-continuous" reader and the supplementary "continuous" reader. It resembles the ordinary class reader in that more than one theme is dealt with, and it resembles the supplementary reader in that a theme can be followed farther than it can in the ordinary reader.

For the current year (1909) the following courses have been adopted in the several Parts of the *Journal:* Part I (for Classes I and II)—Continuous fairy tales based upon New Zealand and Polynesian mythology; nature-knowledge regarding common and well-known creatures; glimpses of other lands and of the children of other lands; simple stories in New Zealand history; glimpses of land and sea. Part II (for Classes III and IV)—Stories in New Zealand history; geographical glimpses of New Zealand; people who watch over us and work for us (elementary civics); stories in British history; fauna of New Zealand; elementary lessons in hygiene. Part III (for Classes V and VI)—Combined geography and history of the continents, with special reference to the British dominions; Britain's sea story; civics—State institutions, their functions and history; hygiene; stories of the constellations; nature calendar for New Zealand; general geographical information regarding New Zealand. There is also a fair amount of historical romance.

In a monthly publication such as the *School Journal* it is not always possible to insure that every number shall contain a portion of every series of articles, but care is taken that the continuity is broken as little as may be. The publication of serial articles is sometimes held over, too, for the purpose of drawing attention to matters of immediate interest—*e.g.*, Antarctic exploration, Empire Day, Arbor Day, &c.

So far as the Department is able to ascertain, the *Journal* is eagerly looked for and heartily welcomed by the pupils, and the increasing and comparatively large number of sales to private schools shows that it has been received with favour by others than those for whom it was primarily intended. Apart altogether from whatever value it may possess as providing instruction in geography, history, &c., coming as it does into the hands of the children each month it possesses a freshness and creates in the minds of the pupils an expectancy that is a great incentive to reading. That the *Journal* has already proved to be a healthy stimulous to reading, and has in other ways produced beneficial results, will be seen from the reports of the Inspectors of Schools.

APPENDIX A.

REPORTS OF EDUCATION BOARDS.

AUCKLAND.

SIR,— Education Office, Auckland, March, 1909.

The Auckland Education Board presents the following report of its proceedings during the year 1908:—

BOARD.—The members in office at the beginning of the year were: North Ward—Mr. A. R. Harris, Mr. J. D. McKenzie, and Mr. J. Stallworthy, M.P.; East Ward—Mr. L. J. Bagnall, Mr. H. J. Greenslade, and Mr. C. J. Parr; West Ward—Mr. C. T. Barriball, Mr. G. Edgecumbe, and Mr. G. J. Garland. Messrs. Parr and Edgecumbe retired in August, and were re-elected for the East and West Wards respectively. For the North Ward Mr. E. C. Purdie was elected to succeed Mr. J. Stallworthy. Mr. C. J. Parr was elected Chairman of the Board in August to succeed Mr. Bagnall, who did not seek re-election. Twenty-two meetings of the Board were held during the year, with an average attendance of seven members. During the same period twenty-two meetings of a committee of the whole Board were held to deal with matters of finance and the selection of teachers.

SCHOOLS.—The number of schools in operation at the end of 1908, including eighty-six half-time schools, was 506. Four schools were permanently closed during the year—namely, Awanga, Wairamarama, Tokirima Road, and Karaka No. 1. Arrangements are made for the conveyance of children to seven schools by ferry.

TEACHERS.—The teachers employed in December, 1908, numbered 981—*i.e.*, females, 551; and male, 430. Of these, 816 teachers are above the rank of pupil-teacher. The number of pupil-teachers employed at the end of the year was 165. The difficulty experienced in filling vacancies with certificated teachers has been intensified by the provisions of "The Education Act Amendment Act, 1908," which allow for a more liberal staff of assistant teachers being employed. It is hoped that this difficulty will disappear in the near future through the employment of students who have gone through a course of training at the Training College.

ATTENDANCES.—At the end of the year there were 35,810 scholars on the rolls of the public schools, being an increase of 2,636 during the year. There were 2,319 Maori scholars and half-caste scholars in attendance at 243 schools. The increase in the average attendance was 3,347 for the year. The mean average attendance for the four quarters of 1908 was 30,360, and the total of the yearly average attendances was 30,515. The regular attendance of children is secured as far as possible by the work of the Truant Officer, who deals with the monthly returns of irregular attendance which are required to be sent from all schools. During the year the Truant Officer visited 276 schools, and his work included the examination of 3,721 returns, and the issue of 2,279 notices to parents. There were 229 informations laid against parents, and in 195 cases convictions were recorded, and fines amounting to £87 16s. 2d. were inflicted.

FINANCE.—The balance at the beginning of the year, including £20,000 subsidy and donations received towards the cost of a new building for the Technical College, was £19,939 17s. 4d. The receipts during 1908 amounted to £197,955 14s. 7d., and the expenditure was as follows: Administration and Teachers' Salaries Account, £140,507 6s. 7d.; secondary education, £5,356 15s. 7d.; Manual and Technical Account, £10,424 1s. 10d.; maintenance of buildings, £15,044 6s. 10d.; new school buildings, £9,147 19s. 11d.; manual and technical buildings, £2,420 16s.; Training College building, £6,794 10s. 10d.; unclassified accounts, £56 6s.: leaving a credit balance at the end of the year of £28,143 8s. 4d., including the £20,000 received for the Technical College building, and also the sum of £6,588, grant for maintenance of school buildings, which is not usually paid till after the end of the year. Owing to the increase of population in the suburbs of Auckland it has been necessary to put aside a large sum of money towards the cost of the purchase of new school-sites and school buildings which are urgently required. The attention of the Minister has been called to the very serious effect upon the Board's finances of the new regulation under which the statutory capitation grant of 11s. 3d. is paid on the totals of the yearly average, instead of, as formerly, on the average attendance of the preceding quarter.* It is recognised that an education district in which the attendance is falling will benefit by the change, and the Board has reason to believe that action will be taken by the Department to remedy the injustice which is being done to this and other districts where the attendance is increasing.

BUILDINGS.—Thirteen new schools were built, and fourteen schools were enlarged during the year. Six residences were erected, and four were enlarged. The repairing, painting, and improvement of school buildings, improvements to playgrounds, and the necessary improvements

* The former method of payment—on the average attendance of the preceding quarter—has now been reverted to.

to the drainage of schools have been carried out by competent foremen, under the direction of the architect. The Board is strongly of opinion that all teachers' residences should be provided with bathrooms, wash-houses with fixed tubs and copper, and other necessary conveniences. There are about 115 residences without bathrooms, and over eighty residences without proper conveniences for washing. The Board trusts that the Government will, as early as possible, make provision for a special grant to provide those requisites.

Training College.—The new Training College building was completed during the year. It is built upon the most modern lines, and gives accommodation for eighty students. During the year forty-eight students were in attendance—thirty-nine of the first year, and nine of the second year. There are now forty-seven students in attendance—nineteen under Division A, and twenty-eight under Division B. It was hoped that the increased remuneration allowed to students under Division B would result in a much larger number of students being admitted; and it is difficult to account for the comparatively small number of applications for admission. The Board is not at present in a position to demand that all pupil-teachers shall enter the Training College at the completion of their course, as their services are immediately required as junior assistants or teachers in sole charge of small schools.

Scholarships.—The Scholarships in tenure at the end of 1908 were: Junior National, 17; Junior District, 56; Senior District, 27: total, 100. Satisfactory reports of the diligence and progress of the holders have been received.

District High Schools.—Eleven district high schools were in operation during the year. The roll number of the classes at the secondary schools was 315 at the end of the year.

Physical and Military Drill.—Due attention has been given to the requirements of the Act regarding physical and military drill. Military drill is taught wherever possible, and the number of schools in which cadet corps have been organized is sixty-six. The cadets of the Auckland, Whangarei, Thames, and Ohinemuri Battalions received a week's instruction in camp. Each of the encampments was daily visited by a medical officer, and a chaplain was in attendance. The Board records its appreciation of the excellent work done by the officers in camp. The discipline and good conduct of the cadets was most commendable. The Board again desires to call attention to the necessity for provision being made to secure the services in Volunteer corps of the cadets after they leave school.

Manual and Technical Instruction.—The number of individual students in attendance at the Auckland Technical College last year was 1,086, of which number 186 were attending the special day classes in commerce, domestic science, science and technology, and engineering. During the present session about 1,200 students have been enrolled. Instruction in cookery and woodwork has been given to the pupils of the upper standards of the primary schools at the three manual training schools at Auckland and those at Thames and Whangarei. During 1908 the number of schools in which special classes were held for instruction in manual and technical subjects was as follows: Handwork, 151; agriculture, 91; and swimming, 12. During the year ninety-three teachers attended special classes for instruction in nature-study and agriculture. Great difficulty is experienced in providing accommodation for the students attending the Auckland Technical College. Tenders are now being invited for a Technical College building; and it is hoped that the building will be completed and ready for occupation next year.

Promotion of Teachers.—The Board recently inaugurated a new scheme for the promotion of teachers. This scheme will be brought into operation as early as possible.

Secretary.—Mr. Vincent E. Rice, who has acted as Secretary and Treasurer to the Board, has been granted leave of absence, after thirty-one years' faithful and efficient service, to enable him to visit England.

Conclusion.—The Board desires to record its thanks to the Education Department for the careful consideration of its recommendations; and to the officers of the Health Department for their valuable help and advice in matters relating to school sanitation and hygiene. The Board has received valuable assistance from School Committees in the administration of educational matters during the year.

I have, &c.,

The Hon. the Minister of Education. C. J. Parr, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	19,939	17	4
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	113,417	3	7
Reserves revenue for primary education	4,680	0	0
Capitation at 6d. for relieving-teachers	738	1	6
Capitation at 11s. 3d., and grant of £250	16,679	13	0
Special capitation at 9d. for School Committees	1,041	2	3
Training Colleges—			
Salaries of staff, &c.	1,090	0	0
Allowances to students	1,923	0	0
Capitation at 9d., £11 0s. 6d.; capitation at 11s. 3d., £176 15s.	187	15	6
Training of teachers other than at training colleges	500	0	0
Conveyance of school-children	217	2	2
Receipts from other sources — Truancy fines, £116 9s. 6d.; Government Insurance premiums collected (commission), £17 15s. 7d.; fees for special standard examinations, £10 10s.; fees for duplicate standard certificates issued, £4 10s.; sale of electoral rolls, 11s.	149	16	1
Grants from Government for—			
Scholarships—			
Education Board	1,987	12	7
National	380	0	0
District high schools—			
Salaries of teachers	2,912	10	0
Subsidies on voluntary contributions, &c.	64	10	0
Receipts from other sources—			
District high school fees	57	9	6
Grants from Government for manual and technical instruction—			
Capitation—On all classes, on account of free places	8,556	4	2
Material for class-work	119	17	7
Subsidies on voluntary contributions	56	18	8
Rents of buildings for technical classes	55	14	0
Receipts from other sources, manual and technical—			
Fees	1,038	11	7
Voluntary contributions	63	15	0
Interest of J. E. McLeod, fixed deposit	2	14	0
Grants from Government for—			
General maintenance of school buildings, rebuilding, rents, sites, &c.	19,174	13	10
House allowances	4,454	0	9
New school buildings, additions, furniture, sites, &c.	16,103	17	7
Technical-school buildings, furniture, fittings, apparatus, &c.	698	6	8
Subsidies on contributions (technical)	203	18	6
Voluntary contributions, £150; contributions from Mount Eden School Committee towards swimming-bath, £197 8s. 11d.; rents from site, £17 9s. 6d.; interest on fixed deposits, £617 1s. 5d.	981	19	10
Other receipts—			
Sale of sites	2	0	0
Dr. Garnett, refund of advance	10	1	2
Rents, £70 17s. 6d.; contributions from Committees and others, £104 3s. 9d.; sales from furniture, stores, £59 7s. 4d.; sales of old buildings, £62 4s. 6d.	296	13	1
Contributions from Committees towards new buildings	110	12	0
	£217,895	11	11

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	5,224	11	0
Office contingencies	2,875	6	4
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	118,186	0	3
Relieving-teachers' salaries	1,093	19	5
Training Colleges—			
Salaries of teachers	1,090	0	0
Incidental expenses of Training College	245	10	10
Allowances to students	1,923	0	0
Training of teachers other than at training colleges	100	0	0
Conveyance of school-children	210	9	1
Special capitation to School Committees	1,041	2	3
Incidental expenses of schools	8,185	15	5
Truant Officer	291	12	0
Audit of School Fund accounts	40	0	0
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	1,985	5	7
National Scholarships	380	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	2,905	0	0
Onehunga School ground improvements	86	10	0
Manual and technical—			
School classes	3,919	4	11
Special classes	5,039	17	5
Other expenses—Office salaries	1,464	19	6
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	9,623	7	5
Rebuilding	227	11	7
Rent	746	19	6
House allowances	4,446	8	4
New school buildings, additional class-rooms, furniture, sites, &c.	15,942	10	9
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	5	8	3
Special classes	2,415	7	9
Other expenses—Fee for medical examination of H. Mason, £6 6s.; allowance to unqualified student under Division A at Training College disallowed by Department, £50	56	6	0
Balance at end of year	28,143	8	4
	£217,895	11	11

29th March, 1909.

C. J. PARR, Chairman.
R. CROWE, Secretary.

TARANAKI.

SIR,— Education Office, New Plymouth, 20th April, 1909.

In accordance with the provisions of section 174 of "The Education Act, 1908," the Education Board of the District of Taranaki has the honour to submit the following report of its proceedings for the year 1908:—

At the beginning of the year the Board was comprised of the following members: Mr. James Wade (Chairman), Messrs. G. A. Adlam, Henry Faull, W. L. Kennedy, J. Morison, Arthur Morton, William Monkhouse, Harold Trimble, and Gustave Tisch. Mr. Monkhouse having resigned his seat in January, an extraordinary election was held on the 9th March, 1909, resulting in the election of Mr. William Rogers. In the terms of "The Education Act, 1908," the following members retired, and offered themselves for re-election at the election held on the fourth Monday in July, and were re-elected unopposed: North Ward, Henry Faull; East Ward, W. Rogers; West Ward, James Wade. At the meeting held on the 25th August Mr. James Wade was re-elected Chairman, Messrs. Adlam, Morison, and Trimble, members of the Teachers' Selection Committee; Messrs. Kennedy, Morton, and Tisch members of the Finance Committee; Messrs. Faull and Morison members of the Reserves Committee; Messrs. Tisch and Wade members of the Technical Committee. The Chairman to be *ex officio* member of each committee. The Board held twenty-four meetings, the Finance Committee twelve, and the Teachers' Selection Committee six. The Reserves Committee visited a number of the school-sites, and furnished reports for most meetings.

New schools have been opened at Musker's, Okoke, Piko, Okau, and York, and the Pohokura School was reopened. At the end of the year there were eighty-eight schools opened, including six half-time schools; and the number of teachers employed was 152, who were graded as follows: Sole teachers, 42 female and 14 male; head teachers, 6 female and 23 male; assistants, 39 female and 9 male; pupil-teachers, 16 female and 3 male.

At the annual pupil-teachers' examination eight pupil-teachers entered for the first examination: six passed, and two failed.

Of the senior candidates for the Board's scholarships twenty qualified, and the junior, twenty-eight. Senior Scholarships were awarded to four candidates from the New Plymouth High School, and two from the Stratford District High School; and Junior Scholarships to—Frankley, 1; Waitara, 1; Toko, 1; Omata, 1; and Opunake, 1. The two National Scholarships allotted for the district were won by Alice Cocker, from West End, and Philip H. Goss, from Douglas.

There have been twenty appointments made during the year, besides those of a temporary nature, and appointments of pupil-teachers. Eight teachers from other districts received appointments, and nine teachers in the service of the Board received promotion.

New schools have been erected at Okoke, Purangi, and Pukeho, and the Omata, Rahotu, Stanley, and Lincoln have been enlarged. The old residences at Tariki and Tikorangi have been replaced by new ones; the Hillsborough residence has been enlarged, and new residences erected at Makahu and Uruti.

The receipts of the Board from all sources amounted to £31,690 16s. 1d., while the expenditure was as follows: Administration, £4,343 9s. 8d.; teachers' salaries and allowances, £18,794 12s. 1d.; secondary education, £939 10s. 6d.; manual and technical, £1,597 17s. 6d.; buildings, £4,303 16s. 8d.; sundries, £76 4s. 10d.: leaving a balance of £1,579 7s. 2d., after deducting £125 17s. 8d. debit balance for 1907. No account is taken here of contractors' deposits.

In the majority of our schools physical exercises are taken daily, with a more extended period for instruction once a week. In the larger schools, cadet corps have been established, and these are formed into two battalions—No. 1 comprising the schools in the northern part of the district, and No. 2 those in the southern.

It is very gratifying to be able to state that, so far as this district is concerned, the maintenance grant has proved ample to meet all requirements, as, in the opinion of the Board, the Auditor-General will approve.

Teachers' residences and rent allowances: I must again state that this Board considers these regulations very unsatisfactory. It certainly does not seem fair or reasonable that a teacher should be deprived of rent-allowance because there happens to be a mere hovel or even a whare provided in the past, while a teacher in charge of perhaps a same grade school, but in a more favoured locality, enjoys a comfortable residence, or in lieu thereof full rent allowance.

Elementary hand work was taken at forty-six schools, and sewing under the Manual Regulations at seven. In addition to the above, manual work, as defined by clauses 22 to 27 of the Regulations of Manual and Technical Instruction, was recognised in eighty-four cases; the subjects embracing woodwork, cookery, botany, dairying, advanced needlework, elementary agriculture, swimming and life-saving, physical measurements, chemistry, and elementary physiology. Considerable progress has been made in technical education, especially agriculture.

Owing to lack of sufficient accommodation and a strong-room in which the records could safely be kept, the Board considered the time had come when new offices were absolutely necessary. Substantial offices with every convenience have therefore been erected on the Board's own property at St. Michael's Square.

CONCLUSION.—The relations of the Board with the Education Department, its official and teaching staff, and with the School Committees, have been most cordial and pleasant throughout the year.

I have, &c.,

The Hon. the Minister of Education. JAMES WADE, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	16,037	11	6
Reserves revenue for primary education	2,702	10	0
Capitation at 6d. for relieving-teachers ..	110	3	3
Capitation at 11s. 3d., and grant of £250	2,728	4	9
Special capitation at 9d. for School Committees	159	4	6
Training of teachers other than at training colleges	120	0	0
Conveyance and board of school-children	8	1	3
Postage	1	3	
Receipts from other sources—Rents, £85 17s. 9d.; Canadian Fund (Imperial Park, Quebec), £6 4s. 10d.; sale of furniture, £15; truancy fines, £2 2s.; lease stamps, 7s. 6d.; sundries, 19s. 6d. Refunds: Capitation, £5 12s. 6d.; water rate, £1; overcharge fuel, 14s. 6d.	117	18	7
Grants from Government for—			
Scholarships—			
Education Board	317	0	0
National	52	10	0
District high schools—Salaries of teachers	603	15	0
Receipts from other sources—			
District high school fees	3	18	6
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	898	9	5
On account of free places	23	17	6
Material for class-work	59	13	7
Subsidies on voluntary contributions and bequests	138	1	11
Receipts from other sources, manual and technical—			
Fees	247	0	6
Voluntary contributions	152	11	3
Deposit fees, £24 7s.; material sold, £31 8s. 5d.; rent, £3; charge for requisites, £1 7s. 3d.; refunds, £8 6s. 7d. ..	68	9	3
Grants from Government for—			
General maintenance of school buildings, rebuilding, rents, sites, &c. ..	3,764	0	0
House allowances	463	9	2
New school buildings, additions, furniture, sites, &c.	1,941	15	0
Technical-school buildings, furniture, fittings, apparatus, &c.	732	10	1
Subsidy on voluntary contribution ..	62	9	3
Other receipts—			
Rent	16	0	0
Voluntary contributions	62	9	3
Sale of old residence	15	0	0
Auckland Board, Tatu grass seed ..	11	17	0
Apparatus, £1 1s. 10d.; West End shelter-shed, £70	71	1	10
	£31,690	16	1

Expenditure.	£	s.	d.
Balance at beginning of year	125	17	8
Staff salaries and clerical assistance ..	1,031	6	8
Office contingencies	777	1	5
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	18,171	4	4
Relieving-teachers' salaries	154	1	11
Conveyance and board of school-children ..	12	14	3
Special capitation to School Committees ..	159	4	6
Incidental expenses of schools	1,118	3	6
Erection of Board's offices	1,244	19	4
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	317	0	6
National Scholarships	52	10	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	570	0	0
Manual and technical—			
School classes	611	7	10
Special classes	724	7	5
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	1,677	4	8
Rebuilding	645	0	0
Rent	88	5	6
House allowances	469	5	10
New school buildings, additional class-rooms, furniture, school baths, sites, &c.	1,673	18	3
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	60	9	11
Special classes	201	12	4
Architect, advertising, apparatus, and furniture	219	8	3
Other expenses—Canadian Park Fund ..	6	4	10
Balance at end of year	1,579	7	2
	£31,690	16	1

16th April, 1909.

JAMES WADE, Chairman.
P. S. WHITCOMBE, Secretary.

WANGANUI.

SIR,— Education Office, Wanganui, 31st March, 1909.

In accordance with the provisions of "The Education Act, 1908," the Education Board of the District of Wanganui has the honour to present the following report of the proceedings for the year 1908.

BOARD.—At the beginning of the year the members of the Board were: Messrs. F. Pirani (Chairman), A. Fraser, and G. H. Bennett, Southern Ward; D. H. Guthrie, F. M. Spurdle, and F. Purnell, Middle Ward; and W. C. Cargill and E. Dixon, Northern Ward. The vacancy in the last-named ward caused by the resignation of Mr. James Smith was filled by the election of Mr. J. P. Aldridge, who took his seat at the March meeting of the Board. The retiring members were Messrs. F. Pirani, F. M. Spurdle, and J. P. Aldridge, and at the election in July, Messrs. Pirani and Aldridge were returned unopposed, and Mr. F. M. Spurdle was re-elected for the Middle Ward. Mr. F. Pirani, Feilding, was re-elected Chairman. The Board held fifteen ordinary meetings and one special meeting. The average number of members in attendance was seven. The following were appointed to represent the Board on various public bodies: School Commissioners, F. Y. Lethbridge, Esq.; Palmerston North High School Board of Governors, W. Rutherfurd, Esq.

SCHOOLS.—At the close of the year 188 main schools and three side schools were open. The following were opened during the year: Horopito, Karetu, Middle Road, Orautoha, Rangataua, Raumai, Rotokare, Ruameka, and The Lakes. Pukeroa (temporarily closed at the end of the previous year) was reopened, and Sedgebrook (for several years a side school attached to Aramoho) was made a separate school during the year. During the same period the following schools were

closed: Karetu, Makotote, Manui, Motoroa, Tataramoa, and Waiouru. The Pukekaha School, provided originally by the settlers, was destroyed by fire early in the year. The two half-time schools in the Upper Waitotara District (Taumatatahi and Marohema) were made full-time schools, and the Orangipongo School was closed at the end of the year. At the beginning of the year the Bull's School was raised to the rank of a district high school. There were under the Board's supervision eight Roman Catholic schools, concerning which information is given by the Inspectors in their report.

TEACHERS.—At the close of the year there were, including eight relieving teachers, 388 teachers in the Board's service, of whom 165 were men and 223 women. In respect of qualification, 237 of the head, sole, and assistant teachers were certificated or held licenses, and 151 were uncertificated. As a number of teachers from the Training College entered the Board's service at the beginning of 1909, and as more will do so from time to time, it is certain that the ratio of uncertificated to certificated teachers will diminish year by year. The Board notes with satisfaction that a large number of teachers successfully sat for higher certificates at the January, 1909, examinations. In the teaching, as in other branches of the public service, the need of reform is ever present. Improvement in the staffing of the schools and in the salaries of the teachers are the reforms that the well-being of our primary schools demand. The qualifications of the teachers of this district may be set out thus: A1, 4; A2, 1; A3, 1; B1, 3; B2, 3; B3, 2; B4, 1; C1, 12; C2, 8; C3, 10; C4, 4; D1, 29; D2, 35; D3, 24; D4, 19; D5, 1; E1, 17; E2, 24; E3, 22; E4, 3. Licensed, 14.

ATTENDANCE.—At the close of the year the roll-number stood at 13,512, and the attendance averaged 11,835. Compared with the previous year, there was an increase on the roll for the year of 466, and the average attendance increased by 862. The average attendance for the year expressed as a percentage of the mean of the average weekly roll for the year was 85·8, which is 2·9 in excess of the average for 1907. There was comparatively little sickness during the year.

SCHOLARSHIPS.—Sixteen boys and eight girls took Board scholarships this year—namely, Senior Scholarships, six boys and six girls; Junior Scholarships, ten boys and two girls. Twenty-two of the successful candidates belong to town and two to country schools. The three Junior National Scholarships allotted to the district were won by three boys. An Agriculture Scholarship of the value of £20, tenable for one year, given by Mr. S. Gibbons, of Marton, in memory of his father, was awarded to Gracie H. Kime, of Rata School. This pupil also won a National Scholarship, but was prevented by the regulations from holding both, although combined they would not more than cover the cost of attending a secondary school. The Hawera County Scholarship was awarded to Arthur Foden, of the Hawera District High School.

TRAINING OF TEACHERS.—Saturday classes for the training of teachers were held continuously through the year—at Palmerston North, woodwork, cookery, handwork, and drawing; at Feilding, chemistry, cookery, and drawing; at Wanganui, handwork, cookery, biology, nature-study, and drawing. A remarkable feature in this connection was the general disinclination on the part of teachers to take up the study of science. Mr. Grant had a good class in biology, and Mr. Browne a good class in nature-study at Wanganui, but at the other centres little or no interest was manifested in scientific subjects. It is proposed during the present year to establish training classes at Taihape for the benefit of those teachers who have hitherto found it impossible to attend such classes. At the Wanganui Technical School, in the month of September, a series of art lessons was given to a number of teachers who gave up their autumn holiday for the purpose, by Mr. Seaward, A.R.C.A. According to the Inspectors, who attended the lessons, Mr. Seaward's revelations of the possibilities of the brush in the primary school elicited interest and enthusiasm.

MANUAL AND TECHNICAL.—The nature and extent of the work carried on in this department may be gathered from the various reports herewith presented. The number of technical buildings in the district is seven, and another (at Hawera) is in the course of erection. The buildings at Patea and Eltham were opened by the Hon. the Premier on the 25th and 26th May respectively, and the Feilding building by the Hon. the Minister of Education on the 11th March. Classes were held in twenty-one centres, and 2,857 pupils were in attendance. The day classes in engineering at the Wanganui Technical School were entirely successful under the direction of Mr. Steele, B.Sc., who has returned to his old college as senior demonstrator. Mr. E. Crow, Mechanical and Civil Engineer, Junior Member, A.S.C.E., A.I.M.E., Honours in Mechanical Engineering, City and Guilds of London Institute, has been appointed to fill the vacancy caused by Mr. Steele's resignation, and another successful year's work may be looked for. It is proposed to start day classes in art under the direction of Mr. Seaward, and there can be no doubt that there is room for such classes. The summaries furnished by the Superintendent in his report show that a reasonable amount of success has been attained at the different schools and centres. It may indeed be said with reference to the Wanganui School that the success is unparalleled in a town of similar population in the Dominion. No one who visited the very fine exhibition of work held at the end of the year could hesitate to say so. It appears from the Superintendent's report that an effort is being made to weld into a compact system the practical as well as the theoretical instruction given at the primary schools with that given at the technical schools, so that all may effectively converge on the actual employment of the pupil. If the schools fail in this they will fail in everything; but, in view of the actual results, the Board does not contemplate failure. True, the students do not rush the schools, but that of itself need not be disconcerting; the best things have not always the most votaries. Nevertheless the Board cannot be satisfied till a larger number of those who ought to come do come, and it is not afraid to advocate a reasonable amount of compulsion, in which it is supported by the great majority of the Boards of the Dominion. Surely a State that does so much for its subjects may reasonably require that its subjects may make an effort to do their best for the State.

PHYSICAL AND MILITARY DRILL.—The foundation of physical training in this district is breathing-exercises. The Inspectors make a point of seeing that the matter is attended to in all schools. Wands, dumb-bells, free exercises, and muscular drill are also taken at not a few schools. At all

schools where there are twelve boys over twelve years of age military drill is insisted on. The number of cadet corps continues to increase, but in this matter the Board's interest is not so strong as it would be if the different corps were under its immediate supervision.

Arbor Day.—Arbor Day was fitly celebrated on the 22nd July. A definite programme for the event was suggested: National Anthem, salute flag, addresses, songs and recitations, presents of pictures and specimens to school, decorating of the school walls, tree-planting, social function. This programme was carried out more or less completely at many of the schools, and from a return of the planting done it was possible to infer that a number of the schools will by-and-by benefit in shelter, shade, and show.

Battlefield Park.—For transmission to the Quebec Memorial Fund there was raised in pennies the sum of £18 18s. 7d. It is believed that in contributing his mite each child realised vividly the existence of his kith and kin in Canada, and the growth and greatness of the Empire. In this connection it may be stated that the Board requires that the schools observe Empire Day not merely as a holiday, but as a day, so to speak, of Imperial stock-taking.

Pupil-teachers.—At the close of the year there were in the Board's service fifty-four pupil-teachers—nineteen boys and thirty-five girls—three being in their first, fifteen in their second, twenty-three in their third, and thirteen in their fourth year. It is a matter for extreme gratification that really good boys are now seeking appointment, and that the qualifications of candidates continue to improve year by year. For instruction in singing and drawing the pupil-teachers attend at centres for six months—three at the beginning and three at the close of the year; while during the winter months they pursue their studies exclusively under the guidance of head teachers. The Board looks forward with no little interest to the working of the scheme by which the probationer becomes the raw material of the teaching profession of the future; but it is difficult to secure candidates at the small remuneration offered.

Inspection of Schools.—The Reports Committee carefully examined all the reports on schools submitted by the Inspectors during the year. On the whole, there was much to commend and not much to complain of, though it was now and again necessary to apply remedial measures peremptorily and thoroughly. The committee also examined month by month the head teachers' reports on the work and conduct of pupil-teachers; the reports of the Board's special instructors; the reports of the instructors on the Saturday training classes; and, quarterly, the reports of the head teachers on the work and conduct of the staff of their schools. With respect to the detailed inspection and examination of the schools, the Board views with some apprehension the handing over of the entire work of examination to the teachers. In many cases the power will doubtless be wisely exercised, but there is a danger that in many cases the fundamental virtue of thoroughness may fall into disrepute, and that the absence of the stimulus of independent criticism of each pupil will lead to apathy. The Board has endorsed the opinion of the North Canterbury Board, that in our schools more attention should be given to English grammar, political geography, and history.

School Furniture and Apparatus.—In erecting new buildings the Board assumes that the people of the Dominion are willing to pay for suitable accommodation, lighting, heating, and seating. It is positively cruel to require children to sit in badly lit, badly heated, badly seated, and badly crowded rooms, which lead to the undoing of much that the teacher endeavours to do. In pursuance of its policy, the Board has supplied single desks to all new schools, but it is found that the Department's grants for buildings and equipment do not cover the cost. It is desirable, to say the least, that the school room should be worthy of the quality of the education given in it. Apparatus is supplied on a liberal scale, and the teachers are required to fill in an exhaustive return, which, with the apparatus, must be produced to the Inspector at his annual visit to the school.

New Works.—There is considerable divergence between the views held by the Board and the Department as to what constitutes new works at primary schools for which special grants are made. For instance, a number of boroughs have installed sewerage schemes of late, and have made it mandatory that the pan system should be abolished and more modern methods adopted. This has necessitated an expenditure of nearly £1,000, and the Board consider that, as there was no real necessity for the change so far as depreciation of the existing buildings was concerned, the installation of the sewerage system is decidedly new work, and should not be provided out of the Maintenance Fund. Unfortunately for our finances, the Department thinks differently.

Method of Payment of Teachers' Salaries.—To minimise the injustice of making teachers pay exchange on cheques for salaries which they are entitled by law to receive in full, the Board has made arrangements by which the teachers may draw the amounts by cheque direct from the bank. This is not quite so expensive as the ordinary method of payment by cheque, but it is difficult to understand why the salaries provided by law should not be paid in full by the State at the homes of the teachers.

Finance.—The Board began the year with a debit balance of £5,131 13s. At the end of the year the debit balance was £2,818 13s. 2d. Taking into account the money assets and liabilities, including the balance of the maintenance grant, the balance at the end of the year was credit £1,527 16s. 4d.

Postage and Telegrams.—Nothing has been done in the direction of compensating the Board for the withdrawal of the privilege of sending letters and telegrams free, an impost placed on the finances of at least £300 a year. While it must be pleasant to be able to show an apparent increase in the postal revenue, as a result of this reform, it is discouraging to those possessing a genuine interest in education to find their efforts nullified and their work cramped at every turn.

Travelling Scholarship.—On the recommendation of the Inspectors the Travelling Scholarship was awarded to Mr. W. A. Curteis, of Kakaramea School, on the strength of a paper entitled "Correlation in a Country School." The papers of Mr. Hills, of Ruahine, and Mr. Thomas, of Eltham, on "Agriculture as a Mean of Correlation," and "Some Notes on the Teaching of Outdoor Geography," respectively, were very highly commended.

Agriculture and Dairy-work.—The Board recognises the value of the work done by Mr. Grant and Mr. Browne in these departments of instruction, and also the excellent work done by many of the head teachers of the schools. Nothing could be better, for example, than the gardens at

Ruahine, Cheltenham, Halcombe, and Taonui Schools, which, in open competition under the auspices of the Feilding Agriculture and Pastoral Society, were awarded by the examiner, F. Y. Lethbridge, Esq., 179, 161, 158, and 149 marks respectively, out of a possible 200.

Observation Schools.—The observation schools for last year were Rawhitiroa, Okaiawa, Whenuakura, Mokoia, Westmere, Silverhope, Raetihi, Glen Oroua, Apiti, Longburn, and Taonui. These are schools selected by the Inspectors at the beginning of each year. To them, under certain conditions, teachers may resort for the purpose of seeing approved methods and management.

Sick Leave.—The Board had adopted the principle of making no deduction of salary from a teacher who is absent from duty through illness, considering that it is at such a time that loss of salary would be most severely felt. This is a strain on the Board's funds in providing payment of relieving teachers, but it is not found that there is any attempt on the part of teachers to take unfair advantage of this privilege.

Holidays.—The Board has established the principle of term holidays—a week in May, a week in September, and a general holiday at Christmas. Teachers are in all cases required to hold their periodical examinations a week before the holidays begin.

Free Books.—On the recommendation of the Inspectors, the Board accepted the Department's offer to supply free books, but not without some misgiving. The arrangement unnecessarily loads the Board with further responsibilities, and increases the work of the staff. Respecting these books, a circular has been sent to the head teachers requiring that such precautions shall be taken in connection with their use as seem to be suggested by considerations of cleanliness and the principles of sanitation. The Board is of opinion that free books for the lower standards were not really asked for by the people; the cry was for uniform books, a concession that might have been made without impairing educational efficiency or the self-respect of the people; in any case, it is excessive cost of books for the higher standards that calls for relief.

Promotion, Transfer, and Appointment of Teachers.—No one not engaged in the actual administration of schools can realise the immensity of work placed on the Boards which desire to carry out efficiently the alterations provided by the new scale of staffing and salaries. The position of every teacher in the district has to be carefully considered, the effect of removal to another school reviewed, and unfair promotions in the same school prevented. One effect of the new system will work unfavourably for some schools—viz., where a teacher at the maximum of a grade leaves, and another of equal ability has to be obtained at the minimum of the grade, while the abolition of the previous method of substituting an assistant for two pupil-teachers or adding a pupil-teacher's salary to that of an assistant, reduces the elasticity so necessary to secure smooth working. The Board carefully considered the provisions of the new amended Act with regard to the appointment of teachers, and came to the conclusion that the first consideration was the making of appointments by transfer with the object of removing inequalities, preventing the retention of teachers at schools where the attendance had fallen considerably, giving deserving teachers a certainty of promotion, and reducing inefficient teachers to grades where they could do good service within the limitations of their abilities. In order to carry that out effectually the Inspectorial staff have graded the teachers according to their attainments, ability, experience, and enthusiasm for their work, and periodical revision of this list will be made as occasion requires. In the event of there being no necessity to fill a vacancy by transfer, the system adopted in the past of inviting applications and forwarding the names of suitable applicants is to be continued.

Buildings.—During the year new schools were built at Tokaora, Gonville, Raumai, Rongoiti, and Tokorangi; and new residences at Hautapu, Wangaehu, Opaku, and Owhakura. Additions have been made to Kapuni, Fitzherbert East, St. John's (Wanganui), Kaponga, Alton, Raetihi, and Queen's Park Schools, and to Table Flat, Auroa, Kaponga, Poukiore, Raetihi, Makino Road, Awahou, and Kapuni residences. Shelter sheds were erected at Parawanui, Makotuku, Okaiawa, and Apiti Schools. Rata School was removed and added to; and repairs were effected at Kakaramea, Westmere, Patea, Silverhope, Jackeytown, Waverley, Hawera, Pohangina, Mangaweka, Kimbolton, and Sedgebrook Schools, and Hiwinui, Warrengate, and Kairanga residences. In addition to the above works, contracts have been let for new schools at Main South Road and Makaka; over £400 has been expended on painting; and drainage amounting to £737 17s. has been carried out at Campbell Street, Eltham, Feilding, and College Street Schools. The demands on the building grant increase year by year, and there are certain desirable, necessary, and even urgent works which, through the inadequacy of this grant, the Board has been unable to face. There is a number of buildings erected more than twenty years ago which, because of their insanitary situation or economical construction, have either to be rebuilt or almost entirely reconstructed, and these present a problem not solved by the amount of the maintenance grant, or any theoretical idea about the life of buildings, or the setting aside of a reconstruction fund. As settlement advances, and the standard of living increases, better buildings are required, and a school or residence considered good enough for a back-block settlement becomes a reproach to a closely populated town. In regard to residences especially, the difficulties are very great. In districts where houses are unobtainable, it is generally the case that the cost of building is heavy, while the fact of one room being attached to a school is made a reason why a teacher with a family is not granted house-allowance; and as no grants have been made by the Department for residences for some time, it is impossible to face the question of building. It may be difficult for the Department to come to a conclusion as to which course to pursue in this matter, but the whole matter is one of urgency, and the health, comfort, and well-being of the teachers necessitate strong representations being made in this matter.

Finding considerable difficulty in getting buildings erected under the contract system in out-of-the-way localities at the sum allowed by the Department, the Board initiated the experiment of employing its own staff of carpenters, under an efficient builder. Although in its infancy, the method adopted promises to secure economy and efficiency, and seems capable of considerable extension.

Office Accommodation.—During the year the Board endeavoured to secure the right to the ground on which the present suite of offices is situated—which is a Government reserve, uninvested in any department—but without avail. The rooms are unequal to the accommodation of the staff and the necessary fittings, and the business of the Board has accordingly to be carried on in three different parts of the town. The question cannot be allowed to rest where it is, and the Board looks to the Department to support any further claim made for an assured tenancy of

the present site. It seems farcical to expect a Board to provide for the erection of accommodation for its official and administrative staff out of its Maintenance Fund. In our case there is a small four-roomed office—suitable for a commission agent's business on a small scale—for all purposes, which includes architect's office and storage for plans, technical school department with storage of material, meeting room for Board, public office, accountant's room, office for three Inspectors, office for three clerks and three typistes, and Secretary's office. At least double the present accommodation is required for health purposes and the safe-keeping of records, and fully £3,000 is necessary to provide a brick building suitable for present requirements. The great increase of work placed on the Board by the central administration of late years has multiplied the difficulties of coping with this matter, and it is not too much to expect that a body of men devoting their time, ability, and energies to the management of educational affairs in a large district should be enabled to carry out their work under as good conditions as prevail in ordinary businesses.

The Board would again like to place on record its appreciation of the enthusiasm shown by the great majority of the teachers in their work, and the high standard of efficiency maintained by them throughout the district.

The services rendered by the Inspectors—Messrs. G. D. Braik (Chief), J. Milne, and T. B. Strong—have been uniformly satisfactory, while a special meed of praise is due to Mr. Braik in his capacity of Chief Inspector and Superintendent of Technical Education, for the singular ability, industry, and great capacity he has shown in his inspectorial work, and in evolving new schemes of work, remedies for existing deficiencies, and solutions of problems which would daunt most men.

I have, &c.,

The Hon. the Minister of Education. FRED PIRANI, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	43,345	3	5
Reserves revenue for primary education	3,064	3	4
Capitation at 6d. for relieving-teachers	283	15	3
Capitation at 11s. 3d., and grant of £250	6,634	13	6
Special capitation at 9d. for School Committees	409	10	9
Training of teachers other than at training colleges	395	0	0
Conveyance and board of school-children	88	19	6
Refund, cost postage	2	15	3
Receipts from other sources—			
Truant inspection, fines	41	6	0
Refunds—Teachers' salaries, £5 0s. 1d.; house allowance, £1 3s. 4d.	6	3	5
Court costs, Wanganui School Committee *v.* Board	60	0	0
Grants from Government for—			
Scholarhips—			
Education Board	868	8	10
National	244	7	6
District high schools—			
Salaries of teachers	1,839	7	5
Subsidies on voluntary contributions, &c.	185	16	8
Receipts from other sources, district high schools—			
Fees	59	18	3
Voluntary contributions	135	15	11
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	4,422	15	3
On account of free places	127	9	3
Material for class-work	111	10	11
Subsidies on voluntary contributions and bequests	891	13	7
Receipts from other sources, manual and technical—Fees, £1,604 9s.; Rent, £1 5s.; voluntary contributions, £733 16s. 11d.; refund, material, 19s. 9d.; capitation, Palmerston North High School Board, £28 0s. 2d.; material sold, £12 16s. 6d.; furniture sold, £2 15s.	2,384	2	4
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	6,336	8	0
House allowances	1,329	18	6
New school buildings, additions, furniture, sites, &c.	6,046	14	7
Technical-school buildings, furniture, fittings, apparatus, &c. (including initial capitation)	5,490	4	0
Refunds—			
Rent, special classes	7	15	0
Apparatus, special classes	5	12	7
Other receipts—			
Sale of sites	526	7	6
Rents of sites and old residences	129	2	0
Material sold	10	1	0
Insurance, Wanganui District High School	700	0	0
Refund Court costs, Sawmillers' Association *re* teacher's residence, Hautapu	7	19	0
Balance at end of year	2,818	13	2
	£89,011	11	8

Expenditure.	£	s.	d.
Balance at beginning of year	5,131	13	0
Staff salaries and clerical assistance	2,035	7	0
Office contingencies	1,663	12	4
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	46,184	7	10
Relieving-teachers' salaries	390	19	4
Gibbons Scholarship	20	0	0
Travelling scholarship	20	0	0
Truant inspection	263	3	6
Conveyance and board of school-children	87	3	6
Special capitation to School Committees	409	10	9
Incidental expenses of schools	2,666	0	8
Training of teachers, £80 5s. 5d.; house allowance, £40; teachers' salaries (primary), £96 15s. 7d., (secondary), £10; teachers' travelling-expenses, £41 11s. 8d.; teachers' bonuses, £15	283	12	8
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	662	14	6
National Scholarships	181	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	1,868	2	5
Other expenses of district high schools—			
Subsidies and voluntary contributions paid to School Committees	386	5	5
Fees paid to teachers	56	10	0
Manual and technical—			
School classes	1,641	11	9
Special classes	4,619	9	2
Other expenses, manual and technical—Office salaries, £10; fees refunded, £3 15s.; voluntary contributions returned, £158; library and prizes, £16 7s. 4d.; miscellaneous, £10 0s. 11d.	198	3	3
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	3,730	6	0
Rebuilding	783	13	10
Rent	205	11	2
House allowances	1,372	19	3
New school buildings, additional class-rooms, furniture, sites, &c.	7,058	11	3
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	333	17	11
Special classes	6,087	15	9
Other expenses—			
Purchase of sites (Land Sales Account)	609	17	1
Insurance of school buildings	59	12	4
	£89,011	11	8

17th February, 1909.

FRED. PIRANI, Chairman.
W. J. CARSON, Secretary.

WELLINGTON.

SIR,— Education Board Office, Wellington, 31st March, 1909.

In accordance with the requirements of "The Education Act, 1908," I beg to submit the following report of the Education Board of the District of Wellington for the year 1908:—

The ballot held in compliance with the requirements of "The Education Act, 1908," resulted in the retirement of Messrs. Aitken (City), McDonald (Manawatu-Hutt), and Vile (Wairarapa), who were re-elected, the first unopposed. The membership of the Board at the end of the year was thus: Wellington City Ward—Messrs. J. G. W. Aitken, W. Allan, R. Lee; Manawatu-Hutt—Messrs. W. H. Field, M.P., J. Kebbell, Captain McDonald; Wairarapa Ward—Mr. W. C. Buchanan, M.P., Hon. A. W. Hogg, M.P., Mr. A. H. Vile. At the August meeting Mr. R. Lee was unanimously re-elected Chairman. The Board's representative Managers of Technical Schools were: Wellington—Messrs. Aitken, Allan, and Field, M.P.; Petone—the Chairman and Captain McDonald; Pahiatua—Messrs. W. C. Buchanan, M.P., and A. H. Vile. Mr. J. R. Blair continued to represent the Board on the Wellington School Commissioners.

NUMBER OF SCHOOLS.—At the beginning of 1908 158 schools were in operation. During the year there were opened new schools at Muhunoa East, Ngaio (Crofton), Admiral Run, Glencrieff, and Stronvar, and there were closed Akitio, Waiohine, Limehills, and Glencrieff, leaving 159 in operation at the end of the year.

ATTENDANCE.—The average roll and attendance for the respective quarters and the year were:—

	Average Roll.	Average Attendance.
March	16,834	14,907
June	16,919	14,839
September	17,052	14,832
December	17,348	15,468
Year	17,038	15,012

The average attendance was thus 88·1 per cent. of the average roll, the highest numerical and the highest average attendance in the history of the district. Compared with the figures of 1907 the increase was 1,005; with those of 1906, 656. The attendance-conditions were last year much more favourable than in the previous year. The Board's powers of compelling attendance were exercised with firmness and discretion. The following figures summarise the work of the Truant Officer: Visits to schools, 561; breaches of the law reported by head teachers and dealt with, 3,700; proceedings taken in 226 cases, in 190 of which a conviction was recorded, 8 were dismissed, and in 28, proceedings were discontinued owing to improved attendance or other sufficient reason. There were enrolled 30 children, mostly new arrivals, who were not attending school. Making every allowance for misfortune and extreme poverty, there still remain a very considerable number of parents who, from indifference or actual greed, would deny their children the full advantages of education offered by the State.

While the figures quoted above appear to show a satisfactory regularity of attendance, there are two features of the attendance problem which merit more careful attention than they receive. The following figures, which are the total enrolment at the time of the Inspector's visit in the standards named, show that, notwithstanding the existence of a compulsory attendance law up to the Fifth Standard, of the children who enter the Third Standard in this district nearly 6 per cent. are withdrawn before they reach the Fourth Standard, 20 per cent. before they reach the Fifth Standard, and 35 per cent. before they reach the Sixth Standard.

Average.	Year.	Standard III.	Standard IV.	Standard V.	Standard VI.
13,462 ...	1904	2,076	1,879	1,552	1,091
14,071 ...	1905	2,016	1,983	1,665	1,344
14,356 ...	1906	2,017	1,948	1,680	1,386
14,007 ...	1907	2,087	1,931	1,704	1,379
15,012 ...	1908	2,148	2,012	1,737	1,307
		10,344	9,753	8,338	6,507

Thus the Third Standard fell from 2,016 in 1905 to a Fourth Standard of 1,948 in 1906, a Fifth Standard of 1,704 in 1907, and a Sixth Standard of 1,307 in 1908, at a time when the average of all pupils attending had increased from 14,071 to 15,012. An examination of your reports shows a similar shrinkage in numbers throughout the Dominion, as the pupils advance from the Third to the Sixth Standard.

A second unsatisfactory feature of our school life is the growth in numbers of what may be called the legal attender, who knows so well what the law requires that he absents himself regularly two half-days a week. The case of the legal attender will, in the opinion of my Board, and, as it has been ascertained of nearly every other Board in the Dominion, be best met by an amendment of section 149, "Education Act, 1908," with a view to compel the attendance every day of all pupils of compulsory age, except where satisfactory reason for absence is given. The increase in the numbers of pupils of this somewhat unsatisfactory class justifies the Boards in this recommendation. With tactful administration and proper exemption safeguards, such an amendment of the law would not involve hardship. As you are aware, the amendment here recommended is already in operation in the more progressive of the United States. The Board commends to your favourable consideration its recommendation that a penalty should be imposed on employers of children who are below the standard of exemption.

Teaching Staff.—At the close of the year there were in the service of the Board 144 male and 220 female teachers, 12 male and 68 female pupil-teachers—total, 156 males, 288 females, or 444 in all, an increase of 3 during the year. The corresponding numbers for 1907 were 153 males, 288 females, or 441 in all. The number of uncertificated teachers was 78, to 12 of whom had been granted a license, the corresponding numbers for the preceding year being 68 and 23.

Instruction of Teachers.—The Board was enabled to arrange during the year for the courses of instruction mentioned below, and the response of the teachers, both in attendance and in enthusiasm, must have been very gratifying to the instructors. At the schools of instruction in agriculture, three in number, held at Greytown in January and at the term holidays, each for a fortnight's continuous work, there were enrolled fifty-six teachers, who each surrendered a week's holiday in order to attend. The Inspectors are of opinion that a distinct improvement of the work in many schools is observable, as one result of the earnest efforts put forth by teachers to fit themselves for this new department of school-work. Excellent attendances were recorded at Mr. Parker's singing classes, both at Wellington and Masterton.

Subject.	Centre.	Instructor.	Number of Teachers.
Drawing and handwork ..	Wellington	Technical School staff	66
Agriculture	Greytown	Mr. Davies	56
Cookery	Wellington	Miss Ivey	41
,, ...	Masterton	Miss Talbot	27
Woodwork	Wellington	Mr. Howe	14
Cardboard modelling ..	,,	,,	20
Singing and deep breathing..	Masterton	Mr. Parker	51
,, ,, ..	Wellington	,,	133
Deep breathing	Masterton	Mr. Garlick	70
,, ...	Pahiatua	,,	26

Training College.—The work of the Training College for teachers is discussed at length in the report of the Principal. The total enrolment was 80, a full complement—32 of the second year, 48 of the first; 34 from Wellington, 25 from Wanganui, 9 from Hawke's Bay, 2 from Marlborough, 4 from Nelson, 3 from Taranaki, and 1 each from Grey, Otago, and Southland; 58 of Class A, 22 of Class B. There were, besides, a number of teachers who visited the College for purposes of observation. The growth of the work of the College renders necessary a building addition and an increase in the area of the site. The subjects of agriculture and nature-study require much more room for their adequate treatment than the small area at present available permits of. So large a proportion of the students in the Middle University District will fill positions in country schools that the Board has no hesitation in commending to the Department expenditure which will benefit most immediately the country child. The efforts of the Committee of Advice and of the Principal have been directed to keeping the institution in close touch with the needs of the districts served by the College.

Scholarships.—For Junior Scholarships there competed 261 candidates, and there were awarded 41 Junior Board and 4 Junior National Scholarships. For Senior Board Scholarships there were 65 candidates, to 14 of whom were awarded Scholarships.

District High Schools.—The ten District High Schools have continued in operation, but the decrease noted last year still continues. For three years the numbers are 540, 463, 441.

Manual and Technical Instruction.—During the year capitation, under the Manual and Technical Regulations, was earned by 121 schools, as compared with 116 in 1907, and 120 in 1906. The following table shows the numbers under instruction during the year in the various manual and technical subjects:—

Subject.	Number of Schools.	Number of Pupils.
Handwork	95	11,623
Elementary agriculture	54	1,018
Needlework (with instructor when head teacher is a male) ...	16	211
Elementary chemistry	7	193
Physiology and first aid	7	382
Swimming and life saving	7	616
Elementary and physical measurements	8	424
Dairy-work	1	8
Dressmaking	4	98
Cookery (Wairarapa and Pahiatua centres)	9	235
,, (Wellington centre)	9	362
,, (Manawatu)	2	59
Woodwork (Wellington centre)	9	766
Total		15,995

Instruction in cookery has been given at Thorndon and Newtown, in Wellington; at Levin and Otaki; and at various Wairarapa centres. The most considerable increase in numbers under instruction was in handwork, agriculture, physiology, swimming and life saving, and woodwork. Instruction in woodwork is still confined to Wellington and suburban schools, but will, it is proposed, shortly be extended to Petone and Hutt. The Board views with pleasure the completion of the fine new Technical School at Petone, which it trusts will fully justify its establishment.

Physical and Military Drill.—The report of the Board's Inspectors shows that proper attention is given throughout the district to physical instruction, and that in a majority of the schools deep-breathing exercises are practised daily. Military drill is described as generally good; the commanding officer reports that the work of thirty-four of the thirty-five companies and detachments ranges from good to excellent. The total number of cadets in the four battalions on the 31st March was 1,906. Very favourable reports were received of the work and conduct of the Manawatu-Hutt Battalion, which encamped at Petone. The handbooks of physical instruction and Infantry training recently issued by the Department should prove very helpful.

Medical Inspection.—The Board has expressed its approval of the medical inspection of school children, and has, by way of experiment, undertaken an inspection of about 300 children, kindly carried out at the end of the year by Drs. Pollen and Webster, who will report when some special cases have been considered.

Decalogue.—During the year the Board received, as a gift for each school in the district, a copy of the Decalogue, mounted on rollers, and the necessary authority to exhibit on the schoolwalls was given to each head teacher.

Buildings.—Last year was a year of rapid expansion, and of consequent building activity. The fires which devastated considerable areas in the North Island destroyed the school and residence at Nireaha, and the school at Maku. Grants being provided, the former were erected on the old site. The latter is being built in a different position, to enable the Board to consolidate the schools in the Mangatiti-Maku-Pukehinau districts. The removal of the Mangatiti School completes this change. New schools, provided by grant, were also erected at Dyerville, Waterfalls, Lansdowne, and Maranui, and additions at Masterton, Worser Bay, and Levin. A new school is under construction at Petone West. New schools are being provided at Upper Hutt, Martinborough, and Waikanae, and additions at Johnsonville, partly by grant on account of increased attendance, and partly by the Board on account of rebuilding. At Pahiatua the removal to new site of the best parts of the old building is being carried out in conjunction with the erection of several new rooms. New residences have been provided by grant at Longbush and Mangatiti; additions at Manakau and Paekakariki. The Board removed and improved the residence at Levin. The most urgent building requirements of the district at present are new school at Eastern Hutt, and additions at Brooklyn, Muritai, and Wadestown, together with residences in all districts where settlers have no room beyond the bare requirements of their families. The Board is pleased that in several of such districts residences will be provided shortly by grant. Maintenance work has been carried out to the full extent of the means of the Board. Forty-one schools, mostly the smaller, and twelve residences have been overhauled, new latrines have been provided at nine schools, shelter-sheds at five, high-pressure water-supply at five; cookery fittings were completed at South Wellington, and introduced at Carterton, Greytown, and Otaki, and science fittings at Newtown District High School. Last year it was necessary to provide a considerable number of sites, especially in the suburban area, and, though in most instances half-cost was provided by grant, the Board has found payment of the balance a great tax on its resources. Consequently the rebuilding of several of our older schools, now admittedly desirable, has of necessity been postponed. Another problem is presented by the steady decrease of attendance at Te Aro and Mount Cook Schools through the encroachment of the business on the residential area. At Mount Cook Boys' and Girls' Schools the numbers have decreased by half. For this reason, and on account of the increasing ages of the buildings, it appears to the Board that amalgamation of the Mount Cook Boys' and Girls' Schools on one site will be necessary in a short time.

Finance.—The year began with a debit balance of £558 16s. 7d. The receipts were £112,396 2s. 4d.; the disbursements £111,620 1s. 1d., leaving a credit balance of £217 4s. 8d. Much useful work has been possible at several of the district high schools and at a number of the primary schools through substantial donations to the district high school funds of the former, and to the manual and technical funds of the latter.

Improvement of School Equipment and School Grounds.—The Board has steadily endeavoured to improve the equipment of its schools by judicious additions to the existing furniture, maps, and pictures. Its Inspectors have been requested to make special note where expenditure is here required, and where local effort merits encouragement. It notes with pleasure the successful endeavours of Committees and teachers to beautify and improve the surroundings of a number of our best schools, a praiseworthy example which the Board hopes may be followed at others where at present this important educational influence is almost entirely absent.

Free School Books.—The Board will endeavour to carry out the wishes of the Government in the matter of the supply of free school books to children of the lower classes.

The Board acknowledges with thanks the continued encouragement to proficiency in arithmetic, writing, and composition given by the Wellington Chamber of Commerce through the prizes offered to pupils attending Wellington City Schools. The Board regards with warm approval the improvement in the conditions of teaching, and of the employment of teachers resulting from the passing through your instrumentality of "The Education Amendment Act, 1908."

I have, &c.,

The Hon. the Minister of Education, Wellington. Robert Lee, Chairman

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	49,081	5	2
Reserves revenue for primary education	3,233	6	8
Capitation at 6d. for relieving-teachers ..	366	15	6
Capitation at 11s. 3d., and grant of £250	8,506	8	11
Special capitation at 9d. for School Committees	525	5	3
Training colleges—			
Salaries of staff, &c.	1,648	17	0
Allowances to students	3,783	17	9
Training of teachers other than at training colleges	526	0	11
Conveyance and board of school-children	271	7	6
Teachers' special winter course ..	3	9	4
Receipts from other sources—			
Interest on fixed deposit	30	0	0
Part cost of lease (legal)	0	10	6
Contributions of arrears, Teachers' Superannuation Fund	40	5	2
Contributions, Canadian Fund (Imperial Park, Quebec)	19	11	9
Chamber of Commerce, donation for prizes	25	4	0
Truancy—Court fines..	28	9	6
Grants from Government for—			
Scholarships—			
Education Board	907	19	0
National	142	19	11
District high schools—			
Salaries of teachers..	3,736	16	8
Subsidies on voluntary contributions, &c.	401	9	6
Receipts from other sources, district high schools—			
Fees	1	0	0
Voluntary contributions	378	11	6
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	6,191	12	11
On account of free places	1,640	19	8
Material for class-work	622	15	6
Subsidies on voluntary contributions and bequests	712	3	9
Receipts from other sources, manual and technical—			
Voluntary contributions	132	3	9
Sale of goods	32	5	8
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	9,418	11	3
House allowances	1,959	1	8
New school buildings, additions, furniture, sites, &c.	12,437	18	0
Technical-school buildings, furniture, fittings, apparatus, &c.	5,261	5	4
Other receipts—			
Rent of school reserves	203	3	10
Donation, technical site, Pahiatua ..	124	9	6
	£112,396	2	4

Expenditure.	£	s.	d.
Balance at beginning of year	558	16	7
Staff salaries and clerical assistance ..	3,440	12	0
Office contingencies	1,483	14	7
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	52,335	4	8
Relieving-teachers' salaries	417	17	11
Training colleges—			
Salaries of teachers	1,400	2	6
Incidental expenses of training college ..	328	3	10
Allowances to students	3,842	18	7
Training of teachers other than at training colleges (including Elementary Agriculture Instructor, £100)	367	7	1
Conveyance and board of school-children ..	230	14	6
Special capitation to School Committees ..	525	5	3
Incidental expenses of schools	3,084	3	9
Chamber of Commerce prizes	25	11	3
Separate contribution of arrears, Teachers' Superannuation Fund	40	5	2
Amount contributed to Canadian Park Fund	19	11	9
Elementary agriculture — Instructor's salary, £200; expenses, £69 16s. ..	269	16	0
Allowances to scholarship-holders and expenses of examination—			
Board scholarships	900	6	0
National Scholarships	113	9	6
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	3,734	12	4
Other expenses, district high schools—Apparatus, and refunds of donations and subsidies	841	4	6
Manual and technical—			
School classes	1,909	12	4
Special classes	17	1	11
Payments to managers, associated technical classes	8,067	1	3
Maintenance of school buildings—			
Alterations, small additions, repairs, and repainting, &c.	3,477	17	5
Rebuilding	1,902	8	11
Rent	921	11	5
House allowances	1,964	18	4
New school buildings, additional classrooms, furniture, sites, &c.	12,226	11	7
Buildings, class rooms, furniture, &c., for manual and technical purposes—			
School classes	715	2	1
Special classes	8	3	0
Payments to managers of associated classes	3,098	17	6
Other expenses—Purchase of sites ..	3,909	14	2
Balance at end of year	217	4	8
	£112,396	2	4

12th May, 1909.

ROBERT LEE, Chairman.
G. L. STEWART, Secretary.

HAWKE'S BAY.

SIR,— Education Office, Napier, 22nd April, 1909.

In accordance with the requirements of "The Education Act, 1908," I beg to submit the following report of the Education Board of the District of Hawke's Bay for the year 1908:—

MEMBERS.—The ballot held in compliance with the requirements of the Act resulted in the retirement of Messrs. Morgan (North Ward), Whittington (Middle Ward), and Ericksen (South Ward), who were re-elected, the first two unopposed. The membership of the Board at the end of the year, therefore, remained: North Ward—Messrs. W. Morgan, G. E. Darton, and S. McLernon; Middle Ward—Sir William Russell, Messrs. T. Tanner and C. M. Whittington; South Ward—Mr. O. Ericksen, the Rev. A. Grant, and Pastor H. M. Ries. At the September meeting Sir William Russell was unanimously elected Chairman. Pastor Ries and Mr. W. Armstrong represented the Board on the Dannevirke High School Board of Governors, Messrs. S. McLernon and T. Tanner on the Napier High School Board, and Messrs. S. McLernon and C. M. Whittington were appointed to represent the Board as School Commissioners.

NUMBER OF SCHOOLS.—At the beginning of 1908, 102 schools were in operation. During the year there were opened nine schools, of which three were "household" schools; there were closed four, leaving 107 schools in operation at the end of the year.

ATTENDANCE.—The average roll and attendance for the year were 9,721 and 8,438 respectively. The percentage of attendance was 86·7, the highest yet attained in the district. The corresponding figures for the year 1907 were: Roll, 9,409; attendance, 7,878; percentage, 83·7. The roll-number therefore increased 312, and the percentage of attendance 3. Proceedings for irregular attendance were instituted in some fifty cases, in most of which convictions were recorded.

TEACHING STAFF.—At the close of the year there were in the service of the Board 86 male and 123 female teachers, 7 male and 46 female pupil-teachers—a total of 93 males and 169 females, or 262 in all. The corresponding figures for 1907 were 91 males and 164 females—255 in all. Considerable difficulty has been experienced in keeping the schools fully staffed, and there is still too great a proportion of inexperienced and uncertificated teachers in the Board's employ. The passing of "The Education Act Amendment Act, 1908," with its provisions for greater salaries and increased staffs, was hailed with general satisfaction, which was, however, greatly diminished when it became known that the additional teachers provided for in the Act were not yet to be appointed. The Board is of the opinion that where the services of competent teachers can be obtained the additional assistants should be employed. It is hoped that the new scale will be an inducement to suitable persons to take up the teaching profession, so that in a few years there will be no shortage of teachers.

INSTRUCTION OF TEACHERS.—The course of instruction arranged for teachers on Saturdays embraced the following subjects: Drawing and handwork, cookery, and woodwork. Classes were held at Dannevirke, Waipawa, Napier, and Gisborne.

Special training classes were held at Gisborne during the winter vacation, and a fortnight's valuable work was accomplished. Day classes were held in handwork, agriculture, voice culture, and nature-study. In the evenings lectures on kindred subjects were attended. The Wanganui Education Board very kindly lent the services of its instructors, Messrs. Grant and Clark, to whose valuable and untiring efforts the success of the classes was, to a large extent, due. Some sixty-five teachers attended the classes.

PHYSICAL AND MILITARY DRILL.—In their report the Inspectors speak enthusiastically of the work being done in the schools in physical and military drill, and in breathing exercises.

BUILDINGS.—During the year the following buildings, the cost of which was met by Government grant, were erected: New schools—Motu, Ngamoko, Mangatoro, Mangaone, and Ruahine; additions—Mahora, Mangapapa, and Tipapakuku; residences—Motu, Puketitiri, and Waipiro Bay. A building was purchased for temporary school purposes at Tamaki North. A school at Rangitane (Tamaki South) and a residence at Arygll are in course of erection.

FINANCE.—The total receipts were £57,305 11s. 1d., made up as follows: Balance, 31st December, 1907, £3,389 0s. 6d.; teachers' salaries, £30,598 8s. 8d.; administration, £5,890 2s. 9d.; secondary education, £2,275 16s. 8d.; manual and technical, £2,245 8s. 8d.; buildings, £12,906 13s. 10d. The total expenditure was £51,118 15s. 10d., leaving a credit balance of £6,186 15s. 3d. No account is taken here of contractors' deposits.

I have, &c.,

The Hon. the Minister of Education, Wellington. W. R. RUSSELL, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	3,389	0	6
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	26,286	8	8
Reserves revenue for primary education	4,312	0	0
Capitation at 6d. for relieving-teachers	206	7	6
Capitation at 11s. 3d., and grant of £250	4,892	17	9
Special capitation at 9d. for School Committees	295	8	6
Training of teachers other than at training colleges	175	0	0
Conveyance and board of school-children	23	5	3
Postage on pamphlets distributed for Department	1	12	9
Receipts from other sources—Donations to teachers' salaries, £99; rents, £45 15s. 6d.; truancy fines, £5 4s.; interest on deposit, £10; Government Insurance Department, £95 14s.; donations, Canadian Fund (Imperial Park, Quebec), £7 5s. 4d.; refund from Gisborne High School Board, £32 12s. 2d.	295	11	0
Grants from Government for—			
Scholarships—			
Education Board	412	15	0
National	187	10	0
District high schools—			
Salaries of teachers	1,019	3	0
Subsidies on voluntary contributions, &c.	191	0	9
Receipts from other sources, district high schools—			
Fees	8	9	6
Donations to teachers' salaries	72	18	4
Voluntary contributions	384	0	1
Grants from Government for manual and technical instruction—			
Capitation on all classes	1,472	16	8
Material for class-work	115	6	7
Subsidies on voluntary contributions	85	3	6
Receipts from other sources, manual and technical—Fees, £299 9s. 6d.; voluntary contributions, £135 3s. 6d.; refunds, £8 12s. 4d.; sales, £72 10s. 4d.; Dannevirke High School Board, instruction of classes, £56 6s. 3d.	572	1	11
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	5,002	8	6
House allowances	846	10	11
New school buildings, additions, furniture, sites, &c.	4,442	14	9
Technical-school buildings, furniture, fittings, apparatus, &c.	1,439	19	5
Subsidies on voluntary contributions	553	0	9
Voluntary contributions—Buildings Account	553	0	9
Other receipts—			
Contributions towards cost of clocks	15	18	9
Contractors' deposits forfeited	53	0	0
	£57,305	11	1

Expenditure.	£	s.	d
Staff salaries and clerical assistance	1,565	12	0
Office contingencies	909	16	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	30,675	15	11
Relieving-teachers' salaries	210	4	0
Conveyance and board of school-children	33	5	3
Special capitation to School Committees	295	8	6
Incidental expenses of schools	2,575	15	11
Accident pay to disabled employee	95	14	0
Donations, Canadian Park Fund	7	5	4
Payments on account of Gisborne High School Board	32	12	2
Allowance to scholarship holders and expenses of examination—			
Board scholarships	557	0	0
National Scholarships	250	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	1,170	8	4
Manual and technical—			
School classes	1,471	0	1
Special classes	1,453	4	9
Payment to managers, associated technical classes	19	1	3
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	2,445	4	9
Rent	138	16	0
House allowances	1,937	3	8
New school buildings, additional class-rooms, furniture, school baths, sites, &c.	3,652	19	5
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	205	6	8
Special classes	1,417	1	2
Balance at end of year	6,186	15	3
	£57,305	11	1

7th June, 1909.

W. R. RUSSELL, Chairman.
G. CRAWSHAW, Secretary.

MARLBOROUGH.

Education Office, Blenheim, 18th March, 1909.

SIR,—

In accordance with the provisions of "The Education Act, 1908," the Marlborough Education Board has the honour to present the following report of the proceedings for the year 1908.

BOARD.—The members in office at the beginning of the year were: Eastern Ward—Mr. John Conolly, Mr. W. H. Macey, and Mr. W. B. Parker; Central Ward—Mr. R. McCallum, Mr. E. H. Penny, and Mr. J. J. White; Western Ward—Mr. H. M. Reader, Mr. John S. Storey, and Mr. John Smith. The members who retired by effluxion of time were Messrs. Conolly, Penny, and Smith; but at the annual election all were returned to represent their respective wards. At the

August meeting Mr. McCallum was reappointed chairman of the Board. Twelve meetings of the Board were held during the year, with an average attendance of eight members.

SCHOOLS.—The number of schools in operation at the end of the year was sixty-nine, being an increase of one over the figures for 1907. Arrangements were made in one case for the conveyance of children by trap to and from school. In a few instances in the Sounds private arrangements were made for the conveyance of children by launch. The Roman Catholic and various other private schools in the district are also inspected and examined by the Board's Inspector. Considerable difficulty has again been experienced in obtaining qualified teachers for a number of the smaller schools; but this, to a certain extent, has been due not so much to the small salary available as to the isolated position of some of the places.

ATTENDANCE.—The average attendance for the year was 1,868, the figures for the four quarters being: March, 1,831; June, 1,858; September, 1,881; December, 1,900. The number on the roll at the 31st December was 2,163, being an increase of sixty-eight over the figures for 1907. The percentage of attendance for the year was 87·5—the highest yet recorded for the district; and the Board looks upon this as an indication of the increasing interest displayed by parents in the welfare of their children. The Truant Officer's figures for the year are: Number of informations, 27; convictions recorded, 20; cases withdrawn, 3; dismissed, 4. The amount of fines received during the year was £2 19s. 6d.

TEACHERS.—At the close of the year there were in the service of the Board twenty male teachers, sixty-eight female teachers, one male pupil-teacher, and five female pupil-teachers, making a total of ninety-four. Of the eighty-eight teachers, thirty are certificated, and three others hold licenses to teach. These figures show rather a small proportion of qualified teachers, and the Board is pleased to note that your Department is now offering further facilities for the training of suitable candidates.

TRAINING OF TEACHERS.—During the year the following Saturday classes for teachers were held: Cookery, woodwork, agriculture, and dressmaking. The attendance at the classes was, on the whole, satisfactory. Just prior to the Easter holidays a special course of instruction was given in Blenheim, of which a large number of teachers availed themselves. In this connection the Board gratefully acknowledges the Department's assistance in the granting of railway passes and capitation, and the services rendered by the following lecturers: Mr. G. Hogben, M.A. (Inspector-General of Schools), Mr. J. S. Tennant, M.A., B.Sc., Dr. Bennett, Mr. D. A. Sturrock, Mr. James Bruce, and Miss Igglesden.

PHYSICAL INSTRUCTION.—Every school provided some branch of physical instruction, and the military drill in the largest schools is reported as being of a high order.

SCHOLARSHIPS.—The number of scholarships in force at the close of the year was fifteen, including three Junior National Scholarships. On the results of the examination held in December, twelve Board Scholarships, one Junior National Scholarship, and one private scholarship were awarded. The latter is a one-year scholarship of £25, given by Mr. John Duncan, M.P., who has generously offered to give a similar scholarship each year during his term as representative in Parliament for this district.

MANUAL AND TECHNICAL.—Practically every school in the district is now taking some branch of handwork. Following is a list of the subjects taught: Cookery, woodwork, elementary agriculture, elementary physical measurements, swimming and life-saving, elementary physiology and first aid, needlework, modelling in plasticine, paperfolding, sticklaying, cardboard modelling, and bricklaying. Owing to the reduction of the capitation payable on cookery and woodwork classes, the Board has had to make a corresponding reduction in the salaries of the special instructors in these subjects. The attempt to conduct evening classes in connection with the Blenheim Technical School has had to be abandoned owing to the insufficient number of students offering.

BUILDINGS.—During the year new schools at Carluke and Spring Creek and a teacher's residence at Grassmere were erected. The buildings now in course of erection are: New school at Nydia Bay, additional class-room at Marlboroughtown, and teachers' residences at Tua Marina and Omaka. At the request of the Department, the Board took over the Maori schools at Wairau Pa and Waikawa Bay. The buildings at both places are very old, and were much dilapidated, but the Department furnished a small grant to enable the Board to effect improvements. The Board, as usual, spent a large sum in the maintenance of schools and residences, and also effected extensive improvements (costing, approximately, £200) to the school, furniture, and teacher's residence at Picton.

FINANCE.—The credit balance on all accounts at the 31st December was £679 16s. 11d., the balances on the separate accounts being: Administration, Dr., £51 0s. 8d.; teachers' salaries, Dr., £128 3s. 3d.; manual and technical, Dr., £152 18s.; training of teachers, Cr., £51 10s. 8d.; buildings, Cr., £960 8s. 2d. No account is taken here of contractors' deposits.

THANKS.—The Board desires to thank the members of School Committees generally for the helpful spirit of co-operation shown during the year.

I have, &c.,

The Hon. the Minister of Education, Wellington. R. MCCALLUM, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	527	16	3
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	7,846	11	11
Reserves revenue for primary education	200	0	0
Capitation at 6d. for relieving-teachers	45	19	4
Capitation at 11s. 3d. and grant of £250	1,285	2	0
Special capitation at 9d. for School Committees	66	9	9
Training of teachers other than at training colleges	175	8	10
Conveyance and board of school-children	23	0	6
Receipts from other sources—			
Truancy fines	2	19	6
Sale of stationery	0	12	0
Grants from Government for Scholarships—			
Education Board	160	9	6
National	75	0	0
Receipts from other sources—Refund of Education Board scholarship allowance	1	0	0
Grants from Government for manual and technical instruction—			
Capitation—			
On school classes	291	0	0
On special classes	67	11	6
On account of free places	3	19	3
Receipts from other sources, manual and technical—			
Fees	35	16	8
Voluntary contributions	10	0	0
Sale of goods	5	11	2
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	1,398	10	0
House allowances	179	7	11
New school buildings, additions, furniture, sites, &c.	692	19	0
Technical-school buildings, furniture, fittings, apparatus, &c.	4	10	0
Other receipts—			
Rents from school-sites	9	11	0
Miscellaneous—Sale of material, &c.	20	5	9
Interest from Post-Office Savings-Bank	21	9	3
	£13,151	1	1

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	555	8	4
Office contingencies	247	14	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	8,067	18	6
Relieving-teachers' salaries	31	18	6
Training of teachers other than at training colleges	181	6	7
Conveyance and board of school children	35	8	0
Special capitation to School Committees	66	9	9
Incidental expenses of schools	562	4	10
Truancy	48	18	10
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	163	10	0
National Scholarships	75	0	0
Manual and technical—			
School classes	292	10	5
Special classes	124	11	8
Maintenance of school buildings—			
Alterations, small additions, repairs, repairting, &c.	1,061	10	0
Rebuilding	112	17	6
Rent	76	0	0
House allowances	170	8	4
New school buildings, additional class-rooms, furniture, sites, &c.	568	4	3
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	23	18	6
Special classes	5	5	6
Balance at end of year	679	16	11
	£13,151	1	1

26th February, 1909.

R. MCCALLUM, Chairman.
E. HYLTON, Secretary and Treasurer.

NELSON.

SIR,— Education Office, Nelson, 1st May, 1909.

I have the honour to lay before you the report of the proceedings of the Nelson Education Board for the year ending 31st December, 1908.

THE BOARD.—The members of the Board are: Messrs. A. T. Maginnity (Chairman), W. Lock, F. W. O. Smith, W. N. Franklyn, J. D. Beuke, T. J. Baigent, G. B. Shepherd, J. L. Munson, and J. W. Fair. Mr. T. Bailie, of Westport, who rendered valuable service as a member for a number of years, did not seek re-election in August last, and his place was filled by the election of Mr. J. W. Fair. At the annual meeting Mr. Maginnity was again re-elected Chairman.

MEETINGS OF THE BOARD.—During the year twenty-five meetings were held, the average attendance at each meeting being 7·5.

PRIMARY SCHOOLS.—In this district 110 schools were in operation during the year. Included in this number, however, are forty-two household or Grade 0 schools, with a total average attendance of 270. Difficulty is found in securing competent persons willing to undertake the teachership of household schools, which are principally situated in the more isolated parts of the educational district. It is pleasing to record the interest shown by backblock settlers in taking advantage of the provision for the establishment of household schools, and thus securing all the education it is possible to obtain for their children; and the Board, by requiring the fulfilment of lenient but equitable conditions, believes that its endeavours to meet the various requests for the establishment of household schools have met with approval. During the year seven schools were closed, while five others were opened.

District High Schools.—The four district high schools in the district continue to do good work, though it is regretted that the Reefton and Motueka Schools receive such small support. The secondary division at Takaka, inaugurated in 1907, has fully justified its establishment, the number attending the division showing an average attendance for the year of twenty-two, giving ample evidence that the settlers in the Takaka Valley appreciate the advantages of higher education thus afforded them. The Westport School, too, is, considering the size of the town, fairly well supported. The average attendance for the year at each of the high schools was as follows: Westport, 39; Reefton, 15; Motueka, 15; Takaka, 22.

Attendance of Scholars.—It is gratifying to record a considerable increase in the number of children in attendance at public schools, the average roll-number for the year being 5,669, as against 5,542 for 1907. The average attendance recorded for 1908 was 4,868, being an increase of 186 on the average for the preceding year.

Physical Instruction.—Adequate attention continues to be given to this important branch of instruction. Cadet corps or detachments are now established in connection with twenty-two schools.

Scholarships.—During he year the Board adopted the Junior National and Free-place Examination as the qualifying examination for Junior Scholarships. The results of the examination are published with the Inspectors' reports. The necessity for an amendment of the regulations governing the value of scholarships is again emphasized. The boarding fees at the Nelson Colleges are in excess of the maximum amount allowed by the Government as the value of a scholarship, with the result that parents of winners of scholarships are required to contribute towards the cost of board. It is suggested that the Department amend the regulations by fixing the maximum value of a scholarship at £45, which would, in this district at any rate, meet the difficulty.

Private Schools.—All the private schools in the district that have made application to the Board have, in accordance with the law, been inspected during the year. The Board notes with appreciation the fact that the Government has provided an additional inspection grant for this work.

Manual and Technical.—This branch of instruction has materially developed during the past year, and the appointment of the Director of Technical Schools has been the means of placing the Department more in line with the work carried out in larger centres. The Nelson Technical School is remarkably well attended, and the Board trusts that the engineering day school about to be commenced at Westport will prove of benefit in every way. The number of schools taking manual-training subjects continues to increase, elementary agriculture, woodwork, cookery, swimming, and physical measurements receiving special attention. The policy of securing (where possible) the services of efficient permanent instructors is proving advantageous in every way. A commodious laboratory was during the year added to the Nelson Technical School, and the erection of a technical school at Westport commenced. The Director's report will afford full details of the work carried on during the year.

Buildings.—Though no very large contracts were let during the year, large amounts were paid on the Nelson Girls' School and Westport Brick School contracts, which were completed at the beginning of the year. New buildings, for which special grants were received, were erected at Hector (a side school to Granity) and at Takaka (an additional room for the secondary classes). The school at Rockville was rebuilt, and an enlargement was made of the Pigeon Valley School. The small school at Matiri was destroyed by fire, but the Board did not deem it necessary to rebuild, other suitable arrangements being made for carrying on the school-work. The building was very old, and was of small value. Particular attention has been given to the various requests made by Committees for grants for general repairs and upkeep of school buildings, with the result that the buildings have been well looked after, and at the same time the Board's funds have been administered with economy, consistent with efficiency. The rebuilding of some of the oldest school buildings will require the consideration of the Board during the present year.

Office Accommodation.—The buildings at present used for the Board's offices are now of advanced age, and show signs of considerable decay. The structure was one of the first school buildings erected in Nelson, and has served its purpose for many years. The building was erected in 1865, so that the question of providing suitable accommodation for its staff will require to occupy the attention of the Board at an early date. The development of the district and the advent of technical instruction has much increased the work of the permanent staff during the past two years, and the accommodation required for the efficient carrying-on of the work of administration cannot be much longer delayed.

The vacancy caused by the death of the late secretary, Mr. Stead Ellis, was filled by the promotion of Mr. Noman R. Williams, of the office staff, to the position.

Finance.—From the appended general statement of receipts and expenditure it will be noted that the Board ended the year with a credit balance on both General and Building Accounts.

Thanks.—The thanks of the Board are tendered to the various School Committees for the faithful and willing assistance rendered in the administration of the educational affairs of the district for the past year, and the Board has pleasure in placing on record the fact that the important duties intrusted to the Committees have been performed with the utmost assiduity by the Committees, and without friction with the governing body.

I have, &c.,

The Hon. the Minister of Education. A. T. Maginnity, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	985	3	5
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	20,017	13	11
Reserves revenue for primary education	635	4	0
Capitation at 6d. for relieving-teachers	119	5	6
Capitation at 11s. 3d. and grant of £250	2,933	8	0
Special capitation at 9d. for School Committees	175	11	6
Training of teachers other than at training colleges	150	0	0
Conveyance and board of school-children	96	12	6
Refund postage departmental circulars	1	10	10
Receipts from other sources—Sale of school material, £79 6s. 7d.; interest on fixed deposits, £35; hire of tables, £2	116	6	7
Grants from Government for—			
Scholarships—			
Education Board	456	3	0
National	135	16	8
District high schools—Salaries of teachers	976	5	0
Receipts from other sources—			
District High School fees	3	9	6
Refund Board Scholarship Account	3	1	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,411	11	7
On account of free places	53	14	0
Material for class-work	11	17	4
Receipts from other sources, manual and technical—Fees, £238, 5s. 2d.; refund, £3 10s.; voluntary contributions, £66 6s. 6d.; sale of material, £4 19s. 4d.	313	1	0
Contributions from three Education Boards towards salary of Instructor in Agriculture under combined Boards	199	15	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents sites, &c.	4,809	0	0
House allowances	653	12	11
New school buildings, additions, furniture, sites, &c.	1,066	0	0
Technical school buildings, furniture, fittings, apparatus, &c.	1,028	16	3
	£36,352	19	6

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,050	7	0
Office contingencies	1,010	9	7
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	20,570	4	1
Relieving-teachers' salaries	217	11	10
Conveyance and board of school-children	80	18	9
Special capitation to School Committees	175	11	6
Incidental expenses of schools	586	14	2
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	382	2	6
National Scholarships	114	3	4
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	940	0	0
Manual and technical—			
School classes	1,024	3	4
Special classes	1,091	19	7
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	2,358	1	0
Rebuilding	1,970	17	3
Rent	50	2	0
House allowances	670	6	3
New school buildings, additional class-rooms, furniture, sites, &c.	747	10	2
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	60	16	0
Special classes	1,118	6	9
Balance at end of year	2,132	14	5
	£36,352	19	6

9th July, 1909.

A. T. MAGINNITY, Chairman.
N. R. WILLIAMS, Secretary.

GREY.

SIR,— Education Office, Greymouth, 31st May, 1909.

I have the honour to present the report of the Education Board for the District of Grey for the year ending 31st December, 1908.

BOARD.—At the beginning of the year the Board was composed of the following gentlemen: James Kerr (Chairman), William Robert Kettle (Treasurer), John Byrne, Frank White, Jeremiah McCarthy, Joseph Noble, Henry J. Bignell, John Ryall, and Hon. James Marshall. In July Mr. John Byrne resigned his seat; Messrs. Ryall and Hon. James Marshall also retired, but were re-elected. Mr. Stewart Robert Harris, an ex-member of the old Board, was elected to the seat vacated by Mr. Byrne. At the annual meeting following the election Messrs. Kerr and Kettle were unanimously reappointed Chairman and Treasurer respectively.

SCHOOLS.—During the year thirty-five schools were in operation, as against thirty-two in 1907, the new schools being Mitchell's (Lake Brunner), Slatey Creek, and Poerua (reopened). The schools were graded as follows: Grade 0, 17; Grade I, 3; Grade II, 3; Grade IV, 3; Grade V, 3; Grade VII, 1; Grade IX, 2; Grade X, 1; Grade XI, 1; and Grade XVII, 1.

ATTENDANCE.—The roll-number of pupils was 1,822, and the average attendance 1,580, as compared with 1,784 and 1,468 respectively, the corresponding figures for the previous year.

TEACHERS.—At the end of the year fifty-eight teachers—twelve male and forty-six female—were in the employ of the Board. Of the fifty-three adult teachers, twenty-seven are certificated and one licensed.

SECONDARY.—Work in this department has been of a satisfactory nature, the attendance of pupils and number of Junior Civil Service and Matriculation passes obtained being above the average.

SCHOLARSHIPS.—At the departmental examinations held in December, 1908, sixteen candidates (in all) were presented for Junior National and Board Scholarships, but of these only one, a pupil of the District High School, succeeded in obtaining the qualifying number of marks for a Junior National Scholarship. In view of this result, the Board, with the consent of the Hon. Minister, has modified its regulations so far as regards the qualifying percentage of marks for Board scholars.

CADET AND PHYSICAL DRILL.—These important subjects have received every attention during the year, and results have been of the most gratifying nature. Under Major Austin and his chief

officers the cadet movement has made good progress, and generally the cadets of the Grey Battalion will compare favourably with any in the Dominion.

Teachers and Technical Instruction.—Special classes for teachers were held in cookery, agriculture, chemistry, and wood-carving. Eight schools and two special classes were held in cookery and four in dressmaking; eight schools conducted classes in elementary agriculture; and at the various schools 890 children received instruction in hand and eye work. At Blackball the headmaster of the school successfully conducted two continuation classes.

Special Grants.—During the year authority was received to enlarge Blackball school, erect a new school at Te Kinga, and a side school at Blaketown. These very necessary works are now completed. Authority was also received to acquire additional land in connection with Blackball School, and to improve Seddon-Runanga school-grounds. On behalf of the Board, I have to heartily thank you for the consideration ever given for requests for special grants for necessary educational requirements.

Finance.—For the first time for many years the Board is in a sound financial position. At the 31st December the balance-sheet showed a net credit on all accounts (excluding contractors' deposits) of £554 12s. 1d. All the Board's accounts are in credit, either in cash or accruing assets. Compared with many preceding years, the record is one that the present Board and administration has just cause to be proud of. For the past three years the Board adopted a policy of drastic economy, and, without in any way impairing the efficiency of the educational work of its district, a great improvement has been made in the financial position. This year, however, will make a heavy call on the Building Fund. With the exception of the Education Office and Technical School, all the Board's buildings are of wood, and, although large sums are annually expended to keep them in repair, the fact that white-pine and rimu straight from the saw were wholly used in the construction of the older schools, and that the mean average rainfall is some 120 in., make the cost of upkeep and repair more than twice that of other parts of the Dominion, where better building-material and climatic conditions obtain.

Education Act Amendments.—On behalf of yourself and the officers of your Department, please accept the hearty and sincere thanks of my Board for the educational legislation of 1908. The initiation of a free-school-books supply is a measure that has ever had the strongest advocacy of the Board; and the liberal provisions made for recompense of teachers and permanence of their positions must result in attracting a liberal proportion of the brains and ability of the rising generation to one of the noblest of the professions. The ultimate result must be increased benefit and good to the people of the Dominion.

I have, &c.,
James Kerr, Chairman.

The Hon. the Minister of Education, Wellington.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	5,831	13	4
Reserves revenue for primary education	88	0	0
Capitation at 6d. for relieving-teachers ..	38	5	6
Capitation at 11s. 3d., and grant of £250	1,111	1	0
Special capitation at 9d. for School Committees	55	1	0
Training of teachers other than at training colleges	195	0	0
Postages	0	10	0
Receipts from other sources — Proceeds school concert, £45 3s.; rent, £42; refund Accident Association, 5s. 9d. ..	87	8	9
Subscriptions, Canadian Fund (Imperial Park, Quebec)	3	13	5
Grants from Government for—			
Scholarships—			
Education Board	86	10	0
National	85	10	5
District high schools—			
Salaries of teachers..	355	0	0
Subsidies on voluntary contributions, &c.	45	3	0
Receipts from other sources, district high schools—			
Fees	7	0	0
Board of Governors Grey High School ..	250	0	0
Grants from Government for manual and technical instruction—			
Capitation on all classes	222	18	8
Material for class-work	40	7	8
Receipts from other sources, manual and technical—Fees	66	11	5
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	1,553	9	6
House allowances	364	3	4
New school buildings, additions, furniture, sites, &c.	595	0	0
Technical-school buildings, furniture, fittings, apparatus, &c.	49	14	5
	£11,132	1	5

Expenditure.	£	s.	d.
Balance at beginning of year	126	9	6
Staff salaries and clerical assistance ..	563	10	0
Office contingencies	258	18	9
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers.. ..	5,884	6	1
Relieving-teachers' salaries	53	13	8
Special capitation to School Committees..	55	1	0
Incidental expenses of schools	263	13	5
Contributions, Canadian Park Fund ..	3	13	5
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	86	10	0
National Scholarships	83	5	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	415	0	0
Other expenses, district high schools—Printing, £15; inspector, £25; incidentals, £26; apparatus, £1 17s. 6d. ..	67	17	6
Manual and technical—			
School classes	152	8	5
Special classes	245	9	2
Other expenses, manual and technical—			
Examination	6	0	0
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	711	10	3
Rebuilding	253	11	6
Rent	29	18	6
House allowances	350	0	0
New school buildings, additional class-rooms, furniture, sites, &c.	891	10	6
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	10	4	5
Special classes	64	18	3
Balance at end of year	554	12	1
	£11,132	1	5

1st March, 1909.

James Kerr, Chairman.
P. F. Daniel, Secretary.

WESTLAND.

Education Office, Hokitika, 11th February, 1909.

SIR,—

I have the honour to present the report of the Westland Education Board for the year ending 31st December, 1908.

THE BOARD.—At the beginning of the year the Board consisted of the following members, representing the respective wards: North—Messrs. T. V. Byrne, T. W. Duff, and R. Rouse; Middle—Messrs. T. W Beare, J. J. Clarke, and G. A. Perry; South—Messrs. A. Cumming, J. Grimmond, and H. L. Michel. In August Messrs. Byrne, Beare, and Michel retired, and the two latter were re-elected unopposed. Mr. Byrne had removed from the district, and Mr. T. T. Jones was elected for the North Ward. Mr. Perry was elected Chairman for the ensuing year, and Mr. Clarke was reappointed as Treasurer. During the year Mr. Michel has continued to act as representative of the Board on the Hokitika High School Board of Governors, and Mr. Grimmond as the School Commissioner appointed by the Board. Twelve meetings of the Board have been held during the year, and the average attendance of members has been 7·2.

SCHOOLS.—The number of schools in operation during 1908 was thirty-seven. In the course of the year one small school (Gillespie's) was closed, and two others (Mount Doughboy and Waiho) were opened. In addition, five Catholic schools were examined by the Board's Inspector.

Under the new system of grades, the thirty-six schools in operation at the end of the year will for the present year include twelve schools of Grade 0, twelve of Grade I, four of Grade II, five of Grade IV, one of Grade V, one of Grade VIIB, and one side school. Of schools of eight and nine in average attendance the salaries are £48 and £90 respectively, and the reduction to Grade 0 (1–8) is a severe experience for the teachers. Two schools (Donoghue's and Rangiriri) have missed retention in Grade I by a unit of average attendance. It is a matter of congratulation that the Upper Otira and Kanieri Schools have qualified for Grade IV, and have become entitled to an assistant teacher.

The number of pupils attending the secondary class of the Hokitika District High School was forty, the number at the end of the year being thirty-seven. Five of the scholars held Board's Scholarships and four Junior National Scholarships.

The Inspector's annual reports, presented separately, will indicate the degree of efficiency maintained by the schools of the district.

ATTENDANCE.—The roll-number at the end of the year was 1,078, an increase of fifty-nine on that of the previous year. The average attendance was 87·5 of the average roll-number. It is worthy to comment that, in spite of the prevalence of sickness in a number of school districts, the attendance has been maintained at a high standard of regularity.

TEACHERS.—Fifty teachers were employed on the staffs of the public schools during the year. These included five head teachers, thirty sole teachers, ten assistants, and five pupil-teachers. Two extra teachers of needlework were under engagements during the year. With reference to the qualifications of the teachers, all the head teachers, seven assistants, and six sole teachers hold certificates. Of the remainder, one assistant, four pupil-teachers, and seven sole teachers have passed the Matriculation or Junior Civil Service examination. There are therefore nineteen who do not possess any of these qualifications, and eleven of these are in schools of Grade 0.

SCHOLARSHIPS.—The Board scholarships in force are one "town" and four "country" pupils. There are also four holders of Junior National Scholarships. At the examination held by the Education Department in December there were nine candidates for Board's Scholarships and five for Junior National Scholarships. As a result, one Junior National, one "country," and three "town" scholarships were awarded.

MANUAL AND TECHNICAL INSTRUCTION.—The following classes have been in operation during the year: (1.) Elementary agriculture and school gardens: A teachers' class has been held at intervals during the year, under the direction of Mr. J. Bruce. Seven sessions have been held, including two outdoor excursions in nature-study. Thirty teachers have taken part in these lessons. (2.) Cookery: Two school classes and one special class have been held for two quarters each, and, in addition, a class for teachers has been in operation for fifteen weeks. The total number of students was seventy-one. Under the instruction of Miss Dillon, the success of the previous years has been continued. (3.) Dressmaking: For two quarters special classes have been conducted under the instruction of Mrs. A. M. Potts. For the first quarter three classes in Hokitika and one in Kumara were carried on, the total number of students being seventy-six. For the second quarter the classes in Hokitika were reduced to one, with twenty-one students, while the class at Kumara was continued with twelve students. The total number of students receiving instruction during the year was eighty-two. (4.) Design-drawing and brushwork: A class of twenty-seven teachers in these branches was conducted with success for sixteen weeks, under instruction by Mr. H. R. Barrett. (5.) The following classes have also been in operation during the year: Woodwork (Hokitika), practical chemistry and physics (Hokitika), elementary agriculture (Arahura Road, Humphreys, Koiterangi, Lower Kokatahi, Ross, and Stafford), handwork (eight schools), needlework, with extra teacher (two schools).

PHYSICAL INSTRUCTION.—The cadet corps connected with the Hokitika District High School has maintained its efficiency during the year. The corps has occupied the lead in the adoption of the new drill, and has taken part in class firing and battalion drill. In this and a majority of the schools physical exercises, either free or with wands, dumb-bells, or clubs, form part of the course of instruction. A series of deep-breathing exercises has been issued by the Board, and has been adopted in nearly all the schools of the district.

FINANCE.—The Administration Account shows a small balance. This, however, should, if possible, be maintained at a higher figure, seeing that the cost of relieving teachers is a liability that cannot be estimated. The accounts relating to secondary education are, owing to special circumstances, in a worse position than in the previous year, the debit balance being in-

creased to £38 14s. 6d. This account cannot be allowed to encroach on the funds devoted to administration, and consideration will be given to render the former self-supporting. The Manual and Technical Account shows a small credit balance. "School" classes are largely in debt, but amounts still due will reduce the deficit.

As the full amount allotted for the maintenance of buildings for 1908 was received during the year, in addition to part of the previous vote, the receipts in the Building Fund are larger than usual. The result (excluding contractors' deposits) is a credit balance, £832 7s. 5d. Towards the end of the year grants totalling £650 were promised for the rebuilding of the teacher's residence, Hokitika, and of the school building at Jackson, the latter having been destroyed by fire. The contracts for re-erection were let in December. During the year £128 has been expended in renewing desks by the supply of those in dual form.

Authority was received to supply free text-books to the junior pupils of the schools, and the Board has authorised the teachers to obtain the necessary copies in accordance with the instructions issued.

I have, &c.,

The Hon. the Minister of Education. GEORGE PERRY, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	4,230	15	1
Capitation at 6d. for relieving-teachers	22	13	2
Capitation at 11s. 3d., and grant of £250	759	10	0
Special capitation at 9d. for School Committees	33	17	3
Training of teachers other than at training colleges	195	0	0
Conveyance and board of school-children	1	10	0
Refund of postage	0	10	0
Receipts from other sources—Rent of residences and reserves	13	11	0
Grants from Government for—			
Scholarships—			
Education Board	59	0	0
National	37	10	0
District high schools—Salaries of teachers	312	19	4
Receipts from other sources for district high schools—Hokitika High School Board	125	0	0
Grants from Government for manual and technical instruction—			
Capitation on all classes	97	3	7
Material for class-work	5	14	10
Receipts from other sources, manual and technical—Fees, £31 12s.; sales, £8 14s. 6d.	40	6	6
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	1,748	12	3
House allowances	81	9	7
New school buildings, additions, furniture, sites, &c.	165	0	0
Technical-school buildings, furniture, fittings, apparatus, &c.	7	10	0
Other receipts—			
Rifle range, Hokitika	15	0	0
Sale of old buildings	49	5	0
	£8,001	17	7

Expenditure.	£	s.	d.
Balance at beginning of year	134	19	9
Staff salaries and clerical assistance	435	0	0
Office contingencies	199	2	10
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	4,250	3	3
Relieving-teachers' salaries	23	13	2
Conveyance and board of school-children	1	10	0
Special capitation to School Committees	33	17	3
Incidental expenses of schools	169	12	3
Rents of residences (paid to teachers)	12	2	0
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	58	0	0
National Scholarships	40	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	460	0	0
Cleaning class-rooms, district high schools	10	0	0
Manual and technical—			
School classes	74	14	8
Special classes	208	2	3
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	857	10	1
Rebuilding	15	16	11
Rent	4	8	0
House allowances	83	7	1
New school buildings, additional class-rooms, furniture, sites, &c.	1	10	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
General purposes	1	11	4
School classes	3	12	7
Special classes	10	0	0
Balance at end of year	913	4	2
	£8,001	17	7

13th February, 1909.

GEORGE PERRY, Chairman.
A. J. MORTON, Secretary.

NORTH CANTERBURY.

SIR,— Christchurch, 5th May, 1909.

I have the honour to present the following report of the proceedings of the Education Board of the District of North Canterbury for the year ending 31st December, 1908.

THE BOARD.—The members whose term of office expired under the provisions of the Act were Mr. Adams, Mr. Peryman, and Mr. Rowe (representing the North, South, and Central Wards respectively). Mr. Rowe did not offer himself for re-election. At an election held on the 27th July Mr. Adams and Mr. Peryman were re-elected for their respective wards, the former being unopposed. Mr. C. H. A. T. Opie was elected to represent the Central Ward. At the Board's annual meeting, held on the 9th September, Mr. Hardy was elected Chairman. The Board met fourteen times during the year, the Buildings Committee seventeen times, the Appointments Committee twenty-eight times, and the Normal School and Technical Committee fourteen times.

BUILDINGS.—The total expenditure under buildings during the year was £10,922 1s. 6d. A new school has been built at North Linwood, and substantial additions made at Harewood, Hornby, and New Brighton. New dwellinghouses have been provided for the teachers at Ellesmere and Springfield, also for the caretakers at the Normal School and at Sydenham. At the latter school a heavy but necessary expenditure has been incurred on new outbuildings in brick. The payment of balance of purchase-money for additional land at Elmwood, the acquisition of site for a school at South Spreydon, the provision of fire-escapes at the city schools, and of furniture of the dual type for a number of schools have also absorbed a considerable sum. At the following schools repairs and painting or substantial improvements have been carried out: Ashburton, Aylesbury, Belfast, Bromley, Brookside, Chertsey, Christchurch East, Christchurch West, Clarkville, Domett, Doyleston, Ellesmere, Fendalton, Halkett, Harewood, Hornby, Killinchy, Kirwee, Linwood, Longbeach, Lyndhurst, Malvern, New Brighton, Normal School, Opawa, Richmond, Rolleston, Russell's Flat, St. Albans, Elmwood, Springfield, Sydenham, Tai Tapu, Tinwald, Weedon, West Melton, Woodend, and Woolston. Towards the close of the year the teacher's house at Greendale, a house of six rooms, was destroyed by fire, and on the 5th February of present year the Addington district had the misfortune of losing its main school buildings from the same cause. Two other districts, Domett and Lauriston, have suffered some loss from fire, the outbuildings having been burned.

MAINTENANCE.—The expenditure on salaries and allowances to teachers engaged in primary departments was £65,155 10s. 9d., the grants to School Committees and other incidental expenses amounting to £6,825 12s. 1d., making a total of £71,981 2s. 10d. Under these headings the expenditure, as compared with the previous year, showed an increase of £1,045 19s. 9d. The salaries paid to teachers in secondary departments amounted to £3,006 9s. 5d., being slightly above the same class of expenditure in 1907.

There were 533 teachers in the Board's service at the end of 1908. Of these, 207 (120 males and 87 females) were heads of schools or departments, or in sole charge; 215 (42 males and 173 females) were assistants; and 113 (28 males and 85 females) were pupil-teachers. The number of sewing-mistresses was 26.

SCHOOL DISTRICTS.—Three new school districts have been formed during the year—viz., Culverden, North Linwood, and Redcliffs. The number of schools in operation at the end of the year, including fourteen aided schools, was 209.

IRREGULAR ATTENDANCE.—In his annual report for the year 1908 the Truant Officer reports that the attendance as a whole has been exceptionally good, there having been an almost entire absence of sickness, with good weather prevailing throughout the year. Of the 1,024 cases in which action was taken it became necessary to lay informations in 127. In ninety-eight cases fines were inflicted, amounting to £10 14s., while thirty-two cases carried costs in addition.

TRAINING COLLEGE.—Full information in regard to the number of students admitted to the Training College during 1908 is given in the Principal's report. During the year the Board's Normal School Committee conferred with the Training College Board of Advice and discussed matters connected with the Training College. The following resolution, subsequently adopted by the Board and forwarded to the Department, was carried: "That, with a view of giving B students fuller opportunities for practice in teaching, it is recommended that provision be made for bringing them into the Training College for at least a portion of February, and, if practicable, for devoting more attention to the subject during other times of the year."

SCHOLARSHIPS.—The examination for the Board's Junior Scholarships was held on the 9th and 10th December, and that for Senior Scholarships on succeeding days. One hundred and eleven candidates (sixty-four boys and forty-seven girls) presented themselves for examination in the Junior class, or for Junior National Scholarships, and twenty-six (thirteen boys and thirteen girls) in the Senior class. Junior Scholarships were awarded to thirteen boys and five girls. Junior National Scholarships were awarded to four boys and one girl. The candidate first in order of merit was unable to hold a scholarship owing to section 72 (*f*) of the Act. In the Board's Senior class, scholarships were awarded to five boys and six girls. During the year the Board made an important alteration in its Scholarship Regulations as regards the basis of allocation. In future the schools will be classified as at present, but all Junior Scholarships will be awarded to children under the age of thirteen years, a proportionate number of scholarships to be awarded to each class, based on the roll-number of each. There were eleven entries for the Board's Gammack Scholarships, tenable at Canterbury College. Eliza J. Pegg and Mary C. Reynolds, both Christchurch Girls' High School, were first and second respectively, and scholarships have been awarded to them. In this connection, however, in order that the benefits arising from the Gammack Bequest may be more widely distributed, it is a matter for consideration whether those who qualify for Senior National Scholarships should not be debarred from holding the Board's Scholarships, as is the case with those who qualify for Junior University Scholarships. The third and fourth candidates having elected to forego their claims, the Board has been able, out of the surplus funds available, to award a third scholarship, which has been secured by James A. Gordon, of the Christchurch Boys' High School.

MANUAL AND TECHNICAL INSTRUCTION.—As will be seen from the report of its Director, great activity has continued to be displayed by the Board of Managers of the Christchurch Technical Association, a large number of classes, covering a wide range of subjects, having been held. At the Ashburton centre, too, considerable developments have taken place under the local management. At Akaroa, where a new building has been erected, and equipped with the necessary furniture and appliances, progress commensurate with the expenditure incurred will no doubt be made, the same remark applying to Rangiora, where a new building in brick is now in course of erection. At the remaining centres special classes have been carried on in the subjects finding most favour,

such as cookery, dressmaking, and woodwork. During the year the Amberley centre was reopened, and is now in active operation. The reports received from the several associations and technical committees are printed in another paper, from which a general estimate of the work accomplished may be formed. From Mr. Howell's report on the Board's school classes it will be seen that the total average attendance for both boys and girls for the year 1908 was 1,268, as against 1,203 in the previous year, and that the financial statement indicates a satisfactory balance on the year's working. In addition to cookery, the girls will now receive instruction in laundry-work, a subject of no little importance to those who later on in life will probably be engaged in domestic duties. The Board feels that its Director is to be congratulated on the good results secured, to which the loyal support given by headmasters has contributed in no small degree. In sixty of the Board's schools recognised handwork classes, consisting mainly of brush drawing and modelling (both plasticine and carton) have been carried on. The continuity of the Board's work in agriculture and nature-study has been somewhat broken by the retirement of the instructor, Mr. G. Rennie, whose resignation took effect at the end of August, 1908. The Board has placed on record its appreciation of the valuable services rendered by Mr. Rennie in doing pioneer work in connection with the school-garden movement and the teaching of elementary agriculture. The Board has been able to secure the part-time services of Mr. E. Wilkinson as supervisor of school-gardens, so that in this branch of the work further progress has been made. During the year negotiations were opened up with the Board of Managers of the Christchurch Technical Classes, with the view of the joint appointment of an instructor having the necessary scientific attainment and an intimate knowledge of practical agriculture. There were, however, difficulties in the way which led to a temporary postponement of the matter.

District High Schools.—During the year the secondary department at the Kaikoura District High School has been reopened, the number of pupils in readiness to attend, and the general support promised by the residents, warranting such a course. Against this, however, the Board regrets having to report a serious falling off in the attendance at the Amberley and Darfield District High Schools. From the former the services of the special assistant were withdrawn at the end of the year, and a similar course has since been decided upon as regards Darfield. The chief reason for this reduced attendance is owing to the facilities now given for holders of proficiency certificates to attend the secondary and technical schools in the larger centres. There may be other contributing causes, such as the lack of interest on the part of parents, on some of whom, apparently, nothing short of compulsion would have any effect. The secondary department at Christchurch West, though showing a smaller average attendance for the year, is in reality holding its own, the temporary loss being almost entirely due to the new regulations for the examination of the Sixth Standards, which this year stopped the influx of new pupils until after the summer vacation.

Native Schools.—During the year the Department brought under the Board's notice the question of the position of the Native schools at Tuahiwi, Little River, and Rapaki, and suggested that it would be to the general interests if they should be taken over by the Board. After some consideration, which was the more necessary owing to the conditions under which the schools had been previously carried on, the Board agreed to take them over as from the 1st July, 1908.

Free School Books.—Towards the close of the year the Department intimated that a grant would be made early in 1909 for the purchase of certain school books for children in classes up to and including Standard II. While agreeing to accept the grant on the conditions stipulated, the Board expressed the opinion that the money could be much better spent on the purchase of such essential school requisites as parents at present have to obtain, a view very generally shared by others interested in education. In the opinion of the Board there has been no generally expressed wish that parents should be relieved of the privilege of purchasing the books used by their own children.

Inspection.—In order to carry out the regulations issued by the Department, it has been necessary for the Inspectors to hold special examinations of pupils in Standard VI, for which purpose the examination centres have been made as numerous as the circumstances would permit. To carry out this arrangement, as well as to cope with the increase in the ordinary work of inspection and examination, the Board has been obliged to appoint a fourth Inspector. Mr. W. Brock, M.A., an experienced teacher of many years' standing, who was selected for the position, took up his new duties on the 18th July, 1908. In reference to the formalities imposed by the regulations for the inspection and examination of schools, the Board regrets that the parent of any candidate for a certificate of proficiency, or the candidate himself, is required to give written notice to that effect. Inasmuch as during the year the preparation of the pupils in Standard VI is with the special view of securing such certificates, the Board is of opinion that the written notice is entirely unnecessary, and calculated to place obstacles in the way of these certificates being obtained. The Board is also of opinion that the regulation requiring written notice to be given in the case of candidates for competency certificates has resulted in a large number of children leaving the public schools without the certificate to which their attainments have entitled them, a matter which will give rise to much inconvenience in the future.

Religious Instruction.—In consequence of inquiries made in regard to the imparting of religious instruction, and finding that some Committees had lessened the number of school hours, the Board has issued a general regulation fixing five hours each day during five days each week as the ordinary hours of instruction for all the standard classes, the hours for the preparatory classes not to exceed four if the Committee should so direct. The Board is glad at all times to hear of teaching of a religious character being given so long as it takes place before the opening of school in the morning or after the time of closing; and it knows that Committees generally are willing to give every facility in order that such arrangement may be made.

Appointment of Teachers and Country Service.—During the year the Inspectors drew attention to the dearth of candidates for some positions, and to the complete absence in others, and submitted that the time was ripe to introduce a system which would secure to rural schools a fair share of that teaching power which country residents are taxed to provide. As the outcome

of this report, and after careful consideration, the Board resolved as follows: "That no teacher hereinafter appointed to a school whose staff consists of three or more adult teachers shall be eligible for promotion in such school or in any similar school unless he or she has served for at least two years as (1) head teacher, or (2) in sole charge, or (3) as mistress in a school whose staff consists of not more than two adult teachers." Under this regulation all the teachers concerned have the option of applying for country work or for a higher position in their present class of appointment. If the latter course should be taken it will be with the full knowledge that no further promotion will be open to them until the required term in a rural school has been served.

I have, &c.,

The Hon. the Minister of Education, Wellington. C. A. C. Hardy, Chairman.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	10,125	12	8
Overpaid on Superannuation Fund	1	16	4
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	46,798	6	6
Reserves revenue for primary education	15,395	0	6
Capitation at 6d. for relieving-teachers	424	12	0
Capitation at 11s. 3d., and grant of £250	9,803	1	9
Special capitation at 9d. for School Committees	606	0	9
Training colleges—			
Salaries of staff, &c.	1,096	13	5
Allowances to students	4,039	19	7
Grant for library	63	14	6
Training of teachers other than at training colleges	332	19	3
Conveyance and board of school-children	298	14	6
Postage on pamphlets, &c.	3	4	10
Receipts from other sources—			
Rents of buildings and sites, £44 14s.; refunds, £1 10s. 6d.; Education Acts, &c., 15s.; proficiency examination fee, £1; refunds to close accounts, Summerbell, £1 6s. 10d.; Charteris Bay, £20 8s. 10d.; Canadian Fund (Imperial Park, Quebec), £17 7s. 6d.; rents of reserves, £9 6s. 10d.; Truancy Office (Stipendiary Magistrate's Court fees), £13 0s. 6d.	109	10	0
Grants from Government for—			
Scholarships—			
Education Board	1,197	12	8
National	335	0	0
District high schools — Salaries of teachers	2,548	12	11
Receipts from other sources—			
District high schools—			
Fees	9	10	0
Akaroa High School Board contribution	150	0	0
Gammack Scholarships	200	0	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	4,139	18	9
On account of free places	1,131	7	3
Material for class-work	74	15	4
Subsidies on voluntary contributions and bequests	1,192	18	4
Receipts from other sources, manual and technical—Fees, £13 10s.; voluntary contributions, £25; sale of material, £122 9s. 8d.; continuation examination fees, £2 10s.; sale of tram tickets, £92 16s. 1d.; refund of postage money, £48 11s. 6d.; prize fund, school cookery and woodwork, £21 2s. 3d.; elementary agriculture, £13 2s.	339	1	6
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	11,936	0	0
House allowances	738	19	10
New school buildings, additions, furniture, sites, &c.	3,298	2	3
Technical-school buildings, furniture, fittings, apparatus, &c.	3,163	15	5
Other receipts, Buildings Account—Interest of fixed deposits, £162 18s.; sale of old material, £1 11s. 6d.; contributions for fencing, £23 8s. 9d.; Oxford East (contribution for site) £5; Morice Settlement (contribution for school), £50; Elmwood (sale of cottage), £10 19s.; Normal School (sale of cottage), £18 12s. 6d.; Sydenham (sale of cottage), £166 5s.	438	14	9
	£121,760	11	2

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	2,919	13	9
Office contingencies	1,119	17	3
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	63,990	6	2
Relieving-teachers' salaries	444	11	5
Training colleges—			
Salaries of teachers	700	0	0
Incidental expenses of training college	75	0	0
Allowances to students	4,250	0	4
Books for library	58	7	6
Training of teachers other than at training colleges	286	4	3
Conveyance and board of school-children	325	4	9
Special capitation to School Committees	604	6	9
Incidental expenses of schools	5,652	4	1
Truancy Officer	188	16	0
Medical examination of pupil-teachers	12	0	0
Canadian Park Fund	17	7	6
Allowance to scholarship-holders, and expenses of examination—			
Board Scholarships	902	19	6
National Scholarships	340	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	3,006	9	5
Other expenses—			
Lyttelton District High School—Capitation refunded to Department	63	5	0
Gammack Scholarships	165	0	0
Manual and technical—			
School classes	1,979	5	4
Special classes	223	6	4
Payments to managers of associated classes	4,370	2	9
Other expenses—Agricultural classes	170	3	1
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	6,140	6	2
Rebuilding	2,136	12	0
Rent	15	0	0
House allowances	720	13	2
New school buildings, additional class-rooms, furniture, sites, &c.	3,269	4	7
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	914	13	5
Special classes	66	11	4
Payments to managers of associated classes	2,759	3	7
Other expenses—			
Exchange	16	17	0
Exchange on rents of reserves	0	1	0
Balance at end of year	13,856	18	3
	£121,760	11	2

25th May, 1909.

C. A. C. Hardy, Chairman.
H. C. Lane Secretary.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 1st March, 1909.

In accordance with the provisions of section 174 of "The Education Act, 1908," I have the honour to submit the annual report of the Education Board of the District of South Canterbury for the year ending 31st December, 1908.

THE BOARD.—At the beginning of the year the Board was composed of the following members: Messrs. G. W. Armitage, W. M. Hamilton, C. S. Howard, John Jackson, George Lyall, John Maze, J. S. Rutherford, Thomas Sherratt, and the Rev. G. Barclay. In accordance with the provisions of "The Education Act Amendment Act, 1905," it was decided by lot that Messrs. Lyall, Howard, and Armitage should retire during the year, and all three were re-elected. During the year the Board lost by death its oldest and most distinguished member, the Rev. G. Barclay. Mr. Barclay was a member of the Board for about twenty-seven years, and always took the keenest interest in its business. The vacancy caused by Mr. Barclay's death was filled by the election of Mr. William Lindsay, of Studholme. In August Mr. Jackson was re-elected Chairman. The Board held thirteen meetings during the year, the average attendance of members being 7·9.

THE SCHOOLS.—There were seventy-six schools in operation at the end of the year—the same number as for 1907. During the year a new school was erected at Cannington, and it was decided to re-establish the Waitohi Upper School. These two schools were opened early in 1909.

TEACHERS.—At the end of the year there were 162 teachers employed in the Board's schools—sixty males and 102 females, 137 adults and twenty-five pupil-teachers. Of the adult teachers, thirteen were uncertificated, a decrease of five when compared with the previous year. During the year two Acts were passed by Parliament with the object of bettering the position of the primary-school teacher—the Education Amendment Act, which increased the salaries of most of our teachers, besides increasing the staff of many of the schools, and the Public Service Classification and Superannuation Amendment Act, which extended to teachers the same privileges as were given to other branches of the Government service. The former Act also amended the system of appointment of teachers, the chief improvement on the former system being the giving to Boards definite power to transfer teachers from school to school. The Superannuation Act is of special benefit to those teachers who have a past record of long and faithful service, and whose retiring allowance under the previous Act was so small that it did not make adequate provision for teachers after retirement. The new Act materially increases the retiring allowance in most cases.

SCHOLARSHIPS.—The annual scholarship examinations took place in December, the number of candidates being—for Junior Scholarships, 44; for Senior Scholarships, 30. Seven Junior and six Senior Scholarships, of an annual value of £156, were awarded, and the Junior National Scholarships were won by two boys.

PHYSICAL DRILL.—The Inspectors' report that physical instruction receives full attention at the hands of the teachers of all the larger schools, some of whom devote much of their spare time ungrudgingly to the training of their pupils in a great variety of exercises calculated to develop their bodies and improve their health. In most of the smaller schools the teachers make a faithful effort to give due prominence to this part of their work.

The roll-number at the end of the year shows an increase of 103 over that of the previous year, and the yearly average attendance (4,656) shows an increase of 150. The average attendance, which has been increasing for five or six years, has now exceeded the previous highest for the district, which was for 1896. The average attendance expressed as a percentage of the mean of the average weekly roll-number for the four quarters was 87·03, showing a decrease of 0·8 for the year. This fact shows a considerable decline in the regularity of attendance, and no effort should be spared to recover the lost ground.

