1910.

NEW ZEALAND.

EDUCATION:

PRIMARY EDUCATION.

[In continuation of E.-2, 1909.]

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

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I.

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

Primary Education.

Number of Schools.

The number of public schools open at the end of 1909 was 2,057, or 59 more than at the end of 1908.

In Table A the schools are classified according to the yearly average attendance. The classification is in accordance with the provisions of the Education Amendment Act, 1908, which came into operation on the 1st January, 1909.

The number of small schools with an average not exceeding fifteen, which in 1908 rose from 447 to 504, shows a further increase for 1909, the number of such schools in operation last year being 569, or more than a quarter of the number of public schools in the Dominion.

There was a decrease of 28 in the number of schools with an average attendance of sixteen to twenty-five (1908—466 schools; 1909—438 schools).

The number of schools graded with an average attendance of twenty-six