BUILDINGS.—The most important works in connection with school buildings during the year have been the completion of new brick schools at Geraldine and Pleasant Point. The sums expended on these works have been, approximately, £2,000 and £2,500 respectively. The latter includes £275 cost of a new site of 6 acres, and about £250 removal of old school to provide rooms for work in science and technical subjects. These school buildings are now among the best in the district, and should cost the Board very little in upkeep for some time. During the year the Board received a grant of £600 for a new infant-room for Timaru South. This grant was supplemented by the Board, and a room 50 ft. by 25 ft., divided by a patent folding partition with the necessary porch accommodation, was erected at a cost of about £750. The grant, which was obtained only after a great deal of pressure and repeated application, was not received any too soon, for already the building, which was made to accommodate 120, is occupied by about 150 infants. The year 1908 was also marked by the erection of substantial additions to the Timaru Technical School, at a cost of about £3,500. It is hoped that the new structure will afford proper accommodation for the various trade, art, commercial, and domestic instruction classes. The building has been arranged to provide also for new Board offices. The Board has for over twenty-five years been housed in the post-office building, but the recent increase in postal business requires more space for the various postal departments, so that the Board has been "crowded out," and has had to provide its own offices.

The Board has adopted a new method of effecting repairs and painting its buildings. Hitherto nearly all works have been done by contract under the supervision of the Board's architect; but the results of the contract system have been so unsatisfactory, and the difficulty in getting small jobs done has been so great, that the Board has decided to follow the example of other Boards by employing its own workmen—carpenters and painters. The new system is on its trial, and the results will be watched with interest.

I have, &c.,

The Hon. the Minister of Education, Wellington. JOHN JACKSON, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	4,754	17	9
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	15,414	19	8
Reserves revenue for primary education	3,631	7	6
Capitation at 6d. for relieving-teachers	115	0	0
Capitation at 11s. 3d., and grant of £250	2,837	7	3
Special capitation at 9d. for School Committees	168	19	6
Conveyance and board of school-children	304	13	3
Postage on pamphlets	1	16	7
Receipts from other sources—			
Contributions, Canadian Fund (Imperial Park, Quebec)	5	10	2
Interest on fixed deposits	60	0	0
Rents	142	9	6
Truancy fines	5	4	6
Uncashed cheques, owners not found	6	7	9
Grants from Government for—			
Scholarships—			
Education Board	320	14	0
National	32	10	0
District high schools—			
Salaries of teachers	1,350	15	0
Subsidies on voluntary contributions, &c.	265	13	6
Receipts from other sources for district high schools—Voluntary contributions: Temuka, £65 13s. 6d.; Geraldine, £50; Pleasant Point, £150	265	13	6
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	984	12	0
On account of free places	110	4	0
Subsidies on voluntary contributions and bequests	202	9	0
Receipts from other sources, manual and technical—			
Fees	2	0	0
Voluntary contributions	32	9	6
Cookery sales	18	5	6
Refund carving material	2	9	0
Sale of range	6	10	0
High School Board woodwork	30	0	0
" cookery	15	0	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	5,671	12	7
House allowances	179	4	6
New school buildings, additions, furniture, sites, &c.	1,023	0	0
Technical-school buildings, furniture, fittings, apparatus, &c.	2,248	2	0
Other receipts—			
Interest on fixed deposits	67	10	0
Sale of tanks	16	4	8
Contributions from School Committees	12	5	3
	£40,305	17	5

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,311	1	2
Office contingencies	405	0	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	18,977	16	9
Relieving-teachers' salaries	135	4	5
Conveyance and board of school-children	305	13	3
Special capitation to School Committees	168	19	6
Incidental expenses of schools	1,214	4	0
Erection of Board offices, first payment	250	0	0
Contributions, Canadian Park Fund	5	10	2
Teachers' shares of rents	20	11	0
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	336	4	11
National Scholarships	40	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	1,341	18	9
Manual and technical—			
School classes	879	2	1
Special classes	122	11	3
Payments to managers of associated classes	450	18	0
Paid to instructors	80	0	0
Paid to director	100	0	0
Instructors, High School classes	30	0	0
Rent, cookery-room, Pleasant Point	2	17	6
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	1,886	19	0
Rebuilding	3,324	11	0
Rent	44	8	0
House allowances	188	11	7
New school buildings, additional class-rooms, furniture, sites, &c.	1,090	3	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	24	19	6
Payments to managers of associated classes	2,228	2	0
Balance at end of year	5,340	9	11
	£40,305	17	5

6th February, 1909.

J. JACKSON, Chairman.
A. BELL, Secretary.

OTAGO.

Education Office, Dunedin, 31st March, 1909.

SIR,—

In accordance with the provisions of section 174 of "The Education Act, 1908," the Education Board of the District of Otago has the honour to submit the following report of its proceedings for the year 1908:—

BOARD.—At the beginning of the year the Board was composed of the following members: Messrs. Donald Borrie, Andrew McKerrow, and James Mitchell, representing the Northern Ward; the Hon. Thomas Fergus, Messrs. George C. Israel, and William Scott, representing the Central Ward; the Rev. P. B. Fraser, M.A., the Hon. Thomas Mackenzie, M.P., and Mr. William Snow, representing the Southern Ward. The Hon. Thomas Fergus, Rev. P. B. Fraser, and Mr. Andrew McKerrow were the members who retired in the ordinary course, but at the elections in the month of August they were all re-elected, the two first-named without opposition. There has thus been no change in the *personnel* of the Board during the year. At the first meeting of the Board in September the Hon. Thomas Fergus was elected Chairman. Twenty-eight meetings of the Board were

held during the year. The Hon. Thomas Fergus and the Hon. Thomas Mackenzie, M.P., were reappointed members of the Board of Governors of the Otago Boys' and Girls' High Schools, and Mr. A. McKerrow was reappointed the Board's representative on the Waitaki High Schools Board. Mr. Donald Borrie continues to represent the Board as one of the Education Reserves Commissioners. The Hon. Thomas Fergus, the Rev. P. B. Fraser, M.A., Messrs. G. C. Israel, William Scott, and James Mitchell were the Board's representatives on the Board of Management of the Dunedin Technical School.

Number of Schools.—At the close of 1907 there were 233 schools in operation in the district. During 1908 new schools were opened at Greenfield and Otekaike, while the household schools at Nugget Point, Tapui, and Timaru Station, and the half-time school at Tahakopa, were closed. The number of schools in operation at the end of the year was 231, a decrease of two for the year.

Teachers.—On the 31st December there were 561 teachers in the Board's service—222 men and 339 women. At the close of 1908 the number of uncertificated teachers in the Board's service was the same as in December, 1907—viz., 74. Of these, 18 were males and 56 were females; 17 males and 44 females were employed as sole teachers, and 1 male and 12 females as assistant teachers. There were, in addition, 11 teachers (6 males and 5 females) who held licenses to teach. A small proportion of the uncertificated teachers have been students of the Training College, and have secured a partial pass for a certificate of Class D or C, falling short of a full pass by one section or one subject. A fair proportion avail themselves of the opportunities within their reach of preparing for the certificate examination ; but too large a proportion seem to be doing little or nothing to secure formal certification of their fitness for the position they occupy. In the dearth of certificated teachers the Board and School Committees felt constrained to accept their services, and many have rendered good service; but in another year the Training College should provide trained and certificated teachers sufficient for the Otago schools, and under a compulsory system of education, when teachers who have secured the Government certificate of fitness for duty are available, there can be no place for the uncertificated. The Board intends in the near future to replace all uncertificated teachers in its service by certificated teachers as they become available. On a previous occasion the Inspectors, with the Board's approval, arranged Saturday classes for teachers preparing for Classes D and C certificate examination, and should a sufficient number express the desire for such classes the Inspectors will be prepared to make the necessary arrangements.

Scholarships.—The annual examinations for the Junior National Scholarships and the Board's Junior and Senior Scholarships were held as formerly in the month of December. Of the 101 competitors for the five Junior National Scholarships 51 passed the examination and 50 failed. The scholarships were awarded to 2 girls and 3 boys. Of the 142 competitors for the Board's Junior Scholarships 83 passed the examination, and 59 failed; while of the 76 competitors for the Board's Senior Scholarships, 63 passed the examination and 13 failed. Nineteen Junior Board and 17 Senior Board Scholarships were awarded. Five of the Senior Scholarship winners had previously held Junior Board's Scholarships, and 1 had held a Junior National Scholarship. The amount expended on scholarships for the year was: Board Scholarships, £1,291 2s. 10d.; National Scholarships, £190: total, £1,481 2s. 10d. The scholarships current at the end of the year were: Board's Junior—13 males, 10 females; Board's Senior—24 males, 9 females; Junior National—9 males, 1 female: total, 46 males, 20 females.

The Inspectors report that of the pupils of Standard VI who were examined for the certificate of proficiency at their own schools only 50 per cent. were successful, and of those who were examined at the centres in December only 40 per cent. were successful. Of these results they say, "Even the higher of these percentages is below what it is fair to expect from schools in the majority of which the teaching is generally good. The chief cause is not, we think, far to seek; it has been mentioned again and again in our reports—namely, premature promotion from Standard IV to Standard V and from Standard V to Standard VI. The operation of this cause was felt more severely in 1908 than in preceding years from the circumstance that the new regulation prescribes for a pass in English a higher percentage of marks than did the old. It ought to be obvious to every one that even with the most efficient teaching in Standard VI the level of merit required for the certificate of proficiency cannot be reached if the teacher and the pupils of Standard VI have, in addition to the work prescribed for them, to do a large proportion of what is prescribed for lower classes; and this in many cases is what they have to do. In the majority of the larger schools the teaching in Standard VI is undoubtedly efficient, and yet the results of the examinations for the certificate of proficiency seem to point to inefficient teaching there. What they do point to is improper classification by head teachers, many of whom have not yet risen to the level of the responsibilities cast upon them by the change that removed the classification of the schools from Inspectors to head teachers." This is a matter demanding the serious consideration of head teachers. It may be difficult for young teachers of small isolated country schools to resist pressure from parents for premature promotion of their children; but in such difficulties they would do well to place each case before the visiting Inspector, who will gladly advise them, and share their responsibility. But the head teachers of the larger schools should have no such difficulty. The restriction of age for admission to free places in the high schools had doubtless much to do with the pressure for promotion, but now that the restriction is practically abolished the Inspectors should find less and less cause for complaint with regard to premature promotion. In their inspection reports the Inspectors have again and again reported that "Though staffed in accordance with the regulations, the school is understaffed"; or, "Though the school is staffed in accordance with the regulations, the Infant Department is understaffed." In reporting on the work of assistants they have frequently commented on the large number of pupils grouped in one class. In some cases, to secure relief, they have suggested amended organization, but in most cases no

relief could be given. Doubtless the improved scholastic conditions—better remuneration, superannuation, freedom of classification and of selection and arrangement of school work—will ere long attract to the teaching profession numbers sufficient to enable the Minister to bring the staffing clauses of "The Education Act, 1908," into operation. It would be well, however, in the meantime to bring these clauses into partial operation as far as the supply of teachers will permit. This might be done by increasing the staffs in certain grades of schools, but, better still, by increasing the staffs of the more necessitous schools, as recommended by the Inspectors through their Boards. What the Inspectors say in connection with the extension of the school age is worthy of serious consideration. For such extension, legislation is necessary. In the meantime the technical schools might be more freely used as continuation schools. In addition to subjects bearing on the temporary vocations sought for by girls to prepare them for their special vocation, a full course of domestic science should be provided and made compulsory.

Truancy.—Cases dealt with for the year ending 31st December, 1908: 1,260 notices were posted to parents and guardians for infringements of "The Education Act, 1908," section 153; thirteen notices were served on parents whose children were not attending any school, section 152; 134 cases of irregular attendance were investigated; 129 penalty summonses were issued under section 153. Under the above 129 summonses, 124 convictions were obtained, two cases were dismissed without prejudice, three cases were withdrawn by certificate. The total fines inflicted for the year amounted to £30 19s. 6d.

Drill and Physical Exercises.—These exercises have been regularly practised during the year in all the schools under the jurisdiction of the Board.

School Libraries.—The Board earnestly desires the hearty co-operation of teachers and Committees in promoting in every school district a library of interesting books that will tend to kindle in the children a desire for good reading, to foster a taste for what is good in literature, and to develop the reading habit, than which hardly anything more valuable can be acquired in school. To assist Committees and teachers to achieve this end the Board has had prepared, printed, and sent to every School Committee in the district a catalogue of about five hundred books eminently suitable for school reading and school libraries. They are books of fairy tales, of adventure, of healthy fiction, of history, of biography, of travel, and of natural history. They are selected with the view to provide interesting reading for every class from P. to Standard VII. They are strongly bound, and well printed, and they are marvels of cheapness, about a third of them ranging in prices from 1d. to 4d., and most of the rest from 6d. to 1s. 6d. Hence, there can be purchased for a few pounds quite a large library of books of sufficient interest to kindle in the children a desire for reading, and foster a taste for what is good in literature. To induce the hearty co-operation of teachers and Committees in the movement, the Board resolved to provide the necessary shelving, and to contribute 10s. for every £1 raised locally, the annual contribution not to exceed £2 10s. for any one school. Several of the Committees have already taken the matter up, and, judging from the progress made, the Board has reason to believe that the year saw the beginning of a movement that will result in great moral and intellectual gain to the schools.

Attendance.—The returns for the year show a decrease of 337 in the number of pupils enrolled during the year. The number of pupils enrolled at the Dunedin schools shows a decline of four. The number in attendance at all the schools in December last was 384 more than at the end of the previous year. The number on the roll of the Dunedin schools in December was 3,190, being thirty-six more than in December of the preceding year. The average attendance over the district was 17,473, an increase of 321 pupils for the year. The average attendance at the Dunedin schools shows an increase of forty-five pupils as compared with 1907. The average attendance expressed as a percentage of the weekly roll was 89·8, being an increase of 0·8 per cent. for the year. The average percentage for the Dunedin schools was 91, the same as for the preceding year. The mean weekly roll for the district was 19,448, and the average percentage gained implies that 1,975 pupils each school day were absent. During the year an epidemic of measles visited several of the districts and seriously affected the attendance of the schools. Notwithstanding this, the attendance has been good, the district showing an average of 89·8. Many of the School Committees, realising the importance of regular attendance, energetically support their teachers in their efforts to secure it. The head teachers' monthly reports are carefully considered, and steps are taken even by individual members towards amendment or progress. In some instances the Committee has been stirred to action by the fall of the school to a lower grade, and the consequent loss of a teacher. It is not always realised that the staffing of the schools is a matter of Department regulations, and is wholly beyond the power of the Board and its officers. When the average attendance is bringing a school into proximity to enter a higher or a lower grade, and there is prospect of the gain or the loss of a member of the staff, the head teacher should definitely place the position before his School Committee. By a fraction of an attendance in the average for a quarter the strength of the school staff may be affected for nine months, and this may be a matter within the influence of the Committee or of its members individually.

Technical Instruction.—The following is a summary of the receipts and expenditure in connection with the special and school classes for manual and technical instruction for the year 1908: Expenditure: Maintenance (salaries, material, &c.), £2,359 3s. 7d.; fittings and apparatus, £2,184 13s. 3d.: total, £4,543 16s. 10d. Receipts: From Government—Capitation, £2,130 9s. 1d.; special grant for training of teachers, £300; buildings, fittings, and apparatus, £1,665 1s. 3d.; fees, £286 8s. 3d.: total, £4,381 18s. 7d. Dr. balance for year, £161 18s. 3d.

Finance.—A statement of the Board's receipts and expenditure for the year is given below. The sum expended in teachers' salaries, including lodging allowances, was £66,158 16s. 6d.; the amount paid to School Committees for incidental expenses was £5,798 9s. 9d.; the amount expended (excluding contractors' deposits) in the erection, enlargement, and improvement of school

buildings, purchase of sites, house allowances, manual and technical buildings and apparatus was £22,191 15s. 1s.

The receipts for school buildings include grant for maintenance, £13,324 5s. 1d.; special grants for new buildings, £9,282 6s. 7d.; house allowances to teachers, £572 14s. 2d.; local contributions, £77 6s. 6d.; special grants for technical school buildings, and furniture, fittings, &c., for same, £3,129 3s. 8d.: total, £26,385 16s. The main items of expenditure on buildings were: General maintenance (repairs, alterations, and small additions), £6,046 9s. 4d.; rebuilding, £2,686 10s. 2d.; new buildings, £9,185 8s. 1d.; house allowances, £488 10s. 10d.; manual and technical purposes, £3,688 15s. 8d.

THOMAS FERGUS, Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	9,746	6	2
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	55,893	12	0
Reserves revenue for primary education	6,517	19	2
Capitation at 6d. for relieving-teachers	430	16	6
Capitation at 11s. 3d., and grant of £250	9,943	2	9
Special capitation at 9d. for School Committees	642	18	9
Training colleges—			
Salaries of staff, &c.	1,395	0	0
Allowances to students	3,205	15	10
Library	100	0	0
Training of teachers other than at training colleges	300	0	0
Conveyance and board of school-children	565	0	6
Teachers' train-fares	5	4	0
Postages	3	11	11
Receipts from other sources—			
Truancy fines	25	12	6
Rent of offices	35	0	0
Interest on fixed deposit	60	0	0
Pomahaka school	40	0	0
Grants from Government for—			
Scholarships—			
Education Board	1,278	0	7
National	200	0	0
District high schools — Salaries of teachers	2,433	2	2
Receipts from other sources, district high schools—Fees	16	10	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	3,108	0	5
On account of free places	574	5	0
Material for class-work	9	6	2
Subsidies on voluntary contributions and bequests	274	7	6
Receipts from other sources, manual and technical—			
Fees	263	11	3
Voluntary contributions	22	17	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	13,324	5	1
House allowances	572	14	2
New school buildings, additions, furniture, sites, &c.	9,282	6	7
Technical-school buildings, furniture, fittings, apparatus, &c.	3,129	3	8
Local contributions, Buildings Account	77	6	6
Other receipts—			
Proceeds of sale of sites	151	19	9
Examination fees	11	9	4
Rents of school sites	69	10	6
	£123,708	15	9

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	3,273	6	8
Office contingencies	1,099	15	2
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	66,158	16	6
Relieving-teachers' salaries	435	9	2
Training colleges—			
Salaries of teachers	1,385	0	0
Incidental expenses of training college	40	0	0
Allowances to students	3,201	12	6
Training college library	77	2	8
Conveyance and board of school-children	569	2	6
Special capitation to School Committees	642	18	9
Incidental expenses of schools	5,155	11	0
Gymnastic instruction	142	6	6
Truant Officer's salary and expenses	193	13	4
Exchange on teachers' salaries	33	18	0
Teachers' train-fares	5	4	0
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	1,291	2	10
National Scholarships	190	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	2,401	16	8
Manual and technical—			
School classes	1,296	2	3
Special classes	1,063	1	4
Payments to managers of associated classes	1,089	18	4
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	6,046	9	4
Rebuilding	2,686	10	2
Rent	36	1	0
House allowances	548	10	10
New school buildings, additional class-rooms, furniture, sites, &c.	9,185	8	1
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	2,158	14	7
Special classes	25	18	8
Payments to managers of associated classes	1,504	2	5
Other expenses—			
Purchase of sites	425	2	3
Bank account fees	1	10	0
Stamps	111	18	1
Balance at end of year	11,282	12	2
	£123,708	15	9

27th March, 1909.

THOMAS FERGUS, Chairman.
P. G. PRYDE, Secretary.

SOUTHLAND.

SIR,— Education Office, Invercargill, 26th March, 1909.

In compliance with the provisions of the Education Act, 1908, the Education Board of the District of Southland has the honour to submit this report of its proceedings for the year ended 31st December, 1908.

THE BOARD.—At the beginning of the year the Board consisted of the following members: Mr. John Fisher (Chairman), and Messrs. John Cowie, D. Gilchrist, W. Macalister, T. MacGibbon, I. W. Raymond, John C. Thomson, J. Crosby Smith, and W. N. Stirling. The members retiring by rotation in the month of August were Messrs. I. W. Raymond, John Fisher, and W. N. Stirling. At the election held in the same month, Messrs. John Fisher, West Ward (unopposed); George James Anderson, East Ward; and Harold F. S. King, Central Ward, were duly elected. It may be noted that, owing to his prolonged absence from the Dominion, Mr. I. W. Raymond did not stand for re-election. At the subsequent meeting of the Board a resolution appreciative of the efficient services rendered to the Board and to the cause of education in the district by Mr. I. W. Raymond and Mr. W. N. Stirling respectively was unanimously adopted. The Board held thirteen meetings (twelve ordinary and one special) during the year, and the Executive Committee, which consists of all the members of the Board, met twenty-five times. At the meetings, almost without exception, the attendance of members was most satisfactory, the average for meetings of the Board being 7 (nearly), and for meetings of the Executive Committee 6·7; and this notwithstanding the fact that two members were absent on leave for a period of about six months. Messrs. W. Macalister and I. W. Raymond were duly re-elected as the representatives of the Board on the Board of Governors of the Southland High Schools. Consequent on his departure for Great Britain, Mr. I. W. Raymond resigned his position as a member of the High Schools Board, and Mr. J. Crosby Smith was elected to fill the vacancy. In the month of April Mr. Thomas MacGibbon was re-elected to represent the Board in the Trust of the School Commissioners of Otago and Southland for the ensuing period of three years.

SCHOOLS.—At the close of the preceding year there were in operation 170 schools. A new school was established at Minaret (on the shores of Lake Wanaka) and the school at the Neck (Stewart Island), previously controlled by the Native Department, was on certain conditions taken over by request on the 1st October last.

The small schools (chiefly household) at Slopedown, Maori Point, Caroline, Glencairn, and Centre Island were closed during the year, thus leaving the number in operation in December last as 167. The greater proportion of the schools in the district belong to the lower and middle grades.

With the concurrence of this Board, the application of the School Committee at Gore for the disratement of their district high school and the establishment of a high school under section 88 of the Act of 1908 to carry on the work of secondary education in that town and district was granted by your Department. The change in status took effect on the 1st September last, on which date the school as a district high school ceased to exist. By mutual arrangement between the Boards, the headmaster and secondary assistants of the late district high school continued to carry on the work of secondary education till the close of the year.

ATTENDANCE OF PUPILS.—In the matter of school attendance there is but little to report, beyond the fact that the average, as compared with the roll-number, has shown a satisfactory increase. The average attendance for the year was 8,679, an increase of 198, and a record for this education district. The average weekly roll-number was 9,910. The percentage of average attendance to roll-number is therefore 87·5, an increase of 1·3 over the record of the previous year. The supervision of the monthly returns of attendance furnished by the teachers in terms of the Board's regulations on the subject has been carefully attended to by the Truant Officer, with the result that a fairly efficient check on truancy has thus been maintained. It may here be noted that an effort, supported by this Board, has been made to increase the stringency of the provisions of the School Attendance Act by making it obligatory on the part of parents to send their children to school ten times (five days) a week, instead of eight times as the law now requires, unless a good and sufficient cause for absence can be shown. The contention of those who have sought to bring about this amendment of the Act is that some parents are so careless of the educational progress of their children that they systematically detain them in rotation one day in each week from school, and that on the most frivolous pretexts. Cases of hardship occasionally happen, when to enforce absolute compliance with the Act would not be only unjust but cruel, and care is taken in this district to consider each such case on its merits, and to relax judiciously, wherever possible, the application of the very strict letter of the law.

THE TEACHING STAFF.—As in recent years, the Board has to report that the educational status of its teaching staff as a whole has not risen in any appreciable degree. This is perhaps only to be expected from the existing condition of things, and till the efforts of the Department, through its normal schools and training colleges, begin to bear fruit by the production of an ample supply of fully trained teachers. During recent years a very considerable percentage of the teachers in this district has left the service, some (of the gentler sex) for higher service elsewhere, and a lesser number of male teachers for other spheres of activity. With the advent of a much-improved scale of salaries, as provided in the Education Act Amendment Act of last session of Parliament, and the establishment of a beneficent superannuation provision for old age, there are signs of a turn in the tide. The commercial and farming prosperity of recent years has doubtless operated to some extent in the withdrawal of some of our promising young men from the ranks of the teaching profession. Should a period of industrial and commercial depression eventuate, as some predict, it is fairly safe to say that the improved condition of the teacher's position would act as an incentive to many to join the service who have hitherto turned their attention to other and perhaps more profitable pursuits. In the service of the Board at the close of the year there were 286 teachers—

110 male and 176 female—of all ranks. Of these, thirty-nine are classed as pupil-teachers. The proportion of male to female teachers, as has been noted in previous reports, has been steadily decreasing for many years past. In the year 1901 the sexes were reported as "being about equally represented." The Board notes with satisfaction that an honest effort to secure classification has been made by quite a number of those previously uncertificated, but regrets that a more earnest and general response to the Board's injunction to secure classification, expressed by special circulars from time to time, has not been made. In some cases the unclassified teachers in the service are in receipt of fairly good salaries, and it becomes a question for serious consideration whether the Board will not in the immediate future so rearrange the staffs that an exchange in the positions held by uncertificated teachers with those who, by application and diligence in study, have passed the prescribed examination will not be brought about.

Pupil-teachers.—The number of pupil-teachers in the service is decreasing year by year. This is accounted for partly by the fact that in schools of Grade IV, where previously a pupil-teacher was employed, a mistress is now the first addition made to the staff. In some schools also of higher grade the head teachers prefer the appointment of a fully qualified assistant in lieu of two pupil-teachers. This is in accordance with regulation, and there are several schools where such an alteration in the staffing has been given effect to. Again, our high and district high schools are turning out fairly large numbers of students who have passed the Matriculation or Junior Civil Service Examinations, and these (when appointed to the pupil-teacher staff) require to serve only a limited apprenticeship, and are so set free sooner to occupy more responsible positions in the service. At the examination of pupil-teachers held in December last only two candidates presented themselves in certain complementary subjects necessary to fully qualify for a higher grade, the others in this branch of the service having otherwise qualified for their respective positions. All these facts point to the gradual elimination of the pupil-teacher as a factor in our educational system. In this district only thirty-nine pupil-teachers—fifteen male and twenty-four female—are now employed.

Scholarships.—*National Scholarships*.—Scholarships under the Act and regulations were in December last held by three girls and four boys. The period of tenure of the three first named expired with the close of the year. These scholarships are all tenable at the Southland high schools, with the exception of that held by a boy who was, by request, granted a transfer to Christchurch. As the result of the recent examination held in December the Board, with the approval of the Department, awarded three additional scholarships—two non-resident of the value of £40, and one resident of the value of £10, all tenable for a period of three years. The total amount paid to National Scholarship holders for the year was £250. *Board Scholarships*—The annual examination for Board's Scholarships was held, as in past years, in the month of December, when seventy-three candidates presented themselves. Of this number, forty-one qualified for scholarships or for Junior Free Places at a secondary school; the others failed to satisfy the requirements of the examiners. After making provision for current scholarships, the Board allocated the surplus funds available as follows: (1) in awarding two Senior Scholarships, one (non-resident) of the value of £30, and one (resident) of the value of £5, both tenable for a period of three years; (2) in awarding six Junior non-resident scholarships of the value of £30 each, and thirteen resident scholarships of the value of £5 each, tenable for a period of two years. In consequence of the establishment of a High School at Gore, it is more than probable that an alteration will be made in the regulations during the coming year to make scholarships tenable at the nearest high school, instead of, as in the past, exclusively at the Southland high schools. There were on the books of the Board at the end of the year the names of nineteen holders of Junior Scholarships—ten boys and nine girls—and nine holders of Senior Scholarships—six boys and three girls—and to these a sum of £640 was paid during the year. Of course, the possession of a scholarship—either Board's or National—carries with it the right to a free place at a secondary school.

Inspection of Schools.—On this topic it is here unnecessary to comment at any length. A perusal of the exhaustive report submitted by the Inspectors will afford ample information as to the condition of our schools and the progress of education generally throughout the district.

Physical Culture.—The services of Mr. I. G. Galloway as physical instructor during the year have been attended with excellent results. The time-table of instruction, as in the previous year, has been adhered to. Mr. Galloway, who is also instructor to the pupils attending the Boys' and Girls' High Schools, devotes all his spare time during the term vacations to a visitation of the Board's country schools.

Training of Teachers.—During the past winter months regular Saturday classes for the instruction and training of teachers have been successfully carried on. Prominence has been given this year to the instruction of uncertificated teachers in some at least of the subjects necessary to enable them to qualify for a certificate. As a consequence, less attention to the study of purely manual and technical subjects has been possible, and so the special grant made by the Department for the training of teachers has not this year been fully absorbed. In view of the fact that so many of our teachers are as yet uncertificated, and that so few comparatively have had the advantages to be derived by attendance at a properly equipped normal school or training college, it seems to the Board imperative that special attention should be paid to the more essential subjects necessary to obtain for the rank and file that hall mark of efficiency—a teacher's certificate. The Board suggests that the conditions under which the special annual grant for the training of teachers is made should be so modified that Boards might, under certain restrictions, be permitted to allocate at least a portion of the funds available to cover the cost of instruction necessary to the equipment of teachers in subjects not purely manual or technical, but a knowledge of which is none the less essential to success in their profession.

Teachers' Superannuation.—The Board notes with pleasure the more satisfactory basis on which the superannuation of teachers, after long and honourable service, has been placed by the

passing into law of "The Public Service Classification and Superannuation Amendment Act, 1908." By this measure the teachers of the Dominion are brought more into line with other branches of the Civil Service. Under the law as amended the actual allowances payable to retiring contributors is considerably increased, though the age-limit of retirement is also extended. The amended Act gives contributors the option of accepting the new or remaining under the original Act. The Department is to be congratulated on its efforts thus to render the service more attractive by enabling members of the profession to make, if not adequate, at least partial provision for old age, or compulsory retirement on account of permanent sickness or disablement. Simply as an encouragement to thrift the introduction of a superannuation scheme such as now happily exists is not without its advantages, and the compulsory acceptance of its provisions by all qualified teachers who now or hereafter enter the service is highly beneficial.

Building Operations.—The credit balance on the Board's Building Account at the commencement of the year stood at £3,834. This amount increased to £5,470 at the close of the year. The destruction of the District High School buildings at Riverton by fire in June last will prove a serious loss to the Board. A contract has been entered into for the re-erection of the building in brick. The total cost, including outbuildings, fencing, and levelling, is expected to approximate £3,800 or £4,000. To meet this abnormal expenditure a grant of £2,900 has been promised by your Department, leaving a deficit of approximately £1,000 as a charge against the Board's ordinary Building Account. Several works of considerable magnitude have been undertaken during the year. Contracts were entered into for rebuilding of teachers' residences at Dipton, Waianiwa, Bluff, and Limestone Plains, the old and worn-out structures to be disposed of to the best advantage. The erection of much required additions to the school buildings at East Gore, Greenhills, Kennington, and Otautau, at a total approximate cost of £2,700, has also been authorised. For most of these works a partial grant-in-aid has been approved by the Department. The following additional works will be undertaken during the coming year—viz.: The re-erection of the teacher's residence at Myross Bush (destroyed by fire during the year 1907); the erection of residences for the convenience of teachers at Waimahaka, Gladfield, and Waikouro; the erection of a new school and residence at Waikaka, and of a new school at Titipu; for each of which grants to cover cost, or in aid thereof, have been promised. To complete and carry out the programme of works mentioned will, it is expected, absorb a large proportion of the balance now standing to credit of the Building Account. It is scarcely necessary to mention that the general work of maintenance—repairs to buildings, erection of outhouses, fencing, and other conveniences—has been carefully attended to during the year. These latter, exclusive of painting, for which tenders are generally invited, are now carried out by a competent staff of workmen, acting under the direct supervision of the Board's Architect and his assistant.

Finance.—A perusal of the Board's general statement of receipts and expenditure during the year, a copy of which has already been transmitted to your Department, will afford full information concerning the state of the Board's finance. The total receipts, exclusive of credit brought forward from the previous year, were £56,008 3s. 9d., and the aggregate expenditure amounted to £52,719 15s. 2d.; the credit balance as on the 31st December being £10,075 12s. 11d., of which £4,605 4s. 7d. was in favour of the General Account, and £5,470 8s. 4d. in favour of that for buildings. These balances do not, as a matter of fact, however, represent the actual position of the Board's finances. To arrive at an approximate estimate of the true position, account must be taken of the statement of assets and liabilities. From this it will appear that a sum of £1,599 1s. is shown as a liability in respect of prepayment by the School Commissioners of Otago of primary reserves rents for the last quarter of the year. This amount will, of course, constitute a debit against the first payment on account of teachers' salaries for 1909. There is also in the statement of assets and liabilities(1) an amount aggregating £240 due to the Department in respect of the adjustment of teachers' salaries (primary and district high schools) for the last quarter of the year; and a further sum of £584 due to School Committees as School Fund allowance for the December quarter. The principal item in the assets column of the statement is a sum of £769 due to the Board in respect of manual and technical classes. For the first time it has been possible this year to furnish a statement of balances on all the separate accounts of the Board as set forth in its balance-sheet. From this statement it will appear that, while a sum of £9,742 stands to credit of the Ordinary School Buildings Maintenance Account, a debit amounting to £4,108 stands against the account for the erection of new public school buildings, additional class-rooms, furniture, &c. This latter is the accumulation of the operations of many years past, and is accounted for by the fact that special grants for the erection of new buildings rarely cover (very often fall considerably short of) the cost of these works. It is a question whether it will not be advisable to transfer a sum from the amount of credit of the one to cover the deficit in the other of these two accounts. The statement of balances here referred to covers almost the exact ground required in the special statement (balance-sheet) furnished to the Audit Department, and it appears to the Board that there is now no reason why these two Departments (Audit and Education) should require separate statements of accounts, the preparation of which for the former involves a considerable amount of unnecessary clerical work. If Return No. 5, slightly modified if necessary, could be accepted by the Audit Department, in lieu of the statement hitherto required, the difficulty existing for the past four or five years would be solved to the comfort and convenience of all concerned. The prospective liabilities of the coming year, especially in the matter of buildings, will be very heavy, but the Board anticipates no difficulty in meeting all its engagements.

The Board has again to express its appreciation of the courtesy and attention it has received on all occasions from the Department and its officers in the various matters requiring its attention during the year that is past. A similar note of appreciation is due in respect of its dealings with the School Committees throughout the district, no case of serious friction having arisen during the year.

I have, &c.,

Thomas MacGibbon, Acting-Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.	£	s.	d.
Balance at beginning of year	6,787	4	4
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	31,354	18	7
Reserves revenue for primary education	4,305	8	4
Capitation at 6d. for relieving-teachers	215	0	9
Capitation at 11s. 3d. and grant of £250	5,088	4	3
Special capitation at 9d. for School Committees	317	19	3
Training of teachers other than at training colleges	175	0	0
Conveyance and board of school-children	300	16	9
Receipts from other sources—			
Rents of school-sites	60	10	1
Household school subsidies	18	10	0
Interest	130	0	0
Various refunds	75	1	4
Canadian Fund (Imperial Park, Quebec)	14	14	11
Grants from Government for—			
Scholarships—			
Education Board	637	3	6
National	250	0	0
District high schools—Salaries of teachers	1,038	11	7
Receipts from other sources, district high schools—Fees	1	10	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,983	6	3
On account of free places	258	15	6
Material for class-work	55	14	1
Subsidies on voluntary contributions and bequests	81	7	6
Receipts from other sources, manual and technical—			
Fees	339	19	2
Voluntary contributions	129	11	5
Refunds	76	15	10
Grants from Government for—			
General maintenance of school buildings, rebuilding, rents, sites, &c.	6,505	13	2
House allowances	491	1	6
New school buildings, additions, furniture, sites, &c.	1,275	0	0
Technical-school buildings, furniture, fittings, apparatus, &c.	360	18	5
Other receipts—			
Proceeds of sale of sites	78	0	0
Proceeds sale Waianiwa residence	363	6	6
Refunds, general	10	5	1
	£62,780	8	1

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,618	0	0
Office contingencies	1,133	2	10
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	35,477	18	11
Relieving-teachers' salaries	168	18	10
Conveyance and board of school-children	298	4	3
Special capitation to School Committees	318	0	6
Incidental expenses of schools	2,347	9	10
Physical Instructor's salary	108	6	8
Truant Officer's salary	75	0	0
Canadian Park Fund	14	14	11
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	640	0	0
National Scholarships	250	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	955	4	1
Manual and technical—			
School classes	1,083	15	7
Special classes	944	17	8
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	3,271	18	3
Rebuilding	690	11	0
Rent	90	6	9
House allowances	498	11	4
New school buildings, additional class-rooms, furniture, sites, &c.	1,780	14	1
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	117	5	3
Special classes	66	15	3
Other expenses—			
Purchase of sites	248	6	1
Appliances, £411 1s.; advertising tenders, £24 14s. 3d.	435	15	3
Insurance, £10; freight and railage, £60 17s. 10d.	70	17	10
Balance at end of year	10,075	12	11
	£62,780	8	1

11th March, 1909.

THOMAS MACGIBBON, Chairman.
JOHN NEILL, Secretary.

APPENDIX B.

EXTRACT FROM THE THIRTY-SECOND ANNUAL REPORT OF THE MINISTER OF EDUCATION.

Education Reserves.

Tables G1, 1A, 1B, give a summary of the accounts of the School Commissioners, which are also given in full in the same appendix. These accounts may be presented in outline as follows:—

TABLE G.

(a.) *Income and Expenditure of School Commissioners*, 1908.

Income.	£	*Expenditure.*	£
Balances, 1st January, 1908	12,599	Payments during year	65,990
Receipts during year	68,404	Balances at 31st December, 1908	15,013
Total	£81,003		£81,003

(b.) *Assets and Liabilities of School Commissioners.*

Liabilities.	£	*Assets.*	£
Amounts owing	7,829	Amounts due	7,515
Balance	60,692	Balances at bank on mortgage, &c.	61,006
	£68,521		£68,521
		Balance brought down	£60,692

The payments made to Education Boards for primary education out of proceeds from Education reserves in 1908 amounted to £52,616 9s. 6d., as compared with £47,385 4s. 8d. for the previous year. The revenues of the Boards are not, however, increased thereby, as equal amounts are deducted from the grants otherwise payable by the Government.

Table H8 in E.–6 shows the payments for secondary education from reserves under the control of the School Commissioners, which amounted in 1908 to £4,154 4s. 3d., as compared with £4,353 13s. 7d. in 1907. This money is distributed by the Commissioners to the governing bodies of secondary schools in the provincial districts in proportion to the number of pupils in average attendance at these secondary schools, exclusive of those in any lower department.

EDUCATION RESERVES: SCHOOL COMMISSIONERS' REPORTS, 1908.

General.

Table G1 is a summary of the accounts of the School Commissioners, which are given in full in the Appendix.

TABLE G1.—Summary of School Commissioners' Accounts.

Provincial Districts.	Income for the Year 1908.														
	Balances on 1st January, 1908.			Receipts during Year.									Total.		
				Primary Reserves.			Secondary Reserves.			Investments and Deposits.			Sundries.					
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Auckland	571	18	4	5,460	3	9	1,176	15	6	96	17	0	..			7,305	14	7
Taranaki	2,102	12	5	4,065	11	3	526	1	9	48	10	9	14	10	0	6,757	6	2
Wellington.. ..	965	2	0	6,387	19	3	2,137	15	3	134	18	9	297	18	3	9,923	13	6
Hawke's Bay ..	1,139	14	9	3,895	14	2	972	12	3	19	10	0	64	6	4	6,091	17	6
Marlborough ..	119	5	6	194	19	9	35	0	0	..			..			349	5	3
Nelson	334	3	7	1,288	1	3	468	6	1	..			..			2,090	10	11
Westland	135	11	8	230	19	2	777	18	0	..			667	10	0	1,811	18	10
Canterbury.. ..	2,989	12	8	19,251	3	11	..			8	6	9	1,219	18	3	23,469	1	7
Otago	4,241	6	4	14,226	2	1	834	19	1	2,020	5	5	1,880	13	1	23,203	6	0
Totals for 1908..	12,599	7	3	55,000	14	7	6,929	7	11	2,328	8	8	4,144	15	11	81,002	14	4
Totals for 1907..	13,499	15	3	52,206	10	10	4,919	11	5	2,708	16	3	5,075	12	6	78,410	6	3

TABLE G1A.—SUMMARY OF SCHOOL COMMISSIONERS' ACCOUNTS.

Provincial Districts.	Expenditure for the Year 1908.																							
	Office Expenses and Salaries.			Other Expenses of Management			Paid for Primary Education.			Paid for Secondary Education.			Investments and Refunds.			Balances on 31st December, 1908.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Auckland	194	3	7	404	0	1	4,992	0	0	1,037	11	0	98	8	0	579	11	11	7,305	14	7
Taranaki	165	4	0	349	19	6	4,000	0	0	300	0	0	18	16	0	1,923	6	8	6,757	6	2
Wellington.. ..	415	6	9	350	17	4	5,000	0	0	300	0	0	941	12	11	2,915	16	6	9,923	13	6
Hawke's Bay ..	144	14	2	118	11	0	4,000	0	0	885	0	0	50	0	0	893	12	4	6,091	17	6
Marlborough ..	25	10	6	6	5	0	200	0	0	35	0	0	..			82	9	9	349	5	3
Nelson	50	5	2	116	16	1	749	12	0	290	0	0	..			883	17	8	2,090	10	11
Westland	43	9	1	84	15	2	..			500	0	0	..			1,183	14	7	1,811	18	10
Canterbury ..	554	12	6	101	10	6	19,000	0	0	..			74	18	0	3,738	0	7	23,469	1	7
Otago	629	17	6	1,061	10	6	14,674	17	6	806	13	3	3,217	12	3	2,812	15	0	23,203	6	0
Totals for 1908..	2,223	3	3	2,594	5	2	52,616	9	6	4,154	4	3	4,401	7	2	15,013	5	0	81,002	14	4
Totals for 1907..	2,208	13	1	3,168	0	11	47,385	4	8	4,353	13	7	8,695	6	9	12,599	7	3	78,410	6	3

TABLE G1B.—SUMMARY OF SCHOOL COMMISSIONERS' ACCOUNTS.

Provincial Districts.	Assets and Liabilities, 31st December, 1908.																	
	Balances of Accounts.			Arrears of Rent and Interest due.			Total Assets.			Amounts due to Capital Account.			Other Liabilities.			Balance of Assets.			Balance of Liabilities.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
Auckland ..	1,559	11	0	643	8	11	2,202	19	11	..			14	8	0	2,188	11	11	..		
Taranaki ..	1,929	2	7	501	1	10	2,430	4	5	..			43	3	2	2,387	1	3	..		
Wellington ..	2,920	16	6	357	9	1	3,278	5	7	486	4	1	5	0	0	2,787	1	6	..		
Hawke's Bay ..	893	12	4	333	5	10	1,226	18	2	730	4	6	..			496	13	8	..		
Marlborough ..	82	9	9	226	13	0	309	2	9	..			..			309	2	9	..		
Nelson ..	910	5	8	424	9	3	1,334	14	11	..			26	8	0	1,308	6	11	..		
Westland ..	1,183	14	7	126	17	6	1,310	12	1	..			660	0	0	650	12	1	..		
Canterbury ..	3,738	0	7	2,329	1	8	6,067	2	3	1,498	8	10	45	0	0	4,523	13	5	..		
Otago	47,788	10	6	2,572	4	1	50,360	14	7	..			4,319	19	6	46,040	15	1	..		
Totals for 1908	61,006	3	6	7,514	11	2	68,520	14	8	2,714	17	5	5,113	18	8	60,691	18	7	..		
Totals for 1907	52,467	11	9	8,181	9	4	60,649	1	1	1,495	19	2	698	4	2	58,454	17	9	..		

The payments made to Education Boards for primary education out of the proceeds from education reserves in 1908 amounted to £52,616 9s. 6d., as compared with £47,385 4s. 8d. for the previous year. The revenues of the Boards are not, however, increased thereby, as equal amounts are deducted from the grants otherwise payable by the Government.

The payments for primary education were distributed among the several Education Boards as follows:

	£	s.	d.		£	s.	d.
Auckland	4,680	0	0	Nelson	635	4	0
Taranaki	2,702	10	0	Grey	88	0	0
Wanganui	3,064	3	4	North Canterbury ...	15,395	0	6
Wellington	3,233	6	8	South Canterbury ...	3,631	7	6
Hawke's Bay	4,312	0	0	Otago	6,517	19	2
Marlborough	200	0	0	Southland	4,305	8	4

The payments for secondary education from reserves under the control of the School Commissioners amounted to £4,154 4s. 3d., as compared with £4,353 13s. 7d. for 1907. This money is distributed by the Commissioners among the governing bodies of secondary schools in the provincial district in proportion to the number of pupils in average attendance at these secondary schools, exclusive of those in any preparatory department.

TABLE G2.—INCOME AND COST OF ADMINISTRATION OF SCHOOL COMMISSIONERS.

Provincial District.	Total Income for the Ten Years 1899-1908 inclusive.	Cost of Administration for the Ten Years 1899-1908.	Cost of Administration Per Cent. of Income.
	£	£	£
Auckland	48,281	3,264	6·76
Taranaki	36,852	4,349	11·80
Wellington	59,854	4,703	7·86
Hawke's Bay	45,031	2,843	6·31
Marlborough	3,273	294	8·98
Nelson	12,872	906	7·04
Westland	4,046	1,045	25·83
Canterbury	180,166	6,188	3·43
Otago	195,269	14,431	7·39
Totals for 1899-1908	585,644	38,023	6·49
Totals for 1898-1907	572,119	38,698	6·76

Table G2 shows the total income from education reserves for the ten years, 1899–1908, and the cost of administration by the School Commissioners for the same period. In comparing these figures with those for 1898–1907, published in last year's report, it will be seen that the total income amounted in the last ten years to £585,644, as against £572,119 for 1898–1907, an increase of £13,525. The percentage of cost of administration shows a slight decrease, 6·49, as compared with 6·76. It may be noted, however, that in Westland more than a quarter of the total income for the last ten years has been absorbed by the expenses of administration.

School Commissioners' Reports, 1908.

AUCKLAND.

SIR,— School Commissioners' Office, Auckland, 22nd May, 1909.

I have the honour to forward a statement of the School Commissioners' Accounts for the year 1908.

Tenders were accepted during the year for twelve sections of town and suburban lands, and forty-seven sections of country lands, at a total rental of £291 16s. 5d.

Rents were well paid up, thus enabling the Commissioners to hand over £4,992 and £1,037 11s. for primary and secondary education purposes respectively.

The balance at credit of Endowments Account has increased to £979 19s. 1d. through sales of timber, and is placed on fixed deposit at the bank, awaiting suitable investment in freehold land.

I have, &c.,

GEORGE J. GARLAND, Acting-Chairman.

The Hon. the Minister of Education, Wellington.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

I. GENERAL ACCOUNT.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1907	398 18 9	172 19 7	571 18 4
Rents received—			
Arrears of 1907	736 8 0	...	5,460 3 9
Due in 1908	4,723 15 9	...	
Arrears of 1907	...	185 13 11	821 16 6
Due in 1908	...	636 2 7	
Gisborne High School—			
Arrears of 1907	...	65 12 0	354 19 0
Due in 1908...	...	289 7 0	
Interest on fixed deposits	...	2 11 0	2 11 0
Lease deposits...	85 0 0	9 6 0	94 6 0
Total receipts	5,944 2 6	1,361 12 1	7,305 14 7

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908—*contd.*

—	Primary.	Secondary.	Total.
Expenditure.			
Office salary	£ 105 0 0	£ 35 0 0	£ 140 0 0
Office expenses	40 11 10	13 11 9	54 3 7
Commissioners' travelling-expenses	4 17 6	1 12 6	6 10 0
Legal expenses	20 1 0	16 0 0	36 1 0
Crown-grant fees	65 16 10	5 4 1	71 0 11
Expenses of leasing	38 9 0	12 16 3	51 5 3
Expenditure on reserves	139 4 7	99 18 4	239 2 11
Payments to Boards—			
Auckland Education Board	4,680 0 0	...	4,992 0 0
Hawke's Bay Education Board	312 0 0	...	
Payments to secondary schools—			
Auckland Grammar School	...	592 18 0	1,037 11 0
Thames High School	...	30 12 0	
Whangarei High School	...	76 12 0	
Gisborne High School	...	337 9 0	
Lease deposits paid out	85 0 0	13 8 0	98 8 0
Balance in bank, 31st December, 1908 £633 15 5			
Less unpresented cheques 85 1 0			
	424 4 3	124 10 2	548 14 5
Cash in hand, 31st December, 1908	28 17 6	2 0 0	30 17 6
Total expenditure	5,944 2 6	1,361 12 1	7,305 14 7

II. ENDOWMENTS ACCOUNT.

Receipts.

	£ s. d.	£ s. d.	£ s. d.
Balance, 31st December, 1907	...	85 11 10	85 11 10
Sales of timber	975 3 3	...	975 3 3
Total receipts	975 3 3	85 11 10	1,060 15 1

Expenditure.

	£ s. d.	£ s. d.	£ s. d.
Refund to Lands Department	80 16 0	...	80 16 0
Balance, 31st December, 1908	894 7 3	85 11 10	979 19 1
Total expenditure	975 3 3	85 11 10	1,060 15 1

III. STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Bank balance (General Account)	453 1 9	126 10 2	579 11 11
" (Endowments Account)	894 7 3	85 11 10	979 19 1
Rents unpaid, 1906	25 5 0	2 10 0	27 15 0
" 1907	35 8 6	5 5 6	40 14 0
" 1908	474 15 2	100 4 9	574 19 11
Total assets	1,882 17 8	320 2 3	2,202 19 11

Liabilities.

	£ s. d.	£ s. d.	£ s. d.
Lease deposits in hand	14 8 0	...	14 8 0
Total liabilities	14 8 0	...	14 8 0

H. N. GARLAND, Secretary and Treasurer.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

TARANAKI.

SIR,— School Commissioners' Office, New Plymouth, 20th May, 1909.

I have the honour to hand you herewith the balance-sheet and statement of accounts of this Board for the year ended 31st December last, duly audited and certified.

It will be noticed that the account of income shows an increase from rents of £1,114 1s. 10d. as compared with that of the previous year. Many of the leases granted for twenty-one years with perpetually recurring rights of renewal are now arriving at the revaluation period, and the awards made in nearly all cases show an appreciable increase in the rentals payable during the next term. These rents are fixed by arbitration and based upon the unimproved or prairie value of the land, so that lessees are not penalised by the taking into account of their own improvements. In every case the separate valuation made of the tenant's improvements has shown substantial interests acquired as the result of occupation and industry, and invariably much in excess of the requirements of the lease.

Unlet reserves have been few and of indifferent value, but lands recently vested in the Commissioners appear to be of a better description, and are shortly to be offered for lease by public auction, as is the Board's custom.

There has been no change in the membership during the past year, the Board still consisting of Messrs. Francis Simpson, Charles Edwin Major, and William Thomas Jennings, M.P., appointees of the Crown, and Henry Faull and myself, nominated by the Education Board.

The noxious-weeds question continues to be the one great trouble of the Commissioners, and the utmost vigilance has to be exercised to keep careless tenants alive to their responsibilities. Fortunately, most of the Board's lessees are fully sensible of the importance of combating the growth of blackberry and ragwort, which infest certain localities; but so long as Native lands are allowed to remain neglected (as is so often the case), so long will the industrious and careful settler find his difficulties intensified and his own hard work discounted by the indifference of his neighbour.

I have, &c.,

The Hon. the Minister of Education, Wellington. JAMES WADE, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1907	1,287 5 8	815 6 9	2,102 12 5
Rents from reserves	4,065 11 3	526 1 9	4,591 13 0
Transfer fees	1 10 0	...	1 10 0
Interest on fixed deposits	21 15 1	26 15 8	48 10 9
Sale of old building	3 0 0	...	3 0 0
Sale of old safe	7 10 0	2 10 0	10 0 0
Total receipts	5,386 12 0	1,370 14 2	6,757 6 2
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Secretary's salary	93 15 0	31 5 0	125 0 0
Office accommodation	18 15 0	6 5 0	25 0 0
Stationery, stamps, telegrams, and printing ...	11 7 11	3 16 1	15 4 0
Travelling-expenses, members and secretary ..	20 4 9	4 15 7	25 0 4
Insurances—			
Guarantee, fire, and employers' liability ...	9 16 11	2 17 2	12 14 1
Purchase of safe, and repairs to old safe	13 12 4	4 10 8	18 3 0
Advertising	2 1 0		2 1 0
Acts of Parliament	1 0 8	0 6 10	1 7 6
Law-costs	17 5 9	0 6 8	17 12 5
Arbitrations and new leases	79 8 4	29 11 6	108 19 10
Commission on sale of leases	7 11 6	...	7 11 6
Rates	15 15 4	...	15 15 4
Bank commission	0 7 6	0 2 6	0 10 0
Surveys and architect	9 13 6	...	9 13 6
Ranger and other inspection	98 6 3	32 4 9	130 11 0
Land Fund—			
Improvements on reserves	3 16 0	...	3 16 0
Purchase of school-site	15 0 0	...	15 0 0
Distribution from revenue—			
Taranaki Education Board	2,702 10 0	...	4,000 0 0
Wanganui Education Board	1,297 10 0		
New Plymouth High School Board	...	300 0 0	300 0 0
	4,417 17 9	416 1 9	4,833 19 6
Balance, 31st December, 1908	968 14 3	954 12 5	1,923 6 8
Total expenditure	5,386 12 0	1,370 14 2	6,757 6 2

STATEMENT OF BALANCES.

	£ s. d.		£ s. d.
Primary Education Account	284 2 9	Balance, 31st December, 1908—	
Secondary Education Account	113 0 8	Fixed deposits, Bank of New Zealand..	1,527 0 9
Land Fund	1,512 15 4	Current account, Bank of New Zealand .. £400 5 2	
Trust Account	13 7 11	Less outstanding cheque 5 15 11	
			394 9 3
		Cash in hand	1 16 8
	£1,923 6 8		£1,923 6 8

STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£ s. d.
Cash in hand	1 16 8
Bank balance, 31st December, 1908	400 5 2
Fixed deposits	1,527 0 9
Rents in arrear, 31st December, 1908	501 1 10
Total assets	£2,430 4 5

Liabilities.

	£ s. d.
Outstanding cheque	5 15 11
Rents paid in advance	23 19 4
Trust account	13 7 11
Total liabilities	£43 3 2

JAMES WADE, Chairman.
New Plymouth, 3rd April, 1909. F. P. CORKILL, Treasurer.

Examined and found correct.—JAS. B. HEYWOOD, Assistant Controller and Auditor-General.

WELLINGTON.

SIR,— Office of the School Commissioners, Wellington, 15th February, 1909.

I have the honour to forward herewith the report and statement of receipts and expenditure of the School Commissioners for the Wellington Provincial District for the year ended 31st December, 1908.

The following are the members of the Board of Commissioners: Mr. J. R. Blair (Chairman), Mr. W. H. Field, M.P., Hon. A. W. Hogg, M.P., Mr. F. Y. Lethbridge, and Mr. James Mackenzie (Commissioner of Crown Lands).

No new reserves were added during the year to the area vested in the Commissioners.

The total area at present included in the educational-reserve estate in this provincial district is 106,342 acres and 13 perches, of which 9,126 acres 3 roods 15 perches (consisting largely of rough and inferior country) were unlet at the end of the year.

The reserves leased during the year numbered nine, containing 6,800 acres 1 rood 21 perches, their annual rental being £1,531 0s. 5d. The total number of leases now on the books is 480, comprising an area of 97,215 acres and 38 perches, on which is payable an annual rental of £9,617 2s. 1d., as against £8,104 16s. 9d. last year, this marked advance on the rental payable for 1907 being principally due to the fact that all the leases expiring during the year, whether renewed at rentals fixed by arbitration or submitted to public auction, brought considerably higher rentals for the new terms.

In two cases of expiring leases the Commissioners considered it desirable to purchase the improvements of the outgoing tenants, whose leases provided for such payment. In one of these cases (a section comprising 6,975 acres) it was imperative to do so, in order to enable the area to be subdivided. The value of the improvements on this section had been fixed by arbitration at £6,435, and the Commissioners found it necessary to borrow £6,000 in order to pay the amount so fixed to the lessee before the expiry of the lease, the alternative being that the lessee would be entitled to a precisely similar lease for other twenty-one years, and so on in perpetuity, for the whole area.

Being without statutory borrowing-powers, the Commissioners were unable to raise the money through ordinary channels, and the Chairman therefore advanced the sum of £6,000, which constitutes a debt owing by the Commissioners to him until it is liquidated. They had then to endeavour to obtain legislative sanction for the action taken, and they have to thank you for your sympathetic, prompt, and effective aid in having a validating Act passed by Parliament.

The action taken by the Commissioners in this case will be of great advantage to their trust. Already three portions of the section, comprising an area of 4,377 acres 1 rood 39 perches, have been leased at rentals aggregating £688 6s. 11d. per annum, and negotiations are now in progress with applicants for the remaining portion (containing 2,596 acres), on which a reserve of 1s. 9d. per acre has been fixed, representing a further sum of £227 3s. per annum. Should these be completed on the basis of the reserve, the section will thus be bringing in an annual rental of £915 9s. 11d., in place of £29 1s. 3d., the rent paid per annum under the old lease.

As showing the advantages to be reaped from a system of periodical revaluation, another case on the Commissioners' books may be cited: A section of 2,118 acres in the Paraekaretu Block, near Marton, has been leased continuously since the 16th November, 1877, to one tenant, who has paid rent for it during that period as follows: For the first fourteen years, £10 per annum; for the next seven years, £40 per annum; for the following nine years, £265 per annum; and then for six months at the rate of £529 10s. per annum, bringing him up to the 16th May, 1908; from which date the section has been leased to him for a term of twenty-one years at a rental of £809 1s. 1d. per annum.

I have, &c.,

The Hon. the Minister of Education, Wellington. J. R. Blair, Chairman.

General Statement of Receipts and Expenditure for the Year ending 31st December, 1908.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance on 31st December, 1907	782 17 0	182 5 0	965 2 0
Rent paid on account of previous years	82 14 7	0 0 1	82 14 8
Rent paid on account of year 1908	6,234 0 4	1,878 8 5	8,112 8 9
Rent paid on account of year 1909	71 4 4	259 6 9	330 11 1
Preparation and registration of leases	5 0 0	7 10 0	12 10 0
Interest and sinking fund on improvements ...	114 18 9	...	114 18 9
Adjustment of stock	11 12 0	...	11 12 0
Improvements	...	272 0 0	272 0 0
Fencing	1 15 3	...	1 15 3
Interest on fixed deposit (Land Purchase Account) ...	20 0 0	...	20 0 0
Sundries	0 1 0	...	0 1 0
Total receipts	7,324 3 3	2,599 10 3	9,923 13 6
Expenditure.			
Payments to educational bodies—	£ s. d.	£ s. d.	£ s. d.
Wellington Education Board	3,233 6 8	...	5,000 0 0
Wanganui Education Board	1,766 13 4		
Wellington College	...	121 2 0	300 0 0
Wellington Girls' High School	...	63 12 9	
Wanganui Girls' High School	...	58 15 0	
Palmerston North High School	...	56 10 3	
Secretary's salary	218 2 5	81 17 7	300 0 0
Printing, stationery, and office-expenses	83 17 2	31 9 7	115 6 9
Commissioners' travelling-expenses	10 1 4	...	10 1 4
Commission on sales of leases	2 3 9	40 9 0	42 12 9
Advertising	14 9 0	7 6 0	21 15 0
Preparation and registration of leases	20 0 0	...	20 0 0
Law-costs	42 14 11	12 1 6	54 16 5
Secretary's travelling-expenses	13 10 10	...	13 10 10
Arbitration	81 10 3	32 12 6	114 2 9
Survey	...	392 1 3	392 1 3
Grass-seed and sowing	...	48 11 8	48 11 8
Payment (part) for improvements on Section 151, Rangitumau	...	435 0 0	435 0 0
Fencing	1 15 3	...	1 15 3
Interest and bank charge on loan	...	72 3 0	72 3 0
Land Purchase Account	66 0 0	...	66 0 0
Balance on 31st December, 1908	1,769 18 4	1,145 18 2	2,915 16 6
Total expenditure	7,324 3 3	2,599 10 3	9,923 13 6

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908 —*continued.*

—	Primary.	Secondary.	Total.
Deposit Account.			
Receipts.		£ s. d.	£ s. d.
Balance on 31st December, 1907	...	10 0 0	10 0 0
Total receipts	...	10 0 0	10 0 0
Expenditure.			
Deposit refunded	...	5 0 0	5 0 0
Balance on 31st December, 1908	...	5 0 0	5 0 0
Total expenditure	...	10 0 0	10 0 0

Assets.

	£ s. d.	£ s. d.	£ s. d
Cash in bank £2,517 13 2	1,369 18 4	1,150 18 2	2,520 16 6
Cash in hand 3 3 4			
Fixed deposit with Wellington Trust, Loan, and Investment Company (Limited)	400 0 0	..	400 0 0
Value of improvements on Section 151, Rangitumau (loan)	...	6,000 0 0	6,000 0 0
Arrears of rent	227 9 1	130 0 0	357 9 1
Total assets	1,997 7 5	7,280 18 2	9,278 5 7

Liabilities.

	£ s. d.	£ s. d.	£ s. d.
Survey deposit	...	5 0 0	5 0 0
Proceeds of freehold disposed of awaiting appropriation in purchase of other lands	486 4 1	...	486 4 1
Repayment of loan under "The Education Reserves Leases Validation and Empowering Act, 1908"	...	6,000 0 0	6,000 0 0
Total liabilities	486 4 1	6,005 0 0	6,491 4 1

SUMMARY OF RENTS.

Arrears at 1st January, 1908.	Charge for 1908.	Received during 1908 on account of 1909.	Brought forward from 1907.	Received during 1908.	Written off by Commissioners during 1908.	Arrears at 31st December, 1908.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
135 5 2	8,751 17 0	330 11 1	281 19 2	8,525 14 6	52 10 6	357 9 1

J. H. W. WARDROP, Secretary and Treasurer.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

HAWKE'S BAY.

SIR,— Office of the School Commissioners, Napier, 24th March, 1909.

I have the honour to forward herewith a copy of the statement of accounts for the year ending 31st December, 1908, and to report as follows :—

During the year the sum of £4,000 was paid over for primary education, and the sum of £885 for secondary education.

One auction sale was held during the year, when three rural sections were offered, and realised an aggregate annual rental of £95 16s., the previous rentals obtained for these reserves being £60 19s. 6d.

The present members of the Board are Messrs. H. Trent (Chairman), H. A. Cornford, G. Wright, S. McLernon, and C. M. Whittington.

I have, &c.,

The Hon. the Minister of Education, Wellington. HENRY TRENT, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

——	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Credit balances on the 31st December, 1907	985 10 5	154 4 4	1,139 14 9
Arrears of revenue for previous year—viz., rents, issues, profits, or receipts from reserves	251 10 5	69 1 0	320 11 5
Interest on overdue rents	10 9 10	2 7 7	12 17 5
Revenues—			
Rents of reserves for current year	3,348 10 9	901 3 8	4,249 14 5
Other receipts for current year—			
Rents collected by the Receiver of Land Revenue	278 15 4	...	278 15 4
Interest on deposit	14 9 2	5 0 10	19 10 0
Balance due by lessee for fencing	19 6 4	...	19 6 4
Royalty for metal taken	6 7 10	...	6 7 10
Proceeds from insurance on building damaged by fire	45 0 0	...	45 0 0
Total receipts	4,960 0 1	1,131 17 5	6,091 17 6
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Salaries and allowances to officers	104 2 3	25 17 9	130 0 0
Printing, stationery, &c.	11 17 4	2 16 10	14 14 2
Auctioneer's charges	3 15 7	0 8 5	4 4 0
Valuation fees	15 0 0	3 3 0	18 3 0
Advertising	8 17 8	...	8 17 8
Rates	28 10 4	...	28 10 4
Insurance	2 13 10	...	2 13 10
Repairs to building	2 5 0	...	2 5 0
Commissioners' travelling-expenses	8 12 2	2 2 6	10 14 8
Survey fees	12 14 3	3 3 3	15 17 6
Law charges	20 11 8	6 13 4	27 5 0
Refund of insurance to Mrs. Laimbeer	50 0 0	...	50 0 0
Payment to Hawke's Bay Education Board ...	4,000 0 0	...	4,000 0 0
" Governors High Schools	...	614 0 0	614 0 0
" Dannevirke High School	...	271 0 0	271 0 0
Credit balances at the 31st December, 1908—			
Deposit at Post-Office Savings-Bank	600 15 2	148 19 4	749 14 6
Current account at bank ... £99 7 10	90 4 10	53 13 0	143 17 10
Cash in hand 44 10 0			
Total expenditure	4,960 0 1	1,131 17 5	6,091 17 6

STATEMENT of ASSETS and LIABILITIES for the Year ending 31st December, 1908.

	Primary.	Secondary.	Total.
Assets.			
	£ s. d.	£ s. d.	£ s. d.
Cash in hand	44 10 0	...	44 10 0
Balance of cash at bank and Post-Office Savings-Bank on the 31st December, 1908	646 10 0	202 12 4	849 2 4
Arrears due at 31st December, 1908—			
Arrears of year 1907	14 3 5	...	14 3 5
Arrears of year 1908	218 18 2	100 4 3	319 2 5
Total assets	924 1 7	302 16 7	1,226 18 2
Liabilities.			
	£ s. d.	£ s. d.	£ s. d.
Awaiting appropriation in purchase of land ...	586 6 0	143 18 6	730 4 6
Total liabilities	586 6 0	143 18 6	730 4 6

HENRY TRENT, Chairman.
W. J. PALLOT, Secretary.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

MARLBOROUGH.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

Receipts.

—	Primary.		Secondary.		Total.
	Arrears.	Current.	Arrears.	Current.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Balance on 31st December, 1907 ...	...	96 4 2	...	23 1 4	119 5 6
Rents	105 15 6	89 4 3	6 5 0	28 15 0	229 19 9
Total receipts	105 15 6	185 8 5	6 5 0	51 16 4	349 5 3

Expenditure.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Marlborough Education Board	200 0 0	...	200 0 0
High School Board	...	35 0 0	35 0 0
Secretary's salary	21 17 4	3 2 8	25 0 0
Auctioneer's charges	2 1 6	...	2 1 6
Members' travelling-expenses	2 2 0	...	2 2 0
Stamps and exchange	0 9 3	0 1 3	0 10 6
Bank fee	0 8 8	0 1 4	0 10 0
Legal expenses	1 11 6	...	1 11 6
Balance on 31st December, 1908	62 13 8	19 16 1	82 9 9
Total expenditure	291 3 11	58 1 4	349 5 3

Assets.

			£ s. d.
Cash in bank, 31st December, 1908	...	...	82 9 9
Outstanding rents	...	...	216 13 0
Section 892, Picton estimated	...	...	30 0 0
Total assets	...	...	329 2 9

Liabilities.

Nil.

JOHN SMITH, Secretary.

Examined and found correct—J. K. WARBURTON, Controller and Auditor-General.

NELSON.

SIR,— Office of the School Commissioners, Nelson, 24th May, 1909.

I have the honour to submit the report and balance-sheet of the Nelson School Commissioners for the year ended 31st December, 1908.

Commissioners.—The Commissioners holding office during the past year were the Hon. F. Trask, M.L.C., Mr. John Graham, M.P., Mr. F. W. Flanagan (Commissioner of Crown Lands), Major Franklyn (Education Board), and Mr. A. T. Maginnity (Education Board), Chairman.

Receipts.—The receipts for the year, including a balance of £334 3s. 7d. brought forward from the previous year, amounted to £2,090 10s. 11d.

Expenditure.—The sum of £860 11s. 9d. was paid towards primary education, and the sum of £346 1s. 6d. towards secondary education, leaving a balance of £883 17s. 8d. to carry forward. The cost of administration amounted to £167 1s. 3d., but this included an amount of £94 14s. paid as commission on the leasing of the Pahau Run, which will not be a recurring charge.

Reserves.—The Commissioners are pleased to report that the majority of the leases under their control are in satisfactory occupation, and the Pohau Run, the largest of these reserves, has again been leased at a fair rental.

I have, &c.,

The Hon. the Minister of Education, Wellington. A. T. MAGINNITY, Chairman.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending the 31st December, 1908.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1907	273 4 3	60 19 4	334 3 7
Rents of reserves—			
Arrears	341 16 3	124 10 1	466 6 4
Current	946 5 0	343 16 0	1,290 1 0
Total receipts	1,561 5 6	529 5 5	2,090 10 11
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Nelson Education Board	635 4 0	...	635 4 0
Grey Education Board	88 0 0	...	88 0 0
North Canterbury Education Board	26 8 0	...	26 8 0
Nelson College	...	290 0 0	290 0 0
Commissioners' travelling-expenses	8 17 4	2 14 0	11 11 4
Printing, advertising, and stationery	9 2 2	3 13 0	12 15 2
Commission on sale of leases	60 0 0	34 14 0	94 14 0
Salary of Secretary	25 0 0	12 10 0	37 10 0
Fidelity guarantee of Secretary	2 0 0	1 2 6	3 2 6
Inspection of labour on reserves	4 16 0	1 8 0	6 4 0
Bank charges	1 4 3	...	1 4 3
Balance at 31st December, 1908	700 13 9	183 3 11	883 17 8
Total expenditure	1,561 5 6	529 5 5	2,090 10 11

STATEMENT of ASSETS and LIABILITIES.

	£ s. d.
Assets.	
Cash in bank at 31st December, 1908	421 13 2
Cash in hand	2 9 0
Cash due by estate of late Secretary	486 3 6
Rents outstanding	424 9 3
Total assets	£1,334 14 11
Liabilities.	
Cheque outstanding	£26 8 0

L. ST. JOHN, Secretary.

Examined and found correct.—JAS. B. HEYWOOD, Assistant Controller and Auditor-General.

WESTLAND.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Credit balance on the 31st December, 1907	77 2 1	58 9 7	135 11 8
Rents of reserves—			
Arrears	55 3 9	3 0 0	58 3 9
Current	85 15 5	65 2 6	150 17 11
In advance	...	3 15 0	3 15 0
Premiums on sale of leases	...	634 0 0	634 0 0
Royalties on timber	90 0 0	10 0 0	100 0 0
Mining fees	...	62 0 6	62 0 6
Sale of sections, R. 128	...	7 10 0	7 10 0
Kein Williams Trust Account — Compensation for improvements	...	660 0 0	660 0 0
Total receipts	308 1 3	1,503 17 7	1,811 18 10

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908 —*continued.*

—	Primary.	Secondary.	Total.
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Grant to Greymouth High School Board	...	250 0 0	250 0 0
„ Hokitika High School Board	...	250 0 0	250 0 0
Commissioners' travelling-expenses	14 14 0	4 4 0	18 18 0
Secretary's salary	40 0 0	...	40 0 0
„ travelling-expenses	...	2 12 2	2 12 2
Expenses of leasing and valuation	...	38 13 0	38 13 0
Survey	...	7 7 0	7 7 0
Advertising and printing	3 12 6	13 12 6	17 5 0
Other expenses	1 13 4	1 15 9	3 9 1
Credit balance on the 31st December, 1908 ...	248 1 5	935 13 2	1,183 14 7
Total expenditure	308 1 3	1,503 17 7	1,811 18 10

STATEMENT of ASSETS and LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Credit balance on the 31st December, 1908—			
Current account, Bank of New Zealand, £522 14 7			
Fixed deposit, Bank of New Zealand 500 0 0			
Deposit, Hokitika Savings-bank ... 160 0 0			
Cash in hand 1 0 0			
	248 1 5	935 13 2	1,183 14 7
Rents due—			
Arrears	18 10 0	1 17 6	20 7 6
Current	51 5 0	5 5 0	56 10 0
Royalties due, current	50 0 0	...	50 0 0
Total assets	367 16 5	942 15 8	1,310 12 1

Liabilities.

		£ s. d.	£ s. d.
Kein Williams Trust Account	...	£660 0 0	£660 0 0

H. L. MICHEL, Chairman.
A. J. MORTON, Secretary.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

CANTERBURY.

SIR,— Government Buildings, Christchurch, 4th January, 1909.

In accordance with Order in Council of date 17th September, 1878, I have the honour to forward the report of the School Commissioners for the Canterbury Provincial District for the year ending 31st December, 1908, together with a copy of its accounts, duly audited.

The total area of the primary-education estate under lease on the 31st December, 1908, was 67,161 acres, producing an annual rent of £19,580 18s. 6d. Of this area, 23,315 acres is contained in what is known as Pastoral Run No. 5.

The fixed deposit of £278 10s. 7d. with the Bank of New Zealand, which matured on the 23rd December last, has been redeposited for another year.

During the year forty leases fell in. Of these, twenty-eight were renewed by arbitration; two holdings were subdivided into two farms each, and, with eight others, let by public tender; the other two leases which fell in contained ten quarter-acre sections in the Opawa Township, Albury (being part of Reserve No. 1213), and it was considered inadvisable to relet these, and they were sold in terms of subsection 3 of section 243 of "The Land Act, 1892," by the Commissioner of Crown Lands at Timaru on the 28th October, 1908, and the proceeds, £1,219 18s. 3d., are now awaiting investment.

I have, &c.,

The Hon. the Minister of Education, Wellington. JOHN RENNIE, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

—	Primary.			Total.		
Receipts.						
	£	s.	d.	£	s.	d.
Balance brought down from 31st December, 1907	...			2,989	12	8
Arrears of rent from last account collected	...			1,978	12	1
Moneys payable within the year 1908, and collected—						
On account of half-year's rent payable in advance on the 1st May, 1908	9,736	4	9			
On account of half-year's rent payable in advance on the 1st November, 1908	7,536	7	1	17,272	11	10
Other receipts—						
Bank of New Zealand: Interest on £278 10s. 7d. placed on deposit for one year (see statement of 31st December, 1907)	...			8	6	9
Proceeds of sale by Land Board of Opawa town sections, Albury	...			1,219	18	3
Total receipts	...			23,469	1	7
Expenditure.						
Office expenses and management—	£	s.	d.	£	s.	d.
Salary of steward (inclusive of all travelling-expenses)... ...	540	0	0			
Stationery and postage	7	8	10			
Fuel	2	0	8			
School Commissioners' railage and expenses	19	5	0			
Bank exchange on remittances to South Canterbury Education Board	4	12	0			
Bank exchange on cheques	0	11	0	573	17	6
Expenses of leasing—						
Advertising, printing, and lithographic plans	18	10	6			
Share of arbitrators' and umpires' fees assessing rental of twenty-eight years	33	15	0			
Share of cost of arbitration deeds	9	7	0			
Subdivisional survey of Lot 3 of Reserve 1109 and Lot 4 of Reserve 1110	20	13	0	82	5	6
Special expenditure—						
Half-share of cost of tree-planting done by two tenants ...	10	10	0			
Cost of field-pipes supplied to lessee of Lot 2 of Reserve 1110 ...	6	15	11			
Special rate levied by Sefton-Ashley Drainage Board on Reserve 119	57	12	1	74	18	0
Payments to Education Boards—				731	1	0
North Canterbury	15,368	12	6			
South Canterbury	3,631	7	6	19,000	0	0
Balance in Bank of New Zealand, 31st December, 1908—				19,731	1	0
At credit of current account	3,459	10	0			
On fixed deposit	278	10	7	3,738	0	7
Total expenditure	...			23,469	1	7

STATEMENT of ASSETS and LIABILITIES.

Assets.

	£	s.	d.	£	s.	d.
Cash in bank	...			3,738	0	7
Rents payable in advance, 1st May, 1908—Proportion uncollected ...	74	19	6			
" " 1st Nov., 1908—Proportion uncollected...	2,254	2	2	2,329	1	8
Total assets	...			6,067	2	3

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908 —*continued.*

—	Primary.	Total.
Liabilities.		
	£ s. d.	£ s. d.
Steward's salary, December, 1908	...	45 0 0
Awaiting appropriation in purchase of land	...	278 10 7
Proceeds of sale by Land Board of Opawa Town Sections, Albury, awaiting investment	...	1,219 18 3
Total liabilities	...	1,543 8 10

JOHN RENNIE, Chairman.
H. H. PITMAN, Steward.

Examined and found correct.—J. K. WARBURTON, Controller and Auditor-General.

OTAGO.

SIR,— Education Reserves Office, Dunedin, 2nd June, 1909.

In accordance with Order in Council dated the 15th December, 1878, I have the honour to forward herewith report of the School Commissioners for the Otago Provincial District for year ended 31st December, 1908.

The members of the School Commissioners' Board were as follows: Messrs. William Dallas (Chairman), Donald Borrie, Thomas MacGibbon, E. H. Wilmot, and the Hon. Henry Feldwick.

By the lamented death of the Hon. H. Feldwick in August last a vacancy was caused on the Board of School Commissioners which has since been filled by the appointment of Mr. J. A. Hanan, M.P.

During the whole of the time the late Mr. Feldwick held a seat on the Board he took an active interest in the management of the endowments, and his loss caused his colleagues a genuine feeling of sorrow.

During the year fourteen meetings were held, at which a large amount of business was transacted.

Three auction sales were held during the year, when thirty-six sections were leased for agricultural purposes, and fourteen township sections. The area of the agricultural land was 3,950 acres 2 roods 4 perches leased to twenty-nine tenants at £1,164 14s. 11d., or an average of 5s. 10⅞d. per acre. The fourteen township sections contained 4 acres 3 roods 16 perches, and were leased to fourteen tenants at £32 2s. 6d. per annum.

The sum of £415 10s. 8d. was realised from the sale of unlettable township sections by the Land Department on behalf of the Commissioners, and for payment of lands taken under the Public Works Act. £338 18s. 9d. of this amount was invested in the purchase of other lands, and added to the endowments.

The Commissioners' rent-roll at the end of 1908 contained 969 tenants, at an annual rent of £13,995 19s. 5d.

During the year the sum of £2,600 was invested on freehold security at 5½ per cent. interest, and £1,189 10s. 11d. was received in repayment of loans. The amount of loans on the 31st December, 1908, was £41,073 11s. 6d., the interest due for the year being £1,878 9s. 10d., the whole of which, with the exception of £10 2s. 3d. (since paid) was collected during the year.

The amount on fixed deposit in the Bank of New Zealand was £1,800.

Of the sum of £2,562 1s. 10d. shown in the statement of receipts and expenditure as rents in arrear on the 31st December, 1908 (the most of which was for rent due in advance on the 1st November last), £1,570 4s. 10d. has since been collected.

In explanation of the amounts shown as expenditure in the statement of accounts, I may say that £63 16s. 2d. was paid for train fares; £38 1s. 6d. for stamps, telegrams, and telephone; £285 2s. 9d. on improvements of endowments; and £278 13s. 6d. to outgoing tenants for valuation for improvements—the latter sum being collected from incoming tenants.

A copy of the statement of income and expenditure and balance-sheet, duly audited, was forwarded to your Department on the 5th ultimo.

I have, &c.,

The Hon. the Minister of Education, Wellington. WILLIAM DALLAS, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908.

—	Primary.			Secondary.			Total.		
Receipts.									
Credit balances on the 31st December, 1907—	£	s.	d.	£	s.	d.	£	s.	d.
Bank of New Zealand and in hand	529	2	8	12	3	8	541	6	4
Bank of New Zealand on fixed deposit	3,700	0	0	...			3,700	0	0
Arrears of revenue for previous years, viz.—									
Rents of reserves	2,710	14	11	116	18	6	2,827	13	5
Interest on mortgages	21	11	4	...			21	11	4
Revenues, viz.—									
Rents of reserves for current year	10,821	6	7	718	0	7	11,539	7	2
Interest on mortgages	1,887	14	1	...			1,887	14	1
Interest on fixed deposits	111	0	0	...			111	0	0
Other receipts, viz.—									
Net proceeds of land sales	415	10	8	...			415	10	8
Repayment of loans	1,189	10	11	...			1,189	10	11
Cash received for preparing leases	0	10	6	...			0	10	6
Valuation for improvements collected from incoming tenants	226	5	0	...			226	5	0
Office-rent from Otago High Schools Board ...	20	0	0	...			20	0	0
Proceeds, sale of timber	8	0	0	...			8	0	0
Deposit on contract, surveys	9	0	0	...			9	0	0
Instalment on account of judgment against Otokia Drainage Board	11	13	4	...			11	13	4
Valuation fee	1	1	0	...			1	1	0
Proceeds, sale of old safe	3	15	0	...			3	15	0
Royalties from coal leases	184	11	9	...			184	11	9
Refund on expenditure on reserves	3	6	8	...			3	6	8
Goldfields revenue from endowments	501	8	10	...			501	8	10
Total receipts	22,356	3	3	847	2	9	23,203	6	0
Expenditure.									
	£	s.	d.	£	s.	d.	£	s.	d.
Salaries and allowances to officers—Secretary, £300; clerk, £165; Ranger, £200	...			...			665	0	0
School Commissioners' travelling-expenses attending meetings at Dunedin: W. Dallas—train fare, £8 11s. 8d., hotel expenses, £19 10s.; T. MacGibbon —train fare, £15 16s. 4d., hotel expenses, £29 5s.; D. Borrie—train fare, £10 11s. 8d., hotel expenses, £17 5s.; Hon. H. Feldwick—hotel expenses, £15; E. H. Wilmot—hotel expenses, £27	...			...			142	19	8
Survey of reserves	...			...			9	7	6
Office-rent, cleaning, fuel, and light	...			...			93	10	5
Printing and stationery	...			...			17	14	1
Incidentals	1,691	8	0	...			15	8	0
Stamps and telegrams, £31; telephone, £7 1s. 6d. ...	...			...			38	1	6
Legal expenses	...			...			84	5	10
Expenses of leasing—									
Auctioneer's commission, &c.	...			...			23	12	0
Advertising	...			...			38	13	6
Inspection of reserves — Travelling-expenses and valuation fees	...			...			253	8	9
Expenditure on reserves—Drainage and protection from river-encroachment	...			...			285	2	9
Insurance premiums	...			...			9	3	0
Rates	...			...			14	17	6
Interest, Bank of New Zealand	...			...			0	3	6
Payments of valuation for improvements to outgoing tenants	278	13	6	...			278	13	6
Amounts advanced on mortgage	2,600	0	0	...			2,600	0	0
Payments towards primary education—									
Otago Education Board	10,369	9	2	...			14,674	17	6
Southland Education Board	4,305	8	4						
Payments towards secondary education—									
Otago High Schools Board	...			375	6	4	806	13	3
Southland High Schools Board	...			253	19	7			
Waitaki High Schools Board	...			177	7	4			
Land-purchases	338	18	9	...			338	18	9
Credit balances on the 31st December, 1908 ...	40	9	6	2,772	5	6	2,812	15	0
Total expenditure	19,624	7	3	3,578	18	9	23,203	6	0

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1908 —*continued.*

STATEMENT of ASSETS and LIABILITIES.

—	Primary.	Secondary.	Total.
Assets.			
Arrears on 31st December, 1908, viz.—	£ s. d.	£ s. d.	£ s. d.
Arrears of rent due in and prior to 1905 ...	6 2 6	...	6 2 6
" " 1906 ...	13 10 6	2 10 0	16 0 6
" " 1907 ...	51 5 9	5 5 4	56 11 1
Arrears of rent due in 1908	2,299 11 5	183 16 4	2,483 7 9
Arrears of interest due in 1908...	10 2 3	...	10 2 3
Amount due on fixed deposit	1,800 0 0	...	1,800 0 0
Amount of balance in bank and in hand	4,874 9 6	40 9 6	4,914 19 0
Amount advanced on mortgage	41,073 11 6	...	41,073 11 6
Total assets	50,128 13 5	232 1 2	50,360 14 7
Liabilities.			
	£ s. d.	£ s. d.	£ s. d.
Due Primary: Apportionment to Education Board ...	366 8 6	...	366 8 6
Due Secondary: Apportionment to High Schools Board	...	40 9 6	40 9 6
Rents overpaid	10 2 6	0 15 0	10 17 6
Outstanding cheques	3,902 4 0	...	3,902 4 0
Total liabilities	4,278 15 0	41 4 6	4,319 19 6

BALANCE ACCOUNT, 1908.

1908.	£ s. d.	1908.	£ s. d.
Jan. 1. To Balances brought down—		Jan. 1. By Balances brought down—	
Capital	43,739 8 8	Fixed deposit, Bank of New Zealand	3,700 0 0
Primary rents under-apportioned	437 0 0	Investments	39,663 2 5
Secondary rents under-apportioned	12 3 8	Cash in Bank of New Zealand and in hand	541 6 4
		Valuation Account	284 3 7
Dec. 31. Balances forward—		Dec. 31. Balances forward—	
Fixed deposits, Bank of New Zealand	1,800 0 0	Capital	43,816 0 7
Investments	41,073 11 6	Primary rents under-apportioned	366 8 6
Cash in Bank of New Zealand and in hand, less outstanding cheques	1,012 15 0	Secondary rents under-apportioned	40 9 6
Valuation Account	336 12 1		
	£88,411 10 11		£88,411 10 11
1909.		1909.	
Jan. 1. Balances brought down—		Jan. 1. Balances brought down—	
Capital	43,816 0 7	Fixed deposit, Bank of New Zealand	1,800 0 0
Primary rents under-apportioned	366 8 6	Investments	41,073 11 6
Secondary rents under-apportioned	40 9 6	Cash in Bank of New Zealand and in hand	1,012 15 0
		Valuation Account	336 12 1
	£44,222 18 7		£44,222 18 7

WM. DALLAS, Chairman.
C. MACANDREW, Secretary.

Examined and found correct.—JAS. B. HEYWOOD, Assistant Controller and Auditor-General.

APPENDIX C.

REPORTS OF INSPECTORS OF SCHOOLS, 1908.

SIR,— Education Office, Auckland, 19th April, 1909.

I have the honour to submit, for the information of the Board and the Minister, a general report on the public schools of the Auckland Education District for the year 1908.

At the end of the year there were in operation 506 schools, of which eighty-six were half or part time schools. In the course of the year the number increased by twenty-two. Nearly all the new schools are very small—Grey Lynn School being the only exception—and several of them are household schools. The number of schools inspected was 457. As heretofore, it was considered sufficient to inspect one of the half or part time schools.

Annual visits were made to 495 schools. Through an oversight on my part no annual visit was made to Huntly School.

In addition to the above, twenty-seven Roman Catholic diocesan schools were inspected and had the annual visit made to them, as well as the Parnell Orphan Home School.

The following table shows in summary the statistics for the year as required by the Education Department:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	103	62	14 5
" VI	2,159	2,065	14 7
" V	2,872	2,752	13 3
" IV	3,502	3,380	12 8
" III	4,030	3,873	11 9
" II	4,162	4,013	10 9
" I	4,384	4,185	9 9
Preparatory	14,375	13,196	7 8
Totals	35,587	33,526	11 10*

* Mean of average age.

The numbers in this table show for the year the annual increase of 2,330 in the roll-number, and an increase of 4,099 in the number present at the annual examinations held by head teachers in the months of November and December, the figures of this examination being strictly comparable with those of the Inspectors' annual visits for the year 1907.

Certificates of proficiency were awarded to 1,120 pupils, and 359 gained certificates of competency in Standard VI.

Certificates of competency for the lower standards were generally awarded on the recommendation of head teachers, or on the results of their examinations.

At the Roman Catholic diocesan schools there were 2,502 pupils on the rolls, 2,375 were present at the Inspectors' annual visits, and twenty-two certificates of proficiency and thirty-nine certificates of competency in Standard VI were awarded. The small number of proficiency certificates gained was mainly due to weakness in arithmetic. Good marks were gained for reading.

Early in the year Mr. Inspector Purdie retired from his position as Inspector. During his term of office Mr. Purdie rendered valuable service to the cause of education in this district. After some delay Mr. J. T. G. Cox, for many years a highly successful teacher in one of the smaller schools, was appointed an Inspector in succession to Mr. Purdie.

Promotions of pupils from class to class are being generally made by head teachers with satisfactory discretion. This is particularly true of the larger schools, in nearly all of which the headmasters are exercising scrupulous care in dealing with this vital question. The Inspectors, however, feel that promotions from Standard V to Standard VI are being too easily granted in a number of the smaller schools. The desire to gratify the wishes of parents, or the failure to resist their pressure, is mainly responsible for this, and the practice is most prevalent in schools where changes of teachers are frequent. This unfavourable condition, though at present unavoidable, is highly detrimental to the efficiency of quite a number of the smaller schools. In this connection Mr. Stewart points out what a powerful lever teachers are now able to bring to bear on irregular or indolent pupils, by making them and their parents realise that their promotions will in large part depend on regular attendance and a satisfactory quality of work throughout the year. "I should like to place on record," he continues, "my opinion that the greater danger to the efficiency of our schools is not too slow, but too rapid promotion. Many teachers do not seem to have back-

bone enough to say to a pertinacious parent, 'I do not consider that your child will profit by going into a higher class, and I will not promote him.' I still meet with teachers who claim to advance every child in a class during the year." In this matter we must, however, recognise that teachers are sometimes placed in a very hard position, and that the threat to send pupils to another school if not promoted is not always easy to resist. Mr. Burnside remarks that the doubtful cases of promotion are the promotions from Standard V to Standard VI. No pupil, he thinks, that cannot easily master Standard V arithmetic should be promoted to Standard VI unless a certificate of competency for Standard VI is all he desires to gain. It is obvious that if pupils are prematurely advanced from Standard V to Standard VI we need not feel surprise if many have to spend more than one year in Standard VI before becoming qualified to gain certificates of proficiency. In some respects, indeed, it may be better for the pupils to spend two years in the Standard VI class than an equal time in any of the classes below.

In general the grouping of classes for instruction in particular subjects is as suitable as circumstances admit, and the organization of the schools is in other respects suitable. The granting of an assistant teacher to all schools with an average attendance of thirty-six to forty will make their good organization a far easier task, and should greatly promote their efficiency. For this provision many country districts owe a debt of gratitude to the Minister who has been wise and strong enough to make it. The marking and keeping of the attendance registers receive very careful attention: errors are very rarely met with, and they are always of a trivial character. The registers for admission and promotion are by no means as carefully kept, and are occasionally found to be imperfect. Speaking of the South-eastern District, Mr. Grierson writes as follows: "The Periodical Examination Register is rarely really well kept. The number and the variety of the errors made in entering up this record are astounding. A large number of the teachers, with full directions before them, are incapable of expressing the number of marks obtained as a percentage of the number attainable. I think very special attention should be drawn to this matter. A careless incomplete record of an examination suggests an imperfect and slipshod examination."

The regularity of attendance throughout this district is in general very satisfactory. In this matter the Paeroa District High School has established a unique reputation. It is rare for a good school not to be appreciated, and at all such regular attendance is almost invariable. Where the attendance is unsatisfactory there is too often an excuse for it in the circumstances of the school itself. It is matter of general remark that in recent years the traditional reluctance of young children to attend school has been steadily waning. In very many of our schools the pupils attend gladly, and feel it a grievance if they are kept away. This is really a striking tribute to the growing efficiency of the elementary school. The more skilful and sympathetic teaching of the primer classes, that has been a feature of recent progress, and the growing mildness of control and government, largely due to the influence of our lady teachers, have greatly helped to bring this happy change about.

The time-tables of the schools are seldom unsuitable, and the distribution of time among the various subjects is generally satisfactory. No time-table is complete or easily intelligible without an abstract or analysis; the omission to prepare this is the only point on which Inspectors have occasion to make serious complaint. Nearly everywhere arithmetic claims five hours a week, and most teachers who have tried to do with less report their experiment as unsatisfactory. This is largely due to the size of the classes they have to handle. In the smaller schools teachers cannot afford more than forty minutes daily for the teaching, but the pupils always have five hours' practice or more. The time given to spelling and dictation varies greatly, and is often, I consider, excessive. The subject is well taught in some schools in one and a quarter hours a week, and one and a half hours should suffice in any school. The time devoted to writing also varies a good deal. In the two highest classes one hour a week is often found sufficient for the special lessons, but watchful care has then to be bestowed on the penmanship of all written exercises. It is often difficult to provide time for teaching singing with reasonable efficiency. In all schools one hour a week, as a minimum, is desirable. In the larger ones the time now taken up with manual training and with travelling to and from the "centres" makes it difficult to do justice to the teaching of needlework, science, health, and physical instruction, as well as of singing. I am inclined to think that for class Standard IV and the classes above the school hours will have to be increased to six a day, and that in classes Standard I to Standard III the time for intervals might be kept outside the five hours spent daily at school. With our present time-limits it is almost impossible to make the teaching of some of the subjects really efficient.

In nearly all schools suitable schemes of work have been prepared in more or less detail. In these the correlation of work in cognate subjects is too seldom fully or clearly set forth. After a trial of these schemes for two or three years it will be desirable to write them out anew, with such rearrangements and improvements as experience has shown to be desirable. It is very important that the work of each class in a single subject for the whole year should be set out consecutively, the parts taken up for each period after the first coming immediately after it and one another. This arrangement will greatly facilitate an examination of their contents and suitability. In some subjects—composition exercises and nature-study lessons, for example—detailed lists of the topics or subjects of single lessons need not be entered in the schemes: it will be sufficient to indicate the number and, if convenient, the general scope and nature of the lessons, details of which will be entered in special lists and notes that may be varied from year to year.

Reading is better taught than any other subject in the school course, and in the great majority of our schools it is steadily improving. Mr. Grierson says, "In very many of the better schools the reading of pupils in Standard VI has been a pleasure and a surprise. The reading by lower classes of matter previously unseen has usually been fluent and accurate, and not unfrequently characterized by a creditable degree of the expression that comes from understanding. One word

of warning is needed: as children gain a mastery over printed matter they are apt to read too rapidly, at the cost of clear enunciation. The reading lesson, and more particularly the recitation exercises, afford teachers opportunities, of which far too little is made, of forming a child's manner of speech. At the same time it is a matter for general congratulation that the barbarisms of speech heard from the adults of the preceding generation have been softened down by the influence of the schools to the slight solecisms for which our more or less competent critics profess so much horror and make so little allowance."

There are, however, a number of the smaller schools in which the teaching of reading leaves much to be desired. Inability to group the words read in appropriate phrases is now and then pointed out in the inspection reports of the year, and want of fluency and accuracy is more frequently noted. The schools here referred to are for the most part such as are subject to frequent changes of teachers. Good teachers invariably recognise that there is something seriously amiss when their pupils cannot read the current lessons with reasonable readiness and intelligence. Wherever such failure is found the causes should be investigated and remedial action taken without delay. The causes of such failure that are most in evidence are two—the neglect to give the younger pupils a proper start in reading by teaching them to read in phrases and in a natural tone from the first, and the advancing of pupils from easy books into others more or less beyond their power. The number of primers and infant "readers" now available is such that there is no excuse for making the latter mistake, and parents are, I believe, always ready to buy any easy "readers" that may be needful to make transition easy. Special "Story Readers" are also plentiful and cheap, and their use can be authorised anywhere if the School Committee and the teacher recommend me to give the necessary permission. Where changes of teachers are frequent it is almost impossible to bring home to individuals the responsibility for the defects dwelt upon above, and this is one of the chief reasons why they persist. Of late it has been necessary to employ, in not a few very small schools, quite inexperienced teachers, who are indeed willing enough to learn, but have to gain experience and skill at the cost of much ill-directed and even futile effort.

The operation of the Training College, and the increasing inducements to young men and women to become teachers which the Minister and the Legislature have lately created, should ere long greatly lessen this difficulty.

The *School Journal* affords a welcome addition to the reading-books used by the pupils above the preparatory classes. "To its use," says Mr. Burnside, "is due in great measure the fluent and accurate reading so often obtained in the smaller country schools." It also widens the range of interest and of ideas among our scholars, and has thus materially aided in giving variety and power in dealing with composition. It is most important that the lessons in the *School Journal* should be written in simple easy English, as the reading of them has in general to be done at sight. The pretension that its pages can or should contain a reasonable course of work in geography or history might well be dropped, and the topics handled be selected for their human interest and charm of treatment.

Little improvement is to be noted in the teaching of recitation. Speaking of the smaller schools, Mr. Cox says it is with few exceptions poorly taught, and Mr. Garrard expresses a like opinion. Where teachers take care to teach the reading and the understanding of the verses before they are committed to memory the result is always better. One would much like to know why this cannot always be done. Things are much more satisfactory in the larger schools. Complaints that the matter and circumstances of the poems learned are not understood are often too well founded. Mr. Cox mentions that older children have often told him of the "Kaffir trees" and the "Tamarind birds" with which the "slave" was familiar in his native country "America." It is preposterous that the literary study of poems learned by heart should be so inefficient as to leave such ideas in pupils' minds. Our younger teachers are much examined, but there is reason to fear that literary culture is not sufficiently fostered by the studies undertaken for their examinations. The simultaneous recitation or repetition of poetry, after the teacher's model or otherwise, should be used as seldom as possible. This method of dealing with it is now officially forbidden in the elementary schools of the Mother-country. Mr. Garrard justly denounces it as "a dreary soulless method that will promptly smother any real love for poetry or any desire to commit it to memory." He suggests that choice poems from the *School Journal* might be used for recitation, so that the imitation of indifferent recitation in higher classes might be eliminated, and a greater variety in the pieces secured.

In the teaching of composition in the smaller schools little improvement can be noted, and in many it is still a distinctly weak subject. Mr. Cox says, "The exercises produced are too short, ill arranged, and devoid of style. Most of the so-called teaching consists in placing a subject on the blackboard, and requiring the children to write an exercise thereon. Model compositions should be worked up by the teacher with the children. Much of the time spent in correcting mistakes would be better employed in drawing attention to the good points of the better exercises." In the larger schools much good work has been done in this subject, and Mr. Burnside notes that very fine work was shown in some of the small schools of his district. "The composition exercises," Mr. Grierson writes, "sent in for proficiency from the larger schools were distinctly good. I had not realised before that the town and suburban schools had reached such a high point of efficiency in this subject." My last year's report dealt at considerable length with the teaching of composition, and I would respectfully invite teachers to look over once more the suggestions there offered for their consideration. "A larger variety of reading, the regular use of a well-stocked library, and the practice of oral composition throughout the school will go far," Mr. Garrard thinks, "to remove the defects that are so conspicuous in the country schools." Power of thought must be developed if composition is to be worthily treated.

There is little improvement in oral composition, and but few succeed in turning the every-day oral answering to good account as a means of developing the art of free and accurate verbal expression. This subject is better handled at the Normal School than at any other with which I have lately come in contact. In general, pupils show unmistakable reluctance to venture on telling, with any freedom or fullness, what is in their minds. This reluctance must be overcome before oral composition can seriously help us in training our pupils to free expression through speech. Informal grammar and sentence-structure receive a good deal of attention, but many children learn very little from the lessons. There is a very general feeling that the English exercises provided as tests by the Department do not direct the efforts of pupils and teachers in the most helpful way. In correcting faulty sentences reasons for the changes made are still rarely given. Teachers need to attend to this.

In general, writing and spelling continue to be well taught, though the work done in the latter at the recent Proficiency Examination was in many cases poor. The prevalence of mistakes in quite common words is too much in evidence, and hard to account for if the correction of written exercises is habitually careful. The incorrect use of the apostrophe and of the words "there" and "their" is also a common weakness. Of the dictation exercises at the recent Proficiency Examination Mr. Crowe says, "Mistakes in simple words, 'whoes' for 'whose,' and 'thoes' for 'those,' were exceedingly numerous." This might well appear incredible, and I think it argues no slight carelessness on the part of many of the examinees.

The improvement in the teaching of number in the preparatory classes that has taken place in recent years is now barely maintained. Speaking of the smaller schools of the South Central District Mr. Cox says, "In the primer classes the comprehension of number is but indifferently known. Children are allowed to pass too rapidly from small numbers to larger ones." In the lower classes the place-value of figures is often imperfectly known, and many pupils are unable to write down thirty-seven tens correctly, or to read the whole number of tens or of hundreds in such a number as 3749. In such cases no proper understanding of the decimal system of notation can have been gained.

Though the time devoted to arithmetic is ample, and the teaching is in general careful and intelligent, the subject is not now as well known as it has been in the past. In the Standard V class decided weakness is apparent in perhaps the majority of schools, and there is considerable weakness in the work of the Standard II class also. This is in large part due to the number of new principles that are introduced in the programmes of these classes. The Inspectors are almost unanimous in testifying to the poor work frequently done in the Standard V class. "The work of Standard V is still the weakest. I notice this in all classes of schools" (Mr. Stewart). Mr. Burnside writes, "The weakness in Standard VI is doubtless due to the inability of many pupils to master the difficulties of Standard V arithmetic. Inaccurate work in decimals, and consequently in sums based on the metric system, is responsible for many failures in Standard VI." Mr. Garrard writes, "I find arithmetic generally well done. Standards V and II are usually the classes that come to grief in this subject, and these are the classes in which the demands of the syllabus are greatest." I transcribe Mr. Grierson's decided comments in full: "Arithmetic is undoubtedly the weakest of all the vital subjects in almost every school. With a lighter syllabus, and practically the same time devoted to the subject, the results fall short of those obtained fifteen years ago. I am inclined to believe that the weakness creeps in, in Standard II, is not fortified in Standard III, where the syllabus is easy out of all proportion to the requirements of the other standards, and is too confirmed to be corrected later. In the larger schools good work is done in Class P., and also in Standard I, when under the management of the infant-mistress. Standard II often falls into the hands of an inexperienced or inferior teacher, as evidenced by the indifferent appearance generally made by this class. Head teachers should give special care to the teaching of Standard II, and then, with a solid foundation to build on, overlap a portion of Standard IV work in Standard III. Mental arithmetic was fairly done."

I have in previous reports repeatedly pointed out that in the larger schools there is too little oral teaching and practice of arithmetic at the blackboard, and too much continuous desk-work under the general supervision of the teacher. I have over and over again urged head teachers to require their assistants to increase the amount of blackboard and oral drill. What is there to prevent a section of a large class from having a great deal of blackboard and oral drill while the others are working at desks from their arithmetic books? This board practice can be quite well given without neglecting the due supervision of the desk-work. As the syllabus truly says, "Too much emphasis cannot be laid on the fact that success in teaching arithmetic is proportional to the attention given by the teacher to the oral work at every stage." Even in Standard I, where the instruction is intended "to secure the power of working *orally* addition, subtraction, multiplication, and division of the numbers 1 to 100; neither operating number nor the result being greater than 100," accurate oral work with numbers of any size within these limits has not been very generally met with in the schools I have myself visited. Mr. Cox mentions that "many teachers" [in his district] "say that they have no time for mental arithmetic, which plainly shows that they look upon this branch of arithmetic as an isolated extra, and not as the most useful introduction to every new rule." No graver blunder than this could be made. I am glad to think that this experience is exceptional. The clear setting-out and explanation of the steps in all sums of the nature of problems still leaves much to be desired, though in many schools they are well done.

At the Inspectors' annual visits the arithmetic of Standard VI was not very often examined except orally and by mental exercises, as nearly all the pupils of that class would be examined later at the Certificate of Proficiency Examination. The way in which the oral and mental exercises were dealt with gave me no special indication of serious weakness in this subject. The results at the Proficiency Examination were, however, most disappointing, no fewer than 498 public-

school candidates cut of 1,871 then examined failing to qualify in the subject by gaining 40 per cent. of the attainable marks. That the arithmetic of Standard V was often weak was pointed out in my last year's report, but so unsatisfactory a result for Standard VI was not expected. I do not think the questions set were unfair or unduly difficult, though some of my colleagues think they were on the difficult side. They were certain of the forty sets of cards supplied annually to Inspectors by the Education Department for the purpose of testing the arithmetic of Standard VI. I am inclined to think that careless overconfidence has caused many of the failures. Mr. Crowe's remarks about the dictation are in keeping with this, and so is the alleged fact that inferior pupils frequently passed while their supposedly smarter class-fellows failed. The strange surroundings under which a central examination has to be conducted no doubt helped to aggravate the unfavourable result. This surprise of the year should not be without its lesson to all our teachers, and more especially to those charged with the instruction of our more advanced pupils.

Respecting Geography Course A, the following extract from Mr. Burnside's report to me shows how the teaching generally stands: "Geography A in Standard III and Standard IV is in the main dealt with satisfactorily. The work of Standard V and Standard VI is not so good, though when taken orally much more intelligent answering is secured than when the answers are written. No matter how well the subject is taught, if pupils have not been trained to take full notes the written answers will be disappointing." The answering of Standard VI pupils in this subject shows great inequality, and a considerable number evidently understand little of the subject, or have had no adequate practice in writing out in a clear concise form what they have come to know. Fully half of those examined gave creditable answers. To enable teachers to curtail the course of topics studied, if they should so desire, six questions spread over the so-called compulsory course are set in each examination-paper, while candidates are not allowed to answer more than four of them, and gain half marks by answering two correctly. To show how unintelligently some of the topics are handled, I may mention that in diagrams showing the position of the earth's axis at opposite points in the earth's orbit, the lines representing the axis would in many instances if produced intersect and form an angle. The same pupils, if pointedly asked, would say that the position of the earth's axis was stable, and was always parallel to itself. The diagrams, nevertheless, frequently showed it as "wobbling." I have repeatedly expressed a desire to see Course A geography recast, and, in Standard VI especially, greatly simplified.

The teaching of Geography Course B and of history by the reading of books, accompanied by suitable questioning on and explanations of the matter, and by proper references to maps, is proving singularly ineffective. A comparatively small number of teachers, recognising the futility of the method of treatment authorised in the syllabus, have given in addition special instruction in the more important parts of political and commercial geography, with satisfactory results. All teachers could do the like if they chose. In general very little accurate or permanent knowledge or training is being gained in these subjects. Mr. Grierson points out that an alternative course, admitting of oral lessons in addition to reading class-books, is available under the syllabus, but it seems to me that this interpretation of the syllabus is incorrect. If the alternative were available I should certainly welcome it. To improve the teaching of political and commercial geography, and of history also, I would suggest that the Board ask authority from the Minister to substitute for the "compulsory courses" the courses of geography and history as prescribed for these subjects when taken up as "additional subjects." This would emancipate us from the tyranny of the reading-book treatment, and give teachers a freer hand to do their best for their pupils in these important branches of education. In addition to the oral lessons in history, I think the continued use of a class-book or class-books highly desirable. If practicable, they should be read several times, and certainly more than once. Civic instruction is very often taught by special lessons, and very fair work is in many cases done in it; the work can seldom be considered good. In a number of schools Arnold-Foster's "Citizen Reader" is in use. It is the crowded condition of the syllabus that is really responsible for the failure to secure better work here.

The quality of the teaching of nature-study varies very much from school to school, depending largely on the special gifts and interests of the teachers. Its value when suitably handled is unquestionable, but the aims of the study are often poorly conceived, while in the large classes of the bigger schools the supply of material is frequently insufficient and lacking in variety. Speaking of the schools of the S. Central District, Mr. Cox remarks as follows: "Too often children are gravely questioned about objects about which they have nothing to discover. Often it has been my painful experience to sit through a lesson where the teacher appeared to have nothing for the children to discover, and where his object seemed to be to make five minutes' uninteresting work last half an hour, and to keep the children from answering too rapidly." "In the majority of schools," Mr. Burnside writes, "the work in this subject is satisfactory, the instruction being generally profitable and interesting." Mr. Stewart has some apposite remarks under this head: "Too much stress cannot be laid on the truths that it is nature at first hand that should be studied, and that it is not so much information* that should be aimed at as the cultivation of the powers of observation. Children's capacity to absorb external impressions always outruns their power of expression, and frequently I have had good reason to believe that the benefits of the lesson were much greater than the answers of the children would lead me to think. The method in this subject is of the first importance; the habit of telling, still far too common, should be abandoned for the method of guiding the observation. During the year many country teachers, acting on my advice, have taken up blackboard drawing, which lends itself to correlation with nature-study: anything that a child sincerely attempts to draw it must closely observe, hence the benefit of blackboard drawing in the lower classes." This is true enough of form, but much of the value of

* The giving of information, and not its discovery, is evidently meant here.

nature-study turns upon the "working" of what is observed, and the relations to other animals or things. For any worthy work in this subject the making-out of notes and of rough drawings in a special exercise-book should be considered indispensable. I have already suggested that the notes might appear on the right-hand pages of the book, while the drawings, with needful explanations, might appear on the left ones. On the whole I conclude that the teaching here is of a promising character. It is often interesting to the pupils, and I have heard from teachers of cases where pupils are almost never absent on the days when these lessons are due. The head teachers of the larger schools should see that sufficient suitable material is available for this work, and some out-of-door lessons and studies might be more strongly encouraged.

Of the teaching of elementary agriculture and practical work in school gardens most of the Inspectors this year say nothing. I have no reason to think there has been any special improvement in this part of the school-work, but it receives a fair share of time and attention, and, were a definite practicable syllabus available for the guidance of teachers, decided progress would, I think, soon be evident. We badly want, from some one who has proved its practicability, a modest but definite and detailed programme of lessons that would suit the smaller country schools. Is there no teacher in the Dominion able to give us this boon? It can come only from some one who has done the work and has thoroughly tested its practicability. Writing of the N. Central District, Mr. Crowe reports as follows: "This district does not contain very many school gardens. Nature-study and agriculture are not taken up with enthusiasm. This is a pity, for no district in the Auckland Province contains more poor land in proportion to the widely scattered population. The lack of interest displayed by parents and committees is mostly to blame for this state of affairs. I think it is a generous estimate to say that there are altogether a dozen school gardens worthy of the name. It is, however, only fair to add that most of the schools are below Grade 5, and the teachers have not much time to spare from the essential requirements of the syllabus." In connection with this I may point out that "elementary agriculture" is taught as a "school class" subject under the Technical Instruction Act, that a capitation payment is made on account of it, and that one hour a week must be devoted to the instruction. The fact that female teachers, and in many cases new and inexperienced male teachers, are so commonly placed in charge of small schools is, I consider, largely responsible for the want of enthusiasm to which Mr. Crowe draws attention. A great deal of special knowledge is necessary if teachers are to handle this work well, and few women teachers or beginners, I fear, possess it. It could hardly be otherwise. Hence the value of a detailed definite practicable course of work such as I have mentioned above.

Mr. V. W. Jackson, B.A., has for the past three years laboured with great zeal to develop good lines of work in nature-study and elementary agriculture, and has issued, through the Technical Department, a large number of useful and suggestive leaflets on various aspects of these subjects. The preparation and issue of a definite practicable course of work for small schools would perhaps have been of more service than these. In spite of the unavoidable shortness of the special courses of instruction he has been able to give in various districts, and of other serious obstacles, his work has been valuable and in great measure successful.

The instruction given in woodwork is in general efficient, and, as far as I can judge, the instruction given in cookery is also satisfactory. Notes of the simple science lessons given in connection with cookery need to be available for examination when wanted.

The lessons in elementary science (including health) are satisfactorily taught in the larger schools, and good work is being done in a considerable number. In this, as in nature-study and agriculture, the taking of full notes, illustrated by diagrams and drawings, should be considered indispensable in every school. In the smaller schools the lessons in health often leave much to be desired. The need of ventilation to purify the air of rooms can be pressed home better if some simple experiments, showing the effects on the air of breathing and burning, are demonstrated and understood. The action on oils and fats of the alkali contained in soap needs to be demonstrated in the same way. In fact, the aid of suitable experiments should be invoked in this connection as fully as practicable. The way in which infectious diseases are spread about by living germs contained in air, milk, or water, and the method of checking their spread by isolation of patients, by the use of disinfectants, and by cleanly habits, also the utility of vaccination, should be carefully taught in every school.

Considering the short time allowed for it, singing is very fairly taught, and needlework is perhaps satisfactory, though the supervision of needle-holding and methods of work might often be better.

A lively interest is generally taken in physical instruction and military drill. The latter is a great help to discipline. The cadet movement excites no small enthusiasm, and the drill of the companies is highly creditable. Breathing exercises are generally practised on assembling.

I must direct special attention to the way in which the average age of the pupils in the various classes of the schools is increasing. For this district the average ages given in the returns are the true averages of the ages of all the pupils in each of the classes, and not the average of the average ages of the classes in each school. This year the average age has advanced by several months—as many as seven months in Standard VI. This points to this class as the one in which backward pupils are mainly accumulating. Even in the primer classes the average age has for the year advanced five months. It is important that teachers should strenuously endeavour to make progress at this stage more rapid. The all-round advance in the ages is, however, in considerable part only apparent, as in former years the annual examinations, for which the ages were computed, were spread over considerably more than half the year, whereas now they are in nearly all cases computed for some date early in the month of December. In any case there can be no doubt that pupils should be ready for promotion to Standard II before they are, on the average, nine years and nine months old.

With the more liberal staff that is now provided for the larger schools, at least two assistant teachers should be available for the work of the primer classes. The practice of using the services

of pupil-teachers most largely in teaching these classes needs to be reconsidered by many head teachers. Unfortunately the recent strengthening of the school staffs has not been adequately applied in the directions in which the strengthening was most urgently required—namely, in schools of Grades 6, 7, and 8.

Country teachers are often thankful for advice about helpful books. I would like to direct their attention to the last issue of "The Code and the Suggestions," published annually by the English Board of Education. It costs 1s. net.

Mr. Stewart draws attention to what he calls the "over-examination" of Standard VI pupils. These are examined at their own schools at the time of the head teacher's "annual examination." Many of them are again examined at the National Scholarship and Free Place Examination, while most are examined once more at the Central Examinations for Certificates of Proficiency. It is well to direct attention to this, though I do not see how the liberty to attend either or both of the two latter examinations can be interfered with.

The order and discipline of the schools are in general good, and they are seldom unsatisfactory. But even in good schools the tone sometimes needs to be raised. Pupils—the older ones more especially—should realise that they come to school to improve themselves and to learn to study, and that steady application and loyal co-operation with their teachers are necessary conditions of good progress. When changes of teachers occur we have the means of judging how far this spirit prevails in our schools, and the estimate we must form is too often unfavourable. We are outgrowing many weaknesses, and it is highly desirable that we should outgrow the "fight" that is still apt to occur when a new teacher is placed in charge of a new class. In this matter head teachers, as well as the assistants concerned, should seriously ponder their responsibilities.

The Inspectors speak with one accord of the zealous and willing work done by the teachers of the districts placed in their charge, and these high qualities deserve all public acknowledgment. Efficient and skilful work may also in general be expected. The tenor of this report shows that in many cases there is much to be desired in this respect. But many teachers in the larger and in the middle-sized schools, and even in the smaller ones, are beyond question both skilful and efficient.

I have, &c.,

D. Petrie, M.A., Chief Inspector.

The Chairman, Education Board, Auckland.

TARANAKI.

Sir,— Education Office, New Plymouth, 31st March, 1909.

We have the honour to submit our annual report for the year ending the 31st December, 1908.

At the beginning of the year eighty-one schools (including six half-time schools) were in operation, and during the year new schools were established at Mangaehu, Musker's, York, Okau, Okoke, and Piko.

Puniho, a Native school, was brought under the control of the Board.

Pohokura, which had been closed the previous year, was again reopened.

The following table contains a summary of the numbers in the several classes for all the schools in the district:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	113	105	14 3
" VI	325	315	13 9
" V	519	502	12 10
" IV	560	548	11 11
" III	630	615	11 1
" II	677	655	10 1
" I	662	639	9 0
Preparatory	1,851	1,717	6 11
Totals	5,337	5,096	11 3*

* Mean of average age.

The mean of the average ages is somewhat lower than that for last year.

Compared with the return for 1907, the roll-number shows an increase of 182, while the increase in the number present at the Inspector's annual visit was 549.

It is gratifying to notice that the number of pupils in Standard VII shows a steady increase.

Catholic Schools.—In addition to the public schools, the Roman Catholic schools at New Plymouth, Inglewood, Stratford, and Opunake were inspected and examined.

The work done in these schools has now reached a satisfactory standard of efficiency, and compares favourably with that presented in the State schools of this district. These schools presented 377 pupils for examination.

READING.—In the majority of our schools reading is characterized by satisfactory fluency and intelligent expression. In a few schools, however, it is not taught on educative and up-to-date lines, and is consequently marred by many defects. Many of the lessons we have seen given have lacked that essential of any successful lesson—a definite, predetermined, and well-thought-out aim, and as a consequence we too often look in vain to see special treatment given during the course of a lesson to any one of the elements of good reading. Even the purely subsidiary features of the mechanism of reading, such as purity of articulation and correct syllabification, are far too generally only touched on incidentally, and not taught thoroughly and sytematically as they certainly should be. In a few of the smaller schools in charge of less experienced teachers scarcely any effort is made on the part of the teacher to require his pupils to overcome the natural tendency towards slovenly and lazy articulation, with the result that the reading frequently degenerates into an indistinct and mumbling enumeration of what may or may not be words. Many young children on first coming to school are unable to speak plainly, and need careful training in the use of their vocal organs. We are in too much haste to teach them to read; it would be much better to teach them to speak correctly. Much of the time that is now spent on reading aloud might with more profit be devoted to voice-training and the cultivation of a refined habit of speech. Not more than one child in a hundred will in after-life be called upon to read aloud, but every child will be better fitted for the life in front of him by the possession of a refined and cultivated speaking-voice. We fully recognise that there are many subjects to be taught, and but few hours to teach them in, yet the teacher who has the future success of his pupils ever before him will, we are sure, be able to find some time for this important study of voice-training. As children naturally imitate the speech of those about them, it behoves the teacher to be guarded as to the purity and flexibility of his own speech. The teacher himself should make a careful study of phonetics, in order that he may have, among other things, a thorough grasp of the vowel-sounds and a sound knowledge of how they are formed by the organs of speech. In our best-conducted schools a fair amount of attention is given to reading for effect. The pupils have evidently had some drilling in how to pitch, inflect, and modulate their voices. Reading for effect should be preceded by a careful study of the spirit and meaning of the lesson read. A child cannot be expected to phrase and emphasize intelligently if this preliminary study of the sense of the passage has been neglected. There are a few teachers, however, who take a too narrow view of the treatment of the comprehension of a reading lesson, inasmuch as they evidently think they have achieved all that is to be achieved when they have succeeded in getting the pupils to give formal definitions of the words, though the thought expressed by the words, on account of their application in the lesson, is lost. Exact definition is, comparatively speaking, almost non-essential; the fact behind the words is the essential. In order to broaden the intellectual horizon of the child, the cultured and well-read teacher, feeling that more of the world outside should be imported into the schoolroom, and that school is not a thing wholly apart from the community, will not be content to confine himself to the bare limits of the reading-lesson, but will go outside of it and enrich and brighten his teaching by drawing on his own knowledge and experience. . . . . .

ARITHMETIC.—There has been a marked improvement in the teaching of this subject in the P. classes. Teachers have begun to recognise that, if the work done in the preparatory classes is to form a solid foundation for the work in the standards, more attention must be given to drilling the little ones in addition, subtraction, and multiplication, and also in the rapid and continuous addition of at least five or six figures. In some of our schools, however, the treatment is still defective and the aim bad. The need of rapidity and accuracy in the mechanical manipulation of figures is largely lost sight of in the misdirected effort to teach the child to think by forcing him to wrestle with problems even before he is capable of realising the language they are couched in. Moreover, some teachers seem to think that no sound progress can be made unless the initial stages are almost wholly concrete. They seem to overlook the fact that the child-mind naturally thinks almost wholly in the concrete, and that it has to be trained to think in the abstract. Consequently there is a tendency to overestimate the use of tablets, wads, ball-frames, and other mechanical devices for teaching numbers in the concrete. These devices are good in their place, but should be made only supplementary to blackboard arithmetic. In Standards I, II, and III the arithmetic is comparatively strong, and in all the standards is neatly and logically set out. The work of Standard III was exceptionally well done, and this no doubt is in a great measure due to the fact that the requirements of this class in arithmetic are not very much in advance of those of Standard II. We think that the syllabus might well be modified in the direction of increasing the amount of work required in this subject of Standard III. In Standards IV, V, and VI we have again to report that the results of our examinations almost invariably reveal a lamentable weakness, not so much in the method but in the accuracy of the work. This inaccuracy is apparently not due to the limited amount of time devoted to this subject nor to the lack of intelligent treatment, but mainly to a misconception of the demands of the syllabus. No doubt the syllabus seems to unduly emphasize the cultural value of this subject, and teachers by a too slavish and unintelligent adherence to it have largely underestimated the utility value of arithmetic, with the result that accuracy and speed in fundamental operations are made to play a subordinate part to that of learning specialised rules and solving complex problems. It is not to be wondered at that business men complain that the boys that come to them from our schools have an insufficient training in the elementary processes. Whether the reason assigned is the correct one or not, the fact remains that the tests set by the Department in arithmetic are by no means so well done as in previous years. Indeed, it is quite unusual to find a pupil of Standard VI clearing the whole paper set.

WRITING.—The method of treatment of this subject shows a steady improvement. Teachers have given evidence of a desire to treat it in a more systematic and intelligent manner, and closer attention is being paid to the general principles underlying the style of writing taught. When

copybooks are not used, and writing is taught from headlines placed on the blackboard, these headlines should be written before the school opens for the day, and should be in strict conformity with the principles adopted. When this is not done, the copy, being necessarily somewhat hurriedly written on the blackboard, is almost invariably so inaccurate that, if the pupils were to copy it faithfully, as they are expected to do, the training would be worse than useless. If blank books are used for copybooks they should be used for this purpose only, and not, as frequently is the case, as exercise-books for all subjects. In too many schools we find that, though the special writing lesson is carefully taught and supervised, the teacher does not exercise sufficiently close and insistent supervision over the general clerical work. It is futile to expect pupils who are permitted to write carelessly throughout the greater part of the day to acquire the habit of good writing. Much more attention might be paid to the attitudes assumed by the children while writing, and pen drill should be taken more regularly.

Composition.—With regard to composition it is found that, comparatively speaking, the essays in the lower standards are of much higher merit than those of the upper standards. This want of progress is particularly marked after the children have passed into Standard IV. The method of treatment, or, rather, want of treatment, commonly adopted accounts for this. A subject is given to be written on. Without any preliminary instruction the pupil puts together a few sentences badly connected and loosely constructed. The teacher almost wholly confines his instruction to the correcting of the errors in spelling and grammar. How can a child be expected to improve under such a method? Composition should be dealt with in a broader and more comprehensive manner. The child should be taught the elementary principles underlying the construction of an essay. Among other things, such an essential and simple matter as the use of the paragraph should receive more attention. Again, instead of the usual stereotyped form of sentence so commonly used, the child should be trained to vary the style by occasionally introducing such rhetorical forms as the interrogative and exclamatory sentences. As has been pointed out on a previous occasion, a greater effort should be made to enlarge the child's vocabulary, and to cultivate in him the habit of using the most expressive words. Moreover, special lessons might be given to show the necessity of selecting suitable introductory adverbs and phrases of reference. It is very rarely that we have an opportunuity of seeing a lesson in composition taught. Almost invariably, during our visit of inspection, if composition is down on the time-table for that day, the teacher simply asks the class to write a letter or essay, and, as far as we are concerned, that is the end of the matter. We seem almost fated to visit a school on the days when composition is not taught but practised. Moreover, the time-tables do not help us much. They should show whether composition is to be taught by the teacher or to be a written exercise done by the pupils, or, in other words, whether it is theory or practice.

Conversation Lessons.—Very few, if any, teachers in this district set apart a definite time for these lessons. On not a single time-table have we seen such lessons given at a stated time. These lessons should be given not for the sake of the actual information imparted, but for the sake of encouraging the pupil to talk freely. Let the teacher encourage him to get beyond the one-sentence stage of conversation. Get him to talk at length. Every effort must be made to break down that barrier of reticence between the teacher and the pupil.

History.—History, as gauged by our examinations, has proved most disappointing in those schools where it is treated solely as a reading lesson. As a rule, the simplest and most superficial questions on the subject-matter of the history reader soon find the child in deep water and far beyond his depth. This should not be so. Given a carefully graded and well-written series of history-books, and a teacher desirous of vitalising his teaching by the use of maps, pictures, and other auxiliaries, then the results should not be such as we unfortunately find them. When, in addition to the prescribed reader, the teacher makes a selection of ten or twelve subjects which he treats as special lessons, the children get a better and more intelligent grasp of what is taught, and their interest in things outside of their own life is quickened. There is, however, a tendency to limit the area of the selection too much. Subjects should be chosen that will arouse interest in various aspects of life. The attention of the pupil should not be confined to the achievement of the soldier and sailor alone. There are other heroes besides Napoleons and Nelsons. The wide field of invention and scientific progress has its heroes too. There have been Franklins, Faradays, and Kelvins, but the pupil knows little or nothing of these. There is the field of literature, with its Shakespeares and Miltons. The child, too, knows little of these. Widen the child's horizon in as many directions as possible, though the extension in any particular direction may not be great. Much better to do this than extend it in one or two directions only.

Spelling and Dictation.—Judging from the results of our special tests, spelling and dictation are particularly well taught, but it is a question whether this comparatively high efficiency is not in a measure due to the fact that the time and energy devoted to these subjects are out of proportion to that devoted to others equally as important. As in the case of composition, we rarely see spelling taught. What we do see is a long list of disconnected words together with a passage from the reading-book given in the way of dictation, and then the errors marked and counted. The spelling for the day should be selected beforehand, and as a rule more forethought should be shown in the selection of the words. Some of our more methodical and painstaking teachers not only keep a spelling note-book for their own guidance, but also see that each pupil is provided with one. In addition to the words culled from the reading-book, it would be wise for teachers to draw up a list of technical, commercial, and scientific words in every-day use, which Standard VI should be required to learn. More advantage should be taken of the blackboard in grouping common errors, in illustrating certain rules, and in teaching other well-recognised means of securing correct spelling. The importance of derivation as a help to spelling does not generally receive that recognition it deserves.

Recitation.—Evidently very few teachers ask themselves why they teach this subject. If they did, we are sure they would treat it in a more effective manner and in a different spirit. If recitation is meant to train the voice and give the pupil a more cultured habit of speech, then far more attention should be paid to the delivery; if it is meant to foster a refined taste for literature, then the subject-matter must be treated far more fully and intelligently than is the case now. The general meaning of the poem to be learnt should be explained, partly that the interest of the pupils may be aroused, and partly that by understanding the spirit of it they may be enabled to give a more intelligent and effective rendering of it. The teacher should then take it stanza by stanza, helping the pupils to get a vivid picture of the images presented, and in the higher standards encourage them to work out and note the beauties of the figures of speech. Nor should he be disappointed if he apparently fails in these aims, for some of the deepest emotions portrayed in the poem may be beyond the child's vocabulary to express. The child may probably feel these suggestions without comprehending to the full extent the meaning underlying the words. It would therefore be expecting too much to ask him to explain every word and every passage in the poem. A commendable feature of some of our schools is the manner in which the action recitations are given in the lower standards.

Needlework.—The quality of the sewing seen by us is very satisfactory, and with few exceptions the prescribed course has been well covered. In the largest schools advanced needlework under the manual regulations has been taken up, and the specimens shown reflect great credit on the instructors.

Nature-study.—As reported last year, a genuine attempt has been made to treat this subject in its true spirit and scope. Too many teachers, however, confine the lessons to plant-life. Other natural phenomena are largely overlooked as subjects for treatment. It is especially in the subject of nature-study that want of forethought and preparation makes itself felt. Some of the lessons we have seen taught during our visits seem to have been selected on the spur of the moment, and chosen mainly because the pupils may be in a position to gather readily a few specimens on the roadside or in the gardens on their way to and from school. In future we shall expect that the lessons seen by us shall form part and parcel of the programme of nature-study laid down in the teacher's scheme of work. The Progress Book or Lesson Register should also show that the lessons have been given according to this programme. Then, again, we find a good deal of overlapping in different standards, and the programme drawn up for the higher standards is frequently almost identical with that for the lower; nor is the treatment much fuller or more advanced.

Singing.—We are pleased to note that an effort has been made to remedy some of the defects pointed out in our last report. The songs selected are brighter and more sparkling, and many of the old and time-worn pieces that had become traditions in certain schools have been discarded. Part-singing and simple theory have also been more generally taken up. Sweetness is still too frequently sacrificed for volume. This is a serious defect, but fortunately it is one that is not difficult to overcome if the teacher is determined to do so. A little more time could well be spent in getting the pupils to understand the song chosen. They should never be required to sing anything without at first having a fair comprehension of the meaning of the words and the spirit of the song. If this were done the singing would be far less mechanical than it is now.

School-surroundings.—Teachers and Committees are to be complimented for the greater interest shown in the beautifying of the school grounds and the care of the premises generally. Next year we intend to institute a system of marks, which we hope will act as an incentive to even greater efforts in this direction.

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We are pleased to see that teachers are recognising that the pupils are to a great extent moulded by their environments, and that neatness and tidiness in the school-surroundings play an important part in inculcating in the children careful and methodical habits. The surroundings impress the Inspector on the one day of his visit; they are impressing the pupil all the days of the year. In order that the supervision of the grounds may be regular and systematic, we have requested teachers to draw up and place on the wall a rota of supervision.

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Promotions and Examinations.—We shall be in a better position next year to report on the advantages and disadvantages of the new system when we have given it a fair trial for a year. So far these changes do not appear to be for the better. They seem to add another element of vagueness and uncertainty to the vagueness and uncertainty that already largely characterize our present system of education, compared with the solid definite work done in the past. As previously reported by us, a wise discretion has been exercised by most of our teachers in promoting pupils from class to class, and the standard of promotion in our best schools has been high. There are, however, still a few schools in which the pupils are advanced without possessing a thorough grounding in the work of the lower standard. The pupils should be required to pass an examination not only in what might be termed the pass subjects, but also in the other subjects of the syllabus.

Schemes of Work.—We are impressing on the teachers the absolute necessity of preparing definite and comprehensive schemes of work, not only as a guide to us when we examine the work, but also as a means of preventing random teaching, and of giving system and consistency to the course of work. These schemes should be drawn up at the beginning of the year, and should show at least the minimum amount of work intended to be covered in each subject for each week or quarter. With but very few exceptions the schemes drawn up fall short of the aim for which they are required. They are so indefinite and badly graded and so lacking in continuity that they

cannot possibly be followed as a workable programme. As a basis on which to draw up examination tests they are most misleading and valueless. Some teachers content themselves with drawing up the programme of work after it has been gone over. This is no more than a Progress Book or a Lesson Register. A scheme of work should give a forward as well as a backward view of the work.

We have, &c.,
W. A. Ballantyne, B.A.,
R. G. Whetter, M.A., } Inspectors.

The Chairman, Education Board, Taranaki.

WANGANUI.

Sir,— Education Office, Wanganui, 1st March, 1909.

We have the honour to present our report for the year ended 31st December, 1908.

The following table (A) summarises the statistics for the year :—

Table A.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII (including secondary pupils in D.H.S.)...	246	242	14 10
" VI	851	821	13 11
" V	1,231	1,188	13 1
" IV	1,451	1,394	12 3
" III	1,637	1,572	11 2
" II	1,583	1,527	10 3
" I	1,644	1,580	9 2
Preparatory	5,005	4,624	7 1
Totals	13,648	12,948	11 6*

* Mean of average age.

Table B.

Classes.	Number on Roll in 1907.	Number on Roll in 1908.	Percentage each Class is of Total Roll.	
			1907.	1908.
Standard VII (including secondary departments) ..	255	246	1·96	1·80
" VI	912	851	7·01	6·24
" V	1,249	1,231	9·59	9·02
" IV	1,461	1,451	11·23	10·63
" III	1,552	1,637	11·93	12·00
" II	1,619	1,583	12·44	11·60
" I	1,618	1,644	12·43	12·05
Preparatory	4,348	5,005	33·41	36·66
Totals	13,014	13,648	100·00	100·00

The number of pupils in Standard VII in other than district high schools was, in 1907, seventy-eight, and in 1908, thirty-two. The opening of a secondary department in Bull's School only partly accounts for this decrease.

In every class except Standard III and the Preparatory classes the percentage of pupils is slightly less than it was in 1907. In Standard VII the decrease does not appear in the district high schools, where the number of pupils has increased from 187 to 210. It is in the smaller schools that pupils are to a less extent than previously taking advantage of the higher education provided by Standard VII. The large increase in the number of pupils in the Preparatory classes must be due either to an increase in the number of infants in the district, or, as may more readily be supposed, to a tendency on the part of teachers to keep pupils longer than usual in the Preparatory classes. The percentage of pupils in the P. classes throughout the Dominion was 31·11 in 1907; in our district it was 33·41 in 1907, and 36·66 in 1908.

It is satisfactory to note that the number of pupils on the roll at the time of the annual examination has been steadily increasing year by year. From the end of 1907 to the end of 1908 the percentage of increase was 4·8.

During the last five years the increase in the number of pupils in our district has been very marked. In 1903 the roll was 11,924, with 151 schools; in 1908 there were 188 schools, with 13,648 on the roll; the percentage of increase being 14·4.

We are glad to report that last year practically all the schools were visited twice—the first time this has been accomplished for a number of years. The increased facilities for travel offered by the opening of the Main Trunk line enabled us to do this much-needed work.

The following is the annual summary for the eight Catholic schools in the district, the numbers not being included in Tables A and B:—

	Roll.	Average Age. Years.	Months.
Standard VII	12	14	7
„ VI	74	13	10
„ V	74	13	1
„ IV	95	12	4
„ III	81	11	3
„ II	102	10	1
„ I	81	9	1
Preparatory	259	6	6

Proficiency certificate, 37; competency, 18.

The total number of pupils, therefore, on the roll at the time of the annual examination was 14,426, while the total number of schools visited was 199.

We have again attempted to discover what becomes of the pupils who leave the higher classes in our schools. A very large number are marked as being employed at home; but it must be understood that many of these are engaged in farm-work, and should really also be placed in the next succeeding column of the table. Only the town schools and some of the larger country schools have been considered.

School.	D.H.S.	Secondary School.	Technical School.	P.T.	Home.	Farm.	Mechanic (Engineer, &c.)	Trade (Painter, &c.)	Office.	Shop.
Queen's Park (S. 6)	4	16	10	..	6	..	1	..	1	3
College Street (S. 6)	..	12	..	..	5	..	..	3	4	1
Okaiawa (Ss. 6 and 7)	..	..	1	..	3	1	..	..	..	..
Manaia (S. 6)	2	..	..	..	4	..	..	..	..	..
Glen Oroua (S. 6)	..	..	3	..	1	1	..	..	..	..
Ashhurst (S. 6)	..	2	..	..	2	..	..	1	1	1
Apiti (S. 6)	..	..	..	1	..	..	..	..	..	..
Campbell Street (S. 6)	..	12	..	..	5 girls	..	1	5	..	4
Feilding D.H. (S. 7)	..	3	2	1	9	2	..	..	3	1
Hawera D.H. (S. 7)	..	..	..	1	2	2	..	..	3	1

Standard VI Certificate Examination.—This examination was conducted by ourselves in the larger schools from the 23rd November to the 1st December. In all other schools the examination was held on the 2nd December under the supervision of the teachers. It is to be noted that a much larger number of candidates secured the proficiency certificate than was the case in previous years.

The following table presents a comparison of the numbers of candidates who offered themselves for positions as pupil-teachers or as probationers at the beginning of 1908 and the present year. The examination centres were Hawera, Wanganui, Marton, Feilding, and Palmerston.

Year.	Total Number of Candidates.	From Secondary or District High Schools.	From Primary Schools.	Qualifications.		
				Passed Matriculation.	Passed Civil Service Junior.	Passed S. VI. only.
1908	39	21	17	12	7	20
1909	42	29	13	17	5	20

Since these examinations other candidates have been accepted, but even with these additions the supply is unequal to the demand.

We shall now deal in general terms with certain phases of the work carried on in our Primary Schools.

Examination.—Regarding this phase of school-work the year has not been uneventful. In accordance with departmental regulations, the whole responsibility of the work of examination is now placed on the shoulders of head teachers, who are enjoined to conduct an examination of

their pupils at the end of each year. It is indeed open to the Inspector, in cases entirely exceptional, to examine pupils individually to ascertain their progress, but if the head teachers do their part efficiently such action on the part of the Inspector would necessarily be rare.

There are now in this district two "term" examinations and one "annual" examination, each succeeded by a holiday. The examination results, together with notes on attendance, punctuality, and conduct, are entered on school progress cards, which are, or ought to be, sent to parents for their perusal and signature. The results are, moreover, recorded in an examination register, which, along with the examination tests and answers, must be shown to the Inspector when he visits the school. It will hence be seen that, if the teachers do their work thoroughly, there should be little cause for complaint. But there is, unfortunately, already reason to distrust the judgment of some teachers. The marks awarded for some of the subjects, even by experienced teachers, in connection with both the proficiency and the annual examination, make it perfectly clear that the tests were absurdly easy or the requirements were absurdly low. This we say without prejudice to the majority, whose soundness of judgment, in view of the marks awarded, we have no reason to doubt. Considering the profound importance of every form of examination, which, indeed, lies at the root of school progress, we would here express the hope that our teachers will make it a matter of conscience to see that the process of intellectual stocktaking is just and thorough, and that the resultant balance is wisely heeded.

The proficiency examinations were conducted at the close of the year by the Inspectors in person at the larger schools, while at the smaller schools they were supervised by the head teachers, to whom the various examination tests had been sent. The Committees were invited to appoint some one to represent them at the examination, and some of them did so. Others objected, reasonably enough, on the ground that their daily occupation monopolized their attention. For the satisfaction of all concerned it will hereafter be necessary, where a second supervisor cannot be found, to require the attendance of proficiency candidates at central examinations.

Some Subjects.—The teaching of reading, the most important of the primary-school subjects, rightly absorbs much of the teacher's time. In its initial stages the subject is on the whole well taught by a systematic application of the principles of phonics; and there is little doubt but that in this way progress is rapid and sure. In the upper classes correct utterance and a fair degree of expression are secured. When, however, it comes to the great purposes for which the subject is taught—the acquisition of knowledge, the cultivation of the imagination, the stirring of the emotions, and the strengthening of the will—one can speak with less assurance. How seldom does one hear a first-class lesson given to a higher class! The reason is at hand. The reading lesson requires more preparation than any other, and it receives less. To the intent that this lesson should be looked upon, as far as possible, as literature to be approached by the pupils with the understanding heart, we give at our proficiency examinations, as a test of intelligence, a fairly long piece of prose for interpretation. With respect to handwriting little need be said; in too many schools it is not taught. Pens are held in any fashion, copybooks lie at any angle, and bodies assume shapes painful to see. This is no travesty; it is fact. There are, of course, exceptions, but they are not very numerous. The reason, doubtless, is that the right conditions for the production of good writing in school are irksome both to pupils and teachers. The irksomeness must be faced. The subject of composition has maintained and bettered the good standard attained last year, and it will continue to improve in proportion to the degree in which it is made auxiliary to instruction in other subjects. It should daily be used for the expression of the pupils' thoughts on geography, history, nature-study, elementary science, the reading lesson, and general experience. Once again we would impress upon teachers the possibility of the avoidance of blemishes of form by making sure that the pupils are able to spell the words used in all lessons given. The quality of arithmetic, which was adversely commented on by the Inspectors at the beginning of the year, recovered itself towards the close. In the course of their visits to the schools the Inspectors noted again and again two outstanding defects: (1.) In the initial stages of instruction numbers and their relations were not thoroughly impressed upon the children's memories. It is not enough that relations and results should be understood; they must be remembered, else progress will be for all time completely barred. (2.) Many teachers failed to recognise the existence of short and neat methods, and as a consequence the children lost themselves in a maze of figures, which in themselves are but the tools of thought. Physical and mathematical geography have, we are glad to say, improved during the year. At almost all the schools practical work is done and suitable records are kept. Of history, political geography, elementary science, and handwork we speak below.

Aim of the Schools.—Is there any unity of purpose in our endeavours? Yes, certainly. Our endeavour is to make the lives of our children purposeful, so that as they grow up they may be receptive, perceptive, and reflective, and, when they have grown up, good and efficient citizens. This unity of purpose is, of course, secured by a diversity of means. First we endeavour to develop in our children what may be termed the civic sense—restraint, self-respect, consideration for the feelings of others, and a just pride in society, country, and race. This is done by the discipline of the school and playground; by the practice of military habits and exercises; by appeals to history and to the onward march of the men of our blood. The æsthetic sense, too, is developed by the practice of singing, drawing, recitation, physical exercises, and gardening. An effort is also made to enable our pupils to appreciate at its true worth their birthright as heirs to the ages, by bringing under their notice, through the medium of the school library, the readers, and the *School Journal*, some of the treasures of history and of literature. Their kinship with nature is so far recognised that they are led to know something of her ways and her secrets; and we have reason to know that through the agency of the schools many a child is now forming a friendship with nature that will last his life long. As our children have to act, think, and live in a world that is daily becoming more real, much of our effort must be concentrated on the de-

velopment in them of executive capacity. Hence a considerable amount of time is spent in various forms of handwork in the lower classes, while, in the upper, physical measurements, practical drawing, woodwork, and cookery are taken at town schools, and at rural schools dairy-work and elementary agriculture, or both. This work is not left to chance; it is part of a well-directed and well-understood educational policy, and it is almost entirely in the hands of highly trained experts. Lastly, there is to be mentioned the chief aim of our primary schools, which is to lay a foundation broad, and firm, and sure for further educational progress, whether at the secondary school, the technical school, or the school of experience. Whether we are successful here has, with some justification perhaps, been seriously questioned. But we must not deceive ourselves by a figure of speech. Does the process of education, after all, resemble the building of a fine symmetrical building? Does it not rather resemble the growth of a plant, the roots of which must adjust themselves to environment? This is but the substitution of one figure of speech for another, so we must examine a little further.

It is a question of educational values, which may be best determined by considerations of public utility. Is it better that in process and result the education of our children should resemble the formation of a crystal—to use another illustration—which is formed from without; or, after the analogy of a plant, be developed from within, responding and accommodating itself to environment? The former method is formal, the latter real. Both are essential; the question is, which, in the development of the average child, should predominate? Seeing that in the case of the great majority of children the primary school leads directly to employment, there can be but one answer: Our aims and methods must, in the main, be practical. In giving our school-work a practical bent we have of necessity declined from former standards of excellence. Every one knew that it would be so. Hence it has come about that from one end of the Dominion to the other the secondary schools have scented mischief, and the quality of the scholarship passing from the primary school to the secondary has been denounced in unmeasured terms; on the walls of the former, indeed, "Ichabod" has been writ large. We may admit at once that neither the syllabus nor the method of carrying it out is perfect; perhaps very far from perfect. The Board has already recognised this, and, in a representation to the Department as the result of a consideration of the North Canterbury's Board's memorandum, wrote as follows: "When the syllabus was revised, real studies very largely displaced formal studies, which have to do with words and their relations rather than with things. The study of English grammar, history, and political geography was subordinated to studies having more direct reference to practice and experience. Every one admits that the change in the syllabus has been beneficial, but at the same time every one admits that, as it has turned out, it was altogether too much in the one direction." That, surely, is an ample concession to the secondary position. It remains that we should clear our minds of possible misconceptions. (1) The primary schools do not exist solely or mainly for the sake of the secondary schools; (2) it is but a small number—too few, alas!—of our primary pupils that find their way to such schools. It is impossible that the primary pupils should take to the secondary the same quality and character of scholarship as formerly; when the syllabus was revised much that is essential to success at the secondary schools was withdrawn, and much that is non-essential—from the secondary point of view—included. (3) With the ample staff of highly qualified junior assistants that the secondary schools now possess it should be possible for them, upon receiving intelligent pupils from the primary schools, to build their own foundation, and to build it better than could have been done at the primary schools. (4) It is evidently assumed that the primary pupils spend as much time as formerly on such subjects as arithmetic, grammar, geography, and history, whereas at least four hours per week have been appropriated for the study of practical subjects. One cannot extend the area of school-work and have it in depth too. Other factors not inherent in the present primary system have militated against the formation of the type of mind desiderated by the secondary schools. It is stated, for example, that the children's memories are not trained. Now, the primary-school system requires on the part of pupils some not inconsiderable efforts of memory, recognising in it a great factor in mental development, if not a crowning mercy at a university examination. But reasons for the present lack of robust memories are to be found outside the primary schools: home lessons have been practically abolished; games of many kinds monopolize much of the time formerly given to study; and more attention is paid to such matters as music, drawing, and social amenities. To sum up, shortcomings are admitted, and the course of study is not perfectly balanced. The primary school must lay a foundation for progress, but for progress in more than one direction; and within certain limits the primary and the secondary school must each work out its own destiny.

Subsidiary Agencies.—We should put it on record that the Board's efforts on behalf of the teachers have not been fruitless. Mr. Seaward's art lessons in September were greatly appreciated. The Saturday classes in drawing, painting, woodwork, cookery, nature-study, and biology were fairly well attended. Why so few attended the chemistry classes, however, is simply incomprehensible. The Travelling Scholarship was keenly competed for. Boxes of stereos continue to be circulated; and boxes containing books on education and on the teaching of handwork subjects have also been put into circulation. Teachers have largely availed themselves of the Board's library of educational books. There is one phase of educational work that might as subsidiary receive more attention from teachers. We refer to museums, in which not merely nature specimens might be shown, but also specimens of the best work done by the pupils for new generations to mark, learn, and inwardly digest.

District High Schools.—The reports on these schools show that on the whole satisfactory work is being done. Two serious shortcomings may be referred to: (1.) Arithmetic, not excellent in any of the schools, is in several distinctly uneven, not to say inferior, in quality. The teaching of the subject must be kept going briskly. (2.) The Department's Inspector calls attention to the want of neatness in many of the pupils' written work, a timely intimation that reformation

is required. At the beginning of 1907 we recommended that there should be two divisions in each school. . . . . The Department's Inspector emphasizes this view, and the time has come, we think, when every pupil entering a secondary department must from the outset make a choice of his course, a Latin or examination course, an agricultural course, or a commercial course. With respect to the management of these schools a serious difficulty confronts the Board: the salaries offered are not such as to induce the right stamp of assistant to undertake the work, and there is therefore great risk that the schools may miss their aim.

Special Features.—If we were asked what are the special features of our schools we should reply: The general excellence of a large number of our country schools, and the excellence of the infant-work in some of the larger schools. One could not praise too highly either the one or the other. In connection with the training of infants we should acknowledge the good work being done by the teachers fresh from the Training College, and we look forward with pleasure to the day when there will not be a school in the district that is not under the charge of a highly qualified certificated teacher.

The Home Arts.—Towards the close of 1907 the Inspectors felt that too little credit was being given to our girls for their efforts in cookery and needlework. It was accordingly suggested to the Board that for proficiency in these subjects, with a course of very elementary hygiene added, a special certificate might be given. During the year which followed an attempt was made to realise the suggestion. At several of the schools three lady examiners for each subject were nominated by the Committees, and for the most part their reports testify to the efficiency of the instruction. At four of the schools lessons were given by medical men, while at Wanganui a second medical man acted as examiner in hygiene. A number of girls will now receive the promised certificate. During the present year it is expected that the idea will materialise somewhat more completely. A special course in needlework will be taken, and the health lessons given by the teachers in accordance with the regulations will be combined with those given by the instructors in cookery in such a way as to make a very elementary but complete course in hygiene. This little essay in practical housekeeping will not materially add to the work of the teachers or of the pupils, while it will enlist the sympathies of the parents in the cause of school subjects most nearly akin to domestic practice.

Position of Parents.—In these times of transition the parents of our pupils have to some extent got out of touch with school methods, work, and administration. When the children now at school shall have grown up, things will be better understood and the teacher's work better appreciated. Meanwhile the influence of the home tells as much as ever on the welfare of the children, and, by making them the object of their interest, solicitude, and watchfulness, parents can second the efforts of the teachers. If a girl or boy is to win the right of eminent domain in life, the price of success is not to be measured altogether by State expenditure on education, but by the love, the hope, and the self-sacrifice of the parents. There was held in London towards the end of last year an event of international importance—A Moral-training Conference. Hundreds of delegates, men and women occupying the highest positions in educational circles, attended from every part of the civilised world. Theories of all kinds were propounded in many tongues to further the cause of moral training, and the Conference will doubtless be supplemented by a voluminous literature. It is well; but the greater shaper of human destiny has been, is, and ever will be, the home and its associations.

Conclusion.—In conclusion, we would gratefully acknowledge the consideration extended to us by all with whom we have come into contact during the discharge of our duties. Many of the settlers have made our tasks lighter and pleasanter both by their hospitality and their interest in our work. The Committees have at all times been willing to give and to receive advice on matters appertaining to the well-being of the schools. The teachers have been receptive and sympathetic. The instructors of the school technical classes, Misses Mollison, Fergus, and Grant, and Messrs. Grant, Browne, Clark, and Bannister, have shown their willingness to assimilate their courses and methods of instruction to the general educational policy of the schools. It is but right that we should also recognise here the kindly interest taken in our work by the Board, which has ever been willing to listen patiently and sympathetically to any proposal made for the betterment of education in the district.

We are, &c.,
Geo. D. Braik.
James Milne.
T. B. Strong.

The Chairman, Education Board, Wanganui.

WELLINGTON.

Sir,— Education Office, Wellington, February, 1909.

We have the honour to submit our annual report on the condition of the primary schools of the Wellington Education District.

The number of schools in operation during the year was 162, an increase of three on last year.

New schools were opened at Muhunoa East, Ngaio (Crofton), Tablelands, Glencrieff, and Stronvar, while those at Waiohine, Akitio, Glencrieff, and Lime Hills were closed. In addition to the 162 State schools in the district, nine Catholic schools were visited and reported on. The Normal School was examined by the Principal of the Training College.

The following summary shows the numbers, classes, and average ages of the pupils in attendance:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	467	453	14 11
" VI	1,307	1,279	13 9
" V	1,737	1,700	12 11
" IV	2,012	1,973	12 0
" III	2,148	2,094	11 0
" II	1,969	1,917	9 11
" I	2,034	1,994	8 10
Preparatory	5,742	5,495	7 0
	17,416	16,905	11 3*
Add for 9 Catholic schools	1,313	1,245	
Totals	18,729	18,150	...

* Mean of average age.

As compared with last year there is an increase in the total roll-number of 480, for which S1 and P. classes are mainly responsible, as in S5, S6, and S7 there is a decided decrease. To show the rate of increase in the roll-numbers we append the totals for the past nine years:—

Year.	Total Roll-number.	Year.	Total Roll-number.
1900	15,211	1905	16,505
1901	15,241	1906	16,809
1902	15,258	1907	16,936
1903	15,787	1908	17,416
1904	16,093		

A less gratifying feature of our statistics is the fact that the number of pupils in S6 continues to decrease, as the following table will show:—

Year.	S6.
1906	1,386
1907	1,379
1908	1,307

This means that, notwithstanding the increased facilities for receiving secondary education (on which the Dominion now spends some £100,000 a year), a rapidly decreasing number of children, so far as this district is concerned, is availing itself of the benefits thus provided. We are strongly of opinion that, whatever views may be held with respect to the value of secondary education for the ordinary youth, it is a shortsighted policy to deprive our scholars of what should be the most valuable year of their primary-school life—the most valuable whatever walk in life the pupil is intended for. We strongly suspect this decrease in numbers in S6 is mainly due to the number of parents who are taking advantage of the exemption clause in the Education Act, allowing them to remove their children from the public schools after passing S5. The only remedy we can suggest is to make S6 the exemption standard, as recommended by the last Inspector's Conference (1907).

Efficiency.—Each school has been reported on in detail to the Board, and the programmes of work and methods of teaching have been discussed at our visits, and at several conferences held with the teachers. In the matter of efficiency we have classified our schools as follows:—

Satisfactory to good	128
Fair	23
Inferior	10
	161

The great bulk of the schools in the "inferior" list belong to Grade 0. These are mostly aided schools, in charge of uncertificated teachers, who, from the very nature of their circumstances, have few opportunities for self-improvement. The changes in the management of these schools are, moreover, disastrously frequent, owing to the low salaries and the general discomfort inseparable from living in isolated districts.

There have come under our notice during the year cases of irregularity in school hours, and of the closing of schools on days not regular holidays. We would point out that, apart altogether from this breach of definite regulations, these lapses must militate seriously against the discipline of the school, and are a just cause for irritation on the part of parents.

Examination and Inspection.—New regulations for the examination and inspection of schools direct that the classification of all children attending the public schools in the Dominion shall, as a general rule, be made at the beginning of each year on the results of an examination

held during the previous November or December. This proved to be a simple matter with Standards I to V, in which the promotions are in the hands of the head teachers, but with regard to Standard VI the matter was somewhat complicated, as certificates of proficiency and competency in this standard are awarded on the results of an Inspector's examination, and the difficulty was for three Inspectors personally to conduct a practically simultaneous examination of some 1,300 Standard VI candidates distributed in the 161 schools in the district. The great bulk (nearly 75 per cent.) of these candidates, however, belong to the large city and suburban schools, and as it has been customary for us to examine these schools towards the close of each year, they naturally fell into line with the new regulations. Our chief difficulty was to meet the case of the schools examined in the beginning and in the middle of the year. Our method in dealing with these latter was as follows: At the time of the Inspector's annual visit special attention was given to the Standard VI candidates, and their work was carefully noted and scheduled; at the end of the following November fresh tests in English, arithmetic, and geography were forwarded from the Board office, and the papers worked under the supervision of the head teachers. The results of this examination were then compared with those of the Inspector's previous examination held earlier in the year, and certificates were awarded or withheld accordingly. In the case of those schools examined during the early part of the year, the granting of certificates was deferred until the Inspector's next visit. This plan, though not without its drawbacks, was thought preferable to any attempt at examining candidates in different centres.

For the benefit of teachers we here give a rough outline of the changes we purpose making in our itinerary for 1909.

1. With the exceptions noted below, the visit paid to a school during the earlier part of the year will be an inspection visit of which no previous notice will be given.

2. The second visit, of which the statutory ten days' notice will be given, and on which the annual report will be based, will, as a rule, be paid in the latter part of the year. This will be the visit more especially mentioned in the regulations as the "annual visit."

3. In the case of schools in the Pongaroa and Te Nui districts, and of a few other outlying schools, the arrangements of previous years will be adhered to, in view of the fact that, owing to the conditions of the roads in winter and the distances which the majority of the children have to travel, the best and most continuous work is done in these districts in the summer months. More especially will this be the case where Committees and teachers fall in with our suggestion of taking the long vacation in the winter.

Syllabus.—We think it only proper that our report should contain some expression of opinion on a matter that has already been referred to us for that purpose by the Board. The public-school syllabus has lately been subjected to a certain amount of adverse, not to say hostile, public criticism, much of which, in our opinion, is not only without justification, but is really due to misapprehension on the part of the critics themselves of the matter and method of the syllabus. A reference to our previous reports, and to portions even of this, will clearly show that we ourselves by no means consider the syllabus incapable of improvement. No one, indeed, pretends that it is perfect in every detail, but, as an effort to grapple with the complex educational problems of the day, and as an endeavour to keep our educational system abreast of modern ideals and requirements, it is unquestionably the ablest production that the Dominion has as yet proved itself capable of. Much of this so-called failure of the syllabus is due to faulty interpretation, and therein perhaps lies its apparent weakness. It may be remembered that on its first appearance we ventured the opinion that to a certain extent it was before its time—that its full force and value would not be appreciated, nor would justice be done to its real spirit and intention until there should be such improvement in the training of our teachers and in the staffing, accommodation, and general equipment of our schools as would enable the provisions of the syllabus to receive really competent administration. In other words,—

> Its nature is subdued
> To what it works in, like the dyer's hand.

Nor in regard to administration do we think it necessary to restrict the application of the quotation to teachers alone. We speak, of course, entirely for ourselves.

Reverting to the adverse criticism mentioned above, the chief grievance would appear to be the absence from the syllabus of proper provision for the teaching of what, for a better term, may be called formal grammar. We are told that there is a general complaint from the secondary teachers that the "grammatical ignorance," as some one calls it, of the primary pupil is a serious obstacle to his progress in the secondary school. There are secondary teachers who go so far, indeed, as to say that it is impossible to teach the boy from the primary school Latin, owing to his ignorance of English grammar. We do not for one minute question the right of any one to be the best judge of his own limitations, but it cannot be said that the proficiency in languages (more especially in the mother-tongue) of the average youth from the secondary schools of the Dominion has at any time been of so conspicuous a nature as would, in our opinion, justify the subordination of the whole system of teaching English in the primary schools to the requirements of the particular methods obtaining in secondary schools. We can quite understand the boy from the primary school proving an unsatisfactory subject for the application of a method which we have heard aptly described as "the apotheosis of the Latin Grammar," but that is not to say that he would be equally a failure under a more rational and intelligent system of instruction. The syllabus very properly concerns itself with grammar, not as an aid to the analytical study of language, Latin or any other, nor as a "means of providing exercises in logic," but only so far as it may be considered an aid to the correct speaking and writing of English. The directions with regard to this are explicit enough—"technical grammatical terms are to be used very sparingly indeed, and no grammar is to be introduced into the course of public instruction except

for the practical purpose of training the child in the correct and ready use of the mother-tongue." The amount of grammar which may be considered necessary to achieve the above result is left (as we read the regulations) to the discretion of Inspectors and teachers, and in this district we have not hesitated to accept any reasonable scheme of work in English, even though it may have included more of formal grammar than the test-cards in composition issued by the Department would indicate as being necessary. We are perfectly conscious of the defects in the written and spoken English of our schools. It is the subject with which we are able to express least satisfaction; but we are also prepared to maintain that it is better now than it was at any time during the last twenty-five years under the old syllabus, when the teaching of English was simply paved with grammar. The fault in the past has been the attempt to separate English composition from English literature—to treat it as an isolated subject that could be taught simultaneously, like a rule in arithmetic, to a whole class. But composition cannot be viewed from a single standpoint; least of all is it a matter of this or that rule of etymology or syntax. It is the expression of the child's mind—the sum total, not merely of his knowledge of the mother-tongue, but of the ideas, the training, the experience, of everything in fact that goes to make up his character and educational content. It is therefore a subject requiring from the teacher far higher literary sense and ability than mere proficiency in grammar would indicate, and especially is it a subject in which the child demands on his part individual attention and treatment; and one of the great obstacles to this treatment is the large and unwieldly classes in so many of our public schools. How is it possible for a teacher to individualise in a forty-five-minute lesson with a class of sixty children? It is in these huge classes that the English lesson, with its monotonous round of parrot-like simultaneous readings, and its interminable list of spellings, wearies and disgusts the pupil, and destroys in him any taste that he may have had for a literature which, so far as our public schools are concerned, provides the main foundation on which moral character can be built. We have dealt rather at length with this subject because, for us, composition means the whole study of English, and of whatever is good in English literature, and we do not think it possible to overestimate the value to both the child and the adult of the one really humanist subject in the syllabus, for it must be remembered that the education of the great mass of our children ceases with the primary school, and in after-life how are they to avoid what is evil in literature, or how are they to gain access to the ideas and teachings of the great minds of our race, if during their brief school career the first steps of the way have not been shown them? This is truly an age of marvellous scientific and industrial development, but whatever success in commercial and industrial efficiency our educational system may achieve, it surely fails in its most vital function unless this very efficiency is controlled and even dominated by moral ideals and aspirations.

Civics and History.—Civics—in so far as it deals with the general principles of parliamentary government, functions of local bodies, taxation, and cognate matters—as a rule we find intelligently and successfully taught, but, as for history, in the ordinary sense of the term, it is only too apparent that in many schools it is rapidly approaching its vanishing-point. As we have previously pointed out, the continuity of the subject and the interest in its treatment are alike destroyed by the provisions of the regulations, which permit of its being omitted in alternate years from the school course. The effect, again, of teaching history under isolated headings and from notes in the teacher's scheme-of-work book has been to tear it from its literary setting, and to encourage the vicious system of memorising tabulated facts and dates. We believe even such a book as "Little Arthur's History of England" to be infinitely superior in spirit and educative influence to a scheme-of-work book full of elaborate analysis and tabulated details of indigestible historical matter. By the introduction of suitable class-books an endeavour should be made to restore history to its proper place in English literature. Good work has been done in this respect by the *School Journal*, but we do not think that the subject can receive the necessary comprehensive and continuous treatment in a monthly school paper. At a time like this, when every effort is being made to bring the various portions of the Empire into closer union, it is more than ever important that the youth of our Dominion should have some comprehension of the nation's life and growth.

Arithmetic.—In arithmetic the district still maintains a satisfactory condition of efficiency. There is some apparent weakness in the arithmetic of Standard V, but this we attribute to too severe an interpretation of syllabus requirements. We have for years maintained that an exaggerated importance is attached to arithmetic as a subject in our school course. The time and energy of teacher and pupil are far too much engrossed in striving for a degree of proficiency quite unnecessary, from the point of view either of practical requirements or of mental gymnastics—a proficiency, moreover, that, when it is gained, is gained at the expense of more important subjects in the syllabus. A modification in the examination tests in the direction of simpler examples, and of easier problems more capable of mental solution, would not only lead to a more rational and educational treatment of the subject itself, but would release teachers and children from the wearisome and useless drudgery in arithmetic that at present consumes such an undue proportion of valuable school time.

Writing.—In handwriting considerable improvement has taken place throughout the district. With a few exceptions the written work done in the schools is legible and neat, and in quite a satisfactory number of cases it receives special commendation.

Geography and Nature-study.—In geography and nature-study more particularly, while reiterating what has already been said by us in previous reports, we feel constrained to take this opportunity of emphasizing the necessity for more thoroughness of treatment and definiteness of aim. We would, however, preface these remarks by stating distinctly that whatever good work in these respects could be done under the old may be done, and done more effectively, under the new syllabus, for the criticism that it lacks definiteness is in reality a reflection on the teacher's ability to plan out his own work along his own lines.

In these days we rightly seek a psychological basis for all our educational theories. The child has natural and spontaneous interests, and, taking full advantage of these, we gain a powerful impetus to work, and consequently secure the co-operation of the pupil in his own mental training. So potent a factor is this gain, and so largely does it bulk in our school-work, that we may easily overlook two important facts. In the first place, we may gain a specious interest by diffusiveness and superficiality. After all, earthquakes and avalanches are only incidents in the slow and imperceptible moulding of our land-surface, and should be subordinated to the more commonplace phenomena which do not so easily command the active attention of the pupil. The interest evoked by the description of strange animals or plants is lost as a real educative factor if their study is not based on some elementary knowledge of common animals or wayside plants. In the second place, we must remember that the child has its innate weakness as well as its innate strength, and spontaneous interests alone will lead to the undue development of the latter at the expense of the former. We have had a cognate fact exemplified in our reform of the old systems of physical training. "Not spontaneous, but compelled mental activity, is necessary to exercise those faculties naturally weak," writes Professor Welton in discussing the curriculum of a secondary school. With how much greater force does this apply to our primary-school children!

Preparation, presentation, association, formulation, and application are somewhat hackneyed terms connoting a very proper attitude on the part of the teacher towards his work; but these, without the dynamic power of the teacher to compel mental activity, are all as useless as an elaborate machine without its motor power. Much memorising drudgery has been relentlessly pruned from our school-work, not solely because certain facts were useless, but rather that more reasonable means should be used in arriving at those facts; and, further, that whatever is gained should become not an increment to a useless heap, but an integral part of an intelligence ever increasing in power to think and act rightly. For example, a knowledge of the sea-ports of the Pacific coast of America is not compulsory in any standard, and as a disconnected memory lesson it would be a senseless waste of time; but international relationships and commercial interests render some knowledge of the chief ports and coaling stations of the Pacific an essential part of any sensible geographical scheme covering the standards. Again, the size, shape, and texture of leaves as mere facts to be learned are worthless, but as a key to the relation of the plant to its environment the knowledge is absolutely essential.

Elementary Agriculture.—In practically one-third of our schools elementary agriculture and school gardening form regular subjects of instruction, and our teachers deserve special commendation for the zeal they have displayed in fitting themselves for the new work. Attendance at Mr. Davies' classes, private study, and practical gardening-work have all been willingly used as a means to this end. The result has been a direct gain to our scholars, and both the Press and the general public are showing a most hopeful interest in what they rightly consider a practical outcome of our nature-study and science-teaching. We know of many instances where the school experiments are being keenly watched and criticized by the farmers of the district. We are further pleased to report that in some two dozen schools the work of beautifying the grounds has been made a special feature. In the matter of the instruction of teachers, Mr. Davies says, "The work this year has been carried out by means of periodical schools, three in number, held at Greytown in February, May, and September. The total number attending during the year has been fifty-six, and there is every reason to feel gratified at the interest and energy displayed by the students. That this interest shows no sign of abating is evidenced by the large number of applications for admission to the summer school, commencing on the 25th January. I have to acknowledge with thanks the valuable assistance rendered by the officers of the Agricultural Department."

Physical Instruction.—In all our schools above Grade 0 physical instruction receives due attention, and in most of them deep-breathing exercises are given daily. That great interest is taken in this branch of the school-work was evidenced by the presence at Mr. Garlick's lectures in Wellington, Masterton, and Pahiatua of a large number of teachers, many of whom, at considerable inconvenience, travelled long distances every week. The publication by the Department of Mr. Dovey's "Manual of Physical Exercises" will be welcomed by all. In military drill we consider the work done to be generally "good," and this estimate is confirmed by the Commanding Officer, whose report for "drill generally" is very satisfactory. Of the thirty-five companies and detachments in the district his marks vary from "good" to "very good"; one company is marked "excellent," while only one receives as low a mark as "fair." The amount of physical drill does not seem to be sufficient, as only about one-third of the companies give due attention to this branch of the work. Colonel Robin, who paid an unofficial visit to the 3rd Battalion cadet camp at the Hutt, wrote, "The company work was well understood, not only in close formation, but in skirmishing. It was pleasing to see it carried out so well. . . . . Your Board is to be congratulated on having so many teachers doing such good work in this battalion." The questions of battalion drill and the holding of camps have been agitating the minds of Department, Board, Committees, and teachers for some time, and, as long as no definite settlement with regard to the control of the cadets is arrived at, the friction caused must considerably impair the efficiency of the work now done in the schools. With regard to these questions it is desirable that the present chaotic state of affairs should come to an end, and a definite course of action be resolved on. We referred to this in our report last year; but of the recommendation made by the Board during the year nothing further has been heard. The issue of a manual in infantry-training by the Department will be helpful to all who have to take part in the instruction of the cadets.

Singing.—During the year the Board availed itself of the services of Mr. Parker, who held classes for teachers in Wellington and Masterton, and also visited several of the schools. He reports, "The syllabus which I arranged for the teachers' classes comprised exercises in breathing, voice-training, sight reading (time and tune) and ear-training, and general instruction in the art of teaching school songs, including the important points of pronunciation and enunciation.

It would, of course, be absurd to claim that anything like exhaustive treatment of all or any of these points was attained in thirteen lessons at each place, but I was able to condense a fairly complete course of elementary training, especially in important first principles, into the very limited time at my disposal. The classes included teachers of all grades, and I was more than gratified at the keen interest they took in the work. Especially was this the case at Masterton, where the lessons often covered the best part of two hours, and were then only terminated by the exigencies of the train service. During my visits to some half-dozen Wellington schools I have seen that there is much intelligent work being done, but also that there are frequent and sometimes marked inequalities even in the same school. Some teachers have not qualified themselves for the work, or they do not regard the lessons as of any serious importance; but it cannot be too strongly urged that, apart from all musical considerations, actual physical harm is being done when such lessons are given on wrong or imperfect methods of breathing and voice-training. These are precisely two points on which the whole permanent usefulness and benefit of the singing lessons depend, and it is in these that the advice and supervision of an expert is especially and constantly required. The actual work of teaching singing must always of necessity be chiefly in the hands of the teachers themselves, and for their help and guidance much has been already done by your Board in this education district; but, in my opinion, there should be in Wellington, and in every large centre in the Dominion, a qualified expert who should regularly visit, instruct, and advise such teachers in this special and not unimportant work."

Manual and Technical.—During the year 121 schools earned capitation under the Manual and Technical Regulations. In addition to the usual school subjects for classes below Standard V, grants were earned for agriculture, dairying, physical measurements, chemistry, botany, physiology and "first aid," woodwork, cookery, dressmaking, swimming, and life-saving. In woodwork fourteen classes were held at the South Wellington and Thorndon centres, under the instruction of Mr. Howe. The average attendance for each class was twenty-eight, and the boys took a keen interest in their work. As it will be necessary to extend the operation of these classes, the services of an assistant will be required. The usual school classes in cookery were carried on by Mrs. Wakelin in Wellington, and by Miss Talbot in the Wairarapa, and classes were established at Levin and Otaki. Provision will have to be made for instruction in cookery and woodwork at the Hutt and Petone during the coming year. In none of the grant-earning classes visited by the Technical Inspector was the quality of the instruction marked as less than "good," and some were reported as "very good" and "excellent." Saturday classes for teachers in singing, physical instruction, woodwork, cookery, drawing, and handwork were held at Wellington, and for singing, physical instruction, and cookery at Masterton, and at the request of country teachers Mr. Garlick gave some lessons in breathing exercises at Pahiatua.

Pupil-teachers.—As most of the pupil-teachers in the service had previously passed either the Matriculation or the Civil Service Junior Examination, only five were required to present themselves for the first examination this year. Of these, three passed and two failed. One of the latter also failed last year, and by the regulations her engagement is terminated absolutely.

Scholarships.—For the senior scholarships—open to all candidates under the age of sixteen—sixty candidates entered, forty of whom succeeded in obtaining sufficient marks to qualify for a senior free place. For the junior scholarships—open to all under the age of fourteen—106 candidates succeeded in obtaining more than 50 per cent. of the maximum number of marks, but, of these, ninety-six came from schools in Class A (over 200 in average attendance), eight from schools with an average attendance of between 41 and 200, and only two from schools with sole teachers.

District High Schools.—In the seven district high schools in the country the roll-number in December was fifty-two less than that of the previous year, and the average for 1908 was 278 as against 313 for 1907, a decrease of thirty-five. This is coincident with the decrease in S6 noted elsewhere, and may be due to the same cause, but the establishment of night classes at some of the technical schools may also be a contributing cause. We have noted several cases of boys who, after obtaining their certificates of proficiency in country schools, have undertaken work in town for the double purpose of earning a livelihood and attending night classes at the Technical School. From 1904 onwards we have dwelt at some length on the course of study to be pursued in the secondary classes of our district high schools, and we do not propose repeating our remarks here. During the year the Department published regulations prescribing courses of instruction for scholars holding free places. The subjects to be chosen are placed in five groups, and in determining programmes of work certain limitations are placed on the headmaster. These limitations do not restrict his choice unduly, for, with the exception that English and arithmetic and one subject to be chosen from a science group are compulsory, he has a free choice as far as subjects are concerned. It will not be difficult to draw up suitable schemes of work in accordance with these regulations, for our secondary teachers are gradually adopting courses of study more suited than formerly to the nature of the child and to the requirements of the community. As judged by the number of successful candidates in the Civil Service and Matriculation Examinations, our secondary teachers are doing satisfactory work, more particularly when it is remembered that the scholarship candidates are all sent to the secondary schools, but the preparation required for such an examination as the matriculation lays undue restrictions on the choice of subjects, and so long as this examination is looked upon as a public test of the work of the schools, teachers cannot avail themselves even of that freedom which the recent rearrangement of subjects for the Civil Service Examination allows. For those who wish to enter the teaching, medical, or legal profession classes must be formed to prepare for this examination; but, as the majority of the scholars do not require to go through such a course, it then becomes necessary to draw up alternative schemes of work, if the district high schools are to fulfil their proper function in our educational system. In a secondary school with a competent staff it may not be difficult to draw up

classical and modern courses, but in secondary classes which are merely adjuncts to a primary school, with two, or possibly only one teacher, the problem becomes much more difficult of solution. Moreover, the limitation in the choice of teachers for certain subjects raises another difficulty, for where the teaching of all the subjects of both the classical and modern sides is confined to one or two teachers, the same results cannot be expected as in a secondary school, where subjects may be allotted to teachers of special abilities. For examination purposes our district high schools cannot be expected to be on the same level as the secondary schools, but this does not mean that they may not be doing good work, for they meet a want in the community which the secondary schools cannot at present fill, and are a decided boon to the child whose school life will extend only one or two years beyond S6, and whose parents cannot afford to send him away from home.

The provision recently made by the Department for admission to senior free places up to the age of nineteen, without a special examination test, now leaves no excuse to the country teacher to exclude from his yearly scheme subjects which have some bearing on the child's future life, and at the same time are able to give him a sound training, educational and moral—a training, too, from which he will derive a more lasting benefit than from the mere smattering of grammar-school subjects which his limited school life will enable him to obtain. Thus, for boys, a course in science, more especially elementary agriculture and kindred subjects, and for girls, a training in the principal branches of domestic science, should figure largely in the optional part of the programmes of our country schools, and suitable provision should be made for the experimental and practical part of the work.

As in the primary school, the most important subject on the programme of the district high school is English, and in our conferences with the teachers special attention has been directed to the methods of teaching and to the time allotted to it. It is generally recognised that in all English-speaking communities the teaching of the mother-tongue is weak, and that Continental nations are in advance of us in this respect, and it has been urged, with some justification, against our educational system, that boys and girls leave our public schools without that love of literature which will induce them to carry on their education after they begin their work in life. The removal of this reproach lies with the secondary classes of our district high schools. More time should be allotted to English than to any other subject, and in the teaching of it two points must be kept constantly in view—namely, the study of literature and the training in the expression of thought. During the year there was a decided improvement in this subject, more especially in the treatment of the authors read. Writings of Shakespeare, Tennyson, Scott, George Eliot, Ruskin, Macaulay, Lamb, Coleridge, and others were read with some appreciation of their literary value, and the old philological treatment was kept entirely in the background. More concrete work might be done in the treatment of mathematics, more especially geometry, but the latter subject has undergone so much change during recent years that teachers cannot be expected to adopt the new methods all at once. Owing to the teaching experience which lies behind each being very limited, much of the educational value of some subjects on the modern side is at first lost, and progress must be slow, but the experimental work in the laboratory and the practical work in the garden both show a distinct advance on that of previous years. We have drawn attention to the fact that in subjects such as these, where notebooks are kept, these books should be fit for inspection if recommendations are to be made for the granting of senior free places without a special examination for the purpose. We had to call attention to the want of neatness in the written work of some of the classes, and we are pleased to note that our remarks have had some effect.

Year after year it has been pointed out that the present syllabus cannot receive justice under the existing scale of staffing, that the smaller country schools need a greater measure of justice in the matter of fixed salaries, and that the pupil-teachers should be replaced by trained teachers. A most promising attempt to remove these defects has been made in "The Education Amendment Act, 1908," the passing of which may be regarded as the most important educational event of the year for both children and teachers. Its importance to the children lies in the fact that by the reduction in the average number of pupils to each trained teacher the schools should be enabled to reach a higher standard of efficiency. Apart from the actual monetary benefit given by increases in salary, teachers will derive great encouragement in the recognition given to the important work they are doing in the community, and direct tangible evidence that it is receiving recognition by the State will go far to lighten the labours of such a conscientious body of workers as the men and women engaged in the arduous work of educating the children in our public schools.

We have, &c.,

T. R. Fleming,
F. H. Bakewell,
J. S. Tennant,
} Inspectors.

The Chairman, Education Board, Wellington.

HAWKE'S BAY.

Sir,— Education Office, Napier.

At the end of December last 107 schools were in operation in the Hawke's Bay Education District. These were made up of small household schools having an attendance varying from two to ten pupils, and Board schools that vary from twelve to 912 pupils in attendance. Household schools have no buildings provided, and some even no apparatus or appliances, but in the case of ordinary schools, sites, buildings, furniture, and needful school material are supplied, and wherever possible a certificated teacher is appointed to take charge.

The number of teachers employed in the schools was 262—viz., 93 males and 169 females. Fifty-three of the total number were pupil-teachers; 152 held certificates of competency from the Government, and 57 other than pupil-teachers held either no certificate qualification or only a partial qualification, of whom 33 were in charge of schools.

The number of children belonging to the schools at the date of examination and promotion under the new regulations was 9,832, or 367 more than for the corresponding period of 1907. This is exclusive of 642 children belonging to the Catholic schools. The classification of the pupils according to standards will be seen in the following table, which contains comparative results for the years 1907–8. Similar results are also given for the Catholic schools, as no distinction is now made in the examination of these schools and those of the Board:—

	Pupils on Roll.									Pupils present.								
Year.	S7.	S6.	S5.	S4.	S3.	S2.	S1.	Prep.	Totals.	S7.	S6.	S5.	S4.	S3.	S2.	S1.	Prep.	Totals.
Board Schools.																		
1908 ..	159	586	877	1,054	1,219	1,056	1,249	3,632	9,832	150	575	846	1,012	1,171	1,012	1,198	3,380	9,344
1907 ..	101	574	831	1,090	1,125	1,253	1,106	3,385	9,465	98	555	787	1,022	1,046	1,171	1,039	2,965	8,683
Catholic Schools.																		
1908 ..	1	51	66	80	80	94	81	189	642	1	51	65	77	75	93	76	173	611
1907 ..	0	47	68	76	87	69	88	162	597	0	47	57	76	86	68	84	149	567

Although the increase in the school rolls was only 367 for the year, the actual increase of those present on the day of examination was 661. And this increase in the attendance at the examination corresponds with the satisfactory improvement that has taken place in the regularity of children at school. The education district is a very extensive one, and during the winter months some of the country roads are well-nigh impassable. This state of things necessarily hinders the attendance of children at school, but for the whole year the regularity was 86·7 per cent. of the school rolls, or 3 per cent. higher than for the previous year; whilst for the December quarter the regularity bordered on 88 per cent. of the number actually attending school. In quite a number of schools the regularity for the year exceeds 90 per cent., and in schools like Napier North and Gisborne it reached as high as 93·5 per cent. These satisfactory results were obtained without the aid of a Truant Officer, and are mainly the outcome of improving school-conditions and the growth of parental interest and responsibility in the welfare of the children. In this connection a further remark is necessary. The plan of promoting children to a higher class just before the commencement of the midsummer holidays tends to keep up the attendance at school of many children who otherwise would have attended irregularly under the old plan of examination and promotion, so that the December quarterly attendance, which was formerly the lowest, is now the highest for the year.

Work in connection with the erection and enlargement of school buildings has been fairly active during the year. New buildings have been completed at Motu, Rissington, Pakipaki, and Ngamoko, and large additions were carried out at Mangapapa and Gisborne, Mahora, near Hastings, and Tipapakuku, near Dannevirke. In the majority of school districts ample provision has been made, and in several, owing to the rapid movement of population, accommodation is in excess of the requirements. Thus at Kaikora North, where the accommodation is excessive, the master of the school stated that there were eighty-four houses in the township, four of them being untenanted. Sixty of the occupied houses had no children to attend school, from each of nine others one pupil was sent, and from the remaining eleven houses, with the addition of outsiders, the school of 106 pupils was made up.

Gisborne is the only large centre where further accommodation is necessary to ease the present overcrowded rooms. The classes at the school are too large for a single teacher to instruct under the new regulations, and it would be a good thing for all concerned were the attendance limited to 700 pupils. A school building at Milltown, on the western boundary of the borough, should be provided for the present excess of pupils.

The school buildings are mostly in good repair, but more should be done to improve the appearance of schoolrooms. Some of them are in urgent need of paint, and the furniture and appliances are very old and should be renewed. In all the larger schools a single desk with iron standards should be provided for the use of all the older pupils, but where this is not possible at present the old desks might be painted of a colour that will harmonize with the internal surroundings of the schoolrooms.

The schools grounds in many instances are not kept in a satisfactory state. It is difficult to understand why a teacher should not look upon the ground attached to a school as forming a portion of the place where the pupils who attend the school are trained. School Committees encourage the planting of trees and the neat arrangement of grounds, and yet one sees untidiness where a little oversight and encouragement would foster neatness and the growth of good habits. A spade, a rake, and a bit of string can be made to do wonders under the guidance of an intelligent master, and it seems to us that the roadways in every school ground ought to be kept in order by the pupils themselves. In the South Ward some very commendable instruction is given at Umutaoroa, Norsewood, Makotuku, and Ormondville; but elsewhere within the ward there is hardly a school garden worthy of the name, and yet elementary agriculture and gardening are taken as

special subjects in a number of them. Several schools in the Middle Ward are doing very good work in agricultural training. The instruction is both practical and experimental, the aim being to show the effects produced upon plants by the use of artificial manures, sunlight, moisture, &c., and the results obtained are highly suggestive, and must prove of value to the pupils in later life. Petane and Papakura are especially worthy of mention, but in other places, notably at Kaikora, Te Aute, Havelock, Mangateretere, Taradale, and Omahu, school gardens are beginning to take a proper place in the training of pupils. In the North Ward school gardens are the rule, but experimental work is not carried on, and yet much practical and useful instruction is given by an enthusiastic worker in nature-study, who visits the schools from time to time to demonstrate points connected with tree-planting and flower-growing. An instructor in elementary agriculture on the lines of the demonstrations given during the meeting of the winter school is badly wanted, not so much for the children as for the teachers. As soon as the latter feel themselves on sure ground instruction in elementary agriculture and gardening will occupy a prominent place in the work of country schools. The best school gardens in the North Ward are to be found at Frasertown, Kaiti, Gisborne District High School, Mangapapa, Ormond, Whatatutu, Waerenga-a-hika, Makauri, and Patutahi.

The December class promotions and the synchronous examinations of candidates for the proficiency certificate took place a few days before the closing of schools for the midsummer vacation. The plan is general for the Dominion schools, and it is worth while to again remark that the new plan has appreciably affected the regularity of children at school during the December quarter.

The presentations of pupils for proficiency certificates show a falling-off compared with those for the year 1907. It is difficult to account for this steady diminution in the number of pupils belonging to the two highest standards. With a roll of nearly ten thousand pupils in the schools of the district there were fewer pupils in Standard VI in the year 1908 than there were in the year 1903, when the school attendance was less by 1,400 pupils. The pupils in Standard V have not diminished to any extent, and, as the falling-off in numbers is mainly in Standards VI and VII, it would seem that a large proportion of children have been withdrawn from school on the completion of the Fifth Standard course. Under the regulation an exemption certificate, S5, can only be given after special examination, and if this is necessary there is clearly little or no supervision in the case of children leaving school, for the certificates of exemption issued to pupils in Standard V in this district are very few. Since the year 1903 the number of pupils in Standards VI and VII has diminished from 985 to 729. This declension, however, is common to all the schools of the Dominion, but it is more marked in this education district than elsewhere. Free classification has apparently stayed the pressure that was urged against the system of examination and promotion by Inspectors. If the purpose is to broaden and strengthen the groundwork in the schools, the results can only end in benefit to education. But the marked diminution that has taken place in the number of Standard VII pupils may be accounted for in another way. Since the year 1903 three district high schools have been established, and, although they have been staffed by capable teachers, only 163 pupils were returned as belonging to the Seventh Standard in all the schools of the district at the end of the year, whilst 329 pupils were in the Seventh Standard at the close of the year 1903. In the latter year every teacher who was capable of giving secondary instruction made an effort to keep the ex Standard VI pupils at school, and this acted beneficially in many ways, as it often meant pecuniary help to the teachers and greater thoroughness to the children. But when children, after passing Standard VI, were debarred from attending a public school if within five miles of a district high school or of a secondary school, many children left school for ever on obtaining the Standard VI certificate of competency. The abolition of this certificate would be an educational gain on the understanding that a supplementary examination would be held for the benefit of candidates who failed to obtain the proficiency certificate. As an incentive to unsuccessful candidates to continue at school, an examination at the end of the first half-year might be held for the benefit of all pupils who obtained not less than 40 per cent. of marks in the previous December examination.

Reference was made last year to the effect of free classification on the teaching and the general efficiency of the schools. A qualified approval of the plan was based on the condition of the schools that were in the hands mainly of uncertificated or untrained teachers, and on the uncertainty of an Inspector's duty in relation thereto. Regulation 10, dealing with the inspection of schools, is too indefinite as a guide under present arrangements. No doubt a serious mistake was made when freedom of classification was permitted in the case of all teachers and all schools. The privilege is one that should be reserved for teachers who have proved their worthiness and competency by long experience and efficient work. Periodical examinations are good even in the case of efficient schools, but when an examination is wanted the local authorities themselves should make application to the Inspectors for such examination.

The non-examined schools might well be known as the "honour schools" of a district, but every school not classed as efficient or which is in charge of a teacher not holding a certificate of qualification should be examined, or, if not examined, should receive an instructor's direct help in training and teaching for not less than three consecutive days in a year until the schools were raised to a proper standard of efficiency. Small outlying schools present difficulties that no amount of training-college instruction can meet, and teachers who would successfully carry on the work of such schools must become adapted to the special environment, and arrangements must be made for their training and instruction.

Accepting the principle of free classification in schools that are recognised as efficient, the aim should be to help the inefficient teachers, and train them so that the present unsatisfactory conditions shall disappear. An itinerant trainer and instructor of country teachers is a present-day need. To this should be added the issue of monthly schemes of work, and suggestions in teaching—adapted to country requirements and issued by the Central Department. Playing at

school-keeping has been too much in evidence, and it is time that active measures were taken to improve the inefficient schools and place them under more satisfactory working-conditions. Professor Armstrong, writing upon the training of teachers, says "that the only real training is that of practice under competent guidance," and this is exactly what is required in the country schools to-day, where there is plenty of knowledge, but no training or experience in the art of teaching.

The subjects of instruction have received much careful attention during the year. New requirements tend to modify methods, but, after all, results are the criterion as to whether a method is efficient or inefficient. Persons who can teach, and therefore can teach others how to teach, are scarcely to be found for the purpose, and the mistake has been made of placing the work always in the hands of those who lack training in the art of inquiry. Various methods of instruction are adopted by teachers. One says he uses the heuristic method, another the intellectual, yet another the Socratic, nevertheless there is still lacking the art of inquiry in the schools. Individuality and originality are seldom found in a school. The text-book reigns instead of being used as an aid in training, and very often teachers get into difficulties because they do not trouble themselves to study the aim and scope of the regulations under which they are supposed to work.

The compulsory subjects under the regulations received less careful preparation than formerly. Quantity has replaced quality in most of the school-work, but it is doubtful whether the intelligence of the pupils is being developed in a satisfactory manner. The essential subjects of instruction in the schools are reading, writing, composition, arithmetic, drawing, geography, and history; and yet, important as these subjects are, Locke put before them all virtue, wisdom, and manners. The latter, however, can only be tested as factors in training by time and experience, but the former can be separately fostered among children at an early age.

With respect to some of the subjects named we briefly express our opinions as follows:—

Reading and Spelling.—While there is no definite cause for complaint, we cannot help feeling that there is a deterioration in quality. Reading is not as correct or intelligent as formerly. The amount of reading covered in the year is now greater than under the old regulations, but one is inclined to ask whether quantity is not in some cases taking the place of quality. In a number of the schools reading is excellently taught.

Geography.—The teaching of this subject has fallen off most lamentably. There is no definite knowledge. The map is not used to advantage, and children show little acquaintance with it. A certain amount of mathematical and physical geography is taught, but it would be rank flattery to say that it is taught intelligently.

English Composition is well and intelligently taught. Whether improved methods or greater attention to this subject is responsible for the improvement we are unable to say, but the quality is undeniably there.

History practically is not taught as such in a number of the schools. The important historical events upon which special lessons are to be given should be dealt with in each term in conjunction with reading. The "term book" recently issued should state the sequence of the teaching, and the exercises written on the subject should be kept until the next visit of an Inspector.

Science and Nature-study are making but little progress in the schools. Except at Gisborne and Pakipaki, where physical measurements are taught with fair success, there is nothing done in the way of practical science. The books are too much in evidence, and the book of nature is in a large measure a blank. Observation with the near and the seemingly commonplace is necessary, though sadly neglected, for there is sufficient knowledge to be gathered within most of the school grounds to occupy much of the time set aside for instruction in the subjects named. It requires, remarks Lord Bacon, "that we should generalise slowly, going from particular things to those that are one step more general, from those to others of still greater extent, and so on to such as are universal. By such means we may hope to arrive at principles not vague and obscure, but luminous and well defined, such as Nature herself will not refuse to acknowledge." Were teachers to follow this pregnant advice in their teaching the things by the wayside, such as the varieties of stones and weeds, flowers and useful plants, would be found to act as stepping-stones to all scientific inquiry and progress on the part of learners and teachers alike.

Commendation must be bestowed on the teachers generally for the real progress that has taken place in the physical training of pupils. Breathing exercises are taken in most schools, and since their introduction it has been noticed that the younger pupils do not suffer from coughs or colds as formerly. The girls are trained in calisthenics and other forms of movement that are of great value to them, but the special feature is the attention paid to military drill among the boys. Many head and assistant masters are enthusiasts in this form of training, and the annual meetings that are arranged by teachers to foster a higher standard of physical culture among their pupils are worthy of more encouragement than they now receive from the public and the Government. Milton, writing in the troublous times that preceded the civil war in the reign of the first King Charles, says in his "Tract on Education" "that an academy ought to provide, in addition to a thorough and complete course of instruction through books, a perfect system both of gymnastics for the pupils singly, and of military drill for them collectively." Surely, if there was need of military drill in the days of the Stuarts, the need is greater to-day, when external dangers are increasing so rapidly. Is it, then, too much to urge that the manhood of to-morrow should be trained in habits of discipline and self-protection so as to fit them for any contingency that may arise in connection with their homes and their Fatherland!

Special School Classes.—All the larger schools now take up some form of work under the Manual and Technical Regulations. Application for the recognition of classes is not always made by teachers, but there are few schools where at least one subject is not taken. Instruction in cookery, dressmaking, woodwork, swimming, and physical measurements is given to twelve hundred or more of the senior children, and nearly six thousand more receive instruction either in

elementary agriculture, brushwork, carton-work, or other forms of manual training suitable for younger pupils. Complaint is sometimes made that the manual and technical class instruction absorbs too much of the time of the senior children; but the question is one of good grounding in the lower classes, for where this has been sound and fairly wide, manual instruction becomes little more than a form of relaxation to senior pupils from their more serious studies.

The tendency for the Preparatory classes to increase is still mantained. At the close of the year 1907 35·7 per cent. of the pupils in the schools were returned as belonging to the Preparatory classes, and last year the percentage had increased to 36·9 of the total roll. The teaching of the junior children is done mainly by lady teachers, and in the larger schools very effective instruction is given in a wide and varied syllabus. The standards might be entered more rapidly were the syllabus more limited, but for obvious reasons this is hardly advisable. Three and sometimes four readers are prepared in the junior department, and many children are able to do the work of a weak S1 class. Such pupils, however, when promoted to the upper department of a school, are able to take two standards in a year, so that their progress is facilitated by the method adopted.

At the present time the work of teachers in the junior department might be much lessened, and certainly progress would be facilitated, by the non-admission of young children into the primary classes except at half-yearly periods. The present plan of admitting a new pupil to a school at any time because it has reached the school age is not only unnecessary, but it acts as a great hindrance to class teaching and progress.

The supply of free text-books to pupils below the Third Standard class and the monthly issue of the *School Journal* free to all classes suggests a question that is sometimes brought under our notice when visiting some of the poorer schools and settlements. The purchase of class-books in such places is always attended with some difficulty, but when hard times come the cost of the supply of necessary books where large families are concerned is often a heavy tax upon the home. Uniformity in the use of school-books can hardly be supported on the ground of a common benefit, but it would seem that if a *School Journal* is used in all schools of the Dominion and the same standard requirements are deemed necessary for all children irrespective of environment, a uniform set of reading-books might just as well be issued to the schools. All difficulties in the way of providing needful text-books for children would by this plan disappear, and the same chances would obtain in the case of all children attending the public schools. The *School Journal* has certainly gained in popularity during the year. The introduction of illustrations and the issue of special pictures to illustrate the flora and certain aspects of the physical geography of New Zealand have added very much to the value of the *Journal* as a reader and children's newspaper. The separate issue of a nature-study and elementary science number at intervals of three or four months, treating solely of the flora, fauna, &c., of the Dominion, would add yet more to the value of the *Journal*, as it might be made the medium of answering inquiries about specimens of natural history collected in the several education districts by the school-children.

The four district high schools have shown signs of increasing vitality, but the number attending each school is below what might fairly be expected. Gisborne District High School ceased to exist as such at the close of the year, as the Governors of the high school for that district have determined to open a high school in the rooms owned by them and which were occupied by the Board for the accommodation of secondary pupils. As the senior classes of a district high school are now visited by Inspectors from the Central Department, it has been deemed inadvisable to carry on any detailed examinations as heretofore, but to leave the work in the hands of each headmaster. Our inspection shows that much useful work is being done, and Waipawa, which opened at the beginning of the year, succeeded in obtaining seven passes in the Junior Civil Service Examination in December. Gisborne pupils also did well, and it may be said that all the district high schools were in good working-order at the close of the year.

A district high school is badly needed for the Wairoa town and county. At present a pupil wishing to take secondary work must go either to Gisborne or Napier, at heavy cost. There are sufficient children available, and something should be done by those who have charge of the duty of providing higher instruction in places where it is necessary.

The winter school for teachers that was held in Gisborne during August proved a great attraction to the teachers in the northern portion of the district. Between sixty and seventy teachers attended, and the classes held by Messrs. Grant and Clark, instructors, under the Wanganui Education Board, were of special benefit to the teachers who take elementary agriculture and carton-work in their schools. So, too, were the scientific lectures given by Dr. Kennedy, of Meeanee; Dr. De Lisle, of the Health Department; Mr. Gilruth and Mr. Bayliss, of the Agricultural Department; Mr. A. Hamilton, of the Dominion Museum; and the Inspector-General of Schools. Local bodies and the people generally were much interested, and showed their appreciation by subscribing near £100 towards meeting the expenses of teachers who attended from the remotest parts of the district. The work attempted may be set down as real progress in training teachers, and it would be a great thing in the way of advancing the work of education were similar classes held in other parts of the district in alternate years.

Although many things have been pointed out that call for improvement, there is a bright side to the picture as a whole. The teachers as a class are earnest in their work, and, if certificated, they are on the whole capable. Most of the young teachers carry out their duties with enthusiasm and much success. Morality among them is no sham. They set good examples to the children, are helpful in furthering the common interests of their districts, and many of them aim to keep well abreast and even a little ahead of the general progress around them. The children in school are well behaved, well cared for, and truancy is very uncommon. With the recent improvement in the matter of staffing and salaries, there is promise that the schools of the future will be maintained at a high standard of efficiency.

We are, &c.,

J. A. Smith, Inspector.

H. Hill, Chief Inspector.

The Chairman, Education Board, Hawke's Bay.

MARLBOROUGH.

SIR,— Education Office, Blenheim, January, 1909.

I have the honour to present my fifth general report on the schools of Marlborough.

NUMBER OF SCHOOLS.—Eighty schools were open during some part of the year, and seventy-seven were met either at inspection or at examination; one of the three remaining merged in a school that was visited, and the two others, with a combined attendance of nine, were short-lived. Seven were closed during the whole of the latter half of the year, and three, with a combined attendance of fourteen, were closed when the schools in their neighbourhood were being examined. Seventy public and five private schools were examined. In addition, Standard VI central examinations were held at six centres, and various supplementary visits were paid for examination of pupil-teachers, inspection of school gardens, &c.

INSPECTION.—The new regulations of the Board were issued during the year. Their provisions in respect of time-tables and keeping and preservation of records should be diligently studied by the teachers. Schemes of work are improving, but there is still room for extensive development. As inspection gradually takes the place of examination the necessity for carefully composed schemes in each subject becomes more urgent. Models for model-drawing and hyloplate for wall-boards constitute the apparatus most needed at present. The easel blackboards are clumsy; they occupy too much floor-space, and many of them are too heavy for use by female teachers. The dual desk is being gradually introduced. Increased cupboard accommodation is required to store the greater quantity of apparatus, books, and collections that follow in the train of new ideas on education. . . . .

INSPECTION *versus* EXAMINATION OF SCHOOLS.—For many years the efficiency of schools in New Zealand was judged by the individual progress of the children. This focussed the attention of parents too much on passes, to the detriment sometimes of the teacher and sometimes of the work: "Has my child passed? If not, the teacher is unsatisfactory, whether other children have passed or not." That tended to be the parent's view. "Such-and-such subjects are compulsory, the others are only trimmings. Parents look for passes. I must give practically all my attention to the compulsory subjects. I must narrow my programme." This tended to be the teacher's view. Under the regulations now in force the view-point is changed. The State says, "Does the school maintain such a standard that we may be satisfied with the return for our money?" And the standard is not to be estimated in terms of knowledge only. There are other less tangible but invaluable results of true education in the gradual moralising of the children, in the thoughtful preparing of the ground for giving the productive activity scope, and in the training of them for citizenship. The Inspector is to give his impressions of the school in bulk as it were. Thus the individual child is submerged, and the estimate of the whole school alone counts. The Inspector is to estimate the school by dipping into the work here and there, not by examining every child. Promotions from class to class are left in the headmaster's hands. There is a tendency even to throw the giving of the proficiency certificate into his hands, for the school year is rigidly fixed as from January to December, and Standard VI examinations are supposed to be over by the 1st December, so that pupils may have every opportunity of qualifying for free places at the secondary schools. In fairness to the children the examination must be as near the 1st December as possible, so centres must be limited if the Inspector is to retain control of this examination. These methods follow those of other countries. It is questionable how far it is advisable to transplant parts of systems. In England, where the above method of inspection has been in vogue for some time, the Department gives or withholds grants according to the state of the schools. The grant system is a disciplinary measure that our Department has not hitherto employed. Nor has it its own primary-school Inspectors. Again, in New South Wales the children enter the schools; they drift up through the classes under promotion by headmasters and inspection (not examination) by Inspectors. Finally they drift out of the schools, and there is no leaving examination to test progress. I saw only large city schools, and in them the plan seemed to work very well. What the effect was in the "bush" schools I cannot say from personal observation, but I was led to understand that, allowing for the necessarily lower class of teacher—lower in qualification and in experience—a very fair standard was maintained. The success of the system is probably due to the fact that teachers are, in New South Wales, a part of the Civil Service in the immediate control of the Central Department without intervening Boards, and, if necessary, liable to certain readily applicable disciplinary measures of promotion or reduction. It may be mentioned that one gentleman holding high office in New South Wales expressed regret that his State did not have a leaving certificate of uniform value as in New Zealand, and, judging by the Under-Secretary for Education's report in 1903, he also believes in a "merit certificate"—which is much the same. In New Zealand under the latest regulations the Inspector has to see whether (taking into account the pupil's age and time at school) the teacher's examination is of a sufficient standard, the tests suitable, and the marking satisfactory. In Marlborough fifty-three of the eighty-six teachers are uncertificated, and only eight of the fifty-three have any qualification beyond Standard VI. It is not their fault if many of them do not judge accurately what standard is to be considered sufficient, what tests are suitable, and what marks are appropriate. In their case the Inspector finds it difficult to act. The necessary powers of judgment cannot always be conferred on them by one or two extra visits of inspection. Moreover, they are very frequently under pressure from parents, who confuse promotion with attainment. He has, therefore, to take a more direct share in determining the progress of the pupils in these schools than he does in those under fully qualified teachers. Where the teacher is certificated the Inspector becomes more than ever dependent on schemes of work, so that in subjects where option is allowed not only annual but monthly or weekly ones may be required to show progressive treatment. If the standard of the past is to be maintained the teacher must exercise a due sense of responsibility in

making promotions. Such is not always the case, for I have found some teachers awarding failure-marks in composition and reading, and yet, without remark, promoting the pupil.

Examination.—Seventy public and five private schools were examined (the larger schools in the manner suggested in the above paragraph, the smaller ones in more minute detail). Additional S6 examinations were held at Blenheim, Renwick, Havelock, Picton, Marlboroughtown, and Seddon. The total enrolment at public schools at times of the annual visits was 2,142, of whom 2,019 were present. Last year the numbers were 2,065 and 1,984. The increased enrolment was seventy-seven and the increased number present twenty-five.

At private schools 178 were enrolled and 165 present.

The combined roll of public and private schools was therefore 2,320.

The following general summary relates to the times of my annual visits:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in Each Class.
			Yrs. mos.
Standard VII	31	28	15 2
„ VI	186	178	13 8
„ V	234	225	12 11
„ IV	254	246	12 0
„ III	272	265	11 0
„ II	223	218	9 11
„ I	264	257	9 2
Preparatory	678	602	7 3
Total for 1908	2,142	2,019	11 5*
Total for 1907	2,065	1,948	...

* Mean of average age.

Not all Standard VI were candidates for certificates. Only 161 pupils presented themselves at the special tests. To them seventy-seven proficiency and thirty-eight competency certificates were awarded. The number of successes was lower than last year's, owing probably to the effect of a regulation issued during the year requiring 50 per cent. in English instead of 40 per cent.

To pupils in private schools four proficiency and two competency certificates were awarded.

It may be noted in the above table that the age of class P. tends to increase. Comparing Standard I with Standard VI it will be observed that a very fair proportion of pupils admitted continue attendance till they complete the course. Standard VII has increased in numbers, and is represented in thirteen schools instead of nine. The progress during the extra year in Standard VII is, speaking generally, less satisfactory than in the remaining standards. Only two of these classes produced candidates for the Civil Service Junior Examination.

At thirty-five schools all children were present at examination.

Attendance.—The average in 1907 both for the Dominion and for Marlborough was 84·6. In 1908 the Marlborough average increased to 87·5, which is the highest yet attained. This figure is worth notice, for it indicates a growing interest in education and a growing appreciation of its advantages.

In November, 1907, the Board adopted 420 half-days as the standard of duty in respect of times the school should be open. The following table is therefore interesting: 1904, 12 schools recorded 420 half-days; 1905 (including 10 half-days of winter classes), 16; 1906, 18; 1907, 19; 1908, 40 (including 8 half-days of Easter classes). Fifty-three schools recorded over 400 half-days. The more constant school year, combined with the increased regularity of attendance, cannot but make for greater efficiency.

Classification of Teachers.

——	Certificated.	Licensed.	Uncertificated.	Total.
Head teachers	12	..	..	12
Assistants	12	..	5	17
Sole teachers	6	3	48	57
Totals	30	3	53	86

There are also six pupil-teachers, one teacher of woodwork, one of cookery; and Marlborough shares with Nelson, Grey, and Westland the services of Mr. Bruce, the expert in agriculture.

By regulations lately issued the complement of students at Wellington Training College has been raised to 100. Some progress, though grudging, is also made towards giving our uncertificated teachers an opportunity for training. Five studentships of at most £40 per annum are available for uncertificated teachers of two years' experience in schools under Grade 4, in the Middle Training College District, which region comprises the Education Districts of Grey, Nelson, Marlborough, Wellington, Hawke's Bay, Wanganui, and Taranaki. This is not equal to one

for each district, so we should probably have to wait forty-eight years before all our uncertificated teachers of this year, if equally willing, should have his chance of a studentship. Moreover, £40 per annum cannot be considered a suitable allowance for maintaining a student in lodging, clothes, and books in Wellington. (It must be remembered that the student for the time being may sacrifice both board and salary.) It is further provided that a limited number of uncertificated teachers may attend the College without allowance. The special course of lessons for country teachers was not repeated at Wellington Training College during 1908.

The Easter Classes.—The teachers in the smaller schools are continually being changed. Those that prove capable are promoted to larger schools or drained off into other districts. Hence if we are to maintain a reasonable standard of efficiency it becomes necessary to provide what will be for many their only opportunity of training. At intervals, therefore, the teachers are assembled in Blenheim for special tuition. In 1908 classes were held during Easter week. Six hours a day were devoted to the work Eighty-four teachers, including several from private schools and some monitors, were in attendance. Mr. G. Hogben, M.A., Inspector-General of Schools, delivered lectures on education in Europe and America; Mr. J. S. Tennant, M.A., B.Sc., Inspector of Schools, Wellington, nature-study and botany; Miss Igglesden, Nelson, model-drawing and design; Dr. Bennett, first aid and ambulance; Mr. D. A. Sturrock, singing; Mr. James Bruce, agricultural chemistry. Additional interest was given by an exhibition of school-work, covering all such parts of the course as could be reduced to paper or to the concrete (writing, drawing in various forms—freehand, model, scale, geometric, design, brush drawing, and mapping—tablet-laying, paper-plaiting, paper-folding, stick-laying, exhibits in cartridge-paper and carton, needlework, weather charts, models in plasticine correlating with arithmetic, geography, geometric drawing, design and nature-study, woodwork, cookery, products of school gardens, children's collections of shells, eggs, stones, leaves, &c., essays, sheets of conversation lessons on nature-study, and teachers' helps in geography). The exhibition had an educational value that was in itself equal to many lectures. Further, Messrs. Whitcombe and Tombs and S. and W. Mackay, booksellers, of Wellington, availed themselves of the opportunity to make a display of educational literature of a most comprehensive character. This confluence of teachers from all parts of the education district, with its facilities for comparing notes and for gauging attainment by comparison with that realised elsewhere, has an invisible yet very potent influence in making and cementing friendship and thus aiding a benevolent emulation, broadening the outlook, and tying the bonds of professional spirit, all of which have reflex influences tending to the advancement of the education of the province. In the end the teachers go forth to their several localities, apparently lost in remote regions, yet inspired to fresh effort, silent and all-pervasive missioners bringing the effect of fresh air to the atmosphere of adults and children alike. Whatever enlightens the teacher is ultimately a benefit to his whole neighbourhood.

At the close of the classes certificates were issued to all that had attended the full course. The Department aided greatly the success of the course by providing free transit on the railway, material for the classes, and capitation on the attendance; and Mr. Hogben by his presence further gave his sympathy and encouragement to the movement.

Remarks on the various Subjects.

English.—The reading is generally satisfactory, and, though oral explanation is not always free, there appears a more prevalent insistence on the understanding of the meaning of passages read. Some schools made a noticeable advance towards that slow clear enunciation which is the basis of good reading. In spelling marked progress was observable; forty-eight of the seventy schools were classed as satisfactory. Only eight were weak. Copybook writing is very frequently excellent, but the general writing too often unsatisfactory. In two or three of the small household schools the coldness of the room in winter militates against good writing. Composition, notwithstanding its name, naturally falls into two subdivisions—the essay and grammar. Punctuation is tested in the essay. Sometimes sections of sentences are marked off with full stops, a defect indicating that the punctuation is not in vital relation with the thought. Though short, the essay is, as a rule, of fair merit. Business letters sometimes fail on the side of courtesy. Oral composition is more extensively practised in Standards I and II. Written composition usually begins in Standard III, where the chief aim is to produce a good, clear, simple sentence, with proper use of capitals, stops, and pronouns. Some schools make considerable use of the pictures issued by the Department, treating them first as a means of cultivating the observation and afterwards of cultivating expression in liguistic form. The usual treatment of grammar cannot be classed as satisfactory. I notice that in one quarter the programme of grammar in the syllabus is said to be invertebrate, yet the backbone is discernible in a progressive development of analysis. If the teachers form their programmes consciously on this development of analysis better results should ensue. Some schools are grappling vigorously with the problem of oral solecism. In one district certain types of error are more frequent than in another; these are discovered by continuously entering examples of erroneous usage in a special notebook. Good results follow. The teacher cannot have too keen an ear for clipped words, irregular pronunciation, and ungrammatical usage. Each one of these is a stone thrown at him and calls for as instant remedy. The grappling with defects of this character largely reduces the labour of the set lesson. There is a great deal of grammar in the syllabus—quite sufficient to cover the wants of a primary system—*i.e.*, to give training in abstract thought and a rational basis for correct speech. The development of grammar as a preparation for learning foreign languages is left to the secondary school. The correction of English tests in the pupils' exercises continues to suggest a lack of appreciation of the seriousness of the grammatical basis of the programme in composition. In the study of function in words, phrases, and clauses there should be no satisfaction with vague answers. The work demands clear thinking, both by teacher and pupil, so that the demands of the question may be precisely met. The higher percentage demanded by regulation this year for the proficiency certificate emphasizes this requirement. In recitation memorising is usually satisfactory, appro-

priate modulation much more rare. Classes should be grouped, as far as may be, in this subject, and so leave time for comprehensive treatment of each passage.

ARITHMETIC.—Oral work makes such great demands on the teachers' time that in sole-teacher schools, where all standards are represented, there continues to be difficulty in adequately treating arithmetic up to Standard II. Sometimes it is forgotten that following on the concrete presentment of the subject must come the memory-drill in tables. When in Australia lately I met a gentleman well known in educational circles, who said the alphabet was learned so scientifically in these days that the memorising of it was omitted, with the result that the pupils could not use a dictionary. I have tested some Marlborough pupils in this respect, and found they survived the ordeal, but some schools produce an analogous result by failure to memorise tables in arithmetic. In the intermediate standards very fair work was done, and, taken generally throughout the district, there has been considerable improvement. Much correction and reasoning on errors made are always marked features of schools where arithmetic is strong. English people, so long as they are wedded to a complex system of tables of weights and measures, cannot go quite so far as Americans and Germans in reducing the time given to arithmetic in the upper classes.

DRAWING.—The drawing of objects is one of the ways in which a child's self-activity and individuality may be cultivated. The teacher's duty then consists in seeing that the tasks are graduated according to the standard. In five schools defective grading was specially commented on. The deficiency noted last year in scale drawing and in geometric drawing was largely remedied. Model-drawing would make greater progress if each school had a good supply of geometric solids; at present only the larger schools have a complete set. An experiment in the making of these will be tried in the woodwork room. The few lessons in model-drawing given at the Easter classes produced quite an observable heightening of efficiency. In freehand and model drawing the ruler and the rubber are sometimes abused. Pencil-work, however, is better; here, too, the exhibits of the Easter classes seem to have produced a good effect.

GEOGRAPHY.—Next to history and composition this subject receives least satisfactory treatment. Mapping is not as prevalent as I should like to see it. Some valuable maps are to be found in Fairgrieve's "The Round World" (A. and C. Black). The syllabus appears to go too far in its discouragement of mapping. In one place it says maps showing minute detail should not be required. This is reasonable. But in another it suggests that rough maps of small portions of countries should alone be required. These small maps appear to have little or no value unless the rough map of the whole country is sufficiently well known to the child to help him to locate the smaller portion. Nature-study receives attention in various ways. Geographic phenomena are studied at first hand. Gardens and agriculture supplement the instruction; while other lessons, by correlation, introduce nature-study—*e.g.*, crayon, brush, and pencil representations of shells, plants, &c.

In history, as in geography, the amount assimilated by merely reading (with comment) is disappointing. The syllabus supplies a good list of topics. It is specially good as representing a winnowing-out of much that was useless in the older books, but it seems unnecessary to discourage memorising within those limits. Moral instruction receives fair attention. A number of schools have adopted mottoes that represent a continual appeal to the higher instincts of the children. They are of value as *nuclei* whence to extend moral interest to those principles of rectitude that, oft instilled, come at last to have meaning and power in life. All the work of school life is a training of the will. As Dr. Drummond says, "The cultivation of correct pronunciation, of distinct articulation in reading and singing, of a proper choice of words, of neatness and dexterity in the use of the hands, and of accuracy of observation, all these are a training of the will in so far as they involve effort, attention, and perseverance." Viewed thus broadly the moral instruction may be considered satisfactory. Order and discipline are for the most part good.

Drill of various kinds is practised in the schools. Every school examined in 1908 provided instruction of this character. Breathing exercises were well taught. The Chaytor contests have a stimulating effect on the shooting of the cadets. There were forty-three competitors from seven of the largest schools. In these schools military drill is of a high order.

Singing was neglected in several small schools, chiefly those under recently appointed teachers. A satisfactory degree of attention is bestowed on this subject, and in several of the larger schools the children receive a good and comprehensive training. A useful course was provided at the Easter classes.

Needlework is well taught in most schools. It was pronounced excellent in eighteen.

HANDWORK.—Fifty-three schools include handwork of some description in their programmes; many examples of plasticine-modelling and brush drawing seen at the schools were of high merit. Classes from ten schools attended at the Blenheim centre for instruction in cookery and woodwork (including one secondary and two private schools). The aggregate roll was: In woodwork, 205—average, 161; in cookery, 183—average, 149: total roll, 388—average, 310. These cover all classes — school, technical, and teachers. The school classes were: Roll, 306 — average, 249; as compared with 256 and 183 respectively in 1907. The average attendance has improved. These figures prove that the provision made by the Department is appreciated and availed of as greatly as possible. Some of the pupils walk to the Technical School, some come by rail, and some by special conveyance.

In cookery the programmes of work have been formed covering in four years the course for the diploma of the City and Guilds of London Institute. The insufficiency of the capitation compelled the Board to terminate the engagement of the cookery instructress. Fresh arrangements are, however, made for continuing the classes. The cookery classes can register the minimum attendance in twenty weeks, the woodwork in thirty weeks. This disparity causes some difficulty in schools. The insufficiency of the capitation prevents the extension of the cookery instruction to thirty weeks. There are gardens at thirty-nine public and three private schools. They are

mostly under the supervision of Mr. Bruce. At the smaller schools, though the children have gardens, agriculture is not taught. The pupils are, however, learning the lessons of which experience is a good teacher. With them the subject may be called nature-study. In quite a number of cases that have come to my knowledge the pupils, having learnt to cultivate gardens at the schools, carry their enthusiasm to their homes and form gardens there. The horticultural gardens would be improved if some attempt were made at classification. At one school each child has for his gardening a notebook, into which details of operations are entered. In American colleges, where entrance examinations are at a discount, the production of such notebooks is compulsory in various subjects. The horticultural societies display a gratifying interest in the work of the children. The Board adopted the recommendation to grant the teacher three-fourths of the capitation earned by classes for learning swimming. Teachers' classes in agriculture, needlework, cookery, and woodwork have operated on Saturdays. Two first- and three second-class awards were made by the City and Guilds of London Institute to candidates in cookery. In 1907 twenty-one diplomas in cookery were awarded to students in New Zealand. Four of these came to teachers in this district. Eighty-four teachers and probationers, including several teachers from private schools, were also present at the Easter classes, where first aid and ambulance, botany and nature-study, agricultural chemistry, model-drawing and design were among the subjects dealt with. An additional science-room would greatly improve our Technical School. Mr. Bruce met the farmers in conference in several places. Small evening classes met at Blenheim in shorthand, book-keeping, English, arithmetic, and wood-carving. At Canvastown book-keeping, commercial history, commercial geography, commercial arithmetic, and English were taught; and at Havelock book-keeping, English, and arithmetic.

Scholarships.—In the Junior National Scholarship Examination Marlborough pupils attained a very fair degree of success. Eight schools were represented by the thirteen candidates successful in qualifying. It is noticeable that no candidate from a sole-teacher school appears in the list. In 1907 only five schools were represented. By raising the age-limit of candidates for junior free places to under fifteen years on 1st December prior to entering a secondary school the Department has practically made secondary education free to all. These places are also now tenable in certain cases for a third year. If the 1st December were altered to the 1st January a needless restriction on Standard VI central examinations would be removed.

Free School-books.—The grant is small, and it is doubtful whether it will do what is expected of it. Children in Class P. usually require two readers in the year, and the pupils in Standards I and II use two or three copybooks. The *School Journal* would be improved by the addition of spelling-lists, as is customary with Australian publications of this character. The lists would enable the *Journal* to be used as a spelling-book, and so facilitate the use of cheap continuous supplementary readers. Thus the grant might satisfy expectations.

"The Education Act Amendment Act, 1908," renders teachers' salaries more stable. It does not, however, secure promotion. One step in this direction would be achieved by the publication of a monthly official gazette. The States of Australia issue these magazines regularly. The gazettes show all vacancies in the State, and thus facilitate application. By regulation, Boards could be brought to publish their lists, and thus assist the operation of the Act, which provides that applications from districts outside that in which the vacancy occurs shall receive due consideration. The magazines of the Australian States are the vehicles of much information valuable to teachers. They spur emulation in provision of libraries and school-decoration, announce results of school concerts, assist the teacher by authorised articles on hygiene, nature-study, school gardening, and other modern subjects, promulgate regulations, and in very many ways promote educational effort.

As I contemplated the teachers at the Easter classes—and every teacher, except some from small remote household schools was there—and considered how they were labouring to make themselves more perfect instruments of public service, that they had come to our chief city at their own expense, bringing exhibits with them, that their co-workers might learn therefrom, and as I remembered that this was broadly typical of what was going on during the year, I could not avoid thinking that the Board and people of Marlborough were well served—well served so far as loyalty and devotion yield good service.

D. A. Strachan, M.A., Inspector.

The Chairman, Education Board, Marlborough.

Summary of Results for the Whole District.

Standard Classes.	Number on Roll.	Present at Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	28	16	14 9
„ VI	175	151	13 8
„ V	242	221	13 1
„ IV	254	238	12 2
„ III	277	264	11 2
„ II	237	228	10 1
„ I	239	225	9 2
Preparatory	723	676	7 2
Totals	2,175	2,019	11 5*

* Mean of average age.

NELSON.

SIR,— Education Office, Nelson.

We have the honour to present our annual report on the schools of the Nelson Educational District for the year 1908.

One hundred and ten schools were at work during the last quarter of the year, nine very small ones (mostly household schools) having been closed since our last report was handed in, whilst three others have been established or reopened.

The new buildings for the Nelson Girls' Central, the four additional rooms at Westport, the additional room for the secondary class at Takaka District High School, the enlarged room at Pigeon Valley, and the new schoolroom at Marahau to serve both Sandy Bay and Marahau children, have been in use during the year, and have proved of decided benefit by adding materially to the comfort and convenience of both the teachers and the taught. A small building at Hector for a side school to Granity has also been erected, and will be utilised during the coming year. Other very necessary improvements contemplated or in course of erection are new school buildings for Summerlea, Wangapeka, Rockville, Globe Hill, and Rahui (side school), and additional rooms at Birchfield, Cape Foulwind, Brooklyn, Karamea, and Neudorf. When these are completed but little extra expenditure should be required to place our schools, so far as buildings are concerned, under satisfactory working-conditions.

As the grouping of the Standard VI scholars for examination this year involved more travelling, since some of the larger centres were visited twice, and the pupils of St. Mary's Industrial Schools were also (at the request of the Education Department) examined by us, we were unable to finish the whole of the Education Board's schools before Christmas, two small ones being left unvisited. Two recently opened household schools were also unvisited.

Of schools under other control than that of the Board, the following have this year been examined: Sacred Heart, Reefton (104 pupils); St. Canice's, Westport (225); St. Mary's, Nelson (142); St. Mary's Boys' Orphanage, Stoke (85); St. Mary's Girls' Orphanage, Nelson (70); Miss Hooper's, Nelson (15); Cabragh House, Nelson (5); Nelson College Preparatory Boys' (21); Nelson Girls' College Preparatory (12). The total number of scholars was 679, of whom 651 were present. The work at two of these schools was classed "good," at two "satisfactory to good," and at five "satisfactory." The number of certificates awarded was, of proficiency 36, of Standard VI competency 20, and of Standard V competency 12. Though in all schools written notice should be given to the head teacher, at least three days before the Inspector's visit, of the desire of any pupil to obtain a certificate, we have as hitherto examined irrespective of notice every pupil whose name was on the school roll for Standard VI, lest through the omission of such application hardship should afterwards be caused.

Two special examinations—that is, examinations for certificates held at the request of candidates, whether of school age or not—were conducted in Nelson, when twenty-six presented themselves. Twelve of these obtained proficiency certificates, eight Standard VI competency, and one Standard V competency. At various school examinations twenty-one pupils not on the roll of the school undergoing examination also sat for certificates.

Ninety-one public and five private schools were also inspected by us during the first half of the school year. By the regulations now in force greater importance is attached to this part of an Inspector's duty than to that of examination, as he is no longer compelled to hold any individual examination, and evidently no examination report will in future be required for a school, though an inspection report must be furnished. In Section II of the inspection report, however, matter formerly included in the examination reports is introduced—viz., "the Inspector's opinion of the degree of discretion displayed in the grouping of the classes, in the classification of the pupils, and in the determining of the promotions from class to class." We propose to deal with the matters referred to in this section, at the visit of which notice must be given, and at which candidates for certificates may be examined, as some individual examination is, in our opinion, unavoidable.

The average weekly number on the rolls for September quarter was 5,693, 87 higher than for the corresponding quarter of last year. The number on the rolls of the schools examined by us was 5,689, of whom 5,424 were present, and the average attendance for the year is 4,867, or 85·7 per cent. of the average weekly number on the rolls. Though the percentage is not so high as in 1906, great improvement is shown when compared with last year's returns. For the Dominion in 1907 it was, on account of the prevalence of epidemics in most of the educational districts, exceptionally low, 84·6 per cent. (for 1906, 86·9 per cent.). The increase in numbers is a very pleasing feature, the number in average attendance having of late years steadily grown, though it has not yet reached the limit attained in 1896 of 4,906, the highest ever recorded for this district.

Considerable improvement is to be noted in the amount of working-time allowed to the children. Twenty-six schools have been kept open over 420 half-days in the year, though the great majority fail to reach that number, and twenty-two that have been working every quarter have held school less than 400 times. It may be possible to furnish an explanation in the case of some of those schools that show a deficiency; but, in spite of the general improvement, the matter is not altogether satisfactory, and in future, at the end of each quarter, it would be advisable for the Board to demand an explanation from the teacher and from the School Committee in every case in which the "number of times open" is abnormally low for the quarter.

It is a general complaint throughout the Dominion that the proportion of certificated teachers has of late years, for various reasons, declined. Among them may be mentioned the general dearth of professional and skilled labour, the partial abolition of the pupil-teacher system, the higher standard of attainment required, as evidenced by the abolition of the lowest, or E, certificate, the comparatively early retirement of female teachers under the original Superannuation

Act, the increase in salaries, though large, being still disproportionate to the increased cost of living and to the higher remuneration paid in other callings, and the failure of the Training College, perhaps merely on account of the shortness of time, to supply this district, at any rate, with any trainees. Now, and for the next year or two, the difficulty will be accentuated on account of the larger number of positions as assistant teachers formed by the Amendment Act of 1908—for example, the assistant allowed for a school of thirty-six in average attendance, the additional one at eighty-one, and those required to replace the pupil-teachers now employed. As an uncertificated teacher can by the Act be employed only temporarily, it would be well for the Board to insist upon every such appointment being for the current year only, and, as a condition for reappointment, the appointee's presenting himself for the Department's certificate examination at the end of the year. This, without detriment to any worthy applicant, would deter those who have no serious intention of taking up professional work in earnest from attempting to make a convenience of the service.

The following table is taken from the Inspectors' annual return:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	113	104	14 9
" VI	441	437	13 8
" V	603	587	12 9
" IV	631	614	11 11
" III	662	639	11 0
" II	632	622	9 11
" I	588	573	8 11
Preparatory	2,019	1,848	6 11
Totals for 1908	5,689	5,424	11 3*
Totals for 1907	5,564	5,211	11 3*

* Mean of average age.

Of the number in Standard VII, eighty-four are members of the secondary classes of our district high schools. Though those in Standard I number fifty-nine less, the Preparatory class, which has been increasing of late, is larger this year by 160, and that without any alteration of the average age of the class, and now represents 35 per cent. of the total roll. The number in the Preparatory classes of the Dominion last year was 31 per cent. of the whole roll. We notice in the last report of the Minister of Education that the proportion of children in the Preparatory classes has been steadily increasing, while the proportion in the higher standards, VII to IV, has been falling.

The children mustered well at the Inspectors' visit. At forty schools every child whose name was on the school roll was present. One hundred and eighty-one certificates of proficiency and 155 of Standard VI competency were gained, the examination of the candidates being taken by ourselves as hitherto. The corresponding numbers last year were 225 and 138. The greater difficulty of the examination occasioned by the raising of the minimum marks required in reading, composition, and English would probably account for the greater number of failures.

In continuation of the altered scheme of examinations adopted last year, we have, in order to adhere as closely as possible to the time of the head teachers' final examinations, conducted our own examinations of schools in the larger centres as late as possible in the year, and held in November and December central examinations for Standard VI certificates at Nelson (3), Wakefield, Motueka, and Westport. Candidates who were not within easy reach of a centre were examined at their own schools at the time of the Inspectors' visit. Consequently it will now be possible in the great majority of our schools to make, without any dislocation of school work, all necessary promotions at the beginning of the school year. By anticipating the change last year, the arrangements made or suggested by us have enabled the average child to spend about fourteen and a half months instead of the usual year in the same standard class. As the district is so scattered and travelling throughout is so difficult, we find it almost impossible to centralise the whole of the district for Standard VI examinations, and also to conduct the examination of all schools within the time at our disposal. This year, in spite of very favourable weather-conditions, we were not able to fully complete the task in the half-year, and the extra labour entailed by the alteration of the usual arrangements made the work arduous, and kept us constantly employed without intermission for the many other duties that fall to the Inspector's lot. As the new class-lists containing columns for the marks assigned by the head teacher at his annual examination, the final one for the year, did not arrive in time for general distribution, and some teachers failed to hold an examination for the purpose, while several of the forms as returned to us were not in order, we decided for the sake of uniformity to make up our returns from the class-lists presented to us at the time of our visit, thus treating the head teacher's examination made immediately prior to that visit, as the final one for the year. We hope soon to have a uniform system adopted. In order to obtain time for the checking and the return of the duplicate schedules, it will be necessary for all the head teachers' annual examinations to be held before the end of November, so that the schedules may be forwarded to us for signature by the 1st December. If three term examinations are thus held by head teachers in June, September, and November, the courses of work on which those

examinations are based will in schools of the same grade have a somewhat similar range, and this may remove some of the difficulties that beset the teacher in displaying, and the Inspector in exploring, the chaotic labyrinth that too often at present represents the scheme of work.

A summary of the opinions we have expressed concerning the efficiency of our schools is as follows: Good to excellent, 1; good, 18; satisfactory to good, 25; satisfactory, 42; efficient, 86; fair to satisfactory, 13; fair, 6; moderate to fair, 1; inefficient, 20.

Before making any comments upon or criticism of the treatment which the different subjects of the syllabus receive, the following tables, showing for the schools of the district our estimate of the quality of the work in each of the compulsory subjects, is submitted for reference:—

——	Excellent.	Good to Excellent.	Good.	Satisfactory to Good.	Satisfactory.	Efficient.	Fair to Satisfactory.	Fair.	Moderate to Fair.	Moderate.	Inferior to Moderate.	Inferior.	Subjects not examined or not required.	Subjects not taught.	Non-Efficient.
Reading ..	..	..	6	6	78	90	8	7	..	..	..	..	1	..	16
Composition ..	1	1	6	4	42	54	19	26	3	2	1	..	1	..	52
Writing ..	..	..	11	10	65	86	14	6	..	..	..	..	..	..	20
Spelling ..	3	2	22	7	30	64	9	19	7	5	1	1	..	..	42
Recitation ..	1	..	24	12	63	100	..	4	..	..	..	..	2	..	6
Arithmetic ..	..	..	9	7	41	57	10	20	5	13	..	1	..	..	49
Drawing ..	..	2	25	17	41	85	9	9	..	2	..	..	1	..	21
Singing	..	1	19	10	42	72	11	8	1	3	..	..	6	5	34
Physical instruction	..	5	24	16	50	95	5	2	..	1	..	..	3	..	11
Geography ..	..	..	2	3	14	19	37	38	3	6	1	..	2	..	87
History ..	..	..	8	12	26	46	10	10	1	3	1	..	35	..	60
Moral instruction	..	..	5	6	89	100	1	2	..	..	..	..	..	..	3

ENGLISH.—Under this head are embraced reading, recitation, spelling, writing, and composition. Of these, reading and composition are both necessary for promotion in English, which determines the standard class to which the child belongs. To express the matter in terms still very commonly employed, no child can be placed in a higher standard class unless he has passed the head teacher's examination in reading and composition. The Royal Crown Readers are usually chosen as text-books, with the Imperial series as second readers. The *School Journal* has come into more general use during the past year, in many instances being taken as the second reader. Though perhaps too much to expect, it would be of decided advantage were the issue made in six different parts instead of three as at present, so that the grades would be better suited to the requirements of the different standard classes. Difficulty was sometimes experienced in finding at a school enough of the *Journals* for the class to read from, as many of the teachers had ignored our very definite instructions *re* filing them for reperusal. By some the *Journals* had been used as extra or third readers, in some cases wisely, but in others merely nominally. Additional reading-matter brought before the attention of the pupils, if merely given as rewards to encourage silent reading, will, especially if the scholars are skilfully lead to obtain a thorough comprehension of the language, increase the vocabulary and develop the intelligence, with a directly beneficial bearing upon the composition and the child's knowledge of English. For silent reading, a much neglected practice, simple stories and fairy tales, of which many cheap publications are now being issued, may be also utilised in the manner suggested.

Though in our valuation of the reading we have not accorded so much praise as was given last year, we are as a rule very well satisfied with the fluency, accuracy, and expression displayed by the pupils. We cannot help reiterating that still closer attention should in the junior classes be given to correct phrasing, and in the senior to the thorough explanation of the passage read, especially of the poetry. Such explanation should be so interestingly given, or the meaning reduced, that the child may be able to grasp the sense readily and intelligently, and form true mental pictures of the ideas suggested in the words before him. A reading lesson might ever be attractive and fascinating to the child, and, like recitation, a source of pleasure, not of pain and nauseating disgust, to the hearer. The repetition of verse has further improved, having been marked satisfactory in 100 schools, good in twenty-four of these, and excellent in one. We were pleased to note that some children in the lower standards displayed gleams of dramatic force, a faculty which apparently is not developed proportionately with years. Where faults existed, the most common, besides lack of thoroughness in preparation, as betrayed by some of the pupils in a class being ignorant of the verse (possibly the result of irregularity), was the tendency of the reciter to attempt to deliver his soul of its burden as rapidly as possible, to the detriment of phrasing, modulation, and expression.

With the allowance now granted by the Department for the purchase of text-books for Standards II, I, and P., we suggest obtaining a supply of New Zealand Graphic Readers, so that, with the *School Journal* to use as a second reader, the parents may be spared the necessity for providing any reading-books for children in those classes. It will be necessary, we consider, to restrict the use of books on free issue to the schoolroom, and they could then be expected to last two years. In the second year text-books in other subjects could be procured, and the children in those classes would then have the full benefit of free school-books. In those schools at which the children are already supplied at their own cost with new or second-hand Crown or Imperial

books, three readers will be at once available for use, and provide a large and varied amount of reading-matter.

Writing.—The writing of the great majority of our schools we regarded as of a satisfactory nature, the copybook in most general use being Collins's New Graphic.

This subject does not now occupy such an important position in the work of the school as was at one time the case, and its combination with spelling, as has lately been done where examination is prescribed, must, we think, act detrimentally to the quality of the work.

Spelling and Dictation, which were tested in the usual way, for the first time in five years were more accurate than in the previous year, and in written composition, too, misspellings were not so common as formerly, our treatment of these as mistakes in composition having perhaps induced teachers to pay more attention to the correction of this form of error. It is of much more importance that the child should be able to spell the words of his every-day vocabulary—the words he commonly speaks and writes—than whole columns of long unfamiliar words whose very difficulty lies in their being but rarely applied. It is questionable whether too much time is not often paid to the mere cram and iteration of spelling and word-building, most certainly so where the exercise through the neglect of sentence-forming (in illustration of the use and meaning of the words under consideration) is entirely divorced from oral composition. Sixty-four schools obtained credit for efficiency in spelling, twenty-two of these being classed good, two very good, and three excellent.

Though in fifty-four, the majority of schools, the composition of all classes showed evidence of sound training, in only eight was the work commended, and, though the result throughout the district was satisfactory, it was not so good as in 1907. The departmental test cards have still been generally employed, allowances being made for those schools that were examined before completion of the year's syllabus of work. To thoroughly test the value of the training given, written exercises, in addition to oral examination, are essential, and for convenience and to avoid loss of time questions must be prepared beforehand. Schemes of work in this subject especially were ill defined, and the Inspectors' whole available time might easily have been spent in discovering their scope for the various classes and setting tests upon them. With the tests set by the Education Department Standard V still finds the greatest difficulty, and that and Standard III were the two weak classes this year. The analysis was too often weak, clear distinctions between phrases and clauses being seldom drawn. As a foundation for such knowledge a clear comprehension of the construction of a simple sentence must first be imparted. This can best be done in a practical way that will tax to the utmost the powers of expression of even the most advanced by essays in which only simple sentences are allowed. With the understanding of a simple sentence thus acquired by practice as well as from theory should readily come a knowledge of the kinds of phrases that have been employed, and of the common link-words that unite two or more simple sentences into a compound one. The next stage, the use of complex sentences in composition, is the natural form of expression into which the child in his previous attempts has repeatedly fallen, and if his errors have been clearly pointed out and rationally explained an acquaintance with clauses (subordinate or dependent sentences), with their necessary connections, will already have been begun, and may be strengthened, and but little repetition of the initial process should be necessary to confirm the knowledge acquired.

Reasons for the correction of faulty sentences are seldom understood, and it is evident that teachers are confining their attention exclusively to examples and paying too little regard to the course of work defined in the syllabus, and but little to the grammatical constructions, a knowledge of which is implied in that course. We certainly think it would be better to revert to some clearly defined elementary course of grammar, provided that it has a direct bearing upon composition.

In Standard III the essay-writing upon familiar objects or easy topics had evidently been much neglected. Too much attention is apparently paid to the production of a story or description, in which the memory may play the major part and afford the child little opportunity for the employment of his own vocabulary. In essay-writing and in oral composition his descriptive power may be better developed and the faults of daily speech corrected. We were pleased to note improvement in the oral composition of Standard I, but the practice is too often confined to that class, and not continued as it should be throughout the school. From the diffident, disjointed replies we often receive to oral questions put to the higher classes we conclude that the value of answering in complete sentences is not yet sufficiently appreciated as an educational factor.

We also advise the junior members of the profession to be very choice with the tone of their own English, as their modes and terms of expression are constantly before the children as models, and we have too frequently been surprised at the teacher's mispronunciation of certain words selected from the children's reading-books. We should not consider it beneath the dignity of youthful teachers to be frequently found consulting a standard dictionary.

The children in our Grade 0 or smallest schools—that is, those under the control of teachers of the least experience—find the greatest difficulty with the study of composition, which among the subjects of English stands a queen supported by attendant handmaids, and success in her court is a sure criterion of skill in the teacher.

We should strongly commend to every teacher's notice that section of Mr. Petrie's last report that treats of composition.

Arithmetic.—We find that our estimate places fifty-seven schools as having done efficient work. We are pleased indeed to note that this number is a great improvement on the number, thirty, reported by us as efficient during 1907. Of the standard classes Standard II alone shows a slight falling-off. The quality of the work in Standards V and VI is still capable of much improvement. Standard V still maintains its position of special weakness, and in some cases the failure of this class was almost general. It is somewhat of a mystery to us why year after year

Standard V should be the weakest class in arithmetic. We notice that in some other educational districts a similar failing is recorded. From the data of some years it becomes more evident that the range of work in Standard V is so extensive as to in some measure account for the difficulty experienced. While the practical side of arithmetic receives a due share of attention in some schools, we think that in Standards V and VI more might be done in this direction to enable pupils to more clearly realise the meaning of the problems set in mensuration, &c. It is this inability to correctly interpret the wording of the problem, oftentimes very simple in itself, that we consider one of the chief causes of pupils in Standards V and VI coming to grief. How often is failure due to the fact that the phraseology of the question varies slightly from the uniform wording of dozens of similar problems many times correctly worked by the pupil! Again, how often does the Standard VI boy, perhaps perfect in his book knowledge, show to the poorest advantage when faced by the every-day interest problem of the business man, or when the workman places before him a common calculation in ordinary mensuration! While it is generally conceded that in arithmetic the abstract provides the highest mental training, we think that greater familiarity with practical every-day problems would lead to a greater readiness in dealing with many branches of the subject. While thus recommending the judicious use of practical work, we at once admit that its use may readily be overdone, and, though appealing to the pupil on account of the more gradual mental effort necessary, may often, after all, be of little educational value. The practical carried to excess reduces arithmetic entirely to the level of a technical subject.

We fully see the difficulty of carrying out this side of arithmetical instruction in the majority of our schools which are conducted by sole teachers; but when we come to consider the amount of time usually set apart on the time-table for this subject we do think that the results obtained in these two Standards V and VI this year can be bettered considerably under favourable teaching-conditions. The work of Standard I, we are pleased to say, shows distinct improvement, and both in this standard and in Standard II we once more strongly advocate liberal practice in mental work and the familiarising of pupils with easy problems in concrete form.

Two hundred and ninety pupils took the arithmetic of a lower class than that in which they were placed for English, the numbers in the various standards being as follows: S6, 31; S5, 73; S4, 51; S3, 65; S2, 68; S1, 2.

Drawing.—In eighty-five schools drawing is regarded as being satisfactorily taught. The many branches are well taken up, and in the tests set by us at the time of our annual visit the results on the whole were very commendable.

Drawing from objects has much improved, and, though possible of being regarded as a separate branch, is in many cases taken in co-ordination with nature-study.

Drawing by the aid of instruments admits of much fuller treatment, while the model-drawing of Standard VI, especially in the smaller schools, is still a weak branch. A preliminary judicious course in object-drawing, in which the principle of perspective is not made too prominent, might be profitably undertaken before attempting to draw the ordinary conventional forms. The actual model-drawing should proceed by carefully graduated exercises from the common geometrical models, the principle of vanishment being strongly demonstrated. In this connection we should be very pleased to see all our schools furnished with sets of the more common geometrical forms. Many schools are already fully provided in this way, but the uses of such models are so many that we should like to see them a matter of general equipment. Again, in the matter of design we urge the advisability of teaching general principles upon which design is based. As geometrical construction is the necessary foundation to this, the accurate use of ruler and compasses should be insisted on from the earliest stages. In Standard VI we have demanded a fair proportion of each branch of work, the model or solid geometry being regarded as occupying about one-half of the full course.

We still think the varieties of drawing laid down too many for all to be very effectively covered, and should like to see some curtailment made that might limit certain branches to alternate years and yet not materially reduce the range of work.

Singing is now taught in all but five schools. In seventy-two we consider the subject efficient, and, of these, twenty were recorded as doing good work.

Physical Instruction is universally taken, the instruction of only eight schools falling below a satisfactory standard, while in thirty-nine the work was deemed good. Cadet companies or detachments now exist at all our larger schools, and the military drill is with few exceptions performed with a considerable degree of thoroughness and precision. Where the cadet company has been fully established it should prove a most effective factor in upholding school discipline.

History.—History has been treated in much the same manner as during the previous three years. We again recommend to teachers the great advisability of drawing up a syllabus of work in this subject based on some continuity or sequence of the events taken.

Geography.—Geography still continues to be by far the weakest subject of the curriculum. We cannot look upon the results as at all commensurate with the amount of time and instruction bestowed upon the subject, but would rather regard the difficulty as inherent in the syllabus in its present form. Much of the mathematical course is of such evident difficulty to children that a rearrangement of the work with certain modifications would produce greater efficiency though over a more limited range of work. The B course, too, seems to us to lend itself to a vague and indefinite scheme of work that is perhaps intended to be covered in an incidental manner, a style of treatment that seems to us so disconnected that it must ever lack any degree of thoroughness.

Additional Subjects.—Nature-study or science, the latter comprising an elementary course of physical experiments as detailed in the syllabus, was taken with very satisfactory results in fifty-eight schools, ten being specially commended for method and scope of work. As we have few opportunities of being present when the lessons are given, some of which can only be taken to the best advantage outside the walls of the schoolroom, the teacher should not fail to retain with

his notes of lessons details of the methods adopted. The school garden, with its experimental plot, should prove of great value in affording a handy field of investigation in nature-study.

In needlework greater attention than formerly is now paid to the requirements of the syllabus. In 100 schools, twenty-seven of which received high commendation, this useful training is given to all the girls, and in a few cases the boys also undertake some branches of what is usually regarded as a purely feminine occupation and take no small delight in the neatness of their productions. In fourteen schools controlled by male sole teachers the work is carried on under the Manual and Technical Regulations by paid visiting teachers.

From Mr. Hintz, who was during the year appointed Director of the Nelson Technical School, with a general supervision over all manual and technical matters throughout the district, and who has entered upon his duties with considerable enthusiasm, we obtain the following summary of the classes undertaken: Elementary handwork was taken in 36 schools. Classes in the following subjects were recognised in 39 schools: Woodwork, cookery, dressmaking, agriculture, physiology and first aid, swimming and life-saving, physical measurements.

As we have been anticipating such an extension of the system as would place the benefits to be derived from a training in these useful branches of manual work within reach of all our larger schools, we regret to find that the numbers attending are fewer than previously. The failure to form a cookery class at Westport District High School this year, in anticipation of the early completion of the Technical School, accounts for a large part of the difference.

It is at the district high schools that manual and technical subjects, through their special suitability to pupils who have finished their primary course, need most development.

Further encouragement towards the formation of classes is given by a recent regulation removing the restriction upon the amount of capitation it is possible to earn by scholars in the secondary department. We notice in last year's report that the Wanganui District could boast of seven district high schools, of which five each possessed a laboratory, woodwork, and cooking room, and the two others were each shortly to be equipped with a laboratory and a cookery room. Our four district high schools have as yet had the advantage of a woodwork and a cookery room at only one of them, Reefton. The chemical laboratory recently erected at the Nelson Technical School is now practically equipped and ready for use.

The study of elementary agriculture, a course especially suited to a large part of the district, is, under the instructor's direction, extending, thirty school gardens having now been established. . . . . The instructor considers that experimental plots might be further developed, and suggests that each class should specialise in regard to the growth of such cereals, grasses, or fruit-trees as would best suit the requirements of the district. In addition to the work of the vegetable garden and of the experimental plot, the girls, especially by the cultivation of flowers and shrubs, have frequently done much towards beautifying the surroundings of the school, an effort worth every encouragement, for who can tell how far-reaching in its effect upon the plastic minds of the young may be the little touch of beauty that will enable them in after-life to cherish the memory of their old school as the seat of refinement as well as of enlightenment!

The instructor has made a new departure this year in instituting a course of itinerant lectures to farmers, which have been given in the Waimeas, Moutere, Dovedale, and Takaka, and have been highly appreciated. If their only success is to get farmers interested in agricultural education, much will be gained, as local interest may be a powerful stimulus to progress in any educational movement.

Another suggestion already made to the Board by the instructor of agriculture has our most cordial approval. He proposes that the small laboratory shortly to be established in connection with Motueka High School be equipped with a view to specialising in horticulture, so that, for example, the microscopic investigation of insect and fungoid diseases might be undertaken. To one of the chief fruit-growing centres of the Dominion such a study would be particularly applicable.

Classes for the instruction of teachers were held at Nelson and Westport, the subjects taken up being model, geometrical, blackboard, and brush drawing, elementary physiology, dressmaking, woodwork, botany, and agriculture. A summer school for the training of teachers was held at Westport during December, our schools in the Buller Valley and along the West Coast being closed for the midsummer holidays a week earlier than usual to enable the teachers to attend.

This, our first experiment in this direction, was much appreciated, especially as no technical school has as yet been erected in the neighbourhood, and opportunities for self-improvement are few. We are particularly indebted to Mr. Clark, of Wanganui, for able assistance in handwork subjects. We hope that his efforts and the work of the school will give a much-needed fillip to the teaching of manual subjects in the schools concerned.

Two Acts passed during the last session of Parliament directly affect members of the teaching profession and should prove of immense benefit to the service and to the cause of education. "The Public Service Classification and Superannuation Amendment Act, 1908," provides for teachers more liberal retiring-allowances, two-thirds of the salary being the maximum, but, as a rule, only obtainable after forty years' service or at sixty-five years of age in the case of male teachers; thirty years' service, or at fifty-five in the case of female teachers. A minimum retiring-allowance is no longer specified, and the allowances to widows are reduced so that the present contributor has the option of remaining under the old Act if before the 10th April, 1909, he elect so to do.

"The Education Act Amendment Act, 1908," introduces several innovations. The grades of schools are altered, Grade 0 being confined to schools of less than nine in average attendance. Salaries, especially in lower-grade schools, are increased, minimum and maximum salaries arranged for, and a small yearly increment provided for one who remains in the same position

from year to year till the maximum is reached. Staffing is also on a more liberal scale, and, when given full effect to, will allow of the substitution of assistant teachers in all places where pupil-teachers are now employed, and provision is made for the addition of a small number of probationers to the staff of a district. In the method of appointment of teachers, the Board's selection is restricted to four or fewer names, and the Committee's to one of those so selected, but the clauses dealing with the transfer of a teacher afford the Board facilities for granting promotions to the deserving.

Some of the reforms herein briefly indicated, such as a systematic scheme of promotion, the assurance of a satisfactory retiring-allowance, and efficient staffing, have been long desired, and the prospect of their realisation has cheered the hearts of teachers, whose hopes have never been higher, and has brightened the whole educational outlook.

We have, &c.,
G. A. Harkness, M.A.,
A. Crawford, B.A.,
Inspectors.

The Chairman, Education Board, Nelson.

GREY.

Sir,— Education Office, Greymouth, 3rd February, 1909.

I have the honour to present my annual report on the schools of the Grey District for the year 1908.

During the year annual visits were paid to thirty-three public and three private schools. In all 147 pupils sat for the Sixth Standard examination, and, of these, eighty-three qualified for the proficiency certificate, and twenty-one for the competency certificate. The following table shows the number of pupils on the roll, the number present at the Inspector's annual visit, and the average age of each class for the whole district:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	17	15	14 0
" VI	124	122	13 4
" V	156	152	12 6
" IV	189	186	12 0
" III	184	180	10 10
" II	181	177	10 0
" I	200	197	8 9
Preparatory	724	674	6 7
Totals	1,775	1,703	11 0*

* Mean of average age.

The compulsory subjects are well taught in most of our graded schools. The subjects hereunder noted are the only ones which call for special remark.

English.—I am glad to note that the teachers generally have paid attention to the comments made in my last report on this subject, with the result that the formal questions were handled with more confidence and intelligence than was the case at the previous annual visits. The beneficial effects following from this revived attention to formal grammar as the foundation of good composition will be still more apparent at a later stage. Some of the questions in the English tests for Standards V and VI appeared to me to presuppose a much broader knowledge of our language and literature than could reasonably be expected from pupils twelve or thirteen years of age.

Arithmetic.—The work in this subject for the lower classes is now fairly easy, and it is only in the rarest cases that the questions submitted present any difficulty. In the higher standards, however, particularly in Standard V, the results are frequently disappointing—a fact due not so much to the excessive difficulty of the requirements for these standards, as to the circumstance that the work is unevenly graded. What is needed to remedy matters is not that the requirements all round should be lightened, but that the scope of the work for the respective classes should be recast.

Geography.—The enthusiasm for the teaching of geography by observation and experiment is languishing somewhat; and in this, as in other subjects, half-heartedness is a sure road to failure. So long as the work is prescribed it is absolutely essential that the teachers should throw themselves heart and soul into their task. The fact is, however, that the requirements of the syllabus, particularly with respect to mathematical geography, are really too difficult and almost beyond the capacity of the average boy or girl of thirteen. The syllabus mathematical geography might be curtailed with distinct advantage.

Singing.—Singing, I am glad to report, is receiving more attention, and has greatly improved in many of our schools. I was pleased to see some teachers pluckily attempt this subject, although but

indifferent musicians themselves. They would do well, however, to realise their limitations, and to make up by careful study and assiduous practice for any lack of previous training or of natural gift. . . . It is not given to every one to be a Santley or a Patti, but it is given to the humblest capacity to avoid such blunders as these.

Technical School Classes.—Every Fifth and Sixth Standard pupil in this district has now had an opportunity of obtaining a two-years course of cookery under Miss Dillon. Dressmaking classes under Mrs. Malcolm Potts were started this year, and will be continued during the coming year. The woodwork class, under Mr. Austin, of the Grey District High School, continues to do excellent work. Agriculture, under Mr. Bruce, is taken at various schools with fair measure of success, and the usual classes in paper-folding, carton-work, &c., are taken in the larger schools. Altogether, as much manual instruction is being done as we can afford time for without seriously impairing the efficiency of our schools in other subjects, and in proportion to the number of our pupils we are doing as much as most towns in the Dominion.

Uncertificated Teachers.—It is very evident that the steps that have been taken during the past year or two to improve the status of teachers have not been taken too soon. It is impossible in this district to obtain certificated teachers for half our schools, and most Boards in the Dominion seem to be more or less in the same position. It is to be hoped that the inducement of the improved salaries and the satisfactory superannuation scheme now held out will attract larger numbers to the profession, and that those now in the ranks will see it to be worth their while to qualify fully for the honourable work in which they are engaged.

General.—Trees have been supplied to all schools this year for planting, and thus a first and certainly much needed step has been taken in the direction of improving and beautifying our school grounds. Regarding the school-work generally, I have only to say that the teachers of this district are as earnest and hardworking a body as any in the Dominion, and if, as the poet says, "'Tis not in mortals to command success," at least they do their very best to deserve it. As regards the working of our school curriculum, I am of opinion that the present system demands too much effort on the part of the teachers and too little on the part of the pupils. Every nut must be cracked—everything made easy and pleasant for our present-day pupil. Knowledge so easily acquired is just as easily forgotten. Self-reliance and determination are to-day as essential to success in life as they were fifty years ago, yet our present Sixth Standard pupils are woefully lacking in these characteristics. Is this the outcome of modern systems and methods of teaching? Time alone will answer that question. Owing to the immense amount of ground to be covered, the subjects now simply jostle one another, with the result that too little time is left for the essentials of education, and too much is devoted to mere educational "trimmings." There is a lack of definiteness about the present educational goal; and, while the older system, which aimed more largely at definite instruction, had perhaps its defects, it is a moot point whether the mental spoon-feeding, the coaxing and coddling methods, which are so often the outcome of the present *régime*, are likely to prove any very notable improvement. The now all-prevalent notion that memorising must be as far as possible eliminated from the school course, I believe to be vicious and mischievous. In the presence of your modern education expert—so-called—a teacher must only mention "memory work" with bated breath, yet the memory is recognised by all psychologists as one of the leading faculties of the intellect, and on plain psychological principles, and according to strict scientific method, must have its due share of training in any true education system. A high American authority on psychology, writing on the human intellect, says, "The consideration of the development and growth of the intellect furnishes the only true principles by which to regulate the culture of the intellect, and to arrange the order in which the different branches of knowledge should be studied. . . . . To teach pure observation, or the mastery of objects or words, without classification or interpretation is to be ignorant even to simple stupidity. But, on the other hand, to stimulate the thought-processes to unnatural and prematurely painful efforts is to do violence to the laws which nature has written in the constitution of the intellect. Even thought and reflection teach us that, before the processes of thought can be applied, materials must be gathered in large abundance; and, to provide for these, nature has made acquisition and memory easy and spontaneous for childhood, and reasoning and science difficult and unnatural." Again I quote the same eminent educationalist, "In the earlier periods of life the spontaneous memory should be stimulated and enriched by appropriate studies. The child should learn stories, verses, poems, facts, and dates as freely and as accurately as it can be made to respond to such tasks. . . . On the other hand, to anticipate the development of the reflective powers by forcing upon the intellect studies which imply and require these capacities is to commit the double error of misusing the time which is especially appropriate to simple acquisition, and of constraining the intellect to efforts which are untimely and unnatural. The modern practice of occupying the minds of children with the reasons of things—*i.e.*, with the laws, principles, &c., in the forms of astronomy, of natural or mental philosophy, natural theology, &c.—is one that cannot be too earnestly deprecated, or too soon abandoned by those who would train the mind according to the methods of nature, or adapt its studies and pursuits to the order in which its powers and functions were intended to be evolved." Not only as a matter of psychological principle, but on the ground also of practical consistency, it is imperative that attention should be paid to the acquisition of knowledge, and that a certain measure of regular, definite, systematic instruction should be driven home from Standard I right up to the close of the school course. For what is the formal terminus of the present system? From the point of view of this syllabus, the culminating-point and final hall-mark of the primary system is what is known as the proficiency certificate—a certificate given only after a sufficiently exacting examination. If the years up to Standard V are spent in mere playing at learning, and the pupil is then confronted in Standard VI with a stiff examination, the result must almost necessarily be failure and fiasco. Unless amendment on the lines I have indicated takes place, this result will be more and more apparent as the years go by; but it may be permitted to us to hope that, if we are

happily allowed a few years' respite from violent changes, the teachers—the less experienced of whom have been somewhat carried off their feet by the complete reversal of former methods—will once more see things in their true perspective, and will attain more nearly to that happy mean in which every faculty is duly cared for, to the harmonious building-up of the perfect man.

I have, &c.,

The Chairman, Education Board, Grey. E. A. Scott, Inspector.

WESTLAND.

Sir,— Education Board Office, Hokitika, 1st February, 1909.

I have the honour to present a report for the year 1908 on the work of the primary schools of the district. The tables accompanying the report present information relating to the numbers and general results in connection with the inspection of thirty-seven public and five Catholic schools.

The following table is a summary of the numbers and average ages of the various standard classes at the time of the teachers' annual examinations, held at the end of the year. In addition, it may be stated that twenty-nine in standards were placed in a lower class in arithmetic and two in a higher class :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.	
			Yrs.	mos.
Secondary classes and Standard VII	47	40	15	1
Standard VI	62	57	14	0
" V	93	95	12	10
" IV	101	92	12	3
" III	121	116	11	2
" II	109	101	10	1
" I	132	127	9	4
Preparatory	420	405	6	5
Totals	1,085	1,033	11	5*

* Mean of average age.

The institution of a uniform school year has rendered incidental inspection of schools more essential and the number of visits has increased during the year. With the exception of two in the extreme south of the district all the schools received an inspection in addition to the annual visit, and a number of schools were attended more frequently. As the annual visits of the northern part of the district were held after the beginning of September, a fairly accurate estimate of the classification was obtained, and, in the small schools, the submission by post for inspection of the papers of the pupils in doubtful cases provided a means of effectively controlling promotions where the inexperience of the teacher rendered such supervision necessary. The group of small schools situated in South Westland will continue to receive the annual visit in February. The general result was the acceptance in all schools of the classification of the class-lists finally submitted.

In Table B* accompanying this report a statement of the number of half-days each school has been open indicates the effect of the prevalence of epidemics, mild in form, but sufficient to render it necessary to close a large number of schools for short periods. The reduction cannot be altogether accounted for in this way, and of the causes some are legitimate, and other the reverse of justifiable. The maintenance of a full school year is under the control of School Committees, to whom should appeal the necessity for providing the pupils an opportunity to prepare a complete course of instruction without hurry or strain.

In the same tabulation the effect of superior qualification in the teachers is made evident. Of the thirteen schools in Grade 0 only five reached a satisfactory standard of efficiency, while in Grades 1 and 2, with increased numbers and wider demands, only four schools out of eighteen failed to receive a satisfactory award. With an increase of the salary allotted to Grades 1, 2, and 3, it should be easier to obtain teachers who have, by success in the Junior Civil Service, Matriculation, or certificate examination, learnt the meaning of application and intelligent study. Such experience and training is of great importance in schools under sole teachers, as the weakness in small schools is due less to absence of technical skill in teaching than to the want of energy and interest. A few of the teachers of schools in Grade 0 have presented excellent results, but during the past year these have been exceptional.

All the schools from Grade 4 (with staffs of two or more teachers) reached at least a good standard. It is thus evident that the great majority of the pupils of the schools of the district are preparing with a commendable degree of efficiency a course of instruction that with little reservation can be accepted as adequate and suitable.

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* Not reprinted.

As the annual visit, in so large a number of schools, took place late in the year, the examination of certificates in Standard VI was in many cases held in the course of such inspection. In December, central examinations were held at Hokitika and Stafford, and five public schools and three Catholic schools were represented. The total number of pupils of Standard VI attending the public schools, omitting those already possessing proficiency certificates and re-presented, was fifty-three, and the certificates granted were twenty-eight of proficiency and sixteen of competency. While the number of failures was reduced this year to nine, the number in the standard and the percentage of full certificates have likewise decreased.

The supply of free text-books to the junior pupils for the present year will, owing to the use of the reading-book solely in school, have some effect on the present method of preparing spelling by dependence largely on home study. If this results in emphasis of the advantage of greater correlation of the instruction of this branch with other exercises in language, the change will prove beneficial in a number of schools. Apart from the practice of easy passages for sight reading, it is unreasonable to require pupils to read aloud, or to prepare for recitation, either prose or verse until the comprehension of both words and thoughts has been attained. Similarly, memorising of the spelling of words should not be attempted until the meaning and pronunciation have been mastered. The previous discussion with the teacher forms an essential feature of the instruction, if the pupils are to study with understanding new words, facts, and ideas. The preparation of spelling in school alone is not essential to such order of treatment, but the latter is, under the new conditions, likely to receive attention by teachers that otherwise depend too largely on mere learning by rote.

The adoption of systematic treatment is also frequently omitted in connection with the pronunciation of words. The inability of some pupils of the preparatory classes to pronounce certain consonants is not so serious as other faults, seeing that contact with fellow-pupils usually provides the remedy. It is true, however, that the process of correction may be hastened by intelligent treatment, and, if taken in time, stammering and other impediments of speech may also be removed with comparative ease. The mispronunciation of vowels is more difficult to eradicate, for, the fault being more general, companions at home and at school assist by example in maintaining such habits of speech. Apart from inherited modifications pertaining to the provincialism occasionally in evidence, the substitution of *a-ee* or *i* for *a*, *oi* for *i*, and the lengthening of the vowels to a drawl, are somewhat common faults, the removal of which entails correct example on the part of the teacher and continual detailed practice in the correct sounds by the pupils. The consonants suffer mostly from indolent methods, especially final letters. This does not apply so much to the initial "h" and the final "g" of the suffix "ing," the omission of which is now infrequent, as to general indistinctness. Naturally, in schools with large classes, clear utterance is a necessity to the ordinary routine, but in the smaller schools a mumbling habit is frequently noticed. It has consequently been necessary to urge the need for the recognition of the importance of maintaining a high standard of clear enunciation in connection with all the oral exercises.

The written practice in language is usually marked by a commendable degree of correctness and facility. The chief general defect lies in the lack of order and originality in the treatment of the subjects of composition. Probably the cause lies in the absence of exercises requiring these qualities. Children possess imagination, but it has no free play if all the written work is composed of little more than a collection in connected form of a number of facts. Moreover, if more ideas and their relations are involved by the selection of subjects, an increased amount of practice in sentences of fuller form will follow. This is a result that can be more readily expected from the fact that there has been during the year a general advance in the study of the grammar of sentences. This improvement has been retarded in the past by two mental attitudes among teachers. On the one hand, many have clung to the methods of "parsing" and the minute treatment of words; on the other, the enthusiasm of reform has led some to decry grammatical studies, or "formal grammar." The latter term, it may be mentioned in passing, is evidently a misnomer. If grammar consists of a number of facts with their classification and relation, the formality can lie only in their presentation or in the method of instruction and not in grammar itself. The present syllabus of English is a reform, so far as it has reduced the amount of grammar required in the primary course, and has insisted on more constructive methods of teaching the subject. The attention of some teachers has to be drawn to this reduction, and that of others to the retention, nevertheless, of a large amount of grammatical study. For both classes it is important to note that, if grammar is to be of real assistance to a pupil, it must be intimately concerned with the language of his own speech and written exercises. The words or passages of his technical study should be selected very largely, if not altogether, from those forming his own vocabulary and pertaining to his own plane of thought. These considerations will lead the way to the "happy mean" between intricate study beyond the primary stage on the one hand, and on the other the empirical method of allowing pupils to attempt the acquisition of the necessary technical knowledge by haphazard methods, with consequent lack of training and understanding.

A few notes are added with reference to other branches of the course of instruction. Arithmetic has received a great deal of careful treatment, and the result in general is highly commendable. The widest defect is the incompleteness of the form of both oral and written answers. The courses in drawing were in many of the smaller schools insufficient, especially in connection with the Sixth Standard, where solid geometry and model-drawing are deficient. In geography difficulty is found both in the selection of a suitable course and in its preparation by good methods. Experience appears to indicate that in this subject for the smaller schools wide option must be abandoned, and a defined and detailed course prescribed, if not by the Education Department, then by the Inspector. It is sufficient to add, with reference to the remaining subjects, that in the larger schools full programmes are prepared with thoroughness, and that in nearly all the schools under sole teachers, courses exceeding the minimum requirements of the regulations have been attempted with success. This applies especially to nature-

study, and it is very seldom, even in the smallest schools, that a programme has not been presented, not extensive perhaps, but indicating interest and intelligent methods of study.

All the Catholic schools reached a fair or satisfactory degree of efficiency, but the average award is below that of the preceding year. Of the twenty pupils in the Sixth Standard, only eleven obtained certificates, six of proficiency and five of competency. This result points to the necessity for thorough methods in the preparation of the lower classes, especially the fifth, so that only pupils well grounded in processes and principles may be required to attempt the final year's course.

I have, &c.,
A. J. MORTON,
Inspector of Schools.

The Chairman, Education Board, Westland.

NORTH CANTERBURY.

SIR,— Education Office, Christchurch, 19th April, 1909.

We have the honour to submit our general report on the schools of the district for the year 1908.

SUMMARY FOR THE WHOLE DISTRICT.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	323	313	15 0
" VI	1,208	1,062	13 11
" V	1,838	1,756	13 0
" IV	2,247	2,154	12 3
" III	2,374	2,303	11 2
" II	2,354	2,259	10 3
" I	2,422	2,346	9 1
Preparatory	7,565	6,935	7 0
Totals	20,331	19,128	11 5*

* Mean of average age.

In the period under review we have found our time fully occupied. Only one new school of importance has been opened since the date of our last report, but during the year the Education Department transferred to your Board the oversight of three Native schools, which have been duly visited, and by special request we also undertook to examine and report upon day-schools connected with the institutions at Burnham and Te Oranga. The most notable addition to our work arose, however, from new arrangements that were found necessary for a special examination of Sixth Standard pupils seeking certificates of proficiency. Some forty-five centres were selected for this examination, and the experience gained so far leads us to believe that the adoption of the system now pursued will tend to promote efficient teaching, that it will magnify the importance of the distinction conferred by a certificate of proficiency, that it will help to develop self-reliance and self-confidence in the pupils concerned, and that a reasonable exercise of patient sympathy on the part of examiners will dispel alleged childish terrors arising from unwonted surroundings, but mainly existing in imagination only, and generally the outcome of fussy warnings or silly threats.

The advantages accruing from recent regulations dealing with the classification and promotion of pupils are so numerous and so obvious that their adoption calls for no further discussion. There is, however, one question intimately connected with the new departure on which we feel it desirable to record an opinion and to announce a definite policy. Regulations gazetted 3rd April, 1908, permit an Inspector, when determining the qualifications of a candidate for a certificate of proficiency, to " accept, in whole or in part, the head teacher's report, together with the results of the head teacher's examination, as sufficient evidence " that the required standard of attainment has been reached. Speaking of the district as a whole, we do not think that this procedure in its widest acceptance would be safe or advisable, that it would conduce to the best interests of the pupils, or tend to foster that healthy rivalry which constitutes a saving grace in every field of human effort. There are schools (we hope they may increase) where the head teacher's ideals are worthy of all praise, where the pupils' work from January to December is subject to keen scrutiny, where steady application is held to be a potent factor in forming habits and in building character, and where it is practically certain that every privilege conferred will be exercised with due discrimination. But, unhappily, instances are not rare where a tendency to follow the line of least resistance proves all too powerful, and where the teachers' saner judgment succumbs under pressure of parental interference or the dreaded weight of local influence. For these and for other reasons we are disposed to watch with jealous care the issue of the proficiency certificate. Its possession secures to the winner further educational opportunities which should not be lightly regarded, it constitutes a qualification for positions of some responsibility in

the public service, and it ought to connote a fair measure of sound attainment at the final stage of the training bestowed by an elementary school.

The exact scope of this training and its general tendencies are topics which of late years have received much anxious consideration and have furnished ample material for discussion. On neither issue has the final word been spoken, for " with the process of the suns " the circle of human interests must still widen, the cry of human needs become more bitter. It behoves us, then, to recognise cheerfully our limitations, to provide as best we can for present wants, to glean from past systems whatever is fundamentally and permanently true, and to meet altered conditions of life and new conceptions of its duties with higher aims, with readjusted methods, and with confidence in the future.

The necessity imposed upon the State to provide a sound and useful system of elementary education—a necessity voiced in Lord Derby's cynical comment many years ago—is even more urgent now than it was in his day. The importance of the problem and the weighty issues involved in its complete solution have not been disregarded in New Zealand ; but, however deep our gratitude for much that was accomplished in the earlier stages of our national system, we are constrained to note with warm admiration the high courage, the enlightened aims, and the genuine sympathy which of late years have inspired the educational policy of the Dominion, and which justify our belief that " forty years onward " the record of such services as have recently been rendered will fill some of the brightest pages of its story.

International rivalries at present are probably manifested most keenly in a general struggle for commercial and industrial supremacy. Hence, to the man of the world, as he is apt to describe himself, it seems all-important that the training of the young mind should be severely practical. The exact bearing of this practical training is subject to a wide variety of interpretation, and the impracticable nature of a demand for it in the earlier stages of education becomes fairly evident when we seek some closer definition of those departments of activity towards which it should be directed. Wiser heads than ours and pens more facile have again and again demonstrated the utter fatuity of all attempts to specialise the work of an elementary school. Practical training dissociated from recognition of underlying principles, and resting on no broad basis of sound general attainment, becomes mere rule of thumb, standing on all-fours with that of the learned pig or the performing pony. In the building and strengthening of character heart-culture, too, is all-important. Omniscience has endowed the child-mind with a lively imagination and an ever-active capacity for round-eyed wonder which it would be churlish to ignore. The world will be none the poorer if here and there are found ears prompt to catch an echo from the " horns of elf-land ", or a mental vision dowered with the splendour of its " unsubstantial glory." We maintain, therefore, that the true function of the elementary school is to train intelligent and loyal citizens, not to equip them for special callings. In a democratic community, moreover, while the privileges of citizenship are not few, its responsibilities are too often overlooked. On these grounds alone the instinct of self-preservation and due regard for the freedom we enjoy should convince all concerned that the mere imparting of knowledge is only a portion of the teacher's work—that it is equally a duty to develop some faculty for clear thinking, some capacity to discriminate between reality and sham. In the absence of such endowment the charlatan and the quack find ready and willing victims—their vocation is easy and its profits are assured.

But, while strongly opposed to a purely practical scheme of training, we do regard with interest and satisfaction the practical trend of recent modifications in the programme of instruction. The syllabus of 1878 was, of its kind, an excellent one, in many respects liberal and comprehensive beyond those adopted at that time in other English-speaking communities. In common with others of the type then extant it was, however, bookish in its tendencies, and gave perhaps undue prominence to those features now known as the " scholastic arts." Formal grammar as one of these has possibly suffered from some excess of zeal in a subsequent trimming process, but arithmetic has been brought into closer touch with every-day requirements, work of direct practical value being substituted for that which was largely theoretical and abstract. But, in spite of all this, the treatment of arithmetic is still unfortunately complicated, the absurd inconsistencies of the various " tables " continuing to perplex the juvenile mind, to hamper business transactions, and to clog the wheels of British trade. If advocates of progress and apostles of reform could only appreciate the extent to which valuable time is wasted in school, and profitable openings are sacrificed in the sphere of commerce, prompt action would be taken to secure the introduction of a rational and uniform system of weights, measures, and coinage throughout Australasia, if not throughout the Empire. For thirty years some knowledge of the metric system has been laid down as part of the arithmetic prescribed for Sixth Standard ; teachers, with varying degrees of emphasis, have elucidated its advantages, and pupils, sceptical as to these in the absence of public interest in the question, have accepted its problems with the stolid philosophy characteristic of their kind, plodding through them because, to use their own laconic idiom, they " jolly well have to," and very likely bent on forgetting them at the first safe opportunity. The end we long for seems yet remote ; but we feel that in this case public apathy is the offspring of general ignorance, and we are convinced that the people of the Dominion do not realise the fact that our existing system (or lack of one) in weights, measures, and money practically means wasting at least six months of the school life of every pupil remaining to qualify for the proficiency certificate. Speculation regarding the disposal of wasted time hardly needs to be introduced at this stage.

On the later development of drawing we write with greater satisfaction. Its treatment has been directed towards ends of practical utility as well as to the cultivation of correct taste, while its interest to the pupil and its potency as a training for hand and eye have gained much from the change.

Of the advance that has been made in composition, both oral and written, a great deal could be said. Nature-study, in which a goodly number of North Canterbury teachers had done sound work for many a year prior to its appearance as a specific subject in the syllabus, has proved an attractive feature of the new routine, stimulating intellectual curiosity, cultivating powers of observation, and

awakening perceptions of the beauty, the order, and the mystery underlying nature's laws and embodied in nature's works.

The establishment of school gardens as a development ancillary to nature-study has enlisted the sympathy and support of citizens truly disinterested in their regard for the public weal and practical in their efforts for its promotion. For what has been accomplished in this direction we desire officially to express warm appreciation, and personally to tender sincere thanks.

In the larger centres throughout the district provision for manual and technical training through the medium of instruction in woodwork for boys of Standard V and Standard VI, and in cooking and laundry work for girls at the same stages, yields further evidence of new influences at work in the field of education, and of a genuine desire to promote individual welfare while paying due regard to the wider interests of the State.

To the foregoing remarks may be added a reminder that under existing regulations teachers are granted a wide option in compiling their schemes of work. Surely, therefore, it is needless to elaborate further the contention that, whatever the defects of our system, it cannot justly be charged with a display of pedantic adherence to ancient prejudices or of indifference to modern requirements.

Apart from the new arrangements involved in examining Sixth Standard pupils, our routine of duties has closely followed that of the previous year. With the exception of one or two small and remote household schools, every school on the Board's list was visited on two occasions. The secondary classes in district high schools (ten of which are now in operation, Kaikoura having be reopened), and the continuation classes in connection therewith, have been duly examined, and fifteen private schools, with an aggregate enrolment of 1,269 pupils, have each received one visit. The appointment of an additional Inspector, who entered upon his duties in July, will, we hope, permit us in future to place both public and private schools on the same footing with regard to official attentions, and will also enable us to pay more frequent and more prolonged visits of inspection where these are deemed necessary. Such visits are, we think, of paramount importance where teachers profess ignorance of the regulations they have undertaken to administer, where they fail to keep prescribed records, and where inexcusable delay in forwarding prescribed returns to the Board's office shows that in some cases the claims of duty receive but tardy attention.

School architecture is intimately connected with educational efficiency, with the present comfort and convenience of both pupils and teachers, and with their future physical and even mental welfare. We therefore feel it a very pleasant duty to record in this connection our sincere appreciation of good taste, professional skill, sound judgment, and careful attention to details which have of late been manifested in this branch of the Board's administration.

Hitherto statistics for each year have been compiled from the record of pupils enrolled at the date of our annual (or examination) visit. The head teacher's examination, held towards the close of the year, is now officially known as the " annual examination," and in accordance with the altered regulations this supplies the data for the year's returns. The changed conditions render it impossible to establish reliable comparisons between the numbers given in Appendix I of our report for 1907 and those in the corresponding appendix for 1908. During the summer months the P. classes receive their largest accession of very young recruits, hence we were quite prepared to find the roll-number quoted in that portion of the table showing an increase of about 1,150 when compared with the corresponding one of the previous year. Unfortunately, however, the total increment of enrolment does not quite reach 880; a decrease, therefore, has occurred in the totals for standard classes. No material change is apparent in Standard VII, but in Standard VI the loss of some 240 pupils is not at all a reassuring item. A slight increase in average ages generally is explained by the fact that on this occasion the examinations for promotion were held late in the year. With regard to those classes in which these are still undesirably high, we have some reason to hope that at least a partial remedy will be found in adopting, to a greater extent, inspection instead of examination as the dominant factor in determining our estimate of efficiency in the management of infant departments. While the aggregate attendance in Standard VII still holds its own, the permanence of secondary and continuation classes at some of the smal'er district high schools does not seem too well assured. Extended operation of the " free place " system has brought these into more direct competition with the high schools and with the Technical College in Christchurch, and here we are inclined to think that victory will ultimately be found on the side of the big battalions.

In accordance with clause 24 of present Regulations for Inspection and Examination of Schools, we now proceed to deal with those topics in the various sections of clause 12 which seem to call for special comment. The Roman numerals prefixed to the following paragraphs indicate the sections of clause 12 which are thus brought under notice, the omission of certain numerals implying that on the corresponding topics no comment is necessary:—

(II.) In schools where more than one teacher is employed it is extremely rare to find the organization at fault. In sole-charge schools, where the grouping of classes is a matter of vital necessity, we are glad to find that teachers display increasing readiness to avail themselves of the relief afforded by this practice. It reduces the number of classes requiring supervision and separate instruction, and it affords to some of the brightest pupils better opportunities to cover the work of two standards in one year. We must, however, make it clear that such rapid advancement is not always desirable, that it is justifiable only where an exceptionally quick child would otherwise be subjected to the tedium of merely marking time, and where there is no risk of physical or mental strain.

(IV.) On page 5 of the Inspector-General's last published report, the statistics dealing with the percentages of attendance for the thirteen education districts place North Canterbury eleventh in order of merit. Assuredly the fact does not redound to our credit. No district in the Dominion is so lavishly provided with schools, none can boast of better roads, and in none are climatic conditions so favourable. The two districts showing a slightly lower record come so close on our heels that there is no

substantial margin on which precedence may be claimed, and neither of them enjoys the facilities just referred to. If laxity and indifference have taken root so deeply in a community inclined to plume itself upon a high pitch of comfort and prosperity, it is clear that nothing we may say is likely to awaken its sense of shame or bring it to repentance.

(VI.) In the compilation of schemes of work increasing skill is manifested, and in these there are but few outstanding defects common to a large proportion of the schools. Instances occur in which a rare selective power has been concentrated on the wide resources of well-stored minds, where such subjects as physical geography, elementary science, and nature-study proceed hand-in-hand, where the intelligent treatment of geography lends interest to lessons on history, where the story of advancing civilisation and the growth of politica freedom, dissociated from the tramp of armed hosts and the casualties of the battle-field, is shown to be linked no less closely with the study of climate and of geolog cal formations. This faculty for judicious selection, the power to recombine the facts thus gathered, and the comprehensive outlook which enables variety of material to be brought either into vivid contrast or into one harmonious blending, are elements of special value in the equipment of a teacher, and indispensable to the man who aspires to mastership in his craft. The topics above named, and the form of dovetailing suggested, are only taken at random to represent a process and methods embracing infinite variety of selection and combination. In their fuller treatment we have so far omitted to mention the pen, the pencil, the brush, and the modelling-tool as convenient media by which to reproduce, to illustrate, and to visualise the matter dealt with, mainly because these had received notice in a report some few years ago. To work on the lines indicated requires some solid reading—perhaps a little plain thinking. We would fain hope that neither accomplishment is yet obsolete, but frankly we are, here and there, without confident assurance on the point. Undoubtedly a taste for reading is much more common now than it was even a few years ago, but so far we cannot say it is unduly fastidious. Too many of the books seen in general use show that the reader's judgment is unreliable with regard to the difference between genuine literature and a vast body of material to which some other briefly contemptuous epithet seems more applicable. We feel it a duty to the Department to note that in the senior classes the *School Journal* is rendering valuable service in stimulating a desire for reading outside school-hours, and in arousing interest in current events which cannot fail to widen the mental horizon of those whose equipment it was meant to improve.

Where teachers are not mere automata, methods of instruction must naturally vary, and we do not think objection should be taken even to considerable variations in method so long as their underlying principles are sufficiently sound. The method will naturally reflect the teacher's individuality, and wherever there is evidence of firm purpose, clear insight, steady industry, and strong common-sense the methods are not likely to go far astray. A goodly number of North Canterbury schools are staffed with teachers whose training, attainments, character, and experience eminently fit them for the positions they hold, and at whose hands the quality of the instruction leaves nothing to be desired. While, however, much has been done in the last few years to improve the status and prospects of the teacher, we watch with regret the growing difficulty experienced in obtaining qualified candidates for positions in the remoter parts of the district, and our sympathies are with pioneer settlers whose children are penalised in their preparation for the race of life because the parents exhibit some sturdy virtues which the dweller in towns professes to admire.

In no scheme of elementary education have teachers hitherto been granted such opportunities for placing the impress of their own personality upon their work. We feel assured that North Canterbury is especially fortunate in enjoying the services of a large body of workers animated by that spirit which inspired Matthew Arnold's finest efforts—workers—

> Not like the men of the crowd
> Who all around us to-day
> Bluster or cringe, and make life
> Hideous, and arid, and vile;
> But souls temper'd with fire,
> Fervent, heroic, and good,
> Helpers and friends of mankind.

We have, &c.,

THOS. RITCHIE,
T. S. FOSTER,
E. K. MULGAN,
WM. BROCK,
} Inspectors.

The Chairman, Education Board, North Canterbury.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 31st March, 1909.

I have the honour to submit a general report on the public schools of the South Canterbury District for the year 1908.

During the year there were seventy-six schools in operation, the same number as last year. The usual visits were paid to the schools, those in the earlier portion of the year being without notice, and from July to November visits with notice were paid. Reports of the visits were considered in committee before presentation to the Board at the usual monthly meetings, and were afterwards forwarded to the schools to be preserved among the records. There were also submitted to the Board reports

on the Roman Catholic schools, of which there are five in the district—namely, two in Timaru, and one each in Temuka, Kerrytown, and Waimate.

The following table shows the number of pupils on the roll, the number present at time of the teacher's annual examination, and the average age of each class :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	141	135	15 6
" VI	353	322	14 1
" V	529	500	13 3
" IV	618	590	12 2
" III	598	579	11 2
" II	622	600	10 2
" I	641	610	9 1
Preparatory	1,894	1,781	7 0
Totals	5,396	5,117	11 7*

* Mean of average age.

The figures in this table show for the year an increase of 201 in the roll-number. In Standards III to VII there is a decrease of 118, while for Class P., Standards I and II the increase is 319 ; and it is gratifying to find that of this increase 290 belong to the infant classes. The number present at the teacher's annual examination is 5,117, as against 4,780 present last year at the time of the Inspector's annual visit.

Under the regulations now in force the pupils in all our schools are classified at the beginning of the year, the classification being determined by the results of periodical examinations held by the head teacher, the last of which is called the " annual examination." Head teachers are directed to hold the annual examination in November or December. The purpose of this is to enable the new classification to be determined on the results of the year's work ; and, though it may be necessary in very large schools for head teachers to begin the work of examining in November, there is no call to do this in the great bulk of our schools. The aim should be to hold the examination as near as possible to the closing of the school for the Christmas vacation. The pupils will naturally feel that the work for the year is over when the examination is past, and parents will be of the same opinion. Should a period of many days intervene between the examination and the closing of the school, it will certainly be regarded by many as of little consequence whether attendance is then well maintained or not, and an attitude of indifference on the part of the pupils will almost inevitably take the place of the spirit of earnestness that should pervade all school-work. Now that teachers have had their attention directed to this point, they will no doubt recognise its importance, and act accordingly.

The results of the annual examinations as set out in the schedules provided by the Department were forwarded to me by the head teachers, and when the class-lists were found to be complete and duly in order, one copy was signed and returned to the head teacher, to be kept in the school as the record of the annual examination. The examination of their pupils necessarily entailed a good deal of work on the teachers, and the recording of marks on a scale of 0 to 50 (the scale adopted in this district on the advice of the local Institute) against the name of every pupil to show his strength or weakness in the main subjects of instruction was a matter that gave most of the teachers an anxious time. In the majority of the smaller schools it was noticeable that the marks for subjects were very high—so high that one with a knowledge of the schools could not but feel that through lack of experience as examiners the teachers were no doubt unintentionally presenting the results of their teaching in too glowing colours. In conversation with one of the teachers on this matter, I ventured to express some doubt as to whether the marks 45, 46, and so on, out of 50, were a true indication of the attainments in geography (Course A) of certain S5 pupils, and was assured that these pupils had certainly answered her questions " fairly well." Now, marks of 45 or more out of 50 to my mind indicate an approach to " excellence," and, if pupils answered only " fairly well," 25 marks out of 50 would have been a sufficient allowance of marks to show this. The adoption of a scale of 0 to 20 is recommended for future use : there is ample scope in such a scale for showing varying degrees of proficiency in any subject, and in practice it will be found less likely to lead to unintentional overestimating of the quality of the work done.

Whether the marks had been wisely given or not did not affect the question as to the class-lists being complete and duly in order. Still, through misunderstandings of one kind and another about one-third of the schools had their lists sent back for amendment before they could be signed and finally issued. After the experience of this year, mistakes of the kind that were made—not serious ones, but adding considerably to one's correspondence—are not likely to recur to any great extent in the future.

The system of examining the pupils of Standard VI at various centres, as fully explained in last year's report, was again successfully followed this year. There were applications to be examined from 356 pupils, and of these 348 sat for examination. Certificates of proficiency were awarded to 229 scholars, and certificates of competency to 69, the percentage of passes for the higher certificate being

66, and for the lower 20. As the corresponding percentages last year were 49 and 32 respectively, this advance must be gratifying both to teachers and to scholars. A scrutiny of the marks obtained shows that 82 per cent. of the pupils qualified for the proficiency certificate in arithmetic, and 81 per cent. in composition, results that are very satisfactory indeed. It is to be noted that of nineteen schools unrepresented at the Sixth Standard examinations all but one were "sole teacher" schools.

According to the Inspector's estimate of their efficiency the schools are grouped as follows: Good to excellent, 42 schools, with 4,342 pupils; satisfactory, 15 schools, with 545 pupils; fair, 16 schools, with 474 pupils; moderate, 2 schools, with 35 pupils. Of a total of 76 schools, 58, with 4,887 pupils, are in a satisfactory condition, the remaining 18 schools, with 509 pupils, ranking below satisfactory. The corresponding figures last year were 53 schools, with 4,550 pupils, and 23 schools, with 645 pupils. With three exceptions the schools that failed to reach the satisfactory stage are single-handed schools, and of the latter there is only one in which an excuse for partial inefficiency might be accepted on the ground that the number of pupils and of classes was too great for one teacher to manage successfully.

Something must now be said of the quality of the subjects of instruction. In general the pupils make a good appearance in reading. It must be said, however, that the progress made in reading by the infant classes in many of the smaller schools is not so rapid as it should be. It is not always recognised that, as many young children on first coming to school are unable to speak plainly, they need careful training in the use of their vocal organs. The neglect from which they have suffered in their home training must be made good in the schoolroom, and the teacher must with infinite patience and tact encourage the little ones to overcome their difficulties. Teaching them to speak should come before teaching them to read. From the very first it is possible for the bright and resourceful teacher to make the simplest lessons of the primers real and interesting. One teacher makes "The cat sat on the mat" just so many words to be monotonously repeated over and over again, while another has every face eager with delight as each little one tells of his own cat, and of the mat at the door, and of the mat in front of the fire at home where pussy dozes. What opportunities for the training of the children in the right use of the mother-tongue are lost by the unthinking teacher at this stage of the child's school life! And if it is allowed that the reading of the youngest child is to be taken on these lines, it goes without saying that as he passes upwards his training must continue on the same lines. Are we never to have done with the discredited and deadening routine—"pattern-reading" of the paragraph by the teacher—simultaneous reading of the same by the pupils, with just the same mechanical risings and fallings of the "pattern"—and then the individual pupil's rendering of this parrot exercise? Happily there is less of this now; the sooner it goes altogether the better. If the pupil knows what he is reading, he will bring out the meaning in his own way, and we need not worry because he drops his voice at this comma or at that; the main thing is that he does understand and that he does try in his own way to express the thought of the passage. There will always be the need for "pattern-reading" by the teacher. The ease and fluency of his reading, the clearness of his enunciation, the pleasing quality of his tone, the more telling expression based upon his keener appreciation of the beauty of the passage, will stir within the hearts of his pupils a desire to rival his attainment. In the poetry selected for recitation the pupils might well be expected to deliver their lines with a higher degree of elocutionary effect than they have attained to in the past. It was unfortunate that in former syllabuses the term "repetition" occurred so often; it meant less in the minds of most teachers than the term "recitation" which is now used, but the distinction has not been fully appreciated.

Spelling is assiduously prepared, and the writing of dictation as a test of spelling is well done in most schools. In a good many cases the time-tables show that an unduly large proportion of the school time is given to spelling and dictation—more time, indeed, than to instruction and practice in composition. Of course, the writing of passages to dictation might well form part of the training of the composition, as the pupils are expected to punctuate what they have written. In general practice the value of this exercise as a means of training in punctuation—an exercise involving, as one would think, an intelligent comprehension of the subject-matter—is altogether lost, as the teacher, in order apparently to save the pupils the trouble of thinking of the meaning, by little tricks of voice-inflection indicates the stops to be used almost as definitely as if he had named them.

The quality of the handwriting varies greatly from school to school. In some schools it is excellent; in very few is it really bad. On the whole, the pupils that pass through all the standards leave school with the ability to write a good legible hand with a fair amount of speed; and, as the qualities of penmanship most to be desired for every-day purposes are legibility and speed, there is reason to be satisfied that these qualities are generally found in the writing of our boys and girls.

In the syllabus composition is grouped with reading, spelling, and writing, under the heading of "English," and some of the remarks made in preceding paragraphs have touched on points to be considered in the teaching of composition. Some of the best of our infant-mistresses are doing very fine work in training the children in oral expression. The pity is that the training is not always continued and amplified as the children pass up through the standard classes. In the Inspector-General's report of his visits to schools in Europe and America he gives very striking examples of what came under his notice in this matter of training in oral expression. The first of his "general conclusions" has also reference to this, and so pertinent is his statement that no excuse is needed for quoting it here in full. Mr. Hogben says, "In most foreign countries the mother-tongue receives much more attention, and is more thoroughly taught, than in our schools, special effort being directed, with considerable success, to training the power of self-expression through oral speech on all subjects, beginning with those which have formed the matter of observation by the pupils; this leads also to clearness of thought. It is emphasized alike in primary and secondary schools; it develops literary taste as well as thoroughness and logical method." When our teachers have fully recognised the claims of oral expression to a larger share of their attention, they will find their pupils bringing to their efforts in written composition a freedom and ease that have not been conspicuous in the past. It must not be inferred that the teachers

are in any sense negligent in the treatment of composition. They may not always follow the best methods, but the majority of them work hard on the lines of treatment they have laid down, with results that in many cases are worthy of commendation.

Arithmetic is on the whole well taught. Last year 73 per cent. of those examined in Standard VI passed the test in arithmetic qualifying for certificates of proficiency; this year the percentage is 82. There is still room for improvement in the setting-out of the working of problems. No solution of a problem should be accepted by a teacher unless the pupil exhibits the steps of all the processes so clearly that an examiner can follow the reasoning with ease. The pupil would also be saved from many a glaring blunder in his answers if he were trained to ask himself at the end whether his solution is reasonable or not. The teacher must always bear in mind that it is his business not only to give the pupil skill in computation, but also to strengthen the powers of his mind.

With reference to the geography of Course A—physical and mathematical geography—it is satisfactory to record that good work on right lines has been done in many schools, and this is especially the case with regard to the physical geography. The children in this district are fortunate in their climate and surroundings. With less than an hour's walking from their school-doors, the children of five-sixths of our schools can view the sea; in all the schools they need go little beyond their own playgrounds for observation-lessons on mountain-ranges, with peaks rising above the snow-line, on hills and valleys, on rivers and plains. Many a lesson in geography I have given in the playgrounds; there was no need of the makeshift sand-tray. The use of geographical readers has been found inadequate as a means of supplying a working knowledge of commercial and political geography; and in consequence of this some of our most experienced teachers are drawing up their programmes to suit the requirements of geography as an additional subject, as set out in clause 43.

The reading of history has been taken in alternate years with the reading of the geography of Course B. The lessons are read and explained, and questions on the subject-matter are asked, thus satisfying the requirements. Some of the pupils are no doubt greatly interested in what they read, but it is a question whether many of them remember much of it afterwards, and whether they can place the events within a century or two of their time of happening.

The different kinds of drawing generally receive a due share of attention, with results that vary from moderate to very good. Some of the pupils who sat for certificates of proficiency lost heavily in this subject through failure to show that, in addition to the ordinary freehand drawing, they had done sufficient work for the year in either freehand drawing from simple models, or elementary solid geometry.

In nature-study and elementary science a great deal of splendid work is done, and the enthusiasm of many of the teachers for this work is deserving of the highest praise. In fourteen schools elementary agriculture has been taken as one of the subjects for which grants are earned under the Manual and Technical Instruction Acts. School gardens for experimental work are increasing in number, and the competition for the Hurdley Shield was keener than ever. The shield is held for the year by the school that gains most points for its exhibit at the Timaru Horticultural Society's Show, the judges taking into account the value of the exhibit from an educational standpoint. The competing gardens are visited by a professional gardener, whose report on the state of the gardens at the time of his visit is taken into account in awarding the prize. At the Saturday classes for teachers this year, Dr. Hilgendorf, of the Lincoln Agricultural College, gave a course of twelve lessons on elementary agriculture suitable for the instruction of children attending the primary schools. The attendance was excellent, and the keenest interest was taken in Dr. Hilgendorf's masterly handling of his subject. The course of lessons has been published in a pamphlet, and Dr. Hilgendorf's reputation as a teacher is a guarantee of its value.

In the larger schools the forms of handwork taken in the infant classes and Standards I and II are modelling in plasticine, stick-laying, brick-laying, and paper-folding. In Standards III and IV modelling in plasticine is continued, with modelling in carton or in cardboard, and designing with coloured paper. In fifteen schools the boys of Standards V and VI are making very good progress in isometric drawing and woodwork under their instructor, Mr. Chaplin; while the girls at the same stage enjoy the privilege of a splendid training in cookery from Miss Wilson and Miss Rennie, both teachers of exceptional merit. In many of the smaller schools various forms of handwork find a place in the programmes of work for the lower classes. The girls of all schools are instructed in needlework, the estimate of the work done generally ranging from good to excellent.

All the pupils have breathing exercises and physical drill for short periods every school day, and the cadet corps continue to uphold the name they have made for themselves in military drill and marksmanship.

In all but a few schools singing finds a place in the time-table. School singing is not always as sweet and tuneful as it might be, but it is not all deserving of the hard things that have been said of it. We have banners for football and cricket, challenge shields for swimming, shooting, and gardening, and the competition for these has fostered in the schools a spirit of emulation and friendly rivalry that has brought about improvement. The schools wait the gift of a banner or a shield for singing.

The secondary departments of the district high schools were inspected by Mr. Gill, whose reports were of a most favourable character. His estimate of their efficiency was fully borne out by the great success of the scholars who sat as candidates in public examinations, including the University Examination for Matriculation and Solicitors' General Knowledge, the Civil Service Junior Examination, the examination for Education Board senior scholarships, and the Department's examination for teachers' certificates of Class D.

From an analysis of the quarterly returns I find that the number of times the schools have been open for instruction ranges from 310 to 439. Now, after making the very liberal allowance of eleven weeks in the year for holidays, there would remain 410 half-days for schoolwork. In twenty schools the number of times open ranges from 410 to 439, and in a dozen schools the number is less than 80;

the average for all the schools being 396. It will be seen that this state of things is not satisfactory. In future reports I purpose setting apart a column in the summary to show for each school the number of times it has been open, and an explanation will be looked for in the case of those schools that are in fault.

During September, October, and November I was laid aside rom work owing to illness. In my absence Mr. Bell, with the assistance of Mr. Pitcaithly, of the Waimate District High School, and Mr. Dalglish, of the Timaru Main School, completed the visits of inspection. I beg to tender my thanks to these gentlemen for their assistance. My thanks are also due to the Waimate and Timaru Main School Committees for temporarily releasing their headmasters from their school duties, and to the Board of Education for my leave of absence. I have, &c.,

JAS. GIBSON GOW, M.A., Inspector.

The Chairman, Education Board, South Canterbury.

OTAGO.

SIR,— Education Office, 20th March, 1909

We have the honour to submit our general report for the year 1908.

Since April, 1908, the inspection and examination of the schools have been conducted in accordance with the regulations gazetted in that month. As these regulations formed at the time the subject of a special memorandum from us to the Board, they do not call for extended notice in this report. The chief changes they involve may be summarised as follows:—

(1.) At the opening of the year (with us, the first Monday in February) every standard class begins the work prescribed for it in the syllabus, and at the end of the year it is examined by the teacher for purposes of classification for the succeeding year.

(2.) The schedules containing the head teacher's estimate of the attainments of his pupils are, after they have been seen by the Inspector, to be "the record of the annual examination."

As it is essential that the children should have a full year in which to prepare the work prescribed for Standard VI, the first change made necessary a corresponding change in the time of examination for the certificate of proficiency, a change which, though it involves inconvenience to country children, is of advantage to those who live in the neighbourhood of, and wish to proceed to, secondary schools. For these the year-end examination has been substituted for the examination formerly held when the schools they attended were examined to test the general efficiency of the instruction.

With regard to the second change, we remark that the value of "the record of the annual examination" will ever depend partly upon the teacher's experience, skill, and ideals, and partly upon his power to resist pressure from parents for the annual promotion of their children. As a matter of fact, the teacher's estimate of the attainments of his pupils as expressed in the record not infrequently differs widely from our own, which is based in part upon a careful scrutiny of the papers worked by the children for their teacher and in part upon the examination conducted by ourselves to test the efficiency of the instruction and to obtain data for our "inspection reports" to the Board.

SUMMARY OF INSPECTION RESULTS FOR THE WHOLE DISTRICT.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	412	314	15 0
" VI	1,105	1,003	13 10
" V	1,802	1,706	13 1
" IV	2,158	2,059	12 3
" III	2,236	2,166	11 3
" II	2,235	2,161	10 2
" I	2,279	2,177	9 2
Preparatory	7,332	6,509	7 1
Totals	19,559	18,095	11 6*

* Mean of average age.

At their parents' request a large number of the pupils of Standard VI were examined for the certificate of proficiency at their own schools. Of these only 50 per cent. succeeded in winning the certificate, while of those who were examined at the centres in December only 40 per cent. succeeded. Even the higher of these percentages is below what it is fair to expect from schools in the majority of which the teaching is generally good. The chief cause is not, we think, far to seek: it has been mentioned again and again in our reports—namely, premature promotion from Standard IV to Standard V, and from Standard V to Standard VI. The operation of this cause was felt more severely in 1908 than in preceding years from the circumstance that the new regulation prescribes for a pass in English a higher percentage of marks than did the old. It ought to be obvious to every one that even with the

most efficient teaching in Standard VI the level of merit required for the certificate of proficiency cannot be reached if the teacher and the pupils of Standard VI have, in addition to the work prescribed for them, to do a large proportion of what is prescribed for lower classes; and this in many cases is what they have to do. In the majority of the larger schools the teaching in Standard VI is undoubtedly efficient, and yet the results of the examinations for the certificate of proficiency seem to point to inefficient teaching there. What they do point to is improper classification by head teachers, many of whom have not yet risen to the level of the responsibilities cast upon them by the change that removed the classification of the schools from Inspectors to head teachers. Of this we have no doubt; for we have examined a large proportion of the papers upon the merits of which the pupils were promoted, have tested the pupils themselves, and, in addition to this testimony, have had frequent complaints from the teachers of Standard VI of the defective attainments of pupils sent to them from Standard V, the teachers of which also complain of the defective attainments of the pupils sent to them from Standard IV. This laxity in classification presses very heavily on the teachers of the higher classes, and makes the work unnecessarily difficult and very disheartening; it is also highly detrimental to the ultimate interest of the children, who fail to gain from the school course the mental equipment it is designed to give them, an equipment that, even when given in full measure, is all too scanty for efficient citizenship, and that no undue haste in promotion should be allowed to curtail. Grammar and composition, arithmetic and geography, all of great value in civic and economic life, are the subjects in which the attainments of the pupils of the senior classes too generally fall below what, with good classification and the present quality of the instruction, they might easily be made. A second year spent in Standard V would undoubtedly be of great ultimate benefit to many pupils now promoted to Standard VI before they are adequately equipped for it.

It has been said that a nation is in the hands of the schoolmaster, a statement that is true only within very narrow limits. For the first six or seven years of his life the child does not come within the reach of the schoolmaster's influence; for about six-sevenths of his life between the ages of six or seven and thirteen or fourteen he lives in an environment that lies wholly outside it, and from thirteen or fourteen his entire life is wholly severed from it, and too often subject to influences which render nugatory that of the schoolmaster, a severance that in most English-speaking communities produces big waste of national education. With the best quality of attendance, the school life of most children is only seven or eight times 210 days, a period that is all too brief to enable them to equip themselves with the knowledge and the instruments of knowledge that are essential to every member of a modern democracy; and, unfortunately, much of what they learn during this brief period is afterwards lost from the absence of compulsory attendance at an evening or a continuation school between the ages of fourteen and seventeen or eighteen. What can be done to prevent this waste of national education is the question we must solve before we can say, even with approximate truth, that the nation is in the hands of the schoolmaster. Its solution has been attempted elsewhere, and ought to be attempted here. In his very able report on "Schools and other Educational Institutions in Europe and America," Mr. Hogben, the Inspector-General of Schools, says,—

"The extension of school age is one of the lessons we have to learn from Europe: all progressive countries are practically agreed in this—the education of the citizens must not cease at the age of thirteen, or fourteen, or fifteen, when his mind is still unformed, but must be carried on into the years when he is beginning to look at the world with the maturer eyes of manhood, and when his interests are no longer those of the child, but more identical with those of the majority of the earnest workers around him. In fact, we must extend our 'school age' for all individuals—not merely for the professional students—from fourteen or fifteen to eighteen at least. This does not imply that none are to go to work until that age; but, even if the necessity of earning a living makes such a course inevitable (as it undoubtedly does in the majority of cases), still, we must so modify our ideas and our practice as to give to the apprentices in the workshops, the junior clerks in our shops and offices, the boys on the farms, and the girls in their homes, that instruction which will make them more efficient in their several callings, give them a wider outlook on the world, and, therefore, make them better citizens. The instruction should go on side by side with their daily work—if possible, in the daytime, when their energies are fresh, but, if not, in the evening. Employers in other parts of the world have found it to their benefit to have their apprentices educated, and have willingly given up six or seven hours a week for this purpose; and the workers' unions in Switzerland, Wurtemberg, and elsewhere have cordially co-operated with the employers in voting in most of the communes for the legal enforcement of such attendance. In any case, whether the instruction is given in the daytime or in the evening, whether attendance is enforced by legal enactment or by mutual agreement, it is absolutely certain that unless we in New Zealand take steps to imitate the example set by older countries, not only shall we fall behind Switzerland, Germany, Denmark, Sweden, and the United States, but we shall by no means keep pace with the more advanced communities in England and Scotland, where the principle I am pleading for is beginning to be recognised."

It is certain that from lack of that for which Mr. Hogben pleads there is in New Zealand enormous waste of mental and moral power, waste that greatly impairs our social welfare and industrial efficiency. Is it beyond our power to prevent this waste and to provide machinery by means of which we can bring to ripe fruition the work already achieved in the primary school?

The salaries and staffs question being settled for a time, it is suggested by teachers and others that the syllabus, generally styled the "overcrowded syllabus," should be set upon for curtailment and amendment. It is urged that the pressure of so many subjects impairs efficiency in the three Rs. We question if there is much in this contention. It is true the syllabus looks overcrowded, but the overcrowding is more seeming than real; for some of the so-called subjects are only different aspects of the same subject, or are old subjects under new names, and the teacher is expected to select from the abundance of matter set out in the syllabus just what is adapted to the circumstances of his school. He is

enjoined to prepare his own schemes of work, which he is to draw up with due regard to the circumstances of his district and to "the principle of co-ordination, so that the various portions of the work shall be regarded not so much as separate subjects, but as parts of a whole linked together firmly by immediate reference to the facts and needs of the children's daily life." The standards are, in fact, now superseded by the schemes of work prepared by the teachers, to whose discretion are left all the educational arrangements of their schools. It is our experience that teachers are prone to include too much matter in their schemes, and that they do not pay due regard to the correlation of subjects and to the co-ordination of the work of the several classes of their schools. The syllabus, if interpreted and used as the author intended, is not, we think, overcrowded; and its spirit is almost throughout excellent. We have again and again criticized its prescription of work in grammar and mathematical geography, and we do not withdraw any of our criticisms; but we see no reason either for making changes in the other subjects or for curtailment of the field of material from which the teachers may select suitable matter for their schemes of work. Teachers now enjoy freedom of classification and freedom of selection and arrangement of work, and we have no desire to see them deprived of either of these privileges. What we do desire is that they should be less easy in the first and bestow more care upon correlation and co-ordination in the second.

We group the schools according to efficiency as follows: Good to very good, 49 per cent.; satisfactory, 36 per cent.; fair, 12 per cent.; moderate, 3 per cent.

Our reports on the work of the secondary classes of the district high schools were last year included with the reports on the work of the standard classes, and therefore they do not appear as an appendix to this report. English is still the weak subject in these classes, and so it will remain till better work is done in Standard VI, and better work there is not practicable without improvement in that of the classes below it. At present much of the time that ought to be given to ideas, diction, and good form in sentence and paragraph arrangement is absorbed in the study of simple elements of sentence-structure that ought to be mastered in Standard V or even in Standard III and Standard IV. Quite a large proportion of the pupils that enter the secondary classes are unable to determine the parts of speech in a typical English sentence. The popular cry "Down with grammar" has done much harm, and made the literary treatment of English in Standard VI and the secondary classes well-nigh impossible. How a pupil can be expected to write grammatical English without knowing grammar or to compose well-arranged sentences of his own or appreciate those of others without knowing the proper methods of arrangement, we entirely fail to see. Ignorance of grammar is certainly a great hindrance to correct expression, accurate interpretation, and intelligent appreciation.

We have, &c.,

P. Goyen,
W. S. Fitzgerald,
C. R. Richardson,
C. R. Bossence.
Inspectors.

The Chairman, Education Board, Otago.

SOUTHLAND.

Sir,— Education Office, Invercargill, 3rd February, 1909.

We have the honour to present to you our report for the year ended 31st December, 1908.

During the year we visited practically all the schools of the district for the purpose of examination, and paid unannounced visits to most of them. Many circumstances intervened to prevent the inspection of the remaining schools—attendance at special inquiries ordered by the Board, the absence of one Inspector on a special tour of inquiry through the education districts of he Dominion, the drafting of circulars of instruction to teachers to meet the difficulties arising from the issue of new regulations, and the initiation of the central system of examination for the proficiency certificate. With regard to the last named, it may be possible, by another year, to make arrangements whereby the presence of the Inspectors at remote small centres may be rendered unnecessary.

Summary of Results for the Whole District.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	116	89	14 10
" VI	623	562	13 10
" V	988	934	13 0
" IV	1,160	1,107	12 2
" III	1,187	1,141	11 0
" II	1,112	1,080	9 10
" I	1,180	1,135	9 0
Preparatory	3,669	3,378	7 1
Totals	10,035	9,426	11 4*

* Mean of average age.

The *personnel* of our teaching staff remains, on the whole, unaltered, though there has been a very considerable interchange of positions on the part of teachers within the district. We hail with unaffected pleasure the advent of a few promising recruits from outside the district—some fresh from the Training College, bearing with them the latest educational ideals, the remainder with success well attested in other educational fields. We are glad that the Board has thus been able, while justly conserving the interests of its own teachers in the matter of promotion, to stir the educational pulse of the district, in some degree, to new life, by the infusion of fresh blood.

The uncertificated teacher still remains with us in considerable force. It is our clear duty to give him all the assistance we can; but it should not be forgotten that this, when our hands are full of work, means lessened attention to schools manned by certificated teachers. It should be our continual aim to replace, as soon as possible, the uncertificated by the certificated teacher. Moreover, it is well that this understanding should be rendered clear and definite to all uncertificated teachers, lest they feel aggrieved when the time comes for them to make way for better-equipped teachers.

During the year the hardship entailed on those pupil-teachers who had completed their apprenticeship to the satisfaction of the Board and passed the D examination, but who, on account of not having passed the Matriculation Examination, were debarred from entering the Training College as students under Division A, was brought under the notice of the Department. It is satisfactory to record that under the new Training College regulations an ample measure of justice is meted out to them.

Foremost in our thoughts during the past few months has been a feeling of satisfaction at the issue of a new and more liberal scale of staffing and salaries. There is no disguising the fact that for some years there has been a feeling of unrest and discontent among teachers as to their general status and remuneration compared with those of other classes of workers with equally responsible duties. This feeling the new regulations—as liberal, possibly, as the Dominion can afford to make them at the present time—will do much to assuage, if not altogether to remove. Most teachers, too, appreciate the increased benefits conferred by the new superannuation system. Indeed, the option of coming under its operation would, we believe, be universally exercised if the conditions under which a teacher could retire at the age of sixty were made absolutely clear. There is no doubt in our minds that, in the interests of the teachers themselves, and in the interests of education generally, it should be entirely within the option of a teacher to retire at the age of sixty.

A new set of regulations for the inspection and examination of schools came into force this year, delegating the annual examination of all classes to the teacher, and fixing a uniform period for such examination—viz., the end of the school year. (The school year is, in all cases, to extend from the 1st January to the 31st December in each year.) By these regulations the Inspector, except in the case of the proficiency and of the competency certificates, ceases to examine individual pupils as such, though on either of his visits to a school he may test the quality of the instruction given in that school. It would be quite premature to pronounce on the success of this new departure. It does not seem to us to diminish materially the usefulness of the Inspector. If it limits his outlook in some directions, it increases it in others. Meanwhile, it behoves every head teacher to consider carefully the great power now placed in his hands, and to determine, with his whole heart and soul, to use it wisely and well, without either fear or favour. The teacher who does so may no doubt occasionally run counter to local prejudice, and, as a consequence, meet with petty annoyance; but he will, in the end, be recognised as really worthy of his office, and win his way to the highest esteem and trust.

It follows from these considerations that the new regulations make one point quite clear—the absolute necessity of considering character in the appointment of teachers. And we may point out that it is not sufficient—that, in fact, it is quite insufficient—that the teacher, in the acts of his own personal and non-official career, exhibit the purity and strength of high moral achievement; his moral fibre must be strong enough to bear the fierce local light that beats on all who have public duties to perform, and to resist successfully the constant temptation to secure ease and passing popularity by the sacrifice of right.

At the time of writing, the teachers' annual reports, in which are indicated the quality of each pupil's work, and his progress from class to class, are passing under our review; hence, it is impossible for us yet to assert, with any degree of accuracy, to what extent the new examination scheme is worthy of approval. There are fairly clear indications, however, that, if it is to be successful, a more stringent interpretation of the syllabus will be desirable on the part of a fairly large proportion of our teachers.

We should like to point out that the incomplete, and sometimes incorrect, form in which many of these reports have reached us has been a source of much worry and annoyance. In spite of a carefully drafted circular, in which we vainly imagined we had pointed out the way of escape from every difficulty likely to beset a teacher, the returns sent in are, in many cases, replete with error and omission. In fact, it is safe to say, in regard to the whole bundle of reports, that everything that should not have been done has been done, and everything that should not have been left undone has been left undone. We trust that by next year there will be an improvement in this respect.

Of the different courses open for awarding proficiency certificates, that of having suitable centres and of examining the candidates at these centres towards the close of the year seemed to be best adapted to the circumstances of our district. Accordingly, about twenty centres were chosen, which, in the end, we believe proved convenient and suitable to the candidates in attendance. As there was some doubt as to whether parents understood clearly the obligation laid upon them (for the first time) of entering their children for this examination, forms of application were, by order of the Board, prepared and issued to all likely candidates, not only for the proficiency certificate in Standard VI, but for the competency certificate in other standards. This plan, on the whole, answered exceedingly well, so far, at any rate, as proficiency candidates were concerned. Candidates for the competency certificates still present themselves to your Inspectors at most inconvenient times. It would be well if teachers would, as clearly as possible, notify children who wish to enter on employment or to be exempted from

attendance at school, to apply on the proper form, three days before the announced visit of the Inspector, for examinat on in the standard required for their purposes.

The new system of examination for the proficiency certificate wrought, all things considered, remarkably well. A few parents here and there grumbled at the inconvenience occasioned by their having to send their children from home for examination; but the great majority recognised the necessity of the new order of things, and did not grudge the slight sacrifice it involved. As a matter of fact, the system of free education is not endangered by the new style of examination. Children are still educated free; the expense in certain cases (only a trifling part of the total cost of examination) is no fee for tuition, but is necessarily incurred to secure certificates of actual intrinsic value to the recipients.

The fear that the success of country children at these examinations might be imperilled by the strangeness of their surroundings proved to be almost wholly imaginary. The conditions of examination were really more favourable than in former years; and, as a result, the nervousness exhibited by country candidates was less noticeable than formerly. Indeed, in the case of several centres, some of the best work was done by those candidates who had travelled farthest from the scenes familiar to them to attend the examinations.

Since the results of the proficiency examination are higher in one district than another, it has been asserted that the reason must be a difference of the standards imposed by the Inspectors. The fallacy of this assertion is at once apparent when we consider how many other factors are at work besides the Inspector's notion of efficiency. The predominance of small schools in a district, the comparatively large proportion of uncertificated to certificated teachers, the remoteness of many teachers from centres of educational life and influence—these and other conditions have to be taken into account when the results of different districts are taken into consideration.

The annual schemes of work presented by a good many of our teachers still leave much to be desired in the way of fullness and clearness. In many cases no account whatever is given of the work in such subjects as nature-study, manual instruction, drawing, physical instruction. In regard to these and other subjects, instead of a detailed programme of work, we often find a curt reference to the pages of some text-book. In the case of geography, and also of history, we had reason to suspect that in some cases the second part of a two-years course had been omitted, the first part of the course having been repeated instead. The convenient words, "Incidentally treated," are in tolerably frequent use to describe the method of work, and sum up the instruction given in such subjects as moral instruction and health. In regard to this practice, we should like to point out that, though the syllabus provides that these subjects need not appear in the time-table and may be incidentally taught, every teacher ought, in his own interests, to preserve some record, however brief, of his work in these as in other subjects.

As the announced visit of the Inspector may hereafter precede by one to six months or more the close of the school year, it will be necessary for every teacher to keep, month by month, an account of the ground covered in all the various subjects of instruction. Otherwise, the basis of the Inspector's examination will be most indefinite, and the results of the examination almost useless as a test of efficiency. A circular describing in some detail how such a record as has been referred to may be satisfactorily kept has been sent to all our teachers. It may be advisable in future to supply each school with a suitable diary in which each day's work may be entered in sufficient detail, and to indicate the form, clear and definite though necessarily brief, which each entry should take. The keeping of such a diary would not be a very irksome task, provided it were attended to with unfailing regularity.

Without any charge of inconsistency, we may be allowed, with one breath, to welcome the coming of the probationer and to regret the passing of the pupil-teacher. If the pupil-teacher system demanded too great a sacrifice of youth, if its ideas of the capabilities of young lads were extravagant, if in practice it tended to encourage mechanical methods of teaching and to foster narrowness of mental outlook, it quite as certainly provided that the teacher who had come under its sway knew his raw material well; knew well, too, how to wield it by punctual, orderly, and systematic use of the forces at his disposal to the ends he deemed ideal.

The probationer, even in older countries than ours, is still upon his trial. A complete scheme for his further education and training has yet to be evolved. He comes to his work well equipped, educationally, for his age. His daily labours in the school are lighter than the pupil-teacher's were, and, in his studies, the dark cloud of a forthcoming examination does not loom perpetually on his field of vision. In school he learns, by practice and observation, those means of control and those methods of instruction which generation after generation of teachers has amassed by toilsome experience, deferring systematic examination of the principles on which these methods and means are based till he reaches a maturer age. It is not too much to hope that when, in comparative ease and comfort, he has gone the rounds of the Training College, the University, and, let us hope, the Agricultural College, he may come back to us splendidly vigorous in mind and body, and excellently equipped for the work of teaching.

The Saturday training classes were so organized this year as to be helpful most of all to uncertificated teachers who wished to improve their status. The wants of certificated teachers were, however, not neglected. The industry and enthusiasm of the well-qualified corps of instructors were productive of much good to those students who were inspired by like good qualities. Experience, however, shows clearly that, in the case of some uncertificated teachers, it is necessary to insist on a satisfactory amount of interest and industry in return for the undoubted advantages accruing from attendance at these classes. During the forthcoming session, therefore, it is proposed that instructors of the various classes in which uncertificated teachers are enrolled be asked to make periodical reports on the punctuality, regularity of attendance, attentiveness, and industry of the uncertificated members of their respective classes.

The harvest holidays, coming, as they do, at a time when the utmost regularity of attendance is possible, interfere very seriously indeed with school-work. A period of only four or five weeks may

elapse between the date on which the school resumes after the New Year vacation and that on which it closes down again for harvest. This period is often a period of marking time so far as school-work is concerned. The duration of the harvest holidays may vary from two weeks to six weeks. Even if all the pupils were prepared to return to school at the end of the period fixed by the Committee, the loss to the school would still be great; but the mischief is aggravated by the fact that the pupils do not return *en bloc;* they dribble back for weeks after the school is nominally open, and seriously retard the progress of all. That harvest holidays are simply traditional, and not absolutely necessary, is shown by the fact that many schools situated in the heart of agricultural districts do not now observe them.

Education has been defined as "the provision of an environment," but the material aspect of the conception does not seem to have been generally seized. We have constantly endeavoured to impress upon teachers the importance of doing what lies in their power towards brightening the interior of their schools. A schoolroom nicely decorated with good pictures, diagrams, growing and cut flowers, furnishes an unobtrusively effective object-lesson tending to inculcate habits of neatness and order and a love for the refined and beautiful. In many cases teachers, we are glad to say, have recognised the value of cheerful school surroundings, and have, at practically no cost to the State, embellished the walls of their schools with judiciously selected, well-arranged pictures, &c., which, besides adding to the brightness of the school, are made to assist materially in the ordinary routine of instruction. And, in this matter, we are pleased to note, teachers frequently have the co-operation of parents.

But we have also with us, in too large numbers, the cheerless schoolroom, with its bare, dust-begrimed walls, innocent of ornament, except, perchance, the monotonous map, its shelves and table untidily littered with books and papers, its floor perfunctorily swept and scrubbed, and its whole atmosphere dismal and depressing.

In most districts there is at least one school concert a year, the proceeds of which, as a rule, go towards providing prizes not only for such pupils as have honestly earned them, but also not infrequently for all the pupils of the school. Without now expressing any opinion on the question of prize-giving, we would earnestly urge on Committees that, in the interests of the children, they devote at least a portion of the concert-money towards providing our young people with an environment which silently, though not the less powerfully, must influence them for good.

All examinations are, at best, but necessary evils, the outcome of the limitations of human wisdom. However skilfully conducted, they frequently fail to reveal, with any degree of accuracy, the best hat is in a candidate; with unfavourable circumstances they may, indeed, show him at his worst. We have pleasure, therefore, in recording the fact that this year the Department has been able to initiate a system under which, on a report from an Inspector on the work of pupils in district high schools, the examination for Senior Free Places in these institutions may, in certain cases, be either wholly or partially dispensed with. A most commendable feature of the new arrangement is the fact that it takes into fairly adequate consideration practical work in science and in manual instruction, the value of which, obviously, could not well be ascertained by written examination.

On two occasions during the year the Board co-operated with the local Teachers' Institute on the question of revision of the list of approved text-books, and again (in open conference this time) on the vexed question of promotion of teachers. In the first instance, the voluntary labours of a large committee of experienced teachers of all grades lightened very considerably the task of choosing suitable text-books. In the end the recommendations of the Institute were practically adopted. In the second instance, a conference was arranged by the Board, at which the Institute was very ably represented. Though it is perhaps to be regretted that complete unanimity of opinion on the question of promotion was not reached, it was felt by all, we believe, that the conference had resulted in much mutual enlightenment, and renewed the good feeling which in this district fortunately prevails between the Board, its Inspectors, and its teachers.

A report on school libraries, submitted during the year commended itself so much to the Board that it was communicated by resolution to the Press for publication. It is to be hoped that by this time every teacher in Southland has carefully read and considered this report, is fully alive to the immense possibilities of a well-selected school library, and is in a fair way (if it has not already been done) to establish and maintain one for the benefit of his own school.

We are fully persuaded that the *School Journal,* properly used, is an educationa instrument of no mean value. Replete with intellectual matter well suited to the requirements of those for whom it caters, it arrives each month with the glamour of novelty as an additional recommendation to its usefulness. If the teacher, while this glamour is still upon it, make novelty the spur to application, he will have done something substantial towards the intellectual bettermen of the child. Interest in literature once kindled may grow into a healthy flame, which, burning more soberly as the years bring wisdom, may yield an added zest to life.

Brief notes on some of the main subjects of instruction follow:—

Reading.—In most of our schools the mechanical art of reading is fairly well mas ered, with the exception that distinctness and articulation are occasionally neglected. The power to recognise new words would be increased, as we have had occasion to remark before, were more attention given to word-building in the higher standards. The other aims of the reading lesson—to foster the love of literature, to strengthen and build up character, to endow the child with adequate means of self-expression, &c.—are too little recognised.

Writing.—In too large a number of our schools this subject is receiving insufficient attention. In many cases in which the writing of the school was careless we observed an utter absence of care on the teacher's part as to the posture of the writers—a lapse of duty discreditable both from an educational and from a hygienic point of view.

Spelling.—This subject is, on the whole, satisfactorily taught. Where gross carelessness is shown both in spelling and writing, we are inclined to suspect lax management or want of application on the

part of the teacher; the successful teaching of these two subjects does not call for any high intellectual endowment on his part.

Recitation.—The selection of pieces for presentation is often very poorly made. It is utterly useless to burden pupils' minds with trash which has no manner of right to be called literature.

Arithmetic.—The elementary mathematics of our schools has its formulæ as well as the more advanced mathematics of the University. These formulæ, of course, should not be mere formulæ, but have constant concrete realisation. Yet we frequently find that the simple tables of addition, of multiplication, of common weights and measures, are so vaguely known that pupils, even in the higher s andards, cannot use them accurately in the solution of easy problems. When a Standard VI boy, by mysterious waggings and noddings of his head, tongue, or fingers, gives evidence of having to reach by investigation the sum or the product of 6 and 7, or is not quite certain whether two or four pints is a quart or a gallon he discloses at the same time the fact that he has been badly taught. Once the steps of the simple arithmetical processes have been concretely realised, a thorough practical knowledge of the tables mentioned becomes an absolute necessity—a knowledge so thorough that the recall of any simple arithmetical fact may be certain, accurate, instantaneous—automatic, we might almost say. On the other hand, with regard to the metric tables, the general fault is the want of ability to realise the actual dimensions and weights of which they treat. This defect can be removed only by sufficient individual practice in weighing and measuring actual objects.

Drawing.—Object-drawing is very gradually displacing drawing from copies, cards, and diagrams. We would suggest that for every class, or group of classes, a list of objects be drawn up, to be entered in the annual scheme of work. The results in design-drawing, both freehand and geometrical, are so promising in the case of a few schools as to force the wish that more attention were given to this branch in the other schools. The results in geometrical drawing are exceedingly poor; to a great extent, in the higher standards, they are almost worthless.

Singing.—It is to be hoped that the class in this subject, attended by both certificated and uncertificated teachers, may have diffused some helpful ideas as to the aims of the singing lesson, the choice of songs, the methods of teaching the subject, and the necessity for the preservation and cultivation of the child-voice. With regard to the last topic, we regret to note that some of the harshest and most unmusical singing we have heard has been heard in some of our largest and best-officered schools.

Physical Instruction.—This important subject receives, on the whole, sufficient, if not quite systematic, attention. It would be well to co-ordinate it with the teaching of health by calling attention during the performance of the exercises to the aims to which they are directed. The deep-breathing exercises should never be omitted.

Geography.—For deficiencies in this subject the annual schemes are mostly to blame. A wholesale revision of these, therefore, and a careful consideration of the best ways and means of teaching the subject are incumbent on all earnest teachers. In regard to Geography B, it may be pointed out that a mere reading of the text-book is insufficient. The syllabus stipulates for "the use of the text-book," which is something totally different from mere reading.

History.—A good deal of honest work is being done in this subject, though there is a tendency, in a few schools, to carelessness in treatment. The results, on the whole, are not quite commensurate with the efforts made to achieve them. We believe that if the relation of the various courses to each other were fully considered, and these various courses treated as parts of one rational course for the whole school, striking improvement would follow. There is need for the increased employment of educational devices in the teaching of this subject.

Moral Instruction and Hygiene.—The remarks made under "Geography" as to the schemes of work are particularly applicable to these subjects. The magic words "Incidentally treated" meet us too often during the year. In future, we should deem it wise on the part of the teacher to jot down, however briefly, the subjects of lessons incidentally treated. Under this heading it is proper to record the very favourable impression made upon us by the behaviour of the children on our annual visits, and to record a noticeable improvement in their manners and courtesy, both in and out of school.

Nature-study.—Slow but sure progress is being made in this subject. We have to hint to some of the teachers of our larger schools that a love of, and an interest in, natural objects can be inculcated in senior pupils, and that even in towns there are means of doing so. In no case whatever, we think, should this phase of education be quite neglected.

Science.—The majority of the schools which took up the subjec of elementry physical measurements did really good work. The temptation of former years to attempt too much work, and that of too difficult a kind, was resisted successfully, to the undoubted benefit of the classes. The classes in elementary agriculture now number thirty-three, and there is a hope of further increase. Steps have been taken to add to the efficiency of these classes by a circular of instructions addressed to teachers, and by furnishing them with the supplies which last year's experience showed to be necessary.

Handwork.—A large extension of the woodwork classes to other centres besides Invercargill is under consideration. We shall be glad to hear that it has been deemed practicable to carry out this extension, so thoroughly convinced are we of the value of this branch of school-work.

In conclusion, let us say that the Board has every reason to be satisfied, generally speaking, with the body of teachers in its service, who, often under serious disadvantages arising rom local circumstances, or their own lack of technical knowledge or skill, are working earnestly to advance the interests of education in the district. In spite of the defects which we have, from a sense of duty, felt ourselves obliged to point out in the course of this report, we acknowledge cheerfully and gladly that the educational results of the teachers' labours during the past year are in a high degree deserving of credit and encouragement.

We have, &c.,

James Hendry,
A. L. Wyllie, } Inspectors.

The Chairman, Education Board, Southland.

APPENDIX D.

TRAINING OF TEACHERS.

No. 1.

EXTRACT FROM THE THIRTY-SECOND ANNUAL REPORT OF THE MINISTER OF EDUCATION.

THREE out of the four training colleges had during the year 1908 almost, if not quite, their full complement of students; it is to be regretted that the fourth college had less than half the full number it could accommodate. The supply of trained teachers required to fill the regularly recurring vacancies, to staff new schools, and to improve the staffing of existing schools in accordance with the provisions of the Education Amendment Act, can be maintained only if the numbers at the training colleges are maintained at the highest figures; otherwise, the vacancies must be filled with untrained or partially trained teachers—a result it is desirable to avoid. The new regulations gazetted in December last increased the number of students who may be attending a training college at any one time from eighty to a hundred, the increase being called for by the new scale of staffing. The same regulations also increased the inducements to pupils from secondary schools to enter the teaching profession by giving to all students in Division B (non-pupil-teachers) living away from home the additional allowance of £30 a year formerly paid to only four of such students entering in each year; the scale of payments to the staff was revised, giving salaries that are at once more liberal, and yet graded in accordance with the Amendment Act of last session; in order to increase the opportunities for the child-study that forms so important a part of the training-college course, permission was given to each institution, with the sanction of the Minister, to establish a small kindergarten division for a limited number of children between three and five years of age; and the course of study and training was further defined, with a view to ensuring that subjects essential to a teacher should not be neglected. It may be necessary to define the courses still further, so far as that can be done without interfering with the freedom of the several colleges to shape their own programmes, as, unfortunately, there seems to be a tendency at present to avoid the study of natural science, without which no teacher can be said to be properly equipped for his work. It is also a question whether some other modification of the regulations may not be desirable to prevent some of the students from subordinating their legitimate training as teachers altogether to the object of taking a university degree. The course of training extends over two years, and it does not seem expedient that this period should be shortened, except in the case of those who have already graduated in the University, and who may therefore be considered as requiring only professional training in the colleges; for them one year would probably be sufficient.

The new Training College buildings at Auckland and Dunedin have now been completed, and are in actual occupation.

At the close of the year the students in training numbered 274, as follows:—

Number of students in training colleges, end of 1908:—	Men.	Women.	Total.
Auckland	23	25	48
Wellington	14	64	78
Christchurch	13	59	72
Dunedin	21	55	76
Total	71	203	274

	£	s.	d.
The amount paid in 1908 for the training of teachers was made up as follows:—	40,968	0	4
I. Training College—			
Salaries of staffs	5,925	3	10
Students' allowances	10,666	4	11
University fees of students	2,276	8	3
Libraries	187	18	11
Apparatus	25	13	3
Buildings	13,565	0	0
Total	£32,646	9	2
II. Other training—			
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students	2,900	0	0
Railway fares of teachers and instructors	5,421	11	2
Total	£8,321	11	2

No. 2.

TRAINING COLLEGES.

AUCKLAND.

Report of the Principal for 1908.

Sir,— Education Board, Auckland, 30th March, 1909.

The new College was opened on Wednesday, the 11th November, 1908, by the Minister of Education, the Hon. George Fowlds. The work, since the College was opened in 1906, has been carried on under serious disadvantages in a few odd rooms of the Normal School; so that it is a great relief to both students and staff to remove to properly equipped and suitable quarters. It is quite true that buildings do not make a college, but at the same time a diamond is none the worse for good setting. A handsome-looking building like the new College cannot fail to add to the tone of the students. They feel that they are "citizens of no mean city," and their general bearing has already improved in consequence.

The building is of brick faced with concrete, the main supports being of ferro-concrete. The entrance leads through the ante-hall to the central hall, the feature of which is its excellent lighting from above. This hall is for use for physical-culture work and general assembly. To the right a flight of steps leads to the basement, which contains the swimming-bath. This is 50 ft. by 25 ft., and has a depth varying from 3 ft. to 7 ft. 6 in. There is ample space around the bath for the practice of land-exercises in connection with life-saving. There are twenty-five dressing-boxes, two shower-baths, and at the eastern end an area for drying towels and costumes. The wall-space leading to the swimming-bath is covered with hylo-plate, so that practice in blackboard drawing can be given to about twenty-five students at once. Returning to the central hall, it is noticed that the class-rooms, &c., on the first floor all open from it. The Principal's room and the two common rooms are on the north side near the street; while on the south side are two lecture rooms and the criticism room. The common rooms contain students' lockers, and each has a small side room, containing a slipper bath, with hot and cold water. The Principal's room is in oiled rimu like the library, thus giving a pleasant contrast to the rest of the building, the scheme of colouring for which is dark-green dado, pale-green walls, and white roof. The two lecture rooms on this floor can be converted into one large room by a McCabe hanger partition; and a permanent platform at one end allows concerts, readings, theatrical performances, &c., to be given. The criticism room is large enough to hold a class of fifty children and the same number of students. It can be made suitable for magic-lantern work in a few seconds by means of patent blinds. Two staircases lead from the first floor to the second: one at the eastern end for the use of the men, the other at the western end for the use of the women. The rooms on this floor comprise the library, museum room, science room, a large lecture room, and two study rooms for men and women respectively. Off each study room a balcony opens for outdoor work. A portion of the roof of the building is ready for use as a roof-garden; but, as the only access at present is by a ladder, its general use is out of the question until a spiral staircase can be added.

The desks, lecture chairs, and furniture were all made locally to the Principal's direction. The desks are in five different sizes, so that, though not adjustable, still correct accommodation can be found for any ordinary-sized student. They are very comfortable, and yet are designed to make students sit up squarely to their work, and so minimise the chance of round shoulders.

Number of Students, &c.

During the year there were 47 students in training—23 men, 24 women—and, of these, 9 women and 7 men were in for one year only.

According to the new regulations the College should have 100 students in training; but I see no prospect whatever of having more than fifty for the current year (1909). As the regulations threaten a reduction in staff if the full numbers are not reached, the position needs careful consideration. According to the last departmental report available, that for 1907, there were 159 pupil-teachers in the Auckland District. At a fair estimate about fifty of these should have been in their last year, and therefore available for entrance to the Training College. As a matter of fact, only eight students were admitted under Division A as having just completed their apprenticeship. That is to say, the remainder were presumably appointed to assistantships, with no further training than was obtained during pupil-teachership. It is obvious that, if this is allowed to go on, the schools will be staffed with poorly certificated and badly equipped teachers. Out of the 758 adult teachers in the employ of the Board, only sixty-five hold C certificates; the rest hold lower certificates or none at all (*vide* report, 1907). Unless steps are taken to compel all pupil-teachers to come to the Training College for at least one year, I see little prospect of an improvement in status; and to have 8 per cent. only of the teachers holding what is now regarded as a necessary certificate cannot surely be regarded as satisfactory. The pupil-teachers themselves cannot realize that it is to their ultimate good to enter the College, and so forego an immediate rise of salary which often doubles their allowance as pupil-teachers. That they recognize it three or four years later is shown by the fact that last year sixteen students gave up their posts, carrying good salaries (in one case £180 a year) to come to the College for one year's training to try and raise their certificate to the C standard. A pupil-teacher living away from home receives £60 per annum in his last year. On entering the Training College he is entitled to £60 per annum plus all University fees, equal to about another £10 per annum. This is very generous treatment indeed, and I have no hesitation in strongly urging the Board (if it is possible) to alter their Pupil-teacher Regulations, and compel at least one year's training. For the same reasons I would advise that all probationers should be required to take the two-years course at the College without any option being allowed. This seems to me to be the only way to insure that there is an upward movement. Large sums of money are being spent on education, and this is only justifiable when the State gets a fair return for its outlay, with evident signs of improvement. Are these signs apparent?

Curriculum, &c.

Of the forty-seven students, seventeen were advised to read for a degree; the remainder devoted their energies to the C certificate. The students reading for a degree work for the C certificate in addition, the aim of the College being to equip every student who comes for two years with this certificate on leaving. Of the seventeen who sat for the University Terms Examination, eleven succeeded in passing. The subjects selected for University work by the seventeen students were as follows: Latin, 12; English, 15; education, 15; mathematics, 8; mental science, 2; geology, 1; chemistry, 1. The other subjects included in the curriculum are as follows:—

Reading, taken by the *Principal*.—Though nearly all students have satisfied the Department's examinational requirements in this branch, I still find it necessary to have a regular course of lessons. Indistinct speech, talking with closed teeth, clavicular breathing, &c., are rife, and are by no means eradicated, despite vigorous onslaught during the two years. The reading circles held on alternate Saturday nights are invaluable in putting good models before the students; and I would like to take this oportunity of thanking all those ladies and gentlemen who have given their services to the cause—viz., Mrs. Baume, Mrs. Forsyth, Mrs. C. Phillips, Mr. Baume, Mr. Montague and his cast from the Auckland Shakespeare Society, and Mr. T. H. Gill, and the Inspector-General of Schools, Mr. G. Hogben. This year "She Stoops to Conquer" was given by the students in costume. This branch of work seems to be commonly misunderstood. It is not with the idea of making actors and actresses that this is undertaken, but to give those taking part an opportunity of facing an audience, of keeping their self-possession, and, above all, of speaking out clearly and decisively their lines. The students acquitted themselves well, and, though the cost is considerable, and the amount of overtime required to work up to the necessary standard hard to find, still the value to the students warrants all. I have been very pleased to hear that an ex-student, who took part two years ago in "The Rivals," has worked up a play in his district very successfully, and provided intelligent occupation for the young settlers stationed near.

Writing, taken by *Mr. H. G. Cousins*, headmaster of the Normal School.

Arithmetic, taken by *Mr. H. G. Cousins*.

Music, taken by *Mr. S. Green*, assistant in the Normal School.

Besides the ordinary class-work, a musical society was formed, and more advanced work attempted. The College band, under the leadership of Mr. A. J. Cottrell, comprised eleven performers, and did yeomen service on the night of the play, and on social evenings generally.

Drawing.—There were two sections, A and B. Section A consisted of students preparing for examination, and was taken by Mr. Cockburn, of the Technical School staff. Section B consisted of students who had already passed the necessary examinations. They were taught by Mr. Harry Wallace, art master at the Technical School, who took more advanced work, special attention being given to blackboard work. A large number of the diagrams done by students in this class were on view on the opening-day, and excited very favourable comment.

Physiology, taken by *A. J. Cottrell, M.A., M.Sc.*, science master at the College.—This subject is compulsory for all students taking the C certificate. The syllabus requires too much microscopic work—work which is far too detailed for school purposes. What is required is a syllabus containing

three branches,—(*a*) Portions of important macroscopic physiology; (*b*) portions of hygiene; (*c*) first-aid work and life-saving. A motion to have this included was passed at the last conference of training college officials, and I am looking forward to seeing it included in the next issue of the syllabus.

Methods of Teaching, taken by the *Principal*.

Principles and History of Education, taken by the *Principal*.

Agriculture and *Nature-study*, taken by *Mr. V. Jackson, B.A.*, expert, attached to the Technical School.—By taking a portion of the students' holidays, it was arranged that the whole of three weeks was given to this work. Mr. Jackson is an excellent teacher, and, unlike most experts, sees his own subject in proper perspective. The students benefited largely from the lessons, not only from the point of view of added information, but also from the logical arrangement of the matter, the novel way of presentment, and the general alertness of the teacher. Mr. Jackson is returning to Canada, I understand, and I take this opportunity of expressing our appreciation of his good work. We shall miss him.

Hygiene, taken by *A. J. Cottrell*, science master.

Elementary Science, taken by *A. J. Cottrell*, science master.—All students took this subject, which was taught on heuristic lines, every student performing the experiments himself. Some very good note-books were shown at the end of the year.

Kindergarten work, taken by *Miss S. Newman*, head assistant in infant department.

Woodwork, taken by *Mr. Trendall*, of the Auckland Technical School staff.

Cookery, taken by *Miss Lawson*, of the Auckland Technical School staff.

Rifle Shooting, in charge of *Mr. Paterson*, first assistant.—The male students had regular practice, both on the miniature range and also at Penrose. We were supplied with four boys' rifles for the work at Penrose; but they are too small. The students are of the physique of ordinary Volunteers: why should they not use ordinary service rifles?

Physical Exercises and Athletics.—Great attention was paid to this portion of training. If our students are to go out broken down in health, round-shouldered, and physical wrecks, of what use will their certificates be? I am a firm believer in requiring every student to be in strict training, to be in buoyant health, to feel the blood course through the veins; and to this end I hold with Mr. P. A. Barnett, Chief Inspector of Training Colleges in England, that from one to two hours' active exercise every day is absolutely necessary for good health. People who neglect to take this amount forget that during illness, which must come sooner or later, they lose far more time than they ever gain by the most persistent application. This is not athletics gone mad, it is common-sense. We hear so much of overdoing athletics that there is a serious danger of underdoing them. I should like to see some practical test added to requirements from all male students, that they should be able to shoot, to swim and save life, and take part in ordinary school games. New-Zealand boys are nothing if not lovers of sport, and how can you better command their respect at first than by leading them in their games? Respect for character is of a much later growth. A bright-looking, energetic young fellow, who has made the most of his build, and who looks prepared for any emergency, impresses himself on a class from the start. The class feel his power in his very appearance, and so are less inclined to go contrary to his wishes. A good start so obtained can easily be followed up; whereas a bad start may not be erased in its effects during the whole year. I am quite confident that, other things being reasonably equal, the athletic teacher will do far better work with a class than the mere scholar. He is brighter, has more "go," is less likely to "nag," and will by his sheer health make his class happier in their work.

General.

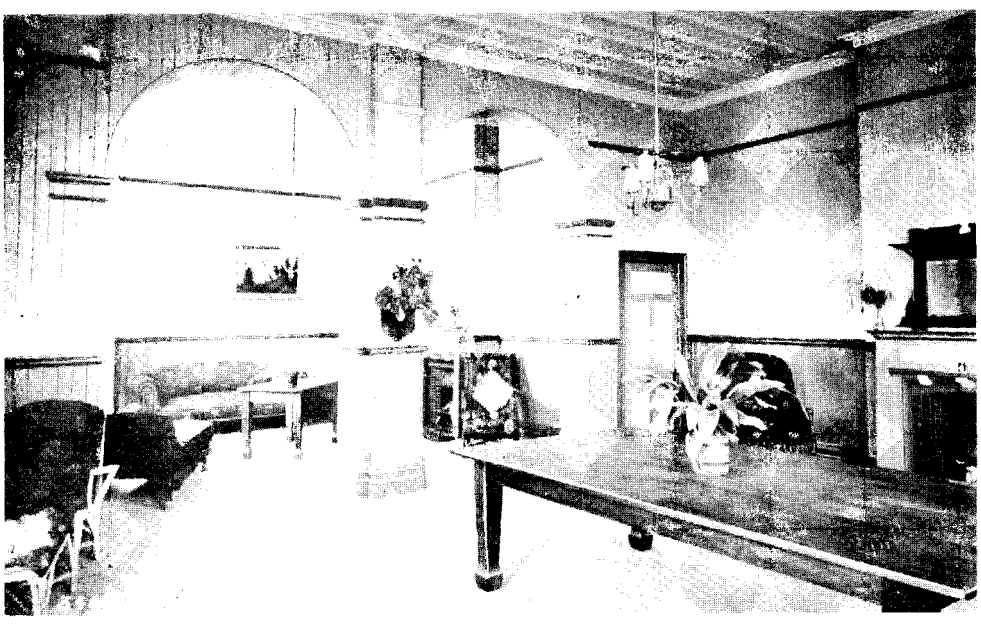
It is often urged against teachers that as a class they are too narrow and pedantic. With the idea of widening the horizon, and seeing what other work goes on in the world besides their own, visits of observation have been made to places of interest. During the year the visits have included the following: Sugar-works at Chelsea, biscuit-factory (Bycroft's), hat-factory (Plummer's), kauri-timber yards, freezing-works, gasworks, Wairangi Experimental Farm, cadet camp at Papakura, ostrich-farm at Pukekohe. Accounts of the visits are written up and illustrated by sketches and photographs, and in this way the students get good reference-material for future work.

About eight students owned cameras, and the dark-room fitted up during the year was very well patronised. A course of lectures, showing how lantern-slides are made, was given during the third term, and some very good slides were made during the course. This work will doubtless bear fruit in the schools in a few years' time.

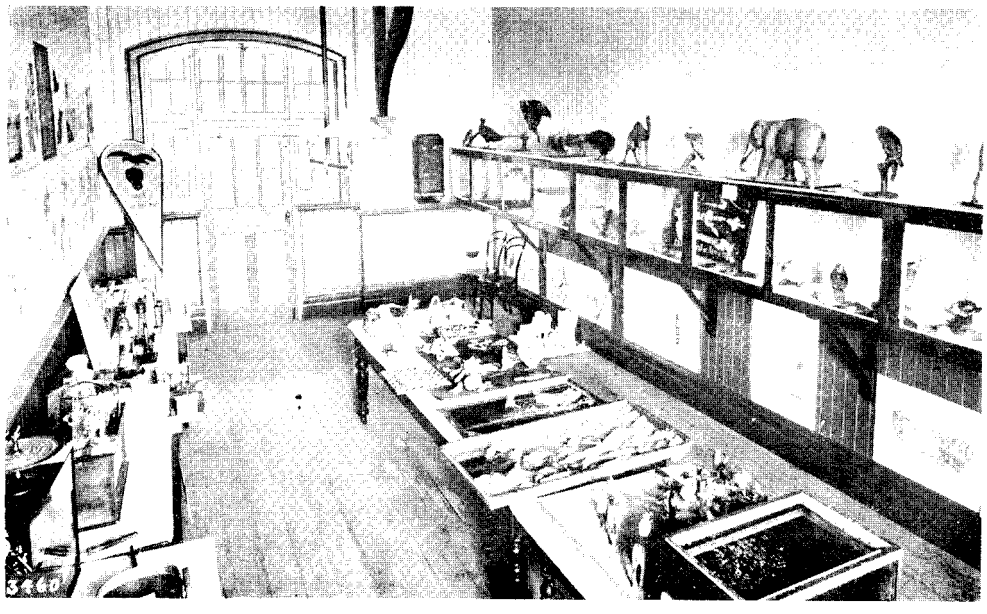
The Normal School continues to do good work, and is gradually adding to its reputation. The classes are all filled, and applicants are in many standards waiting their turn for admission as opportunity arises. During the year a school costume was decided upon, and a large number of the children have obtained one. The parents' days were kept as usual. The parents of the children in, say, Standard II are invited to come to school on a set afternoon and see the class at work. Portions of different lessons are taken, so that an idea can be formed of how the work is usually done. An opportunity is also given the Principal or headmaster to address the parents afterwards on such matters as attendance, need for punctuality, &c. During the year, Mr. H. Burns, second assistant, was promoted to the first-assistantship at the Newton West School, and his place was taken by Mr. S. Walker, from the Beresford Street School. The new regulations have caused a readjustment of salaries, which has led to substantial increases in most cases; but I am very sorry to see that provision is made for two assistants at the minimum salary of £90. If assistants have to take their share in training students in their practical work (as they should), it is not possible to get assistants capable of doing that work for the money. If the maximum salary in the grade—namely, £120—were available as a starting salary, instead of £90, there would be some chance of getting an experienced teacher; whereas now



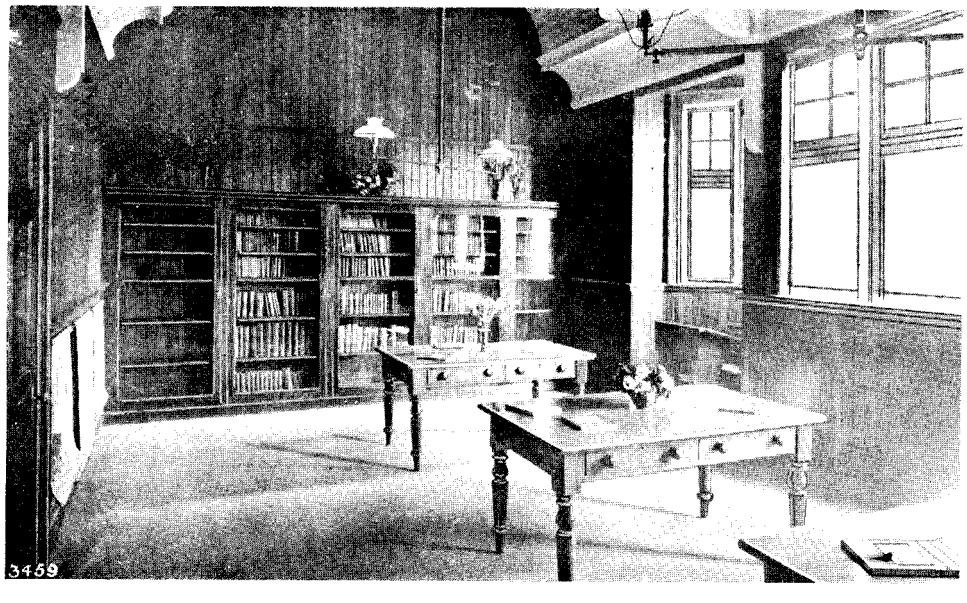
Auckland Training College.—Front View of New College.



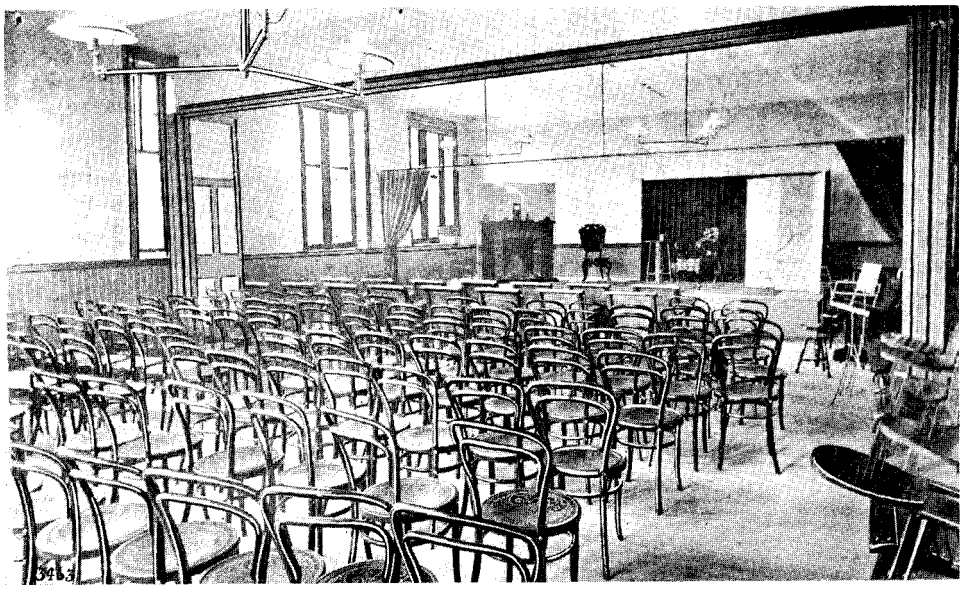
Auckland Training College.—Women's Common Room.



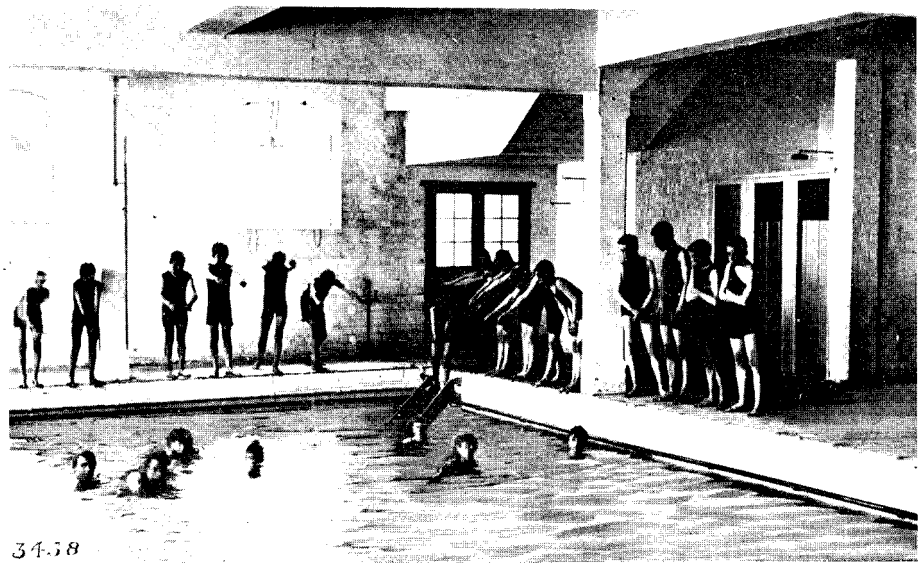
Auckland Training College—Museum.



Auckland Training College—Library.



Auckland Training College—Lecture-room, showing McCabe Hanger.



Auckland Training College—Swimming-bath.

[*To face p. 143.*

two raw students will have to be appointed. It will be two or three years before they will be equal to criticizing students' work, and in the meantime their experience will be gained at the expense of the students, to say nothing of the children.

Perhaps the least satisfactory work in connection with the College is the practical teaching of the students. The problem is to give sufficient opportunity for practice without interfering with the students' own studies unduly. I can see no possibility of ever doing the practical training in a thoroughly satisfactory manner until the students enter the College already equipped with the necessary knowledge for teaching purposes. Then the whole time can be devoted to methods of training in how best to present that knowledge to children. This is the plan followed in the best American and Canadian normal schools, and is, in my opinion, the only satisfactory one. An attempt is made in England to get over the difficulty by requiring the students to follow their own studies during term-time, and postpone all their practical teaching to their vacations. This is not satisfactory, for many reasons. In the first place, the students who have worked hard want their vacations for recreation purposes, just as other students do, and feel a distinct grievance at the deprivation. What is more important, there are so many students requiring practice at the same time that several schools have to be used for the purpose—schools differing widely in character, with methods in use that no young teacher should see. There are obvious advantages in having all practice in the Normal School, with methods in use that have official sanction, so that theory is not divorced from practice. Further, teaching by young students that is not criticized by competent authorities is largely useless. It is the criticism that is so valuable to beginners: they learn from it what should be done and what should be avoided. It is obvious that the Principal of a college cannot supervise personally the work of a hundred students, scattered amongst a dozen schools, all in session at the same time. Hence the work of the students is very inadequately criticized, and faults become firmly rooted.

I have been much struck with the work of Division B students during the last three years. I have noted many instances of students who, with some aptitude for the work, have after two years' work under sympathetical critical guidance, taken higher places in our final classification than students who have had the same training and an additional four years' pupil-teachership. Faults have crept in during these four years that have not been eradicated in the course of training—faults due to lack of criticism of an intelligent kind in the first instance.

After very careful consideration, I think the plan adopted by us for giving practical work is he best that can be devised under the circumstances—much better than the English one. Every student gives the whole of two weeks to his school-work during each of three terms. His own studies are done at night-time, the whole of the day being occupied with class-work. As the University lectures are all given at night-time, this does not seriously interfere with the continuity of work, certain Training College lectures and time for private study being missed. A fortnight spent with a class gives opportunity for good insight into the work required from that class. The lessons after the first two days (during which the class-teacher is observed) are all given by the student. They are planned out beforehand, and written out in a special notebook, and criticized both before and after delivery. The class-teacher, who is always present, criticizes the lesson as it proceeds, writing the criticisms down in the notebook, and talking them over with the student afterwards. The headmaster of the Normal School and Principal of the College also move round the school, from class to class, criticizing as occasion demands. From time to time during the fortnight the students are called together, and common faults are pointed out, and steps taken to eradicate them.

Following this plan for two years allows every student to visit each of the standard classes in turn for two weeks, so that a general bird's-eye view of the school-work is taken. Character-sketches are written out at length, one for each school section, so that some definite work in child-study is attempted. It is urged that, as the class-teacher is always present, the student never has the opportunity to keep order himself—that his disciplinary powers are never tested. This is quite true, but it must be remembered that the power to keep order depends entirely on strength of character and innate power. No training can ever give this. A student who has not the power can be bolstered up in some measure by good training, but if he has not the power in some degree then he should not be a teacher. The rule-of-thumb teachers, who are opposed to training on the ground that the only way to learn how to keep order is to practise with large classes, would probably cease their opposition if they reflected that a student leaving the College at, say, twenty years of age has forty-five years before him in which he can get the very practice they advocate, and, moreover, can start that practice on right lines as a result of his training.

To see that ex-students are carrying on their work in the spirit taught in the College, the Board of Education have directed their Inspectors to send in a special report on the work of the year. The first set of reports to hand, and are very gratifying. The men received an average mark of 80 per cent., and the women one of 66 per cent., which, though much lower, is easily explained by the fact that, as sole assistant, in many cases they were face to face with large classes and harder conditions, which, at any rate for the first year out of college, are very trying.

The old students held their first reunion on the 23rd April, when all but four attended. Great enthusiasm prevailed; and if the same spirit pervades each succeeding year, the Principal will be well content to let the College be judged by its representatives.

In conclusion, the Principal would like to thank the Board for the sympathetic consideration always given to his suggestions. It is living in a new world indeed to be free from the cast-iron rules and regulations that are so harassing in England, and the Board can rest assured that all that can possibly be done by the Principal to make the institution a pronounced success will be attended to *totis viribus*.

H. A. E. Milnes, B.Sc. (Lond.).

The Chairman, Education Board, Auckland.

WELLINGTON.

Report of the Principal for 1908.

Sir,— Training College, February, 1909.

I have the honour to present my annual report on the Training College for the year ended 1908

The session commenced on the 3rd February, with an enrolment of 80 students, the maximum number allowed by the previous regulations. Fifty-eight were ex-pupil-teachers, and 22 entered under Division B. Thirty-two were students in their second year, 48 in their first. All those who entered as first-year students in 1907 returned in 1908, but 2 of them were obliged to retire during the year. The net roll of the regular students at the close of the year was thus 78. A full list of these, arranged according to districts, is appended. In addition to the regular students, several teachers attended at various times during the year—usually for a week or so at the time of the term holidays. The figures below give a summary and analysis of the roll.

District.	Division A.		Division B.		Total.
	M.	F.	M.	F.	
Wellington	1	23	1	9	34
Wanganui	7	14	2	2	25
Hawke's Bay	1	6	..	2	9
Marlborough	..	2	..	..	2
Nelson	..	1	2	1	4
Taranaki	..	3	..	..	3
Grey	..	..	..	1	1
Otago	..	..	..	1	1
Southland	..	..	..	1	1
	9	49	5	17	80

Wellington City provides only twenty-two of our students; so that by far the greater number, fifty-eight, are students living away from home. The first problem (and in many cases it is a difficult one) before the majority of the students is the problem of finding a place of residence at once suitable and within their means. The utmost that most can pay is £1 per week; and it is the testimony of those who are by no means extravagant that to pay this amount and to meet all other necessary expenses taxes fully the resources of an income of £60 per annum. One pound per week is a reasonable amount to pay, and where the amount paid has been much less I have taken pains to satisfy myself that the students were in comfortable and suitable quarters. The Women Students' Hostel has been found a great boon, more than twenty of our students having obtained rooms there. This establishment furnishes the ideal conditions for student life—every convenience for study joined with opportunity for social recreation. It is gratifying to learn that the Council contemplates further development of the hostel scheme, so that we may ere long see sufficient accommodation provided for all our women students. When that time does come I trust it will be obligatory upon all students to avail themselves of the opportunity afforded. So far none of the men have taken advantage of the Men's Hostel. For them even more than for the women the life and associations of residence are desirable. I am sure of this: that we are not getting the best results under present conditions. The circumstances under which some of our students are obliged to live are quite inimical to the student habit and to the development of the type of character which is needed in the teachers of our children.

A return of the tariffs paid by the students showed that 3 students paid 14s. per week, 11 paid 15s. per week, 2 paid 16s. per week, 17 paid 18s. per week, 13 paid 18s. 6d. or 19s. per week, and 5 paid £1 per week. Those who paid the lower rates were in most cases staying with friends or in private families. It is not possible to secure suitable lodgings at a rate much below £1 per week. It is desirable that in this matter all our students should be placed on the same footing, and that all should have the advantage of the very best arrangements possible. If it were made a condition of studentship that the student must go into residence, I believe it would not be a matter of much difficulty to find good homes that would serve for the purpose—homes that would specialize in the requirements of students, and that would be recognized by the authorities as College homes.

The holders of the boarding scholarships for 1908 were J. D. Bruce, M.A., Wanganui; B. Nicholson, B.A., Nelson; E. Morrison, B.A., Invercargill; N. Dallaston, B.A., Dunedin; A. Brown, B.A., Masterton; A. Currie, B.A., Wanganui; R. Biggar, Nelson; E. Thompson, Dannevirke.

Under the new regulations all entrants under Division B will receive the same allowance. Miss A. Brown, who is entitled to her scholarship for another year, has resigned, having been appointed to a position in Wanganui College. I am pleased to report that without exception the scholarship-holders have proved worthy of the scholarship, and that they have done good work in the College. Those who have finished their courses give promise of being very efficient teachers in secondary schools.

The fact that the minimum requirement for entrance to the College is matriculation or its equivalent in Partial D should insure that most of the students are fairly well equipped in general knowledge; and so they are. But at the same time it has to be noted that their equipment along science lines is wofully

inadequate, and very much inferior to what should be expected in those who have gone right through the primary-school course, and in most cases have spent at least two years at a secondary school. For the most part students would avoid science subjects, both at training college and at university, if they could, and not infrequently express dislike to the practical side of such subjects. In framing the University course I find it is the few who wish to take up science subjects. All along the line the desire seems towards what can be got up from text-books or memorised from lectures; and I can only put this down to habit—a habit of many years' growth. The mind has become so accustomed to imbibing from text-books and to depending upon statement and lecture that it is only with difficulty it can be roused to independent effort in investigating facts. Coming to the Training College with so poor an equipment in science and in observational geography, the students have a great deal to do in their two-years course, even along this one line, if they would prepare themselves for the demands that will shortly be made upon them as teachers. The most elementary notions in physics, in chemistry, and in the phenomena of nature are often wanting. Surely it is a reflection on a good deal of the education that has gone before that it is so, and constitutes an additional reason for equipping this part of the College-work as fully and adequately as possible, and of providing for it the services of a specially qualified science master, who can give his undivided attention to the subject.

The students are classified according to University standing, as follows: Passed the M.A. degree, 2; passed the B.A. degree, 8; passed the first section of the B.A., 6; passed first or second terms, 42; matriculated, 16. Some four or five students have not matriculated. Two of these sat for this examination in December last, and both were successful. Of those who have not kept terms the majority have passed the University examinations in one or two subjects. Where it is at all possible, and in keeping with other demands made upon their time and attention, it is expected that students will present themselves for the term's examinations. The Professors' reports show that the majority of students exercise diligence in their work at the University. Fifteen students entered for the degree examinations in November: for the M.A., 3; for the B.A. final section, 4; and for the B.A. first section, 8. Attendance was distributed among the classes at Victoria College as follows: English, 51; Latin, 38; mental science, 11; education, 37; mathematics, 16; French, 8; biology, 14; German, 8; chemistry, 4. Two students took 4 classes, 26 took 3 classes, 49 took 2 classes, and 1 took only 1. This works out at an average of 2·25 classes per student. The students who took four classes were well prepared by previous study in most of their subjects. The student of average ability cannot do justice to more than two classes and at the same time give proper attention to the practical side of his training, which has the foremost claim upon his time and strength. The question again arises, is it possible for students to pursue their academic course and at the same time do justice to the many other requirements of their professional training? First, I think it would be better—and I advise this course—that degree students should finish their degree before entering, and then during their training year (for one year at the Training College in such cases would be sufficient) give the whole of their time to strictly professional subjects. To take a typical example, one of the 1908 entrants happened to be an honours student. Of necessity by far the greater part of her time had to be given to her honours studies. To have given her undivided attention to this work during the whole year, and then to have entered the Training College in 1909, and then to devote her whole time to her professional training, would have been the better plan. We have had experience of students running their last two University years side by side with their Training College course. This has not worked for the best. It is, I believe, quite possible to combine the first two years of the degree course with the Training College course if the students are well prepared, but in the main the better course is to complete the degree course before the Training College course is begun. If this be done, then one year at the Training College should be sufficient. Then, leaving aside the degree students, and looking at the requirements of the majority, the question arises, are the interests of their future educational careers best met by a combined course such as we contemplate? The answer, I think, must be Yes, if the proper courses of study can be provided. A glance at the attendance figures given above would seem to indicate that the best selection of subjects is not made. Latin figures very conspicuously, though a comparatively small number will be required to teach the subject; and biology seems to claim a much smaller number than its importance in the elementary-school programme would require. The line must in future be drawn more strictly between degree and non-degree students; if this were done more would probably take up the science subjects, which should be regarded as essential.

First-year Students.—Their subjects and the time devoted to them were as follows: Methods, observation, and practice, 5 hours per week; physiography (compulsory), 2 hours per week; physical culture (compulsory), 1¼ hours per week; course of modelling in plasticine (compulsory), about 20 hours; course of modelling in cardboard (compulsory), about 30 hours; course of blackboard drawing (compulsory), about 20 hours; certificate drawing (optional), 2 hours per week; certificate singing (optional), 1 hour per week; certificate sewing (optional), 1 hour per week; certificate physiology (optional), about 30 hours. This programme analysed shows that the first-year students were employed at the Training College for a minimum of about nine hours and a maximum of about twelve hours per week during the year. The special courses are taken when the University is not in session—viz., in March, October, and November. The work has been so arranged that students of the first year have half of every day and the whole of Thursday free for study. No demands are made on their Saturdays. An extra hour per week could well be given to singing and to sewing; and, in view of what I have said in another place about equipment in science, much more time should be given to this and to physiography.

Second-year Students.—Methods, observation, and practice (compulsory), 7 hours per week; nature-study (compulsory), 1 hour per week; kindergarten (women), 2 hours per week; physiology (C) (optional), 2 hours per week; physical culture, 1¼ hours per week. In this section allowance has to be made for the time required in preparing for teaching. Each student must spend from four to five hours per week in the class-room, and at least half of this time is devoted to actual teaching. The

remainder of the time is given to the discussion of methods. In March, October, and November practice in teaching and observation of particular lessons and courses of lessons occupies a large portion of the student's time. Woodwork may be taken either in the first or second years or in both. Owing to a hitch in the arrangements, cookery was omitted from the programme last year. Education is usually taken in the second year, those requiring the subject only for the C certificate taking the full course at the University along with those who require it for the degree. In connection with the second year's work, as with the first, I believe it would be more satisfactory in the case of non-degree students to lessen the amount of University work and provide a much more thorough course in nature-study. I shall have this in view in arranging the programme for 1909.

The arrangement for practice whereby students in their second year are allotted, according to their abilities and aptitudes, to secondary, country, infant, or standard departments, and are kept for a longer period in that department for which they seem most suited, has been employed during the year with satisfactory results. Every student gets some acquaintance with the country-school department—both the sole-teacher school and the lower division of it—with the standards, and with the infant department, but not necessarily with the secondary department. Those who by equipment are fitted for the secondary department give the larger portion of their time to it and to the upper standards. Thus an attempt is made to specialize, while at the same time an all-round training is given. Every second-year student has opportunity and practice in methods under these aspects: (*a*) The single lesson; (*b*) a related series of lessons; and (*c*) lessons as forming parts of a time-table.

Practice is only one side of the training the College gives in the art of teaching and management. Discussion of plans and programmes, and observation, are of equal importance. Sufficient practice is given to insure that the student will not be nonplussed when he comes face to face with the concrete situation absolutely and entirely alone; sufficient to give him confidence in his powers, and to indicate how these powers may be developed. The aim of the practical side of the College work is well summed up in a paragraph from an excellent article entitled "The Training of the Primary-school Teacher," in a recent number of *School*: "The aim of these courses is less pretentious than many to be met with at present. They seek not to turn out fully proficient and experienced teachers—rather to let those attending see in what good teaching consists, lead them to observe and study children sympathetically, and get them to analyse the reason particular methods are employed under given conditions. From a concrete study of children and methods they aim at establishing general principles, training the students to apply the principles to new problems—in short, leading them to think out methods and cultivate in them a critical attitude of mind towards their teaching."

This year will see the appointment throughout the various educational districts represented by the College of a new class of students called probationers. Approximately there will be appointed seventy in the Middle University District. From thirty to thirty-five of these will likely be eligible for admission to the Training College at the end of 1909. It would be well if something could be done in the way of unifying the course of study they are required to undertake, so that the whole four years—two as probationers and two as trainees—may be used to the best advantage. As the regulations stand, it is left to each of the Boards to arrange the preliminary course for its own probationers; and it might be advisable if the suggestions now to be offered were forwarded to the Boards, so that all probationers shall as far as possible be doing the same preparatory work. Those who have not passed prior to appointment will need to prepare for the Matriculation Examination. It is well that this should be kept in view. All entrants to the Training College should have matriculated. Then, again, drawing and physiology as required for the certificate should be undertaken by all. A two-years course is the minimum that should be demanded in drawing. I find that, even in the case of those who have passed the certificate examination, skill to use the chalk, brush, and pencil rapidly and effectively is lacking. All branches of drawing should be included. I find that perspective drawing is frequently omitted—a branch which seems quite essential to blackboard sketching, such as students will be required to do later on. In many cases, too, the very elements of geometrical drawing are not known. This stricture applies with even more force to those who are admitted from secondary schools than to those who have been pupil-teachers. In addition to drawing and elementary physiology, some such elementary work on nature-study as is given in Mulgan's "Nature-study in New Zealand" might be required. A course in English, including composition and the study of some of our English classics, should also be undertaken. To sum up, some such course as this would be a good preparation for the Training College course:—First year: (1) drawing—freehand, free-arm, and brush; (2) physiology as for D; (3) nature-study—elements of botany; (4) English—(*a*) composition, (*b*) classic. Second year: (1) drawing—geometrical, perspective, brush; (2) nature-study—elements of zoology; (3) an elementary practical course in physics or in chemistry; (4) English—(*a*) composition, (*b*) classic. There should be no exemption from drawing if it is at all possible to arrange for instruction in the subject; and courses in science such as are suggested would serve as an introduction to classes at the University in similar subjects, and to the more complete course in nature-study provided at the Training College. If, as is likely, a goodly proportion of those appointed as probationers will have passed the Matriculation before or shortly after appointment, they should nevertheless be obliged to equip themselves along definite lines such as I have suggested, whatever studies they may undertake in addition, and if possible secure their teachers' certificate in these subjects.

Library and Gymnasium: Both these valuable institutions are now equipped, and during the year have been profitably used. The former is in daily requisition, and at any hour students may be seen looking up work for their teaching-practice or in connection with their private studies. The grant of £100 has already been expended, for the most part in books related to the school-work of the various classes and books on method. I trust that a small annual grant will be available for the purchase of new books and for keeping the present ones in good repair. One of the students has given part of her time as librarian, a small sum having been granted by the Board for her payment.

The gymnasium is used as frequently as the time-table of a busy student will permit. The favourite, and I might say the only, game indulged in is fives, the court for which is in the gymnasium. An additional court would be greatly appreciated. "Gymnasium" suggests recreation, and "recreation" calls up to the mind the total inadequacy of the grounds of the College. I have referred to this before, and I can only hope that by keeping at it, like the importunate widow of old, a tardy ear may at length be given to the reasonable demand for an extension. Leaving the recreative and æsthetic aspect aside for the present, it has also to be urged once more that the interests of the country districts served by the College require a much larger area of ground for nature-study and elementary agriculture. An adequate development of the programme of the country school is hardly possible until this question of ground is solved. Mr. Webb has already sacrificed too much of the playing-space of his scholars to nature-study and gardening purposes; nothing more can be attempted until a suitable plot is available. One of the most important aspects of the work of the students is thus of necessity obliged to remain only very imperfectly done.

Normal School: The work in this department has been on the whole satisfactory. Mr. Webb and his staff have facilitated and helped in the practice arrangements of the students, besides doing their share, as the former regulations required, of the teaching-work of the College. Under the new regulations the instruction of the students can be arranged with little call upon the staff of the Normal School. The secondary department will now, if necessary, be increased to fifty. I recommend that this be done, at any rate for one year. The addition of an assistant here will strengthen the department, and also give me some available assistance for the students' work. A junior kindergarten room will be added to the infant department. The addition of the room necessarily means the addition of a teacher. According to the new regulations the total staff allowed is twelve. This is to provide at least one lecturer, who shall give a good proportion of his time to the instruction of the students. But if all the classes are full—*i.e.*, an average of forty to each teacher—the whole available staff will be absorbed by the practising department, thus: Standards, 6 (a teacher to each class); secondary, 2, (average attendance, 50); infants, 2; country, 1; kindergarten, 1.

As the classes are at present it is impossible to group, and there is no suitable room even if the grouping were possible. I propose, however, to work during the next year with the full staff and the full school, and see how far it is possible to meet the requirements of the instruction of the students under such conditions.

The additions suggested as necessary in my last report have been under consideration during the year. Just where they should be placed is somewhat difficult to decide; but on the whole the most suitable place would seem to be behind the manual and technical room. Two rooms—a new science room and a kindergarten room—are urgently needed, and there should be added also an art room and a museum. At the present time the plans for these additions are almost ready, and I trust that before the year ends the rooms will be ready for occupation.

At the beginning of the year a prospectus was issued, setting forth classes which it was thought would be of benefit to teachers preparing for higher certificates, and to those who might wish to further qualify themselves for infant-room work. Owing to the small support promised it was not worth while beginning. The classes proposed were education, physiology, handwork, English, and infant-room method.

In 1907 a short school was held in midwinter for the benefit of selected country-school teachers. It was proposed to hold another in 1909; but, as the new regulations make provision for the admission of teachers of this class, the necessity for doing anything further in the matter has been removed. The Training College is always open to visiting teachers, and those who wish to do so can readily obtain a week or so in addition to their term holidays to enable them to spend some time in the College. During the past year a great many teachers have attended—some for a day or two, others for a week, others for a month at a time.

According to the new regulations a sum of £200 will be available for such subjects as drawing, modelling, singing, and drill. I recommend that instructors be procured for drawing, modelling, singing, and domestic science. The provision of instruction in these subjects very materially relieves the strain that was felt where members of the Normal School staff had to take up the subjects. Needless to say, much more effective work should be done under the altered arrangements. I propose, too, to relieve Mr. Tamblyn of the work he has been doing in nature-study. It is hardly possible for a man to do justice to this subject and at the same time do justice to the important department (model school) he is in charge of. There is enough in the latter, if it is adequately to represent what our country schools should aim at, and in a measure accomplish, to tax a man's whole strength and time.

I wish, in conclusion, to thank the following for their generous contributions to the social and recreation fund of the College: Messrs. J. G. W. Aitken, W. Rutherford, G. W. Wilton, W. Mackay, J. Boal, J. Wilson. All gifts in this direction are greatly appreciated. The social side of College work must always bulk largely when it is considered that three-fourths of the students are strangers to the town.

I have, &c.,

WM. GRAY, Principal.

The Chairman, Education Board, Wellington.

CANTERBURY.

Report of the Principal for 1908.

Sir,— Training College, Christchurch, 4th February, 1909.

I have the honour to present my annual report on the Training College.

We commenced the year's work with 79 students, of whom 55 were students of Division A and 24 students of Division B. Seven left during the year. At the end of the year we had 52 students under Division A and 20 under Division B. The tendency to increase in the number of B students will probably go on from year to year, thus providing a sufficient supply of teachers to meet requirements. It must be borne in mind that, as the new supply each year is thrown upon the market at the beginning of the year, there will often be an apparent shortage of teachers in the latter part of a year and a surplus in the early part of the following year.

Appended tables show the classification of the students as regards divisions and status.

There is little to chronicle in the year's work, which has consisted of an attempt to settle down steadily to meet the conditions of work.

Students' Studies.—As indicated in a previous report, I have allowed the students freedom of choice in their selection of subjects in the arts or science courses at Canterbury College, for of these subjects there is no one that I think could reasonably be prohibited to students as not providing good intellectual work suitable for those who have a bent in favour of that subject. As regards the number of subjects it is desirable to take, I have generally advised the students not to take more than the three required for the Canterbury College Examination. Where students, however, show great enthusiasm in their studies, one does not like to do anything which looks like checking this enthusiasm, and so in many cases I have sanctioned more than three subjects being taken. But experience leads me to think that only in a few special cases will it be advisable for students to take courses in more than three subjects, especially if the subject of education is not included in the degree course. By taking courses of study at Canterbury College (the local college of the University) forty of our students made some step forward by an examination in a University course, and nearly all of the others took some work at Canterbury College. We may accordingly look forward to having a body of teachers all well equipped as regards knowledge for the work of the primary schools, and a considerable number equipped for the work of the secondary schools.

Teaching-practice.—In the training of students generally we have to aim at arrangements that will let them form ideals of sympathetic treatment and intelligent development of children, and at the same time will give them some practice at what may be regarded as the drudgery of the mechanical work, or perhaps I might better say the steady, persistent routine work that is necessary to make the children proficient in the subjects of the primary-school curriculum. To further the latter aim in the case of the Division B students additional practice for them has been arranged for. A complaint often made against the pupil-teacher system of the past was that it produced teachers who were too much given to rigid methods of work and a repressive discipline that did not conduce to intellectual development of a high order. Such a defect, it is to be hoped, our training will provide against. But it has been said that "no trained teacher is a finished product," and, in the case of the Division B students, facility in carrying out skilful methods of securing a high standard of work from school classes can only be looked for after practice subsequent to leaving the Training College. In most cases, however, this will soon come when the young teacher has the positive responsibility for the class thrown on him, and is devoting his whole day and all his energies to the work of teaching.

I desire to express my appreciation of the hearty co-operation of the members of the staff in carrying on the work of the institution.

I have, &c.,

Edwin Watkins, B.A., Director.

The Chairman of the North Canterbury Board of Education.

Training College Statistics.

	Male.	Female.	Total.
Number of students remaining for a second year, 1908—			
Division A	4	23	27
Division B	1	5	6
Total	5	28	33
Number who entered during 1908—			
Division A	8	20	28
Division B	4	14	18
Total	12	34	46
Total number who attended during the year	17	62	79
Number withdrawn during the year—			
Division A	2	1	3
Division B	2	2	4
Total	4	3	7

TRAINING COLLEGE STATISTICS—*continued*.

	Male.	Female.	Total.
Number in attendance, December, 1908—			
Division A	10	42	52
Division B	3	17	20
Total	13	59	72
Results of departmental examination, January, 1908—			
Passed for C	3	13	16
„ partial C	3	12	15
„ D	..	6	6
„ partial D	1	3	4
„ part of C	1	17	18
Special mention obtained	1	2	3
Failed or absent	1	3	4
Total	10	56	66
Results, as regards Training College students, of University examinations, November, 1907—			
Passed for—			
M.A.	..	1	1
B.Sc.	..	1	1
B.A., final	2	3	5
B.A., first section	6	9	15
Total	8	14	22
Failed	..	3	3
Results of Canterbury College Examination, October, 1908—			
Passed—			
First year	4	15	19
Second year	5	5	10
Third year	1	8	9
Qualified for University Examination	..	2	2
Scholarship (Sir George Grey's)	..	1	1
Exhibitions gained	1	2	3
Names on credit lists	6	9	15
Failed or absent	1	6	7
Total	18	48	66

OTAGO.

REPORT OF THE PRINCIPAL FOR 1908.

SIR,— Training College, 16th December, 1908.

I have the honour to present my report for the year 1908.

The College opened on the first Tuesday in March with an attendance of 80 students—24 men and 56 women. Of this number 43 had passed through the pupil-teacher course. One student remained only a few weeks, and during the last month 3 male students have accepted appointments under the Southland or the Otago Board, leaving the roll at the close of this session, 21 men and 55 women, or a total of 76.

The Course of Instruction required by the Education Department.

The College prepares its students for the D or the C teachers' certificate. From the College registers and the departmental reports I present a statement of the progress of the students for the biennial period 1906 and 1907. There were 49 first-year students in 1906, and, of these, 10 did not proceed to a second year's course. One left to give more time to University studies, 1 on account of ill health, and 8 accepted service under the Board. The other 39 pursued a course of training and instruction for two years. Of the 39, 33 obtained a full D certificate in their first year, and 24 a full C in their second year. Thus, out of the 39 students, 35 left the Training College with a full teacher's certificate. The others received a partial D or partial C. As a partial certificate may mean failure in but one subject, out of fifteen or sixteen subjects, I think the results are highly satisfactory. But, of course, these are merely pass results, and indicate only what might be called a very good average or standard of work. Along with the pass results the Department issues a list of those who gain distinction in the various subjects of examination. To obtain distinction or special mention a student must

obtain over 80 per cent. of marks. During the biennial period to which I have referred, some of our students received special mention in nearly every branch of instruction. Out of the thirty-nine students, sixteen received special mention in one or more subjects. Out of 267 candidates presenting themselves in the history and principles of education, only one received special mention, and that honour fell to the Otago Training College.

University Training and Education.

In addition to the work required of students at the Training College, it is provided by regulation that all students take at least one class at the University. The following obtained first-class honours: Junior Latin, Mr. Cuthbert Parr; junior English, Miss Emily Mitchell; junior mental science, Mr. Colin Littlejohn and Mr. W. M. Uttley; junior mathematics, Miss Eana Jeans; senior mathematics, Misses Charlotte Wix, Marion S. Farquharson, and Lorna Hunt; senior English (Professor Gilray's prize), Miss Angela Hastings; history of philosophy, Mr. C. A. Stewart; history and principles of education, Mr. F. Barton, Miss Ethel Marwick, Mr. W. M. Uttley, Mr. Robert Hunter, Miss Lorna Hunt, Mr. C. A. Stewart, and Miss Decima Meek. Forty-six students kept terms this year—that is, passed in two classes; 16 present themselves for the first section of the B.A., 4 for the B.A. degree, and 1 for M.A. Obviously both at the College and the University our students do exceedingly good work.

Training in the Art of Teaching, and Practice in Class-management.

All students should have a full two-years course of training, and, if the pupil-teacher system is to be abolished, then a three-years course should be given. This is the time given in the best English and Continental training colleges. Speaking from a knowledge of what is done in training colleges in other countries, I believe we are proceeding on right lines; our methods of training are improving year by year. When we get to the new Training College, with its large practising school and better organization, we hope to be able in the future to do even better work than has been done in the past.

My thanks are due to Mr. Marshall (headmaster), Mr. Stewart (model school), Mr. Hardy, Mr. McMillan, Mr. Ironside, and Misses Stevens, Strachan, Scott, and Alexander, for their willing co-operation in the training of the students.

I have, &c.,

The Secretary, Otago Education Board.

D. R. White, Principal.

APPENDIX E.

PUBLIC-SCHOOL CADETS.

No. 1.

EXTRACT FROM THE THIRTY-SECOND ANNUAL REPORT OF THE MINISTER OF EDUCATION.

THE Education Act provides that "in public schools provision shall be made for the instruction in military drill of all boys"; and it is declared to be the duty of the Board in each district "to cause physical drill to be taught to all boys and girls over the age of eight years attending the public schools in the district." The number of children returned as receiving instruction in drill in the public schools of the Dominion at the end of the year was 143,580. The term "drill" here must be taken to include physical and disciplinary exercises.

There were on the 31st March, 1909, 185 cadet companies, 111 detachments, and 14 sections, with a total strength of 14,686 members, equipped with the "model rifles" (dummies) which have been imported by the Department for purposes of drill, and with a percentage of miniature Martini-Henry rifles for target-practice. Details of the number of cadet companies in the several districts are given in Table V of the report of the Officer Commanding. The number of battalions formed was 32.

At the end of the year the companies in the North and South Islands respectively, exclusive of those attached to district high schools, competed for two challenge shields presented by the Government. The conditions were that each competing squad should consist of ten cadets, all belonging to the same company or detachment; each company to have seven shots at 100 yards (kneeling), 150 yards (sitting), and 200 yards (lying), the local range being used in each case. The North Island shield was again won by the Dannevirke North No. 1 Company (Hawke's Bay), with a score of 798 out of a possible 840; the South Island shield was won by the North-east Valley (Dunedin) No. 1 Company, with a score of 724. The results of the competitions for the valuable prizes presented by the Weekly Press Company (Christchurch) and the Colonial Ammunition Company (Auckland) are given in the tables of the report of the Officer Commanding.

During the summer of 1908–9 five camps were held, seven battalions, with a total strength of all ranks of 1,343, being represented. Each camp was held for a week (six days), and a capitation allowance of 3s. 6d. per head was provided by the Department towards the expenses, together with the loan of necessary equipment.

An illustrated manual of physical exercises has been supplied for general use in schools; and a revised edition of the Manual of Infantry Training for the Public School Cadets has also been issued for use in schools where there are cadet corps.

For the encouragement of rifle practice by the cadet companies forming the No. 3 Wellington Battalion and the No. 2 Wanganui Battalion, Captain J. Kebbell, of Ohau, and Mr. J. Handley, of Wanganui, each very generously presented a silver-mounted shield.

The expenditure for the year 1908 was £5,613 12s. 1d., made up as follows:—

	£ s. d.	£ s. d.
Salary of Commanding Officer	317 10 0	
Travelling-expenses of Commanding Officer	263 11 5	
Salaries of clerk, and armourer and storeman	389 0 0	
Rent and expenses of store-room	29 2 6	
		999 3 11
Capitation	1,633 19 7	
Arms, accoutrements, ammunition, &c. 2,737 9 10		
Less recoveries 847 1 11		
	1,890 7 11	
Rent, &c., of rifle ranges	182 17 10	
Railway fares of corps	267 14 11	
Training-camps	583 19 1	
Contribution towards expenses of Cadet Friar, competing at Boys' Bisley, England	50 0 0	
Contingencies	5 8 10	
		4,614 8 2
Total		5,613 12 1

No. 2.

The Officer Commanding the New Zealand Public-school Cadets to the Hon. the Minister of Education.

Sir,— Wellington, 28th April, 1909.

I have the honour to submit herewith my annual report upon the condition and efficiency of the cadet corps belonging to the various schools throughout the Dominion.

Organization. — At the end of the year 1907 the number of public-school cadet battalions was thirty-one. During the year 1908 the 2nd Taranaki Battalion was organized, thus bringing the number of battalions up to thirty-two at the end of 1908. The total strength of the corps in the several education districts at the end of March, 1909, was 14,686, a decrease of 497 on that of the preceding year.

Inspection of Corps.— During the year the corps attached to the schools in the Education Districts of South Canterbury, Nelson, Marlborough, Westland, Otago, Grey, and Wellington were inspected. The schools in Taranaki were visited in March of this current year. The large number of corps now in existence precludes an annual inspection of each during each calendar year.

In drill and in general appearance the smartness shown by the rank and file was well up to the standard of previous years.

Equipment.—In last year's report reference was made to a proposal to gradually replace the model rifles in use by model rifles with mechanism of a superior pattern. It was found, however, to be more economical to obtain the improved pattern of locks to replace those worn out, and accordingly a supply of 5,000 has been ordered.

Ammunition.—The ammunition obtained from the Colonial Ammunition Company (Limited) continues to give every satisfaction.

Results of Shields Competitions.—The competition for the shields proved very keen, and it is with much pleasure that I have to report a decided improvement in the results of the shooting. No. 1 Company, Dannevirke North School, again proved its superiority over the other school teams of the Dominion, the team putting up the excellent score of 798 points, out of a possible 840. This score constitutes a record for the competition. The South Island shield was won by the North-east Valley School No. 1 Cadets. (See Table 1.)

Class Firing.—The results of the class firing of the various corps are very gratifying. The scores show a great improvement on those obtained in previous years, and warrant the belief that more time and attention are now given to this important work. The Dannevirke North Cadets hold the premier position in this department, and, in addition to obtaining a large percentage of marksmen's badges, also won the District Prize Medal for the Hawke's Bay District, with a possible of eighty-four points.

Colonial Ammunition Company's Prizes.—The names of the winners of these prizes will be found in Table I.

The "Weekly Press" Prizes.—In the competition for these prizes, held in December, the Woodville District High School Cadets and the Waimate High School Cadets again proved the winners in the North Island and South Island respectively. The scores, which were higher than those for 1907, are given in Table I.

Miniature Rifle Range.—Owing to unforeseen difficulties, the proposal to erect miniature rifle ranges referred to in last year's report has not materialized; it is expected, however, to have one erected in a few weeks' time for testing purposes.

Cadet Camps.—The following battalions went into camps of training during the year—viz., the North Auckland, Taranaki, the 1st and 3rd Auckland, Thames, Ohinemuri, 3rd Wellington, and 1st Taranaki; the total strength of all ranks being 1,343.

The work done at these camps was of a high order, the cadets and officers all entering into the work with fine spirit. The sanitary arrangements of the camp were carried out under an officer of the Health Department, and the general health of the cadets was excellent.

Thanks are due to the medical men who voluntarily visited the camp daily, and also to the chaplains and clergymen who in turn took up their quarters in the camps and conducted Divine service at frequent intervals. The latter gentlemen expressed themselves as well satisfied with the whole of the camp arrangements.

Cap-covers.—Cap-covers were worn by the cadets in all the camps, and were found to be of great service during the very warm weather.

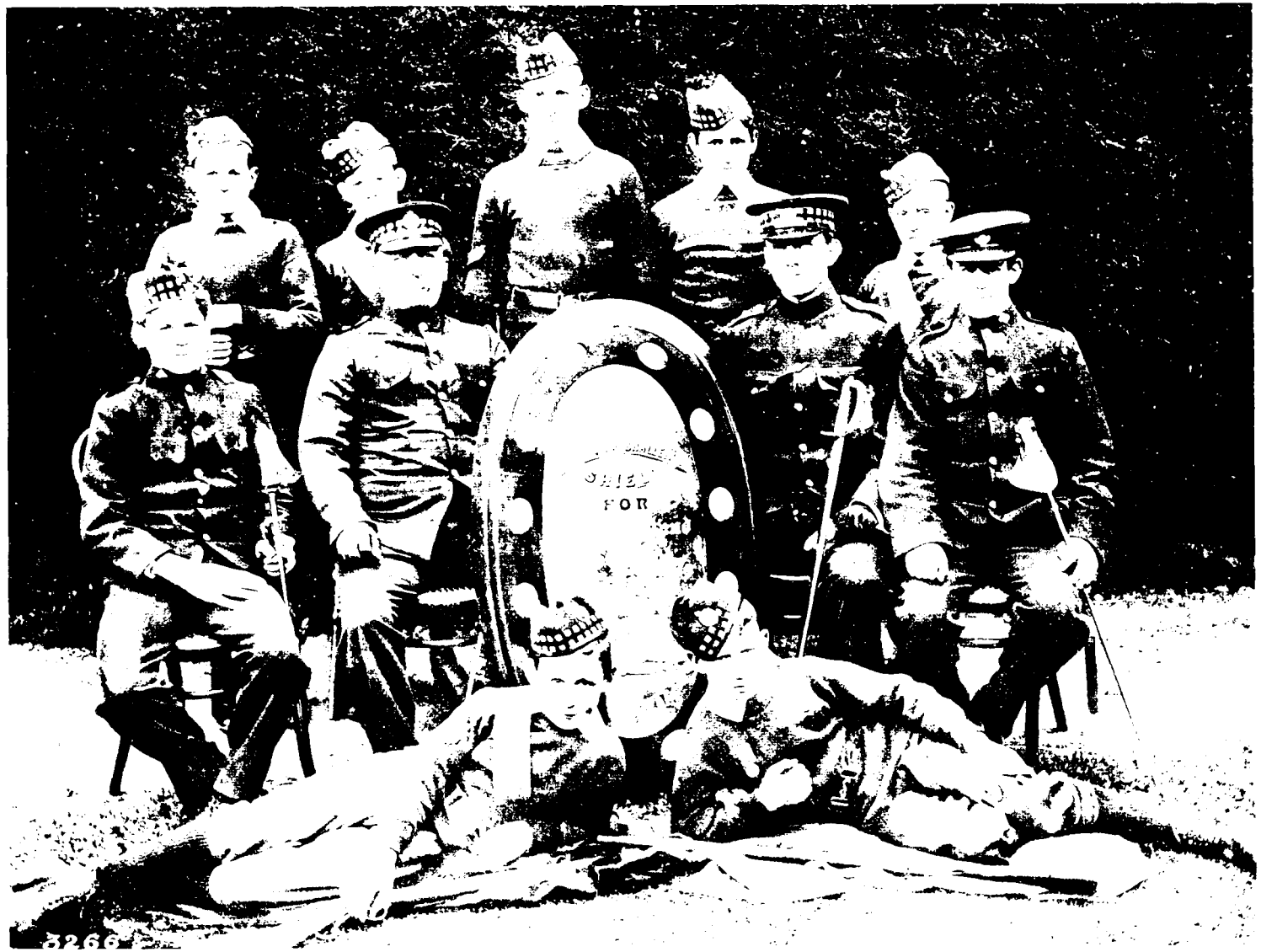
Infantry Training.—The manuals referred to last year have been issued to all corps.

"*Lord Roberts's Boys.*"—Colour-Sergeant Friar (now Lieutenant), of the Onehunga District High School Cadets, who was chosen as the representative of the public-school cadets, took part in the shooting competitions held at Bisley in August last. By his excellent shooting there in the different matches he upheld his New Zealand reputation, and came second in the matches. While in England, Colour-Sergeant Friar was the guest of Dr. R. J. E. Hanson and his wife, to whom thanks are due for their kindness and attention to the young cadet. Both of them have spoken highly of Friar's conduct while in England. Before leaving England on his return to New Zealand, Colour-Sergeant Friar was presented by Lord Roberts, F.M., V.C., with a ·303 L.M. rifle, bearing a suitably engraved silver plate on the butt.

The annual local matches for the "Meath Trophy," open to public-school cadets, will be fired shortly.

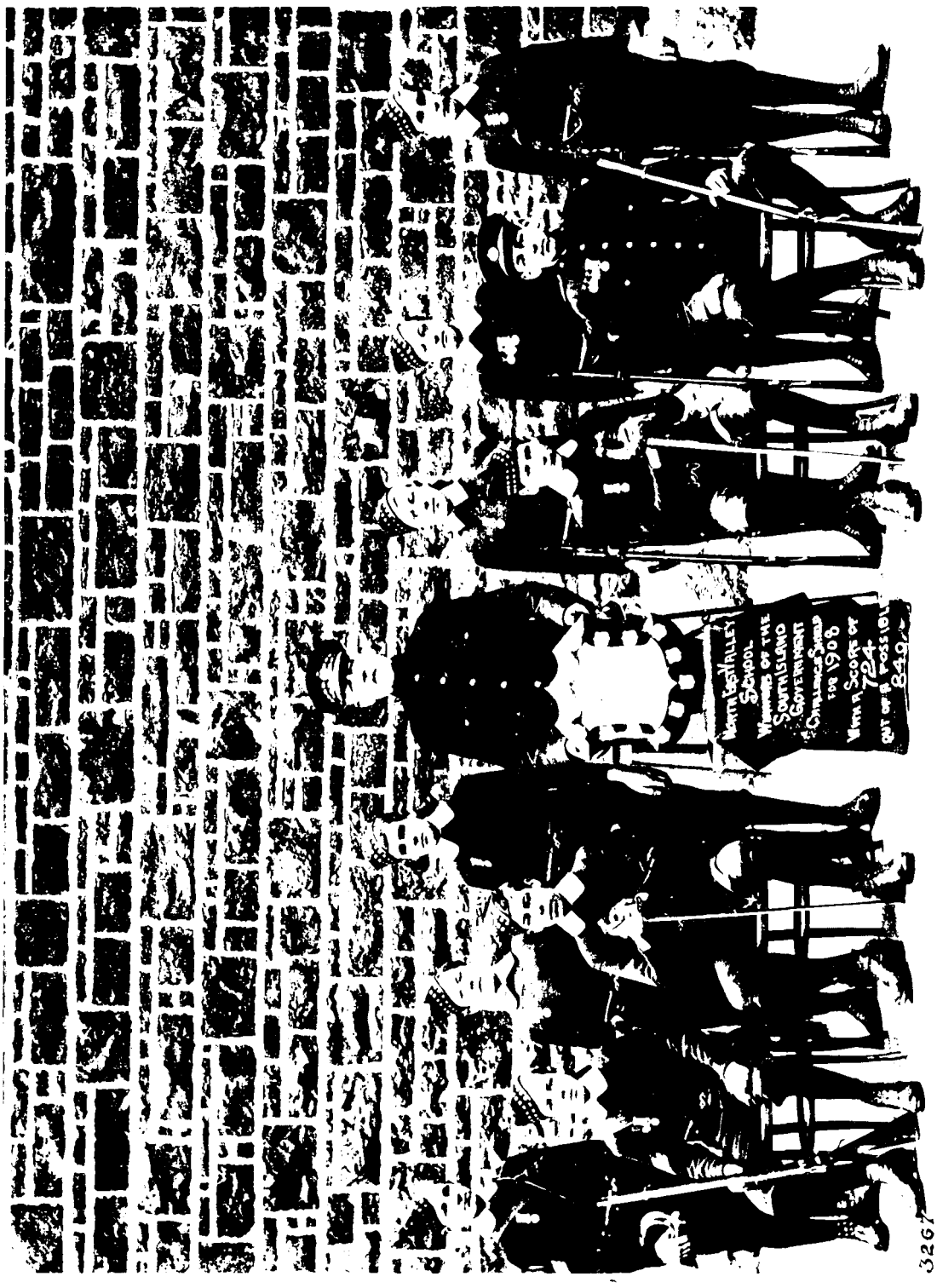
Dominion Day.—On the 26th September all the public-school cadets in the Dominion paraded locally, when the ceremony of saluting the flag and marching past was gone through.

Visit of the United States Fleet.—On the occasion of the visit of the fleet at Auckland in August last, the three battalions of the Auckland public-school cadets, mustering 1,286 of all ranks, paraded for the purpose of taking part in the ceremony held in honour of the visit of the fleet. The cadets were complimented by Admiral Sperry upon their marching and fine general appearance.





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No. 1 Company, North-East Valley Cadets—Winners of the South Island Government Challenge Shield, 1908.

[To face p. 154.

His Excellency the Governor, Lord Plunket, presented the shield given by Mr. M. Walsh for proficiency in drill, and took the opportunity of complimenting the cadets.

Lord Roberts's Boys' Flag.—A Union Jack, 20 ft. by 10 ft., was presented during the year to the public-school cadets of the Dominion by the Boys' Association in London.

Prizes presented for Competition.—Captain J. Kebbell, of Ohau, has presented a shield for competition among the cadets of the 3rd Wellington Battalion.

Mr. J. Handley, of Wanganui, has presented a shield for competition among the cadets of the 2nd Wanganui Battalion.

The above practical manner of showing interest in and sympathy with the cadet movement is of a decidedly encouraging nature, and it gives me pleasure to record my appreciation of the action of these gentlemen.

Personal.—As I retire on pension at an early date, I feel I should be remiss in my duty did I not take this opportunity of thanking the Government and the Education Department for the assistance and support accorded me as Officer Commanding the Public-school Cadets. Such success as has attended the movement from its inception has been, I am convinced, the direct outcome of the assistance and support I have received from the Government and also from the officers commanding corps.

I have, &c.,

L. W. Loveday,

Lieut.-Colonel.

The following are the results for competitions for the Departmental and *Weekly Press* Shields respectively for 1908:—

TABLE I.—PUBLIC-SCHOOL CADETS CHALLENGE SHIELDS.—WINNING TEAMS' SCORES FOR 1908.

A.—Government Challenge Shields (Competition open to other than District High Schools).

Rank and Name.	100 Yards (Kneeling Position).								150 Yards (Sitting Position).								200 Yards (Lying Position).								Grand Totals.
	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	
North Island.—*No. 1 Company Dannevirke North.*																									
Lieutenant M. Cowper ..	4	3	4	3	4	3	4	25	4	4	4	4	4	4	4	28	4	4	4	4	4	4	4	28	81
Lieutenant C. Jennens ..	4	3	4	4	4	4	4	27	4	4	4	4	4	4	4	28	4	4	4	4	4	4	4	28	83
Sergeant W. Brogan ..	4	4	4	4	4	4	4	28	4	4	4	4	4	4	4	28	4	3	4	4	4	4	4	27	83
Sergeant R. Martin ..	4	3	4	3	4	3	4	25	2	2	3	4	4	4	4	23	4	4	4	4	4	4	3	27	75
Sergeant N. McKinnon ..	4	4	4	4	3	4	4	27	4	4	4	4	4	4	4	28	3	4	3	4	4	4	4	26	81
Corporal W. Dalzell ..	4	4	4	4	4	4	4	28	4	4	4	4	4	4	3	27	4	4	3	4	3	4	3	25	80
Lance-Corporal L. Philip ..	4	3	4	4	4	4	4	27	4	4	4	4	4	4	4	28	4	4	4	3	4	4	4	27	82
rivate C. Harrigan ..	4	3	4	4	4	4	4	27	4	4	4	4	4	4	4	28	4	3	4	3	3	4	3	24	79
Private F. Lilliquist ..	4	3	4	4	3	4	4	26	3	3	4	4	4	4	4	26	2	4	4	3	3	4	3	23	75
Private L. Pettit	3	3	4	4	4	3	4	25	4	4	4	4	4	3	4	27	4	4	4	4	4	3	4	27	79
Grand Totals ..	..	..	..	..	..	..	..	265	..	..	..	..	..	..	..	271	..	..	..	..	..	..	..	262	798
																									General average 79·8
South Island.—*North-east Valley, Dunedin.*																									
Lieutenant R. Anderson ..	4	4	4	4	3	3	4	26	4	4	3	3	3	3	4	24	3	4	4	4	4	4	4	27	77
Lieutenant H. Medlin ..	2	3	3	4	3	3	3	21	3	4	2	3	4	3	3	22	3	3	3	3	3	3	4	22	65
Lieutenant H. Payne ..	4	4	3	4	4	4	3	26	3	4	3	2	3	3	3	21	3	4	3	4	3	3	4	24	71
Sergeant E. Drake ..	4	4	4	4	3	4	4	27	4	4	4	3	3	4	4	26	3	3	3	4	4	2	3	22	75
Sergeant F. Nicholls ..	4	4	4	4	4	4	4	28	4	3	3	4	3	4	3	24	4	4	3	3	3	3	4	24	76
Bugler E. Jones	3	3	4	4	3	3	3	23	4	4	4	3	4	4	4	27	3	3	4	4	3	3	3	23	73
Private H. Grace	3	3	3	4	4	3	3	23	4	4	4	4	3	4	3	26	3	3	4	3	4	3	3	23	72
Private T. Gray	4	4	3	4	3	4	4	26	3	4	3	4	4	4	4	26	3	4	2	3	2	4	4	22	74
Private T. Simpson ..	3	4	4	4	4	3	4	26	3	4	4	4	4	2	4	25	3	3	3	3	3	3	3	21	72
Private J. Sneeston ..	4	4	4	4	3	4	3	26	3	3	3	2	3	3	4	21	2	3	4	3	4	3	3	22	69
Grand Totals ..	..	..	..	..	..	..	..	252	..	..	..	..	..	..	..	242	..	..	..	..	..	..	..	230	724
																									General average 72·4

B. "Weekly Press" Challenge Shields (Competition open to District High Schools only).

Rank and Name.	100 Yards (Kneeling Position).								150 Yards (Sitting Position).								200 Yards (Lying Position).								Grand Total.
	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	1	2	3	4	5	6	7	Total.	
North Island—*No. 1 Company, Woodville.*																									
Lieutenant C. Hind ..	4	4	4	4	4	4	4	28	4	4	4	4	4	3	4	27	3	3	4	4	4	4	4	26	81
Lieutenant R. Huston ..	4	3	4	3	4	4	3	25	4	4	4	3	4	4	3	26	4	4	4	3	3	4	3	25	76
Sergeant C. Brook ..	4	4	3	3	4	4	4	26	4	4	4	3	3	4	4	26	4	4	3	3	4	3	3	24	76
Sergeant W. Hind ..	4	4	4	3	3	4	4	26	4	3	3	4	4	3	3	24	4	4	3	3	4	4	3	25	75
Sergeant C. Tyerman ..	4	4	4	4	4	4	4	28	4	3	4	3	4	4	4	26	2	4	3	4	3	4	4	24	78
Corporal S. Beattie ..	4	4	4	4	4	3	4	27	4	3	3	4	3	3	4	24	4	4	3	4	3	3	4	25	76
Corporal H. Kerr	4	4	4	4	4	3	3	26	4	4	4	3	3	4	4	26	4	4	4	3	3	4	4	26	78
Private W. Milne	3	4	4	4	3	4	4	26	4	4	4	4	4	4	3	27	4	3	3	3	3	3	4	23	76
Private F. Power	4	4	3	4	4	4	4	27	4	4	4	4	3	4	3	26	3	4	3	3	4	4	3	24	77
Private V. Rapley	3	4	4	3	4	3	4	25	4	4	4	3	3	3	4	25	4	3	4	3	3	3	3	23	73
Grand totals	..	..	..	..	..	..	..	264	..	..	..	..	..	..	..	257	..	..	..	..	..	..	..	245	766
																									General average 76·6
South Island—*Waimate.*																									
Sergeant C. Barclay ..	4	4	4	4	4	4	4	28	4	4	4	4	3	4	4	27	3	3	4	3	2	4	3	22	77
Private W. Adams ..	4	3	3	4	4	4	4	26	4	3	4	2	3	3	3	22	3	4	4	4	4	4	4	27	75
Private J. Bird	4	3	4	4	4	4	3	26	3	4	3	3	3	4	3	23	3	2	4	0	4	3	2	18	67
Private G. Cuthbertson ..	4	2	4	4	4	4	3	25	3	4	2	3	3	2	4	21	4	3	4	4	4	4	3	26	72
Private I. Hayman ..	4	4	2	3	4	4	4	25	3	4	4	4	4	4	4	27	4	4	4	4	3	3	3	25	77
Private H. Nicholas ..	4	4	3	3	4	4	4	26	4	4	4	4	4	4	4	28	4	2	4	2	2	2	2	18	72
Private W. Scott	4	3	2	4	4	3	4	24	2	2	3	3	4	3	3	20	4	3	3	4	3	4	4	25	69
Private A. Smith	4	2	4	4	4	4	4	26	4	4	3	4	3	4	3	25	3	3	3	3	4	4	2	22	73
Private E. Williams ..	3	3	4	3	4	4	3	24	4	3	4	4	4	4	2	25	4	3	3	4	3	2	3	22	71
Private A. Wilson	4	4	4	4	4	4	4	28	4	3	3	4	4	4	4	26	3	3	3	2	3	2	2	18	72
Grand totals	..	..	..	..	..	..	..	258	..	..	..	..	..	..	..	244	..	..	..	..	..	..	..	223	725
																									General average 72·5

TABLE II.—RESULTS OF COMPETITIONS FOR THE COLONIAL AMMUNITION COMPANY'S CUPS FOR 1908.

Best shot at three ranges—100, 150, and 200 yards. (Possible, 84.)

Combined Districts of Auckland and Hawke's Bay.

	100 yds.	150 yds.	200 yds.	Total.
Lieut. Claude Jennens, No. 1 Co'y, Dannevirke North P.S. Cadets	28	28	28	84

Combined Districts of Taranaki, Wanganui, and Wellington.

	100 yds.	150 yds.	200 yds.	Total.
Lieut. F. Strack, No. 1 Company, Hawera D.H.S. Cadets ..	28	28	25	81

Combined Districts of Nelson, Marlborough, Grey, Westland, and North and South Canterbury.

	100 yds.	150 yds.	200 yds.	Total.
Lieut. Alan Stitt, Ashburton P.S. Cadets	27	28	27	82

Combined Districts of Otago and Southland.

	100 yds.	150 yds.	200 yds.	Total.
Pte. Simeon Richards, No. 1 Co'y, Invercargill South P.S. Cadets	28	27	27	82

TABLE III.—WINNERS OF DISTRICT MEDALS FOR 1908.

(Possible, 84.)

AUCKLAND.

Score.
79 Lance-Corpl. N. Clausen, Te Aroha D.H.S. Cadets.

HAWKE'S BAY.

84 Lieut. Claude Jennens, No. 1 Company, Dannevirke North P.S. Cadets.

TARANAKI.

74 Sergt. John Cuthbert, No. 1 Company, Stratford D.H.S. Cadets.

WANGANUI.

81 Lieut. F. Strack, No. 1 Company, Hawera D.H.S. Cadets.

WELLINGTON.

80 Pte. Rhodes, Levin D.H.S. Cadets.

NELSON.

72 Pte. P. Jenkins, Wakefield P.S. Cadets.

MARLBOROUGH.

69 Pte. G. Murray, Canvastown P.S. Cadets.

GREY.

Score.
66 Corpl. Herbert Berthelsen, Greymouth D.H.S. Cadets.

WESTLAND.

70 Pte. Charles Barham, Hokitika D.H.S. Cadets.

NORTH CANTERBURY.

82 Lieut. Alan Stitt, Ashburton Main P.S. Cadets.

SOUTH CANTERBURY.

81 Pte. Gilbert Campbell, Geraldine D.H.S. Cadets.

OTAGO.

78 Corpl. Fritz Backholm, Alexandra P.S. Cadets.

SOUTHLAND.

82 Pte. Simeon Richards, No. 1 Company, Invercargill South P.S. Cadets.

TABLE IV.—BATTALIONS WHICH WENT INTO CAMP, 1908-9.

Battalions.	Staff. Major.	Adjutant.	Quarter-master.	Sergeant-major.	Quarter-master-Sergeant.	Captains.	Lieutenants.	Colour-Sergeants.	Sergeants.	Corporals.	Buglers.	Privates.	Totals.
North Auckland	1	1	1	1	...	3	6	1	12	6	2	104	138
1st Auckland	1	1	1	...	...	3	5	4	13	15	2	188	233
3rd Auckland	1	...	...	1	...	1	3	3	16	16	2	175	218
Thames	1	1	1	1	...	4	6	4	12	18	3	86	137
Ohinemuri	1	...	...	...	...	3	3	4	21	20	5	159	216
3rd Wellington	1	1	1	...	...	4	4	2	13	11	4	176	217
1st Taranaki...	1	1	...	...	...	3	6	5	15	16	5	132	184
Grand totals ...	7	5	4	3	...	21	33	23	102	102	23	1,020	1,343

(Table No. 8 follows.)

ERRATA.—*For* **E.–1** *at head of pages, read* **E.–2.**

ERRATA.—*For* E.–1 *at head of pages, read* E.–2.

Table No. 8.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, with the Expenditure for the Year 1908 and the Names, Classification, Status, and Emoluments of the Teachers as in December, 1908.

NOTE 1.—Every couple of half-time schools is kept together.
NOTE 2.—In the column for "Position in the School" (10) "M" and "F" distinguish sex; "H" means head of a school; "M" or "F" (standing alone) sole teacher; "A," assistant teacher; "Pt," pupil-teacher; and "Sec." indicates that the teacher is engaged in secondary instruction.
NOTE 3.—In the column for "Classification" (9) an asterisk signifies that the certificate is provisional.
NOTE 4.—In the column for "Salary" (11) an asterisk signifies that an addition is made to the teacher's salary out of the district high school grants. (See also E.–12, 1909.)

AUCKLAND.

1	2	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.			4 Teachers' House Allowances.			5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.			6 Rent of School Buildings.			7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.			8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.			12 For Teachers' House Allowances.
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				£	s.	d.	£
GRADE 0.																							
Albertland North	10	87	10	0	10	0	0	7	6	11	..			..			Walker, Lillie	..	F	78	0	0	10
Amodeo Bay	5	48	0	0	..			2	0	3	..			..			O'Donoghue, T. V.	..	M	48	0	0	..
Bickerstaffe	15	84	5	0	10	0	0	8	16	10	13	0	0	..			Nutsford, Kate E...	..	F	85	0	0	10
Geard's Bay and Colville	15	88	3	10	10	0	0	5	16	6	..			..			Geard, Louisa	..	F	90	14	5	10
Great Barrier	8	49	10	0	..			7	9	6	..			..			Hunter, Edward J.	..	M	48	0	0	..
Hakaru	16	79	5	0	9	3	4	7	6	3	..			..			Wiggins, Minnie I.	..	F	99	0	0	10
Haylock's	4	24	0	0	..			..			..			..			Kilgour, Muriel A...	..	F	24	0	0	..
Henderson Point	12	95	0	0	10	0	0	6	3	9	..			..			Richards, Nora	D2	F	90	0	0	10
Hinuera	3	36	0	0	..			0	10	0	..			..			Andersen, Elsa V...	..	F	36	0	0	..
Hoteo North	17	95	3	4	10	0	0	7	16	3	..			..			Potter, Ethel M.	C2	F	110	0	0	10
Huarau	10	66	0	0	10	0	0	4	17	9	5	0	0	..			Smith, Eliza M.	..	F	66	0	0	10
Hunua No. 2	9	66	0	0	10	0	0	4	19	3	..			..			Nairn, Winifred M.	..	F	66	0	0	10
Kaimamaku	9	54	0	0	..			4	16	0	..			..			Mackenzie, Rhoda S.	..	F	48	0	0	..
Karaka	15	127	15	0	10	0	0	7	11	9	..			..			Gordon, Forbes B.	..	M	84	0	0	10
Katikati No. 1	8	43	10	0	..			3	19	9	..			..			Gledstanes, Mary	..	F	36	0	0	..
Lichfield	14	85	0	0	10	0	0	48	8	5	..			..			Kells, Isabella F. R.	..	F	85	0	0	10
Mahoenui	11	55	0	0	..			2	16	0	..			..			Ransbottom, H. V.	..	M	60	0	0	..
Mairoa	12	70	10	0	10	0	0	6	4	3	..			..			Menzies, Gladys E.	..	F	66	0	0	10
Mangapiko	14	84	8	4	10	0	0	7	1	0	..			..			Woods, Alice	..	F	85	0	0	10
Moerangi	4	24	0	0	..			..			..			..			Moloney, Hilda A.	..	F	24	0	0	..
Okiwi	12	79	10	0	10	0	0	4	3	0	..			..			Stead, Edwin C.	..	M	78	0	0	10
Oparau	9	61	10	0	10	0	0	..			4	0	0	..			Hayes, Katie	..	F	60	0	0	10
Orere	6	36	0	0	..			..			..			..			McLeod, May	..	F	36	0	0	..
Oroville	14	85	0	0	10	0	0	7	18	7	..			..			Smith, William	..	M	85	0	0	10
Oruaiti	20	104	5	0	10	0	0	3	12	5	..			..			Ballance, Violet M.	..	F	117	0	0	10
Otaikerangi	6	34	10	0	..			..			..			..			Stewart, Annie M.	..	F	36	0	0	..
Otarewa	13	79	10	0	10	0	0	1	9	10	..			..			Cowern, C. M. I.	..	F	78	0	0	10
Paengaroa	14	79	5	0	9	3	4	3	14	4	..			..			Douglas, Eva	..	F	84	0	0	10
Papamoa	7	66	0	0	10	0	0	4	8	9	..			..			Goodyear, Cath. A.	..	F	66	0	0	10
Parkhurst	16	99	0	0	10	0	0	7	16	6	..			..			Vialoux, Elizab. M.	..	F	99	0	0	10
Pepepe	5	48	0	0	..			..			..			..			Evans, Evelyn B.	..	F	48	0	0	..
Pukeatua	14	82	10	0	10	0	0	6	8	9	..			..			Shannon, Catherine	E3	F	84	0	0	10
Pukekawa	12	85	0	0	10	0	0	7	1	3	..			..			Dean, Margaret	..	F	85	0	0	10
Pukemiro	15	84	15	0	10	0	0	3	19	11	6	0	0	..			Joll, Emily S. L.	..	F	99	0	0	10
Punakitere	22	106	8	4	10	0	0	10	3	6	..			..			Ammon, Helena A.	..	F	99	0	0	10
Purua	13	110	0	0	..			6	15	0	..			..			Carter, Henrietta M.	D4	F	110	0	0	..
Rangiuru	8	46	10	0	..			..			..			..			Tanner, Ella R.	..	F	48	0	0	..
Raupo	12	99	0	0	10	0	0	25	14	9	..			..			Torr, Ivy J.	..	F	99	0	0	10
Rotorangi	14	104	10	0	10	0	0	7	4	3	..			..			McKinnon, R. A.	Lic.	M	104	10	0	10
Ruapuke	10	57	0	0	..			5	8	3	..			..			Wheatley, Wm. R.	..	M	60	0	0	..
Ruatangata East	14	76	15	0	10	0	0	40	8	0	..			..			White, Robert S.	..	M	84	0	0	10
Takahue	13	72	0	0	..			10	13	3	..			..			McKenzie, Olive M.	..	F	84	0	0	..
Tangaihi	16	82	7	2	9	5	6	78	3	3	..			..			Brew, Frederick C.	..	M	85	0	0	10
Tangoao	13	87	15	0	10	0	0	6	5	6	..			..			Duhig, John G.	..	M	84	0	0	10
Taotaoroa No. 2	8	66	0	0	10	0	0	4	13	3	..			..			Lowe, Jessie L.	..	F	66	0	0	10
Tara Road	9	84	0	0	10	0	0	5	10	6	..			..			Black, Annie C.	..	F	84	0	0	10
Tatu	14	84	0	0	10	0	0	7	4	8	22	0	0	..			Crickett, Nellie	..	F	84	0	0	10
Tawharanui	15	88	0	0	10	0	0	8	19	9	..			..			Higham, Mary A...	Lic.	F	84	0	0	10
Te Puna Point	10	58	10	0	10	0	0	4	19	9	..			..			Young, Edith M.	..	F	60	0	0	10
Te Rahu	7	60	0	0	..			4	14	6	..			..			Hamilton, Josephine	E3	F	60	0	0	..
Te Rauamoa	16	84	15	0	10	0	0	9	19	2	..			..			Ashby, Albina	..	F	85	0	0	10
Tererenga	10	67	10	0	10	0	0	5	8	3	..			..			Ross, May A.	..	F	66	0	0	10
Te Tahi	11	63	0	0	10	0	0	2	10	3	..			..			Murphy, Ellen	..	F	66	0	0	10
Waiau	12	58	10	0	..			5	7	3	..			..			Hill, Isabel	..	F	78	0	0	..
Waingarara	11	64	10	0	10	0	0	5	7	0	..			..			Wylie, Ellen W.	..	F	66	0	0	10
Waipu Cave	5	26	0	0	..			..			..			..			O'Donoghue, M. A.	..	F	30	0	0	..
Wairere	15	88	10	0	10	0	0	9	18	9	5	0	0	..			Joyce, May F.	..	F	85	0	0	10
Weymouth	9	66	0	0	10	0	0	4	16	3	..			..			Smith, Jessie R.	..	F	66	0	0	10
Whangaparaoa	13	78	0	0	10	0	0	4	18	4	1	10	0	..			Sergeant, A. W.	..	M	84	0	0	10
Whangaripo	15	110	0	0	10	0	0	7	7	3	..			..			Hefford, Jane E.	D2	F	110	0	0	10
Wharehine	10	60	0	0	10	0	0	5	11	3	..			..			Moffatt, Grace	..	F	54	0	0	10
Whatipu	6	32	0	0	..			1	14	6	..			..			Diprose, Ivy A.	..	F	42	0	0	..
Honikiwi	13	73	10	0	9	3	4	22	0	10	11	18	4	..			Leith, Frederick E.	..	M	78	0	0	10

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waiwhiu	13	62 10 0	9 3 4	5 6 8	..	..	Bruford, Mary J. ..	..	F	72 0 0	10
Port Charles ..	11	55 0 0	8 6 8	15 17 0	..	..	Boswell, Stella E. ..	..	F	66 0 0	10
Marakopa ..	14	65 2 10	7 14 10	33 3 3	..	..	Honoré, Rudolph C.	..	M	84 0 0	10
Whenuakite ..	9	38 16 1	..	0 15 0	..	..	Morris, Edith F. ..	..	F	54 0 0	..
Tryphena and Blind Bay	13	68 3 0	..	8 19 6	..	..	Moor, Arthur C. ..	..	M	85 0 0	..
Bickerstaffe No. 2 ..	5	22 10 0	..	..	..	..	Wharfe, Clara J. ..	..	F	30 0 0	..
Otau	8	36 0 0	..	8 15 6	..	78 1 11	Armour, Marion A.	..	F	48 0 0	..
Te Maika	6	22 10 0	..	1 7 9	..	..	Tanner, Adelaide ..	..	F	30 0 0	..
Broadwood	12	54 0 0	6 13 4	5 18 11	..	213 8 8	Storey, William P.	..	M	84 0 0	10
Waima	11	37 0 0	6 13 4	12 16 2	..	..	Abbott, Josephine A.	..	F	60 0 0	10
Helena Bay ..	11	30 0 0	5 0 0	13 4 9	3 5 0	..	Johnson, Phyllis M.	..	F	60 0 0	10
Houto	11	31 0 0	5 0 0	14 1 0	..	..	Campbell, Dollina E.	..	F	66 0 0	10
Otaika Valley ..	14	35 10 0	5 0 0	13 16 9	..	..	Parker, Marguerite V.	..	F	72 0 0	10
Pukekaroro ..	11	33 0 0	5 0 0	19 17 7	..	..	Howell, Constance M.	..	F	66 0 0	10
Te Rau Mauku ..	9	27 0 0	5 0 0	10 17 3	..	..	Chalmers, Helen M.	..	F	54 0 0	10
Awakanae	12	24 0 0	3 6 8	4 10 5	..	175 13 2	Broadgate, F. L. K.	..	M	72 0 0	10
Nihoniho	14	27 11 8	3 6 8	11 7 10	..	..	Cussen, Mary K. ..	..	F	84 0 0	10
Waimana Sawmill ..	10	15 0 0	2 10 0	..	..	..	Hoby, Dora M. ..	..	F	60 0 0	10
GRADE 1.											
Awatuna and Marlborough	15	172 16 0	10 0 0	10 3 9	..	..	Reynolds, Arthur E.	C3	M	172 16 0	10
Awitu Central ..	16	110 0 0	..	24 14 10	..	..	Lorking, Walter H.	E2	M	110 0 0	..
Awitu No. 2 ..	17	99 18 4	10 0 0	10 4 4	..	..	Louch, Isabella ..	..	F	99 0 0	10
Babylon	12	99 0 0	10 0 0	8 3 3	..	..	Floyd, Alfred B. ..	..	M	99 0 0	10
Bream Tail and Waipu Cove	22	132 0 0	10 0 0	9 5 6	..	..	Fraser, Jessie A. ..	E2	F	132 0 0	10
Brooklynn and Huia	19	118 16 0	10 0 0	10 10 6	..	..	Harrison, R. J. ..	..	M	118 16 0	10
Elstow	13	110 0 0	10 0 0	8 15 0	..	..	Hardy, Florence F.	E3	F	110 0 0	10
Fairburn's Road ..	22	130 0 0	10 0 0	10 13 0	..	..	Carse, Harry ..	D2	M	130 0 0	10
Graham's Fern ..	20	130 0 0	10 0 0	10 11 2	..	..	Johnson, Joseph B.	D3	M	130 0 0	10
Greenhithe and Long Bay	20	132 0 0	10 0 0	11 13 0	..	..	Mackay, Thos. E. A.	D3	M	132 0 0	10
Gumtown	20	99 0 0	10 0 0	11 16 2	..	..	Crickett, Atholl G.	..	M	99 0 0	10
Hastings	13	117 1 8	..	27 15 6	..	..	Pratt, Edward J. ..	..	M	99 0 0	..
Horseshoe Bush ..	16	113 6 8	10 0 0	8 4 6	..	..	Mathieson, Mrs. M. J.	E3	F	110 0 0	10
Hoteo Valley ..	17	103 11 8	10 0 0	29 2 6	..	..	Kane, Jane ..	D4	F	110 0 0	10
Jordan	16	104 10 0	10 0 0	9 16 10	5 4 0	..	Hotson, Claud ..	..	M	99 0 0	10
Kaimarama ..	13	99 0 0	10 0 0	6 12 3	..	..	Rhodes, Eric G. ..	..	M	99 0 0	10
Kakapuka	18	110 0 0	10 0 0	5 9 5	18 4 0	..	Brown, Martin G. ..	D3	M	110 0 0	10
Kauaeranga Valley ..	20	130 0 0	10 0 0	7 16 1	9 10 8	..	Smith, Frank H. ..	D2	M	130 0 0	10
Kaurihohore ..	23	105 6 8	..	44 17 11	..	..	Grigg, Albert E. ..	E3	M	110 0 0	..
Kerikeri	19	130 0 0	10 0 0	7 9 5	..	..	Upton, Frederick G.	D3	M	130 0 0	10
Kirikopuni	17	99 0 0	10 0 0	9 13 7	..	..	Beasley, Arthur ..	..	M	99 0 0	10
Komakorau ..	17	110 0 0	10 0 0	9 11 8	..	..	Shanahan, Marg. A.	D3	F	110 0 0	10
Koromatua and Ngahinepouri	24	158 15 10	10 0 0	11 0 3	18 0 0	..	Lawton, Herbert W.	D4	M	132 0 0	10
Koutu	24	99 0 0	10 0 0	15 .0 9	6 10 0	..	Yarborough, Mabel C. M. C.	..	F	99 0 0	10
Kutarere	18	114 10 0	10 0 0	14 19 9	..	..	Evans, Emrys ..	..	M	99 0 0	10
Maraetai	17	99 0 0	10 0 0	9 6 3	..	202 9 2	McGrael, Michael S.	..	M	99 0 0	10
Mareretu	16	99 0 0	10 0 0	10 11 2	..	..	Walton, Sarah O. ..	..	F	99 0 0	10
Matahuru, No. 1 and Matahuru No. 2	24	156 0 0	10 0 0	9 14 0	..	..	Ansley, Arthur F. T.	D2	M	156 0 0	10
Matapouri	19	99 0 0	10 0 0	27 0 0	..	..	Gunson, William D.	..	M	99 0 0	10
Maungatawhiri Valley	11	115 11 1	..	7 11 6	..	..	Murrish, Charlotte	E2	F	110 0 0	..
Miranda and Kaiawa	21	118 16 0	10 0 0	8 10 9	6 0 0	..	Hendry, G. McI. ..	..	M	118 16 0	10
Motukaraka ..	17	110 0 0	..	8 10 6	..	..	Rudall, John H. ..	D3	M	110 0 0	..
Muriwai	14	110 0 0	10 0 0	6 19 5	..	..	Brett, Reginald E. ..	D4	M	110 0 0	10
Opua	18	99 0 0	..	9 17 9	..	..	Warin, Herbert D.	..	M	99 0 0	..
Oropi	14	110 0 0	10 0 0	2 11 0	6 0 0	..	Leech, Grace C. ..	E3	F	110 0 0	10
Otaika	25	144 0 0	10 0 0	10 10 6	..	..	Davis, Elizabeth ..	E2	F	144 0 0	10
Otonga and Opuawhanga	19	140 8 0	..	15 11 3	..	..	Rust, Douglas S. ..	..	M	140 8 0	..
Otumoetai	24	104 0 10	10 0 0	14 17 4	..	..	Badger, Hilda M. ..	Lic.	F	104 10 0	10
Pakiri	16	102 15 10	10 0 0	9 8 6	..	..	Wilks, Doris E. ..	Lic.	F	104 10 0	10
Paparimu	14	110 0 0	10 0 0	17 2 6	..	..	Johnson, Minnie M.	D5	F	110 0 0	10
Pongakawa	13	130 0 0	10 0 0	7 4 9	..	..	Barlow, Gertrude E.	E2	F	130 0 0	10
Pukete	13	99 0 0	..	17 8 0	..	..	Laxon, Eileen W. ..	..	F	99 0 0	..
Pureua	15	112 10 0	10 0 0	3 3 0	..	..	Berryman, Mabel ..	..	F	99 0 0	10
Purua No. 2 ..	13	117 0 0	10 0 0	6 18 9	..	..	McDonald, Ivon F.	..	M	117 0 0	10
Rukuhia	18	99 0 0	10 0 0	8 19 3	..	..	Watt, Helen ..	..	F	99 0 0	10
Tangihua No. 2 ..	21	111 13 4	10 0 0	9 4 0	..	..	Mabbett, Arthur ..	Lic.	M	110 0 0	10
Tangowahine ..	23	105 17 2	9 11 8	13 3 11	..	..	Carter, Annie ..	E3	F	110 0 0	10
Tapapa	23	110 0 0	..	13 4 2	..	..	Walsh, Mrs. Eliz.	E1	F	110 0 0	..
Te Akate and Waingaro	11	113 17 0	9 11 8	4 16 11	13 1 8	..	Goodwin, Frank R.	..	M	118 16 0	10

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 1—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Te Pahi No. 1 ..	15	130 0 0	10 0 0	7 11 0	..	..	Barlow, Miriam V.	E2	F	130 0 0	10
Te Uku	13	104 10 0	2 10 0	108 15 5	..	87 10 0	Harsant, E. M. N. ..	Lic.	F	104 10 0	10
Tirobanga	17	99 0 0	10 0 0	7 19 0	..	..	White, Nellie ..	..	F	99 0 0	10
Union Collieries ..	20	99 0 0	10 0 0	28 11 4	..	..	Pendergrast, H. E.	..	M	99 0 0	10
Waiotemarama and Wekaweka	16	118 16 0	..	7 11 6	..	..	Walker, William ..	..	M	118 16 0	..
Wairoa South ..	17	110 0 0	10 0 0	8 4 9	..	..	Cooke, Violet M. ..	E3	F	110 0 0	10
Waitetuna	20	99 0 0	10 0 0	15 7 9	6 13 4	135 0 0	McKinnon, Malcolm	..	M	99 0 0	10
Waiwera	17	99 0 0	10 0 0	7 13 6	..	..	Stevenson, Jane E. B.	..	F	99 0 0	10
Whangapoua ..	17	104 12 11	9 11 11	8 13 3	..	..	Clarke, Lillian F. ..	Lic.	F	110 0 0	10
Whangaroa North ..	14	104 10 0	..	6 19 6	..	..	Bielby, Horace C. V.	..	M	99 0 0	..
Whitford No. 2 ..	16	110 0 0	10 0 0	23 0 7	..	..	Piggot, Ellen M. ..	D3	F	110 0 0	10
Turangaomoana ..	16	100 16 8	9 3 4	9 10 3	..	35 4 9	Somerville, George A.	D2	M	110 0 0	10
Churchill and Whangamarino	14	105 11 2	9 3 4	9 3 9	..	..	Keleher, Mary K. ..	..	F	118 16 0	10
Brynderwyn ..	18	75 3 4	7 10 0	41 17 3	..	211 15 0	Sinclair, Marion M.	..	F	99 0 0	10
Ruawai	17	24 15 0	2 10 0	1 12 6	..	227 19 2	McKinley, John E.	..	M	99 0 0	10
GRADE 2.											
Ardmore	26	144 0 0	..	13 7 10	..	..	Latimer, Mrs. Ella	D2	F	144 0 0	..
Brookside	25	130 0 0	20 0 0	10 5 9	..	..	Usher, Agnes ..	E2	F	130 0 0	20
Cabbage Bay ..	16	117 0 0	20 0 0	9 1 6	..	..	Miller, Violet M. ..	..	F	117 0 0	20
Gordon	23	144 0 0	..	10 1 6	..	..	Downard, F. N. R.	C2	M	144 0 0	..
Hangatiki	22	124 11 8	20 0 0	47 12 9	..	13 18 4	Le Gallais, Leddra	C4	M	130 0 0	20
Hautapu	20	130 0 0	20 0 0	8 19 0	..	..	Edmiston, Jessie H.	E1	F	130 0 0	20
Huanui	19	130 0 0	20 0 0	11 4 8	..	..	Marshall, Leslie C.	E2	M	130 0 0	20
Hukatere	18	128 18 4	20 0 0	8 19 0	..	..	Crispe, Colin R. R.	D4	M	130 0 0	20
Kaikohe	24	130 0 0	20 0 0	12 1 9	..	..	Rainbow, Fredk. A.	E3	M	130 0 0	20
Kaitara	21	144 0 0	..	11 16 3	..	..	Laing, Arthur E. ..	D3	M	144 0 0	..
Karamu	24	117 0 0	..	10 2 3	..	..	McLean, Neil ..	..	M	117 0 0	..
Kariaotahi	19	130 0 0	..	9 12 2	..	..	Windust, Mrs. P. A.	E1	F	130 0 0	..
Kennedy Bay ..	21	123 10 0	20 0 0	5 6 5	10 0 0	..	Tooman, Francis ..	Lic.	M	123 10 0	20
Kohekohe	21	130 0 0	..	11 12 11	..	..	Litchfield, Mrs. M. E.	D3	F	130 0 0	..
Limestone Island ..	12	117 0 0	..	18 19 11	..	..	Bates, Daisy M. ..	..	F	117 0 0	..
Mahurangi Heads and Mullet Point	24	148 4 0	5 0 0	41 9 9	..	..	McGrath, Francis ..	Lic.	M	148 4 0	20
Makarau and Tahekeroa	21	140 8 0	20 0 0	9 13 7	..	20 3 3	Armstrong, Annie ..	..	F	140 8 0	20
Mangaiti	30	130 0 0	20 0 0	8 14 9	..	..	Keaney, Annie ..	E2	F	130 0 0	20
Mangawhara ..	22	130 0 0	20 0 0	10 11 3	..	..	Smith, Adelaide M.	D3	F	130 0 0	20
Manukau Heads ..	15	121 6 8	..	8 0 9	..	..	Gaze, Julia A. M. ..	..	F	117 0 0	..
Mangaroa and Turoto Road	22	140 8 0	21 13 4	17 8 5	..	..	Meredith, Samuel E.	..	M	140 8 0	20
Matakana	23	144 0 0	..	72 2 3	..	..	Dunning, Alec C. ..	D2	M	144 0 0	..
Matakohe No. 2 ..	22	130 0 0	20 0 0	37 2 0	..	120 0 0	Wood, Ernest A. ..	D4	M	130 0 0	20
Matiere	24	130 0 0	20 0 0	26 14 6	..	..	Le Cocq, Walter A.	D3	M	130 0 0	20
Ohinewai	22	130 0 0	..	47 11 3	..	..	Baston, Florence I.	E2	F	130 0 0	..
Omaha Little ..	24	130 0 0	..	10 3 0	..	..	Carr, Mrs. J. H. W.	Lic.	F	130 0 0	..
Orua Bay	16	130 0 0	20 0 0	7 14 0	..	..	Gledhill, Eunice A.	E2	F	130 0 0	20
Owhata	26	117 0 0	20 0 0	19 10 1	..	..	Rouse, George ..	..	M	117 0 0	20
Paemako	25	117 0 0	20 0 0	25 9 2	..	..	Smerdon, Stanley V.	..	M	117 0 0	20
Pah	27	117 0 0	20 0 0	20 8 9	..	..	Collier, Henry R. ..	..	M	117 0 0	20
Papakura Valley ..	24	130 0 0	..	10 18 0	..	..	Blow, Harold I. ..	D3	M	130 0 0	..
Papakura Valley No. 2	19	123 10 0	20 0 0	8 11 3	..	..	Vincent, Elizab'th M.	Lic.	F	123 10 0	20
Paparata	24	144 0 0	..	30 19 2	..	85 0 0	Worsley, George A.	D2	M	144 0 0	..
Paradise	18	117 0 0	20 0 0	9 18 6	..	..	Laing, Archibald M.	..	M	117 0 0	20
Pollock	26	117 0 0	..	14 17 11	..	..	Mendl, Reginald J.	..	M	117 0 0	..
Pukerimu	22	130 0 0	..	20 18 3	..	..	Haeusler, Mrs. Emily M. L.	E2	F	130 0 0	..
Puketarata	28	130 0 0	20 0 0	23 6 9	..	..	Mandeno, Mary E.	D3	F	130 0 0	20
Pungaere	12	118 1 8	20 0 0	7 5 3	..	..	Wallace, John H. ..	..	M	117 0 0	20
Ruatangata West ..	20	130 0 0	20 0 0	11 11 0	..	..	Archibald, Margt. R.	D3	F	130 0 0	20
Swanson	24	130 0 0	20 0 0	12 14 8	..	..	Duncan, Kate ..	E2	F	130 0 0	20
Taotaoroa No. 1 ..	21	130 0 0	..	9 0 0	..	..	Hardy, Helena H. ..	E2	F	130 0 0	..
Te Arai North and Te Arai South	24	156 0 0	20 0 0	16 3 0	..	..	Ridling, Randolph G.	C4	M	156 0 0	20
Te Matai	23	120 0 0	20 0 0	16 1 11	..	..	Masefield, John ..	B3	M	130 0 0	20
Te Rore	20	131 3 4	20 0 0	9 8 9	..	..	Brooks, Jessie J. ..	C4	F	130 0 0	20
Tiroa	25	117 0 0	20 0 0	11 15 7	..	..	Gilbert, John ..	..	M	117 0 0	20
Titirangi	22	130 0 0	..	9 13 6	..	..	Totman, Leonard W.	C3	M	130 0 0	..
Titoki	18	116 4 2	11 17 9	32 10 3	6 10 0	425 0 0	Bell, Alice ..	Lic.	F	123 10 0	..
Tokatoka	16	130 0 0	..	16 11 6	..	..	Barton, Robert ..	E2	M	130 0 0	..
Upper Waiwera ..	27	144 0 0	..	10 18 9	..	..	Johns, William E.	E2	M	144 0 0	..
Waiheke Central and Man-o'-war Bay	26	139 15 0	19 3 4	10 10 3	..	..	Grey, Alan S. ..	..	M	140 8 0	20
Waiomio and Otakeo	31	156 0 0	20 0 0	14 10 3	21 15 0	..	Dowding, Fredk. B.	C3	M	156 0 0	20
Waiotahi Creek ..	27	137 0 0	20 0 0	12 5 0	..	..	Pascoe, Ada ..	E2	F	144 0 0	20

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School	2 Average for the Year 1906.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 2—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waitangi	18	132 8 4	20 0 0	9 6 2	..	..	Bishop, Stanley J. ..	D3	M	130 0 0	20
Wellsford	20	130 0 0	20 0 0	9 7 3	..	..	Izod, Lionel ..	E3	M	130 0 0	20
Woodlands	18	130 0 0	20 0 0	17 10 4	..	343 11 2	Vincent, Louisa ..	E2	F	130 0 0	20
Te Puke No. 2 ..	25	130 0 0	18 6 8	13 10 2	9 3 4	..	Rigby, Mrs. Eliza A.	E2	F	130 0 0	20
Waimana	27	65 0 0	10 0 0	4 18 7	..	271 7 10	Dean, William F. ..	E2	M	130 0 0	20
GRADE 3.											
Aburoa	27	129 12 0	20 0 0	13 17 4	..	..	Hannah, Arthur ..	..	M	129 12 0	20
Akaaka	31	144 0 0	20 0 0	15 18 9	..	..	Batchelor, Mrs. A. J.	D3	F	144 0 0	20
Araparara and Mangakura	27	172 16 0	20 0 0	15 13 2	..	..	McElroy, John ..	E2	M	172 16 0	20
Avoca	26	129 12 0	20 0 0	22 17 6	..	..	Hoey, Reuben L. ..	..	M	129 12 0	20
Brynavon	27	132 0 0	20 0 0	14 4 9	..	..	England, Walter ..	..	M	129 12 0	20
Glen Murray and Woodleigh	27	155 10 0	20 0 0	11 1 0	5 0 0	..	Church, George P. ..	..	M	155 10 5	20
Goodwood	28	144 0 0	20 0 0	12 9 6	..	..	Nixon, Elizabeth A.	D2	F	144 0 0	20
Grahamtown ..	33	144 0 0	20 0 0	15 10 0	..	..	Byles, Frank R. ..	D2	M	144 0 0	20
Greerton	27	144 0 0	20 0 0	13 9 5	..	..	Brain, Alice J. ..	E3	F	144 0 0	20
Hukanui	33	144 0 0	20 0 0	12 13 3	..	..	Ryan, Arabella C. ..	E2	F	144 0 0	20
Hukerenui North ..	28	144 0 0	..	19 3 5	..		Large, George E. ..	C2	M	144 0 0	..
Hunua	25	144 0 0	..	11 1 9	..	..	McGee, Helen ..	E2	F	144 0 0	..
Kaitaia	30	144 0 0	..	12 19 6	..	..	Heath, Andrew W.	C4	M	144 0 0	..
Kaiwaka	22	144 0 0	..	58 14 6	..	..	Ryan, Elizabeth M.	Lic.	F	144 0 0	..
Kaikati No. 3 ..	29	132 0 0	18 6 8	15 11 9	..	..	Leech, Joshua S. ..	D3	M	144 0 0	20
Katui and Aranga ..	35	172 16 0	20 0 0	14 10 0	13 0 0	..	Boswell, Charles W.	Lic.	M	172 16 0	20
Kimihia	37	144 0 0	20 0 0	14 16 0	..	..	Browne, Lilian M. ..	D2	F	144 0 0	20
Lucas Creek ..	31	160 0 0	20 0 0	18 8 8	..	..	Flatt, Caroline J. ..	E2	F	160 0 0	20
Mahurangi Heads West and Huhue	30	172 16 0	20 0 0	22 10 3	..	..	Rowe, Adrian M. ..	C3	M	172 16 0	20
Mangapai	24	136 4 0	20 0 0	20 12 3	..	..	McClune, Hugh F.	..	M	129 12 0	20
Mangapapa ..	30	144 0 0	20 0 0	38 18 0	..	..	Bicheno, Leonard ..	E3	M	144 0 0	20
Mangawai Beach ..	31	160 0 0	20 0 0	14 0 3	..	..	Roberts, John F. ..	C1	M	160 0 0	20
Maramarua and Waitakaruru	29	172 16 0	20 0 0	13 18 6	..	..	Bennett, John W. ..	D4	M	172 16 0	20
Mata and Ruakaka ..	24	172 16 0	20 0 0	11 0 3	..	..	Murdoch, Alfred J.	D3	M	172 16 0	20
Mauku West ..	37	129 12 0	..	51 11 9	..	..	Gutry, George A. ..	Lic.	M	136 16 0	..
Maungatautari ..	29	160 0 0	..	11 4 9	..	..	Atkins, Harry ..	D3	M	160 0 0	..
Naumai	38	144 0 0	20 0 0	20 12 4	..	..	Stone, Alfred E. ..	D3	M	144 0 0	20
Ngaraiatunua ..	28	144 0 0	20 0 0	13 9 9	..	..	Whitaker, Kath. M.	D2	F	144 0 0	20
Ngunguru	26	144 0 0	..	141 8 10	..	..	Long, Edgar R. ..	D3	M	144 0 0	..
Ohaeawai	28	144 0 0	20 0 0	13 14 3	..	..	Meiklejohn, L. S. A.	D3	M	144 0 0	20
Okaihau No. 2 and Utakura Valley	24	172 16 0	20 0 0	12 12 0	21 10 10	..	Hughes, Wilfred L.	D3	M	172 16 0	20
Ongarue	27	138 0 0	20 0 0	9 8 5	..	..	Langdon, Arthur ..	D4	M	144 0 0	20
Oruru	20	144 0 0	..	170 18 0	..	130 0 0	Berry, Mrs. L. M. ..	E2	F	144 0 0	..
Otara	23	148 8 0	20 0 0	9 18 3	..	..	Kenny, Cyril B. ..	Lic.	M	136 16 0	20
Oturoa	27	144 0 0	20 0 0	11 1 10	..	..	Moore, Rupert C. ..	C3	M	144 0 0	20
Pakaru and Scoria Flat	28	172 16 0	..	15 17 3	14 14 8	..	Harvey, John H. ..	C3	M	172 16 0	..
Paiaka	26	140 8 0	20 0 0	10 12 3	..	..	Webster, Arthur ..	C4	M	144 0 0	20
Paterangi	27	144 0 0	..	13 5 0	..	..	Bates, Mrs. Agnes J.	D2	F	144 0 0	..
Tahuna	27	136 16 0	20 0 0	9 14 8	..	..	Braithwaite, F. C.	D4	M	144 0 0	20
Pouto	24	144 0 0	..	7 13 5	..	20 0 0	Robertson, James ..	D2	M	144 0 0	..
Rangiaohia ..	24	144 0 0	..	13 8 11	..	..	Phillips, John S. ..	D2	M	144 0 0	..
Rangiriri	22	144 0 0	20 0 0	9 14 9	..	..	Smith, Margaret J.	E2	F	144 0 0	20
Rehia	24	138 0 0	20 0 0	13 2 8	20 0 0	..	Macrae, Murdoch ..	D4	M	144 0 0	20
Rototuna	27	144 0 0	..	19 19 9	..	..	Tisdall, Estelle A. ..	D2	F	144 0 0	..
Tamahere	29	144 0 0	..	80 2 0	..	..	Sutton, James ..	D1	M	144 0 0	..
Tangiteroria and Tangihua	33	172 16 0	..	8 9 9	..	..	Mullins, Francis J.	D3	M	172 16 0	..
Tatarariki	20	144 0 0	20 0 0	8 17 3	..	..	Molloy, John J. ..	D3	M	144 0 0	20
Tauhoa	26	144 0 0	..	11 10 9	..	..	Hudson, John H. ..	D2	M	144 0 0	..
Taupo	28	142 16 0	20 0 0	14 9 0	..	..	Maxwell, Marion ..	C2	F	144 0 0	20
Te Moari	26	144 0 0	..	26 2 10	..	..	Murray, James B. ..	D1	M	144 0 0	..
Te Rapa	35	144 0 0	20 0 0	36 4 10	..	..	Fielder, Elizabeth M.	E2	F	144 0 0	20
Waimamaku Valley ..	29	146 13 4	..	67 16 10	..	..	Jack, Bethia ..	B1	F	144 0 0	..
Waimate	32	160 0 0	..	12 11 0	..	..	May, William J. ..	D2	M	160 0 0	..
Waiorongomai ..	28	136 16 0	..	16 8 0	10 0 0	..	Allison, David A. B.	Lic.	M	136 16 0	..
Waiotahi	26	134 16 0	20 0 0	11 1 6	..	..	Kelly, John A. ..	..	M	129 12 0	20
Waipu North ..	27	160 0 0	..	13 9 0	..	..	McKay, Annie I. ..	E2	F	160 0 0	..
Wairanga	32	144 0 0	20 0 0	15 12 6	..	..	Hill, Lydia M. ..	E2	F	144 0 0	20
Walton and Te Uruwhao	21	172 16 0	20 0 0	7 3 8	8 10 0	..	Crickett, Ada M. ..	C2	F	172 16 0	20
Wayby	32	144 0 0	..	23 18 7	..	..	Coad, Emma M. ..	C2	F	144 0 0	..
Whangarei Heads ..	20	144 0 0	..	28 0 0	..	..	Koller, Frederick R.	D2	M	144 0 0	..
Aria and Kaeaea ..	32	145 18 2	18 6 8	15 8 1	..	20 5 6	Moore, Robert W. ..	..	M	155 10 5	20

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School	Average for the Year 1906.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 4.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Arapohue	42	160 0 0	..	18 12 3	..	..	Finlayson, Mrs. Jessie M. M.	E2	F	160 0 0	..
Ararua	40	160 0 0	..	15 5 9	..	..	Brownlee, James L.	D2	M	160 0 0	..
Awakino and Mokau	34	182 8 0	20 0 0	15 12 9	9 2 0	..	Webster, Robert S.	Lic.	M	182 8 0	20
Awanui	42	160 0 0	..	15 17 2	..	..	Bird, Mrs. Agnes G.	D1	F	160 0 0	..
Dome Valley ..	29	160 0 0	..	25 17 5	..	..	Heney, Mrs. Annie	E2	F	160 0 0	..
East Tamaki ..	27	160 0 0	..	14 13 9	..	..	Short, Arthur ..	D1	M	160 0 0	..
Eureka	37	160 0 0	20 0 0	39 4 8	..	..	Bell, Lucy ..	D3	F	160 0 0	20
Flat Bush	28	160 0 0	..	12 16 3	..	..	Tidmarsh, H. H. C.	D2	M	160 0 0	..
Harrisville	33	160 0 0	..	12 17 9	..	..	Hill, Alfred E. ..	D2	M	160 0 0	..
Kaipara Flats ..	22	160 0 0	20 0 0	10 8 3	..	..	Quinn, Elizabeth C.	E2	F	160 0 0	20
Kinohaku No. 1 and Kinohaku No. 2	37	172 16 0	20 0 0	6 14 9	..	..	McChesney, H. H. R.	..	M	172 16 0	20
Kiripaka	37	160 0 0	20 0 0	16 17 2	..	..	Rodgers, Thomas ..	D2	M	160 0 0	20
Maketu	33	172 1 8	..	13 9 9	..	..	Kelly, Elizabeth ..	E2	F	165 0 0	..
Mangapehi	35	144 0 0	20 0 0	13 10 6	..	..	Hayson, Bertrand W.	..	M	144 0 0	20
Mangaiti	42	160 0 0	20 0 0	8 16 3	..	..	Cooper, Charles W.	D2	M	160 0 0	20
Mangonui	33	160 0 0	..	83 1 9	..	..	Ballance, Alfred C.	E2	M	160 0 0	..
Maropiu	29	144 0 0	20 0 0	39 14 2	..	..	Ingerson, William L.	..	M	144 0 0	20
Marua	32	160 0 0	..	13 12 0	..	..	Harris, Samuel ..	D2	M	160 0 0	..
Mataitai and Ness Valley	36	192 0 0	20 0 0	14 7 0	..	..	Schmidt, William H.	D4	M	192 0 0	20
Maungatapere ..	38	160 0 0	..	16 2 3	..	..	Masson, William ..	D3	M	160 0 0	..
Maunu	27	160 0 0	..	13 15 3	..	..	Millington, Edward	D2	M	160 0 0	..
Netherton	39	160 0 0	20 0 0	19 1 4	..	..	Mackay, Edward H.	D4	M	160 0 0	20
Okahu and Rauawa ..	31	176 16 0	20 0 0	14 12 8	..	..	Shepherd, F. H. M.	D4	M	192 0 0	20
Okaihau	29	160 0 0	..	12 10 3	..	..	Gray, Daniel ..	C2	M	160 0 0	..
Opouriao South ..	37	160 0 0	20 0 0	13 19 3	..	..	Rogers, Cornelius J.	C3	M	160 0 0	20
Otoroa and Takou ..	28	192 0 0	20 0 0	12 19 10	10 0 0	..	Bullians, Andrew ..	D2	M	192 0 0	20
Owhiwa and Taraunui	33	192 0 0	20 0 0	13 4 9	..	..	Robinson, Ernest T.	C3	M	192 0 0	20
Parua Bay No. 1 and Parua Bay No. 2	37	192 0 0	20 0 0	16 18 6	..	..	Hogwood, Robert ..	E2	M	192 0 0	20
Port Albert	42	172 1 8	..	15 14 0	..	..	Reid, George B. ..	E1	M	165 0 0	..
Puhoi	42	169 18 4	..	16 5 3	..	..	Chappell, William ..	C1	M	165 0 0	..
Puni	36	160 0 0	..	13 4 3	..	..	Hook, Percy J. ..	D1	M	160 0 0	..
Putaruru	43	174 3 4	20 0 0	19 17 2	..	..	Cliffe, Albert S. ..	C3	HM	160 0 0	20
							Cottingham, Ruby M.	..	AF	85 0 0	..
Rangiahua and Upper Waihou	38	192 0 0	20 0 0	46 12 0	..	..	Downard, Henry J. F.	D3	M	192 0 0	20
Rawhia and Umawera	31	192 0 0	20 0 0	15 10 6	15 15 0	..	Harrison, Rupert ..	C2	M	192 0 0	20
Red Hill	32	160 0 0	20 0 0	21 4 11	6 0 0	..	Evans, Harrison ..	E1	M	160 0 0	20
Riverhead	37	160 0 0	20 0 0	16 9 9	..	..	Sinclair, Elizabeth	D2	F	160 0 0	20
Ruapekapeka East and Ruapekapeka West	24	192 0 0	20 0 0	17 14 3	..	..	Lough, Frederic ..	E2	M	192 0 0	20
Tairua Block ..	32	160 0 0	20 0 0	13 9 0	..	..	Harvey, Roderick M.	D3	M	160 0 0	20
Tawhare	25	160 0 0	20 0 0	64 4 10	..	..	Aubin, Lilian A. ..	D2	F	160 0 0	20
Te Mata	43	202 10 0	..	20 16 9	..	..	Gibson, Henry T. ..	C1	HM	160 0 0	..
							Hill, Marianne E. ..	..	AF	85 0 0	..
Te Pahi No. 2 ..	23	158 13 4	20 0 0	11 7 9	..	..	Sullivan, Andrew J.	Lic.	M	152 0 0	20
Tirau	37	161 18 4	20 0 0	16 15 10	..	350 0 0	Tomlinson, Mrs. E. A.	D3	F	160 0 0	20
Waiharara	36	160 0 0	20 0 0	16 15 9	..	..	Brown, Jonathan ..	D2	M	160 0 0	20
Waikiekie East and Waikiekie West	40	198 0 0	..	21 9 6	..	..	Priestley, Maurice ..	D1	M	198 0 0	..
Waipipi	34	160 0 0	..	14 19 9	..	..	Meiklejohn, James T., M.A.	B2	M	160 0 0	..
Waipu Upper ..	34	160 0 0	..	15 5 9	..	..	McKay, Donald A.	E2	M	160 0 0	..
Whananaki ..	37	160 0 0	..	14 13 9	..	..	Walker, Theodore H. A.	D2	M	160 0 0	..
Whangarata ..	37	160 0 0	..	15 5 0	..	..	Rapson, George W.	D2	M	160 0 0	..
Whatawhata ..	34	179 3 4	..	13 12 0	..	..	Bowen, Rosanna ..	C1	F	165 0 0	..
Whitford No. 1 ..	44	168 19 5	..	18 10 9	..	..	Catran, James G. ..	D2	HM	160 0 0	..
							Jones, Florence M. D.	..	AF	85 0 0	..
GRADE 5.											
Alexandra	49	250 0 0	..	19 14 9	..	..	Arey, Sarah B. ..	E1	HF	165 0 0	..
							Hattaway, Martha ..	..	AF	85 0 0	..
Herekino	51	250 0 0	20 0 0	20 11 6	..	..	Garland, Frank W.	D2	HM	165 0 0	20
							Shepherd, Sarah ..	..	AF	85 0 0	..
Hikutaia	36	250 0 0	..	22 18 1	..	..	Walters, Ernest J. ..	D2	HM	165 0 0	..
							Wilcox, Elizabeth J.	Lic.	AF	85 0 0	..
Hobsonville ..	53	250 0 0	..	28 14 6	..	..	Squire, Donald S. B.	D2	HM	165 0 0	..
							Ross, Gertrude E. ..	..	AF	85 0 0	..
Houhora	42	229 3 4	18 6 8	16 18 3	..	184 3 9	Reid, Robert T. ..	C3	HM	165 0 0	20
							Cooper, Fanny J. ..	..	AF	85 0 0	..
Howick	50	250 0 0	..	24 5 3	..	..	Andrew, Henry P. ..	C1	HM	165 0 0	..
							Ince, Eleanor W. ..	..	AF	85 0 0	..
Hukerenui South ..	43	249 1 1	..	24 7 11	..	..	Snell, Edgar F. ..	D2	HM	165 0 0	..
							Caldwell, Florence A.	..	AF	85 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1906.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.			4 Teachers' House Allowances.			5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.			6 Rent of School Buildings.			7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.			8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.			12 For Teachers' House Allowances.
GRADE 5—*continued.*		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				£	s.	d.	£
Katikati No. 2 ..	46	250	0	0	..			18	19	10	..			..			Boswell, James ..	D1	HM	165	0	0	..
																	Daldy, Helen J. ..	..	AF	85	0	0	..
Kaukapakapa ..	46	270	0	0	20	0	0	17	13	9	..			175	0	0	Jaffrey, Henry C. ..	C1	HM	180	0	0	20
																	Baird, Roberta E. A.	E3	AF	90	0	0	..
Kawhia	36	242	18	4	..			15	0	9	..			..			Durham, Harry J...	B2	HM	165	0	0	..
																	Blackett, Isabella H.	..	AF	85	0	0	..
Mamaku	54	250	0	0	..			24	7	4	..			..			Ramson, Frederick S.	C2	HM	165	0	0	..
																	Clark, Margaret ..	D4	AF	85	0	0	..
Mangere	57	250	0	0	..			24	14	3	..			..			Clark, Charles W...	D2	HM	165	0	0	..
																	Ferguson, E. M. C.	D3	AF	85	0	0	..
Matakohe	47	250	0	0	..			21	6	0	..			..			Tooman, George ..	D2	HM	165	0	0	..
																	Riddell, Edith R. ..	..	AF	85	0	0	..
Mayfield	48	250	0	0	..			17	11	6	..			..			Wilson, George ..	C1	HM	165	0	0	..
																	Burnard, Evelyn C.	..	AF	85	0	0	..
Mokai	37	233	10	0	20	0	0	29	13	10	..			..			Norman, Gordon R.	..	HM	148	10	0	20
																	Moor, Dora E. ..	..	AF	85	0	0	..
Onewhero	45	250	0	0	..			19	8	0	..			..			Miller, Alexander T. A.	D1	HM	165	0	0	..
																	Clark, Florence D.	..	AF	85	0	0	..
Otaua	55	250	0	0	..			25	5	11	..			..			Selby, Johnson ..	D1	HM	165	0	0	..
																	Rogers, Johanna ..	..	AF	85	0	0	..
Pakia	47	250	0	0	20	0	0	25	7	0	..			..			Young, Ida ..	Lic.	HF	165	0	0	20
																	Dunn, Eileen E. ..	..	AF	85	0	0	..
Panmure	62	270	0	0	..			22	0	6	..			..			May, Thomas L. ..	D1	HM	180	0	0	..
																	Roberts, Inez M. ..	E3	AF	90	0	0	..
Paparoa	48	270	0	0	..			20	17	4	..			..			Stephenson, E. W.	C2	HM	180	0	0	..
																	Emerson, Annie J.	E3	AF	90	0	0	..
Patumahoe ..	41	250	0	0	..			51	2	3	..			..			Graham, James ..	D2	HM	165	0	0	..
																	Sergeant, Blanche E.	D3	AF	85	0	0	..
Pokeno	43	250	0	0	..			16	18	0	..			..			Lippiatt, George, M A.	A2	HM	165	0	0	..
																	Whitmore, Ella J...	D3	AF	85	0	0	..
Pukekohe East ..	50	250	0	0	..			33	12	0	..			..			Cahill, William J...	D2	HM	165	0	0	..
																	Joyce, Amie E. ..	E3	AF	85	0	0	..
Ramarama ..	43	248	12	6	..			17	4	0	..			..			Maclaurin, Ken. C.	B2	HM	165	0	0	..
																	Hawkes, Annie E. ..	E3	AF	85	0	0	..
Rawene	44	250	0	0	20	0	0	17	9	6	..			..			Gough, James T. ..	C3	HM	165	0	0	20
																	Rothbury, Sara ..	..	AF	85	0	0	..
Taupaki	46	242	18	4	..			25	19	1	..			..			Brown, Mrs. I. M. K.	C1	HF	165	0	0	..
																	Barker, Meta ..	..	AF	85	0	0	..
Te Aroha West ..	40	250	0	0	..			70	8	11	..			..			Bell, Alexander ..	D3	HM	165	0	0	..
																	Greenslade, Mary G.	D2	AF	85	0	0	..
Te Oruru	53	242	18	4	20	0	0	19	19	11	12	0	0	..			Howarth, Oswald J.	Lic.	HM	165	0	0	20
																	Attwood, Percy E. J.	..	AM	85	0	0	..
Te Pua	43	250	0	0	20	0	0	30	2	2	1	5	0	..			Miller, James ..	C3	HM	165	0	0	20
																	Foster, Olive C. ..	..	AF	85	0	0	..
Te Puna	40	250	0	0	20	0	0	15	16	3	..			..			Cooney, Hugh O. ..	C2	HM	165	0	0	20
																	Ferguson, Alethea..	..	AF	85	0	0	..
Totara	50	265	0	0	..			26	19	6	..			..			Read, Thomas ..	D1	HM	180	0	0	..
																	Parker, Arabella ..	..	AF	85	0	0	..
Tuakau	36	248	12	6	..			23	16	4	..			..			Graham, William G.	C2	HM	165	0	0	..
																	Johnston, Annie C.	D3	AF	85	0	0	..
Victoria Valley ..	42	250	0	0	20	0	0	26	2	0	..			111	15	9	Hook, Alfred C. ..	C3	HM	165	0	0	20
																	Henderson, Mary ..	E4	AF	85	0	0	..
Wade	42	250	0	0	..			18	14	0	..			..			Judkins, Alfred J. T.	C2	HM	165	0	0	..
																	Ford, Barbara ..	..	AF	85	0	0	..
Waharoa	41	250	0	0	..			29	8	11	..			..			Johns, William F.	D2	HM	165	0	0	..
																	Pirrit, Barbara M...	..	AF	85	0	0	..
Wainui and White Hills	38	198	0	0	..			23	5	9	9	10	0	..			Harris, Norman R.	E3	M	198	0	0	..
Waipu Central ..	47	250	0	0	..			49	10	0	..			..			Hall, William H. V.	D1	HM	165	0	0	..
																	Matthews, B. K. G.	..	AF	85	0	0	..
Waitekauri ..	50	250	0	0	..			21	5	3	..			..			Attwood, Frederick C.	C3	HM	165	0	0	..
																	Murray, Clarice A. F.	..	AF	85	0	0	..
Waitoa	35	250	0	0	20	0	0	23	3	6	..			..			Maclean, Charles ..	D2	HM	165	0	0	20
																	Taylor, Hazel I. S.	..	AF	85	0	0	..
GRADE 6.																							
Birkdale	56	270	0	0	..			127	18	9	..			..			Brook, Julian ..	D1	HM	180	0	0	..
																	Vellenoweth, Jessie	D2	AF	90	0	0	..
Bombay	45	270	0	0	..			20	4	5	..			..			Cooper, Charles ..	D1	HM	180	0	0	..
																	Wootten, Jessie C...	D3	AF	90	0	0	..
Buckland	63	270	0	0	..			55	9	9	..			..			Wily, Harry H. D.	D1	HM	180	0	0	..
																	Piggot, Theodora E.	D3	AF	90	0	0	..
Drury	50	270	0	0	..			19	16	9	..			..			McNaughton, Jas. D.	D1	HM	180	0	0	..
																	Smyth, M. E. C. ..	D3	AF	90	0	0	..
Kaeo	65	270	0	0	..			47	17	2	..			..			Broun, James S. ..	D3	HM	180	0	0	..
																	Lovatt, Mary ..	E2	AF	90	0	0	..
Manurewa	58	268	15	0	..			72	8	5	..			..			McNaughton, D. W.	D1	HM	180	0	0	..
																	Herrich, Daisy W.	..	AF	85	0	0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1906.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 6—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Marsh Meadows ..	49	267 18 4	30 0 0	18 11 9	..	..	Barber, George ..	E1	HM	180 0 0	30
							Pitt, Nora V. ..	..	AF	85 0 0	..
Maungakaramea ..	56	265 0 0	..	20 19 9	..	..	Lamb, William O...	C1	HM	180 0 0	..
							Hall, Eveline M. ..	..	AF	85 0 0	..
Ohaupo	59	270 0 0	..	49 3 10	..	..	Colhoun, John S. ..	C1	HM	180 0 0	..
							McElwain, Ruby M.	C3	AF	90 0 0	..
Opouriao North ..	67	265 10 0	..	27 0 7	..	133 5 4	Teesdale, Jacob T...	C2	HM	180 0 0	..
							Brockliss, Alice M...	..	AF	85 0 0	..
Oratia	55	265 0 0	30 0 0	51 16 11	..	..	Hosking, George F. C.	E1	HM	180 0 0	30
							Bond, Ethel E. ..	..	AF	85 0 0	..
Pakuranga	51	270 0 0	..	50 3 9	..	..	Green, William ..	D1	HM	180 0 0	..
							Crawford, Maud M.	D2	AF	90 0 0	..
Raglan	61	265 0 0	..	23 17 0	..	..	Blackett, George ..	D2	HM	180 0 0	..
							Blackett, Florence M.	..	AF	85 0 0	..
Russell	44	265 0 0	..	27 16 0	..	..	Darby, Edward J. ..	D1	HM	180 0 0	..
							Curham, Anna A. ..	..	AF	85 0 0	..
Tairua	44	268 15 0	..	28 11 8	..	..	Daly, Michael F. ..	D1	HM	180 0 0	..
							Barker, Mrs. Sarah	E3	AF	90 0 0	..
Te Kowhai	58	265 0 0	..	23 1 1	..	..	Gillespie, William R.	D2	HM	180 0 0	..
							Fawcett, Anna J. ..	..	AF	85 0 0	..
Waihopo	47	258 15 0	30 0 0	19 0 3	..	..	Collis, William F...	D2	HM	180 0 0	30
							McCarthy, Irene M.	..	AF	85 0 0	..
Wharepoa	59	265 0 0	30 0 0	23 18 2	..	..	Moon, Mark H. ..	D2	HM	180 0 0	30
							Forrest, Susan B. ..	..	AF	85 0 0	..
Woodhill	52	268 15 0	..	20 14 6	..	..	Jones, Thomas A...	D2	HM	180 0 0	..
							Hosking, Blanche B.	E4	AF	90 0 0	..
GRADE 7.											
Cambridge West ..	73	306 13 4	..	87 16 2	..	..	Dean, James ..	D1	HM	215 0 0	..
							Duffus, Elizabeth P.	E2	AF	100 0 0	..
Clevedon	62	285 5 0	..	28 2 11	..	..	Ramsay, James B. ..	B1	HM	195 0 0	..
							Crowe, Kathleen E.	..	AF	85 10 0	..
Dacre's and Ti Point	55	234 0 0	30 0 0	28 11 9	..	..	Elliott, Sydney J. ..	D2	M	234 0 0	30
Kihikihi	67	305 0 0	..	44 15 11	..	..	Perry, Arthur M. ..	D1	HM	215 0 0	..
							Ashby, Nina M. ..	..	AF	90 0 0	..
Komata	60	276 8 3	5 0 0	31 9 7	..	..	Gelling, William M.	C1	HM	195 0 0	30
							Wishart, Alice E. ..	..	AF	85 10 0	..
Kuaotunu	74	310 16 8	..	25 6 6	..	..	La Prelle, John ..	D1	HM	215 0 0	..
							Fraser, Ethel M. ..	C4	AF	95 0 0	..
Manawaru	56	286 16 8	..	42 5 6	..	..	Keaney, John J. ..	D1	HM	195 0 0	..
							Cooke, Jessie B. ..	E4	AF	95 0 0	..
Matamata	71	290 0 0	..	26 6 1	..	..	Moore-Jones, H. J.	D2	HM	195 0 0	..
							Hamley, Florence E.	E3	AF	95 0 0	..
Maungaturoto ..	63	280 10 0	..	205 6 8	..	..	Collins, William ..	D1	HM	195 0 0	..
							Harbutt, Grace A...	..	AF	85 10 0	..
Mercer	57	288 8 4	..	24 13 6	..	..	Edwards, Charles T.	D1	HM	195 0 0	..
							Cleveland, Rita V. ..	..	AF	85 10 0	..
Mercury Bay ..	70	314 3 4	..	102 15 5	..	..	Warn, John M. ..	D1	HM	215 0 0	..
							Findlay, Mary M. ..	E2	AF	95 0 0	..
New Lynn	103	301 5 0	..	80 9 6	..	..	Waygood, James E.	D2	HM	195 0 0	..
							Wilson, Mary J. K.	D3	AF	95 0 0	..
							Stirling, Linda M. ..	..	FPt1	45 0 0	..
Puriri	76	287 19 8	..	26 13 0	..	68 13 6	Vos, James A. ..	E1	HM	195 0 0	..
							Sadler, Nora ..	..	AF	85 10 0	..
Tamaki West ..	65	290 0 0	..	100 18 0	4 0 0	45 0 0	Brown, Daniel C. ..	D1	HM	195 0 0	..
							Cooper, Muriel ..	D3	AF	95 0 0	..
Turua	55	290 0 0	30 0 0	21 17 0	..	..	Wernham, Wm. J.	C1	HM	195 0 0	30
							Worrall, Louisa ..	D3	AF	95 0 0	..
Waihou	70	290 0 0	...	25 7 0	..	..	Rice, Thomas D. ..	D1	HM	195 0 0	..
							King, Emily M. ..	D3	AF	95 0 0	..
Whakapara and Side School	69	350 0 0	..	31 9 0	..	..	Kysh, Frederick W.	D1	HM	195 0 0	..
							Bell, Marion M. ..	E2	AF	95 0 0	..
							Wilkinson, Hilda ..	..	FPt4	60 0 0	..
Whakatane ..	71	290 0 0	..	58 5 8	..	200 0 0	Booth, Frederick ..	E1	HM	195 0 0	..
							Baker, Mary E. ..	D2	AF	95 0 0	..
Manunui	82	294 4 2	..	37 1 2	..	168 13 7	Wilson, William C.	D2	HM	215 0 0	..
							Simpson, Mrs. M. J. M.	E2	AF	100 0 0	..
GRADE 8.											
Aoroa	66	316 15 3	..	42 19 4	..	..	Ellis, Howard J. S.	D1	HM	225 0 0	..
							Pirritt, Agnes B. ..	..	AF	90 0 0	..
Driving Creek ..	70	312 0 0	..	59 11 7	..	..	Jameson, Frank ..	D1	HM	215 0 0	..
							Broadgate, Ruby E.	..	AF	94 10 0	..
Kamo	92	324 10 0	..	56 6 4	..	..	Heward, Humphrey	D1	HM	225 0 0	..
							Hogwood, Alice W.	..	AF	94 10 0	..
Kawakawa	59	305 0 0	..	34 0 9	..	..	Perkins, Edward ..	C1	HM	215 0 0	..
							Nicholson, Isabel D. F.	..	AF	90 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1906.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 8—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kopu	88	309 3 4	..	53 14 6	..	282 4 2	Rennick, James W.	D1	HM	215 0 0	..
							Eslick, Violet I. ..	D4	AF	100 0 0	..
Mangere Bridge ..	85	315 0 0	30 0 0	28 6 2	..	..	Lambourne, N.T., B.A.	B1	HM	215 0 0	30
							Kendon, Eleanor G.	D2	AF	100 0 0	..
Morrinsville ..	81	315 0 0	..	74 10 2	..	35 0 0	Campbell, D. R. F.	C1	HM	215 0 0	..
							Lavery, Mary S. ..	E3	AF	100 0 0	..
Papakura	91	334 3 4	..	35 1 10	..	..	Jones, David W. ..	D1	HM	225 0 0	..
							Chapman, E. N. I. M.	E2	AF	105 0 0	..
Papatoitoi	90	315 0 0	..	27 11 3	..	..	Sumner, John W. ..	D1	HM	215 0 0	..
							Johnston, Margaret	E2	AF	100 0 0	..
Taupiri	57	312 18 4	..	31 13 7	..	..	Joll, William A. ..	C1	HM	215 0 0	..
							Cormack, Henrietta	D2	AF	100 0 0	..
Te Awamutu ..	93	330 0 0	..	57 16 7	..	12 9 7	Woods, Francis D. ..	D1	HM	225 0 0	..
							Mitchell, M. G. F. ..	D2	AF	105 0 0	..
Te Kuiti	122	353 18 11	..	61 16 10	..	456 7 6	Power, Edward A. ..	D1	HM	215 0 0	..
							Day, Florence M. ..	E3	AF	100 0 0	..
							Woodford, Alice O.M.	..	FPt4	60 0 0	..
Te Puke	78	325 0 0	..	37 18 9	..	..	Bishoprick, Charles	C1	HM	225 0 0	..
							Seddon, Dorothy M.	C4	AF	100 0 0	..
Waiuku	79	315 0 0	..	26 6 0	..	..	Harris, Richard J. ..	D1	HM	215 0 0	..
							Gillibrand, Winifred	E2	AF	100 0 0	..
GRADE 9.											
Henderson	85	379 3 4	..	27 13 0	..	..	Innes, Joseph L. ..	C1	HM	225 0 0	..
							Casey, Clara E. ..	E2	AF	105 0 0	..
							Stephenson, Edna L.	..	FPt1	45 0 0	..
Hikurangi	100	385 0 0	..	39 19 6	..	..	Rust, Alexander M.	D1	HM	225 0 0	..
							Lloyd, Mrs. Margaret	D3	AF	105 0 0	..
							White, Kenneth R.	..	MPt3	55 0 0	..
Kaihu	86	380 0 0	..	27 14 3	..	..	Hamilton, Robert J.	A2	HM	225 0 0	..
							Fraser, Lucy St. M.	D2	AF	105 0 0	..
							Foster, Ada ..	..	FPt2	50 0 0	..
Kohukohu	102	364 10 0	..	40 5 9	..	..	Cox, William L. ..	C1	HM	225 0 0	..
							Collier, Rose ..	..	AF	94 10 0	..
							McGechie, John W.	..	MPt3	45 0 0	..
Takapuna	109	376 13 4	..	43 9 6	..	..	Hames, Luther ..	D1	HM	225 0 0	..
							Tidd, Emily E. ..	E2	AF	105 0 0	..
							Tuthill, Mary H. ..	..	FPt1	45 0 0	..
Mount Roskill ..	99	365 0 0	..	35 1 3	..	..	O'Donoghue, D., B.A	B1	HM	225 0 0	..
							Robinson, Eliz. A. ..	D2	AF	105 0 0	..
							Briggs, Charles R. ..	..	MPt2	35 0 0	..
Otorohanga ..	110	375 0 0	..	30 15 3	..	..	Lowe, Francis E. ..	D2	HM	225 0 0	..
							Jennings, Eliz. M. ..	E3	AF	105 0 0	..
							Johnson, Winifred	..	FPt3	45 0 0	..
Tararu	100	375 16 0	30 0 0	38 8 11	..	..	Russell, David ..	D1	HM	225 0 0	30
							Cussen, Eily B. ..	..	AF	94 10 0	..
							Vos, Victor R. ..	..	MPt2	50 0 0	..
Waikino	100	390 0 0	..	64 2 4	..	..	Elmsly, Frederick. .	E2	HM	225 0 0	..
							Carson, Margaret E.	E1	AF	105 0 0	..
							Fawcett, Jacob W.	..	MPt5	60 0 0	..
Warkworth ..	132	382 18 4	..	112 2 10	..	50 0 0	Philips, Henry W. C.	D1	HM	225 0 0	..
							Goldsworthy, E. M.	D2	AF	105 0 0	..
							Donovan, Mary E. ..	..	AF	85 0 0	..
GRADE 10.											
Hamilton East ..	171	469 3 4	..	65 4 11	8 15 0	..	Stevens, Percy E. ..	D1	HM	235 0 0	..
							Roche, Emily ..	D3	AF	110 0 0	..
							McCallum, Adina ..	D2	AF	115 0 0	..
							Barton, Mary V. ..	..	FPt4	55 0 0	..
							Robson, Olive ..	..	FPt2	50 0 0	..
Helensville	134	430 0 0	..	86 2 10	..	..	Hill, Arthur J. ..	D1	HM	235 0 0	..
							Cragg, Bertha ..	D2	AF	110 0 0	..
							Short, Violet ..	..	AF	85 0 0	..
Ngaruawahia ..	146	453 17 0	..	46 3 9	..	..	Burton, Percy R. ..	D2	HM	235 0 0	..
							Cussen, Mary E. ..	D3	AF	110 0 0	..
							Jeffs, Arthur H. ..	..	MPt2	50 0 0	..
							Freeth, Edith L. ..	..	FPt1	45 0 0	..
Opotiki	151	470 0 0	..	40 10 3	..	..	Wilson, Henry B. ..	C1	HM	250 0 0	..
							Browne, Edith B. ..	D3	AF	130 0 0	..
							Melville, Isabelle ..	D4	AF	90 0 0	..
Aratapu D.H.S. ..	133	396 13 4	..	43 0 3	..	..	Hockin, Harry ..	D1	HM	*235 0 0	..
							Lewis, Percy G. ..	D3	Sec.	..	..
							McCowan, Margaret	D3	AF	110 0 0	..
							Clark, Gertrude ..	..	FPt2	50 0 0	..
Pukekohe West D.H.S.	135	400 0 0	22 10 0	48 18 5	..	395 0 0	Flavell, Denis R. ..	D1	HM	*235 0 0	..
							Roberts, William P.	D2	Sec.	..	..
							Hamlin, Alethea S. O.	E2	AF	110 0 0	..
							Wilcox, Kate S. ..	..	FPt3	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 11.											
Dargaville	135	596 6 8	..	59 10 1	..	..	Lloyd, William ..	D1	HM	250 0 0	..
							McPherson, Donald A.	Lic.	AM	123 10 0	..
							Gavey, Rose L. ..	D2	AF	115 0 0	..
							Stallworthy, R. R.	..	FPt4	55 0 0	..
							Telfer, Violet M. ..	..	FPt3	55 0 0	..
Horahora	155	580 0 0	35 0 0	53 19 8	..	..	Higginson, Frank ..	C1	HM	250 0 0	35
							Dempsey, Walter S.	C3	AM	130 0 0	..
							Wells, Florence M.	D2	AF	115 0 0	..
							Pegler, Amy B. A. ..	..	AF	85 0 0	..
Huntly	199	609 3 4	..	71 13 7	..	..	Elliot, James ..	C1	HM	250 0 0	..
							Millington, Ellen ..	C2	AF	130 0 0	..
							Dean, Marg. A. I. G.	E2	AF	115 0 0	..
							Lawry, Nora E. ..	..	FPt4	60 0 0	..
							Merrington, Alfred R.	..	MPt4	60 0 0	..
Otahuhu	215	620 1 7	..	86 11 3	..	..	Wilson, Tom ..	D1	HM	250 0 0	..
							Bullen, Fredk. R. S.	C3	AM	130 0 0	..
							Somerville, F. A. ..	E1	AF	115 0 0	..
							Muir, Margaret M.	D3	AF	105 0 0	..
							Clark, Dinah ..	..	FPt3	55 0 0	..
							Walker, Ellen L. ..	..	FPt3	55 0 0	..
Point Chevalier ..	200	585 0 0	..	68 17 1	..	15 1 1	Parry, Robert J. ..	D1	HM	250 0 0	..
							Gillibrand, Emma ..	D1	AF	130 0 0	..
							Angove, Alice H. ..	E2	AF	115 0 0	..
							Bollard, Beatrice M.	E2	AF	90 0 0	..
Rotorua	190	595 0 0	..	100 10 2	..	..	Webber, Joseph W.	D2	HM	250 0 0	..
							Waddell, William H.	D3	AM	130 0 0	..
							Pasley, Margaret S.	D2	AF	115 0 0	..
							Wylie, Ada E. ..	..	FPt3	45 0 0	..
							Hardy, Winifred ..	..	FPt3	55 0 0	..
Tauranga D.H.S. ..	183	603 6 8	..	71 11 10	..	..	Semadeni, Caspar A.	C1	HM	*250 0 0	..
							Skinner, Percy F. ..	C3	AM	130 0 0	..
							Dromgool, J. C., B.SC.	A3	Sec.	..	..
							Garrett, Frances J.	D3	AF	115 0 0	..
							Badger, Holly H. H.	..	FPt4	55 0 0	..
							Southey, Charles C.	..	MPt3	45 0 0	..
Te Aroha D.H.S. ..	205	607 18 4	..	83 5 4	..	..	Burton, Alfred F. ..	D1	HM	*265 0 0	..
							Binsted, Henry ..	C4	AM	160 0 0	..
							Robertson, M.B., B.A.	..	Sec.	..	..
							Fawcett, Frances H.	E2	AF	120 0 0	..
							Fawcett, Elizabeth M.	..	AF	85 0 0	..
Grey Lynn	183	489 3 4	32 1 8	50 0 6	171 0 0	38 10 6	Campbell, John ..	C1	HM	250 0 0	35
							Cullens, Emily ..	D2	AF	130 0 0	..
							Jacobsen, Ethel G.	E3	AF	115 0 0	..
							Currie, Kathleen A. M.	..	FPt4	55 0 0	..
							Gordon, Martha E.	..	FPt2	35 0 0	..
GRADE 12.											
Chapel Street (Auckland)	217	787 10 0	35 0 0	77 0 1	44 0 0	..	Draffin, William H.	D1	HM	275 0 0	35
							Eastgate, Florence T.	D1	AF	175 0 0	..
							Hill, Edith A. ..	E2	AF	125 0 0	..
							Hosking, Vera D. ..	D3	AF	115 0 0	..
							Vialoux, Kate V. ..	..	FPt3	45 0 0	..
							Jackson, Alice M. ..	..	FPt3	50 0 0	..
Ellerslie	225	770 0 0	..	130 6 2	..	..	Wooller, Joseph ..	C1	HM	265 0 0	..
							Matthews, George H.	C2	AM	160 0 0	..
							Astley, Ellen ..	E1	AF	120 0 0	..
							Hall, Laura L. ..	D2	AF	105 0 0	..
							Johns, Victor R. ..	..	MPt5	60 0 0	..
							Western, Mildred ..	..	FPt4	60 0 0	..
Parawai	205	732 1 8	35 0 0	119 7 6	15 0 0	..	Fisher, John ..	D1	HM	265 0 0	35
							Trimmer, John H. ..	E2	AM	160 0 0	..
							Truscott, Kate ..	E1	AF	120 0 0	..
							Hardwicke, Eva V.	E2	AF	105 0 0	..
							Pile, Margaret M. H.	..	FPt3	55 0 0	..
							Dare, Elizabeth A.	..	FPt1	25 0 0	..
Te Kopuru	209	728 0 0	..	66 14 9	..	..	Elliott, Joseph E. ..	D1	HM	265 0 0	..
							Finch, Thomas ..	D2	AM	160 0 0	..
							Kirkland, Mrs. M. A.	..	AF	108 0 0	..
							Potter, Nellie A. M.	C4	AF	105 0 0	..
							Bannister, Harold ..	..	MPt3	55 0 0	..
							Game, Horace ..	..	MPt1	25 0 0	..
Waihi East ..	237	740 7 6	35 0 0	93 14 4	..	278 5 7	Macky, Samuel H.	C1	HM	265 0 0	35
							Day, Arthur E. ..	D2	AM	160 0 0	..
							Wilson, Evelyn ..	E1	AF	120 0 0	..
							De Renzy, Elizabeth	..	AF	94 10 0	..
							Manton, Catherine	..	FPt3	55 0 0	..
							Gledstanes, Helen	..	FPt2	50 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 12—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Whangarei	261	727 7 9	..	102 7 8	..	..	McKenzie, Norman R.	B1	HM	265 0 0	..
							Crawford, Hugh W.	D2	AM	160 0 0	..
							Stewart, Agnes G. ..	D1	AF	120 0 0	..
							Cottingham, Ed. M.	..	AF	94 10 0	..
							Sissons, Thomas H.	..	MPt3	55 0 0	..
							Kelly, Roy D. ..	..	MPt2	35 0 0	..
Cambridge D.H.S. ..	214	633 6 8	..	59 16 4	..	..	Walker, W. R. C., B.A.	B1	HM	*265 0 0	..
							Caddy, Edward W. B.	D2	AM	160 0 0	..
							Ransom, John U., B.A.	..	Sec.	..	..
							Gavey, Annie L. ..	C2	Sec.	..	..
							Keesing, Kate ..	E1	AF	120 0 0	..
							Worsley, Alice M. ..	..	FPt3	55 0 0	..
							O'Neill, Blanche E.	..	FPt2	35 0 0	..
Coromandel D.H.S...	183	652 10 0	..	54 3 0	..	..	Tanner, Thomas B.	D1	HM	*265 0 0	..
							Jamieson, Robert E.	D2	AM	160 0 0	..
							Gatland, Alfred H.	D2	Sec.	..	..
							Fuller, Mary M. ..	D3	AF	120 0 0	..
							Manktelow, Mur. G.T.	..	FPt3	55 0 0	..
							Lochhead, Margy. M.	..	FPt1	45 0 0	..
GRADE 13.											
Karangahake and side school	289	894 11 8	..	108 13 2	7 10 0	35 18 4	Scott, Augustus N.	C1	HM	275 0 0	..
							Corbett, Robert J...	D2	AM	175 0 0	..
							Palmer, Gertrude ..	E2	AF	125 0 0	..
							Hardy, Margaret M.	D2	AF	115 0 0	..
							Gain, Annie M. ..	E2	AF	90 0 0	..
							Gant, Albert H. ..	..	MPt4	60 0 0	..
							Daldy, Rhoda C. ..	..	FPt3	55 0 0	..
Newmarket ..	274	852 10 6	40 0 0	185 14 11	..	..	Ohlson, Frederick J.	D1	HM	275 0 0	40
							Edgerley, William W.	D2	AM	175 0 0	..
							Sinclair, Ellen E. ..	C2	AF	125 0 0	..
							Lysaght, Annie E...	E2	AF	115 0 0	..
							Gasparich, Joseph G.	..	MPt3	55 0 0	..
							Wharfe, Annie E. ..	..	FPt3	55 0 0	..
							McNaughton, Mar. E.	..	FPt3	45 0 0	..
GRADE 14.											
Avondale and side school	349	1,064 12 0	..	120 8 6	15 16 8	10 0 0	Hogwood, James ..	D1	HM	290 0 0	..
							Warren, Thos. F., B.A.	B1	AM	190 0 0	..
							Newton, Edith M...	D1	AF	130 0 0	..
							Johnson, Jane ..	D2	AF	125 0 0	..
							Ingram, Dorothy ..	E2	AF	100 0 0	..
							Small, Marianne A.T.	E3	AF	90 0 0	..
							Officer, Mrs. Dorcas E.	E2	AF	90 0 0	..
							Graham, Jean A. ..	..	FPt3	55 0 0	..
							Pirrit, Bella ..	..	FPt2	50 0 0	..
Hamilton West D.H.S	367	931 5 0	..	172 17 9	31 0 0	..	Worsley, William H.	D1	HM	*290 0 0	..
							Shepherd, Arthur J.	C2	AM	190 0 0	..
							Wilson, Eb., M.A. ..	A1	Sec.	..	..
							Collins, Edith C., B.A.	B4	Sec.	..	..
							Nixon, Amelia M...	D1	AF	130 0 0	..
							Jones, Ruth B. ..	D2	AF	125 0 0	..
							Thorne, Jessie L. ..	C4	AF	100 0 0	..
							Gillman, Winifred M.	..	FPt5	60 0 0	..
							Soppett, Marg. E. T.	..	FPt2	50 0 0	..
							Barkley, Mabel ..	..	FPt2	50 0 0	..
Paeroa D.H.S. ..	317	972 18 4	3 6 8	104 10 7	..	273 3 0	Murphy, Francis ..	C1	HM	*290 0 0	..
							Pocock, George H.	C1	AM	190 0 0	..
							Meredith, Charles ..	C2	Sec.	..	..
							Algie, Ronald M. ..	..	Sec.	..	..
							Shaw, Minnie ..	E1	AF	130 0 0	..
							Shroff, Maud A. ..	C2	AF	125 0 0	..
							Benge, Lorna R. ..	Lic.	AF	95 0 0	..
							Mahony, Florence N.	..	FPt5	55 0 0	..
							Black, John F. T...	..	MPt2	50 0 0	..
							Thorp, Lucy S. ..	..	FPt2	35 0 0	..
GARDE 15.											
Bayfield	403	1,115 12 6	40 0 0	133 11 5	..	..	Christie, James ..	D1	HM	300 0 0	40
							Law, Norman H. S.	C1	AM	205 0 0	..
							Thompson, F. E. ..	D1	AF	135 0 0	..
							Caldwell, Alice M...	D2	AF	135 0 0	..
							Stewart, Mary A. ..	D3	AF	110 0 0	..
							Cole, Adelaide A. M.	D3	AF	90 0 0	..
							Foster, Mabel K. ..	..	FPt3	45 0 0	..
							Montgomery, Gladys	..	FPt3	45 0 0	..
							Bishop, Walter J. ..	..	MPt3	45 0 0	..

TABLE NO. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 15—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Epsom	381	1,119 9 8	40 0 0	167 12 8	..	..	Isemonger, Thomas	D1	HM	300 0 0	40
							Wilson, Charles ..	C1	AM	205 0 0	..
							Gillibrand, Margt. E.	D1	AF	135 0 0	..
							Tills, Ethel E. ..	E2	AF	135 0 0	..
							Fordyce, Johanna C.	D4	AF	90 0 0	..
							Christie, Alice J. ..	..	FPt5	60 0 0	..
							Webber, Elsie E. ..	..	FPt3	45 0 0	..
							Patience, Frederick	..	MPt2	50 0 0	..
							Harrison, Minnie I.	..	FPt1	25 0 0	..
							Sanderson, Dorothy	..	FPt1	45 0 0	..
Kauaeranga ..	329	1,119 11 8	40 0 0	157 7 5	10 0 0	..	Marsdon, Wm. H. P.	D1	HM	300 0 0	40
							Hammond, T.W.G.H.	D1	AM	205 0 0	..
							Smith, Sylvia G. ..	E1	AF	135 0 0	..
							Ashman, Eva M. ..	E2	AF	135 0 0	..
							Benner, Maud C. ..	D2	AF	110 0 0	..
							George, Charlotte ..	D3	AF	90 0 0	..
							Corbett, Kathleen ..	..	FPt3	55 0 0	..
							McCowan, John T.	..	MPt2	50 0 0	..
							Lowe, Rosina F. ..	..	FPt2	35 0 0	..
Mount Albert ..	432	1,152 10 0	..	335 4 3	..	90 0 0	Whitaker, Joseph R.	D1	HM	300 0 0	..
							Campbell, Robert ..	C1	AM	205 0 0	..
							Nicholson, Maud ..	D1	AF	135 0 0	..
							De Montalk, Emily L.	D2	AF	135 0 0	..
							Conway, Mabel E...	D2	AF	110 0 0	..
							Hill, Winifred M. ..	D3	AF	90 0 0	..
							Cartwright, Jessie M.	..	FPt4	55 0 0	..
							Ashby, Millicent M.	..	FPt3	55 0 0	..
							Bayliss, Margaretta A.	..	FPt3	45 0 0	..
							Taylor, Elizabeth S.M.	..	FPt1	45 0 0	..
Northcote	364	1,126 9 6	..	284 14 3	..	..	Taylor, Alfred ..	D1	HM	300 0 0	..
							Braithwaite, Jas. H.	C1	AM	205 0 0	..
							Wilson, Estelle R...	E1	AF	135 0 0	..
							Turnbull, Kath. A.	D2	AF	135 0 0	..
							Newbegin, Annie M.	E2	AF	110 0 0	..
							Mackay, Frieda M.	..	AF	85 0 0	..
							Blundell, Ernest H.	..	MPt3	55 0 0	..
							Hare, Ada E. H. ..	..	FPt3	55 0 0	..
							McKay Helen M. ..	..	FPt2	35 0 0	..
Waiokaraka ..	333	1,130 0 0	40 0 0	98 12 8	..	..	Newton, William H.	D1	HM	300 0 0	40
							Ferguson, Samuel H.	D1	AM	205 0 0	..
							Macky, Mrs. M. A. F.	E1	AF	135 0 0	..
							Campbell, Mary I...	C3	AF	135 0 0	..
							Fisher, Nellie W. ..	D2	AF	110 0 0	..
							Killgour, Laura A...	D3	AF	90 0 0	..
							Lord, George H. ..	..	MPt3	55 0 0	..
							Wilkins, Elsie A. ..	..	FPt3	55 0 0	..
GRADE 16.							Grigg, Stella ..	..	FPt3	45 0 0	..
Normal School and Model	436	1,850 0 0	60 0 0	352 12 3	..	6794 10 10	Cousins, H. G., M.A.	A1	HM	360 0 0	40
							Paterson, Robert H.	C1	AM	240 0 0	..
							Walker, Spenceley..	C1	AM	200 0 0	..
							Newman, Margt. S.	D1	AF	200 0 0	..
							Purdie, Sara J. ..	C1	AF	140 0 0	..
							Holloway, Annie E.	D1	AF	120 0 0	..
							Green, Samuel ..	D3	AM	150 0 0	..
							Shroff, Kate S. M...	C1	AF	110 0 0	..
							Toy, Alice M. ..	D2	AF	110 0 0	..
							Murray, George W.	D1	(1)	220 0 0	20
							Shrewsbury, E., M.A.	A1	Sec.	..	..
Remuera	443	1,315 16 8	..	136 15 0	..	..	Munro, Colin R. ..	C1	HM	320 0 0	..
							Bowden, Alfred N...	C1	AM	225 0 0	..
							Grant, Elsie D. ..	D1	AF	155 0 0	..
							Herbert, Mary E. ..	D1	AF	145 0 0	..
							Davis, Ethel W. B.	D1	AF	125 0 0	..
							Metge, Winifred T.	E2	AF	110 0 0	..
							Hogwood, Ann. I. M.	..	AF	85 0 0	..
							May, Ruth M. ..	..	FPt3	55 0 0	..
							Hayter, Reuben ..	..	MPt2	50 0 0	..
							Sealy, Alfred D. ..	..	MPt2	35 0 0	..
GRADE 17.							Butcher, Elizab. G.	..	FPt1	45 0 0	..
Napier Street ..	511	1,360 0 0	50 0 0	123 11 7	..	..	Carter, Charles M...	D1	HM	320 0 0	50
							Dunlop, David W...	D1	AM	225 0 0	..
							Menzies, Albert G...	C2	AM	155 0 0	..
							Arey, Alice M. ..	E1	AF	145 0 0	..
							Forsyth, Mrs. Carl. C.	D1	AF	125 0 0	..
							Stubbs, Margaret M.	D3	AF	110 0 0	..
							Clark, Ada ..	C4	AF	85 0 0	..
							Sceats, Ethel F. A.	..	FPt4	55 0 0	..
							Glasgow, Ellen E...	..	FPt2	35 0 0	..
							Campbell, Willa E.	..	FPt2	50 0 0	..
							Lake, Lulu A. ..	..	FPt2	35 0 0	..
							Fenton, Mattie ..	..	FPt1	45 0 0	..

(1) Master Model School.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 17—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Nelson Street ..	438	1,370 16 8	50 0 0	111 2 1	..	..	Cronin, Bart., B.A.	B1	HM	320 0 0	50
							Hall, Alfred J. C. ..	D1	AM	225 0 0	..
							Fenwick, Herbert ..	C2	AM	155 0 0	..
							Coghill, Margaret ..	E1	AF	145 0 0	..
							Burns, Jessie A. ..	E1	AF	125 0 0	..
							Johnston, Sara A. ..	E2	AF	110 0 0	..
							Wheeler, Elizabeth A.	D3	AF	85 0 0	..
							Murphy, Clarence J.	..	MPt3	55 0 0	..
							Douglas, Effie ..	..	FPt3	55 0 0	..
							Ross, Hazel E. ..	..	FPt2	50 0 0	..
							Webb, Henrietta ..	..	FPt1	45 0 0	..
GRADE 19.											
Grafton	567	1,605 16 8	50 0 0	201 2 3	..	415 12 0	Hill, William W. ..	D1	HM	340 0 0	50
							McKay, Norman D.	D1	AM	235 0 0	..
							Carnachan, Robert	C2	AM	170 0 0	..
							Hopper, Mary E. ..	E1	AF	155 0 0	..
							Jackson, Mary B. ..	E1	AF	145 0 0	..
							Robinson, Florence K.	D2	AF	120 0 0	..
							Fraser, Ann B. ..	D3	AF	105 0 0	..
							Gilmore, Nellie ..	Lic.	AF	85 0 0	..
							Calder, Ruberta J. ..	..	FPt4	60 0 0	..
							Vause, Harry ..	..	MPt3	45 0 0	..
							Parkes, Margaret D.B.	..	FPt3	55 0 0	..
							McElwain, Ivy ..	..	FPt3	45 0 0	..
							Lowrie, Annie W. ..	..	FPt2	50 0 0	..
Parnell	584	1,600 0 0	50 0 0	232 14 9	..	90 0 0	Scott, John L. ..	D1	HM	340 0 0	50
							Darrow, Harry A. ..	B1	AM	235 0 0	..
							Hare, Frederick W.	C1	AM	170 0 0	..
							Astley, Hannah ..	D1	AF	155 0 0	..
							Carnachan, Blanche E.	E1	AF	145 0 0	..
							Johnston, Susanna	D1	AF	120 0 0	..
							Cardno, Elizabeth ..	E2	AF	105 0 0	..
							Macindoe, Janet G.	D3	AF	85 0 0	..
							Cornes, Henry A. ..	..	MPt3	55 0 0	..
							Hedges, Ivy L. ..	..	FPt2	35 0 0	..
							Macdonald, Edith D.	..	FPt3	45 0 0	..
							Gibb, Christina C. ..	..	FPt2	50 0 0	..
							McCarthy, Veronica	..	FPt2	35 0 0	..
GRADE 20.											
Onehunga D.H.S. ..	627	1,644 3 4	..	182 10 3	..	..	McIntosh, Wm. N.	D1	HM	*350 0 0	..
							Robb, James ..	D1	AM	235 0 0	..
							Kenny, Arthur A. ..	D1	Sec.	..	..
							Hutton, Robert G.	C2	AM	175 0 0	..
							Patterson, F. I., M.A.	B3	Sec.	..	..
							French, Agnes S. ..	E1	AF	160 0 0	..
							Bull, Effie S. ..	D1	AF	150 0 0	..
							Monro, Agnes S. ..	D3	Sec.	..	..
							Robb, Helen ..	D1	AF	125 0 0	..
							Bower, Jessie ..	E2	AF	110 0 0	..
							Bower, Eva ..	E2	AF	95 0 0	..
							Strong, Lavinia J. ..	..	FPt5	55 0 0	..
							McConaughy, May A.	..	FPt2	50 0 0	..
							Leyland, Allen I. ..	..	MPt2	50 0 0	..
							Bell, Lilian A. ..	..	FPt2	50 0 0	..
							Phipps, Doris D. ..	..	FPt3	45 0 0	..
GRADE 21.											
Waihi D.H.S. ..	638	1,882 10 7	..	261 7 4	..	..	Benge, Alfred ..	D1	HM	*370 0 0	..
							Wooller, Harold J.	C1	AM	240 0 0	..
							Moor, William J. ..	D2	AM	195 0 0	..
							Stewart, Alexander A.	..	Sec.	..	..
							Roberts, Laura A. ..	E1	AF	185 0 0	..
							Hume, Jane H. ..	E1	AF	165 0 0	..
							Gibson, Elizabeth M.	E2	AF	140 0 0	..
							Brain, Eleanor E. ..	E3	AF	125 0 0	..
							De Montalk, Jane C.A.	..	AF	94 10 0	..
							Roberts, Bernice E.	..	AF	85 0 0	..
							Ganley, Hilda E. ..	..	FPt4	55 0 0	..
							Nicholson, Margt. M.	..	FPt3	45 0 0	..
							Johnson, May O. ..	..	FPt3	45 0 0	..
							Boswell, Mary M. ..	..	FPt2	35 0 0	..
							Taylor, Elizabeth M.	..	FPt3	55 0 0	..
							Vickery, Kate E. ..	..	FPt1	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 21—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Beresford Street ..	611	1,821 13 4	50 0 0	356 14 4	75 0 0	892 10 0	Hart, Edwin T. ..	D1	HM	360 0 0	50
							Kay, William ..	D1	AM	240 0 0	..
							Doull, John S. ..	C2	AM	180 0 0	..
							Priestley, Hannah J.	D1	AF	170 0 0	..
							McIlhone, Mary J...	E1	AF	175 0 0	..
							Mathieson, Joann ..	E1	AF	155 0 0	..
							Davison, Mary E...	D2	AF	115 0 0	..
							Smith, Gertrude I.	D3	AF	105 0 0	..
							Short, Mil. A. L. ..	D4	AF	85 0 0	..
							Hall, Harry F. ..	..	MPt3	45 0 0	..
							Revell, George C. ..	..	MPt2	50 0 0	..
							McPherson, Delia H	..	FPt2	50 0 0	..
							Eckley, Jessie ..	..	FPt2	35 0 0	..
GRADE 23.							McCarroll, Sarah A.	..	FPt2	50 0 0	..
Devonport	807	2,115 0 0	50 0 0	458 18 7	..	490 0 0	Armstrong, James..	D1	HM	370 0 0	50
							Macgregor, Alexander	D1	AM	240 0 0	..
							Jones, Griffith R. ..	D2	AM	195 0 0	..
							Hodgson, Ada B. ..	E1	AF	185 0 0	..
							Grant, Jane D., B.A.	B1	AF	165 0 0	..
							Wildman, Mrs. E. J.	E1	AF	140 0 0	..
							Robertson, Evelyn M.	E3	AF	125 0 0	..
							Moodie, Agatha G.	D2	AF	115 0 0	..
							Bongard, Emily ..	E3	AF	100 0 0	..
							Barr, Muriel L. ..	E3	AF	85 0 0	..
							McLean, Jessie M.	..	AF	85 0 0	..
							Tanner, Eliz. H. L.	..	FPt4	60 0 0	..
							Astley, Gladys C. A.	..	FPt3	45 0 0	..
							Andrew, Richard E.	..	MPt3	55 0 0	..
							Griffiths, G. I. K...	..	FPt3	45 0 0	..
							Anderson, Marg. F. L.	..	FPt2	50 0 0	..
							Quinn, Annie ..	..	FPt2	50 0 0	..
							Connell, Marg. E. I.	..	FPt1	45 0 0	..
							Menzies, Alexander	..	MPt3	45 0 0	..
Newton West ..	705	2,063 1 4	50 0 0	193 4 11	..	..	Webber, Alfred S...	C1	HM	370 0 0	50
							Burns, Hector K. ..	B1	AM	240 0 0	..
							Hill, John H. ..	C2	AM	195 0 0	..
							Cato, Eva P. ..	D1	AF	185 0 0	..
							Blakey, Frank E. ..	C2	AM	165 0 0	..
							Bayly, Jessie J. ..	D1	AF	140 0 0	..
							Willis, Frances A...	D2	AF	125 0 0	..
							Ponsford, Mary E...	D2	AF	115 0 0	..
							Young, Lilian ..	E3	AF	100 0 0	..
							Speight, Mary V. ..	D4	AF	85 0 0	..
							Barriball, Ina F. ..	..	FPt5	60 0 0	..
							Moore, Daniel V. ..	..	MPt4	60 0 0	..
							Colhoun, Mary A. ..	..	FPt3	55 0 0	..
							Batkin, Mildred ..	..	FPt3	45 0 0	..
							Daines, Susan R. ..	..	FPt2	50 0 0	..
							Wood, Amy E. ..	..	FPt2	50 0 0	..
							Goodyear, Lucy E.	..	FPt1	45 0 0	..
Ponsonby	708	2,075 18 4	50 0 0	245 19 3	..	..	Dickinson, James C.	D1	HM	370 0 0	50
							Trayes, Alfred E. ..	D1	AM	240 0 0	..
							Vuglar, James ..	C1	AM	195 0 0	..
							Ingall, Eva K. M. ..	D1	AF	185 0 0	..
							Birss, William ..	C1	AM	165 0 0	..
							Caldwell, Mrs. M. ..	E1	AF	140 0 0	..
							Ramson, May ..	Lic.	AF	125 0 0	..
							Holder, Marion C...	E3	AF	115 0 0	..
							Bryant, Catherine A.	E2	AF	100 0 0	..
							Worsnop, Emily C.	D3	AF	85 0 0	..
							Earle, Mabel J. ..	..	FPt5	55 0 0	..
							Hannken, Wilfred P.	..	MPt4	55 0 0	..
							McLean, Eliz. M. R.	..	FPt3	45 0 0	..
							Turner, Margaret W.	..	FPt2	50 0 0	..
							Rohan, Martin D. ..	..	MPt3	45 0 0	..
							Christie, Jane B. ..	..	FPt2	50 0 0	..
							Stewart, Daisy C. ..	..	FPt1	45 0 0	..
Richmond Road ..	651	2,035 0 0	50 0 0	176 8 9	..	..	Wells, Thomas U. ..	B1	HM	370 0 0	50
							Plummer, George H.	C1	AM	240 0 0	..
							Green, Bertram M.	D2	AM	195 0 0	..
							McGibbon, H. M. S.	D1	AF	185 0 0	..
							Jones, Thomas R. ..	D1	AM	165 0 0	..
							Eastgate, Mildred M.	D1	AF	140 0 0	..
							Holloway, Eveline M.	E1	AF	125 0 0	..
							Hamilton, Gordon K.	C3	AM	115 0 0	..
							Morley, Sylvia W. ..	D3	AF	100 0 0	..
							Newton, Elsie P. ..	..	FPt5	60 0 0	..
							Crellin, Muriel L. ..	..	FPt5	55 0 0	..
							Rope, Charles M. ..	..	MPt3	55 0 0	..
							Cameron, Hannah E.	..	FPt3	55 0 0	..
							Stephenson, Geo. F.	..	MPt2	50 0 0	..
							Worthington, M. L.	..	FPt2	35 0 0	..
							Jeffs, Maud C. A. ..	..	FPt2	50 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 24.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Mount Eden ..	810	2,186 0 10	..	185 12 8	..	140 0 0	Hosking, Alfred ..	D1	HM	375 0 0	..
							Gatenby, William J.	B1	AM	245 0 0	..
							McInness, Donald..	C1	AM	200 0 0	..
							Hawkins, Elizab. F.	E1	AF	190 0 0	..
							Murdoch, Albert ..	C1	AM	170 0 0	..
							Russell, Magdalen L.	D1	AF	145 0 0	..
							Daniels, Caroline G.	E1	AF	130 0 0	..
							Brett, Evelyn L. ..	E2	AF	120 0 0	..
							Allen, Harriette M.	E3	AF	105 0 0	..
							Walker, Hilda M. ..	D3	AF	95 0 0	..
							Scott, Margaret R.	C4	AF	85 0 0	..
							Reynolds, Emma I.	..	FPt4	55 0 0	..
							Schofield, Ethel C.	..	FPt3	45 0 0	..
							Stevens, Brenda E.	..	FPt3	55 0 0	..
							Johns, William H.	..	MPt3	55 0 0	..
							Hayter, Ernest ..	..	MPt2	50 0 0	..
							Foley, Veronica M.	..	FPt2	35 0 0	..
							Clark, Ethel M. ..	..	FPt2	35 0 0	..
GRADE 25.							Funkë, Ruth E. F.	..	FPt2	35 0 0	..
Newton East ..	855	2,300 2 11	50 0 0	259 2 1	..	..	Metge, Daniel D. ..	D1	HM	380 0 0	50
							Brown, Francis H.	C1	AM	245 0 0	..
							Sheppard, Albert L.	D2	AM	205 0 0	..
							Wright, Lydia ..	E1	AF	195 0 0	..
							Simpson, Euphemia	E1	AF	175 0 0	..
							Wilson, Janet ..	D1	AF	150 0 0	..
							Wilson, Frank R. ..	C4	AM	135 0 0	..
							Nolan, Bessie M. ..	C1	AF	125 0 0	..
							Waddingham, F. M.	D2	AF	110 0 0	..
							Mahon, Rose M. ..	D2	AF	100 0 0	..
							Mahon, Eileen A. ..	D3	AF	85 0 0	..
							Longdill, Kate W...	..	FPt5	55 0 0	..
							Carson, William ..	..	MPt3	45 0 0	..
							Oliver, Mabel L. ..	..	FPt3	45 0 0	..
							Jory, Constance M.	..	FPt3	55 0 0	..
							Armstrong, Wm. T.	..	MPt2	50 0 0	..
							Anderson, M. C. M.	..	FPt2	35 0 0	..
							Neeley, Margaret ..	..	FPt1	45 0 0	..
							McCowan Henry ..	..	MPt1	25 0 0	..
Expenditure on schools not open in December, 1908—											
Ararimu	..	..	..	0 16 0	..	..	..	..	..	..	..
Awanga	..	2 0 0	..	..	..	..	..	..	..	..	..
Edendale ..	..	..	..	561 11 0	..	553 3 0	..	..	..	..	..
Kakahi	..	..	..	..	..	137 12 5	..	..	..	..	..
Raurimu.. ..	..	..	..	..	..	44 2 11	..	..	..	..	..
Tokirima Road ..	..	23 16 7	3 6 8	12 13 2	0 5 0	..	..	..	..	..	..
Waihi South ..	..	..	..	168 8 11	..	160 0 0	..	..	..	..	..
Wairamarama ..	..	4 10 0	..	..	..	..	..	..	..	..	..
Expenditure not classified—											
Unclassified furniture	..	..	..	100 7 4	..	..	..	..	..	..	..
Tarring and sanding	..	..	..	384 14 3	..	..	..	..	..	..	..
Painting buildings	..	..	..	1,328 4 1	..	..	..	..	..	..	..
Plans and supervision	..	..	..	886 7 2	..	..	..	..	..	..	..
Totals ..	..	118,186 0 3	4446 8 4	19,174 5 0	746 19 6	15942 10 9	..	..	..	119,551 13 3	4,545

TARANAKI.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Albert	13	75 0 0	10 0 0	15 2 0	..	..	Henderson, Mrs. Annie H.	E2	F	78 0 0	10
Hurimoana and Tahora	14	67 11 4	8 0 3	5 2 0	..	..	Kelland, Laura M.	..	F	85 0 0	10
Kahui	19	110 10 0	10 16 8	13 15 2	..	..	Penwarden, Mrs. M.	E4	F	130 0 0	10
Kohuratahi ..	10	54 0 0	..	3 8 0	6 10 0	..	McCartie, Mrs. F. ..	..	F	60 0 0	..
Mangahume ..	13	110 0 0	..	5 19 0	..	..	Birkett, Mrs. Emma	E2	F	110 0 0	..
Mohakau	11	60 0 0	..	..	..	..	Watkin, Myra ..	..	F	78 0 0	..
Newall	11	57 0 0	..	22 4 0	..	..	Cassie, Jane ..	..	F	72 0 0	..
Opua	7	60 0 0	10 0 0	2 16 3	10 8 0	..	McGregor, Eva ..	..	F	60 0 0	10
Pukearuhe	11	62 17 0	..	8 1 8	5 0 0	..	Cartwright, Grace..	..	F	60 0 0	..
Puniwhakau ..	8	43 10 0	..	2 19 6	..	..	McMillan, Mrs. A. G.	E3	F	48 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

TARANAKI—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Whangamomona ..	11	67 10 0	10 0 0	11 0 0	12 0 0	..	Mills, Stanley ..	..	M	66 0 0	10
Mangaehu ..	12	31 8 9	4 9 9	11 19 6	..	..	Nally, Delia ..	..	F	78 0 0	10
Okoke and Piko ..	14	20 11 6	2 4 1	19 5 5	..	160 0 0	Fenton, Henry C. ..	..	M	90 14 5	10
Pohokura(1) ..	..	7 0 0	..	..	..	..	..	..	..	..	..
Uruti Road ..	8	12 0 0	..	0 5 3	..	..	Wells, Alice ..	..	F	48 0 0	..
GRADE 1.											
Denbigh	21	101 11 8	10 0 0	13 9 6	..	..	Arms, Mrs. W. J. ..	..	F	99 0 0	10
Makahu	19	110 0 0	10 0 0	8 1 6	..	..	Cameron, Mrs. Sarah	E3	F	110 0 0	10
Mangorei, Upper ..	14	106 7 10	9 16 9	15 11 0	..	..	Morgan, Richard ..	E1	M	110 0 0	10
Tututawa	17	108 12 4	..	9 4 6	..	..	Carmichael, Jessie	..	F	99 0 0	..
Waitui	22	96 8 4	9 9 5	9 4 0	..	..	Black, Hilda ..	Lic.	F	104 10 0	10
GRADE 2.											
Carrington ..	21	130 0 0	20 0 0	10 4 0	..	..	Ullmer, Frederica ..	D4	F	130 0 0	20
Douglas	21	117 0 0	20 0 0	11 0 10	6 10 0	..	Cameron, Donald ..	..	M	117 0 0	20
Huiroa	33	121 19 0	..	18 18 9	..	..	Rigby, Frances C. J.	..	F	117 0 0	..
Hurford	19	117 0 0	20 0 0	9 7 0	..	..	Adamson, Jane ..	..	F	117 0 0	20
Kent, Lower ..	17	130 0 0	20 0 0	23 0 4	..	..	Smith, Kate E. ..	E2	F	130 0 0	20
Mangorei, Lower ..	13	130 0 0	20 0 0	8 10 0	..	..	Mead, Beatrice ..	E4	F	130 0 0	20
Marco	20	116 0 0	..	9 15 6	..	..	Bailey, Michael H.	..	M	117 0 0	..
Raupuha	31	160 0 0	20 0 0	9 7 0	..	..	Warner, Mrs. Margt.	D4	F	160 0 0	20
Tataraimaka ..	26	124 11 8	..	18 9 9	..	..	Amoore, Albert H. ..	Lic.	M	123 10 0	..
Tarurutangi ..	27	130 0 0	..	10 11 1	..	..	Moss, Mrs. Elizab. M.	E3	F	130 0 0	..
Uruti	29	130 0 0	15 0 0	222 3 3	..	127 10 0	Bicheno, Eva ..	E3	F	130 0 0	..
Waihi	27	130 0 0	20 0 0	8 18 6	20 0 0	..	Cowles, Sarah A. ..	D2	F	130 0 0	20
GRADE 3.											
Bell Block	33	160 0 0	..	53 1 0	..	..	Rice, John H. ..	C1	M	160 0 0	..
Dudley	33	144 0 0	20 0 0	28 3 2	..	..	Lewis, Adelaide ..	Lic.	F	144 0 0	20
Durham	27	144 0 0	..	25 13 9	..	..	Papps, Mary M. ..	C3	F	144 0 0	..
Huirangi	27	144 0 0	..	60 4 5	..	..	Riley, Laura F. ..	D3	F	144 0 0	..
Koru	27	129 12 0	..	21 12 7	..	..	Reed, Maymie ..	..	F	129 12 0	..
Matau and Purangi ..	33	172 16 0	..	11 14 4	26 0 0	152 8 7	Long, Victor H. L.	E3	M	172 16 0	..
Oakura	26	144 0 0	..	40 5 4	..	..	Mortgomery, Kath. M.	E3	F	144 0 0	..
Okau and Tongaporutu	30	112 19 7	..	17 7 5	..	..	Gilliver, John E. ..	Lic.	M	164 3 2	..
Pembroke	32	129 12 0	20 0 0	15 12 0	..	..	Boyle, Thomas ..	..	M	129 12 0	20
Rowan	25	144 0 0	20 0 0	10 19 11	..	..	Taylor, Minnie I. ..	E2	F	144 0 0	20
Ratapiko	30	144 0 0	..	61 8 6	..	..	Wilson, Mrs. Oney E.	D3	F	144 0 0	..
Waiongona	27	144 0 0	..	20 7 3	..	..	Cumberworth, F. J.	D1	M	144 0 0	..
Punihe	29	98 8 0	..	8 8 9	..	..	Thomas, Arthur ..	..	M	129 12 0	..
York	27	27 17 10	4 8 2	26 11 9	..	..	McMillan, Christina	..	F	129 12 0	20
GRADE 4.											
Awatuna	42	160 0 0	..	14 0 6	..	..	Powell, Ada M. ..	D4	F	160 0 0	..
Bird	36	151 11 1	19 8 11	14 17 5	..	..	Berry, Amy Mildred	..	F	144 0 0	20
Kaimiro	36	156 15 1	..	17 14 11	..	..	Smith, Fanny L., B.A.	B4	F	160 0 0	..
Kent, Upper ..	32	160 0 0	20 0 0	17 18 5	..	..	Stewart, Lily ..	D4	F	160 0 0	20
Lincoln	37	160 0 0	..	126 15 7	..	100 0 0	Kennedy, Mrs. Mary	D3	F	160 0 0	..
Pungarehu	31	160 0 0	20 0 0	13 15 11	..	..	Harrison, Mrs. Jes. I.	D3	F	160 0 0	20
Tarata	39	160 0 0	..	18 16 5	..	..	Rutherford, Violet ..	D3	F	160 0 0	..
Te Kiri	39	160 0 0	..	17 11 10	..	158 15 0	Buechler, Arthur ..	C2	M	160 0 0	..
Warea	36	160 0 0	..	14 10 11	..	..	Evans, Alice ..	D2	F	160 0 0	..
GRADE 5.											
Cardiff	48	250 0 0	..	223 8 4	..	..	McCarty, Cath. M.	D2	HF	165 0 0	..
							Smith, Daisy A. ..	..	AF	85 0 0	..
Egmont Village ..	41	256 5 0	..	15 10 3	..	..	Dewhirst, Mrs. Eliz. E.	E1	HF	165 0 0	..
							Gibson, Elsie ..	..	FPt3	45 0 0	..
							Stott, Mary ..	..	FPt1	45 0 0	..
Hillsborough ..	50	250 0 0	..	92 0 11	..	..	Stephen, Mary W.	D2	HF	165 0 0	..
							Rice, Hilda ..	..	AF	85 0 0	..
Huiakama	45	250 0 0	20 0 0	33 5 3	..	..	Williams, Mrs. A. L.	Lic.	HF	165 0 0	20
							Williams, Kate ..	..	AF	85 0 0	..
Kaimata	52	250 0 0	..	19 0 1	..	..	Livingstone, Hugh A.	C2	HM	165 0 0	..
							Andrews, Elsie E. ..	..	AF	85 0 0	..
Mahoe	40	250 0 0	..	20 0 11	..	..	Turkington, Samuel	C2	HM	165 0 0	..
							Rowntree, Ethel ..	D5	AF	85 0 0	..
Okato	54	250 0 0	..	22 19 3	..	..	Evans, Daffyd P. ..	E2	HM	165 0 0	..
							Bartlett, Ivy ..	..	AF	85 0 0	..
Pihama	48	250 0 0	..	15 16 6	..	92 10 0	Mason, Frederick W.	E2	HM	165 0 0	..
							Cameron, Jessie ..	..	AF	85 0 0	..
Tikorangi	51	250 0 0	5 11 10	427 16 7	..	..	West, Isaac M. ..	D2	HM	165 0 0	..
							Cowles, Mildred J.	D5	AF	85 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

TARANAKI—*continued.*

1 Name of School	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 6.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Lepperton	55	270 0 0	..	51 12 1	0 7 6	..	Brown, William A.	D3	HM	180 0 0	..
							Wright, Jane ..	D3	AF	90 0 0	..
Norfolk	53	265 5 10	..	36 4 1	..	..	Thomas, Richard E.	D2	HM	180 0 0	..
							Hart, Lillian A. ..	Lic.	AF	85 10 0	..
Omata	57	265 0 0	..	17 15 4	..	..	Thomas, Joseph W.	D3	HM	180 0 0	..
							O'Brien, Florence..	..	AF	85 0 0	..
Salisbury	46	270 0 0	..	24 8 7	..	..	Auld, James A. ..	C2	HM	180 0 0	..
							Hamerton, Annis E.	E3	AF	90 0 0	..
Stanley	64	265 0 0	30 0 0	93 1 2	..	220 0 0	Lilley, Helen ..	E2	HF	180 0 0	30
							Richmond, Bertha..	..	AF	85 0 0	..
GRADE 7.											
Frankley	72	280 10 0	..	40 11 0	..	..	Winfield, Thomas B.	C2	HM	195 0 0	..
							McDermid, Graham	..	AF	85 10 0	..
Oaonui	62	280 10 0	..	19 10 3	1 10 0	..	Sims, Arthur V. ..	D2	HM	195 0 0	..
							Hickey, Stella ..	..	AF	85 10 0	..
Rahotu	71	280 10 0	..	94 11 6	..	358 0 0	Campbell, John T...	D1	HM	195 0 0	..
							Lewis, Edith H. ..	..	AF	85 10 0	..
GRADE 8.											
Opunake	84	315 0 0	..	24 7 5	..	..	Gray, Alfred ..	D2	HM	215 0 0	..
							Bent, Ethel W. ..	D4	AF	100 0 0	..
Urenui	81	307 16 3	..	22 13 4	..	..	Pope, George H. ..	D2	HM	215 0 0	..
							Berntsen, Mary E...	Lic.	AF	95 0 0	..
GRADE 9.											
Fitzroy	106	373 16 3	..	55 1 7	..	..	Johnson, Oscar ..	D1	HM	225 0 0	..
							Hagenson, Matilda	D3	AF	105 0 0	..
							Fowler, Monica ..	..	FPt2	50 0 0	..
Midhirst	111	375 16 8	..	27 12 7	..	..	Mail, James W. ..	C2	HM	225 0 0	..
							Hutcheson, Margaret	D4	AF	105 0 0	..
							Prideaux Lucy ..	..	FPt1	45 0 0	..
Ngaire	88	367 18 11	..	43 2 7	..	..	Stratford, Herbert A.	D1	HM	225 0 0	..
							Mills, Sarah A. ..	E1	AF	105 0 0	..
							Syme, William ..	..	MPt1	45 0 0	..
Tariki	94	371 5 0	..	275 6 5	..	..	Eason, Harry A. ..	D2	HM	225 0 0	..
							Riordan, Margaret A.	E3	AF	105 0 0	..
							Jamison, Winifred J.	..	FPt2	35 0 0	..
GRADE 10.											
Toko	115	430 0 0	..	31 18 6	..	99 16 2	Allan, Orlanno L. ..	D1	HM	235 0 0	..
							Smith, Violet E. S.	Lic.	AF	110 0 0	..
							Coleman, Grace L.	..	AF	85 0 0	..
GRADE 11.											
Waitara	211	552 18 4	..	85 3 8	..	..	Wyllie, Samuel ..	D1	HM	250 0 0	..
							Edwards, Alice ..	D1	AF	130 0 0	..
							Pearce, Elsie M. ..	D3	AF	115 0 0	..
							Brabant, Amy L. ..	..	FPt2	35 0 0	..
							Berntsen, Amy ..	..	FPt1	25 0 0	..
GRADE 12.											
Inglewood	237	729 10 0	..	79 12 4	..	..	Evans, William J...	D1	HM	265 0 0	..
							Gow, Alexander ..	C3	AM	160 0 0	..
							Sinclair, Jeanne ..	E4	AF	120 0 0	..
							Minchin, Minnie E.	..	AF	94 10 0	..
							Vickers, Mabel ..	..	FPt3	55 0 0	..
							Bunyan, Isabella A.	..	FPt2	35 0 0	..
GRADE 14.											
New Plymouth: West End	317	970 16 8	40 0 0	214 7 10	..	..	Dowling, Mrs. Mary	C1	HF	290 0 0	40
							Bary, Edward ..	C3	AM	190 0 0	..
							Meyenberg, Arth. M.	D3	AM	170 0 0	..
							Mynott, Laura ..	E2	AF	130 0 0	..
							Potts, Mary I. ..	E4	AF	100 0 0	..
							McIsaac, Catharine	..	FPt2	35 0 0	..
							Evetts, Carvell ..	..	MPt4	55 0 0	..
GRADE 18.											
Stratford D.H.S. ..	495	1,322 8 0	..	147 4 3	..	..	Tyrer, Florence A. R.	D1	HM	330 0 0	..
							Hunter, Joseph ..	C2	AM	235 0 0	..
							Dyson, Stanley W.	..	AM	148 10 0	..
							Hogg, Susan ..	E1	AF	150 0 0	..
							Beedie, Jeannie A. J.	E2	AF	135 0 0	..
							King, Eleanor M. ..	D4	AF	115 0 0	..
							Knox, Ellie ..	..	FPt4	60 0 0	..
							Cumberworth, D. M.	..	FPt4	60 0 0	..
							Blake, Margaret ..	..	FPt2	35 0 0	..
							Lawrence, Agnes ..	..	FPt1	45 0 0	..
							Gatland, A. R., B.A.	..	Sec.	..	..
							Webb, Mary, M.A...	..	Sec.	..	..
							Bowler, Frederick ..	..	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

TARANAKI—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 18—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
New Plymouth: Central	505	1,454 16 5	..	150 3 9	..	..	Dempsey, Hector ..	C1	HM	330 0 0	..
							McIlroy, Robert L.	B2	AM	235 0 0	..
							Bocock, James H. ..	E3	AM	165 0 0	..
							Martin, Mrs. Gert. E.	E1	AF	150 0 0	..
							Black, Bertha ..	B3	AF	135 0 0	..
							Brunton, Helen O.	E2	AF	115 0 0	..
							Dempsey, Ina ..	D4	AF	95 0 0	..
							Crawford, Amy F. ..	..	AF	85 0 0	..
							Noble, Annie ..	..	FPt4	55 0 0	..
							Day, Norman ..	..	MPt3	45 0 0	..
							Evans, Dorothy ..	..	FPt1	45 0 0	..
Expenditure on schools not open in December, 1908—											
Pukeho	..	..	..	..	..	80 0 0	..	..	..	..	..
Expenditure not classified—											
Architect ..	..	..	..	150 0 0	..	..	..	..	..	..	..
Advertising ..	..	..	..	42 14 4	..	..	..	..	..	..	..
Apparatus ..	..	..	..	12 14 5	..	..	..	..	..	..	..
Furniture ..	..	..	..	13 19 6	..	..	..	..	..	..	..
Totals.. ..	..	18,171 4 4	469 5 10	864 8 3	88 5 6	1,548 19 9	..	..	..	18,570 1 7	480

WANGANUI

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Aberfeldie	4	36 0 0	..	..	..	..	Fallowes, Bertha J.	..	F	36 0 0	..
Ararata	13	70 15 6	..	5 6 4	..	..	Murphy, Nellie ..	..	F	72 0 0	..
Aratika	11	67 10 0	10 0 0	4 12 6	..	..	Clapham, Fanny ..	..	F	66 0 0	10
Coal Creek	12	76 15 1	9 0 8	13 8 3	..	..	Huston, Grace L. ..	..	F	78 0 0	10
Kaukatea	11	83 1 4	9 17 9	5 16 10	..	..	Ainsworth, Lil. A. J.	E3	F	84 0 0	10
Karewarewa ..	12	90 16 8	10 0 0	6 5 5	..	..	Smith, Isabella A. ..	..	F	85 0 0	10
Komako	7	37 10 0	..	..	..	..	McKenzie, Mild. M.	..	F	36 0 0	..
Long Acre Valley ..	11	63 9 8	8 16 4	5 6 4	..	..	McCarthy, Ada ..	..	F	72 0 0	10
Mangawhio ..	9	47 1 8	9 12 6	1 1 6	..	..	Perry, Florence E.	..	F	54 0 0	10
Makatote(1) ..	..	35 0 0	5 16 8	3 12 6	..	..	..	..	..	..	..
Makohau	12	85 1 0	10 0 0	6 7 5	..	..	Harper Arthur S. ..	..	M	84 0 0	10
Manui(1)	..	35 0 0	0 16 8	3 15 10	..	..	..	..	..	..	..
Marohema	9	13 10 0	2 10 0	..	..	..	Annabell, Violet ..	..	F	54 0 0	10
Maungahoe ..	6	49 10 0	..	3 8 5	..	..	Cameron, Annie ..	..	F	42 0 0	..
Moawhango ..	14	87 17 3	9 8 7	6 19 3	..	..	Meyer, Frank S. ..	..	M	78 0 0	10
Motoroa(1)	..	23 6 2	..	2 10 4	..	..	..	..	..	..	..
Mount Curl	11	65 18 1	7 16 11	5 15 2	..	..	O'Donnell, Ada R.	..	F	84 0 0	10
Moturimu	12	78 0 0	10 0 0	5 3 3	..	..	Chadwick, Eleanor	..	F	78 0 0	10
Ohutu	14	74 19 0	9 15 8	4 12 6	..	..	Macfadzean, John..	..	M	78 0 0	10
Omoana	2	11 0 0	..	..	..	..	Orr, Greta ..	..	F	12 0 0	..
Orangimea ..	4	24 0 0	..	..	..	..	Blennerhassett, Annie	..	F	24 0 0	..
Otairi	14	80 0 0	10 0 0	6 14 5	..	..	Myles, E. Bruce ..	..	F	85 0 0	10
Pakihikura.. ..	13	73 10 0	10 0 0	5 1 1	..	..	Johnson, Rose E. ..	..	F	84 0 0	10
Pine Creek.. ..	6	39 19 4	..	3 11 9	..	..	Langlands, Margaret	..	F	42 0 0	..
Porewa	13	70 10 0	..	8 19 2	..	..	Macdonald, B. May	..	F	78 0 0	..
Pueroa	3	18 0 0	..	..	..	..	Aitken, Grace ..	..	F	18 0 0	..
Pukekata(1) ..	..	9 0 0	1 13 4	0 13 4	..	..	..	..	..	..	..
Rata-iti	7	48 0 0	..	4 3 8	..	..	Campbell, Helen M.	Lic.	F	48 0 0	..
Spur Road	12	81 0 0	..	18 2 9	..	..	Sinclair, Jessie ..	..	F	78 0 0	..
Tataramoa(1) ..	..	4 10 0	..	..	..	..	..	..	..	..	..
Taumatatahi ..	10	14 10 0	2 10 0	..	..	..	Smith, Ida D. T. ..	..	F	60 0 0	10
Umutoi	15	88 10 8	10 0 1	6 16 1	..	..	Lock, Henry W. ..	..	M	85 0 0	10
Upper Kawhatau ..	15	78 5 0	10 0 0	14 14 7	..	..	Deighton, Emily S.	..	F	85 0 0	10
Whakamara ..	6	51 16 1	..	4 7 3	..	..	Anthony, Annie M.	..	F	54 0 0	..
Watershed Road ..	8	44 10 7	..	0 5 5	..	..	Murray, Norman H.	..	M	42 0 0	..
Pukeroa	10	47 0 0	..	1 19 0	..	..	Hicks, Emily ..	..	F	60 0 0	..
Karetu(1)	..	7 7 7	..	..	..	..	..	..	..	..	..
Rotokare	14	42 18 8	6 2 6	15 12 8	..	..	Knight, Ellen E. G.	..	F	72 0 0	10
The Lakes	6	21 13 7	..	..	..	..	Gilligan, Mary ..	..	F	36 0 0	..
Ruameka(1)	..	14 6 2	..	..	..	..	..	..	..	..	..
Middle Road ..	2	6 0 0	..	..	..	..	Edney, ...	..	F	12 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 1.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Brownlee	15	101 12 1	9 17 10	6 11 6	..	..	Rashleigh, Clara ..	..	F	99 0 0	10
Clydesdale	18	99 0 0	10 0 0	9 0 1	15 0 0	..	McCann, Thomas J.	..	M	99 0 0	10
Denlair	19	110 0 0	..	7 0 4	..	..	Christie, Elizabeth	E3	F	110 0 0	..
Hautapu	22	99 0 0	5 16 8	8 18 9	..	454 19 6	Harris, William H.	..	M	99 0 0	..
Hinau	16	104 10 0	10 0 0	7 10 4	..	..	Scott, Helen I. S. ..	Lic.	F	104 10 0	10
Kohi	18	110 0 0	..	10 4 9	..	..	Slattery, Julia C. ..	E3	F	110 0 0	..
Livingstone ..	14	120 17 5	10 0 0	7 13 8	..	..	Booth, Atwood W. ..	..	M	99 0 0	10
Makotuku	18	104 3 4	1 13 4	26 10 11	..	..	Lock, Albert D. ..	..	M	99 0 0	..
Mangaeturoa ..	17	95 2 3	9 12 2	16 2 11	..	..	Brewer, Louisa F. ..	..	F	99 0 0	10
Mangamahu ..	18	99 0 0	..	9 18 9	..	..	Olson, Walter H. ..	..	M	99 0 0	..
Mangarimu ..	17	99 0 0	..	7 12 1	..	..	Morton, Louisa ..	..	F	99 0 0	..
Manutahi	20	109 4 8	..	7 8 11	..	..	Iorns, Ivy P. ..	D4	F	110 0 0	..
Matarawa	19	123 10 0	..	15 4 4	..	..	Menzies, Edward M.	Lic.	M	123 10 0	..
Taumatatahi and Marohema(1) ..	..	89 2 0	7 10 0	6 16 6	..	39 4 0	..	..	..	..	..
Nikau	19	120 9 5	10 0 0	7 17 3	..	..	Patterson, Edw. J. D.	Lic.	M	104 10 0	10
Ohangai	26	110 0 0	10 0 0	6 14 10	..	1 10 0	Sparrow, Agatha ..	D3	F	110 0 0	10
Opaku	15	110 0 0	..	7 7 0	..	1 2 0	Gilbert, Mrs. Eliz. A. J.	E3	F	110 0 0	..
Orangipongo ..	15	106 11 8	10 0 0	7 12 0	16 0 0	..	Rockel, Felix E. S.	..	M	99 0 0	10
Pohonui	15	105 8 4	10 0 0	6 4 10	..	..	Kennedy, Aileen ..	..	F	99 0 0	10
Pukeokahu ..	17	100 14 6	9 12 6	7 1 9	..	234 15 6	Sunaway, Edith H.	E3	F	110 0 0	10
Rewa	20	130 0 0	10 0 0	7 6 9	..	..	Dorset, Olive M. ..	E3	F	130 0 0	10
Tapuae	25	99 0 0	10 0 0	13 13 6	..	..	Honoré, Abraham T.	..	M	99 0 0	10
Tararua	14	99 17 11	9 3 4	36 13 1	..	..	Overton, George E.	D4	M	110 0 0	10
Tiriraukawa ..	15	105 9 5	9 15 7	6 13 2	..	..	Henry, Clarence ..	..	M	85 0 0	10
Toi Toi	14	99 0 0	10 0 0	6 13 2	..	..	Williams, William P.	..	M	99 0 0	10
Tokaora	17	99 0 0	10 0 0	7 7 0	9 3 4	231 17 10	Bretherton, Joseph E.	..	M	99 0 0	10
Utuwai	17	99 0 0	10 0 0	6 18 10	..	..	Romley, Isabella M.	..	F	99 0 0	10
Waiouru(2)	..	36 13 4	5 0 0	2 1 11	..	..	..	..	..	..	..
Orautoha	15	92 1 7	9 6 0	3 15 7	..	18 17 9	Day, Eleanor, M. ..	..	F	85 0 0	10
GRADE 2.											
Awahou	22	130 0 0	..	9 6 10	..	229 17 9	Rossiter, Emma ..	E2	F	130 0 0	..
Brunswick	26	127 15 2	..	10 13 3	..	..	Browning, Joseph ..	D4	M	130 0 0	..
Dunolly	19	130 0 0	20 0 0	8 7 9	..	..	McMeckin, Emma	E2	F	130 0 0	20
Greatford	25	130 0 0	..	16 18 6	..	..	Laird, Emma P. ..	E2	F	130 0 0	..
Kaheke	19	130 0 0	20 0 0	8 9 8	..	..	Powle, Una W. ..	E3	F	130 0 0	20
Kakariki	23	130 0 0	20 0 0	10 1 6	..	..	Mowbray, Edith ..	E2	F	130 0 0	20
Kawhatau	22	144 0 0	..	11 19 0	..	..	Kendall, Mrs. Gert.	E2	F	144 0 0	..
Mangamingi ..	19	130 0 0	20 0 0	8 7 9	..	..	Stables, Mary ..	E3	F	130 0 0	20
Mangawhero ..	32	126 15 0	20 0 0	9 1 7	..	..	Belton, Joseph ..	D4	M	130 0 0	20
Mars Hill	21	130 0 0	17 11 9	8 19 1	..	..	Holland, Francis G. L.	Lic.	M	130 0 0	20
Meremere	20	130 0 0	20 0 0	8 13 0	..	..	Ewart, Edmund O.	D4	M	130 0 0	20
Mokoia	39	144 0 0	..	9 1 6	..	..	Williams, Mrs. Henty M.	D2	F	144 0 0	..
Mount View ..	21	117 0 0	..	14 19 7	..	..	Silcock, Harold S. ..	..	M	117 0 0	..
Owhakura	22	117 0 0	5 6 8	8 6 4	..	272 18 1	Jarratt, Herbert ..	..	M	117 0 0	..
Poukiore	23	123 10 0	..	16 12 0	..	5 16 6	Hansen, Mary ..	Lic.	F	123 10 0	..
Raukura	20	144 0 0	20 0 0	9 17 3	..	..	McColl, Anne C. ..	E3	F	144 0 0	20
Riverlea	22	160 0 0	..	16 8 8	..	..	Armstrong, Rich. E.	E4	M	160 0 0	..
Riverton	26	128 17 9	20 0 0	11 3 9	..	..	Brennand, Basil ..	D4	M	130 0 0	20
Table Flat	21	117 0 0	..	66 18 5	..	..	Bousfield, Arthur M.	..	M	117 0 0	..
Tiritea	25	138 2 3	20 0 0	11 3 9	..	..	Grant, Mary A. ..	D3	F	130 0 0	20
Waipuru	27	126 15 0	20 0 0	12 1 3	..	..	Jackson, Herbert W.	D4	M	130 0 0	20
Waitohi	18	127 16 8	20 0 0	8 12 9	..	..	Baron, Alice M. M.	B2	F	130 0 0	20
Horopito	19	105 16 0	19 12 6	6 1 6	..	..	Henderson, Thos. H.	..	M	99 0 0	20
Raumai	23	45 18 5	7 17 0	1 18 4	..	370 17 3	Smith, Gerald D. ..	..	M	117 0 0	20
GRADE 3.											
Awahou South ..	26	144 0 0	20 0 0	10 18 0	..	..	Best, Thornton R. ..	E3	M	144 0 0	20
Jackeytown ..	27	160 0 0	..	31 19 6	..	..	Campbell, Fernly C.	C2	M	160 0 0	..
Kiwitea	29	144 0 0	..	13 19 0	..	..	Griffiths, Williamina	D4	F	144 0 0	..
Parawanui	29	144 0 0	..	28 16 6	..	..	Howie, Florence A.	D3	F	144 0 0	..
Rawhitiroa	30	160 0 0	..	11 7 3	..	..	Vereker-Bindon, William H.	B1	M	160 0 0	..
Ruahine	21	165 0 0	..	12 3 9	..	..	Hills, Charles C. ..	D2	M	165 0 0	..
Silverhope	37	144 0 0	..	113 7 8	..	..	Lanyon, Harriet B.	D1	F	144 0 0	..
Te Roti	27	132 0 0	..	17 19 9	..	..	Rockel, Max E. C.	D4	M	144 0 0	..
Tokorangi	28	144 0 0	20 0 0	11 7 0	..	328 1 7	Hanron, Clara ..	D4	F	144 0 0	20
Turangarere ..	27	144 0 0	20 0 0	19 7 2	2 0 0	..	Kelly, Elizabeth J.	E3	F	144 0 0	20
Upokongaro ..	28	160 0 0	..	15 9 3	..	..	McCosh, Samuel D.	E2	M	160 0 0	..
Rangataua	25	70 2 9	11 19 9	2 0 0	..	44 6 7	Browning, Claude ..	..	M	117 0 0	20
GRADE 4.											
Beaconsfield ..	28	160 0 0	..	26 15 0	..	..	Goldsbury, Montague	D3	M	160 0 0	..
Fraser Road ..	33	160 0 0	..	12 4 9	..	..	Henn, Elvira I. ..	D4	F	160 0 0	..

(1) Full time school from 1st October, 19 8. (2) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1	2	Expenditure for the Year.						Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.		8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					£ s. d.	£
GRADE 4—*continued.*												
Kai Iwi	36	160 0 0	20 0 0	24 12 0	..	..		Mackay, Duncan H.	D2	M	160 0 0	20
Moutoa	38	160 0 0	..	21 5 7	..	..		Barrowclough, Alf. E.	A2	M	160 0 0	..
Newbury	28	165 0 0	..	16 5 9	..	..		Galland, James ..	C2	M	165 0 0	..
Ohakune	69	215 10 6	20 0 0	13 1 2	..	199 7 0		Small, Gilbert J.	D3	HM	160 0 0	20
								Flyger, Juanita E.	D4	AF	85 0 0	..
Okoia	37	160 0 0	..	16 5 8	..	..		Clayton, John C. ..	D3	M	160 0 0	..
Stanway	32	160 0 0	..	18 18 9	..	..		McConnachie, Chas.	B2	M	160 0 0	..
Taikorea	28	165 0 0	..	12 16 9	..	..		Howie, Mrs. Eliz. A.	E2	F	165 0 0	..
Torere	35	159 6 8	20 0 0	16 9 3	..	..		Rockel, Cecil F. ..	Lic.	M	152 0 0	20
Waituna West ..	38	158 13 4	20 0 0	11 8 6	..	..		Haydon, Thomas B.	D3	M	160 0 0	20
GRADE 5.												
Alton	46	265 0 0	..	35 16 9	..	218 10 5		Swinbourne, Wm. A.	D2	HM	180 0 0	..
								Crawford, Evelyn ..	..	AF	85 0 0	..
Cheltenham ..	48	273 11 0	..	22 1 3	..	..		Harre, John ..	D1	HM	180 0 0	..
								Symes, Adelaide L.	..	AF	85 0 0	..
Crofton	41	267 18 4	..	20 19 9	..	..		McCreedy, William	E2	HM	180 0 0	..
								Lynch, Elizabeth ..	..	AF	85 0 0	..
Fitzherbert East ..	42	250 0 0	20 0 0	15 1 6	..	110 0 11		Relling, Thorsten F.	D2	HM	165 0 0	20
								McKenzie, Florence	..	AF	85 0 0	..
Glen Oroua.. ..	50	249 6 4	20 0 0	15 3 6	47 0 0	..		Gibbs, Walter G. ..	D3	HM	165 0 0	20
								Brooke, Una M. ..	..	AF	85 0 0	..
Himatangi	52	250 0 0	20 0 0	15 0 9	12 15 2	246 17 4		Raikes, Francis C.	D3	HM	165 0 0	20
								Greenaway, Gertrude	..	AF	85 0 0	..
Hiwinui	36	200 8 4	..	18 0 3	..	..		Thurston, Daniel P.	D2	M	165 0 0	..
Kairanga	49	250 0 0	..	44 19 7	..	..		Martin, Donald ..	E1	HM	165 0 0	..
								Seater, Hilda ..	..	AF	85 0 0	..
Kaitoke	51	266 13 4	..	23 10 3	..	..		Lyall, George A. ..	D1	HM	180 0 0	..
								McGonagle, Cath. M.	..	AF	85 0 0	..
Kakaramea ..	47	243 16 4	..	150 0 10	..	..		Curteis, William A.	C3	HM	165 0 0	..
								Gibson, Helen F. ..	..	AF	85 0 0	..
Kelvin Grove ..	42	247 9 5	..	31 15 10	..	..		Fox, Norman S. ..	D3	HM	165 0 0	..
								Ross, Adelaide W...	D5	AF	85 0 0	..
Linton	58	262 10 0	..	17 19 0	..	..		Evans, Albert H. ..	E2	HM	180 0 0	..
								Molloy, Ellen C. ..	..	AF	85 0 0	..
Makino Road ..	50	265 0 0	..	141 5 7	..	..		Whalley, George E.	D2	HM	180 0 0	..
								Squire, Annie V. ..	..	AF	85 0 0	..
Mangaonoho ..	43	265 0 0	20 0 0	20 8 9	..	..		Trevena, Albert J. ..	D2	HM	180 0 0	20
								Pitcher, Susan ..	..	AF	85 0 0	..
Momohaki	42	250 0 0	..	22 17 3	..	..		Bartlett, Alice G. ..	C1	HF	165 0 0	..
								Hamerton, Isabel D.	..	AF	85 0 0	..
Ohakea	42	250 0 0	..	15 0 6	..	..		Gabites, Frederick G.	C2	HM	165 0 0	..
								Bailey, Mary M. ..	D4	AF	85 0 0	..
Rangiwahia ..	41	228 15 0	..	19 8 3	..	..		Roache, Patrick H.	D1	M	165 0 0	..
Rata	52	250 0 0	..	91 2 9	..	..		Kime, Percy ..	A1	HM	165 0 0	..
								Meads, Zenobia ..	E3	AF	85 0 0	..
South Makirikiri ..	37	243 15 0	..	35 4 0	..	..		McDonnell, Joha. M.	D2	F	180 0 0	..
Taoroa	43	221 2 6	19 14 7	15 0 6	..	330 17 5		Mackay, Gladys D.	..	HF	148 10 0	20
								Gardner, May P. ..	..	AF	85 0 0	..
Upper Tutaenui ..	46	250 0 0	..	17 9 11	..	..		Parkinson, Mrs. J. J.	E1	HM	165 0 0	..
								Gapes, Ethel V. ..	..	AF	85 0 0	..
Wangaehu	37	228 15 0	..	16 1 9	..	316 0 11		Walker, Louis J. ..	D2	M	165 0 0	..
Warrengate ..	46	250 0 0	..	37 16 8	..	..		Anderson, Roy ..	D3	HM	165 0 0	..
								Coomber, Olive M...	..	AF	85 0 0	..
Whenuakura ..	44	250 0 0	..	15 1 0	..	..		Cheyne, Jemima ..	E1	HF	165 0 0	..
								Cody, Ellen M. ..	..	AF	85 0 0	..
GRADE 6.												
Auroa	50	267 9 2	..	20 6 9	..	4 7 9		Robbie, George A. ..	C1	HM	180 0 0	..
								Robbie, Mrs. Edith E.	D1	AF	90 0 0	..
Carnarvon and Makowhai side	68	315 0 0	30 0 0	34 12 4	..	..		Bowater, Harold R.	C2	HM	180 0 0	30
								Lynch, Margaret K.	E3	AF	135 0 0	..
Colyton	53	265 0 0	..	19 7 2	..	..		Shortall, Mary R. ..	E2	HF	180 0 0	..
								Smith, Elizabeth ..	..	AF	85 0 0	..
Hurleyville ..	52	265 0 0	..	19 1 9	..	..		Blyth, Thomas A. ..	E2	HM	180 0 0	..
								Kerrisk, Ellen ..	..	AF	85 0 0	..
Mataroa	69	265 8 4	5 0 0	36 18 3	..	443 14 0		Lightbourne, R. C. D.	D2	HM	180 0 0	..
								Barnard, Daisy ..	..	AF	85 0 0	..
Maxwell	57	265 0 0	..	25 9 0	..	..		Goldsbury, Alfred ..	E2	HM	180 0 0	..
								Ray, Maud ..	..	AF	85 0 0	..
Otakeho	54	265 0 0	..	18 7 0	..	..		Honore, Jacob ..	E1	HM	180 0 0	..
								Wordsworth, Zoe ..	..	AF	85 0 0	..
Stoney Creek ..	52	265 10 0	30 0 0	28 0 3	..	..		Stagpoole, Thomas	D2	HM	180 0 0	30
								Gibbie, Ethel M. ..	Lic.	AF	85 10 0	..
Taonui	54	267 5 0	..	22 8 9	..	..		Innes, Thomas ..	C1	HM	180 0 0	..
								Reid, Marion ..	..	AF	85 0 0	..
Waitotara	58	270 0 0	..	40 13 0	..	..		Matthews, Howard	D2	HM	180 0 0	..
								Tuffin, Margaret S.	D3	AF	90 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1906.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 7.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Castlecliff	82	290 0 0	30 0 0	29 12 8	..	..	Smith, William ..	D2	HM	195 0 0	30
							Staite, Florence M.	E3	AF	95 0 0	..
Kapuni	70	280 10 0	..	207 15 7	..	..	Liggins, Charles W.	C2	HM	195 0 0	..
							Wilson, Mabel ..	..	AF	85 10 0	..
Matapu	53	280 10 0	..	19 13 6	..	..	Crabbe, Norman J.	D2	HM	195 0 0	..
							Casey, Ellen T. ..	..	AF	85 10 0	..
Mosston	77	285 5 0	30 0 0	57 9 9	..	..	Slipper, Thomas B.	D2	HM	195 0 0	30
							Horneman, Flora M.	Lic.	AF	90 5 0	..
Ohingaiti	67	281 3 4	..	27 14 1	..	..	Stansell, William F.	D1	HM	195 0 0	..
							Sarten, Lilias G. ..	..	AF	85 10 0	..
Okaiawa	98	315 0 0	..	30 18 3	4 7 8	..	Buchler, Arthur O.	C1	HM	215 0 0	..
							Hunger, Mary A. ..	D2	AF	100 0 0	..
Oroua Bridge ..	53	286 16 8	..	27 15 0	..	..	Lyall, Henry ..	D1	HM	195 0 0	..
							Lyall, Mrs. Esther	E1	AF	95 0 0	..
Pohangina	68	290 0 0	..	31 16 2	..	..	Murdoch, James M.	C2	HM	195 0 0	..
							Piercy, Florence M. S.	E3	AF	95 0 0	..
Sanson	64	282 15 6	..	25 19 2	23 0 0	..	Walters, Edward H.	D2	HM	195 0 0	..
							Watts, Amy E. ..	D4	AF	95 0 0	..
Westmere	59	286 8 4	30 0 0	56 4 0	..	..	O'Reilly, John J. ..	D1	HM	195 0 0	30
							Jeffries, Emily V. ..	E4	AF	95 0 0	..
GRADE 8.											
Apiti	83	305 13 7	..	52 13 0	..	..	Matthews, James ..	D1	HM	215 0 0	..
							Matthews, Elizb. J.	..	AF	90 0 0	..
Awahuri	87	315 0 0	..	23 15 6	..	..	Rogers, Edward H.	E1	HM	215 0 0	..
							Robertson, Annie G.	E3	AF	100 0 0	..
Longburn	81	315 0 0	..	38 16 9	..	..	Hankin, Fredk. S. M.	D1	HM	215 0 0	..
							Jamieson, Margaret	D3	AF	100 0 0	..
Raurimu	46	299 18 4	30 0 0	23 13 0	..	..	McKay Farquhar J.	Lic.	HM	215 0 0	30
							Young, Isabella ..	..	AF	90 0 0	..
Turakina	74	320 14 0	..	33 18 3	..	..	Hewlett, Henry C. ..	C3	HM	215 0 0	..
							McDonnell, Bede. M.	E1	AF	105 0 0	..
Utiku	104	333 8 3	..	22 19 0	..	53 15 0	Anderson, Bonifacius	D2	HM	215 0 0	..
							O'Brian, Unst M. E.	..	AF	90 0 0	..
							Murphy, Cyril ..	..	MPt1	45 0 0	..
GRADE 9.											
Bunnythorpe ..	99	382 18 7	..	47 6 11	..	..	Espiner, George H.	D1	HM	225 0 0	..
							Lassen, Mary ..	C3	AF	105 0 0	..
							McBean, Ernest S.	..	MPt3	55 0 0	..
Halcombe	93	385 16 8	..	24 12 6	..	..	Robson, John T. ..	D2	HM	225 0 0	..
							Thompson, Phœbe C.	E4	AF	105 0 0	..
							Henderson, Hubert	..	MPt3	55 0 0	..
Kaponga	95	378 14 10	..	51 16 6	..	219 18 8	Matheson, Peter ..	D1	HM	225 0 0	..
							Synnott, Mabel A. ..	Lic.	AF	99 15 0	..
							Gray, Laura ..	..	FPt2	50 0 0	..
Kimbolton and side school	100	415 0 0	..	51 12 9	..	343 17 0	Astbury, Henry E.	D2	HM	225 0 0	..
							Clemance, Winif. M.	C4	AF	105 0 0	..
							Campion, Mary E.	..	AF	85 0 0	..
Manaia	107	385 16 8	..	42 3 11	..	..	Law, James K. ..	C1	HM	225 0 0	..
							Loudon, Mary ..	E2	AF	105 0 0	..
							Mahony, Mabel ..	..	FPt3	55 0 0	..
Mangatoki	86	366 13 4	..	31 1 5	1 15 0	..	Nairn, James ..	C1	HM	225 0 0	..
							Thompson, Lydia C.	D4	AF	105 0 0	..
Normanby	102	383 14 10	..	50 3 7	..	..	Mitchell, George W.	C1	HM	225 0 0	..
							Gillanders, Anne ..	Lic.	AF	99 15 0	..
							Rule, William B. ..	..	MPt3	55 0 0	..
Raetihi	94	365 0 0	..	42 4 2	..	135 15 0	Hird, William E. ..	D1	HM	225 0 0	..
							Robson, Mary C. ..	C4	AF	105 0 0	..
							Scarrow, Florence ..	..	FPt2	35 0 0	..
Bull's D.H.S. ..	125	398 19 0	..	44 5 8	..	..	Gray, Joseph H. ..	D1	HM	235 0 0	..
							McEwen, A. H. A. ..	E3	AF	110 0 0	..
							McHardie, Cyril ..	..	MPt3	55 0 0	..
							Gray, James H. ..	C3	Sec.	..	..
GRADE 10.											
Hunterville ..	147	432 1 8	..	34 4 0	..	..	Ironmonger, Ed. L.	D1	HM	235 0 0	..
							Yortt, Caroline E. ..	D3	AF	110 0 0	..
							Ingpen, Phœbe E. ..	..	AF	85 0 0	..
Rongotea	108	460 0 0	..	63 1 10	..	..	Bowater, Chas. H. T.	D1	HM	235 0 0	..
							Scheidt, Elizabeth ..	D3	AF	110 0 0	..
							Pitts, Gertrude ..	..	FPt3	55 0 0	..
							Arthur, May ..	..	FPt4	60 0 0	..
Patea D.H.S. ..	150	395 0 0	..	68 12 6	..	..	O'Dea, Patrick ..	A1	HM	235 0 0	..
							Lavery, Catherine ..	D2	AF	110 0 0	..
							Murtagh, Emma ..	..	FPt2	50 0 0	..
							Martin, Frederick W.	C3	Sec.	..	..
Sedgebrook	136	210 7 11	14 11 11	6 3 6	..	..	McEwen, Malcolm R.	C3	HM	235 0 0	30
							McCulloch, Margt. M.	Lic.	AF	104 10 0	..
							Neilson, Florence ..	..	FPt4	55 0 0	..
							Johnston, Annie ..	..	FPt3	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1906.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 11.											
Ashhurst	151	595 0 0	..	65 8 5	..	..	Andrew, William J.	B1	HM	250 0 0	..
							Kuhtze, Miriam H.	E2	AF	130 0 0	..
							Mowbray, Lucy O...	D2	AF	115 0 0	..
							Bauckham, Fanny	..	FPt4	55 0 0	..
							Piercy, Hilda M. ..	..	FPt3	45 0 0	..
Mangaweka ..	162	600 0 0	..	96 1 11	..	..	Jackson, Percy G. ..	D1	HM	250 0 0	..
							Edwards, Ernest ..	E3	AM	130 0 0	..
							Buchanan, Hilda C.	D4	AF	115 0 0	..
							Manson, Alice ..	..	FP2	50 0 0	..
							McCormick, Daniel	..	MPt3	55 0 0	..
Wanganui (St. John's)	232	577 17 6	35 0 0	30 2 3	57 5 0	1156 13 7	O'Brien, Lucy M. ..	E1	HF	180 0 0	35
							Blennerhassett, Em.	E2	AF	130 0 0	..
							Young, Helen A. ..	D4	AF	130 0 0	..
							Gage, Bessie ..	D4	AF	90 0 0	..
							Palmer, Catherine D.	..	FPt3	45 0 0	.
Waverley	178	598 6 8	..	46 18 9	..	..	Banks, James ..	D1	HM	250 0 0	..
							Hastings, Elizab. M.	E2	AF	130 0 0	..
							Elmslie, Barbara ..	D4	AF	115 0 0	..
							Hogan, Gertrude ..	..	FPt3	55 0 0	..
GRADE 12.							Cleary, Ethel ..	..	FPt4	55 0 0	..
Foxton	236	758 7 3	..	245 5 3	..	..	Adams, William ..	D1	HM	265 0 0	..
							Gordon, William M.	D3	AM	160 0 0	..
							Wanklyn, Grace ..	E3	AF	120 0 0	..
							Voysey, Alice ..	E3	AF	105 0 0	..
							Wilson, Arthur L. ..	..	MPt3	55 0 0	..
							Roche, Norah ..	..	FPt2	50 0 0	..
Feilding (Lytton Street)	233	754 3 4	35 0 0	46 3 4	..	..	Stewart, Harry C. ..	D1	HM	265 0 0	35
							McLean, Charles J.	D2	AM	205 0 0	..
							Stace, Olive M. ..	E2	AF	120 0 0	..
							Walton, Margaret C.	D2	AF	105 0 0	..
							Kelly, Lucy ..	..	FPt4	60 0 0	..
Taihape	239	751 7 7	..	78 13 6	..	107 6 1	Thurston, James F.	D1	HM	265 0 0	..
							Thompson, Alfred W.	D3	AM	160 0 0	..
							Wilson, Violet M. ..	D3	AF	120 0 0	..
							Honeyfield, Violet S.	..	AF	94 10 0	..
							Harre, Horace ..	..	MPt2	50 0 0	..
							Edwards, Bernice E.	..	FPt3	55 0 0	..
Marton D.H.S. ..	259	750 6 5	..	151 12 4	..	..	Mossman, Edwin ..	C1	HM	265 0 0	..
							Train, Arthur D. N.	E3	AM	160 0 0	..
							McDonald, Alison ..	E1	AF	120 0 0	..
							Gordon, Jane Y. ..	D2	AF	105 0 0	..
							Woodman, Alice ..	..	FPt2	50 0 0	..
							Baskin, Martha ..	..	FPt1	45 0 0	..
GRADE 13.							Wilkes, Fredk. J. ..	B3	Sec.	..	..
Eltham D.H.S. ..	282	842 15 5	..	319 19 7	..	51 5 7	Thomas, Taliesin ..	D1	HM	275 0 0	..
							Poole, Samuel J. ..	C3	AM	175 0 0	..
							Jenkinson, Margt. B.	E2	AF	125 0 0	..
							Elmslie, Bessie G. ..	D2	AF	115 0 0	..
							Walsh, Mary ..	..	FPt5	60 0 0	..
							Wells, John ..	..	MPt3	55 0 0	..
							Tolme, Mary F. ..	..	FPt2	50 0 0	..
GRADE 14.							Menzies, William G.	B3	Sec.	..	..
Aramoho	265	916 1 11	..	57 17 6	..	33 13 1	Lock, Charles H. W.	E1	HM	290 0 0	..
							Marshall, James E.	C3	AM	190 0 0	..
							Barkley, Ethel I.M.M.	E2	AF	130 0 0	..
							Lock, Gertrude J. ..	E3	AF	100 0 0	..
							Tyerman, Madge ..	..	FPt4	60 0 0	..
							Tremewan, Maur. A.	..	MPt2	35 0 0	..
Palmerston North (Terrace End)	332	987 12 2	40 0 0	104 1 5	..	..	Fairbrother, Thos. F.	D1	HM	290 0 0	40
							Powell, Albert H. ..	D1	AM	190 0 0	..
							Scott, Mary ..	D2	AF	130 0 0	..
							O'Donnell, Mary E.	E2	AF	125 0 0	..
							Bryce, Margaret J.	..	AF	90 0 0	..
							Wilson, Kathleen ..	..	FPt2	50 0 0	..
							Brown, Alice M. ..	..	FPt3	55 0 0	..
GRADE 15.							Berry, Laxton ..	..	MPt2	50 0 0	..
Feilding D.H.S. ..	355	1,025 0 0	..	333 4 10	..	..	Hill, John D. C. ..	C1	HM	300 0 0	..
							McLean, William H.	D2	AM	205 0 0	..
							Carson, Annie M. ..	D2	AF	135 0 0	..
							Watts, Gertrude E.	E2	AF	135 0 0	..
							Coombe, Jessie W...	E3	AF	110 0 0	..
							Finlayson, Cath. H.	C4	AF	90 0 0	..
							Duncan, Emily ..	..	FPt2	50 0 0	..
							Ritchie, James ..	A3	Sec.	..	..
							Wyatt, Gladys M. ..	C4	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 15—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Palmerston North (College Street)	376	1,143 2 1	40 0 0	186 11 4	..	..	Low, David W. ..	C1	HM	300 0 0	40
							Lyon, William A. ..	B2	AM	205 0 0	..
							Watts, Walter J. ..	D3	AM	135 0 0	..
							Barry, Catherine E.	E1	AF	135 0 0	..
							Govan, Frances ..	E2	AF	110 0 0	..
							Yortt, Hilda M. ..	E2	AF	90 0 0	..
							Lynch, Mary ..	..	FPt4	60 0 0	..
							Howie, Richard ..	..	MPt3	55 0 0	..
							Kerslake, Ida ..	..	FPt4	55 0 0	..
Wanganui D.H.S. and Gonville side school	420	1,196 13 4	40 0 0	319 4 9	17 5 0	604 5 0	Aitken, James ..	B1	HM	310 0 0	40
							Furrie, Leonard J.	D1	AM	215 0 0	..
							Gordon, Maria M. ..	D2	AF	145 0 0	..
							McNeill, Eliz. A. ..	E1	AF	140 0 0	..
							Miller, Margaret ..	D1	AF	115 0 0	..
							Jannings, Fredk. C.	C3	AM	150 0 0	..
							Gaze, Frederick J. ..	..	MPt3	45 0 0	..
							Rutherford, John R.	A1	Sec.	..	..
							Mahony, Ella ..	..	Sec.	..	..
							Ferguson, Mary I...	D3	AF	90 0 0	..
GRADE 16.											
Hawera D.H.S. ..	425	1,280 0 4	..	112 2 2	..	..	Strack, Conrad A...	D1	HM	320 0 0	..
							Nairn, John R. ..	D1	AM	225 0 0	..
							Aris, Elizabeth G. ..	D2	AF	155 0 0	..
							Bates, Frederic A.	C3	AM	145 0 0	..
							Black, Elsie V. ..	D2	AF	125 0 0	..
							Bourke, Mary ..	D3	AF	110 0 0	..
							Phillips, Annie A. ..	..	FPt4	60 0 0	..
							Aris, May ..	..	FPt1	25 0 0	..
							Bates, Cyril P. ..	..	MPt4	55 0 0	..
							Woodruffe, Ida ..	..	FPt3	55 0 0	..
							Niven, James ..	A1	Sec.	..	..
GRADE 19.							Strack, Const. T., B.A.	B4	Sec.	..	..
Palmerston North (Campbell Street)	566	1,614 3 4	50 0 0	343 5 8	..	..	Watson, Francis E.	D1	HM	340 0 0	50
							Warden, Charles H.	D1	AM	235 0 0	..
							Hanna, Mrs. Sarah F.	E1	AF	170 0 0	..
							Gabites, Herbert F.	D2	AM	155 0 0	..
							Mellish, Mrs. Marion	E1	AF	145 0 0	..
							Reed, Amelia D. ..	E2	AF	150 0 0	..
							McDonogh, Aimee M.	E2	AF	120 0 0	..
							Bradley, Julia M.	D3	AF	85 0 0	..
							Burgess, William H.	..	MPt3	55 0 0	..
							Bowler, Dan ..	..	MPt2	50 0 0	..
							Shepherd, Mildred	..	FPt3	55 0 0	..
							Gascoigne, Laurel..	..	FPt3	55 0 0	..
GRADE 21.											
Wanganui (Queen's Park)	614	1,831 14 5	50 0 0	226 15 6	..	..	Payne, Henry M. ..	C1	HM	360 0 0	50
							Richardson, Henry H.	C1	AM	240 0 0	..
							McDonald, Isabella	E1	AF	180 0 0	..
							Alexander, Mary D.	D2	AF	170 0 0	..
							Thomson, Ellen ..	E1	AF	155 0 0	..
							Marshall, George H.	C2	AM	175 0 0	..
							Siddells, Amy I. ..	D3	AF	115 0 0	..
							Ross, Jane W. M. ..	C2	AF	105 0 0	..
							McLaughlin, Alice	Lic.	AF	85 0 0	..
							Chatwin, Georgina	..	FPt2	35 0 0	..
							Dowling, Nina ..	..	FPt3	45 0 0	..
							Pinches, Rhoda A. G.	..	FPt2	35 0 0	..
							Russell, John W. ..	..	MPt3	55 0 0	..
							Henderson, Doug. D.	..	MPt4	55 0 0	..
Expenditure in schools not open in December, 1908—											
Rongoiti	..	..	..	..	..	104 8 6	..	..	..	..	..
Kaitieke	..	..	..	..	..	1 0 0	..	..	..	..	..
Main South Road..	..	..	..	..	..	142 13 8	..	..	..	..	..
Expenditure not classified—											
School requisites ..	..	..	..	851 19 11	..	..	..	..	..	..	..
Expenses of sites ..	..	..	..	1 1 0	..	..	..	..	..	..	..
Fire insurance ..	..	..	..	59 12 4	..	..	..	..	..	..	..
Repairs	..	..	..	12 0 0	..	..	..	..	..	..	..
Architect	..	..	..	331 10 0	..	..	..	..	..	..	..
Totals	..	46,184 7 10	1,372 19 3	7,649 3 7	205 11 2	7,058 11 3	..	..	..	46,088 5 0	1,400

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON.

1	2	Expenditure for the Year.								Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.			4 Teachers' House Allowances.			5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.			6 Rent of School Buildings.			7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.			8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.			12 For Teachers' House Allowances.
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				£	s.	d.	£
GRADE 0.																							
Admiral Run	11	33	10	0	5	16	8	9	0	1	..			..			Sharp, George S.	..	M	60	0	0	10
Akatarawa	15	89	1	8	10	0	0	8	9	9	..			..			Johnson, Edith M.	D3	F	84	0	0	10
Coonoor	11	99	0	0	..			10	14	11	..			..			Aston, Aubrey E.	..	M	99	0	0	..
Dreamer's Rock	13	84	0	0	10	0	0	8	11	8	..			..			Matthews, Elizabeth	..	F	84	0	0	10
Glenorieff(1)	..	1	8	6	..			..			..			..			..	..	..	..			..
Hinemoa	9	49	10	0	..			20	5	3	..			..			Paterson, Eleanor	..	F	60	0	0	..
Horokiwi	10	66	0	0	10	0	0	11	17	0	..			..			Caiyou, Charles	..	M	66	0	0	10
Huia Road	13	63	4	6	..			8	5	3	..			..			Roberts, Florence	..	F	85	0	0	..
Kaikuri	4	24	0	0	..			0	4	0	..			..			Blacket, Marjorie	..	F	24	0	0	..
Kohiku	4	24	0	0	..			0	5	6	..			..			Hamilton, Irene E.	..	F	24	0	0	..
Korokoro South	12	78	0	0	10	0	0	8	7	6	..			..			Gower, Nanette	..	F	78	0	0	10
Limehills(1)	..	16	0	0	..			0	3	0	..			..			..	..	..	..			..
Maku	13	91	3	10	9	15	8	8	10	6	10	10	0	21	15	5	McKay, Mary A.	E3	F	84	0	0	10
Mangaone	9	60	0	0	..			52	10	10	..			..			Jenkins, Charles G.	Lic.	M	60	0	0	..
Mangaoronga	6	34	10	0	..			4	3	9	..			..			Grey, Muriel P.	..	F	30	0	0	..
Mangapakeha	11	67	5	3	10	0	0	8	5	1	..			..			Freeman, Jessie	..	F	66	0	0	10
Ngapopotu	10	60	0	0	10	0	0	8	17	2	..			..			Sutton, Edith M.	..	F	60	0	0	10
Pakaraka	6	24	0	0	..			0	16	6	..			..			Robinson, Jessie K.	..	F	30	0	0	..
Pakowai	2	8	0	0	..			0	1	6	..			..			Glanville, Ellen	..	F	12	0	0	..
Rangi Tamaiti	7	42	0	0	..			1	9	0	..			..			Williams, Annie	..	F	42	0	0	..
Saunders' Road	11	84	0	0	10	0	0	8	13	9	..			..			Ralph, George	..	M	84	0	0	10
Stoke's Valley	14	110	0	0	10	0	0	51	8	6	..			..			Prenderville, Phœ. M.	D3	F	110	0	0	10
Stronvar	2	3	0	0	..			..			..			..			Smith, Edith	..	F	12	0	0	..
Tablelands	9	35	0	0	..			17	5	3	..			..			Milne, Robertina M.	Lic.	F	48	0	0	..
Takapu	11	72	0	0	10	0	0	8	9	0	18	0	0	..			McLaughlin, Jennie	..	F	72	0	0	10
Tane	9	89	3	4	10	0	0	8	12	6	..			..			Wiesner, Rose B.	..	F	60	0	0	10
Te Whiti	6	33	0	0	..			8	3	9	..			..			Turner, Ethel	..	F	30	0	0	..
Toro	4	30	0	0	..			0	3	0	..			..			Morriss, Christina	..	F	30	0	0	..
Waimanu	3	13	10	0	..			0	13	9	..			..			Whitaker, Amelia M.	..	F	18	0	0	..
Waingawa	10	60	0	0	..			8	9	9	..			..			Harvey, Charlotte	..	F	66	0	0	..
Waiohine(1)	..	36	2	7	6	0	5	4	7	6	5	10	0	..			..	..	..	..			..
Wangaehu	12	75	0	0	10	0	0	8	9	0	..			..			Lock, Frances L.	..	F	72	0	0	10
Waterfalls	13	66	0	0	10	0	0	36	8	11	..			100	0	0	Johnson, Mary A.	..	F	78	0	0	10
Wharau	14	99	0	0	10	0	0	10	9	9	..			..			Bowie, William S.	..	M	99	0	0	10
Whareama	14	87	15	0	10	0	0	33	14	3	..			..			Chapman, Blanche	..	F	84	0	0	10
GRADE 1.																							
Alfredton	22	110	0	0	10	0	0	8	16	4	..			..			Kirby, Irene	D5	F	110	0	0	10
Dyer	24	110	0	0	10	0	0	9	13	9	..			342	10	8	Iorns, Olive E.	D4	F	110	0	0	10
Judgeford	17	110	0	0	10	0	0	10	11	6	..			..			Hurren, Mary P.	D3	F	110	0	0	10
Kaitoke	13	103	11	8	10	0	0	101	15	7	..			..			O'Connor, Irene M.	..	F	99	0	0	10
Kakariki	19	117	0	0	10	0	0	14	8	7	..			..			Manson, Nedby M.	..	M	117	0	0	10
Korora	11	104	10	0	..			8	12	0	..			..			Davies, John C.	..	M	99	0	0	..
Makairo	13	123	10	0	10	0	0	11	17	1	20	16	0	..			Warwick, Robert S.	Lic.	M	123	10	0	10
Mangahao	11	102	13	4	10	0	0	9	14	0	..			..			Chapman, Floren. M.	..	F	99	0	0	10
Mangamahoe	24	110	0	0	10	0	0	12	5	0	..			..			Harrison, Mrs. J. M.	E2	F	110	0	0	10
Mangarama	23	130	0	0	10	0	0	8	17	3	..			..			McAdam, Charles C.	C4	M	130	0	0	10
Mangatiti	23	98	11	4	6	13	4	62	18	3	2	10	0	380	0	0	Leighton, Mrs. M. J.	E3	F	110	0	0	..
Ngaturi	19	99	0	0	10	0	0	13	14	1	..			..			Wallis, William A.	..	M	99	0	0	10
Nikau	15	124	3	4	10	0	0	12	3	3	..			..			Lock, Mrs. Matilda	E4	F	110	0	0	10
Pirinoa	14	103	2	6	..			29	2	0	..			..			Murphy, Mrs. Arthur	Lic.	M	104	10	0	..
Ponatahi	14	110	0	0	..			13	11	6	..			..			Merlet, Isabella A.	E2	F	110	0	0	..
Pukehinau	17	99	0	0	10	0	0	9	18	5	..			..			Fieldhouse, Joseph H.	..	M	99	0	0	10
Taratahi West	7	110	0	0	10	0	0	8	11	3	..			..			Grant, John	..	M	110	0	0	10
Tauherenikau	20	110	0	0	..			8	13	6	..			..			Barak, Mrs. Mary C.	E2	F	110	0	0	..
Wallaceville	19	110	0	0	..			9	12	9	..			..			Bright, Aimée D.	E1	F	110	0	0	..
Whakataki	16	110	0	0	..			10	5	0	..			..			Williams, Mrs. M. A.	E2	F	110	0	0	..
Whiteman's Valley	15	106	6	8	..			9	17	6	..			..			Pattle, Kate A.	..	F	99	0	0	..
GRADE 2.																							
Bideford	20	130	0	0	..			10	2	3	..			..			Mousley, Edward C.	D3	M	130	0	0	..
Featherston South	26	130	0	0	20	0	0	9	6	6	..			..			Oswin, Mabel E.	B2	F	130	0	0	20
Horoeka	20	130	0	0	20	0	0	11	7	11	..			..			Gayne, Violet Emily	D3	F	130	0	0	20
Kahautara	24	130	0	0	20	0	0	97	18	0	..			..			Fellingham, Marj. U	E2	F	130	0	0	20
Kaituna	20	130	0	0	20	0	0	9	16	6	..			..			Kelleher, Caroline H.	D2	F	130	0	0	20
Kohinui	23	130	0	0	..			9	18	9	..			..			Mead, Hilda	E3	F	130	0	0	..
Longbush	23	117	0	0	13	6	8	10	0	7	..			296	15	8	Tattle, Philip G.	..	M	117	0	0	..
Marima	22	130	0	0	20	0	0	10	0	2	10	4	0	..			Haggett, Gladys E. E.	D3	F	130	0	0	20
Matahiwi	19	117	0	0	20	0	0	36	10	8	..			..			Mothes, Frederick W.	..	M	117	0	0	20
Matarawa	28	130	0	0	..			62	1	7	..			..			Ussher, Martha J.	E1	F	130	0	0	..
Mauriceville	26	126	2	8	20	0	0	50	16	8	..			..			Barnett, John	..	M	117	0	0	20
Mungaroa	21	144	0	0	..			56	12	3	..			..			Evans, Mrs. Eliza H.	E1	F	144	0	0	..
Opaki	22	130	0	0	..			13	9	3	..			..			Marryatt, Floren. M.	D1	F	130	0	0	..
Pahautanui	30	130	0	0	..			13	12	11	..			..			Lea, Sarah Ellen B.	D3	F	130	0	0	..
Plimmerton	24	130	0	0	20	0	0	9	18	6	13	0	0	..			Tasker, Annie H.	B3	F	130	0	0	20
Tawa Flat	27	130	0	0	..			12	5	3	..			..			Coneys, Jessie	E2	F	130	0	0	..
Te Nui	26	130	0	0	..			21	17	8	..			..			Sutton, Henry	D2	M	130	0	0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 3.											
Cross Creek ..	28	144 0 0	..	22 15 9	..	..	Kirby, James H. ..	E1	M	144 0 0	..
Ihuraua	26	144 0 0	20 0 0	9 19 9	..	..	Allen, Grace M. ..	D4	F	144 0 0	20
Kaitawa	33	144 0 0	..	15 7 6	..	..	Bland, Mrs. Eliza. J.	D2	F	144 0 0	..
Kaiwaiwai	33	144 0 0	..	12 5 3	..	..	King, Edmund A. ..	D2	M	144 0 0	..
Makara	28	144 0 0	..	10 19 6	..	..	Smith, John A. ..	D1	M	144 0 0	.
Makuri	36	160 0 0	..	18 5 9	..	118 0 0	Wilson, Mary H. ..	D1	F	160 0 0	..
Mangamaire ..	22	157 6 8	20 0 0	12 11 9	..	..	Reid, Margaret ..	E3	F	144 0 0	20
Mikimiki	34	141 12 0	20 0 0	11 1 9	..	..	Chamberlain, M.M.S.	..	F	129 12 0	20
Ngaio	28	84 0 0	11 13 4	6 16 3	14 10 0	54 6 9	Page, Margaret ..	D1	F	144 0 0	20
Paekakariki ..	26	144 0 0	..	12 6 6	..	260 0 0	Cooper, Henry T. ..	D1	M	144 0 0	..
Rakaunui	22	144 0 0	20 0 0	53 8 7	..	..	Larsen, Richard C.	D4	M	144 0 0	20
Rongomai	26	160 0 0	20 0 0	12 15 0	..	..	McLauchlan, Mary	E1	F	160 0 0	20
Taueru	28	144 0 0	..	11 13 3	..	..	Mason, Francis ..	C1	M	144 0 0	..
Waione	32	144 0 0	..	37 1 3	..	..	Campbell, Egbert Y.	..	M	144 0 0	..
GRADE 4.											
Belvedere	32	193 6 8	..	106 15 3	..	..	McFarlane, Henry	E1	M	165 0 0	..
Kaiparoro	39	160 0 0	20 0 0	15 9 9	..	..	Campbell, Kathleen	D2	F	160 0 0	20
Kaitara	35	193 6 8	..	11 7 0	..	..	Dowdeswell, Ade. A.	D1	F	165 0 0	..
Kopuaranga ..	35	193 6 8	.	18 14 3	..	..	Nightingale, Henry J.	C1	M	165 0 0	..
Korokoro	42	160 0 0	20 0 0	12 18 6	..	..	Johnston, Tris. E. N.	D1	F	160 0 0	20
Rangitumau ..	29	160 0 0	..	32 10 2	..	..	Dallaston, Chas. W.	D2	M	160 0 0	..
Rongokokako ..	32	152 0 0	..	13 4 10	..	..	Bradstock, Leonard B.	Lic.	M	152 0 0	..
Waihakeke	28	160 0 0	..	10 14 9	..	..	Wedde, Albert A. ..	D2	M	160 0 0	..
Wainuiomata ..	36	160 0 0	..	216 10 3	..	..	Letham, Sara ..	E1	F	160 0 0	..
GRADE 5.											
Gladstone	43	250 0 0	..	20 19 0	..	..	Piggford, Mary H. ..	E1	HF	165 0 0	..
							Robinson, Lillie J. F.	E4	AF	85 0 0	..
Hastwell	41	250 0 0	20 0 0	56 4 11	..	..	Gregory, Fredk. W.	D2	HM	165 0 0	20
							Kilmartin, Kate ..	..	AF	85 0 0	..
Hukanui	56	250 0 0	20 0 0	24 1 8	..	..	Anderson, Wigo ..	E1	HM	165 0 0	20
							Simmons, Olive ..	..	AF	85 0 0	..
Mauriceville West ..	46	250 0 0	..	18 19 7	..	..	Combs, Frank L ..	C2	HM	165 0 0	..
							Gray, Catherine ..	D2	AF	85 0 0	..
Muhunoa East ..	42	217 19 2	18 6 8	25 9 8	..	130 13 2	Blake, Bertie N. T.	C2	HM	165 0 0	20
							Bell, Ruth A. ..	..	AF	85 0 0	..
Ohariu	41	250 0 0	..	37 19 0	..	..	Bringans, John ..	D2	HM	165 0 0	..
							Higgins, Florence J.	..	AF	85 0 0	..
Paraparaumu ..	43	250 0 0	..	45 10 6	..	..	Vaughan, Fredk. T	D2	HM	165 0 0	..
							Hurley, Margaret ..	..	AF	85 0 0	..
Parkvale	52	250 0 0	..	13 16 9	..	..	Davidson, James ..	D1	HM	165 0 0	..
							Smith, Louise ..	D3	AF	85 0 0	..
Reikiorangi ..	41	250 0 0	20 0 0	19 6 11	..	..	Bennett, William D.	D2	HM	165 0 0	20
							Olansen, Bertha ..	..	AF	85 0 0	..
Taita	51	269 16 3	20 0 0	17 4 9	10 0 0	..	Plunkett-Cole, Wm.	D1	HM	180 0 0	20
							Sullivan, Maggie ..	D4	AF	90 0 0	..
Te Oreore	60	250 0 0	20 0 0	52 13 8	..	..	Jones, George A. ..	D1	HM	165 0 0	20
							Blomquist, H. V. ..	..	AF	85 0 0	..
GRADE 6.											
Koputaroa	60	270 0 0	..	29 1 5	..	..	Clark, William H. ..	D1	HM	180 0 0	..
							Greenwood, Ethel ..	D5	AF	90 0 0	..
Konini	60	270 0 0	..	23 16 6	..	..	Britland, Walter ..	D1	HM	180 0 0	..
							Warren, Minnow F. I.	E2	AF	90 0 0	..
Makomako	41	265 0 0	30 0 0	30 8 0	..	..	Philip, William H.	D1	HM	180 0 0	30
							McBeth, Margaret ..	..	AF	85 0 0	..
Muritai	60	270 0 0	30 0 0	24 18 3	..	..	Sanson, Herbert ..	D1	HM	180 0 0	30
							Haslem, Emma J.	D4	AF	90 0 0	..
Newman	48	269 3 4	30 0 0	16 5 4	..	..	Anderson, Andrew ..	D1	HM	180 0 0	30
							Hughes, Maggie ..	..	AF	85 0 0	..
Pongaroa	56	270 0 0	30 0 0	15 17 10	..	..	Gould, William H.	C1	HM	180 0 0	30
							Battersby, Margt. N.	D5	AF	90 0 0	..
Scarborough ..	64	280 0 0	..	22 16 5	..	..	Malcolm, John H.	D1	HM	195 0 0	..
							Burge, Hilda ..	..	AF	85 0 0	..
Te Horo	56	265 16 8	..	15 19 10	..	..	Kirk, George W. ..	D1	HM	180 0 0	..
							Orr, Charlotte E. ..	E4	AF	90 0 0	..
Waikanae	62	270 0 0	30 0 0	18 3 9	..	11 14 0	Duncan, Stuart ..	D2	HM	180 0 0	30
							Bird, Myra ..	D4	AF	90 0 0	..
GRADE 7.											
Ballance	56	290 0 0	30 0 0	48 3 6	0 10 0	..	Thompson, Fred. G.	D2	HM	195 0 0	30
							Tuely, Catherine B.	D3	AF	95 0 0	..
Dalefield	63	290 0 0	..	28 16 10	..	..	Beechey, James M.	D1	HM	195 0 0	..
							Stanton, Alice J. ..	D3	AF	95 0 0	..
Fernridge	61	281 14 2	..	17 6 9	..	..	Foss, Reginald J. ..	C1	HM	195 0 0	..
							Clarke, Mary A. C.	..	AF	85 10 0	..
Hamua	61	283 5 0	30 0 0	17 16 7	..	..	Kay, John ..	D1	HM	195 0 0	30
							Dougherty, Alice ..	..	AF	85 0 0	10

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*
WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year.									Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.			4 Teachers' House Allowances.			5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.			6 Rent of School Buildings.			7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.			8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.			12 For Teachers' House Allowances.
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				£	s.	d.	£
GRADE 7—*continued.*																							
Nireaha	71	285	17	1	20	0	0	1,232	11	3	17	0	0	..			Hutchens, E. E. R.	E1	HF	195	0	0	..
																	Armstrong, Mary C.	D4	AF	95	0	0	..
Porirua	57	290	0	0	..			15	14	3	..			..			Pilkington, John J.	C1	HM	195	0	0	..
																	Whitcombe, Min. A.	D2	AF	95	0	0	..
Tokomaru	71	287	9	1	30	0	0	18	6	7	..			..			Webb, James S. ..	D1	HM	195	0	0	30
																	McKeown, Emily M.	D2	AF	95	0	0	..
GRADE 8.																							
Khandallah ..	93	315	0	0	30	0	0	25	0	1	..			..			Jenkins, David H.	D2	HM	215	0	0	30
																	Mackay, Elspeth M.	E3	AF	100	0	0	..
Northland	97	323	15	0	30	0	0	53	9	6	..			..			Polson, Donald M.	D1	HM	215	0	0	30
																	Benzoni, Frances E. S.	D3	AF	100	0	0	..
																	Parker, Hildred A.	..	FPt2	35	0	0	..
GRADE 9.																							
Clareville	83	390	0	0	..			115	10	6	..			..			Drummond, Robert	D1	HM	225	0	0	..
																	Moncrieff, Janet ..	E2	AF	105	0	0	..
																	White, Minnie J. ..	..	FPt5	60	0	0	..
Eketahuna	103	384	15	0	..			37	13	3	..			..			Dempsey, Walter N.	D1	HM	225	0	0	..
																	Toohill, Maria H. ..	Lic.	AF	99	15	0	..
																	Hill, Constance ..	..	FPt4	60	0	0	..
Epuni	113	385	0	0	30	0	0	35	12	0	..			..			Williamson, Alex. W.	B1	HM	225	0	0	30
																	Meager, Ellen A. ..	D2	AF	105	0	0	..
																	Priest, Esther ..	..	FPt3	55	0	0	..
Featherston ..	123	375	0	0	..			32	3	1	..			..			Everton, Frederick C.	C1	HM	225	0	0	..
																	Stanton, Cath. M. ..	D2	AF	105	0	0	..
																	Aitcheson, Evelyn ..	..	FPt3	45	0	0	..
Kaiwarra and side school	97	415	0	0	30	0	0	104	11	10	16	0	0	..			Pope, Robert J. ..	D1	HM	225	0	0	30
																	Cook, Amelia A. ..	E2	AF	105	0	0	..
																	Strong, Florence M.	..	AF	85	0	0	..
Manakau	91	380	0	0	..			36	15	8	..			143	0	0	McBain, Alexander	D1	HM	225	0	0	..
																	Fellingham, Rebecca	E2	AF	105	0	0	..
																	Lee, Mary E. ..	..	FPt2	50	0	0	..
Obau	60	330	0	0	30	0	0	25	7	10	..			184	16	7	Feist, Adolph M. ..	D1	HM	225	0	0	30
																	Tew, Winifred E. H.	D2	AF	105	0	0	..
Wadestown ..	115	385	0	0	30	0	0	48	8	0	..			..			Joplin, Charles R. ..	D1	HM	225	0	0	30
																	Williams, Enid ..	D2	AF	105	0	0	..
																	Power, Mary E. ..	..	FPt3	55	0	0	..
GRADE 10.																							
Martinborough ..	148	435	0	0	..			34	0	11	6	0	0	14	0	10	Lee, Clement W. ..	E1	HM	235	0	0	..
																	Cran, Elizabeth B.	E2	AF	110	0	0	..
																	Jacobsen, Alice G.	D4	AF	90	0	0	..
Mitchelltown ..	143	432	1	8	30	0	0	34	13	5	..			..			Darroch, Robert ..	D1	HM	235	0	0	30
																	Woodward, Elizabeth	D2	AF	110	0	0	..
																	Atkinson, Mary ..	..	AF	85	0	0	..
Otaki	140	502	1	8	..			130	6	0	..			..			Smith, William B.	D1	HM	250	0	0	..
																	Bannister, Matilda E.	E2	AF	130	0	0	..
																	Jacob, Margaret H.	E2	AF	115	0	0	..
Shannon	147	424	0	0	..			38	3	6	..			..			Voysey, William ..	D1	HM	235	0	0	..
																	Silvester, Eveline ..	..	AF	99	0	0	..
																	Compton, Kate H.	D4	AF	90	0	0	..
Worser Bay ..	142	443	10	3	30	0	0	32	1	9	13	10	0	475	0	0	Rountree, Wm. W.	D1	HM	235	0	0	30
																	Flux, Gladys M. ..	D3	AF	110	0	0	..
																	McFarlane, Olive V.	..	AF	85	0	0	..
GRADE 11.																							
Island Bay	228	610	16	3	35	0	0	89	8	9	..			..			Stuckey, Fredk. G. A.	B1	HM	250	0	0	35
																	Finlayson, Janet A.	D2	AF	130	0	0	..
																	McCaul, Enid I. ..	E2	AF	115	0	0	..
																	Gilmour, Rich. S. ..	C5	AM	99	15	0	..
																	Brown, William W.	..	MPt3	45	0	0	..
																	Reynell, Gladys ..	..	FPt3	45	0	0	..
Karori	185	610	15	11	..			106	5	11	..			..			Bennett, Francis ..	D1	HM	250	0	0	..
																	Monaghan, Harold	..	AM	117	0	0	..
																	Edwards, Dorothy L.	D3	AF	115	0	0	..
																	Cooper, Ethel R. ..	D2	AF	90	0	0	..
Mangatainoka ..	149	567	0	0	..			67	1	9	..			..			Chatwin, George W.	C1	HM	250	0	0	..
																	Brockett, Arthur E.	..	AM	117	0	0	..
																	Sicely, Mabel H. ..	E2	AF	115	0	0	..
																	Cade, Katherine ..	..	AF	85	0	0	..
Roseneath	162	580	0	0	35	0	0	95	5	3	10	0	0	..			Bary, Charles ..	D1	HM	250	0	0	35
																	Davidson, Jessie L.	D2	AF	130	0	0	..
																	Bird, Florence R. ..	E2	AF	115	0	0	..
																	Taylor, Cuthbert H.	..	AF	85	0	0	..
Upper Hutt and side school	185	640	0	0	..			47	13	0	36	9	0	845	8	0	Connell, Fredk. W.	D1	HM	250	0	0	..
																	Cooper, Emily M. ..	D2	AF	130	0	0	..
																	Paul, Ellen ..	F2	AF	115	0	0	..
																	Brown, Winifred E.	..	AF	85	0	0	..
																	Haldane, Janet M.	..	FPt5	60	0	0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School	2 Average for the Year 1906.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 12.											
Greytown D.H.S. and side school	222	790 0 0	..	189 14 11	..	..	Charters, Alex. B. ..	B1	HM	*265 0 0	..
							Meikle, Paul A. D.	C3	AM	160 0 0	..
							Davis, Amy G. ..	E1	AF	120 0 0	..
							Butler, Phœbe ..	D4	AF	105 0 0	..
							Freeman, Annie E.	..	AF	85 0 0	..
							Bright, Kathleen ..	..	FPt4	55 0 0	..
							King, Herbert W. ..	C2	Sec.	..	..
Johnsonville and side school	220	795 0 0	35 0 0	549 3 10	49 10 0	568 0 0	Bethune, Finlay ..	D1	HM	265 0 0	35
							Eagar, Edward F. ..	E4	AM	160 0 0	..
							Evans, Ada H. ..	E2	AF	120 0 0	..
							Baker, Sybil E. ..	D3	AF	105 0 0	..
							Graves, Clara ..	D4	AF	90 0 0	..
							Tosswill, Ethne ..	..	FPt3	55 0 0	..
Pahiatua D.H.S. ..	249	780 3 4	..	81 16 7	30 0 0	1300 0 0	Thomas, Joseph ..	C1	HM	*275 0 0	..
							Scott, William W.	E2	AM	160 0 0	..
							Stormont, Florence	E2	AF	125 0 0	..
							Marten, Margaret L.	..	AF	102 10 0	..
							Burgess, Emily M.	..	FPt4	55 0 0	..
							Miller, Edith P. ..	..	FPt3	45 0 0	..
							Baker-Gabb, Mrs. M. B.A.	B1	Sec.	..	..
GRADE 13.											
							Johnson, John ..	D5	Sec.	..	..
Carterton D.H.S. ..	283	771 13 4	..	279 5 2	..	..	Burns, Andrew N. ..	B1	HM	*275 0 0	..
							Higgins, Vivian ..	D2	AM	175 0 0	..
							Broadbent, Mary A.	E1	AF	125 0 0	..
							Braithwaite, Lil. B.	E2	AF	115 0 0	..
							Armstrong, Doris ..	..	FPt2	35 0 0	..
							Herdman, Nellie ..	..	FPt2	35 0 0	..
							Talbot, Arthur E. ..	D2	Sec.	..	..
							Scott, Florence, B.A.	..	Sec.	..	..
Kilbirnie	319	881 13 4	..	141 5 11	57 10 0	..	Worboys, Joseph H.	D1	HM	275 0 0	..
							Robertson, David ..	C1	AM	175 0 0	..
							Marchbanks, Dav. V.	D1	AF	125 0 0	..
							Gibbes, Hinema. O.	E2	AF	115 0 0	..
							Caddick, Alfred E.	..	AM	90 0 0	..
							Longhurst, Gertrude E. F. A.	..	FPt3	35 0 0	..
							Mallabar, Sophia ..	..	FPt5	60 0 0	..
GRADE 15.											
							Thompson, Laura ..	..	FPt3	55 0 0	..
Levin D.H.S. ..	417	1,100 10 2	8 5 7	298 8 1	..	949 10 3	McIntyre, James ..	D1	HM	*300 0 0	..
							Burns, John C. ..	C1	AM	205 0 0	..
							Scott, Elizabeth A.	E1	AF	135 0 0	..
							Trainer, John J. ..	..	AM	126 0 0	..
							McKinnon, Jessie H.	D3	AF	110 0 0	..
							Goldsmith, Kath. M.	D3	AF	90 0 0	..
							Stansell, Florence E.	..	FPt3	55 0 0	..
							Wood, Horace ..	..	MPt3	45 0 0	..
							Weitzel, Maria H. ..	..	FPt2	35 0 0	..
							Harding, Albert J.	C2	Sec.	..	..
Mount Cook Boys' ..	333	1,210 16 8	40 0 0	178 10 0	..	..	Foster, Wm. H. L.	B1	HM	300 0 0	40
							Hempleman, Fred. A.	D2	AM	220 0 0	..
							Wilson, Frank A. ..	D2	AM	175 0 0	..
							Cook, Eleanor N. ..	D2	AF	140 0 0	..
							Rothenberg, Annie. .	E1	AF	115 0 0	..
							Brockett, Fredk. C.	D3	AM	105 0 0	..
							Menzies, James L.	..	MPt2	50 0 0	..
							Thomas, William ..	..	MPt5	60 0 0	..
							Pallant, Donald ..	..	MPt2	50 0 0	..
Mount Cook Girls' ..	306	995 0 0	40 0 0	116 9 11	..	..	Helyer, Elizabeth . .	D1	HF	250 0 0	40
							Banks, Annie L. ..	D2	AF	175 0 0	..
							Holm, Annie A. ..	D2	AF	125 0 0	..
							Halley, Isabella M.	E2	AF	105 0 0	..
							Stevens, Winifred L.	D2	AF	90 0 0	..
							Kean, Euphemia R.	D4	AF	85 0 0	..
							Thomas, Nina ..	..	FPt2	50 0 0	..
							Bright, Nina ..	..	FPt4	60 0 0	..
							Tasker, Kate L. ..	..	FPt4	55 0 0	..
Mount Cook Infants'	354	839 19 5	40 0 0	94 0 2	..	..	Craig, Margaret H.	D1	HF	200 0 0	40
							Watson, Phœbe ..	E1	AF	145 0 0	..
							Wallace, Ellen ..	D1	AF	105 0 0	..
							Howden, Jessie E.	D3	AF	95 0 0	..
							Lambert, Alice G. A.	D4	AF	90 0 0	..
							Feist, Hannah E. . .	D3	AF	85 0 0	..
							Fogelberg, Norma E.	..	FPt4	55 0 0	..
							Ashworth, Nina E.	..	FPt1	25 0 0	..
							Brown, Maxwell ..	..	FPt3	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 15—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s d.				£ s. d.	£
Normal School and Model School	366	1,470 0 0	60 0 0	58 2 6	52 0 0	..	Webb, James C. ..	B1	HM	360 0 0	40
							Fitch, Dorothy ..	..	AF	250 0 0	..
							Tamblyn, Joseph, M.A.	B1	M	280 0 0	20
							Caughley, John, M.A.	B1	Sec.	..	..
							Cowles, Jabez A., B.A.	B1	AM	250 0 0	..
							Edie, John Kerr ..	D2	AM	210 0 0	..
							Sinclair, Mary A., B.A.	B1	AF	180 0 0	..
							Hitchcock, Maria ..	D2	AF	150 0 0	..
							Fallows, Ruth M. ..	D2	AF	110 0 0	..
							Wilton, Isabell A. ..	C4	AF	100 0 0	..
GRADE 16.							Renner, Charlotte ..	..	AF	85 0 0	..
Brooklyn	434	1,224 15 0	40 0 0	118 15 9	..	..	Hopkirk, John B. ..	D1	HM	310 0 0	40
							Look, Edward J. ..	D1	AM	215 0 0	..
							Fitchett, Jessie H.	D1	AF	145 0 0	..
							Thompson, Annie L.	D3	AF	140 0 0	..
							Proctor, Francis J.	E3	AM	115 0 0	..
							Holm, Eva M. ..	Lic.	AF	99 15 0	..
							Carter, Lena P. S.	D3	AF	90 0 0	..
							Steedman, Mary M.J.	..	FPt3	55 0 0	..
							Grant, Colin ..	..	MPt3	55 0 0	..
Hutt D.H.S. ..	456	1,203 17 6	40 0 0	157 2 10	72 0 0	..	Yeats, Duncan M...	D1	HM	*310 0 0	40
							Ballachey, Ernest H.	B1	AM	215 0 0	..
							Stuart-Forbes, Em.L.	E1	AF	145 0 0	..
							Meager, Clara ..	E2	AF	140 0 0	..
							Rodgers, John ..	Lic.	AM	109 5 0	..
							Macey, Nellie M. S.	E3	AF	105 0 0	..
							Kibblewhite, Bruce M.	..	MPt4	60 0 0	..
							Caverhill, Kathleen	..	FPt3	45 0 0	..
							Thomson, Florence	..	FPt4	55 0 0	..
							Speedy, Margaret ..	..	FPt3	45 0 0	..
							Lyne, Christopher J.	B3	Sec.	..	..
GRADE 19.							Livingstone, Fanny R., B.A.	..	Sec.	..	..
Terrace D.H.S. ..	648	1,727 5 0	50 0 0	149 14 5	..	..	MacMorran, George	D1	HM	*360 0 0	50
							Erskine, Albert ..	C1	AM	240 0 0	..
							Wilkinson, Doro. J.	D1	AF	180 0 0	..
							Fraser, Sara ..	E1	AF	170 0 0	..
							Williams, Mary ..	E1	AF	155 0 0	..
							Baskiville, Walt.C.L.	Lic.	AM	123 10 0	..
							Van Staveren, Lena	C3	AF	115 0 0	..
							Gibson, Fanny ..	D3	AF	105 0 0	..
							Player, Winifred G.	..	FPt4	60 0 0	..
							Cooke, Florence W.	..	FPt4	60 0 0	..
							Moxham, Ruth ..	..	FPt4	60 0 0	..
							Watt, Ella ..	..	FPt4	55 0 0	..
							Earle, Margaret ..	..	FPt1	45 0 0	..
							King, Eustace, M.A.	B1	Sec	..	..
							Wilson, Mar. K., M.A.	A2	Sec.	..	..
GRADE 21.							Roberts, Flo. ..	C2	Sec.	..	..
Clyde Quay ..	659	1,845 19 7	50 0 0	154 2 11	145 16 8	..	Grundy, William T.	D1	HM	365 0 0	50
							Thwaites, John E. ..	C1	AM	240 0 0	..
							Evans, Fanny ..	D1	AF	190 0 0	..
							Fanning, James F.	D2	AM	180 0 0	..
							Dempsey, Sidney W.	D2	AM	160 0 0	..
							Robinson, Alice ..	E2	AF	135 0 0	..
							Howden, Ada L. ..	D2	AF	110 0 0	..
							East, Alfred F. D...	D3	AM	115 0 0	..
							Bissett, Elizabeth A.	D3	AF	85 0 0	..
							Foster, Kate ..	..	FPt3	45 0 0	..
							Bannister, Edna M.	..	FPt4	55 0 0	..
							Atkinson, Agnes ..	..	FPt4	55 0 0	..
							Reyling, Kathleen..	..	FPt1	25 0 0	..
							Campbell, Jessie ..	..	FPt3	55 0 0	..
							Thornton, Agnes ..	..	FPt1	25 0 0	..
South Wellington ..	761	1,920 3 4	50 0 0	271 11 7	90 0 0	..	Flux, George ..	D1	HM	360 0 0	50
							McKenzie, Alexander	D1	AM	240 0 0	..
							Petrie, Flora ..	D1	AF	180 0 0	..
							Feltham, Edgar C.	D2	AM	170 0 0	..
							Baird, Laura E. ..	D2	AF	155 0 0	..
							Haigh, Edith ..	D2	AF	130 0 0	..
							Davies, Annie ..	..	AF	103 10 0	..
							Watson, Florence ..	E2	AF	105 0 0	..
							Scott, Margaret C.	D3	AF	85 0 0	..
							Callum, Mabel A. ..	D3	AF	85 0 0	..
							Bairstow, Jane ..	D4	AF	90 0 0	..
							Haggett, Doris E...	..	FPt4	55 0 0	..
							McColl, Rita ..	..	FPt2	35 0 0	..
							Hayes, Ellen V. ..	..	FPt3	45 0 0	..
							Chatwin, Cicely M.	..	FPt3	55 0 0	..
							Kibblewhite, Forest	..	FPt3	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Class-rooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 21—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Te Aro and side school	608	2,005 16 8	50 0 0	140 16 7	60 0 0	..	Watson, Clement, B.A.	B1	HM	370 0 0	50
							Blake, Alexander C.	C1	AM	240 0 0	..
							Chatwin, Georgina E.	D1	AF	195 0 0	..
							Henderson, Geo. M.	B2	AM	185 0 0	..
							Bright, Alice M. ..	D1	AF	165 0 0	..
							Leighton, Lucy J. ..	D1	AF	140 0 0	..
							Ranwell, Annie P. ..	D2	AF	125 0 0	..
							Mitchell, Janet ..	E2	AF	115 0 0	..
							Riddick, Bessie ..	D2	AF	100 0 0	..
							Martin, Edith ..	D4	AF	90 0 0	..
							Vosper, Grace ..	..	FPt5	55 0 0	..
							Aitken, James D. ..	..	MPt5	60 0 0	..
							Nannestad, Gertrude	..	FPt4	55 0 0	..
							Ross, Isabel ..	..	FPt3	55 0 0	..
GRADE 24.							Melody, William J.	..	MPt3	55 0 0	..
Masterton D.H.S. and side school	836	2,130 10 0	50 0 0	178 7 2	330 13 4	..	Jackson, William H.	D1	HM	*375 0 0	50
							Haslam, Charles N.	C1	AM	245 0 0	..
							Wolff, Rosabel ..	E1	AF	200 0 0	..
							Bunting, Nelson D.	D2	AM	190 0 0	..
							Sutton, Howard H.	D3	AM	170 0 0	..
							Munro, Isabella ..	E1	AF	145 0 0	..
							McGregor, Lois ..	D2	AF	130 0 0	..
							York, Mary ..	..	AF	108 0 0	..
							Bunting, Elizabeth	E2	AF	105 0 0	..
							Hogg, Ellen C. ..	E2	AF	95 0 0	..
							Bradbury, Annie E.	E3	AF	90 0 0	..
							von Keisenberg, Ern.	..	FPt4	55 0 0	..
							Hogg, Fay M. ..	..	FPt5	55 0 0	..
							Compton, Winifred	..	FPt2	50 0 0	..
							McKenzie, Ivy	..	FPt2	35 0 0	..
							Campbell, Alice ..	..	FPt2	35 0 0	..
							Wilton, Rubina ..	..	FPt2	50 0 0	..
							Bee, John, M.A. ..	A1	Sec.	..	..
							Williams, Ethel, B.A.	B2	Sec.	..	..
GRADE 26.							McLandress, I., M.A.	B2	Sec.	..	..
Petone D.H.S. ..	887	2,333 15 0	50 0 0	303 12 9	154 5 9	..	Horne, James ..	D1	HM	*385 0 0	50
							Bedingfield, Doug. S.	C1	AM	245 0 0	..
							Slater, Jemima ..	D1	AF	205 0 0	..
							Kean, Balfour ..	D2	AM	195 0 0	..
							Mason, Francis A. ..	D2	AM	175 0 0	..
							Stanton, Elizabeth A.	D2	AF	155 0 0	..
							Carter, Elsie ..	D2	AF	135 0 0	..
							Arcus, Lawrence H.	D3	AM	125 0 0	..
							Armit, Katherine N.	D3	AF	115 0 0	..
							Cook, Ada M. ..	D2	AF	105 0 0	..
							Thomson, Isabel S.M.	D3	AF	90 0 0	..
							Gaynor, Alacoque E.	..	FPt4	55 0 0	..
							Watt, Christina ..	..	FPt3	55 0 0	..
							Parkinson, A. E. H.	..	MPt4	55 0 0	..
							Printzen, Doris K.	..	FPt4	55 0 0	..
							Pickering, Eva M. ..	..	FPt4	55 0 0	..
							Marsden, Joseph S.	..	MPt3	45 0 0	..
							Kydd, Maude ..	..	FPt1	25 0 0	..
							Hall, Lily E. ..	..	FPt3	45 0 0	..
							Lynskey, James H.	C1	Sec.	..	..
							Myers, Phœbe, B.A.	B2	Sec.	..	..
							Ross, Christ. M., B.A.	..	Sec.	..	..
Newtown D.H.S. ..	845	2,268 15 0	50 0 0	246 18 6	..	..	Parkinson, Henry A.	B1	HM	*390 0 0	50
							Wilson, Francis P.	A1	AM	250 0 0	..
							Jordan, Mrs. Mary E.	E1	AF	210 0 0	..
							Ward, Edward H. ..	D1	AM	200 0 0	..
							Ryder, Maud H. ..	D1	AF	180 0 0	..
							Griffiths, John H. ..	D3	AM	150 0 0	..
							Hutchen, Jessie K.	E2	AF	140 0 0	..
							McKenzie, Christina	D1	AF	125 0 0	..
							Hayes, Lucy ..	D2	AF	120 0 0	..
							McGowan, Mary ..	E2	AF	100 0 0	..
							Coad, Nellie ..	..	AF	85 0 0	..
							Magill, Maggie E. ..	..	FPt5	55 0 0	..
							Cederholm, Myra R.	..	FPt2	35 0 0	..
							Eagar, Olive F. ..	..	FPt3	45 0 0	..
							Hunt, Ellen Jane ..	..	FPt4	55 0 0	..
							Russell, James ..	..	MPt4	60 0 0	..
							Woodward, Elsie M.	..	FPt1	25 0 0	..
							Martin, A. Muriel ..	..	FPt1	45 0 0	..
							Hind, Florence M. ..	..	FPt4	55 0 0	..
							Low, Ben. H., B.A.	B1	Sec.	..	..
							Rowley, Eliz. M., M.A.	A1	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Training College ..	..	..	..	0 16 9	..	214 11 11	..	..	..	..	..
Expenditure in schools not open in December, 1908—											
Lansdowne ..	..	..	..	..	..	2593 0 3	..	..	..	..	..
Maranui ..	..	..	..	..	..	1695 3 6	..	..	..	..	..
Petone West ..	..	..	..	..	..	1197 11 3	..	..	..	..	..
Expenditure not classified—											
Miscellaneous ..	..	..	..	290 3 11	..	..	..	..	..	..	..
Totals ..	..	52,335 4 8	1,964 18 4	8,989 15 4	921 11 5	12,226 11 7	..	..	..	50,922 12 0	1,925

HAWKE'S BAY.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Lindsay	17	100 0 0	10 0 0	19 14 0	..	..	Bedingfield, M. E. A.	Lic.	F	110 0 0	10
Makaretu South ..	10	52 2 9	8 10 1	1 5 0	..	..	Murray, Ruby H. ..	..	F	60 0 0	10
Mangakuri	2	11 0 0	..	..	..	..	Burgess, Dorothy ..	..	F	12 0 0	..
Mangahe	16	99 0 0	..	9 5 3	..	..	Patrick, James E...	..	M	99 0 0	..
Mangaone	6	37 10 0	..	0 4 6	..	17 1 6	Potter, Stella I. ..	..	F	42 0 0	..
Mangatuna ..	11	70 0 0	10 0 0	1 14 3	..	..	Burgoyne, Mary E.	..	F	(1)60 0 0	10
Morere	8	49 10 0	7 10 0	1 13 3	8 0 0	..	Fyers, Christina ..	..	F	66 0 0	10
Motu	9	63 5 0	..	10 13 1	..	338 17 6	Greene, Agnes E. ..	..	F	(2)54 0 0	..
Omakere	5	17 10 0	..	..	..	..	Pitt, Elizabeth L. ..	..	F	30 0 0	..
Pakarae	6	31 10 0	..	0 3 9	..	..	White, Dorothy ..	..	F	36 0 0	..
Patoka	7	55 0 0	9 3 4	1 5 0	..	..	Bennett, Amy ..	..	F	60 0 0	10
Portland Island ..	3	24 0 0	..	0 3 0	..	..	Clark, Dulcie ..	..	F	24 0 0	..
Pourerere	3	25 0 0	..	..	..	..	Price, Clara ..	..	F	30 0 0	..
Rakauroa and Matawai	12	30 7 9	..	1 10 0	..	..	Redpath, Eliza. M.	..	F	72 0 0	10
Rissington	13	85 16 8	10 0 0	3 5 1	3 15 0	468 12 4	Robinson, Louisa G.	..	F	85 0 0	10
Tamaki North ..	12	12 0 0	..	1 0 0	..	47 17 6	Bennett, Jane E. ..	..	F	72 0 0	..
Tamumu	14	79 10 0	10 0 0	4 3 0	10 0 0	..	Rudman, Cath. E. B.	E3	F	90 0 0	10
Tanguru	3	18 0 0	..	0 2 3	..	..	Lawford, Madeline	..	F	18 0 0	..
Tiniroto	14	61 10 0	..	5 4 0	..	..	U'Ren, Winifred ..	..	F	72 0 0	..
Titree Point ..	8	42 0 0	..	0 2 3	..	..	McLean, Olive C. ..	..	F	42 0 0	..
Waerengaokuri ..	7	14 0 0	..	1 14 11	..	..	Dobson, Nora ..	..	F	42 0 0	..
Waikereru	5	30 0 0	..	0 3 9	..	..	Tuohy, Marie ..	..	F	30 0 0	..
Waipatiki	17	99 16 7	9 6 0	11 19 6	..	..	Burden, Mary W...	..	F	99 0 0	10
Waitahora	7	52 10 0	..	0 3 9	..	..	Lang, John J. ..	D3	M	(3)42 0 0	..
GRADE 1.											
Anaroa	22	101 19 3	10 0 0	12 5 3	13 0 0	..	Clapham, James W.	D3	M	110 0 0	10
Argyll East ..	23	99 0 0	10 0 0	10 13 3	..	1 16 6	Morrison, Anne B. S.	..	F	99 0 0	10
Nuhaka	18	140 0 0	10 0 0	38 5 0	7 10 0	..	Shaw, Norman H. ..	E2	M	(4)110 0 0	10
Puketitiri	17	99 0 0	2 10 0	8 3 4	..	138 15 0	Phillips, Henry V.	..	M	99 0 0	..
Te Puia	18	90 15 0	9 3 4	24 2 2	..	..	Tuohy, Margaret J.	..	F	99 0 0	10
Whakarara	22	99 0 0	..	68 17 4	..	..	Barnby, Fred. G. ..	..	M	99 0 0	..
Wallingford ..	13	99 0 0	..	2 2 0	..	..	Williams, Ethel F. E.	..	F	99 0 0	..
Wanstead	20	117 0 0	10 0 0	9 15 3	12 0 0	..	Russell, Lilly ..	..	F	117 0 0	10
Wimbledon ..	21	121 6 8	..	12 16 0	..	..	Longley, Arthur W.S.	Lic.	M	123 10 0	..
GRADE 2.											
Ashley-Clinton ..	27	130 0 0	..	17 8 6	..	..	Parkinson, Minnie M.	D1	F	130 0 0	..
Blackburn	22	130 0 0	..	10 7 6	..	..	McLellan, Grace Y.	D2	F	130 0 0	..
Elsthorpe	30	129 17 4	..	18 18 3	..	..	Burns, Evelyn H. M.	D4	F	130 0 0	..
Herbertville ..	19	119 4 9	..	20 6 6	..	..	Aitken, Arthur W...	..	M	117 0 0	..
Heretaunga ..	16	127 4 11	..	112 1 9	..	..	Brownlee, Marian K.	D4	F	130 0 0	..
Hopeland	20	130 0 0	20 0 0	20 13 6	..	..	Willis, Henry ..	D2	M	130 0 0	20
Maharahara West ..	23	130 0 0	20 0 0	11 6 6	..	..	Smith, Isabel ..	E2	F	130 0 0	20
Mangatoro	20	130 0 0	20 0 0	10 7 6	..	129 2 6	Humphrey, Ernest J.	D4	M	130 0 0	20
Port Awanui ..	14	120 12 8	19 2 9	7 2 9	..	..	Barnett, Annie H.	D2	F	130 0 0	20
Tokomaru Bay ..	22	117 0 0	20 0 0	13 0 9	5 17 6	..	Burness, Jane M. ..	..	F	117 0 0	20
Whatatutu	20	144 0 0	20 0 0	10 3 3	..	..	Baker, Harriet E. ..	D3	F	144 0 0	20
GRADE 3.											
Kaitaratahi ..	29	144 0 0	20 0 0	15 6 0	33 16 0	..	Bolton, Edwin C. ..	E2	M	144 0 0	20
Makaretu	28	144 0 0	..	41 7 0	..	..	Andersen, Ellen A.	D2	F	144 0 0	..
Maraekakaho ..	33	144 0 0	..	17 14 0	..	..	Dugleby, Enid A. ..	D2	F	144 0 0	..
Ngamoko	29	144 0 0	20 0 0	14 2 9	15 0 0	177 5 8	Woodham, Herbert	E1	M	144 0 0	20

(1) Exclusive of £10 per annum subscribed by School Committee. (2) Exclusive of £16 per annum subscribed by School Committee. (3) Exclusive of £28 per annum subscribed by School Committee. (4) Exclusive of £30 per annum subscribed by School Committee.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 4.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Matahiwi	46	223 15 0	20 0 0	52 5 9	..	..	McClure, Jane E. ..	E3	HF	160 0 0	20
							Gregory, Emily F. ..	..	AF	85 0 0	..
Omahu	32	160 0 0	20 0 0	16 7 3	..	..	Dugleby, Ethel G. ..	E1	F	160 0 0	20
Petane	42	180 0 0	..	19 19 9	..	..	Speight, Hubert ..	C1	M	180 0 0	..
Porangahau ..	33	152 12 6	..	46 3 0	..	..	Robson, Harry ..	Lic.	M	156 15 0	..
Whetukura.. ..	33	160 0 0	..	17 4 0	..	..	King, Walter J. ..	D1	M	160 0 0	..
GRADE 5.											
Hatuma	42	250 0 0	..	21 3 3	..	..	Cole, Lilian S. ..	E1	HF	165 0 0	..
							Murphy, Elizabeth M.	..	AF	85 0 0	..
Kiritaki	51	250 0 0	..	75 6 11	..	..	Davidson, William	D3	HM	165 0 0	..
							Whibley, Agnes E...	D2	AF	85 0 0	..
Kumeroa	41	280 10 0	..	24 13 9	..	..	Plank, Louis J. ..	D2	HM	195 0 0	..
							Waters, Margaret S.	..	AF	85 10 0	..
Mangateretere ..	50	250 0 0	20 0 0	24 14 9	..	..	Balfour, Margaret A.	D1	HF	165 0 0	20
							Ross, Margaret E.	D4	AF	85 0 0	..
Meeanee	42	265 0 0	..	41 13 5	..	..	Benson, Herbert N.	C2	HM	180 0 0	..
							Ellingham, Ida M.	..	AF	85 0 0	..
Pakowhai	41	265 0 0	20 0 0	22 18 6	..	..	Wilson, Henry L. ..	D2	HM	180 0 0	20
							Westmoreland, G. M.	..	AF	85 0 0	..
Papatawa	35	259 3 4	..	31 0 6	..	..	Roulston, James D.	D3	HM	180 0 0	..
							Antill, Marjory J. ..	..	AF	85 0 0	..
Pukahu	41	250 0 0	..	38 4 4	..	..	McCutcheon, Ecc. A.	D1	HM	165 0 0	..
							Anderson, Ethel G.	..	AF	85 0 0	..
Puketapu	48	250 0 0	..	43 14 3	..	..	Andrews, Helen B.	D1	HF	165 0 0	..
							Lyders, Caren L. ..	D4	AF	85 0 0	..
Te Aute	40	250 0 0	..	20 13 6	..	..	Caughley, Christ. J.	E1	HF	165 0 0	..
							McNaughton, Daisy E.	..	AF	85 0 0	..
Weber	44	250 0 0	..	27 17 0	..	..	Mayo, Ernest ..	D3	HM	165 0 0	..
							Mowe, Miriam ..	..	AF	85 0 0	..
GRADE 6.											
Mohaka	58	265 0 0	30 0 0	27 8 0	..	..	Miller, James ..	E1	HM	180 0 0	30
							Ferguson, Alice R.	..	AF	85 0 0	..
Murewai	48	249 6 8	..	77 15 2	..	..	Parlane, Andrew ..	D2	HM	180 0 0	..
							Macdonald, May A.	..	AF	85 0 0	..
Umutaoroa.. ..	48	265 0 0	..	81 16 9	..	..	Ferguson, Richd. H.	D1	HM	195 0 0	..
							McGaughran, Edw. A.	..	MPt2	35 0 0	..
							Walshe, Elizabeth..	..	FPt2	35 0 0	..
Waipiro Bay ..	65	261 13 4	7 10 0	38 11 0	..	349 16 3	Pole, Leonard E. ..	D3	HM	180 0 0	..
							McBratney, Min. M.	E5	AF	90 0 0	..
Woodlands.. ..	44	270 0 0	30 0 0	23 2 3	..	..	Eves, Charles A. ..	C2	HM	180 0 0	30
							Cook, Jessie ..	D4	AF	90 0 0	..
GRADE 7.											
Frasertown ..	67	280 10 0	30 0 0	46 3 0	..	..	Soundy, Arthur W.	D1	HM	195 0 0	30
							Davis, Beatrice M.	..	AF	85 10 0	..
Matamau	68	288 7 6	..	105 18 8	..	..	Brown, James F. ..	D1	HM	195 0 0	..
							Brewer, Ella M. ..	D4	AF	95 0 0	..
Ongaonga	77	290 0 0	..	35 11 3	..	..	Bissell, Edward ..	D1	HM	195 0 0	..
							Colebrook, Effie ..	D3	AF	95 0 0	..
Pakipaki	66	290 0 0	30 0 0	29 12 6	..	64 4 6	Smith, William, B.A.	B1	HM	195 0 0	30
							Wellwood, Susan K.	E3	AF	95 0 0	..
Takapau	85	284 1 3	..	37 16 3	..	..	Caughley, James ..	D1	HM	195 0 0	..
							Dagg, Lucinda R. ..	Lic.	AF	90 5 0	..
Te Arai	74	283 18 1	..	77 3 11	..	..	Faram, Frederick T.	E1	HM	195 0 0	..
							Faram, Emma J. ..	..	AF	85 10 0	..
Tologa Bay.. ..	74	301 5 10	..	40 7 6	..	..	Nelson, John M. ..	E2	HM	215 0 0	..
							Spackman, Dora M.	..	AF	85 10 0	..
GRADE 8.											
Kaikora North ..	92	311 13 4	..	51 12 0	..	..	Garry, Francis A. ..	C2	HM	215 0 0	..
							Woodhouse, Maude E.	..	AF	90 0 0	..
Tipapakuku ..	92	305 0 0	30 0 0	71 6 9	..	250 4 0	Quigley, S. H. M...	E2	HM	215 0 0	30
							Grant, Annie J. ..	..	AF	90 0 0	..
Waerengaahika ..	94	305 0 0	..	50 14 9	4 0 0	..	Ellis, Harold L. ..	D1	HM	215 0 0	..
							Larkin, Mary C. ..	..	AF	90 0 0	..
GRADE 9.											
Clive	104	375 0 0	..	94 11 11	..	..	Sinclair, George K.	C1	HM	225 0 0	..
							Anderson, Helen M.	D3	AF	105 0 0	..
							Lee, Alice F. ..	..	FPt3	45 0 0	..
Makaraka	116	385 0 0	30 0 0	150 10 5	..	..	Marshall, John ..	D1	HM	225 0 0	30
							Stephenson, Louisa J.	D2	AF	105 0 0	..
							Lange, Olive ..	..	FtP5	55 0 0	..
Makauri	89	369 15 0	..	101 12 2	..	..	Wauchop, John S. ..	D2	HM	225 0 0	..
							Image, Mary ..	..	AF	94 10 0	..
							Brooking, Lillian ..	..	FPt3	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

1 Name of School.	2 Average for the Year 1906.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 9—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Makotuku	96	365 0 0	..	45 12 6	..	..	Kain, John ..	D2	HM	225 0 0	..
							Soundy, Carrie A. ..	E3	AF	105 0 0	..
							Hull, Eva ..	..	FPt2	35 0 0	..
Ormond	100	375 0 0	..	41 14 9	..	..	McLeod, John ..	D1	HM	225 0 0	..
							Craighead, Helen ..	D2	AF	105 0 0	..
							Roe, William B. ..	..	MPt3	45 0 0	..
Ormondville ..	84	365 0 0	..	72 10 9	..	..	Curd, Frank B. ..	D1	HM	225 0 0	..
							Brabazon, Mary ..	E2	AF	105 0 0	..
							Wilson, Jessie ..	..	FPt2	35 0 0	..
Patutahi	113	349 15 0	..	119 2 3	..	..	Woodward, John C.	E1	HM	225 0 0	..
							Ferguson, Ethel M.	Lic.	AF	99 15 0	..
							Tuohy, Catherine ..	..	FPt1	25 0 0	..
Te Karaka	128	365 0 0	..	61 17 0	..	..	Sefton, Percy J. ..	D2	HM	225 0 0	..
							Pickering, Esther E.	E2	AF	105 0 0	..
							Price, Mary ..	..	FPt2	35 0 0	..
Tikokino	90	357 11 7	..	45 4 3	..	..	Faram, Frank C. ..	D1	HM	225 0 0	..
							Stewart, Bessy ..	E4	AF	105 0 0	..
							Maxwell, Barbara ..	..	FPt3	55 0 0	..
GRADE 10.											
Havelock North ..	141	455 0 0	..	66 13 6	..	..	Holmes, Robert B...	D1	HM	235 0 0	..
							Martin, Ethel E. ..	D2	AF	110 0 0	..
							Thompson, Bertha H.	..	FPt4	55 0 0	..
							Campbell, Amy E...	..	FPt4	55 0 0	..
Kaiti	140	425 0 0	30 0 0	72 10 9	..	..	Bull, John H. ..	D1	HM	235 0 0	30
							Fawbert, Emma L.	E1	AF	110 0 0	..
							Hogg, John B. ..	..	MPt3	45 0 0	..
							Fyson, Dorothy ..	..	FPt2	35 0 0	..
Mahora	177	531 13 4	30 0 0	59 4 11	10 17 6	506 8 1	Chaplin, Wilfred T.	D1	HM	235 0 0	30
							Atkinson, Thomas S.	C5	AM	115 0 0	..
							Gray, Maggie I. ..	E2	AF	110 0 0	..
							Burton, Eva ..	..	FPt4	55 0 0	..
							Brown, Isabel ..	..	FPt3	55 0 0	..
Mangapapa ..	154	430 0 0	30 0 0	77 8 4	..	593 5 0	Cole, Robert ..	D1	HM	235 0 0	30
							Cussen, Kathleen ..	D4	AF	110 0 0	..
							Burgess, Christina M.	..	AF	85 0 0	..
Norsewood	153	561 11 8	..	59 17 5	..	..	Bagley, Benjamin ..	D1	HM	250 0 0	..
							Kidd, Henry L., B.SC.	B5	AM	130 0 0	..
							Woodham, Ailé, B.A.	B4	AF	115 0 0	..
							Shugar, Matilda ..	..	FPt5	55 0 0	..
							Parsons, Vivian ..	..	MPt1	25 0 0	..
Taradale	134	410 0 0	..	201 14 8	..	..	Williamson, Jno. B.A.	B1	HM	235 0 0	..
							Black, Alice R. ..	E3	AF	110 0 0	..
							Monaghan, Lucy ..	..	FPt1	25 0 0	..
							Rundle, Mary A. ..	..	FPt1	25 0 0	..
GRADE 11.											
Waipawa D.H.S. ..	191	605 0 0	..	66 1 3	..	134 17 6	Watson, Jno. D., M.A.	B1	HM	*250 0 0	..
							Marsh, Louise M. ..	E1	AF	130 0 0	..
							Cooke, Alice B. ..	D3	AF	115 0 0	..
							Baker, Frances M...	..	FPt5	55 0 0	..
							Turley, Lily M. ..	..	FPt4	55 0 0	..
							Keane, Jeremiah ..	D3	Sec.	..	..
Waipukurau ..	180	570 15 0	..	95 15 9	..	..	Cooke, Chas. J., B.A.	B1	HM	250 0 0	..
							Florance, Robert H.	Lic.	AM	123 10 0	..
							Murray, Eliza. H. ..	E2	AF	115 0 0	..
							McNutt, Amelia M. ..	..	FPt2	50 0 0	..
							Enting, Zelma A. ..	..	FPt2	35 0 0	..
Wairoa	162	605 0 0	..	61 4 9	..	..	Bowie, John, B.A. ..	B1	HM	250 0 0	..
							Kemp, Stanley M.	C4	AM	130 0 0	..
							Sargisson, Eliz. L.	E2	AF	115 0 0	..
							Torr, Grace M. ..	..	FPt4	55 0 0	..
							Rigby, Norman F...	..	MPt3	55 0 0	..
GRADE 13.											
Napier South ..	296	827 10 0	40 0 0	90 18 0	..	..	Dodds, James N., M.A.	B1	HM	275 0 0	40
							Driller, William J.	D2	AM	175 0 0	..
							Riley, Emma J. ..	D1	AF	125 0 0	..
							Mitchell, Georgina M.	D2	AF	115 0 0	..
							Christy, Agnes C. M.	E3	AF	90 0 0	..
							Joll, Ethel S. ..	..	AF	90 0 0	..
							Sorrell, Harriet M.	..	FPt1	25 0 0	..
GRADE 14.											
Dannevirke North ..	314	1,030 0 0	..	502 19 2	..	..	Soundy, Richard P.	E1	HM	300 0 0	..
							McLennan, Duncan	D1	AM	205 0 0	..
							Moore, Marion ..	D1	AF	135 0 0	..
							Nielson, Albert ..	D3	AM	135 0 0	..
							Cross, Alice M. ..	D2	AF	110 0 0	..
							Bramald, Marg. W.	..	FPt5	55 0 0	..
							Lyall, Ethel A. ..	..	FPt4	55 0 0	..
							McKenzie, Christina	..	FPt2	35 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1903.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 14 *continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Dannevirke South ..	283	1,080 16 8	40 0 0	172 1 11	..	..	Harvey, George ..	D1	HM	300 0 0	40
							McClure, William D.	D1	AM	190 0 0	..
							Lindsay, Elizabeth E.	E2	AF	135 0 0	..
							Robertson, IsabellaM.	D2	AF	135 0 0	..
							Morgan, Louisa ..	D1	AF	100 0 0	..
							McClure, Vida E. A.	..	FPt4	55 0 0	..
							Palmer Ruth E. ..	..	FPt4	60 0 0	..
							Bargh, Grace ..	..	FPt4	55 0 0	..
Port Ahuriri and Westshore	312	1,035 0 0	..	122 2 10	15 0 0	..	Martin, William G.	D1	HM	290 0 0	..
							Cockroft, George W.	C2	AM	190 0 0	..
							Anderson, Helen ..	E1	AF	130 0 0	..
							Magill, Annie ..	D1	AF	125 0 0	..
							Magill, Elizabeth ..	D3	AF	100 0 0	..
							Humphreys, G. F.	..	FPt4	55 0 0	..
							McAllister, Ruby E.	..	FPt3	45 0 0	..
							McCartney, Eliz. J.M.	..	FPt3	45 0 0	..
							Tuohy, Nora ..	..	FPt3	55 0 0	..
Woodville D.H.S. ..	298	942 0 8	..	87 11 8	..	..	Stevenson, Andrew	C1	HM	*290 0 0	..
							Cartwright, James..	C2	AM	190 0 0	..
							Glanville, Emily H.	D1	AF	130 0 0	..
							Stace, Myrtle A. ..	E3	AF	125 0 0	..
							Higgins, Jessie ..	D3	AF	100 0 0	..
							Lindauer, Victor W.	..	MPt4	55 0 0	..
							Lowman, Eliza. E.	..	FPt3	45 0 0	..
							Milne, Christina ..	..	FPt3	45 0 0	..
GRADE 21.							Hoult, Wm. H., M.A.	A4	Sec.	..	..
Hastings D.H.S. ..	662	1,703 14 2	.	230 10 10	..	170 0 0	Pegler, Leonard F., B.A.	B1	HM	*360 0 0	..
							Hudson, Edward V.	D1	AM	240 0 0	..
							Rosie, Wilhelmina J.	E1	AF	180 0 0	..
							Cullen, Arthur R. ..	D2	AM	170 0 0	..
							Daly, John T. ..	C3	AM	155 0 0	..
							McCarthy, Ellen ..	D2	AF	130 0 0	..
							Gray, Georgina ..	D2	AF	115 0 0	..
							Harper, Amy R. ..	D2	AF	105 0 0	..
							Turnbull, Elizabeth	E1	AF	90 0 0	..
							Hutton, Janet C. ..	..	FPt3	45 0 0	..
							Mackenzie, Frank E.	..	MPt3	55 0 0	..
							Epps, Fanny A. ..	..	FPt2	35 0 0	..
							Chambers, Clara J.	..	FPt1	25 0 0	..
							Stephens, Thos. J. O.	..	Sec.	..	..
							Hodgson, Ruth J....	C3	Sec.	..	..
Napier	660	1,822 18 4	50 0 0	265 0 3	..	..	Hislop, James ..	C1	HM	360 0 0	50
							Grant, Milton R. ..	D1	AM	240 0 0	..
							Brown, Jessie C. ..	D1	AF	180 0 0	..
							Jones, William H. ..	D3	AM	170 0 0	..
							McClure, Cecil B. T.	D4	AM	155 0 0	..
							Palmer, Mary .	E1	AF	130 0 0	..
							McVay, Ella M. ..	E1	AF	115 0 0	..
							Magill, Mary ..	D1	AF	105 0 0	..
							Davis, Lucy A. ..	Lic.	AF	85 0 0	..
							Macdonald, Kate ..	..	FPt5	60 0 0	..
							Hannay, Amelia W.	..	FPt4	55 0 0	..
							Smale, Lily A. ..	..	FPt4	55 0 0	..
							Thompson, Linda O.	..	FPt3	45 0 0	..
							Murphy, Fanny ..	..	FPt1	25 0 0	..
GRADE 24.											
Gisborne D.H.S. ..	818	2,126 3 4	50 0 0	264 7 0	..	..	Rowley, Francis J., B.A.	B1	HM	*380 0 0	50
							Leslie, David E. ..	C1	AM	245 0 0	..
							Matheson, Fan. C. R.	E1	AF	205 0 0	..
							Cowan, David ..	D2	AM	195 0 0	..
							Olsen, Othenius R.	D3	AM	175 0 0	..
							Cumming, Margaret	D2	AF	150 0 0	..
							Faram, Edith H. ..	E2	AF	135 0 0	..
							Adams, Florence K.	E1	AF	125 0 0	..
							King, Catherine ..	D3	AF	110 0 0	..
							Brown, Jessie S. ..	D3	AF	100 0 0	..
							Black, Grace ..	D3	AF	90 0 0	..
							Puflett, Annie L. ..	D4	AF	90 0 0	..
							Hogg, Hilda M. ..	..	FPt5	55 0 0	..
							Morgan, Kathleen ..	..	FPt3	45 0 0	..
							Oxenham, Mary ..	...	FPt3	45 0 0	..
							Kinder, John, B.A. ..	B2	Sec.	..	..
							Hunt, Margaret L.	C5	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Expenditure on schools not open in December, 1908—											
Hatuma North		53 15 0	..	0 10 0	..	..	..	..	..	..	..
Mangatahi		..	..	..	..	52 1 5	..	..	..	..	..
Okarae		12 0 0	..	..	..	..	..	..	..	..	..
Patangata		8 0 0	..	..	..	..	..	..	..	..	..
Pohui		23 0 0	1 13 4	1 15 0	..	..	..	..	..	..	..
Puha		..	..	..	..	2 7 2	..	..	..	..	..
Ruahine		..	..	..	..	190 7 0	..	..	..	..	..
Tamaki North		..	..	1 1 6	..	20 0 0	..	..	..	..	..
Waimata Valley		3 0 0	..	..	..	..	..	..	..	..	..
Wigan		48 0 0	6 13 4	0 14 0	..	..	..	..	..	..	..
Expenditure not classified—											
Architect's expenses		..	..	12 3 4	..	..	..	..	..	..	..
Furniture and apparatus		..	..	134 19 5	..	..	..	..	..	..	..
Stock of paint on hand		..	..	14 11 7	..	..	..	..	..	..	..
Totals		30,675 15 11	831 2 2	5,316 9 2	138 16 0	3652 19 5				30,853 5 0	830

MARLBOROUGH.

GRADE 0.																		
Altimarlock	6	34 10 0	..	0 4 6	..	..	McGill, Cassandra	..	F	36 0 0	..
Anikiwa	6	33 0 0	..	..	..	..	Ensor, Mabel	..	F	36 0 0	..
Apple Bay	4	36 0 0	..	0 4 6	..	..	Lambert, Daisy	..	F	36 0 0	..
Black Rock	3	24 0 0	..	0 3 0	..	..	McMahon, Olive	..	F	24 0 0	..
Blind River	8	73 10 0	..	14 7 10	..	..	Waters, Janet	..	F	72 0 0	..
Brooklyn Bay	4	48 0 0	..	0 6 0	..	..	Wells, Violet	..	F	48 0 0	..
Cape Campbell	6	30 0 0	..	0 17 3	..	..	Tutt, Alfred	..	M	36 0 0	..
Clova Bay	5	28 10 0	..	..	..	..	Kelleher, Marguerite	..	F	30 0 0	..
Deep Bay(1)		11 18 8	..	..	..	..	..	..	..	..	..
Deep Creek	5	48 0 0	..	0 6 0	..	..	Edmonds, Kathleen	..	F	48 0 0	..
Elaine Bay	4	22 10 0	..	0 2 3	..	..	Young, Grace	..	F	24 0 0	..
Fabian's Valley(1)		16 0 0	..	2 6 0	..	..	..	..	..	..	..
Ferndale	4	30 0 0	..	0 3 9	..	..	Payne, Alice	..	F	30 0 0	..
Garne's Bay(1)	5	2 18 1	..	..	..	..	..	..	..	..	..
Glenburn(1)		17 3 3	..	0 6 0	..	..	..	..	..	..	..
Grassmere	15	78 15 0	6 13 4	19 10 9	..	110 0 0	King, May	..	F	99 0 0	..
Head	10	50 10 0	..	0 5 3	..	..	Nock, Clara	..	F	60 0 0	..
Hitaua (1)		9 18 0	..	0 4 6	..	..	..	..	..	..	..
Homebush	9	41 10 0	..	0 12 2	..	..	Smith, Frederic	..	M	48 0 0	..
Kaituna	14	82 10 0	..	7 19 9	..	..	Brydon, Edith M.	..	F	84 0 0	..
Kakapou Bay	5	27 4 0	..	0 4 6	..	..	Guard, Daisy	..	F	36 0 0	..
Laverique Bay	5	36 0 0	..	0 4 6	..	..	Webb, Phœbe	..	F	36 0 0	..
Mahau	6	42 0 0	..	5 5 3	..	..	Schenkel, Ella	..	F	42 0 0	..
Manaroa	5	36 0 0	..	5 4 6	..	..	Clouston, Constance	..	F	36 0 0	..
Maori Bay	2	10 0 0	..	..	..	..	Baigent, Ida R.	..	F	12 0 0	..
North Bank	17	92 5 0	10 0 0	8 8 0	..	..	Robinson, Frank	..	M	99 0 0	10
Nydia Bay	12	64 10 0	10 0 0	0 11 9	..	25 0 0	Campbell, Sarah	..	F	78 0 0	10
Ohana	4	14 0 0	..	0 14 8	..	..	Robson, Florence W.	..	F	24 0 0	..
Okoha	9	41 19 8	..	0 5 3	..	..	Dobson, Charles H.	..	M	60 0 0	..
Omaka	17	92 0 0	10 0 0	28 8 7	..	..	O'Sullivan, Frances	..	F	99 0 0	10
Onahau	7	28 0 0	..	0 14 8	..	..	Hebberd, Ruth M.	..	F	42 0 0	..
Opihi Bay(1)		6 0 0	..	..	..	..	..	..	..	..	..
Peach Bay	6	36 0 0	..	0 4 6	..	..	Reeves, Violet	..	F	36 0 0	..
Pinohia(1)		6 12 0	..	..	..	..	..	..	..	..	..
Portage(1)		4 0 0	..	0 3 0	..	..	..	..	..	..	..
Rai Valley	21	103 9 2	..	105 8 6	..	..	Thorpe, Mrs. Car. E.	Lic.	F	123 10 0	..
Ravenscliffe(1)		21 0 0	..	0 4 6	..	..	..	..	..	..	..
Scarborough Run	5	25 10 0	..	0 2 3	..	..	Murphy, Christine	..	F	24 0 0	..
Sea View	11	61 10 0	10 0 0	8 2 3	..	..	Weaver, Helena	..	F	66 0 0	10
Stephens Island	5	36 0 0	..	0 4 6	..	..	Jukes, Bertha W.	..	F	36 0 0	..
St. Lawrence	3	6 0 0	..	..	..	..	Scott, Mary	..	F	18 0 0	..
Tahuahua	15	78 10 0	10 0 0	4 12 11	..	..	Budge, S. B. R.	..	M	85 0 0	10
Taranui	7	42 0 0	..	0 4 6	..	..	Jessop, Mary A.	..	F	48 0 0	..
Te Awaite(1)		53 7 5	..	8 16 9	..	..	..	..	..	..	..
Te Puru	7	37 10 0	..	0 4 6	..	..	Morrison, Mary	..	F	36 0 0	..
Tetley Brook	6	33 18 5	..	0 4 6	..	..	Bell, Susan C.	..	F	36 0 0	..
Tira Ora	4	24 0 0	..	..	..	..	Black, Jane S.	..	F	24 0 0	..
Ugbrooke	7	42 0 0	..	0 5 3	..	..	Sheridan, Olive	..	F	42 0 0	..
Waikakaho	7	48 0 0	..	0 6 0	..	..	Wilson, Elizabeth R.	..	F	48 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

MARLBOROUGH—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waikawa Bay ..	3	23 12 7	..	0 3 9	..	..	Luxton, Myrtle ..	..	F	30 0 0	..
Waikawa Pah ..	10	11 8 5	1 13 4	..	..	55 1 3	Storey, Mabel ..	..	F	60 0 0	10
Wairau Pah ..	13	79 10 0	..	6 19 9	..	43 1 0	Tindill, Bertha M.	..	F	78 0 0	..
Waitata	3	10 13 10	..	..	..	..	O'Leary, Kathleen	..	F	12 0 0	..
Waterfalls	5	23 19 0	..	..	..	..	Binley, Jessie ..	..	F	30 0 0	..
Wilson's Bay(1) ..	..	6 0 0	..	0 2 3	..	..	..	..	..	..	..
GRADE 1.											
Linkwater	22	107 5 0	10 0 0	23 11 9	..	..	Allen, Constance M.	C4	F	110 0 0	10
Riverlands	15	99 18 4	10 0 0	12 9 3	..	..	Black, Margaret ..	..	F	99 0 0	10
Robin Hood Bay ..	16	90 15 0	9 3 4	0 12 0	..	..	Skelley, Claude H. T.	..	M	99 0 0	10
Wairau Valley ..	17	99 0 0	..	34 15 3	..	..	Slattery, Margaret	..	F	99 0 0	..
Waitaria	16	104 10 0	10 0 0	11 10 3	..	..	Simpson, Lily P. ..	Lic.	F	104 10 0	10
GRADE 2.											
Carluke	32	119 10 4	22 18 4	16 7 9	..	185 2 0	Foley, Hugh ..	Lic.	M	123 10 0	20
Onamalutu ..	21	117 0 0	..	13 10 6	..	..	Healy, Annie ..	..	F	117 0 0	..
Richmond Brook ..	22	117 0 0	..	16 0 9	..	..	O'Brian, A. C. S. R.	..	F	117 0 0	..
GRADE 3.											
Fairhall	25	142 7 4	..	19 13 0	..	..	Packard, Fran. M. B.	E1	F	144 0 0	..
Havelock Suburban ..	28	141 0 0	..	25 17 4	..	..	Stone, Blanche P. ..	D4	F	144 0 0	..
Marshlands ..	23	144 0 0	20 0 0	33 6 9	..	..	Jones, Mrs. Sarah J.	D3	F	144 0 0	20
Ward	30	144 0 0	..	36 3 10	..	..	Wallace, Elizab. A.	E3	F	144 0 0	..
GRADE 4.											
Okaramio	28	165 0 0	..	49 18 1	..	..	Best, Frank D. ..	D4	M	165 0 0	..
Seddon	46	181 5 0	..	26 0 10	..	..	Humphreys, Jos. W.	E2	HM	160 0 0	..
							Dunne, Grace ..	..	AF	85 0 0	..
GRADE 5.											
Marlborough Town ..	45	250 0 0	..	49 19 2	26 0 0	..	Nicoll, Mabel G. ..	D2	HF	165 0 0	..
							Macey, Winifred M.	..	AF	85 0 0	..
Spring Creek ..	41	250 0 0	..	214 7 1	..	150 0 0	Oldham, Hedley ..	D3	HM	165 0 0	..
							Hilliard, Evelyn ..	..	AF	85 0 0	..
Waitohi	51	250 0 0	..	50 4 6	..	..	Haughey, James ..	D1	HM	165 0 0	..
							Macalister, Ria ..	D4	AF	85 0 0	..
GRADE 7.											
Canvastown ..	57	280 10 0	..	49 2 4	..	..	Hill, Hollis J. ..	C2	HM	195 0 0	..
							O'Sullivan, Elvira ..	..	AF	85 10 0	..
Havelock	58	284 9 2	..	74 17 9	..	..	Smith, William C.	C3	HM	195 0 0	..
							Macalister, Itta ..	..	AF	85 10 0	..
Tuamarina	84	287 12 6	30 0 0	48 7 11	..	..	Fisher, Horace R. ..	D2	HM	195 0 0	30
							Lucas, Ella G. ..	D4	AF	95 0 0	..
GRADE 9.											
Grovetown	99	385 0 0	..	42 13 1	..	..	Ladley, Harry ..	D1	HM	225 0 0	..
							Ladley, Ada B. E. ..	E2	AF	105 0 0	..
							Brewer, Daisy ..	..	FPt3	55 0 0	..
Renwick	96	375 0 0	..	63 9 4	..	..	Cook, William R. ..	D2	HM	225 0 0	..
							Williams, Agnes M. T.	D3	AF	105 0 0	..
							Fraser, Ernest M. ..	..	MPt3	45 0 0	..
Springlands ..	118	390 0 0	..	62 8 9	..	..	Howard, Harry J.	D1	HM	235 0 0	..
							Millington, Emily H.	D2	AF	110 0 0	..
							Fraser, Christina A.	..	FPt3	45 0 0	..
GRADE 10.											
Picton	151	435 0 0	..	246 6 3	..	..	Robinson, Herbert J.	D1	HM	235 0 0	..
							Macalister, May ..	C2	AF	110 0 0	..
							Fuller, Violet E. ..	E2	AF	90 0 0	..
GRADE 15.											
Blenheim	381	1,084 3 4	..	208 5 8	..	..	Sturrock, David A.	D1	HM	300 0 0	..
							Brewer, Lottie M. ..	C1	AF	205 0 0	..
							Gifford, James R. A.	D4	AM	135 0 0	..
							Brown, Mary M. ..	D1	AF	135 0 0	..
							Wanden, Elizab. W.	E2	AF	110 0 0	..
							Harris, Annie M. ..	E2	AF	90 0 0	..
							Hilliard, Josephine	..	FPt3	45 0 0	..
							Brewer, Faith ..	..	FPt2	35 0 0	..
Expenditure on schools not open in December, 1908—							McCallum, Margaret	..	FPt2	35 0 0	..
Cullinsville ..	..	..	..	..	50 0 0	..	..	..	..	..	..
Expenditure not classified—											
Furniture, fittings, appliances, freight, &c.	..	..	..	138 12 1	..	..	..	..	..	..	..
Totals ..	..	8,067 18 6	170 8 4	1,803 2 1	76 0 0	568 4 3	..	..	..	8,238 10 0	170

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NELSON.

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 0.											
Addison's Flat	8	54 0 0	..	3 15 6	..	..	McMillan, Mrs. M.	..	F	54 0 0	..
Aniseed Valley	8	46 16 9	..	3 0 0	..	..	Johnston, Janet	D4	F	48 0 0	..
Awa-iti	4	57 18 1	9 13 0	3 0 0	..	..	Jeffries, Alice	..	F	60 0 0	10
Baton	7	34 0 0	..	3 0 0	..	..	Barker, Alice	..	F	48 0 0	..
Blackwater, Upper	11	61 10 0	10 0 0	6 2 6	..	..	Williams, Sophia B.	..	F	72 0 0	10
Brighton	9	51 0 0	..	4 5 6	..	..	McCarthy, Annie W.	..	F	48 0 0	..
Burley's	5	11 5 10	..	..	..	..	Mullins, Timothy	..	M	30 0 0	..
Church Hill	12	78 0 0	..	7 2 2	..	..	Coleman, Mrs. A. E.	E2	F	78 0 0	..
Cronadun	14	99 0 0	10 0 0	6 17 7	..	..	Gannon, Agnes	..	F	99 0 0	10
Drummond's	5	28 10 0	..	..	..	..	Parkinson, Sarah J.	..	F	30 0 0	..
Eighty-eight Valley	6	42 0 0	..	3 0 0	..	..	Eden, Hilda G.	..	F	42 0 0	..
Fern Flat	13	81 0 0	..	5 14 2	..	..	Bryan, Elizabeth E.	D4	F	78 0 0	..
Gordon	10	99 0 0	10 0 0	1 0 0	..	..	McCarthy, Florence	..	F	99 0 0	10
Kahurangi Point	5	24 0 0	..	..	..	..	Anderson, Muriel	..	F	24 0 0	..
Korere	11	69 0 0	..	20 13 0	..	..	Woollett, Ethel J.	..	F	72 0 0	..
Land of Promise	14	82 10 0	10 0 0	5 15 7	..	..	Snook, Ada J.	E3	F	90 0 0	10
Lester's	5	30 0 0	..	..	..	..	Watson, Catherine A.	..	F	30 0 0	..
Little Wanganui	16	93 6 0	9 14 10	5 10 0	..	..	Ogg, Annie	..	F	99 0 0	10
Marahau(1)	..	..	..	..	..	..	..	..	..	..	..
Maruia Junction(1)	..	13 10 0	..	..	..	..	..	..	..	..	..
Matiri	9	52 18 1	8 16 6	8 15 0	..	..	Goodyer, John	..	M	60 0 0	10
Newton Flat	6	27 1 4	..	3 0 0	..	..	Goodyer, Alice	..	F	48 0 0	..
O'Rourke's(1)	..	13 1 8	..	..	..	..	..	..	..	..	..
Otarawao(1)	..	7 10 0	..	..	..	..	..	..	..	..	..
Pariwhakaho	10	74 17 1	9 11 11	3 0 0	..	..	Scott, Iris O.	..	F	78 0 0	10
Pokororo(1)	12	77 5 0	9 3 4	5 15 2	..	..	..	..	..	..	..
Puponga	10	66 0 0	10 0 0	9 0 0	..	..	McCaffrey, Janet	..	F	66 0 0	10
Redwood's Valley	10	72 0 0	10 0 0	3 16 6	..	..	Hewlett, Edith M.	D4	F	72 0 0	10
Rocky River	10	66 0 0	10 0 0	5 7 0	..	..	Condell, Kate Z.	..	F	66 0 0	10
Sergeant's Hill	16	92 5 0	10 0 0	7 1 2	..	..	Radford, Mary E.	..	F	99 0 0	10
Sherry(1)	..	10 10 0	..	1 7 3	..	..	..	..	..	..	..
Stanley Brook, Upper	4	34 10 0	..	..	..	..	Ensor, Kath. E.	..	F	36 0 0	..
Takaka, Upper	14	83 5 0	10 0 0	4 15 7	..	..	Emms, Hilda	..	F	84 0 0	10
Three-channel Flat	8	54 0 0	10 0 0	3 0 0	..	..	Neilson, Emma	..	F	54 0 0	10
Tophouse(1)	..	7 0 0	..	..	..	..	..	..	..	..	..
Torrent Bay	4	24 0 0	..	..	..	..	Nalder, Amy I.	..	F	24 0 0	..
Uruwhenua	15	99 0 0	10 0 0	5 6 0	..	..	Haines, Ina	..	F	99 0 0	10
Wainui	4	22 10 0	..	..	..	..	Robertson, May	..	F	18 0 0	..
Waingaro	11	60 0 0	10 0 0	7 1 6	..	..	Dennehy, Ellen A.	..	F	72 0 0	10
Wairangi(1)	..	10 0 0	..	..	..	..	..	..	..	..	..
Wairoa Gorge	5	27 10 0	..	..	..	..	Palmer, Ella	..	F	30 0 0	..
Waitahu	8	54 0 0	10 0 0	3 12 6	..	..	McPherson, Mrs. R.	E2	F	54 0 0	10
Wangapeka	15	86 0 0	10 0 0	18 10 0	..	..	Nicolson, Rose E.	..	F	84 0 0	10
Woodstock	8	42 1 3	..	3 0 0	..	..	Win, Gertrude	..	F	48 0 0	..
Awaroa Bay	3	15 19 8	..	..	..	..	Thompson, Ivy	..	F	18 0 0	..
Sandy Bay	14	60 0 0	7 10 0	13 12 6	..	167 15 2	Hewlett, Theoph. N.	..	M	84 0 0	10
Waiuta	7	22 1 0	..	11 7 2	..	..	Dempsey, Mary J.	..	F	42 0 0	..
Kongahu	6	14 0 0	..	..	..	..	Allan, Janet B.	..	F	36 0 0	..
Maitai	4	6 0 0	..	..	..	..	Brewerton, Annie	..	F	24 0 0	..
GRADE 1.											
Fairdown	12	108 7 0	10 0 0	4 16 9	..	..	Barton, Emma F.	D3	F	110 0 0	10
Ferntown	17	99 0 0	10 0 0	5 7 4	..	..	Condell, Mary E.	..	F	99 0 0	10
Globe Hill	17	99 0 0	10 0 0	26 2 6	..	..	Dwyer, Evelyn E.	..	F	99 0 0	10
Hillside	21	110 0 0	..	19 15 9	..	..	Christie, Mrs. F. B.	D2	F	110 0 0	..
Inangahua Junction	18	104 10 0	10 0 0	45 10 11	..	..	Rasmussen, Mary C.	..	F	99 0 0	10
Kaituna	19	99 0 0	10 0 0	5 18 9	..	..	McCarthy, Madge	..	F	99 0 0	10
Orinoco	16	104 10 0	10 0 0	14 8 5	..	..	Griffin, Ethel C.	C4	F	110 0 0	10
Whangarae	14	99 0 0	10 0 0	5 5 4	..	..	Robb, Wilhelmina	..	F	99 0 0	10
Wills's Road	21	110 0 0	10 0 0	8 8 8	..	..	Holdaway, Helen F.	D4	F	110 0 0	10
GRADE 2.											
Capleston	17	144 0 0	..	21 10 2	..	..	Greig, Arthur G.	Lic.	M	144 0 0	..
Clifton Terrace	24	130 0 0	..	7 11 6	..	..	Bolton, Pamela E.	E1	F	130 0 0	..
Glenroy	18	130 0 0	20 0 0	16 11 2	..	..	O'Shea, Jeremiah	E3	M	130 0 0	20
Happy Valley	22	128 5 0	..	10 3 2	..	..	Baird, Agnes R.	..	F	117 0 0	..
Little Grey	24	144 0 0	..	26 3 2	..	..	Wylde, Robert E.	D2	M	144 0 0	..
Long Plain	18	144 0 0	..	15 18 7	..	..	Molloy, Jane A.	E2	F	144 0 0	..
Ngatimoti	23	130 0 0	..	12 3 5	..	..	Horner, Hugh H.	D3	M	130 0 0	..
Progress	21	130 0 0	..	34 4 2	..	..	Walsh, Elizabeth M.	D3	F	130 0 0	..
Ranzau	24	130 0 0	..	46 15 4	..	..	Gilbert, Esther E.	D2	F	130 0 0	..
Rockville	23	144 0 0	..	184 18 3	..	..	Manson, Janette C.	D1	F	144 0 0	..
Tadmor	22	130 0 0	..	12 13 2	..	..	Quinton, Ellen H.	E2	F	130 0 0	..
Takaka Central	32	130 0 0	..	8 17 2	..	..	Page, Margaret	D1	F	130 0 0	..
Takaka East	20	135 0 0	..	7 6 1	..	..	Kearns, Katherine	..	F	117 0 0	..
Tapawera	23	130 0 0	20 0 0	14 16 1	..	..	Hodgkinson, Jessie L.	E4	F	130 0 0	20

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NELSON—*continued.*

1 Name of School	2 Average for the Year 1903.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 3.											
Appleby	31	160 0 0	..	8 12 6	..	..	Forsyth, Donald E.	C2	M	160 0 0	..
Bainham	31	152 8 0	20 0 0	12 18 10	..	..	Gibbs, Hedevig A. ..	..	F	129 12 0	20
Birchfield	39	127 14 10	18 6 8	22 16 11	..	..	Charles, Robert ..	D3	M	144 0 0	20
Hope	35	160 0 0	20 0 0	21 14 8	..	..	Hall, William A. ..	C2	M	160 0 0	20
Kiwi	22	144 0 0	20 0 0	16 11 0	..	..	Laird, Annie ..	D2	F	144 0 0	20
Lyell	29	144 0 0	..	32 11 3	..	..	Slowey, Teresa M. ..	D3	F	144 0 0	..
Pigeon Valley ..	25	123 2 0	20 0 0	11 3 5	..	47 10 0	Martin, Cora ..	..	F	129 12 0	20
Promised Land ..	25	144 0 0	..	17 12 2	..	..	Pettit, Mrs. Barb. M.	E2	F	144 0 0	..
Stanley Brook ..	28	141 12 0	..	14 15 9	..	..	Horner, Francesa M	D3	F	144 0 0	..
Summerlea ..	35	144 0 0	..	20 12 1	..	..	Street, Emily ..	D1	F	144 0 0	..
Waimea West ..	31	160 0 0	..	23 1 0	..	..	Coleman, Ber. F. P.	D2	M	160 0 0	..
GRADE 4.											
Cape Foulwind ..	47	181 5 0	..	16 0 11	..	..	Kelpe, Caroline ..	C3	HF	160 0 0	..
							McPadden, Winifred	D4	AF	85 0 0	..
Karamea	46	202 10 0	..	46 18 3	..	..	Scott, Samuel M. ..	D1	HM	160 0 0	..
							Jones, Constance E.	..	AF	85 0 0	..
Motupiko	33	161 5 0	..	13 16 6	..	..	Rogers, Marmaduke	D3	M	160 0 0	..
Sarau	37	160 0 0	..	34 11 0	..	..	Fair, George O. ..	D2	M	160 0 0	..
GRADE 5.											
Brightwater and side school	50	295 0 0	..	19 14 5	..	..	Bryant, William H.	B1	HM	165 0 0	..
							Morrison, Cath. A.	E2	AF	85 0 0	..
							Wadsworth, Mabel I.	..	FPt3	45 0 0	..
Brooklyn	55	265 0 0	20 0 0	13 3 7	..	..	McGavin, Eliz. A. ..	D1	HF	180 0 0	20
							Shirtliff, Kate W. ..	D4	AF	85 0 0	..
Charleston and side school	42	295 0 0	..	57 8 1	..	..	Kane, Thomas ..	D4	HM	165 0 0	..
							Findlay, Elspeth ..	..	AF	85 0 0	..
							Mouat, Marion ..	..	FPt2	45 0 0	..
Collingwood ..	46	250 0 0	..	22 17 4	..	..	Sanders, Herbt. B. S.	D3	HM	165 0 0	..
							Lewis, Phyllis ..	..	AF	85 0 0	..
Dovedale	39	250 0 0	..	17 17 7	..	..	Gapper, Bernard R.	E2	HM	165 0 0	..
							Turner, Fanny M. ..	D3	AF	85 0 0	..
Foxhill	50	236 14 9	..	58 0 0	..	..	Mayo, Egbert J. ..	E2	HM	165 0 0	..
							O'Brien, Maud M. ..	D4	AF	85 0 0	..
Moutere, Lower ..	48	250 0 0	..	39 1 5	5 0 0	..	Boyce, Charles G. M.	C2	HM	165 0 0	..
							Demment, M. C., B.A.	B4	AF	85 0 0	..
Murchison	50	250 0 0	..	21 16 5	..	..	Lawn, George ..	D2	HM	165 0 0	..
							Taylor, Blanche I. ..	..	AF	85 0 0	..
Neudorf	38	250 0 0	..	22 2 6	..	..	Gilmor, Edward J.	D3	HM	165 0 0	..
							Jordan, Fanny S. ..	D2	AF	85 0 0	..
Wai-iti	47	270 0 0	..	135 14 2	..	..	Edridge, Edward ..	E1	HM	180 0 0	..
							Lammas, Louisa ..	D3	AF	90 0 0	..
GRADE 6.											
Black's Point ..	55	270 0 0	30 0 0	41 3 8	..	..	Green, Richard E. ..	E1	HM	180 0 0	30
							Moore, Euphemia J.	E2	AF	90 0 0	..
Motupipi	54	270 0 0	..	19 2 5	..	..	Manson, Mrs. Lyd. M.	E1	HF	180 0 0	..
							Ladley, Olive M. ..	D4	AF	90 0 0	..
Spring Grove ..	60	270 0 0	..	16 13 1	..	..	White, Alfred T. ..	C2	HM	180 0 0	..
							Lewis, Ruth ..	D3	AF	90 0 0	..
Whakarewa and side school	53	317 1 8	30 0 0	15 18 11	..	..	Poole, William E. ..	C2	HM	180 0 0	30
							Alexander, Eliza. M.	E2	AF	90 0 0	..
							Davies, Hilda V. ..	..	FPt2	50 0 0	..
GRADE 7.											
Burnett's Face ..	60	270 1 8	17 10 0	59 3 10	..	..	Trevella, Arthur ..	D1	HM	195 0 0	30
							Spillane, Mary C. ..	..	FPt1	45 0 0	..
							Beardsmore, Caroline	..	FPt1	25 0 0	..
Waimangaroa ..	56	275 5 6	..	85 5 11	..	..	Jordan, James G. ..	..	HM	175 10 0	..
							Tavendale, Lilian J.	..	AF	85 10 0	..
GRADE 8.											
Granity Creek ..	90	309 12 6	30 0 0	61 10 3	..	250 1 3	Satchell, Robert E.	Lic.	HM	204 5 0	30
							Leigton, Hannah M.	D3	AF	100 0 0	..
Riwaka	86	315 0 0	..	99 12 8	2 0 0	..	Irwin, Robert ..	D2	HM	215 0 0	..
							Salmond, Jessie ..	E1	AF	100 0 0	..
Seddonville ..	89	305 0 0	30 0 0	27 7 7	..	..	Street, Samuel W. ..	D2	HM	215 0 0	30
							Rasmussen, Teresa ..	..	AF	90 0 0	..
GRADE 9.											
Millerton	83	364 3 4	..	28 5 6	..	..	Rumbold, William A.	D1	HM	225 0 0	..
							Doyle, Theresa ..	D4	AF	105 0 0	..
Stoke and side school	91	396 18 5	..	27 5 9	15 12 0	..	Wilmot, David H. ..	D1	HM	225 0 0	..
							Hill, Ethel I. ..	D4	AF	105 0 0	..
							Huffam, Dorothy A.J.	..	FPt3	45 0 0	..
							Richards, Gert. A.	..	FPt2	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NELSON—*continued.*

Name of School	Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 9—*continued.*											
Takaka, Lower, D.H.S.	110	330 0 0	..	89 7 11	15 0 0	282 3 9	Boyes, William H.	D1	HM	*225 0 0	..
							Easdale, Mildred J.N.	C4	AF	105 0 0	..
							Ainsworth, E. F., B.A.	B2	Sec.	..	..
Wakefield, Lower ..	93	390 0 0	..	40 7 7	..	..	Peart, Frederick B.	E1	HM	225 0 0	..
							Bird, Kate B. ..	E2	AF	105 0 0	..
							Jessop, Annie ..	..	FPt5	60 0 0	..
GRADE 10.											
Denniston	143	519 1 8	..	67 7 2	..	..	Douglas, Arthur ..	D1	HM	235 0 0	..
							Hill, Jessie A. ..	D4	AF	130 0 0	..
							Bettjemann, Adel.	D4	FPt5	60 0 0	..
							Smith, Ellen ..	..	FPt3	45 0 0	..
Motueka D.H.S. ..	125	424 5 8	..	350 4 0	..	..	Griffen, Thomas J...	C1	HM	*235 0 0	..
							Hughes, Frances ..	D1	AF	110 0 0	..
							McLean, Ivy L. I. ..	..	FPt3	55 0 0	..
							Stoddart, Fran., B.A.	B2	Sec.	..	..
Richmond	132	445 0 0	..	85 6 8	..	..	Cowles, Edward ..	D1	HM	235 0 0	..
							Thompson, Katie E.	E2	AF	110 0 0	..
							Meyer, Irene ..	..	FPt4	55 0 0	..
							Smith, Fran. N. O'H.	..	FPt3	45 0 0	..
GRADE 11.											
Reefton D.H.S. ..	179	668 0 0	..	97 14 9	..	..	Harkness, J. H., B.A.	B1	HM	*265 0 0	..
							Wilson, James F. ..	C1	AM	160 0 0	..
							Galloway, Helen ..	E2	AF	120 0 0	..
							Garth, Isabelle O. ..	E3	AF	90 0 0	..
							Slowey, Anast., M.A.	..	Sec.	..	..
GRADE 17.											
Nelson Boys' and two side schools	472	1,519 11 8	50 0 0	174 3 1	..	..	Gibbs, Fred. G., M.A.	A1	HM	320 0 0	50
							Worley, William F.	D1	AM	230 0 0	..
							Veysey, John T. ..	E1	AM	185 0 0	..
							Hughes, Margaret ..	C1	AF	150 0 0	..
							Kitching, Lucy H. ..	E1	AF	125 0 0	..
							Scott, Thomas C. C.	D2	AM	110 0 0	..
							Hood, Marion C. ..	E1	AF	105 0 0	..
							Wright, Julia C. ..	D3	AF	90 0 0	..
							Small, Hilda ..	..	FPt3	45 0 0	..
							Ingram, Annie ..	..	FPt4	60 0 0	..
							Carrick, Mary E. ..	..	FPt3	55 0 0	..
							Redgrave, Katherine	..	FPt3	45 0 0	..
Westport D.H.S. ..	484	1,380 0 0	..	1,136 14 5	..	..	Neve, Frederick, M.A.	B1	HM	*320 0 0	..
							Boswell, Edward B.B.	C1	AM	225 0 0	..
							Stanton, Harold E.	D4	AM	155 0 0	..
							Martin, Annie ..	E2	AF	145 0 0	..
							Marris, Amelia ..	D2	AF	125 0 0	..
							Webb, Mrs. Fran. E.	E2	AF	110 0 0	..
							Taylor, Rose A. ..	D4	AF	85 0 0	..
							McKay, C. May ..	..	FPt2	45 0 0	..
							Suisted, Flore. M. A.	..	FPt5	55 0 0	..
							Flintoff, Esther ..	..	FPt2	55 0 0	..
							Bayfield, Mary E. ..	..	FPt4	55 0 0	..
							Gifford, Art. J., M.A.	A1	Sec.	..	..
							McElwee, M. Eliza.	D3	Sec.	..	..
GRADE 19.											
Nelson Girls' and two side schools	574	1,480 0 0	50 0 0	1,542 7 5	..	..	Knapp, Frederick V.	B1	HM	290 0 0	50
							Sunley, Georgina F.	E1	AF	195 0 0	..
							Bond, Jane A. ..	D1	AF	145 0 0	..
							Johnson, Amy F. ..	C2	AF	125 0 0	..
							Kitching, Mary E...	E2	AF	105 0 0	..
							Seldon, Edith J. ..	D3	AF	95 0 0	..
							Wright, Gwend. F.	E3	AF	90 0 0	..
							Mackenzie, J. C. M.	C3	AF	90 0 0	..
							Shone, Eva E. ..	D3	AF	85 0 0	..
							Baigent, Beat. L. M.	..	FPt5	55 0 0	..
							Palmer, Constance M.	..	FPt4	55 0 0	..
							Horner, Lilian ..	..	FPt3	55 0 0	..
							Hill, Mabel H. ..	..	FPt3	45 0 0	..
							Raikes, Olive ..	..	FPt2	50 0 0	..
Expenditure not classified—											
School furniture, freights, insurances, &c.	..	..	..	217 17 4	..	..	..	..	..	..	..
Exchanges and bank charges	..	..	..	47 18 8	..	..	..	..	..	..	..
Suter Art Society..	..	..	..	..	12 10 0	..	..	..	..	..	..
Totals		20,586 17 5	670 6 3	5,803 19 6	50 2 0	747 10 2	..	..	..	20,595 9 0	680

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

GREY.

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Barrytown	9	67 10 0	10 0 0	24 13 9	..	..	Ryall, Jane ..	..	F	66 0 0	10
Doolan's(2)	..	12 0 0	..	1 18 0	..	0 11 2	..	..	..	..	..
Dunganville ..	14	86 5 0	..	5 3 10	..	1 8 0	Doms, Clara F. ..	..	F	84 0 0	..
Granville	6	37 10 0	..	3 9 6	..	..	O'Donnell, Norah ..	..	F	42 0 0	..
Inchbonnie ..	5	31 10 0	..	3 18 3	..	..	Kelly, Agnes A. ..	..	F	30 0 0	..
Johnston's ..	3	16 10 0	..	7 10 0	..	1 19 4	Boileau, George ..	..	M	18 0 0	..
Marsden	13	86 10 0	..	5 9 5	..	0 3 0	Dowling, Johanna M.	..	F	85 0 0	..
Mitchell's	5	23 15 0	..	1 15 10	..	2 17 8	Woods, Elsie ..	..	F	24 0 0	..
Moonlight	4	24 0 0	..	6 18 8	..	..	Turner, Dorothy ..	..	F	24 0 0	..
No Town	4	30 0 0	..	10 4 8	..	..	Malone, Ellie ..	..	F	30 0 0	..
Poerua	3	13 10 0	..	2 16 6	..	1 4 2	Larkin, Elizabeth ..	..	F	18 0 0	..
Teremakau	4	43 10 0	..	3 7 11	..	1 10 8	Harris, Alyce ..	..	F	42 0 0	..
Twelve-mile ..	6	36 0 0	..	27 1 8	..	..	Mullins, Margaret ..	..	F	36 0 0	..
Te Kinga(2)	..	27 0 0	5 0 0	2 17 9	..	231 18 4	..	..	..	..	..
Upper Moonlight ..	3	20 0 0	..	5 9 9	..	1 10 0	Anderson, Annie ..	..	F	18 0 0	..
Westbrook	9	48 0 0	..	3 13 9	..	..	O'Donnell, Catherine	..	F	48 0 0	..
Slatey Creek ..	6	12 0 0	..	2 12 0	..	35 0 11	Harris, Lily ..	..	F	36 0 0	..
GRADE 1.											
Greenstone	14	101 7 7	..	11 5 1	..	0 11 5	Corbett, Margaret ..	..	F	99 0 0	..
Kotuku	18	99 0 0	10 0 0	8 0 4	..	7 6 1	Barnett, Isabella ..	..	F	99 0 0	10
Poerua Estate ..	16	99 0 0	10 0 0	5 16 11	..	0 12 6	Garland, Rachel M.	..	F	99 0 0	10
Moana	23	130 0 0	10 0 0	6 11 4	..	2 15 7	Lewis, Annie M. L.	C3	F	130 0 0	10
GRADE 2.											
Swede's Mill ..	36	117 0 0	20 0 0	7 16 0	..	10 17 1	Moriarty, Mary E. ..	..	F	117 0 0	20
Totara Flat ..	26	130 0 0	..	143 6 1	..	1 9 3	O'Connell, Catherine	D2	F	130 0 0	..
GRADE 4.											
Ahaura	30	160 0 0	..	38 13 9	..	..	Maloney, John W. ..	D1	M	160 0 0	..
Paroa	43	160 0 0	..	27 2 3	..	..	Kemple, Frances M.	E1	F	160 0 0	..
Stillwater	26	160 0 0	20 0 0	58 12 6	..	..	Crowley, Johanna ..	D3	F	160 0 0	20
GRADE 5.											
Dobson	44	250 0 0	20 0 0	84 18 10	..	..	Crowley, Annie M. J.	D1	HF	165 0 0	20
							Duncan, Margaret ..	..	AF	85 0 0	..
Kokiri	37	242 18 4	20 0 0	53 18 8	..	..	Griffiths, Elizabeth	D2	HF	165 0 0	20
							Dixon, Dorothy S. ..	..	AF	85 0 0	..
Ngahere	46	250 0 0	20 0 0	23 14 10	..	10 17 8	Owens, Edith ..	E1	HF	165 0 0	20
							Kelly, Norah ..	..	AF	85 0 0	..
GRADE 6.											
Hatter's	63	265 0 0	30 0 0	48 1 7	..	..	Malone, Michael ..	E1	HM	180 0 0	30
							Malone, Theresa ..	..	AF	85 0 0	..
GRADE 9.											
Seddon and Runanga	130	355 0 0	30 0 0	59 1 11	..	31 0 0	O'Flynn, Francis E.	D1	HM	225 0 0	30
							Crowley, Elizabeth L.	D3	AF	105 0 0	..
							Millar, Winnifred ..	..	FPt1	25 0 0	..
Blackball	153	390 0 0	30 0 0	89 6 10	12 15 0	353 19 9	Wickes, Arthur J. ..	C1	HM	225 0 0	30
							Wilson, Maud E. ..	D3	AF	105 0 0	..
							Rogers, Rosanna ..	..	AF	85 0 0	..
GRADE 10.											
Taylorville	96	435 0 0	30 0 0	52 15 9	..	..	Noble, John ..	D2	HM	235 0 0	30
							Hargreaves, Alice M.	Lic.	AF	110 0 0	..
							Watson, Mary E. ..	E3	(1)	55 0 0	..
GRADE 11.											
Cobden	165	585 0 0	35 0 0	45 15 9	..	24 9 10	de Berry, Leonard F.	B1	HM	250 0 0	35
							Sotheran, Jane ..	E1	AF	130 0 0	..
							Moore, Isabella ..	D3	AF	115 0 0	..
							Barnhill, Margaret L.	E3	AF	90 0 0	..
GRADE 17.											
Greymouth D.H.S. ..	514	1,339 10 2	50 0 0	393 17 0	12 13 6	0 17 0	Adams, Alan A. ..	D1	HM	*320 0 0	50
							Austin, William S.	C1	AM	225 0 0	..
							Batchelor, Bessie ..	E1	AF	155 0 0	..
							Blair, Christina ..	D1	AF	145 0 0	..
							Skoglund, Wilhelm. C.	D2	AF	125 0 0	..
							Warren, Nelly ..	D3	AF	110 0 0	..
							Hargreaves, Hilda E.	..	AF	85 0 0	..
							Dempsey, Ethel ..	..	FPt4	60 0 0	..
							Moore, Ellen ..	..	FPt3	55 0 0	..
							Jones, John ..	..	MPt1	45 0 0	..
							Foord, Frederick ..	..	MPt1	25 0 0	..
							Wood, Robt. T., B.A.	B1	Sec.	..	..
							Thompson, Marion	D2	Sec.	..	..
Technical School ..	..	..	..	4 7 6	..	4 13 8	..	..	..	..	..
School not open in December, 1908—											
Blaketown ..	..	..	..	..	..	112 4 4	..	..	..	..	..
Expenditure not classified—											
Office	..	..	..	1 12 0	4 10 0	51 13 1	..	..	..	..	..
Totals ..	..	5,884 6 1	350 0 0	1,283 16 2	29 18 6	891 10 6				5,875 0 0	345

(1) Acting as FPt4. (2) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WESTLAND.

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Awatuna	12	69 0 0	..	6 9 0	..	..	Turner, Georgina M.	..	F	72 0 0	..
Blue Spur	11	66 0 0	..	17 5 2	..	..	Hogan, Catherine ..	..	F	72 0 0	..
Bruce Bay	9	60 0 0	..	14 10 6	..	..	Bannister, John W.	..	M	60 0 0	..
Callaghan's ..	10	72 0 0	..	12 13 3	..	..	Campbell, Irene ..	..	F	72 0 0	..
Cook's River ..	7	39 0 0	..	0 4 6	..	..	Walsh, Kate ..	..	F	42 0 0	..
Donoghue's ..	8	54 5 6	..	6 3 9	..	..	Gates, Maria de B.	..	F	54 0 0	..
Gillespie's(1) ..	..	3 0 0	..	0 1 6	..	..	..	..	..	..	..
Haast	2	12 0 0	..	0 1 6	..	..	Harris, Nellie ..	..	F	12 0 0	..
Inter-Wanganui ..	9	51 0 0	..	2 8 0	..	..	Murphy, Theresa M.	..	F	60 0 0	..
Jackson	11	72 0 0	10 0 0	44 15 8	4 8 0	..	Leamy, Mary M. ..	..	F	72 0 0	10
Karangarua ..	5	30 0 0	..	2 3 9	..	..	Scott, Janet ..	..	F	30 0 0	..
Kawhaka	6	36 0 0	..	0 4 6	..	..	Simpson, Annie F.	..	F	36 0 0	..
Kokatahi, Upper ..	13	77 0 11	10 0 5	25 0 6	..	..	Baird, Jessie ..	..	F	78 0 0	10
Mahitahi	7	45 0 0	..	6 0 3	..	..	Mulveny, Mary E...	..	F	48 0 0	..
Mount Doughboy ..	5	23 10 0	..	1 10 0	..	..	Boucher, Alice G...	..	F	30 0 0	..
Okarito	6	33 0 0	..	0 3 9	..	..	McBride, Kate ..	..	F	36 0 0	..
Okuru	13	79 10 0	..	5 9 9	..	..	Saville, Alfred J. ..	..	M	78 0 0	..
Otira, Lower ..	4	21 0 0	..	0 1 6	..	..	Aitken, Jessie ..	..	F	18 0 0	..
Rangiriri	8	55 10 0	..	10 3 3	..	..	Askenbeck, Lucretia J.	..	F	54 0 0	..
Ruatapu	16	84 15 0	13 6 8	5 9 9	..	..	Hogan, Theresa M.	..	F	85 0 0	10
South Beach ..	10	99 0 0	..	8 8 0	..	..	Dixon, Ellenor ..	..	F	99 0 0	..
Waiho	4	6 0 0	..	..	..	1 10 0	Patrick, Mary ..	..	F	24 0 0	..
Waitangi	4	27 10 0	..	8 18 9	..	..	Eggeling, Annie ..	..	F	30 0 0	..
GRADE 1.											
Goldsborough ..	14	117 0 0	..	10 5 1	..	..	Mitchell, Rose A. ..	..	F	117 0 0	..
Humphrey's ..	15	98 14 0	..	10 11 3	..	..	Wallace, Eliz. M. ..	..	F	99 0 0	..
Otira, Upper ..	37	130 0 0	10 0 0	10 5 5	..	..	Thomson, M. M. M.	D3	F	130 0 0	10
GRADE 2.											
Kokatahi, Lower ..	11	130 0 0	20 0 0	8 11 3	..	..	McKinnon, Maud ..	E3	F	130 0 0	20
Kumara Junction ..	19	130 6 0	20 0 0	11 14 6	..	..	Harrison, Robert ..	D3	M	130 0 0	20
Stafford	24	134 13 4	..	21 1 3	..	..	Stark, Elizabeth M.	D3	F	130 0 0	..
GRADE 3.											
Koiterangi	22	144 0 0	..	21 1 0	..	..	Martin, Laura ..	D4	F	144 0 0	..
GRADE 4.											
Kanieri	36	160 0 0	..	17 15 9	..	..	Potts, Mary J. ..	D1	F	160 0 0	..
GRADE 5.											
Woodstock	49	265 16 8	..	71 8 3	..	..	Mackay, William D.	D1	HM	180 0 0	..
							Goudie, Elizabeth M.	D3	AF	(2)90 0 0	..
GRADE 6.											
Arahura Road ..	51	265 0 0	..	39 9 9	..	..	Henderson, John J.	D1	HM	180 0 0	..
							Henderson, Mrs. M.	..	AF	85 0 0	..
Ross	54	265 14 6	..	70 4 1	..	..	Winchester, William	C1	HM	180 0 0	..
							Patrick, Anna ..	..	AF	85 0 0	..
GRADE 10.											
Kumara and Dillman's side school	119	457 17 4	..	85 14 3	..	..	Seebeck, Albert H...	D1	HM	235 0 0	..
							Bell, Mary J. ..	D3	AF	110 0 0	..
							Brown, Jane R. ..	..	AF	85 0 0	..
							Rudkin, Alfred ..	..	MPt1	25 0 0	..
GRADE 14.											
Hokitika D.H.S. ..	295	835 0 0	..	162 11 1	..	..	Wake, Hugh G., B.A.	B1	HM	*290 0 0	..
							Barrett, Henry R. ..	D3	AM	190 0 0	..
							Ward, Esther ..	D1	AF	130 0 0	..
							Moore, Marguerite D.	E2	AF	125 0 0	..
							Willetts, Elizabeth	..	FPt4	55 0 0	..
							Park, Jean G. ..	..	FPt3	45 0 0	..
							Williams, Henry ..	C1	Sec.	..	..
							Olliver, Margt. F. L., M.A., M.SC.	..	Sec.	..	..
							Henderson, M. E. A.	..	Sec.	..	..
							Williams, Margt. W.	..	Sec.	..	..
Expenditure not classified—											
School requisites		..	..	32 15 0	..	..	..	..	..	..	..
Board's office		..	..	48 5 8	..	..	..	..	..	..	..
Unclassified		..	..	468 3 7	..	..	..	..	..	..	..
Totals		4,250 3 3	83 7 1	1,268 3 9	4 8 0	1 10 0				4,292 0 0	80

(1) Closed. (2) Additional £5 provided by Board.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY.

1 Name of School.	2 Average for the Year 1906.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Anama	17	103 10 0	10 0 0	13 0 6	..	..	Cameron, Mary ..	D3	F	110 0 0	10
Ashburton Forks ..	10	54 0 0	2 10 0	9 9 0	..	..	Wake, Mrs. Mary F.	..	F	66 0 0	..
Ataahua	15	86 14 2	..	12 11 1	..	..	Aitken, Allison L. ..	Lic.	F	84 0 0	..
Barry's Bay ..	18	110 7 7	..	14 1 3	..	..	Duxbury, Mrs. Caro.	D2	F	110 0 0	..
Carew	13	60 0 0	2 10 0	9 17 9	..	..	Minnis, Emily ..	..	F	78 0 0	..
Charing Cross ..	12	55 6 6	..	9 11 11	..	..	Scott, Mary ..	..	F	84 0 0	..
Clarence Bridge ..	11	45 13 8	..	9 13 4	..	..	Bennett, Annie ..	..	F	66 0 0	..
Courtenay	14	108 6 8	..	12 11 3	..	..	Moir, Margaret W.	..	F	85 0 0	..
Culverden	19	110 0 0	10 0 0	15 16 11	..	..	Chapman, Lucy ..	D2	F	110 0 0	10
Ealing	12	73 10 0	..	11 0 0	..	..	White, Kate R. ..	..	F	66 0 0	..
Flemington ..	12	53 10 10	..	14 1 0	..	..	Falconer, Eliza. A.	..	F	66 0 0	..
Homebush	16	88 15 0	10 0 0	12 9 3	..	..	Cruden, Hettie ..	..	F	99 0 0	10
Hundalee	10	78 0 0	..	9 18 3	..	..	Lancaster, Thos. A.	..	M	78 0 0	..
Huntingdon ..	8	55 18 3	8 18 2	12 4 5	..	..	Smith, Frances H.	..	F	66 0 0	10
Hurunui	10	58 0 0	..	10 8 4	..	..	Jackman, Gladys ..	..	F	60 0 0	..
Island Bay	10	63 0 0	10 0 0	..	..	..	Piper, George M. ..	..	M	60 0 0	10
Kaiapoi Island ..	8	110 0 0	..	31 13 8	..	..	Coleman, Erances	D4	F	110 0 0	..
Kaituna	12	61 0 0	2 10 0	11 16 6	..	..	Dalby, Margaret G.	..	F	78 0 0	..
Kukupa	15	110 0 0	..	12 0 6	..	..	Charles, Mary J. ..	D3	F	110 0 0	..
Kyle	9	44 17 5	2 10 0	10 18 9	..	..	Campbell, Martha..	..	F	54 0 0	..
Lismore	16	110 0 0	..	18 14 7	..	..	Smith, Edward ..	E4	M	110 0 0	..
Long Bay	7	45 0 0	5 0 0	..	..	..	Philpott, Sarah ..	..	F	60 0 0	10
Newland	9	54 0 0	..	21 15 0	..	..	Whiteside, Edith J.	..	F	54 0 0	..
Pigeon Bay ..	15	110 0 0	10 0 0	18 1 5	..	..	Sloan, Emily ..	E3	F	110 0 0	10
Port Levy	13	74 6 4	..	13 0 7	..	..	Haudley, Agnes E.	..	F	85 0 0	..
Robinson's Bay ..	9	55 10 0	..	9 8 6	..	..	Holmes, Maude E.	..	F	66 0 0	..
Rokeby	17	103 10 0	10 0 0	13 0 6	..	..	Doherty, Kate ..	E3	F	110 0 0	10
Russell's Flat ..	16	99 0 0	..	106 15 0	..	..	Murphy, Ivy A.	..	F	99 0 0	..
Scargill	13	117 0 0	5 0 0	11 16 8	..	..	Cameron, Duncan..	..	M	117 0 0	..
Seafield	8	51 0 0	..	9 1 0	..	..	Mulligan, Thomas..	E1	M	48 0 0	..
Seaview	10	71 10 0	9 3 4	9 9 9	..	..	Cassidy, Mary C. ..	..	F	78 0 0	10
Spencerville ..	9	52 10 0	..	27 1 7	..	..	Todd, Gladys ..	..	F	60 0 0	..
Stoke	16	110 0 0	..	13 11 9	..	..	Baker, Minnie F. ..	D4	F	110 0 0	..
Teddington ..	9	121 6 8	..	9 9 10	..	..	Cossgrove, Wm. W.C.	..	M	78 0 0	..
GRADE 1.											
Alford Forest ..	22	130 0 0	..	19 11 2	..	..	Kircher, Mrs. Marce.	E3	F	130 0 0	..
Awaroa	18	110 0 0	10 0 0	13 17 4	..	..	McGettrick, Anne G.	C3	F	110 0 0	10
Aylesbury	22	130 0 0	..	70 1 8	..	..	Thompson, Emma E.	E3	F	130 0 0	..
Broomfield	21	110 0 0	..	15 1 0	..	..	Townsend, Ethel M.	E2	F	110 0 0	..
Burnham	24	110 0 0	11 13 4	18 12 1	..	..	Wright, Emily H. A.	D5	F	110 0 0	10
Camla	14	110 0 0	10 0 0	11 10 3	..	..	Gillespie, Hilda W.	D3	F	110 0 0	10
Dorie	17	110 0 0	10 0 0	14 4 0	..	..	Lawrence, Edith M.	D3	F	110 0 0	10
Elgin	15	124 7 9	..	12 1 3	..	..	Hill, Charlotte J. ..	D3	F	110 0 0	..
Glenroy	14	110 0 0	..	12 13 2	..	..	Webb, Fanny A. ..	D3	F	110 0 0	..
Greenstreet ..	17	110 0 0	..	13 14 6	..	..	Barton, Mary E. ..	D3	F	110 0 0	..
Greta Valley ..	14	105 1 0	10 0 0	13 4 9	..	..	Cross, Ada M. ..	D2	F	110 0 0	10
Horsley Downs ..	23	110 0 0	10 0 0	16 1 10	..	..	Hampton, Elizab. A.	D5	F	110 0 0	10
Kowai Bush ..	20	130 0 0	..	15 4 4	..	..	Savill, Mrs. Harriet	D1	F	130 0 0	..
Little Akaloa ..	20	105 0 7	..	16 9 2	..	..	Wills, Kathleen P.	B4	F	110 0 0	..
Lowcliffe	22	92 4 4	..	19 3 4	..	..	McIver, Sarah ..	..	F	99 0 0	..
Mead	21	110 0 0	10 0 0	15 16 0	..	..	Cooper, Arthur ..	D2	M	110 0 0	10
Overdale	17	110 0 0	..	13 10 11	..	..	Halliburton, Mar. P.	D3	F	110 0 0	..
Pendarves	11	110 0 0	..	17 8 6	..	..	McMillan, Mrs. Mar.	D3	F	110 0 0	..
Port Robinson ..	12	110 0 0	..	17 4 0	..	..	Dingwall, Mrs. Eliza.	D3	F	110 0 0	..
Rapaki	21	44 14 2	..	0 9 6	..	..	Hastings, Evelyn A.	..	M	99 0 0	..
Riverside	18	110 0 0	..	21 14 6	..	..	Anderson, Mrs. Isabe.	D2	F	110 0 0	..
Sedgemere	17	130 0 0	..	33 8 3	..	..	Metherell, Mrs. R. M.	Lic.	F	130 0 0	..
Selwyn	20	110 0 0	..	14 12 10	..	..	Christian, Amy J. ..	D2	F	110 0 0	..
The Peaks	19	110 0 0	10 0 0	18 16 2	..	..	Andrews, Ada H. ..	E3	F	110 0 0	10
Wakanui	16	110 0 0	..	15 10 2	..	..	Davidson, May ..	D2	F	110 0 0	..
Woodstock	19	99 0 0	10 0 0	15 1 4	..	..	Kealy, Catherine ..	..	F	99 0 0	10
GRADE 2.											
Ashley Gorge ..	19	130 0 0	20 0 0	13 17 6	..	..	McMeekan, Cath. A.	D2	F	130 0 0	20
Broadfield	22	144 0 0	..	49 18 0	..	..	Eagan, Victoria H.W.	D3	F	144 0 0	..
Cashmere	27	130 0 0	17 10 0	22 3 8	..	..	Hodgson, Adèle ..	D2	F	130 0 0	20
Chorlton	18	130 0 0	20 0 0	14 8 4	15 0 0	..	Duncan, Agnes ..	D2	F	130 0 0	20
Eiffelton	25	130 0 0	..	16 12 8	..	..	Meyenberg, Doretta J.	E3	F	130 0 0	..
French Farm ..	24	117 0 0	..	17 15 4	..	..	Stanley, Mary E. ..	..	F	117 0 0	..
Governor's Bay ..	20	138 6 8	..	16 5 7	..	..	Calvert, Sarah S. ..	Lic.	F	123 10 0	..
Halkett	24	130 0 0	..	78 16 5	..	..	Cooper, Edith M. ..	D3	F	130 0 0	..
Hapuku	19	121 17 9	18 8 11	14 18 9	..	..	Rosewarne, Eliza. ..	D2	F	130 0 0	20
Hanmer Plains ..	28	131 10 0	20 0 0	18 7 6	..	..	Killner, Elizabeth D.	D3	F	130 0 0	20
Kimberley	22	144 0 0	..	17 11 3	..	..	Stewart, James ..	E2	M	144 0 0	..
Kirikiri	29	130 0 0	20 0 0	31 2 0	..	..	Callaghan, Margt. M.	D2	F	130 0 0	20
Loburn North ..	24	138 6 8	..	32 7 2	..	..	McKeown, Blaikly A.	..	M	117 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1	2	Expenditure for the Year.										Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.			4 Teachers' House Allowances.			5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.			6 Rent of School Buildings.			7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.			8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.			12 For Teachers' House Allowances.
		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				£	s.	d.	£
GRADE 2—*continued.*																							
Lyndhurst	29	130	0	0	20	0	0	60	15	7	..			..			Hight, Maud L.	D3	F	130	0	0	20
Medbury	25	130	7	1	..			25	0	7	..			..			Slocombe, Mary A.	B4	F	130	0	0	..
Mount Grey Downs	24	130	0	0	..			16	3	4	..			..			Armstrong, Chris. M.	E3	F	130	0	0	..
Saltwater Creek	25	130	0	0	..			17	9	10	..			..			Osborne, Fanny M.	C5	F	130	0	0	..
Swannanoa	27	130	0	0	..			46	1	11	..			..			Horrell, Helen A.	D4	F	130	0	0	..
Wainui	21	122	8	4	..			23	2	10	..			..			Peele, Mildred E.	Lic.	F	123	10	0	..
Westerfield	24	130	0	0	..			20	3	0	..			..			Davies, Constance E.	C4	F	130	0	0	..
GRADE 3.																							
Ashton	28	144	0	0	..			23	15	2	..			..			Campbell, James B. I.	D2	M	144	0	0	..
Barrhill	27	160	0	0	..			19	1	11	..			..			Sayers, Mrs. May	D3	F	160	0	0	..
Bushside	26	144	0	0	..			31	4	7	..			..			Wilkinson, Mrs. Kate	C2	F	144	0	0	..
Carleton	24	144	0	0	..			17	6	6	..			..			Cowens, Mrs. Janet	E2	F	144	0	0	..
Domett	28	144	0	0	..			60	9	7	..			..			Judkins, William E.	C4	M	144	0	0	..
Dromore	31	163	7	2	..			35	13	9	..			..			Craig, Sarah M.	D1	F	160	0	0	..
Eyreton	29	142	5	10	..			48	1	11	..			..			Ladbrooke, Char. J.	D2	F	144	0	0	..
Fairton	30	129	12	0	15	0	0	21	4	2	..			..			Pitt, Samuel B.	..	M	129	12	0	20
Hillside	32	144	0	0	20	0	0	19	14	9	..			..			Bell, Matilda	E2	F	144	0	0	20
Kirwee	28	144	0	0	..			88	7	7	..			..			Sloane, William J.	D2	M	144	0	0	..
Lauriston	30	144	0	0	..			22	5	0	..			..			Comer, Edith R.	D3	F	144	0	0	..
Little River(1)	25	98	8	0	..			..			..			..			Everiss, Andrew	E1	M	144	0	0	..
Loburn	28	160	0	0	..			18	16	1	..			..			Pavitt, Norman W.	D3	M	160	0	0	..
Omihi	31	132	7	2	13	6	8	19	4	11	..			..			Sherriff, Margaret R.	D1	F	144	0	0	20
Rotherham	26	144	0	0	..			124	3	7	..			..			Dickie, William	D2	M	144	0	0	..
Ruapuna	30	144	0	0	..			20	4	4	..			..			Müller, Nicolaus L. F	E2	M	144	0	0	..
South Malvern	28	160	0	0	..			23	11	2	..			..			Riordan, Annie W.	D2	F	160	0	0	..
View Hill	26	144	14	6	..			20	19	11	..			..			Hewitt, Emma E.	E3	F	144	0	0	..
Wiakuku	26	144	0	0	..			19	3	8	..			..			Latham, Robert	C4	M	144	0	0	..
Weedon	36	144	0	0	..			73	14	1	..			..			Ellis, Leonard R.	E3	M	144	0	0	..
West Melton	27	144	0	0	..			70	0	2	..			..			Ormandy Elsie M.	D3	F	144	0	0	..
Winchmore	32	144	0	0	20	0	0	26	0	2	..			..			Smith, Rose M.	C1	F	144	0	0	20
Winslow	33	160	0	0	..			29	2	11	..			..			Aldridge, George W.	D2	M	160	0	0	..
GRADE 4.																							
Balcairn	37	174	6	1	..			34	5	0	..			..			Osborne, Frank E.	C5	M	160	0	0	..
Chertsey	38	160	0	0	..			68	12	7	..			..			Campbell, John	D3	M	160	0	0	..
Duvauchelle's Bay	28	150	10	9	..			20	0	6	..			..			Tosswell, Mrs. E. M.	C1	F	160	0	0	..
Ellesmere	45	186	10	0	9	1	8	30	14	5	..			400	8	1	Hawke, Ernest	..	HM	144	0	0	..
																	Blackmore, Nora	C5	AF	85	0	0	..
Greendale	37	160	0	0	..			22	9	5	..			..			North, Robert H.	D4	M	160	0	0	20
Hororata	38	160	0	0	..			23	18	6	..			..			Quartermain, George	D2	M	160	0	0	..
Leithfield	30	172	1	8	..			31	0	7	..			..			Anderson, George	D2	M	165	0	0	..
Longbeach	39	160	0	0	..			109	3	7	..			..			Watson, John	D2	M	160	0	0	..
Mason's Flat	27	160	0	0	..			20	3	7	..			..			Wilkinson, Mrs. Mary	E2	F	160	0	0	..
Motukarara	38	160	0	0	..			35	15	5	..			..			Arnold, William H.	D1	M	160	0	0	..
Mount Somers	35	160	0	0	..			39	12	7	..			..			Sheldon, James C.	E2	M	160	0	0	..
Springston South	38	165	0	0	..			45	4	1	..			..			Smith, Frederick	C2	M	165	0	0	..
Tuahiwi	41	91	13	4	..			4	0	6	..			..			Cossgrove, David	D1	HM	165	0	0	..
																	Cossgrove, Cath. E.	..	AF	(2)55	0	0	..
Willowby	39	160	0	0	..			47	18	0	..			..			Watson, Joseph	E2	M	160	0	0	..
GRADE 5.																							
Annat	51	265	0	0	..			29	0	6	..			..			Dawe, James	B1	HM	180	0	0	..
																	Hughes, Edith J.	..	AF	85	0	0	..
Brookside	45	251	6	11	..			103	16	11	..			..			Brown, John B.	B3	HM	165	0	0	..
																	Hempleman, D. J. C.	..	AF	85	0	0	..
Clarkville	47	250	0	0	..			62	17	5	..			..			Watson, Lancelot	D1	HM	165	0	0	..
																	Hiatt, Fanny C.	D2	AF	85	0	0	..
Cooper's Creek	34	250	0	0	..			25	11	5	..			..			Rundle, Frederick T.	D2	HM	165	0	0	..
																	Dalby, Louisa	..	AF	85	0	0	..
Eyreton West	46	250	0	0	..			29	2	0	..			..			Silcock, Frederick A.	D3	HM	165	0	0	..
																	Dalziel, Catherine A.	D4	AF	85	0	0	..
Fernside	54	250	0	0	..			65	3	6	..			..			Pearson, Robert S.	D2	HM	165	0	0	..
																	Parkin, Emily M.	D2	AF	85	0	0	..
German Bay	39	230	12	1	..			34	4	1	..			..			Anderson, Carol. V.	D3	HF	165	0	0	..
																	Tobin, Freda A.	..	AF	85	0	0	..
Greenpark	52	250	0	0	..			76	19	6	..			..			Whitelaw, George	D2	HM	165	0	0	..
																	Rattray, Joan	..	AF	85	0	0	..
Highbank	49	250	0	0	..			28	4	0	..			..			Graham, Chas. H. E.	C2	HM	165	0	0	..
																	Graham, Mrs. Julia A.	D3	AF	85	0	0	..
Hind's	52	250	0	0	..			34	1	4	..			..			Cook, John	D2	HM	165	0	0	..
																	Greer, Ellen	D5	AF	85	0	0	..
Irwell	41	242	18	4	..			35	3	6	..			..			Cutler, Thomas E.	D2	HM	165	0	0	..
																	Pitt, Amy F.	..	AF	85	0	0	..
Killinchy	37	250	0	0	..			95	1	5	..			..			Warnock, Selina M.	C2	HF	165	0	0	..
																	Mason, Rose H.	D5	AF	85	0	0	..
Ladbrookes	48	270	0	0	..			30	17	10	..			..			Morland, Charles J.	D2	HM	180	0	0	..
																	Keir, Jessie A.	D3	AF	90	0	0	..

(1) Late Native school. (2) By special arrangement.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*
NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Le Bon's Bay ..	42	208 11 11	..	30 2 6	..	..	Sutcliffe, William C.	..	HM	148 10 0	..
							Symes, Violet ..	..	AF	85 0 0	..
Mayfield	39	250 12 11	..	25 10 5	..	..	Withell, Charles W.	D2	HM	165 0 0	..
							Patrick, Han. M. M.	E2	AF	85 0 0	..
Midland Railway ..	61	250 0 0	20 0 0	30 4 9	..	44 15 2	Thompson, James ..	D1	HM	165 0 0	20
							Thompson, Annie E.	..	AF	85 0 0	..
Okain's Bay ..	43	250 0 0	..	34 17 3	..	..	Thomas, Walter ..	D8	HM	165 0 0	..
							Hinch, Alice E. ..	..	AF	85 0 0	..
Redcliffs	55	250 0 0	20 17 9	49 0 10	..	..	Kirkpatrick, Wm. D.	C2	HM	165 0 0	20
							Kirkpatrick, Mrs. L.J.	D3	AF	85 0 0	..
Rolleston	46	262 4 4	..	64 6 10	..	..	Pike, William H. ..	C2	HM	165 0 0	..
							Roberts, Georgina ..	E2	AF	85 0 0	..
Spotswood	44	250 0 0	..	32 10 6	..	..	Blain, Thomas ..	D4	HM	165 0 0	..
							Morland, Mildred G.	..	AF	85 0 0	..
Springburn ..	36	262 6 2	..	33 14 6	..	..	Moses, William H...	D2	HM	180 0 0	..
							Bünz, Ruby F. ..	D5	AF	85 0 0	..
Springfield	43	250 0 0	..	490 14 10	..	..	Matier, John ..	D3	HM	165 0 0	..
							Ewart, Jane ..	D4	AF	85 0 0	..
Waikari	50	254 14 5	..	55 17 0	..	..	Stout, Thomas ..	D1	HM	165 0 0	..
							Nicholls, Dora ..	E3	AF	85 0 0	..
Yaldhurst ..	39	250 0 0	..	35 15 4	..	..	Bowler, Frederick H.	D2	HM	165 0 0	..
							Martin, Mary J. ..	C3	AF	85 0 0	..
GRADE 6.											
Ashley	47	277 1 9	..	26 14 3	..	..	Grant, Henry A. ..	D2	HM	180 0 0	..
							Withell, Alice M. ..	E3	AF	90 0 0	..
Cust	79	270 0 0	..	32 4 9	..	..	Arnott, David ..	D2	HM	180 0 0	..
							Veitch, Annie E. ..	D3	AF	90 0 0	..
Darfield D.H.S. ..	41	180 0 0	..	31 16 1	..	..	Penlington, Benjamin	C1	HM	*180 0 0	..
							Williams, Flo. W. A.	B3	Sec.	..	..
Lakeside	53	270 0 0	..	33 17 3	..	..	Pitt, Alfred W. ..	..	HM	162 0 0	..
							Hoggins, Mary F. ..	C4	AF	90 0 0	..
GRADE 7.											
Dunsandel	61	315 0 0	..	91 18 6	..	..	Irvine, Thomas ..	C2	HM	215 0 0	..
							Rugstead, Doro. L.	D4	AF	100 0 0	..
Glentunnel ..	75	282 6 11	..	39 15 7	..	..	Benjamin, Frank ..	D1	HM	195 0 0	..
							Barlow, Janet B. ..	..	AF	85 10 0	..
Halswell	69	313 17 8	..	74 18 4	..	..	Guiney, Samuel P.	D2	HM	215 0 0	..
							Guiney, Mrs. Margt. A	E3	AF	95 0 0	..
Kaikoura Suburban ..	62	290 0 0	..	32 8 0	..	..	Irwin, Major G. ..	C2	HM	195 0 0	..
							White, Janet A. ..	D2	AF	95 0 0	..
Lincoln D.H.S. ..	69	315 0 0	..	34 11 7	..	..	Cookson, Arthur ..	D1	HM	*215 0 0	..
							Anderson, Rosaline	D3	AF	100 0 0	..
							Osborn, Mabel E. ..	B4	Sec.	..	..
Little River ..	58	290 0 0	..	57 7 2	..	..	Gillman, Herb. A. W.	C3	HM	195 0 0	.
							Webster, Elizabeth	D4	AF	95 0 0	..
Malvern	61	288 13 4	5 16 8	278 12 9	..	..	Pole, Thomas L. P.	D2	HM	195 0 0	..
							Milne, Euphemia ..	D3	AF	95 0 0	..
Oxford West ..	63	290 0 0	..	30 3 6	..	..	Harbidge, James ..	D2	HM	195 0 0	..
							Eyes, Itta L. ..	E3	AF	95 0 0	..
Springston	64	295 4 3	..	41 1 2	..	..	Jackson, Joseph ..	D2	HM	195 0 0	..
							Kime, Henrietta ..	D2	AF	95 0 0	..
Waiau	65	301 5 0	..	35 18 2	..	..	Polson, John G. ..	D2	HM	195 0 0	..
							Wallace, Emilie ..	E3	AF	95 0 0	..
GRADE 8.											
Amberley D.H.S. ..	88	315 0 0	..	39 19 8	..	..	Anderson, John ..	C1	HM	*215 0 0	..
							Stanton, Edith E. F.	E2	AF	100 0 0	..
							Hardey, Mary I. ..	C4	Sec.	..	..
Bromley	86	315 0 0	..	91 9 2	..	..	Wilkinson, Henry R.	D2	HM	215 0 0	..
							Gilmour, Lily ..	D2	AF	100 0 0	..
Burwood	102	341 9 4	..	53 13 9	..	..	Davidson, George ..	D1	HM	215 0 0	..
							Spence, Mary L. ..	E2	AF	100 0 0	..
							Horrell, Eliza. D. H.	..	FPt3	55 0 0	...
Doyleston	77	315 0 0	..	125 13 8	..	..	Walker, Joseph W. A.	D1	HM	215 0 0	..
							Metherell, Flo. R. S.	D4	AF	100 0 0	..
Flaxton	72	359 11 8	..	60 4 6	..	..	Gilling, George ..	D2	HM	215 0 0	..
							Parkin, Alice M. ..	..	AF	90 0 0	..
Leeston	91	315 0 0	..	43 12 8	..	..	Penlington, Henry F.	C1	HM	215 0 0	..
							Cook, Alice J. ..	E2	AF	100 0 0	..
Mackenzie	81	319 10 0	..	45 14 10	..	..	Baird, Samuel ..	D1	HM	225 0 0	..
							Steeds, Elizabeth B.	..	AF	94 10 0	..
Marshland	89	315 0 0	..	186 16 0	..	..	Bowbyes, Alfred C.	D1	HM	215 0 0	..
							Noall, Alice G. ..	D3	AF	100 0 0	..
Sefton	70	322 5 2	..	33 2 9	..	..	Thomson, Hugh F.	D2	HM	215 0 0	..
							Brown, Grace ..	D2	AF	100 0 0	..
Tai Tapu	76	315 0 0	..	87 4 3	..	..	Maxwell, Alfred C...	C1	HM	215 0 0	..
							Picken, Jessie M. D.	D2	AF	100 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1948.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 9.											
Akaroa D.H.S. ..	106	336 12 9	..	52 3 6	..	..	Hall, Charles ..	C2	HM	*225 0 0	..
							Harband, Beatrice M.	D2	AF	105 0 0	..
							Gray, Alexander ..	A1	Sec.	..	..
Harewood	110	375 0 0	..	412 1 2	..	..	Twose, Richard J. H.	D1	HM	225 0 0	..
							Lockwood, Mabel F.	D3	AF	105 0 0	..
							Maindonald, Hen. L.	D4	AF	(1)45 0 0	..
Heathcote Valley ..	103	385 0 0	..	63 15 7	..	..	Stout, William ..	D1	HM	225 0 0	..
							Pavitt, Marie A. ..	D2	AF	105 0 0	..
							Scott, Jeannie ..	..	FPt4	55 0 0	..
Kaikoura Town D.H.S.	132	388 14 6	..	75 9 10	..	..	Allison, Herbert H.	D1	HM	*235 0 0	..
							McLauchlin, M.J.R.	D3	AF	110 0 0	..
							Prince, Grace ..	..	FPt3	45 0 0	..
							Herriott, Maud, M.A.	..	Sec.	..	..
Methven	90	385 0 0	..	38 4 5	..	..	Gillanders, James ..	D1	HM	225 0 0	..
							Willis, Eliza M. ..	E1	AF	105 0 0	..
							Wilson, David G. ..	..	MPt5	55 0 0	..
Prebbleton	109	385 0 0	..	148 16 4	..	..	Kippenberger, Karl	C2	HM	225 0 0	..
							Lowe, Constance M.	D3	AF	105 0 0	..
							Eaglesome, Mary E.	..	FPt4	55 0 0	..
Sumner	85	341 19 5	..	68 13 2	..	..	Allen, George F. ..	C1	HM	225 0 0	..
							Budden, Amy H. ..	D2	AF	110 0 0	..
Templeton	92	377 0 2	..	41 15 0	..	..	Sinclair, David ..	E2	HM	225 0 0	..
							Woodford, Kate S...	E2	AF	105 0 0	..
							Abernethy, Rex C.	..	MPt3	55 0 0	..
Tinwald	97	381 16 10	..	84 17 11	..	..	Culverhouse, George	C1	HM	225 0 0	..
							Bonnington, Rosa.	D2	AF	105 0 0	..
							Miller, Audrey ..	..	FPt3	55 0 0	..
Woodend	104	385 1 0	..	91 9 3	..	..	Glanville, James E.	D1	HM	225 0 0	..
							Glanville, Mrs. T.	D3	AF	105 0 0	..
							Chambers, Edwin S.	..	MPt5	55 0 0	..
GRADE 10.											
Hornby	135	450 0 0	..	96 19 11	..	150 0 0	Dunnett, Andrew ..	E1	HM	235 0 0	..
							Menzies, Catherine	D2	AF	110 0 0	..
							McNally, May R. ..	..	FPt4	55 0 0	..
							Berg, Frederick R. N.	..	MPt2	50 0 0	..
Oxford East ..	131	448 6 7	..	92 16 11	..	..	Bourke, Charles ..	C1	HM	235 0 0	..
							Buchanan, Margaret	D2	AF	110 0 0	..
							Newport, Elizabeth	..	FPt4	55 0 0	..
							McLean, Jessie M.	..	FPt3	55 0 0	..
Rakaia South ..	117	432 17 10	..	80 13 7	..	..	Burns, Trevethan ..	D1	HM	235 0 0	..
							McGill, Robina L...	D3	AF	110 0 0	..
							Liddy, Ann N. ..	..	FPt2	35 0 0	..
							Hayes, Mary C. ..	..	FPt3	55 0 0	..
Southbridge D.H.S...	147	470 0 0	..	57 14 2	..	..	Gates, Thomas A. ..	D1	HM	*250 0 0	..
							Taylor, Elizabeth ..	D1	AF	130 0 0	..
							Tulloch, Elizabeth	D3	AF	90 0 0	..
							Glanville, Gert. M.	C1	Sec.	..	..
Southbrook ..	140	460 0 0	..	74 11 6	..	..	Borthwick, James B.	C1	HM	235 0 0	..
							Wilson, Grace E. ..	D3	AF	110 0 0	..
							Sullivan, Samuel H.	..	MPt4	60 0 0	..
							Turner, Lillian ..	..	FPt4	55 0 0	..
Wharenui	185	492 8 8	30 0 0	88 4 6	..	..	Alley, Frederick J.	C1	HM	235 0 0	30
							Harvey, Matilda E.	D2	AF	110 0 0	..
							Lyons, Esther D. E.	C3	AF	115 0 0	..
							Smith, Constance ..	..	FPt3	45 0 0	..
							Aylmer, Mercy ..	..	FPt3	55 0 0	..
GRADE 11.											
Fendalton	157	642 16 6	..	126 4 5	..	..	West, William M. ..	C1	HM	250 0 0	..
							Tulley, Catherine M.	E2	AF	130 0 0	..
							Rankin, Elizabeth E.	D2	AF	115 0 0	..
							Iles, Harold ..	..	MPt5	55 0 0	..
							Best, Isabel W. ..	..	FPt4	55 0 0	..
Lyttelton West ..	163	620 16 8	..	71 4 5	..	..	Ryder, Robert B. ..	B1	HM	250 0 0	..
							Meddins, Olive M...	B2	AF	130 0 0	..
							Wilson, Ruth ..	D4	AF	115 0 0	..
							Harris, Myrtle D...	..	FPt4	55 0 0	..
							Dyson, Ruth ..	..	FPt4	60 0 0	..
Riccarton	190	616 6 2	..	143 11 8	..	..	English, Henry ..	E1	HM	250 0 0	..
							Joyce, Blanche ..	D2	AF	130 0 0	..
							Dynes, Arabella ..	D2	AF	115 0 0	..
							Jones, Violet M. ..	..	FPt5	60 0 0	..
							Mottram, Francis J.	..	MPt4	60 0 0	..
Spreydon	173	605 17 2	..	75 6 0	..	..	Hunnibell, Fred. W.	D1	HM	250 0 0	..
							Stephens, Mary M.	E2	AF	130 0 0	..
							Dash, Lucie ..	C4	AF	115 0 0	..
							Moore, Maurice ..	..	MPt4	60 0 0	..
							Brown, Lillian A...	..	FPt3	55 0 0	..

(1) Also receives £40 from the headmaster by special arrangement.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
		3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 12.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Belfast	207	757 3 1	..	164 10 2	..	..	Balch, William ..	C1	HM	265 0 0	..
							Ritchie, Eliza J. ..	D1	AF	160 0 0	..
							Alley, Amy J. ..	E1	AF	120 0 0	..
							Saunders, Ann ..	D3	AF	105 0 0	..
							Voss, Ruby E. ..	..	FPt5	60 0 0	..
							Ferguson, Lily ..	..	FPt3	45 0 0	..
Elmwood	315	851 19 10	35 0 0	252 9 1	..	155 0 10	Sinclair, John R. ..	C1	HM	265 0 0	35
							Smith, Sarah E. ..	E1	AF	160 0 0	..
							Morrow, Fanny E.	D2	AF	120 0 0	..
							Hodgson, Mabel E.	D3	AF	105 0 0	..
							Durose, Florence ..	D2	AF	100 0 0	..
							Rout, Blanche E. ..	..	FPt4	55 0 0	..
							Colthart, James ..	..	MPt3	55 0 0	..
							Whitcombe, Edna M.	..	FPt3	45 0 0	..
Papanui	261	746 14 3	..	108 6 6	..	..	Adams, John J. ..	B1	HM	265 0 0	..
							Ormandy, Guy N. ..	D2	AM	160 0 0	..
							Duncan, Mary ..	D2	AF	120 0 0	..
							Tayler, Mabel V. ..	D2	AF	105 0 0	..
							Williamson, Ern. A.	..	MPt3	55 0 0	..
							Pearce, Elsie M. ..	..	FPt2	35 0 0	..
Linwood North ..	235	283 10 4	5 16 8	16 1 0	..	1693 0 0	McCullough, Samuel	C1	HM	265 0 0	40
							Watson, Mary H. C.	D4	AF	160 0 0	..
							Reese, Marion ..	D5	AF	120 0 0	..
							Joll, Alice F. M. ..	..	AF	94 10 0	..
							Foster, Ivy A. ..	D5	AF	90 0 0	..
GRADE 13.											
Hampstead ..	285	845 4 0	..	90 6 2	..	..	McLeod, John ..	C1	HM	275 0 0	..
							Chapman, Henry J.	D2	AM	175 0 0	..
							Fawcett, Lucy ..	D1	AF	125 0 0	..
							Porter, Catherine ..	D2	AF	115 0 0	..
							McRae, Alex. P. ..	..	MPt5	55 0 0	..
							Smith, Florence E.	..	FPt4	55 0 0	..
							White, Edith E. ..	..	FPt2	35 0 0	..
New Brighton ..	287	801 2 5	..	155 15 8	..	355 0 6	Bishop, George W.	D2	HM	275 0 0	..
							Boyce, William J...	D2	AM	175 0 0	..
							Ormandy, Dora B...	E1	AF	125 0 0	..
							Pattrick, Cherrie L.	D2	AF	115 0 0	..
							Hanham, Dorothy L.	..	FPt4	55 0 0	..
							McKinney, Charles	..	MPt2	35 0 0	..
							Curtis, Olive I. ..	..	FPt1	25 0 0	..
Opawa	272	852 14 8	..	140 12 9	..	..	Petrie, George ..	C1	HM	275 0 0	..
							Shirlaw, David M.	B2	AM	175 0 0	..
							Banks, Charlotte M.	D2	AF	125 0 0	..
							Cradock, Mary A. ..	D2	AF	115 0 0	..
							Broadhurst, Chris. S.	..	FPt5	55 0 0	..
							Gibson, Inez R. ..	..	FPt5	55 0 0	..
							Ingley, Mary ..	..	FPt3	45 0 0	..
GRADE 14.											
Phillipstown ..	286	755 2 0	40 0 0	151 7 5	..	..	Robinson, Sarah L.	D1	HF	195 0 0	40
							Menzies, Agnes ..	B2	AF	140 0 0	..
							Gilling, Julia ..	E3	AF	100 0 0	..
							Rowley, Lily M. ..	D3	AF	90 0 0	..
							Kent, Florence E. ..	C5	AF	85 0 0	..
							Opie, Ronald ..	..	MPt3	55 0 0	..
							Compton, Gladys ..	..	FPt3	45 0 0	..
							McCullough, Dor. L.	..	FPt3	45 0 0	..
Rangiora	285	990 8 4	..	101 5 8	..	..	Ambrose, Thos. W.	B2	HM	290 0 0	..
							Thompson, Robert J.	C2	AM	190 0 0	..
							Menzies, Jeannie B.	D1	AF	130 0 0	..
							Webster, Isabella ..	D2	AF	125 0 0	..
							Steele, Elizabeth ..	D3	AF	100 0 0	..
							Gillespie, Dorothy H.	..	FPt5	60 0 0	..
							Arnott, Lilian F. ..	..	FPt4	55 0 0	..
							Walker, Annie ..	..	FPt3	45 0 0	..
Normal and Model D.H.S.	336	1,726 13 1	60 0 0	863 2 11	..	..	Aschman, Christo. T.	C1	HM	335 0 0	40
							White, George H. ..	C1	AM	275 0 0	..
							Starkiss, Harriet E.	D1	AF	200 0 0	..
							Garton, Wilfred W.	B2	AM	175 0 0	..
							Wagstaff, Mrs. J. W.	D1	AF	175 0 0	..
							Grand, Ellen ..	D1	AF	125 0 0	..
							Ansley, Annie ..	D1	AF	115 0 0	..
							Bevin, Elizabeth E.	D2	AF	100 0 0	..
							Lynskey, Michael ..	C1	M	220 0 0	20
							McIlraith, James W.	A2	Sec.	..	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*
NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 14—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kaiapoi D.H.S. ..	366	1,145 8 4	..	108 10 0	..	..	Bean, William D. ..	C1	HM	*300 0 0	..
							Gates, Thomas A., jun.	D2	AM	205 0 0	..
							Blackwell, Charlot. E.	D1	AF	135 0 0	..
							Oram, Harry ..	D3	AM	135 0 0	..
							Stanley, Alice ..	C2	AF	110 0 0	..
							Luxton, Lucy B. ..	D3	AF	90 0 0	..
							Fairweather, Daisy	..	FPt4	60 0 0	..
							Thwaites, Leonard J.	..	MPt4	60 0 0	..
							Dalzell, Flora ..	..	FPt3	55 0 0	..
							Mayne, Arthur J. ..	B2	Sec.	..	..
GRADE 16.											
Lyttelton D.H.S. ..	468	1,343 9 3	..	149 11 0	..	..	Just, Emilie U. ..	D1	HM	*310 0 0	..
							Voss, Johann ..	D1	AM	215 0 0	..
							Olliver, Mary E. ..	D2	AF	145 0 0	..
							Warner, Fred. S. H	D3	AM	140 0 0	..
							Hunter, Margaret ..	D2	AF	115 0 0	..
							Just, Leonie C. B. ..	D3	AF	105 0 0	..
							Manifold, Dorothy ..	D3	AF	85 0 0	..
							Sustins, Nolan ..	..	MPt4	60 0 0	..
							Traynor, Marion O.	..	FPt4	55 0 0	..
							Willcox, Dorothy M.	..	FPt3	45 0 0	..
							Strong, Marion E.	..	FPt3	55 0 0	..
							Burley, William E.	B2	Sec.	..	..
Ashburton and side school	405	1,401 6 11	..	246 13 10	..	..	Schneider, George ..	C1	HM	320 0 0	..
							Purchase, John E.	C1	AM	225 0 0	..
							Willis, Mrs. Effie ..	E1	AF	155 0 0	..
							Trezise, Mabel ..	D2	AF	145 0 0	..
							Macfarlane, Sam. G.	Lic.	AM	118 15 0	..
							Curd, Hannah ..	D2	AF	110 0 0	..
							Hewitt, Maude L. ..	D4	AF	85 0 0	..
							Foster, Margaret G.	C3	AF	90 0 0	..
							Choat, Ethel R. ..	..	FPt5	55 0 0	..
							Squire, Maud H. ..	..	FPt4	60 0 0	..
							Knox, Eliza ..	..	FPt3	45 0 0	..
GRADE 18.											
Addington	498	1,508 4 8	50 0 0	150 16 6	..	..	Seay, William N. ..	D1	HM	330 0 0	50
							Kennedy, Hans ..	C1	AM	235 0 0	..
							Shirtcliffe, Mary S.	E1	AF	165 0 0	..
							Morgan, Richard W.	D3	AM	150 0 0	..
							Beck, Elizabeth ..	D1	AF	135 0 0	..
							Leversedge, Edith M.	D2	AF	115 0 0	..
							Bowden, Bessie E. ..	D3	AF	95 0 0	..
							Walker, Gladys I. ..	..	FPt5	55 0 0	..
							Seay, Alexandrina ..	..	FPt4	55 0 0	..
							Suckling, Gertrude	..	FPt4	55 0 0	..
							Austin, Leslie ..	..	MPt3	45 0 0	..
							Hulston, Clara A. M.	..	FPt3	55 0 0	..
Woolston	533	1,475 0 2	..	240 8 5	..	..	Binnie, Archibald ..	C1	HM	330 0 0	..
							Kennedy, William A.	C1	AM	235 0 0	..
							Barker, Annie E. ..	E1	AF	165 0 0	..
							Peacock, John ..	D3	AM	150 0 0	..
							Mills, Mahala C. ..	B2	AF	135 0 0	..
							Wardle, Charlotte E.	D2	AF	115 0 0	..
							Wood, Elizabeth A.	C4	AF	95 0 0	..
							Cullen Gladys ..	D5	AF	85 0 0	..
							Bradley, Ida U. H.	..	FPt4	55 0 0	..
							Borthwick, Phœbe F.	..	FPt3	55 0 0	..
							Clark, Mildred ..	..	FPt3	45 0 0	..
							Yates, Edith F. ..	..	FPt2	35 0 0	..
							Pratt, William S. ..	..	MPt2	35 0 0	..
GRADE 19.											
St. Albans	571	1,662 6 6	..	238 12 11	..	..	Sutherland, James	B1	HM	340 0 0	..
							Colee, Walter C. ..	A1	AM	235 0 0	..
							Douds, Martha ..	D2	AF	195 0 0	..
							Morland, Thomas A.	C3	AM	155 0 0	..
							Lawrence, Grace ..	D2	AF	145 0 0	..
							Newman, Mabel M.	D2	AF	120 0 0	..
							Partridge, Alice L. ..	D2	AF	105 0 0	..
							Hannam, Lillian C.	D2	AF	85 0 0	..
							Fletcher, Gertrude	..	FPt5	55 0 0	..
							Turner, Nellie ..	..	FPt4	55 0 0	..
							Fletcher, Thomas A.	..	MPt4	55 0 0	..
							Sage, Constance M.	..	FPt3	45 0 0	..
							Gamble, Victor J. ..	..	MPt3	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 19—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waltham	606	1,647 5 10	..	173 13 7	..	..	Hughes, Thomas ..	B1	HM	340 0 0	..
							Douds, Thomas ..	C1	AM	235 0 0	..
							King, Annie D. ..	E1	AF	170 0 0	..
							Pratt, Colonel F. ..	D3	AM	155 0 0	..
							Reese, Jeannie ..	D2	AF	145 0 0	..
							Armstrong, Ella ..	D2	AF	120 0 0	..
							Wills, Mabel S. M. J.	D2	AF	105 0 0	..
							Allen, Ada M. ..	D4	AF	85 0 0	..
							Cornwell, Edith M.	..	FPt5	55 0 0	..
							Lucas, Annie L. ..	..	FPt4	55 0 0	..
							Hoare, George H. ..	..	MPt3	45 0 0	..
							Mills, Elsie ..	..	FPt3	45 0 0	..
GRADE 21.							Harvey, Frederick D.	..	MPt3	45 0 0	..
Richmond	624	1,857 5 1	..	244 12 8	...	..	McGregor, John W.	C1	HM	360 0 0	..
							Watson, Harold C. N.	C2	AM	240 0 0	..
							Spence, Annie W. ..	D1	AF	180 0 0	..
							Bruce, Robert ..	E2	AM	170 0 0	..
							McGregor, Eliza. J.	E1	AF	155 0 0	..
							Smith, Mabel ..	D1	AF	130 0 0	..
							Sorensen, Marion J.	D2	AF	115 0 0	..
							Newton, Kate E. ..	D2	AF	105 0 0	..
							Isherwood, Grace I.	C5	AF	85 0 0	..
							Robson, Bertha ..	..	FPt5	55 0 0	..
							Hay, Jessie F. ..	..	FPt5	55 0 0	..
							Bowden, John ..	..	MPt4	55 0 0	..
							Osborn, Ernest G. H.	..	MPt4	55 0 0	..
							Bain, Constance ..	..	FPt3	45 0 0	..
GRADE 25.							Blank, Myrtle J. ..	..	FPt3	45 0 0	..
Christchurch West D.H.S.	771	2,246 5 0	..	375 9 6	..	..	Hardie, Charles D.	B1	HM	*390 0 0	..
							Menzies, Peter ..	B1	AM	250 0 0	..
							Grant, Mary A. ..	E1	AF	210 0 0	..
							Smith, James E. R.	C1	AM	200 0 0	..
							Menzies, Margaret	D1	AF	180 0 0	..
							Revell, Percy ..	D3	AM	160 0 0	..
							Morrison, Margaret P.	D1	AF	140 0 0	..
							Allard, Charles W. ..	C3	AM	130 0 0	..
							Rutledge, Mary W.	D2	AF	110 0 0	..
							Rogers, Bertha F. ..	D3	AF	90 0 0	..
							Kinnimonth, H. M.	..	FPt5	55 0 0	..
							Ritchie, Helen ..	..	FPt4	55 0 0	..
							Dobson, Myra ..	..	FPt4	55 0 0	..
							Archey, Gilbert E. ..	..	MPt4	60 0 0	..
							Spence, Annie ..	..	FPt4	55 0 0	..
							Bartrum, Charlt. A. D.	..	FPt4	60 0 0	..
							Jones, Lina M. ..	..	FPt3	45 0 0	..
							Waller, Francis D.	B1	Sec.	..	..
							Malcolm, Thornt. G.	C1	Sec.	..	..
							Hansard, George A.	C3	Sec.	..	..
							Wilkinson, Maria L., B.A.	..	Sec.	..	..
GRADE 26.							Hassall, Edith G. ..	B4	Sec.	..	..
Sydenham	952	2,626 18 1	..	1,331 0 7	..	..	Mayne, James B. ..	B1	HM	390 0 0	..
							McGallon, Thos. G.	C1	AM	250 0 0	..
							Hall, Mary ..	E1	AF	210 0 0	..
							Malcolm, Robert A.	C2	AM	200 0 0	..
							Harrison, Nellie ..	D2	AF	180 0 0	..
							Irwin, Samuel J. ..	D3	AM	160 0 0	..
							Morrison, Mary J. ..	D1	AF	140 0 0	..
							Whitehead, Louis G.	C3	AM	125 0 0	..
							Duncan, Robena ..	D2	AF	120 0 0	..
							Watson, Margaret R.	D2	AF	110 0 0	..
							Adams, Mary A. ..	D2	AF	95 0 0	..
							Pearson, Florence ..	D2	AF	90 0 0	..
							Ormandy, Florence E.	C4	AF	85 0 0	..
							Smith, Ethelwyn M.	..	FPt5	55 0 0	..
							Webster, Janet ..	..	FPt5	60 0 0	..
							Dènne, Archibald H.	..	MPt5	55 0 0	..
							Lockwood, Helena J.	..	FPt4	55 0 0	..
							Large, Elsie A. ..	..	FPt4	55 0 0	..
							Jull, Gladys ..	..	FPt3	45 0 0	..
							Maxwell, Robert W.	..	MPt3	45 0 0	..
							Blackmore, Wini. M.	..	FPt3	45 0 0	..
							Kinnimonth, Flo. M.	..	FPt3	45 0 0	..
							Parsonson, Dor. G.	..	FPt3	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 32.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Christchurch East: Gloucester Street and South Belt side school	1073	3,045 17 11	50 0 0	399 9 0	..	..	Owen, Sydney C. ..	B1	HM	400 0 0	50
							Evans, Frances T...	C1	AM	250 0 0	..
							Chaplin, Emily A...	B1	AF	210 0 0	..
							Kennedy, John S...	C1	AM	200 0 0	..
							Menzies, Annie J...	D1	AF	180 0 0	..
							Cookson, Walter G.	D2	AM	160 0 0	..
							Thompson, Ethel ..	D1	AF	140 0 0	..
							Kidson, George R.	C3	AM	130 0 0	..
							Wauchop, Eliz. L.	D2	AF	120 0 0	..
							Gilmour, Ruth ..	D1	AF	140 0 0	..
							Kent, Helen M. ..	D3	AF	110 0 0	..
							Aiken, Janet M. ..	D3	AF	105 0 0	..
							Williams, Nellie G.	D3	AF	90 0 0	..
							Snowball, Laura E.	D3	AF	90 0 0	..
							Ambrose, Clarice M.	..	FPt5	60 0 0	..
							Sapsford, Elsie F. L.	..	FPt5	55 0 0	..
							Arnold, Cuthbert ..	..	MPt4	60 0 0	..
							Wauchop, Margt. S.	..	FPt4	55 0 0	..
							Livingstone, Ethel M.	..	FPt4	55 0 0	..
							Wauchop, William S.	..	MPt4	55 0 0	..
							Whitcombe, Myra..	..	FPt4	55 0 0	..
							Lloyd, Ada C. ..	..	FPt4	55 0 0	..
							Foster, Frances H. H.	..	FPt4	55 0 0	..
							Ryland, Florence H.	..	FPt3	45 0 0	..
							Clarkson, Margaret B.	..	FPt3	45 0 0	..
							Lynskey, Sara ..	..	FPt3	55 0 0	..
Schools not open in December, 1908—											
Charteris Bay ..	..	..	..	1 10 0	..	..	..	..	..	..	..
Flea Bay.. ..	..	17 10 0	..	..	..	..	..	..	..	..	..
Rakaia, Little ..	..	..	..	26 7 3	..	..	..	..	..	..	..
Somerfield ..	..	..	..	0 2 8	..	471 0 0	..	..	..	..	..
Summerhill ..	..	4 2 6	..	3 10 0	..	..	..	..	..	..	..
Expenditure not classified—											
Auditing School Committee's accounts	..	..	..	30 0 0	..	..	..	..	..	..	..
Architect ..	..	..	..	458 8 4	..	..	..	..	..	..	..
Foreman carpenter	..	..	..	213 1 8	..	..	..	..	..	..	..
Insurance of casual labour	..	..	..	5 1 3	..	..	..	..	..	..	..
School apparatus ..	..	..	..	58 5 0	..	..	..	..	..	..	..
Totals ..	..	64,498 2 7	720 13 2	14,533 9 0	15 0 0	3,269 4 7	..	..	..	65,216 7 0	765

SOUTH CANTERBURY.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Arundel	15	110 0 0	10 0 0	7 9 6	..	..	Wharton, Mary ..	E3	F	110 0 0	10
Gapes Valley ..	14	81 0 0	10 0 0	6 18 0	..	..	Copland, Helen ..	..	F	84 0 0	10
Gray's Corner ..	13	75 0 0	10 0 0	7 1 0	..	..	Waldie, Annie ..	..	F	78 0 0	10
Kapua	15	81 5 0	..	7 9 6	..	..	Anderson, Margaret	..	F	84 0 0	..
Kohika	15	130 0 0	10 0 0	10 2 6	..	..	Yates, William M...	D2	F	130 0 0	10
Orari Gorge ..	13	71 9 5	9 6 0	6 18 0	..	..	Burnard, Florence..	..	F	84 0 0	10
Orari Bridge ..	13	110 0 0	..	8 12 6	..	..	le Fleming, Lady Jane	D2	F	110 0 0	..
Rangatira Valley ..	10	101 6 8	10 0 0	8 1 0	..	..	Shiers, Mary ..	D5	F	84 0 0	10
Rangitata Island ..	13	84 0 0	10 0 0	9 2 0	..	..	Boyd, Annie S. ..	E4	F	110 0 0	10
Skipton	13	95 0 0	10 0 0	8 12 6	..	..	Carter, Lucy Ann ..	Lic.	F	90 0 0	10
Te Moana	9	68 6 0	9 5 7	6 18 0	..	..	Gale, Mrs. Mary J.	D3	F	72 0 0	10
Totara Valley ..	9	55 10 0	10 0 0	6 5 0	..	..	Balfour, Isabell ..	..	F	54 0 0	10
GRADE 1.											
Burke's Pass ..	16	107 19 2	..	29 15 0	..	..	Byers, Evaline H. F.	C4	F	110 0 0	..
Chamberlain ..	16	110 0 0	..	10 9 9	..	..	Stevenson, Eliz. M.	E4	F	110 0 0	..
Clandeboye ..	18	102 13 4	..	17 10 6	..	..	Malling, Francesca E.	Lic.	F	104 10 0	..
Hakataramea ..	21	100 16 8	..	10 5 0	..	..	Leary, Bridget ..	C5	F	110 0 0	..
Hakataramea Valley	18	103 2 6	..	10 6 0	..	14 19 0	Maze, Eliza Ann ..	Lic.	F	104 10 0	..
Kakahu Bush ..	12	99 0 0	..	27 13 4	..	..	White, Angusina M.	..	F	99 0 0	..
Orton	12	94 5 5	..	10 5 0	..	..	Tod, Winifred Jane	..	F	99 0 0	..
Pleasant Valley ..	12	110 0 0	..	10 5 0	..	..	Ritchie, Eliz. M. ..	D5	F	110 0 0	..
Rangitata Station ..	22	130 0 0	..	10 9 6	..	..	Kelcher, Mrs. Annie	D2	F	130 0 0	..
Rosewill	17	110 0 0	10 0 0	11 17 6	..	..	Thompson, Agnes ..	Lic.	F	110 0 0	10

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 1—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Salisbury	15	116 13 4	10 0 0	11 9 0	..	..	Ray, Mabel A.	D3	F	110 0 0	10
Scotsburn	14	99 0 0	..	11 11 0	..	..	Cameron, Jessie F. L.	..	F	99 0 0	..
Te Ngawai	24	130 0 0	..	32 13 0	..	..	Sheard, Fannie	C3	F	130 0 0	..
Tycho	21	130 0 0	10 0 0	11 16 6	..	..	Dewar, Janet	D1	F	130 0 0	10
GRADE 2.											
Ashwick Flat	18	130 0 0	..	12 10 0	..	..	Matheson, Mrs. D. E.	D3	F	130 0 0	..
Belfield	20	130 0 0	..	12 10 0	..	..	McIlroy, Annie L.	D1	F	130 0 0	..
Esk Valley	20	130 0 0	..	33 1 0	..	..	Renton, William.	D2	M	130 0 0	..
Lyalldale	23	144 0 0	20 0 0	27 14 0	..	..	Oxby, Annie E.	D2	F	144 0 0	20
Opihi	21	130 0 0	..	26 7 4	..	..	McKenzie, Ida B.	D3	F	130 0 0	..
Otaio	20	130 0 0	..	18 14 6	..	..	Mackay, Mrs. C. F.	E2	F	130 0 0	..
Pareora	29	160 0 0	..	21 19 6	..	..	Tomlinson, Thos. E.	C2	M	160 0 0	..
Waihaorunga	20	130 0 0	..	15 10 0	..	..	Bannerman, William	D2	M	130 0 0	..
Waitohi Flat	16	132 15 0	..	13 10 0	..	..	Moriarty Mennie	D4	F	130 0 0	..
Willowbridge	26	144 0 0	20 0 0	12 10 0	..	..	Goldsman, George J.	B4	M	144 0 0	20
GRADE 3.											
Cave	27	144 0 0	..	19 11 9	..	..	Foster, William E.	D1	M	144 0 0	..
Fairview	32	144 0 0	..	53 16 5	..	..	Johnson, Helen C. W.	D2	F	144 0 0	..
Hazelburn	20	147 9 4	..	14 4 0	..	..	Waugh, Mrs. Agnes	D3	F	144 0 0	..
Redcliff	28	144 0 0	..	14 4 0	..	..	Goodeve, Henry E.	C1	M	144 0 0	..
Southburn	32	144 0 0	..	15 19 11	..	..	Cumming, Eliza	E2	F	144 0 0	..
Sutherlands	24	144 0 0	..	14 4 0	..	..	Munro, Donald	B2	M	144 0 0	..
Waihao Downs	33	144 0 0	..	24 4 0	..	..	McCarthy, Mary A. R.	C2	F	144 0 0	..
Waikakahi	26	129 12 0	..	14 4 0	..	..	Bannerman, Edward	..	M	129 12 0	..
GRADE 4.											
Adair	35	153 4 4	20 0 0	17 8 9	..	..	McLennan, H. T. W.	D3	M	160 0 0	20
Cricklewood	33	160 0 0	..	20 7 2	..	..	Todd, David T.	D2	M	160 0 0	..
Hilton	32	165 0 0	..	32 17 4	..	..	Morris, Gerald	D2	M	165 0 0	..
Hook	33	160 0 0	..	26 2 1	..	..	Ford, Margaret	D2	F	160 0 0	..
Silverstream	36	160 0 0	..	16 16 6	..	..	Jones, Mrs. M. F.	D2	F	160 0 0	..
Waitaki	37	160 0 0	..	43 18 5	..	8 8 0	Bringans, Robert	D3	M	160 0 0	..
GRADE 5.											
Claremont	48	250 0 0	..	23 14 6	..	..	Black, Mrs. Flora L.	D1	HF	165 0 0	..
							Jeffries, Laura	E2	AF	85 0 0	..
Glenavy	51	245 2 6	..	21 3 0	..	..	McIntyre, Hugh	D1	HM	165 0 0	..
							Alexander, Anne E.	D3	AF	85 0 0	..
Hunters	32	242 18 4	..	17 13 0	..	..	McIntyre, Isabella	D2	HF	165 0 0	..
							Middleton, May I.	D4	AF	85 0 0	..
Milford	43	270 0 0	..	17 13 0	..	..	Glanville, William J.	E2	HM	180 0 0	..
							Lawlor, Mary K.	E3	AF	90 0 0	..
Washdyke	58	250 0 0	..	26 17 10	..	..	Cooke, Montague P.	C2	HM	165 0 0	..
							White, Dora	C4	AF	85 0 0	..
GRADE 6.											
Hannaton	47	270 0 0	..	237 13 6	..	..	Ferguson, Daniel	B1	HM	180 0 0	..
							Gordon, Mary H. E.	C5	AF	90 0 0	..
Kingsdown	45	270 0 0	..	20 11 8	..	..	Stewart, Robert	C2	HM	180 0 0	..
							Stewart, Mrs. Helen	D3	AF	90 0 0	..
Makikihi	49	270 0 0	..	19 16 0	..	..	Goodall, Alexander	D1	HM	180 0 0	..
							Freeman, Martha F.	E3	AF	90 0 0	..
Seadown	50	270 0 0	..	21 13 6	..	..	Schmedes, Cornel. F.	D1	HM	180 0 0	..
							Stewart, Jeanie D.	D5	AF	90 0 0	..
Waituna Creek	52	270 0 0	..	26 10 0	..	..	Menzies, John	E2	HM	180 0 0	..
							Bruce, Anne	D2	AF	90 0 0	..
Woodbury	51	270 0 0	..	31 6 0	..	..	Pilkington, Geo. M.	D2	HM	180 0 0	..
							Fifield, Amy E.	D3	AF	90 0 0	..
GRADE 7.											
Albury	68	290 0 0	..	20 10 0	..	..	Lindsay, Alexander	D1	HM	195 0 0	..
							Lindsay, Mrs. Jean. G.	E1	AF	95 0 0	..
Springbrook and Pareora East (side)	65	335 0 0	..	156 3 5	10 0 0	63 0 0	Browne, William	D2	HM	195 0 0	..
							Stevenson, Jane	C5	AF	95 0 0	..
							Squire, Ethel	..	FPt3	45 0 0	..
GRADE 8.											
Morven	84	315 0 0	..	94 11 9	..	..	Clarke, Robert B.	B2	HM	215 0 0	..
							Smart, Alice R.	C3	AF	100 0 0	..
Orari South	76	315 0 0	..	23 7 0	..	..	Corbet, William	D2	HM	215 0 0	..
							Platts, Lillian N. C.	D4	AF	100 0 0	..
St. Andrew's	81	315 0 0	..	34 11 8	..	..	Hawkes, Richd. N. N.	D1	HM	215 0 0	..
							Ker, Marion M. A.	D5	AF	100 0 0	..
Wai-iti	71	315 0 0	..	23 16 6	..	..	Greaves, Joseph	D1	HM	215 0 0	..
							Ziesler, Freja L.	D4	AF	100 0 0	..
Winchester	81	315 0 0	..	65 4 6	..	..	Kalaugher, James P.	C1	HM	215 0 0	..
							Aimers, Amelia	D1	AF	100 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

1 Name of School	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 9.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Fairlie	95	424 15 10	..	55 7 3	..	..	McCaskill, Donald..	B1	HM	225 0 0	..
							Lindsay, Jane ..	C4	AF	105 0 0	..
							Hart, Nathalie ..	..	FPt3	55 0 0	..
GRADE 11.											
Geraldine D.H.S. ..	175	595 0 0	..	1,435 15 5	34 8 0	..	Montgomery, Jno. R.	B1	HM	*250 0 0	..
							Budd, Alice M., M.A.	..	Sec.	..	..
							Hughes, Alice M. ..	C2	AF	130 0 0	..
							Pearson, Mia Owen	E2	AF	115 0 0	..
							Hammond, Eva ..	..	FPt3	55 0 0	..
							Farnie, Dorothy ..	..	FPt3	45 0 0	..
Pleasant Point D.H.S.	191	595 8 4	..	2,134 14 11	..	250 0 0	Thomas, William ..	A1	HM	*250 0 0	..
							Tait, Allan, George	C4	Sec.	..	..
							Oliver, Eleanor A. E.	D2	AF	130 0 0	..
							Haskell, Amy E. ..	E2	AF	115 0 0	..
							Pelvin, Jessie ..	..	FPt3	55 0 0	..
							Scannell, Margaret	..	FPt3	55 0 0	..
GRADE 13.											
Timaru South ..	313	886 13 4	..	201 3 11	..	600 0 0	Valentine, James A.	B1	HM	275 0 0	..
							Marriot, William G.	D3	AM	175 0 0	..
							Fyfe, Jessie ..	D1	AF	125 0 0	..
							Campbell, Alice E.	D2	AF	115 0 0	..
							Lindsay, Catherine	D4	AF	100 0 0	..
							Blue, Jessie ..	..	FPt3	55 0 0	..
							Bennett, William ..	..	MPt3	55 0 0	..
GRADE 14.											
							McSweeney, Honora	..	FPt3	45 0 0	..
Waimataitai ..	314	983 14 8	..	92 13 7	..	..	Wood, John ..	D1	HM	290 0 0	..
							Werry, Alfred E. ..	D2	AM	190 0 0	..
							Fyfe, Evelyn ..	D1	AF	130 0 0	..
							Byers, Mary H. ..	D2	AF	125 0 0	..
							Pearson, Agnes A. ..	D2	AF	100 0 0	..
							Sutherland, Vida ..	..	FPt3	45 0 0	..
							Cameron, Eric ..	..	MPt3	55 0 0	..
GRADE 15.											
							Buchanan, Marian A.	..	FPt5	55 0 0	..
Temuka D.H.S. ..	363	1,125 0 0	..	233 8 3	..	..	McLeod, Murdoch	B1	HM	*300 0 0	..
							Gilmour, William O.	D3	Sec.	..	..
							Reid, Jessie B. ..	B3	Sec.	..	..
							Smart, John T. ..	D1	AM	205 0 0	..
							Phillipps, Leonora M.	E1	AF	135 0 0	..
							Scott, Annie ..	D2	AF	135 0 0	..
							Gorman, Annie ..	D2	AF	110 0 0	..
							McLean, Elizabeth	D2	AF	90 0 0	..
							Gray, Louie ..	..	FPt5	60 0 0	..
							Hancox, George G.	..	MPt3	45 0 0	..
GRADE 16.							Proudlock, Margaret	..	FPt3	45 0 0	..
Waimate D.H.S. ..	425	1,287 1 8	..	121 5 5	..	..	Pitcaithly, George..	B1	HM	*320 0 0	..
							Laing, Thos. M. M.	B2	Sec.	..	..
							Foweraker, Chas. E.	C4	Sec.	..	..
							Goldstone, Charles J.	C2	AM	225 0 0	..
							Crawford, Mary H.	D1	AF	155 0 0	..
							Henderson, Alex. ..	C4	AM	140 0 0	..
							Smart, Margt. A. L.	D2	AF	125 0 0	..
							Bruce, Sarah C. ..	E2	AF	110 0 0	..
							Lyall, William C. ..	..	MPt5	60 0 0	..
							Coltman, Arch. R.	..	MPt3	45 0 0	..
GRADE 22.											
							Turnbull, Margt. M.	..	FPt3	55 0 0	..
Timaru Main.. ..	707	1,985 13 11	..	163 7 5	..	..	Dalglish, Gilbert ..	B1	HM	365 0 0	..
							Collins, Charles F...	D1	AM	240 0 0	..
							Avison, Martha ..	E1	AF	190 0 0	..
							Fleming, James J. W.	D2	AM	180 0 0	..
							O'Donoghue, Edwd.	D4	AM	160 0 0	..
							Shirtcliffe, Clara I.	E2	AF	135 0 0	..
							Sibly, Clara A. C. ..	E2	AF	120 0 0	..
							Smith, Ellen C. ..	D3	AF	110 0 0	..
							Williamson, Agnes S.	D5	AF	95 0 0	..
							Millar, Mrs. Sarah	..	FPt5	55 0 0	..
							Ferrier, Ethel B. ..	..	FPt5	55 0 0	..
							McCahon, Mary R.	..	FPt4	55 0 0	..
							McIntyre, John ..	..	MPt4	60 0 0	..
							Maurice, Francis D.	..	MPt4	60 0 0	..
							Iverach, Isabel ..	..	PPt3	55 0 0	..
							Miles, Lilian R. ..	..	FPt3	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTH CANTEBURY—*continued.*

1 Name of School	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Expenditure on schools not open in December, 1908—											
Cannington	..	..	..	..	..	153 16 0	..	..	..	..	..
Waitohi Upper	..	..	..	0 7 6	..	..	..	..	..	..	..
Expenditure not classified—											
Architect	..	..	..	271 1 0	..	..	..	..	..	..	..
Unclassified	..	..	..	170 11 9	..	..	..	..	..	..	..
Totals	..	18,977 16 9	188 11 7	6,594 13 6	44 8 0	1,090 3 0	..	..	..	19,066 12 0	190

OTAGO.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ahuriri Flat ..	12	70 10 0	10 0 0	8 7 6	..	182 0 11	McKenzie, Mary ..	..	F	72 0 0	10
Akatore Coast ..	8	49 10 0	..	8 6 0	..	..	Green, Alice Mary..	..	F	48 0 0	..
Arthurton	13	73 10 0	..	32 4 2	..	..	Taylor, Annie ..	..	F	72 0 0	..
Barewood	9	48 0 0	..	0 5 3	..	..	Burnside, Elizabeth	..	F	54 0 0	..
Bendigo	7	41 7 1	..	9 7 7	..	..	Ewart, Emma ..	..	F	42 0 0	..
Chatto Creek ..	11	114 3 4	..	4 4 6	..	..	Noone, Isabella ..	..	F	117 0 0	..
Circle Hill	9	51 0 0	..	8 6 0	..	..	Wilson, Fred Hardy	..	M	54 0 0	..
Ettrick	18	99 0 0	..	10 11 3	..	..	Eggleton, Thomas..	..	M	99 0 0	..
Glenore	18	90 5 0	..	10 19 5	..	..	Bremner, Fan. M. J.	..	F	99 0 0	..
Greenfield	14	28 18 9	3 14 2	4 1 11	..	..	Gibson, Grace ..	..	F	84 0 0	10
Hillend	14	73 7 4	..	9 18 3	..	..	Arnold, Margaret P.	..	F	99 0 0	..
Ida Valley	12	69 0 0	10 0 0	22 9 7	..	..	Scully, Rachel B. ..	..	F	66 0 0	10
Inch Valley ..	14	79 15 0	10 0 0	10 8 0	..	..	Gibson, Ellen ..	..	F	84 0 0	10
Kakapuaka.. ..	15	88 5 0	..	9 19 0	..	..	Wylie, Clare Eliz...	..	F	85 0 0	..
Kartigi	16	99 0 0	..	10 3 3	..	..	Newlands, Margaret	..	F	99 0 0	..
Kia Ora	23	107 3 4	10 0 0	26 3 8	..	..	McIvor, Margaret ..	..	F	117 0 0	10
Kuriwao	6	48 0 0	..	8 1 7	..	..	Gillespie, Sarah ..	..	F	48 0 0	..
Kuri Bush	9	60 0 0	..	8 7 6	..	..	Ross, Sophia ..	..	F	60 0 0	..
Kyeburn	12	103 11 8	..	8 9 9	..	..	Mathieson, Wilh. B.	D4	F	110 0 0	..
Kyeburn Diggings ..	11	78 0 0	..	8 9 9	..	..	Dillon, Mrs. F. L. ..	E3	F	78 0 0	..
Kokonga	13	73 10 0	..	9 19 4	..	..	Swan, George ..	..	M	72 0 0	..
Luggate	15	92 0 0	..	20 9 2	..	..	Tizard, Florence L. J.	..	F	85 0 0	..
Macrae's	15	91 15 0	..	19 19 7	..	..	Bremner, Andrew H.	..	M	99 0 0	..
Makarora	10	48 0 0	..	32 4 6	..	..	Beattie, Helen M. ..	..	F	60 0 0	..
Manuka Creek ..	16	92 0 0	..	10 11 3	..	..	Sutherland, M. A. ..	..	F	85 0 0	..
Merino Downs ..	11	99 0 0	..	14 7 5	..	..	Duncan, Jane C. ..	..	F	99 0 0	..
Merton	19	102 0 0	..	39 11 2	..	..	Anderson, Ann C. ..	D3	F	110 0 0	..
Moa Flat	9	52 10 0	..	21 5 3	..	..	Ellis, Frances E. ..	..	F	48 0 0	..
Mount Cargill ..	11	67 10 0	..	8 8 3	..	..	Gillespie, Margaret	..	F	66 0 0	..
Mount Stuart ..	13	66 0 0	..	8 6 9	..	..	Crozier, Violet ..	..	F	78 0 0	..
Nevis	13	70 10 0	..	20 0 4	..	..	Hawkes, Mrs. Helen	..	F	66 0 0	..
Otekaike	16	27 19 8	3 3 4	2 0 0	4 0 0	148 4 3	Eason, Minnie ..	..	F	99 0 0	10
Popotunoa	11	107 10 0	..	8 8 3	..	..	McDougall, Isabel..	..	F	(1)106 0 0	..
Port Molyneux ..	16	86 5 0	..	12 19 9	..	..	Grono, Violet A. R.	..	F	99 0 0	..
Puketoi Station ..	2	12 0 0	..	0 1 6	..	..	Rowlandson, Rebec.	..	F	12 0 0	..
Purakauiti	15	84 15 0	..	9 19 9	..	..	Gray, Margaret ..	..	F	84 0 0	..
Saddle Hill ..	15	83 12 6	..	28 10 8	..	..	Hammond, Dinah L.	Lic.	F	90 0 0	..
Stoneburn	9	61 10 0	..	11 19 0	..	..	Smith, Betsy Harley	..	F	60 0 0	..
Table Hill	12	72 0 0	..	8 6 0	..	..	Monfries, Abigail ..	..	F	66 0 0	..
Tahora	5	16 10 0	..	1 15 7	..	..	Harrison, Annie ..	..	F	42 0 0	..
Taieri Beach ..	14	99 0 0	..	9 9 0	..	..	Allan, Margaret G.	..	F	99 0 0	..
Tarras	5	36 0 0	..	11 4 9	..	..	Bell, Ellen ..	..	F	36 0 0	..
Tawanui	14	71 5 0	..	2 15 3	..	..	O'Connell, Thos. F.	..	M	85 0 0	..
Timaru Station(2) ..	..	12 10 0	..	0 3 9	..	..	..	..	..	..	..
Tuapeka Flat ..	9	66 0 0	..	12 0 9	..	..	Williams, Ethel D.	..	F	66 0 0	..
Waihemo	5	48 0 0	..	2 6 0	..	..	Edmondston, Eliz.	..	F	48 0 0	..
Waitahuna West ..	9	66 0 0	..	8 8 3	..	..	Smith, Elizabeth D.	..	F	66 0 0	..
Wanaka Road ..	4	30 0 0	..	0 3 9	..	..	Anderson, May ..	..	F	30 0 0	..
Wangaloa	10	61 10 0	..	8 6 9	..	..	Mitchell, Janet ..	..	F	54 0 0	..
Waronui	14	75 0 0	10 0 0	8 6 9	..	..	Main, Agnes ..	Lic.	F	84 0 0	10
Whare Flat ..	6	36 0 0	..	0 4 6	..	..	Garrett, Rosie ..	..	F	36 0 0	..
Wharekuri	7	54 0 0	..	0 6 9	..	..	Smart, Ethel E. M.	..	F	54 0 0	..
GRADE 1.											
Akatore	17	99 0 0	..	18 18 8	..	..	McLean, Agnes ..	..	F	99 0 0	..
Blackstone.. ..	18	99 0 0	..	10 14 3	..	..	Woods, Llewellyn ..	..	M	99 0 0	..
Chasland's	14	117 0 0	..	9 12 0	..	..	Heward, Edwin H.	..	M	117 0 0	..

(1) £40 additional provided out of other grants. (2) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School	2 Average for the Year 1903.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 2—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Clark's Flat ..	20	110 0 0	..	11 8 6	..	..	Craik, Mabel R. K.	D3	F	110 0 0	..
Clydevale	19	109 14 1	10 0 0	11 7 9	..	..	Manson, Jessie ..	B5	F	110 0 0	10
Hamilton	18	110 0 0	..	10 15 0	..	..	Symes, Mrs. G. M.	D3	F	110 0 0	..
Island Cliff.. ..	16	110 0 0	..	18 6 4	..	..	de Lambert, Ethel G.	D4	F	110 0 0	..
Kokoamo	14	110 0 0	..	10 3 6	..	..	Hartstonge, Anne F.	D4	F	110 0 0	..
Lauder	15	108 19 8	..	4 19 6	..	..	Swan, Helen B. M.	D4	F	110 0 0	..
Lauder Railway-stat'n	21	100 16 8	9 3 4	12 3 6	..	..	Todd, Beatrice E. O.	C4	F	110 0 0	10
Maruimato.. ..	18	110 0 0	..	15 8 4	..	..	Campbell, Christina	C3	F	110 0 0	..
Moonlight	21	129 12 0	..	23 16 6	..	..	Waddell, Joseph A.	..	M	129 12 0	..
Otakou	31	160 0 0	..	15 12 3	..	..	Firth, Elizabeth H.	D2	F	160 0 0	..
Purekireki	19	110 0 0	..	10 14 3	..	..	Bonnin, John L. ..	E2	M	110 0 0	..
Rimu	14	102 11 3	10 0 0	10 0 6	10 0 0	236 2 7	Williamson, John ..	D2	M	110 0 0	10
Tahakopa(1) ..	..	20 5 5	..	0 3 9	..	..	..	..	..	..	..
Springvale	14	99 0 0	10 0 0	10 3 6	..	..	Hetherington, Sarah	..	F	99 0 0	10
Stony Creek ..	12	110 0 0	..	12 2 0	..	..	Bowie, Jane Milne	D2	F	110 0 0	..
Taiaroa Head .	11	106 15 0	..	9 14 3	..	..	McLeod, Janet ..	..	F	99 0 0	..
Tahatika	20	110 0 0	10 0 0	10 12 9	..	..	Bonnin, Fannie ..	D3	F	110 0 0	10
Taieri Ferry ..	25	110 0 0	..	34 2 4	..	..	Fegans, Frances M.	D2	F	110 0 0	..
Taumata	17	107 5 0	..	18 7 0	..	..	Hastings, Margt. E.	D4	F	110 0 0	..
Waipiata	21	105 8 4	..	12 18 6	..	..	Beattie, John W. G.	..	M	99 0 0	..
Wanaka	17	99 0 0	..	16 1 5	9 15 0	..	Cowen, Martin ..	..	M	99 0 0	..
GRADE 2.											
Ardgowan	15	130 0 0	20 0 0	10 5 9	..	..	Maule, Mrs. A. B. C.	E3	F	130 0 0	20
Awamangu	26	130 0 0	20 0 0	31 16 1	..	..	Murray, Mrs. H. J.	D2	F	130 0 0	20
Broad Bay	19	130 0 0	..	11 12 3	..	..	Farquharson, J. H.	D3	F	130 0 0	..
Dunrobin	24	130 0 0	..	27 5 9	..	..	Pretsch, Annie Mary	D3	F	130 0 0	..
Gimmerburn ..	20	130 0 0	..	12 7 3	..	..	Gow, Beatrice ..	B5	F	130 0 0	..
Glenkenich ..	21	130 0 0	..	36 17 11	..	..	White, Eliza ..	D1	F	130 0 0	..
Goodwood	14	130 0 0	..	41 11 11	..	..	Steel, Marion D., B.A.	B1	F	130 0 0	..
Incholme	17	130 0 0	..	13 14 9	..	..	Broome, Annabella	E1	F	130 0 0	..
Kaihiku	16	130 0 0	..	18 0 3	..	..	Anderson, Agnes ..	D3	F	130 0 0	..
Kahuika	21	117 0 0	..	12 5 9	..	..	Burn, Andrew H. ..	..	M	117 0 0	..
Katea	24	124 11 8	..	13 3 9	..	..	Anderson, Peter J...	D4	M	130 0 0	..
Matau	18	130 0 0	..	11 13 9	..	..	McDonald, E. J. M.	D2	F	130 0 0	..
Moa Creek	23	129 12 0	20 0 0	28 18 0	..	..	Mackenzie, John ..	..	M	129 12 0	20
North Taieri ..	20	130 0 0	..	46 0 11	..	..	Pretsch, Maria S. ..	D2	F	130 0 0	..
Pukepito	19	130 0 0	..	10 16 6	..	..	Rooney, Mrs. C. ..	E2	F	130 0 0	..
Reomoana	19	144 0 0	..	26 0 10	..	..	Graham, Cath. A. C. de G.	D4	F	144 0 0	..
Rongahere	20	130 0 0	..	36 16 5	..	..	Woodhouse, M. A. ..	D3	F	130 0 0	..
Rough Ridge ..	24	144 0 0	..	24 0 6	..	..	Botting, John F. ..	D1	M	144 0 0	..
Sandymount ..	24	130 0 0	..	19 13 10	..	..	Landreth, Mrs. Eliz.	D2	F	130 0 0	..
Tarara	11	130 0 0	..	20 19 9	..	..	Burnside, Margaret	D4	F	130 0 0	..
Te Houka	22	130 0 0	20 0 0	14 13 3	..	..	Clapperton, Cath. ..	B4	F	130 0 0	20
Tokarahi	25	144 0 0	..	14 8 11	..	..	Scott, Jane Clark ..	D2	F	144 0 0	..
Tuapeka West ..	16	130 0 0	..	39 10 6	..	..	Knight, Mrs. Mary	D4	F	130 0 0	..
Waianakarua ..	21	144 0 0	..	12 7 3	..	..	Spraggon, Lilian E.	D3	F	144 0 0	..
Waipori	14	124 16 8	..	9 6 6	..	..	Hawke, John Peter ..	..	M	117 0 0	..
Waitapeka	24	130 0 0	..	13 3 0	..	..	McCallum, L. M. ..	C3	F	130 0 0	..
Wetherstone's ..	22	130 0 0	..	18 18 9	..	..	Pope, Josephine M. J.	E3	F	130 0 0	..
Wylie's Crossing ..	25	130 0 0	..	13 17 3	..	..	Blair, Robert ..	E2	M	130 0 0	..
GRADE 3.											
Beaumont	39	144 0 0	..	17 10 0	..	..	Kaye, William T. O.	C4	M	144 0 0	..
Brighton	31	144 0 0	..	16 5 3	..	..	Hogg, Sarah Jane ..	D2	F	144 0 0	..
Cambrians	26	144 0 0	..	14 0 3	..	..	Williamson, Geo. W.	D1	M	144 0 0	..
Eweburn	33	144 0 0	..	18 4 0	..	..	Drummey, Agnes J.	D2	F	144 0 0	..
Glenomaru ..	30	144 0 0	..	15 13 4	..	..	Carrick, Mrs. Marie	E2	F	144 0 0	..
Hooper's Inlet ..	25	144 0 0	..	14 17 0	..	30 0 0	Graham, Amy S. F. de L.	D2	F	144 0 0	..
Houipapa	36	134 5 10	..	69 18 0	..	..	Purves, Thomas B.	Lic.	M	136 16 0	..
Lovell's Flat ..	37	144 0 0	..	16 7 6	..	..	Masters, Jemima E.	D2	F	144 0 0	..
Maerewhenua ..	17	160 0 0	..	28 6 10	..	..	McKenzie, Georgina	D3	F	160 0 0	..
Maungatua ..	33	146 13 4	..	15 11 9	..	..	Harrison, Thomas..	C3	M	144 0 0	..
Otiake	23	144 0 0	..	13 4 6	..	..	French, Henrietta A.	D3	F	144 0 0	..
Otokia	30	144 0 0	..	14 16 0	..	..	McLeod, Margaret	D2	F	144 0 0	..
Owaka Valley ..	27	144 0 0	..	14 1 0	..	..	Sinclair, Violet B. ..	D3	F	144 0 0	..
Pine Hill	32	144 0 0	..	38 11 11	..	..	Healey, Ernest J. ..	D3	M	144 0 0	..
Pateroa	38	144 0 0	..	17 0 3	..	..	Fawcett, Horace ..	..	M	144 0 0	..
Poolburn	28	144 0 0	..	36 15 0	..	..	Young, Margaret C.	E3	F	144 0 0	..
Southbridge ..	32	144 0 0	..	23 17 0	..	..	Sims, Mary Eleanor	C3	F	144 0 0	..
Upper Junction ..	22	144 0 0	..	25 11 2	..	..	Dippie, Margaret ..	E1	F	144 0 0	..
Waihola	34	144 0 0	..	35 18 11	..	..	Paterson, William A.	D2	M	144 0 0	..
Waipahi	36	144 0 0	..	29 4 3	..	..	Burn, Edgar Huie	C3	M	144 0 0	..
Waipori Lake ..	25	132 0 0	..	14 19 0	..	..	Hay, Isabella C. ..	D2	F	144 0 0	..
Waitahuna Gully ..	30	160 0 0	..	15 12 6	..	..	Blair, Robert L. D.	D4	M	160 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 4.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Awamoko	51	209 11 8	..	49 7 10	..	..	Burnard, John Dufty	D2	HM	160 0 0	..
							Pryde, Alice ..	Lic.	AF	85 0 0	..
Bald Hill	28	160 0 0	..	29 10 3	..	..	Annett, Alice P. ..	E2	F	160 0 0	..
Black's	28	144 0 0	..	15 2 9	..	..	Peat, Nathaniel ..	..	M	144 0 0	..
Coal Creek	32	160 0 0	..	61 9 5	..	..	Taylor, Lillias O. ..	D2	F	160 0 0	..
Crookston	32	160 0 0	..	62 15 8	..	..	Fraser, Johanna ..	E2	F	160 0 0	..
Evansdale	30	160 0 0	..	15 0 6	..	..	Percy, David M. ..	D2	M	160 0 0	..
Evans Flat	36	160 0 0	..	165 18 7	..	..	Woodhill, Ellen ..	E3	F	160 0 0	..
Ratanui	44	160 0 0	..	24 5 7	..	..	Davis, Edward ..	D2	M	160 0 0	..
Rae's Junction ..	33	151 6 8	..	39 6 3	..	..	Thomson, Archibald	Lic.	M	152 0 0	..
Sutton	37	160 0 0	..	17 6 3	..	..	McCulloch, Christina	D2	F	160 0 0	..
Waikoikoi	42	160 0 0	..	19 6 3	..	..	Beattie, John ..	D1	M	160 0 0	..
Wairuna	36	153 6 8	..	46 16 9	..	213 3 5	Labes, Augustus A. A.	Lic.	M	152 0 0	..
Waiwera	43	160 0 0	..	19 7 9	..	..	Appleby, William B.	D2	M	160 0 0	..
GRADE 5.											
Bluespur	47	250 0 0	..	73 11 10	..	..	Tindall, Arthur W.	C1	HM	165 0 0	..
							Keys, Agnes Millar ..		AF	85 0 0	..
Earnscleugh ..	33	250 0 0	..	23 10 3	..	..	Reilly, Wm. A., B.A.	B1	HM	165 0 0	..
							Townsend, Edith M.	E2	AF	85 0 0	..
Flag Swamp ..	49	250 0 0	..	392 10 11	..	..	Bremner, Philip ..	D2	HM	165 0 0	..
							Meston, Jane M. ..	C3	AF	85 0 0	..
Henley	33	236 5 0	..	97 13 5	..	..	Finney, Rich. H. B.	D4	HM	165 0 0	..
							Crawford, Bertha ..	..	AF	85 0 0	..
Highcliff	41	250 0 0	..	67 11 5	..	..	Whyte, John ..	D1	HM	165 0 0	..
							Skinner, Marion Y.	..	AF	85 0 0	..
Hyde	36	234 13 4	..	18 7 3	..	..	Nesbit, James W. ..	Lic.	HM	156 15 0	..
							Beattie, Nellie M. ..	Lic.	AF	85 0 0	..
Kelso	26	216 16 6	..	33 16 8	..	..	Allan, John Morrison	D1	M	165 0 0	..
Leith Valley ..	45	250 0 0	..	97 13 2	..	..	Marryatt, Ernest ..	C3	HM	165 0 0	..
							Henderson, Jessie ..	D2	AF	85 0 0	..
Livingstone ..	47	250 0 0	..	33 0 6	..	..	McLay, James ..	B3	HM	165 0 0	..
							Marwick, Jane ..	C5	AF	85 0 0	..
Lowburn	38	241 15 0	..	34 16 2	..	..	Miller, James McK.	D4	HM	165 0 0	..
							Ewart, Hannah ..	..	AF	85 0 0	..
Lower Harbour ..	40	250 0 0	..	19 11 6	..	226 10 0	Kerr, Charles K. ..	D1	HM	165 0 0	..
							Morris, Thirza Sarah	D4	AF	85 0 0	..
Momona	47	250 0 0	..	40 4 7	..	..	Chesney, Andrew ..	D2	HM	165 0 0	..
							Cuttle, Ivy ..	..	AF	85 0 0	..
North-east Harbour ..	45	250 0 0	..	55 7 5	..	..	Moodie, John ..	D2	HM	165 0 0	..
							Mitchell, Jessie McF.	C4	AF	85 0 0	..
Purakanui	47	250 0 0	..	29 12 3	..	..	Burns, William G.	D2	HM	165 0 0	..
							Milne, Annie Jane	D4	AF	85 0 0	..
Romahapa	47	250 0 0	..	347 12 6	..	..	Harrison, Samuel J.	D2	HM	165 0 0	..
							McNeill, Mary ..	..	AF	85 0 0	..
St. Bathan's ..	43	250 0 0	..	22 17 5	..	..	Cowan, Robert ..	D1	HM	165 0 0	..
							Wade, Ann C. ..	..	AF	85 0 0	..
Tuapeka Mouth ..	49	250 0 0	..	48 5 0	..	154 15 3	Calder, George A. ..	D2	HM	165 0 0	..
							Rush, Agnes ..	..	AF	85 0 0	..
West Taieri ..	42	250 0 0	..	18 13 9	..	..	Finlay, Thomas A.	D1	HM	165 0 0	..
							MacKellar, Ethel E.	D4	AF	85 0 0	..
GRADE 6.											
Allanton	54	270 0 0	..	26 19 9	..	..	Clark, George B. ..	E1	HM	180 0 0	..
							Cowie, Elizabeth C.	D3	AF	90 0 0	..
Dunback	51	270 0 0	..	55 7 9	..	..	Gray, John Anderson	E2	HM	180 0 0	..
							McIvor, Georgina ..	D4	AF	90 0 0	..
Hawea	51	256 0 0	..	67 6 1	..	..	Alexander, William	Lic.	HM	171 0 0	..
							Bradfield, Esther M.	..	AF	85 0 0	..
Heriot	70	267 15 0	..	47 19 7	..	..	Williamson, Alex. H.	C2	HM	180 0 0	..
							Sinclair, Constance	Lic.	AF	85 10 0	..
Kakanui	64	270 0 0	..	59 16 7	..	..	Barnett, Abraham M.	D1	HM	180 0 0	..
							Lyders, Marie J. ..	D5*	AF	90 0 0	..
Matakanui	52	270 0 0	..	52 7 4	..	..	Jack, James A. ..	C1	HM	180 0 0	..
							Long, Mary Ann ..	C4	AF	90 0 0	..
Milburn	57	290 0 0	..	254 7 5	..	401 0 0	Smith, James ..	C2	HM	195 0 0	..
							Darling, Rosy ..	D3	AF	95 0 0	..
Moeraki	57	270 0 0	..	71 0 0	..	..	Rogers, Walter John	D1	HM	180 0 0	..
							Hutton, Ella B. ..	D4	AF	90 0 0	..
Papakaio	59	270 0 0	..	30 8 6	..	..	Wilson, James Reid	D2	HM	180 0 0	..
							Dunlop, Isabella ..	D2	AF	90 0 0	..
St. Leonards ..	44	270 0 0	..	110 11 11	..	..	Carrington, G. W. ..	D1	HM	180 0 0	..
							Lothian, Jeanie M.	D2	AF	90 0 0	..
Warepa	52	290 0	..	49 1 2	..	..	Wilson, John ..	D1	HM	195 0 0	..
							Hoporaft, Flora L.	D2	AF	95 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1	2	Expenditure for the Year.						Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1902.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 7.											
Bannockburn ..	49	290 0 0	..	40 19 10	..	..	Bannerman, H. D.	B3	HM	195 0 0	..
							McLean, Islay ..	C4	AF	95 0 0	..
Duntroon	65	290 0 0	..	33 7 8	..	..	Rodger, William ..	C2	HM	195 0 0	..
							Weir, Christina ..	C4	AF	95 0 0	..
Fairfax	71	315 0 0	..	26 19 6	..	..	Grant, John B. ..	D1	HM	215 0 0	..
							Murray, Ethel May	D1	AF	100 0 0	..
Kurow	79	311 2 6	..	37 12 7	..	..	Menzies, James Kerr	D1	HM	195 0 0	..
							McLellan, Ellen ..	D4	AF	95 0 0	..
Portobello	62	290 0 0	..	39 15 3	..	..	Fergus, Robert ..	D1	HM	195 0 0	..
							Blair, Gertrude Lois	D4	AF	95 0 0	..
Pukeiwiahi ..	61	290 0 0	..	58 0 6	..	..	Bell, Cecil F. J. ..	C1	HM	195 0 0	..
							Fleming, Janet ..	E1	AF	95 0 0	..
Pukeuri	54	290 0 0	..	42 6 1	..	..	Nelson, James ..	C2	HM	195 0 0	..
							Paterson, Jessie ..	D3	AF	95 0 0	..
Seacliff	69	307 5 0	..	58 18 4	..	..	Marshall, Hugh ..	D2	HM	215 0 0	..
							Botting, Helena F. J	C4	AF	100 0 0	..
Teaneraki	63	290 0 0	..	117 12 2	..	..	Begg, Thomas ..	D2	HM	195 0 0	..
							Guffie, Selina ..	D3	AF	95 0 0	..
Totara	74	290 0 0	..	28 18 0	..	..	Reid, John ..	C1	HM	195 0 0	..
							Thomas, Minnie A.	C3	AF	95 0 0	..
Waitati	64	290 0 0	..	129 3 6	..	..	Hilgendorf, Francis	C1	HM	195 0 0	..
							Smith, Lucy E. D.	D3	AF	95 0 0	..
Walton	62	290 0 0	..	95 2 9	..	..	Ellisson, Lionel E.	C1	HM	195 0 0	..
							Mills, Jessie Gibson	E1	AF	95 0 0	..
Weston	61	290 0 0	..	25 15 9	..	..	Kelly, John ..	D1	HM	195 0 0	..
							Middleton, Christ. C.	C5	AF	95 0 0	..
Windsor	59	290 0 0	..	24 16 6	..	75 0 0	Duggan, Patrick J.	D2	HM	195 0 0	..
							Paul, Eliza F. M. H.	D2	AF	95 0 0	..
GRADE 8.											
Clyde	92	309 3 4	..	79 7 5	..	..	Stevens, Joseph E.	D1	HM	215 0 0	..
							Allan, Janet ..	..	AF	90 0 0	..
Miller's Flat ..	79	305 0 0	..	31 10 9	..	..	Pilling, Ewen ..	E1	HM	215 0 0	..
							White, Janet Milne	..	AF	90 0 0	..
Ngapara	72	315 0 0	..	50 4 11	..	..	Stenhouse, Robert A.	C1	HM	215 0 0	..
							Nicol, Vera ..	C4	AF	100 0 0	..
Otepopo	81	315 0 0	..	42 3 1	..	..	Fleming, James ..	C1	HM	215 0 0	..
							Campbell, Jane ..	D2	AF	100 0 0	..
Owaka	86	309 3 4	..	32 5 10	..	..	Bryant, James T. ..	E2	HM	215 0 0	..
							McDiarmid, G. N.	Lic.	AF	95 0 0	..
Waitahuna	85	315 0 0	..	91 4 7	..	..	Patrick, John H. ..	E1	HM	215 0 0	..
							Harrison, Eliz. M.	D2	AF	100 0 0	..
Wakari	96	315 0 0	..	48 16 0	..	..	Moir, James ..	D1	HM	215 0 0	..
							Christie, Jessie C. ..	D1	AF	100 0 0	..
GRADE 9.											
Clinton	100	375 16 8	..	236 12 6	..	..	Mackie, William W.	C1	HM	225 0 0	..
							Tempero, Emma C.	D2	AF	105 0 0	..
							Macdonald, Eliz. M.	..	FPt3	55 0 0	..
Cromwell	100	385 0 0	..	51 17 7	..	..	Abel, William F. ..	D1	HM	225 0 0	..
							Lear, Constance M.	D3	AF	105 0 0	..
							Partridge, Ernest ..	..	MPt4	55 0 0	..
East Taieri ..	113	385 0 0	..	137 13 3	..	950 16 1	Waddell, Jas. N., B.A.	B1	HM	225 0 0	..
							Little, Mrs. Don. C.	D1	AF	105 0 0	..
							Bringans, Alexander	..	MPt4	55 0 0	..
Hampden	91	355 16 8	..	259 7 6	..	..	Robertson, Alex. G.	D1	HM	225 0 0	..
							Watt, Mrs. Margaret	E1	AF	105 0 0	..
							Duncan, Jessie Agnes	..	FPt1	25 0 0	..
Maheno	104	380 0 0	..	37 8 0	..	..	Nicolson, John McN.	D1	HM	225 0 0	..
							Christie, Elizabeth G.	D2	AF	105 0 0	..
							McNeill, William ..	..	MPt2	50 0 0	..
Sawyer's Bay ..	96	390 0 0	..	110 4 0	8 6 0	..	Flamank, Oscar D.	D1	HM	225 0 0	..
							Johnstone, Cecilia ..	E1	AF	105 0 0	..
							Dewar, Janet B. ..	..	FPt4	60 0 0	..
Stirling	130	390 0 0	..	108 6 6	..	..	Jones, Herbert C. ..	B1	HM	225 0 0	..
							Tregoning, Mary ..	E2	AF	105 0 0	..
							Nelson, John Smith	..	MPt4	60 0 0	..
Strath-Taieri ..	118	385 0 0	..	36 14 3	..	162 18 3	Matheson, John ..	D1	HM	225 0 0	..
							Sim, Jane Cathcart	C3	AF	105 0 0	..
							Fisher, Janet C. ..	..	FPt4	55 0 0	..
St. Clair	131	411 5 0	..	89 19 3	..	..	Pope, Langley ..	C1	HM	235 0 0	..
							Cooper, Isabella Orr	D1	AF	110 0 0	..
							Walton, Margt. A. S.	D3	AF	90 0 0	..
GRADE 10.											
Anderson's Bay ..	139	427 10 0	..	47 6 3	..	..	Jeffery, James ..	D1	HM	235 0 0	..
							Gunn, Elizabeth J.	D1	AF	110 0 0	..
							O'Shea, Eliza A. ..	D4	AF	90 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 10—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d	£
Naseby D.H.S. ..	132	435 0 0	..	50 5 0	..	..	Malcolm, James P.	D1	HM	*235 0 0	..
							Thomson, Jane H.	D1	AF	110 0 0	..
							Blackie, Helen W.	C4	AF	90 0 0	..
							Robertson, Thos. G.	..	Sec.	..	..
Outram	131	435 0 0	..	50 18 0	..	..	Strong, William J.	D2	HM	235 0 0	..
							Paterson, Jessie R. A.	D2	AF	110 0 0	..
							Hurley, Irene Norma	C3	AF	90 0 0	..
Roxburgh	146	435 0 0	..	118 6 1	..	..	Coutts, Thomas R. W., B.A.	B1	HM	235 0 0	..
							Pilkington, Jane ..	D3	AF	110 0 0	..
							Smith, Janet McG.	C4	AF	90 0 0	..
Waikouaiti ..	130	435 0 0	..	79 17 4	..	..	Bastings, William E.	C1	HM	235 0 0	..
							Kirby, Christiana E.	D1	AF	110 0 0	..
							Cairns, Jessie ..	E1	AF	90 0 0	..
GRADE 11.											
Ravensbourne ..	150	585 0 0	29 3 4	48 1 6	..	..	Grant, John Black	D1	HM	250 0 0	35
							Martin, William ..	B4	AM	130 0 0	..
							MacKenzie, Margaret	D1	AF	115 0 0	..
							Macdonald, Isab. M.	D2	AF	90 0 0	..
Tapanui D.H.S. ..	183	585 0 0	..	463 2 5	..	..	Stewart, John Neil	C1	HM	*250 0 0	..
							Loan, Marion S. ..	D2	AF	130 0 0	..
							Grigor, Janet Panton	C2	AF	115 0 0	..
							Mackisack, Elea. W.	C4	AF	90 0 0	..
							Campbell, Eliza, M.A.	A3	Sec.	..	..
GRADE 12.											
Alexandra	210	726 11 8	..	84 9 1	..	..	Closs, James G. ..	D1	HM	265 0 0	..
							Reilly, Louis G. ..	D4	AM	160 0 0	..
							Kyle, Eleanor ..	D3	AF	120 0 0	..
							Loudon, Rubina ..	..	AF	94 10 0	..
							McIntosh, Margt. E.	D4	AF	90 0 0	..
Kensington ..	207	737 6 6	35 0 0	113 7 0	4 0 0	..	Moore, William John	D1	HM	265 0 0	35
							Burn, David W. M., M.A.	B2	AM	160 0 0	..
							Farquharson, Eliz.	E1	AF	120 0 0	..
							Aitchison, Louisa M.	E2	AF	105 0 0	..
							Graham, Jane S. B.	D3	AF	90 0 0	..
Lawrence D.H.S. ..	236	673 16 1	..	133 16 10	..	..	Stenhouse, John ..	C1	HM	*275 0 0	..
							Darton, Henry L. ..	D1	AM	*175 0 0	..
							Fowler, Jane B. ..	E1	AF	*125 0 0	..
							Cormack, Isabella	C4	AF	90 0 0	..
							Strachan, Jas. E., M.A.	B2	Sec.	..	..
							Paterson, Janet, M.A.	B1	Sec.	..	..
Maori Hill	239	742 18 10	35 0 0	100 18 6	..	580 12 9	Fitzgerald, John A.	D1	HM	265 0 0	35
							Borrie, John Arthur	D4	AM	160 0 0	..
							Andrew, Kate ..	D1	AF	120 0 0	..
							Brown, Jane Kath.	D2	AF	105 0 0	..
							Liddle, Christina W.	D3	AF	90 0 0	..
Musselburgh ..	255	742 10 0	35 0 0	85 13 6	..	..	White, John ..	D1	HM	265 0 0	35
							Paterson, Thomas ..	D2	AM	160 0 0	..
							Chalmer, Clara E. ..	D2	AF	120 0 0	..
							Cameron, Louisa F.	D1	AF	105 0 0	..
							Faulks, Kate ..	D3	AF	90 0 0	..
Mosgiel D.H.S. ..	263	728 15 0	..	216 8 0	..	..	Pinder, Edward, M.A.	A1	HM	*265 0 0	..
							Graham, Geo. P., B.A.	B1	AM	160 0 0	..
							Scott, Mary ..	D1	AF	120 0 0	..
							Greaves, Alice ..	D2	AF	105 0 0	..
							McKenzie, Alex. J.	..	MPt3	45 0 0	..
							McLeod, Glad. M. S.	..	FPt3	45 0 0	..
							Bressey, Flo. F., M.A.	A3	Sec.	..	..
Oamaru Middle ..	225	776 5 0	..	413 13 1	..	..	Earl, Edwin T., B.A.	B1	HM	275 0 0	..
							Sargison, James H.	Lic.	AM	160 0 0	..
							King, Mary ..	D1	AF	125 0 0	..
							Wilding, Mary Jane	E2	AF	115 0 0	..
							Kay, Margaret ..	D3	AF	90 0 0	..
Palmerston D.H.S. ..	226	740 0 0	..	439 4 7	..	18 15 0	Patterson, T. A., B.A.	B1	HM	*265 0 0	..
							Newland, Edwin J.	D4	AM	160 0 0	..
							Heckler, Louisa A.	D2	AF	120 0 0	..
							Brown, Isabel E. ..	D3	AF	105 0 0	..
							Ure, Rose ..	C3	AF	90 0 0	..
							Cox, Annie H., M.A.	A4	Sec.	..	..
GRADE 13.											
Oamaru South ..	264	870 0 0	..	118 19 2	..	..	Aldred, Frederick S.	D1	HM	290 0 0	..
							Cron, William ..	C2	AM	190 0 0	..
							Cooke, Jean Laird ..	D1	AF	130 0 0	..
							McNaught, G. S. C.	D2	AF	125 0 0	..
							Garrey, Margaret ..	D3	AF	100 0 0	..
							Martyn, Rose ..	..	FPt2	35 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 13—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Tokomairiro D.H.S...	251	805 0 0	..	115 14 5	..	..	Graham, Walter B.	C1	HM	*275 0 0	..
							Mackay, Leslie D.	D3	AM	175 0 0	..
							McLaren, Mary ..	E1	AF	*125 0 0	..
							Nelson, Jessie R. ..	D1	AF	115 0 0	..
							Bremner, Vic. H. T.	..	MPt4	55 0 0	..
							McCorkindale, E. L.	..	FPt4	60 0 0	..
							Ferguson, Albt. J., M.A.	B2	Sec.	..	..
GRADE 14.							Beckingsale, L., B.A.	B3	Sec.	..	..
Balclutha D.H.S. ..	315	862 10 0	..	92 19 3	..	..	McElrea, Wm. B. E.	B1	HM	*290 0 0	..
							Harrison, W. L., M.A.	A3	AM	190 0 0	..
							Allan, Mary Kinloch	E1	AF	*130 0 0	..
							Murray, Florence ..	D3	AF	125 0 0	..
							Gawn, Elizabeth C.	D3	AF	90 0 0	..
							Mosley, Alexander M.	..	MPt3	45 0 0	..
							Dare, Olive J. M. ..	B3	Sec.	..	..
							Ford, Margaret O. T.	C4	Sec.	..	..
							Nelson, Hannah C.	D4	Sec.	..	..
Green Island ..	309	982 10 0	..	99 0 5	..	..	McDonald, William	D1	HM	290 0 0	..
							Turner, George A...	C2	AM	190 0 0	..
							Horne, Ellen Jane	D1	AF	130 0 0	..
							Mills, Mary Wilson	E2	AF	125 0 0	..
							Shearer, Florence ..	D3	AF	100 0 0	..
							Valentine, Winifd. A.	D4	AF	90 0 0	..
							Drain, Thomas M.	..	MPt3	55 0 0	..
Oamaru North ..	329	962 10 0	..	407 5 4	..	..	Lindsay, James ..	D1	HM	290 0 0	..
							Service, William A.	D3	AM	190 0 0	..
							Thompson, Alicia M.	D1	AF	130 0 0	..
							Allan, Isabella C. ..	D2	AF	125 0 0	..
							Lindsay, Janet ..	C4	AF	100 0 0	..
							Kibblewhite, Kate E.	C4	AF	90 0 0	..
							Marwick, John ..	..	MPt3	45 0 0	..
Normal School and Model School	318	1,505 0 0	60 0 0	210 15 7	..	..	Marshall, Angus, B.A.	B1	HM	320 0 0	40
							McMillan, Hugh ..	D1	AM	225 0 0	..
							Haig, Catherine ..	D1	AF	155 0 0	..
							Stevens, Emma ..	D1	AF	145 0 0	..
							Ironside, John ..	C2	AM	125 0 0	..
							Strachan, Mary A.	D1	AF	110 0 0	..
							Huie, Marjory S. ..	D1	AF	85 0 0	..
							Scott, Marjory T. ..	D2	AF	90 0 0	..
							Alexander, Ann C...	D2	AF	90 0 0	..
							Hardy, James Wm.	B1	Sec.	..	..
							McArthur, Grace C.	C1	Sec.	..	..
							Stewart, David ..	D1	M	160 0 0	20
GRADE 15.											
Kaitangata ..	333	1,145 0 0	..	85 16 1	..	..	Moir, John H., B.A.	B1	HM	300 0 0	..
							Mechaelis, Wm. R.	B2	AM	205 0 0	..
							Paterson, Jane ..	E1	AF	135 0 0	..
							Lockart, John W...	E3	AM	135 0 0	..
							Robertson, Jane ..	D3	AF	110 0 0	..
							Kenyon, Helen McG., B.A.	B3	AF	90 0 0	..
							Morrison, Malcolm J.	..	MPt4	55 0 0	..
							Graham, John ..	..	MPt3	55 0 0	..
							Carrick, Hilda M. ..	..	FPt4	60 0 0	..
GRADE 16.											
Macandrew Road (Dunedin)	378	1,189 18 4	26 13 4	130 15 8	..	..	Macdonald, G. W. C.	B1	HM	310 0 0	40
							Smeaton, Charles G.	C1	AM	215 0 0	..
							Cushen, John Alfred	D5	AM	145 0 0	..
							Forsyth, Agnes ..	E1	AF	140 0 0	..
							Faulks, Flora ..	D1	AF	115 0 0	..
							Walker, Mary Maria	E1	AF	105 0 0	..
							Campbell, Jessie ..	D2	AF	90 0 0	..
							McLay, Alice Eva ..	..	FPt4	60 0 0	..
							Menzies, George G.	..	MPt2	35 0 0	..
Mornington ..	382	1,205 11 4	..	172 7 1	..	..	Davidson, William	D1	HM	310 0 0	..
							Mathews, Alfred ..	C1	AM	215 0 0	..
							Urquhart, Henry R.	C3	AM	145 0 0	..
							McIntosh, Janet ..	D1	AF	140 0 0	..
							Whinam, Lois A. P.	E1	AF	115 0 0	..
							Calder, Elizabeth M.	D2	AF	105 0 0	..
							Wilson, Jessie Banks	C3	AF	90 0 0	..
							Rutherford, Jno. A. D.	..	MPt4	55 0 0	..
							Haslett, Eileen I. ..	..	FPt3	45 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1	2	Expenditure for the Year.					Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 16—*continued.*											
Port Chalmers D.H.S.	388	1,160 6 8	..	255 0 10	..	..	Booth, Geo. F., B.A.	B1	HM	*810 0 0	..
							Gray, James H., B.A.	B1	AM	*215 0 0	..
							Taylor, Robert M. ..	..	AM	130 10 0	..
							Orkney, Eva Marion	C1	AF	*140 0 0	..
							Murray, Hannah B.	E1	AF	115 0 0	..
							McCallum, Maria M.	D2	AF	105 0 0	..
							Bott, Amelia ..	E2	AF	90 0 0	..
							Luke, Bertha Alice	..	FPt4	55 0 0	..
							Heatley, Frederick J., M.A., M.SC.	A2	Sec.	..	..
GRADE 17.											
Arthur Street (Dunedin)	444	1,425 0 0	..	133 9 4	..	..	Chapman, John H.	D1	HM	330 0 0	..
							Barrett, Richard J.	D1	AM	235 0 0	..
							Davidson, Andrew..	D2	AM	165 0 0	..
							Sherriff, Eliza Grant	D1	AF	150 0 0	..
							Ritchie, Thomas R.	D4	AM	135 0 0	..
							Thomson, Margt. H.	D1	AF	115 0 0	..
							Orkney, Daisy M. ..	D2	AF	95 0 0	..
							Barclay, Helen T. ..	D3	AF	90 0 0	..
							Beresford, Gert. E.	..	FPt3	55 0 0	..
							McDonald, Stuart G.	..	MPt3	45 0 0	..
North-east Valley ..	484	1,352 10 0	..	174 4 6	..	..	Murray, David ..	D1	HM	320 0 0	..
							Rawlinson, Chas. C.	D1	AM	225 0 0	..
							Moore, John A. ..	B2	AM	155 0 0	..
							Little, Caroline Eliza	D1	AF	145 0 0	..
							Howat, Helen C. ..	D2	AF	125 0 0	..
							Paterson, Eliz. S. ..	D2	AF	110 0 0	..
							Waugh, Margt. A. P.	D2	AF	90 0 0	..
							Jones, Florence Alice	D3	AF	85 0 0	..
							Brown, Edward ..	..	MPt4	60 0 0	..
GRADE 18.							Spears, William H.	..	MPt3	45 0 0	..
High Street (Dunedin)	530	1,432 10 0	..	200 0 7	..	..	Smith, James W. ..	C1	HM	330 0 0	..
							Robertson, John A.	D1	AM	235 0 0	..
							Brownlie, Wm., M.A.	A3	AM	165 0 0	..
							Anderson, Annie C.	E1	AF	150 0 0	..
							Hoggans, Alexander	D3	AM	135 0 0	..
							Andrew, Alice Mary	D1	AF	115 0 0	..
							Tayler, Mabel A. ..	D2	AF	95 0 0	..
							Farnie, Grace M. ..	D2	AF	90 0 0	..
							McIvor, Frederick..	..	MPt1	25 0 0	..
							Widdowson, Florence	..	FPt4	55 0 0	..
							Sinclair, Vere C. ..	..	FPt3	45 0 0	..
George Street (Dunedin)	478	1,534 11 8	50 0 0	219 8 1	..	..	McNicoll, David A.	D1	HM	340 0 0	50
							McLean, Alexander	C1	AM	235 0 0	..
							McPhee, John H. A.	B1	AM	170 0 0	..
							Turnbull, Isabella ..	D1	AF	155 0 0	..
							Thomson, Magnus..	D2	AM	145 0 0	..
							Campbell, V. H. D.	E1	AF	120 0 0	..
							Luscombe, Blanche	D1	AF	105 0 0	..
							Sullivan, Lily, M.A.	B2	AF	90 0 0	..
							Moodie, Bedford P.	..	MPt4	60 0 0	..
							Brims, Elizabeth S.	..	FPt4	55 0 0	..
							Keys, Marion I. M.	..	FPt3	55 0 0	..
Union Street (Dunedin)	522	1,461 13 4	..	171 17 6	..	..	Stewart, Peter G. ..	D1	HM	330 0 0	..
							Blackie, Walt. G., M.A.	A3	AM	235 0 0	..
							Lawless, Cyril N ..	C4	AM	165 0 0	..
							McMillan, Mary S.	E1	AF	150 0 0	..
							McLean, Alexander	C2	AM	135 0 0	..
							Rodger, Agnes W. ..	D1	AF	115 0 0	..
							Hodges, Bithia L. C.	D2	AF	95 0 0	..
							Robertson, D. R. H.	A4	AF	90 0 0	..
							Tough, Mary G. ..	..	FPt3	45 0 0	..
							Wilson, Alice ..	..	FPt4	55 0 0	..
GRADE 19.							Cowan, James Geo.	..	MPt2	45 0 0	..
Caversham	572	1,600 16 8	..	270 10 9	..	155 0 0	Young, Charles ..	C1	HM	340 0 0	..
							Wilson, Robert ..	D1	AM	235 0 0	..
							Melville, John ..	D2	AM	170 0 0	..
							Donald, Elizabeth L.	E1	AF	155 0 0	..
							Kennedy, Alex. S. ..	C3	AM	145 0 0	..
							Ross, Annie Murray	D1	AF	120 0 0	..
							McPherson, Gert. C.	D2	AF	105 0 0	..
							Low, Jessie ..	D1	AF	85 0 0	..
							McGregor, Isabella	D2	AF	90 0 0	..
							Walton, William L.	..	MPt4	55 0 0	..
							Woodhouse, Bertha J.	..	FPt4	55 0 0	..
							Joslin, Eliza Charlton	..	FPt4	55 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 19—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Kaikorai	522	1,752 15 10	..	134 7 5	..	..	Allnutt, William C.	D1	HM	365 0 0	..
							Robertson, Jno., B.A.	B1	AM	240 0 0	..
							Kelk, Henry P. ..	D1	AM	190 0 0	..
							McEwan, Mary ..	E1	AF	180 0 0	..
							Murphy, Frank G...	D3	AM	160 0 0	..
							Wilson, Jane ..	E2	AF	135 0 0	..
							Callender, Mary ..	E1	AF	120 0 0	..
							Dow, Annie Cecilia	D2	AF	90 0 0	..
							Reid, Wilhelmina R.	D2	AF	85 0 0	..
							West, Amelia Marion	..	FPt4	55 0 0	..
							Colquhoun, Jno. A.	..	MPt3	55 0 0	..
							Robertson, Doug. L.	..	MPt4	55 0 0	..
GRADE 20.											
Forbury	608	1,680 8 4	50 0 0	296 0 2	..	505 0 0	Eudey, Walter ..	C1	HM	350 0 0	50
							Turner, William W.	C1	AM	235 0 0	..
							Borthwick, James ..	E2	AM	175 0 0	..
							Hooper, Jane D. ..	D1	AF	160 0 0	..
							Forrester, Fran. E. L.	C3	AM	150 0 0	..
							Lawrence, Dora S.	E1	AF	125 0 0	..
							Ralston, Mary ..	D2	AF	110 0 0	..
							Budd, Elizabeth ..	D2	AF	95 0 0	..
							Hopcraft, Victoria K.	D2	AF	90 0 0	..
							Kirby, Alban M. ..	..	MPt4	60 0 0	..
							Hartstonge, Daniel	..	MPt4	60 0 0	..
							Hare, Emma Jessie	..	FPt3	45 0 0	..
							Luke, Gabriel Mason	..	MPt2	35 0 0	..
GRADE 21.											
Albany Street (Dunedin)	635	1,796 13 4	41 13 4	871 4 5	..	..	Rennie, Jas., B.A., B.SC.	B1	HM	360 0 0	50
							McLaren, William	D1	AM	240 0 0	..
							Phillipps, William..	B1	AM	180 0 0	..
							Maxwell, Jessie ..	D1	AF	170 0 0	..
							Renton, William ..	B3	AM	155 0 0	..
							Fowler, Lillias A. ..	E1	AF	130 0 0	..
							Given, Jessie Isabel	D1	AF	115 0 0	..
							Livingston, Catherine	D1	AF	105 0 0	..
							Crawley, Janet Lucy	D3	AF	85 0 0	..
							Newlands, Marion S. S., B.A.	B3	AF	90 0 0	..
							Broom, Lavinia E.	..	FPt3	45 0 0	..
							Barth, Irene ..	..	FPt3	45 0 0	..
							Calder, John K. ..	..	MPt3	45 0 0	..
Expenditure on schools not open in December, 1908—							Ryan, Ruby Louise	..	FPt3	45 0 0	..
Hindon	..	..	..	..	..	240 16 11	..	..	..	..	..
Waitaki Bridge ..	..	..	..	..	..	89 16 5	..	..	..	..	..
Big Hill	..	..	..	..	..	2 14 9	..	..	..	..	..
Expenditure not classified—											
Unclassified	..	..	..	476 10 8	..	..	..	..	..	..	..
Training College ..	..	..	..	..	..	4567 1 6	..	..	..	..	..
School appliances..	..	..	..	129 13 4	..	..	..	..	..	..	..
Architect	..	..	..	288 19 0	..	245 0 0	..	..	..	..	..
Totals	..	66,158 16 6	548 10 10	14,531 9 3	36 1 0	9185 8 1	..	..	..	66,475 5 0	590

SOUTHLAND.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Arthur's Point ..	7	73 3 2	10 3 1	5 15 0	..	..	Congreve, Olive		F	72 0 0	10
Avondale .. .	9	62 4 1	9 8 6	5 3 9	..	..	Wright, Annie		F	66 0 0	10
Beaumont	11	59 5 0	14 4 0	17 15 0	5 0 0	..	O'Brien, Rosie		F	66 0 0	10
Benmore	14	73 10 0	..	37 15 7	..	..	Andrews, Edward		M	78 0 0	..
Caroline(1)	..	17 9 8	..	2 3 9	..	..	.. ..	..	..	..	..
Centre Island(1) ..	..	4 0 0	..	..	..	..	.. ..	..	..	..	..
Clifden	7	99 0 0	..	4 2 6	..	..	Wakefield, Alice M. ..		F	99 0 0	..
Crown Terrace ..	7	48 0 0	..	4 5 0	..	..	Youngman, Violet ..		F	48 0 0	..
Croydon Siding ..	13	110 0 0	10 0 0	11 11 9	..	..	Smith, Annie J. ..	D2	F	110 0 0	10
Dacre	18	97 0 5	11 5 0	9 7 6	..	..	Lenihan, Minnie ..	..	F	99 0 0	10
Feldwick	15	83 10 0	10 0 0	7 0 0	..	..	Talbot, Ella K. ..	..	F	84 0 0	10
Ferndale	17	99 0 0	10 0 0	9 2 6	..	..	Schroeder, Peter ..	..	M	99 0 0	10
Forest Hill South ..	13	75 0 0	..	11 17 5	..	91 0 0	Griffiths, George F. ..		M	84 0 0	..

(1) Closed.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1	2	Expenditure for the Year.												Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of Year.	
Name of School.	Average for the Year 1908.	3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.			4 Teachers' House Allowances.			5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.			6 Rent of School Buildings.			7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.			8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 0—*continued.*		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.				£ s. d.	£
Gibbston	12	80	13	2	..			7	3	9	..			..			Kinross, Andrew	M		85 0 0	..
Hamilton Burn ..	13	79	15	0	10	0	0	12	4	9	..			..			Fraser, Harriet J. ..	F		78 0 0	10
Holmesdale ..	10	60	0	0	10	0	0	5	10	0	..			..			McDonald, Flossy ..	F		60 0 0	10
Kaiwera	17	99	0	0	..			8	16	3	..			..			Golden, Agnes ..	F		99 0 0	..
Manapouri ..	9	46	7	6	..			..			..			..			Lloyd, Alice	F		48 0 0	..
Maori Point(1) ..	..	2	13	4	..			..			..			..			.. ..	..	..	..	..
Matuku(1)	..	18	10	0	..			..			..			..			.. ..	..	..	..	..
Minaret	7	26	12	11	..			..			..			..			Leddy, Teresa ..	F		42 0 0	..
Montevue(1) ..	..	25	13	4	..			..			..			..			.. ..	..	..	..	..
Mount Aspiring ..	3	18	0	0	..			..			..			..			McPherson, Jessie ..	F		18 0 0	..
Neck	10	14	3	10	..			..			..			..			Reichel, Carl O. ..	M		66 0 0	..
Papatotara ..	20	103	10	0	..			9	18	9	..			..			Hamilton, Hilda ..	F		99 0 0	..
Pine Bush	10	84	0	0	..			11	7	0	..			..			Winder, Elizabeth ..	F		84 0 0	..
Pyramid Siding ..	11	72	0	0	..			7	7	6	..			..			Orr, Margaret F. M. ..	F		72 0 0	..
Quarry Hills and Waikawa Valley	14	81	18	9	9	9	5	6	10	0	..			..			White, James	M		90 14 0	10
Sandstone	15	88	10	0	10	0	0	16	1	3	..			..			Wraytt, Alice	F		85 0 0	10
Shotover, Upper ..	15	81	5	0	..			9	1	0	..			..			Orr, Marion	F		85 0 0	..
Slopedown(1) ..	..	..			..			4	0	0	..			..			.. ..	..	..	..	..
Titipua	10	51	0	0	..			..			..			..			Richardson, Minnie ..	F		72 0 0	..
Waikaka, Little ..	8	48	0	0	..			..			..			..			Ray, Annie R.	F		42 0 0	..
Waikawa Valley II ..	6	39	14	10	..			..			..			..			Chisholm, Annabelle ..	F		42 0 0	..
Wairaki	12	69	9	2	9	17	3	6	3	9	10	0	0	..			McLeod, Jno. W., jun. ..	M		72 0 0	10
Waituna	7	43	10	0	..			60	18	1	..			..			Romans, Henrietta ..	F		42 0 0	..
Wairekiki	15	86	10	0	..			20	3	3	..			..			Prichard, Herbert J. ..	M		85 0 0	..
Wendon Valley ..	10	101	3	8	..			6	3	9	..			..			Ross, Grace	F		78 0 0	..
Pahiwi(2)	..	..			..			6	1	2	..			..			.. ..	..	..	..	..
GRADE 1.																						
Ardlussa	20	107	5	0	..			11	0	5	..			..			Munro, Flora J. ..	F		99 0 0	..
Cardrona	17	117	0	0	..			10	10	0	..			..			Barker, Caroline ..	F		117 0 0	..
Chatton	17	99	0	0	..			20	5	11	..			..			Smith, Frances H. ..	F		99 0 0	..
Eastern Bush ..	18	106	8	4	0	16	8	65	5	8	..			..			Fahey, Helena R. ..	F		99 0 0	..
Glenorchy	20	110	0	0	10	0	0	15	7	11	..			..			Nichol, Mary M. ..	D4	F	110 0 0	10
Greenvale	15	99	0	0	..			9	2	1	..			..			Shand, Florence ..	F		99 0 0	..
Haldane	20	110	0	0	..			19	6	5	..			..			Wilson, Mrs. Mary R.	E2	F	110 0 0	..
Hokonui	21	99	0	0	..			11	0	0	..			..			Henry, James A. ..	D5	M	110 0 0	..
Kapuka	20	114	13	4	..			11	3	4	..			..			Dale, Margaret J. ..	Lic.	F	104 10 0	..
Longridge	15	123	8	8	..			8	19	7	..			..			Saunders, Mary I. ..		F	99 0 0	..
Macetown	22	117	0	0	..			13	5	5	..			..			Blathwayt, Murray W.	..	M	117 0 0	..
Mokoreta	14	108	7	8	..			9	7	6	..			..			Jamieson, Mary H. J.	..	F	99 0 0	..
Morton Mains ..	20	115	6	8	11	13	4	14	2	6	..			..			Hanning, Elizabeth ..	F		117 0 0	10
New River Ferry ..	13	99	0	0	10	0	0	9	2	6	..			..			Boyce, May B.	F		99 0 0	10
Opio	15	99	0	0	..			66	10	3	..			..			Clapp, Lewis James ..	M		99 0 0	..
Riverside	17	105	15	4	..			10	15	7	..			..			Melton, Mrs. Jane B.	Lic.	F	104 10 0	..
Scott's Gap ..	19	99	0	0	..			10	10	5	..			..			Egan, Thomas		M	99 0 0	..
Springbank	12	96	18	3	..			25	11	8	..			..			Simpson, Henry G. E.	Lic.	M	110 0 0	..
Springhills	17	103	11	8	..			10	6	8	..			..			McLauchlan, M. F.	E3	F	110 0 0	..
Waikaka Siding ..	21	115	8	4	11	13	4	18	0	9	..			..			Cameron, Annie R. ..		F	99 0 0	10
Waikawa	21	81	13	6	8	5	0	10	19	7	12	0	0	..			Irwin, Sarah		F	99 0 0	10
Waimumu	14	90	15	0	..			7	16	8	..			..			Mehaffey, William G.	..	M	99 0 0	..
Waipounamu ..	21	117	0	0	..			11	5	5	..			95	0	0	Anderson, Thomas R.	..	M	117 0 0	..
Wyndham South ..	25	135	0	0	..			11	0	5	..			..			Sinclair, Wm. H. C.	Lic.	M	136 16 0	..
GRADE 2.																						
Awarua Plains ..	21	130	0	0	..			13	13	11	..			..			Cusack, James ..	E2	M	130 0 0	..
Benio	24	117	0	0	20	0	0	22	7	1	..			..			Eggleton, Ada L. ..	..	F	117 0 0	20
Fernhills	28	144	0	0	..			11	19	2	..			..			Snodgrass, Mrs. M. T.	E3	F	144 0 0	..
Flint's Bush ..	20	125	13	4	..			11	6	3	..			..			Wild, Leonard J. ..	Lic.	M	123 10 0	..
Forest Vale ..	19	117	0	0	24	8	8	16	7	7	..			..			Dallas, Isabel		F	117 0 0	20
Grove Bush ..	19	117	0	0	..			28	13	9	..			..			McKenzie, Alex. J. ..		M	117 0 0	..
Longridge Village ..	21	130	0	0	..			11	9	2	..			..			Lyttle, John ..	E1	M	130 0 0	..
Mimihau	26	130	0	0	..			12	10	9	..			..			Healey, Florence E.	E1	F	130 0 0	..
Mossburn	28	144	0	0	..			39	9	9	..			40	0	0	Southberg, Eleanor	E2	F	144 0 0	..
Myross Bush ..	29	130	0	0	20	0	0	28	15	9	..			..			Ash, Harriet E. ..	D4	F	130 0 0	20
Oraki	26	125	9	1	19	6	0	59	16	0	..			..			Purvis, Patience I.	E3	F	130 0 0	20
Otara	24	115	3	11	..			16	0	5	..			..			Stevens, Amy ..	..	F	117 0 0	..
Roslyn Bush ..	21	122	9	9	..			19	19	11	..			..			Mackay, Annie ..	D4	F	130 0 0	..
Spar Bush	17	160	0	0	..			10	4	2	..			..			Wild, Herbert A. ..	D2	M	160 0 0	..
Waikouro	23	129	19	4	20	0	0	11	9	7	..			..			Miller, Jessie Ross	D4	F	130 0 0	20
Waimahaka ..	28	143	3	6	20	0	0	15	1	9	..			..			Galloway, Agnes J.	D2	F	130 0 0	20
GRADE 3.																						
Aparima	37	129	12	0	..			13	5	8	..			..			McInman, Emily M.	..	F	129 12 0	..
Charlton	33	173	7	2	..			12	14	9	..			..			McAllister, Agnes G.	D2	F	160 0 0	..
Croydon	27	144	0	0	..			18	6	5	..			..			Biggar, Mary M. ..	D3	F	144 0 0	..

(1) Closed. (2) School not opened after being authorised.

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1 Name of School.	2 Average for the Year 1906.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 3—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Elderslie	27	144 0 0	..	13 4 2	..	..	Watson, Isabella H.	D2	F	144 0 0	..
Fairfax	39	144 0 0	..	21 2 7	..	..	Meek, Ada M.	E2	F	144 0 0	..
Fortrose	32	160 0 0	..	12 10 4	..	..	Millard, Arthur J.	E2	M	160 0 0	..
Forest Hill North	36	144 0 0	..	18 9 9	..	..	Cameron, Jessie	D3	F	144 0 0	..
Gladfield	28	129 12 0	20 0 0	12 1 2	..	..	Murphy, Katherine	..	F	129 12 0	20
Glencoe and Hedgehope Upper	38	172 16 0	..	22 0 6	10 0 0	..	McQuirk, John	..	M	172 16 0	..
Half-moon Bay	32	144 0 0	20 0 0	12 16 6	..	..	Reid, Mrs. Annie	D3	F	144 0 0	20
Heddon Bush	30	144 0 0	..	13 16 10	..	..	Hanning, Minnie L.	E2	F	144 0 0	..
Hedgehope, Lower	23	144 0 0	20 0 0	14 4 3	..	..	Gunn, Elizabeth M.	E2	F	144 0 0	20
Mabel	38	144 0 0	..	13 4 11	..	..	Linn, Mrs. Mary I.	E3	F	144 0 0	..
Maitland Village	31	129 12 0	..	30 0 1	..	..	Barclay, Lily C.	..	F	129 12 0	..
Mandeville	25	144 0 0	..	13 3 11	..	..	Overton, William R.	E2	M	144 0 0	..
Niagara	28	129 12 0	..	18 17 8	..	..	Wood, Mary	..	F	129 12 0	..
Otapiri	27	136 16 0	..	12 9 11	..	..	Mackay, Eric V.	Lic.	M	136 16 0	..
Oteramika	25	129 12 0	..	14 8 0	..	..	Golden, Mary C.	..	F	129 12 0	..
Pembroke	32	144 0 0	..	12 5 3	..	..	Murdoch, Vera J.	..	F	144 0 0	..
Round Hill	27	193 6 8	20 0 0	26 13 2	..	..	McLauchlan, Joseph	C2	M	165 0 0	20
Shotover, Lower	27	144 0 0	..	12 5 2	..	..	Fisher, Esau	E2	M	144 0 0	..
Tokonui	27	137 1 4	..	39 12 4	..	..	Mackay, Nellie	..	F	129 12 0	..
Wairio	32	160 0 0	..	13 0 5	..	..	McDonald, Christina	E2	F	160 0 0	..
Wallacetown	35	141 12 0	..	50 11 11	..	..	McKenzie, Duncan	E1	M	144 0 0	..
Wendonside	24	160 0 0	..	40 4 7	..	..	Shepard, Henry	E2	M	160 0 0	..
GRADE 4.											
Athol	32	190 17 2	..	18 15 1	..	..	Gilfedder, Thomas J.	D3	M	165 0 0	..
Garston	39	160 0 0	..	26 13 0	..	..	Lea, William S.	E2	M	160 0 0	..
Glenham	31	170 0 0	21 7 9	22 11 10	..	..	White, Mary E.	D1	F	160 0 0	20
Hillend South	31	160 0 0	..	19 18 2	..	..	Milne, James	E1	M	160 0 0	..
Koromiko	31	188 6 8	..	13 19 11	..	..	Cochran, Mrs. I. C. J. K., M.A.	B3	F	160 0 0	..
Limestone Plains	42	160 0 0	..	21 12 10	..	..	McKinnon, Charles	E2	M	160 0 0	..
Longbush	37	160 0 0	..	73 6 6	..	..	Stott, Alexander	C2	M	160 0 0	..
Menzie's Ferry	36	160 0 0	26 13 4	22 8 8	..	..	Campbell, Mary A. E.	E2	F	160 0 0	20
Merrivale	29	160 0 0	..	29 10 0	..	..	Diack, William A.	D2	M	160 0 0	..
Moturimu	30	147 6 8	..	14 3 1	..	..	Lenihan, James	Lic.	M	152 0 0	..
Otama	34	176 16 8	..	13 6 5	..	..	McKenzie, George	..	M	148 10 0	..
Oteramika Gorge	35	160 0 0	..	64 4 8	..	..	Monteath, Thomas	E1	M	160 0 0	..
Pahia	39	160 0 0	..	19 13 4	..	..	Lea, Albert G.	E2	M	160 0 0	..
Ryal Bush	36	160 0 0	..	13 15 2	..	..	Officer, John	E1	M	160 0 0	..
Seaward Downs	35	160 0 0	..	23 7 8	..	..	Enright, Mary A.	D2	F	160 0 0	..
Taramoa	36	157 16 5	..	25 19 6	..	..	Simmonds, Mrs. S E.	E2	F	160 0 0	..
Tuturau	31	158 13 4	..	13 4 3	..	..	Ball, Alice A.	D3	F	160 0 0	..
Waikaka Valley	38	160 0 0	..	14 0 6	..	..	Webber, Jane	D3	F	160 0 0	..
Wild Bush	30	155 19 1	..	13 19 1	..	..	Lind, Magdeline	D3	F	160 0 0	..
GRADE 5.											
Brydone	50	250 0 0	..	19 18 0	..	..	Kelly, Thomas	E2	HM	165 0 0	..
							Daplyn, Clarissa	..	AF	85 0 0	..
Greenhills	48	253 10 10	..	45 13 10	..	164 18 0	Ward, Mrs. Agnes	D4	HF	165 0 0	..
							McNaughton, Jane	..	AF	85 0 0	..
Gummie's Bush	47	265 0 0	..	15 17 10	..	26 5 0	Carnahan, Jessie M.	E1	HF	180 0 0	..
							Southern, Grace	..	AF	85 0 0	..
Knapdale	36	228 15 0	..	18 19 9	..	..	Blue, Francis R.	C1	M	165 0 0	..
Mataura Island	45	250 0 0	..	54 2 9	..	..	Gray, Agnes	D2	HF	165 0 0	..
							Cushen, Frances	..	AF	85 0 0	..
Oreti Plains	41	250 0 0	..	80 13 6	..	..	Donald, James	C1	HM	165 0 0	..
							Wright, Eliza J.	..	AF	85 0 0	..
Otatara Bush	35	250 0 0	..	60 13 8	..	..	Merrie, Thomas	D2	HM	165 0 0	..
							Henderson, Vivien	..	AF	85 0 0	..
Te Tua	53	256 14 1	..	27 3 10	..	..	McCallum, Mary	D2	HF	165 0 0	..
							McEwan, Flora S.	..	AF	85 0 0	..
Thornbury	46	246 9 0	..	16 14 6	..	..	(Vacant)	..	..	..	..
							Henderson, Alice O.	..	AF	85 0 0	..
Waimatuku	33	207 10 0	..	136 0 4	..	..	Selby, Bertha G.	D3	F	165 0 0	..
Wendon	35	253 3 11	..	15 0 7	..	..	Macan, George H.	E1	HM	165 0 0	..
							Hamilton, Lilla R.	..	AF	85 0 0	..
West Plains	38	268 15 0	..	84 19 8	..	..	Mehaffey, John	D1	HM	180 0 0	..
							Metcalfe, Elizabeth	..	AF	85 0 0	..
GRADE 6.											
Clifton	60	270 0 0	..	64 1 0	..	..	Robertson, George E.	C1	HM	180 0 0	..
							Hannan, Cecilia	E3	AF	90 0 0	..
Pukerau	45	269 11 8	..	21 2 9	..	..	Macdonald, George C.	D2	HM	180 0 0	..
							McArthur, Grace	Lic.	AF	90 0 0	..
Rimu	56	265 0 0	..	82 15 11	..	..	Clark, Alexander	D2	HM	180 0 0	..
							McKenzie, Agnes C.	..	AF	85 0 0	..

TABLE NO. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

SOUTHLAND—*continued*.

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 6—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waianiwa	54	270 0 0	..	369 13 1	..	..	Smith, Aaron Y. ..	C1	HM	180 0 0	..
							Baird, Mary L. ..	D5	AF	90 0 0	..
Waikaka	55	265 0 0	..	17 19 3	..	..	Thomson, Alex. G.	E1	HM	180 0 0	..
							Fahey, Nora F. ..	..	AF	85 0 0	..
GRADE 7.											
Balfour	70	286 7 11	..	20 0 3	..	..	Learmonth, Robert	D1	HM	195 0 0	..
							Gordon, Elizabeth..	C3	AF	95 0 0	..
Dipton	53	283 15 3	..	487 8 0	..	..	Millar, William ..	E2	HM	195 0 0	..
							Rae, Elizabeth ..	..	AF	85 10 0	..
Drummond ..	72	280 10 0	..	91 0 1	..	..	Sproat, William A.	D1	HM	195 0 0	..
							Murray, Jessie E. I.	..	AF	85 10 0	..
Limehills	70	280 10 0	..	27 13 0	..	..	Murray, Henry E...	D1	HM	195 0 0	..
							Irwin, Margaret A.	..	AF	85 10 0	..
GRADE 8.											
Arrow D.H.S. ..	75	305 0 0	..	53 9 7	33 6 9	..	Orr, James ..	D1	HM	*215 0 0	..
							Brown, Isabella ..	..	AF	90 0 0	..
							Copland, Catherine	C4	Sec.	..	..
Colac Bay	86	307 18 9	..	77 16 11	..	..	Soar, James ..	C1	HM	215 0 0	..
							Dale, Annabella S.	..	AF	90 0 0	..
Edendale	91	337 15 6	..	46 6 10	..	..	Hoddinott, F. W., B.A.	B2	HM	225 0 0	..
							Wilson, Maude M.	D4	AF	105 0 0	..
Kennington ..	90	315 0 0	..	56 8 10	..	..	Featherstone, A. E.	D1	HM	215 0 0	..
							Baird, Mary ..	D4	AF	100 0 0	..
Queenstown ..	82	305 0 0	..	25 4 3	..	..	Hiddleston, Arch. H.	E1	HM	215 0 0	..
							Cosgriff, Johanna ..	..	AF	90 0 0	..
Riversdale	81	339 10 0	..	25 15 11	..	..	Sutherland, F. R. H.	D1	HM	225 0 0	..
							Lynn, Ruth ..	..	AF	94 10 0	..
GRADE 9.											
Makarewa	108	375 0 0	..	71 13 5	..	..	Gazzard, Thomas E.	D1	HM	225 0 0	..
							Macdonald, A. ..	E3	AF	105 0 0	..
							Cockerill, M. M. B.	..	FPt3	45 0 0	..
Nightcaps	118	385 0 0	..	41 4 7	..	29 16 0	Gray, John ..	D1	HM	225 0 0	..
							McLeod, Helen ..	D4	AF	105 0 0	..
							Ritchie, Christina M.	..	FPt3	55 0 0	..
Waikaia	111	374 10 0	..	30 4 7	..	..	Steadman, David D.	C1	HM	225 0 0	..
							Ingram, Charlotte ..	..	AF	94 10 0	..
							Herlihy, Mary ..	..	FPt5	55 0 0	..
Waikiwi	112	385 0 0	..	37 3 6	..	..	Greig, David M. ..	C1	HM	225 0 0	..
							Hardie, Margaret ..	E2	AF	105 0 0	..
							Young, Margaret ..	..	FPt4	55 0 0	..
Woodlands	95	378 11 7	..	84 7 8	..	..	McKillop, David S.	C1	HM	225 0 0	..
							Brungot, Mart. J. L.	Lic.	AF	99 15 0	..
							Wallace, Elizabeth J.	..	FPt3	55 0 0	..
GRADE 10.											
Invercargill North ..	133	464 11 8	..	94 16 7	..	..	Inglis, A., M.A., M.SC.	A1	HM	235 0 0	..
							Hardie, Mary ..	E2	AF	110 0 0	..
							Salmond, Elizabeth	..	FPt4	60 0 0	..
							Rowe, Alfred C. ..	..	MPt4	55 0 0	..
Lumsden D.H.S. ..	118	398 10 5	..	30 4 4	..	..	Clark, Wm. H., B.A.	B1	HM	*235 0 0	..
							Stewart, Henrie. D.T.	D5	AF	110 0 0	..
							Tweedie, Helen ..	..	FPt3	55 0 0	..
							Steel, Ann ..	..	Sec.	..	..
Otautau	150	442 3 2	..	53 18 4	..	159 7 0	McNeil, Angus, M.A.	A1	HM	235 0 0	..
							Adams, Margaret H.	E3	AF	110 0 0	..
							Donnan, Mary R. ..	D5	AF	90 0 0	..
Tisbury	136	456 9 0	30 0 0	56 19 6	..	..	Hamilton, Martha	D1	HF	235 0 0	30
							Macdonald, S. M. M.	E2	AF	110 0 0	..
							McNaughton, Margt.	..	FPt5	60 0 0	..
							Stobo, James ..	..	MPt3	45 0 0	..
Wyndham	131	460 0 0	..	38 18 8	..	..	Golding, Jabez ..	D2	HM	235 0 0	..
							Dickie, Agnes ..	C3	AF	110 0 0	..
							Hunter, Elizabeth	..	FPt4	60 0 0	..
							Cosgriff, Margaret M.	..	FPt3	55 0 0	..
GRADE 11.											
East Gore	195	605 16 8	..	78 15 11	..	..	Gilchrist, William..	D1	HM	250 0 0	..
							Salmond, Mary ..	C4	AF	130 0 0	..
							Kennedy, Mary J...	C3	AF	115 0 0	..
							Robertson, Harr. M.	D4	AF	90 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*
SOUTHLAND—*continued.*

1 Name of School.	2 Average for the Year 1908.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Rebuilding, Repairs to Buildings, &c.	6 Rent of School Buildings.	7 New Buildings, New Classrooms, Furniture, Apparatus, and Sites.	Names, Classification, and Status of Teachers. 8 Teachers on the Staff at the End of the Year.	9 Classification.	10 Position in the School.	Annual Rates of Payment during Last Month of Year. 11 For Salary, including Lodging-allowances to Pupil-teachers.	12 For Teachers' House Allowances.
GRADE 11—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Orepuki	160	573 1 8	..	43 0 5	..	..	Young, Henry P. ..	D1	HM	250 0 0	..
							Lea, Mary ..	D1	AF	130 0 0	..
							McFeely, Hugh ..	..	AM	103 10 0	..
							Shepherd, Ellen M.J.	D5	AF	90 0 0	..
Waihopai	190	586 16 0	..	80 17 9	..	..	McNeil, Duncan, B.A.	B1	HM	250 0 0	..
							Perrin, Margaret C., B.A.	B1	AF	130 0 0	..
							Carswell, Helen ..	D3	AF	115 0 0	..
							Reid, Sidney A. ..	..	MPt3	45 0 0	..
							Webb, Hannah M...	..	FPt3	55 0 0	..
Winton D.H.S. ..	174	600 2 9	..	41 2 10	..	..	Hutchinson, James B.	C1	HM	*250 0 0	..
							Wilson, Robert N...	D3	AM	130 0 0	..
							McKenzie, Mary S. H.	D2	AF	115 0 0	..
							Turner, Edith M. ..	..	FPt4	60 0 0	..
							Watson, John ..	..	MPt3	45 0 0	..
							Dalrymple, Helen K. B.A.	..	Sec.	..	..
GRADE 12.											
Invercargill Park ..	243	814 5 2	..	104 5 8	..	..	Hain, James ..	D1	HM	275 0 0	..
							Mackenzie, John A.	D2	AM	160 0 0	..
							Dryburgh, Isabella	E1	AF	125 0 0	..
							Harkness, Jessie ..	D3	AF	115 0 0	..
							Prentice, John O...	..	MPt5	60 0 0	..
							Seed, Jessie E. ..	..	FPt4	55 0 0	..
Riverton D.H.S. ..	224	750 6 5	..	169 9 7	20 0 0	..	Hewat, Ebenezer C.	B1	HM	*265 0 0	..
							Acheson, Catherine E. A.	D3	AF	160 0 0	..
							Ash, Eva M. ..	D2	AF	120 0 0	..
							Lucas, Evelyne M.	D3	AF	105 0 0	..
							Cavell, Marion C...	..	FPt4	55 0 0	..
							Crawford, Robert J.	..	MPt1	45 0 0	..
							Hamilton, Janet A.	D2	Sec.	..	..
GRADE 13.											
Bluff	258	822 15 10	..	176 19 11	..	..	Young, Andrew ..	E1	HM	275 0 0	..
							Smith, Edward ..	D2	AM	175 0 0	..
							Todd, Eliza T. ..	D2	AF	125 0 0	..
							McLeod, Cath. E...	D4	AF	115 0 0	..
							Barron, Isabella F.	D5	AF	90 0 0	..
							McKenzie, Lionel A.	..	MPt3	45 0 0	..
Mataura	275	838 18 4	40 0 0	154 17 2	..	..	Macandrew, William	D1	HM	275 0 0	40
							Evison, John C. M.	D1	AM	175 0 0	..
							Fowler, Lilian E. ..	D1	AF	125 0 0	..
							Brown, Caroline F.	..	AF	103 10 0	..
							Pryde, Annie ..	..	FPt4	55 0 0	..
							Anderson, Alex. K.	..	MPt3	45 0 0	..
							Cockroft, Eric A. P.	..	MPt2	50 0 0	..
GRADE 17.											
Gore	453	1,278 10 10	..	140 2 5	..	..	Golding, Jona. B.A.	B1	HM	320 0 0	
							Grenfell, Alfred F...	D1	AM	225 0 0	..
							Howes, Edith A. ..	D1	AF	155 0 0	..
							Wilson, Elizabeth M.	D3	AF	145 0 0	..
							Lyttle, Albert D. J.	..	AM	112 10 0	..
							Stenhouse, Christina	D3	AF	110 0 0	..
							Barber, Elizabeth ..	..	FPt4	60 0 0	..
							Winning, Annie T...	..	FPt4	60 0 0	..
							Martin, William A. G.	..	MPt3	45 0 0	..
							Gowdy, Vyvienne ..	..	FPt3	45 0 0	..
GRADE 19.											
Invercargill Middle ..	508	1,613 16 7	..	112 13 11	..	..	Mehaffey, William G.	D1	HM	340 0 0	..
							Greig, Alexander ..	C2	AM	235 0 0	..
							Birss, Helen L. ..	D1	AF	170 0 0	..
							McChesney, Hugh ..	D3	AM	155 0 0	..
							Webber, John O. ..	D4	AM	145 0 0	..
							Thomson, Annie ..	E2	AF	120 0 0	..
							Dundas, Jessie A...	D2	AF	105 0 0	..
							Turner, Olive A. ..	D4	AF	85 0 0	..
							Rae, Duncan ..	..	MPt3	55 0 0	..
							Garmson, Christina I.	..	FPt4	55 0 0	..
							Lopdell, Frank ..	..	MPt2	35 0 0	..
							Hall, Norman G. ..	..	MPt3	55 0 0	..
							Ross, Annie ..	..	FPt4	60 0 0	..

TABLE No. 8.—LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*
SOUTHLAND—*continued.*

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GRADE 21.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Invercargill South ..	649	1,935 6 1	..	330 13 2	..	1174 8 1	Webber, Edmund ..	C1	HM	365 0 0	..
							Bain, Andrew ..	D3	AM	240 0 0	..
							McLeod, Caro., M.A.	B1	AF	190 0 0	..
							Sebo, William H. ..	E1	AM	180 0 0	..
							Park, William F. ..	C1	AM	160 0 0	..
							Joyce, Lucy J. ..	E1	AF	135 0 0	..
							Bellamy, Eliza. W.	D1	AF	120 0 0	..
							Ramsay, Wilhel. A.	D2	AF	110 0 0	..
							Gazzard, Henry W.D.	..	AM	85 10 0	..
							Hall, Andrew ..	..	MPt4	60 0 0	..
							Rowe, Lilian J. ..	..	FPt3	55 0 0	..
							McKie, Lillie I. ..	..	FPt3	45 0 0	..
							Wylie, Thomas W.	..	MPt5	55 0 0	..
							Baylis, Olive E. ..	..	FPt4	60 0 0	..
							Lindsay, Colin M...	..	MPt4	60 0 0	..
Expenditure not classified—											
Plans, supervisions, and fees	..	..	..	603 4 2	..	..	..	..	..	..	..
Furniture and appliances	..	..	..	411 1 0	..	..	..	..	..	..	..
Sites, purchase, survey, and transfer of	..	..	..	253 6 1	..	..	..	..	..	..	.
Tenders, advertising	..	..	..	24 14 3	..	..	..	..	..	..	..
Freights and railage	..	..	..	60 17 10	..	..	..	..	..	..	..
Insurance of employees	..	..	..	10 0 0	..	..	..	..	..	..	..
Totals ..	..	35,646 17 9	498 11 4	7,387 18 9	90 6 9	1780 14 1	..	..	..	35,136 19 0	480

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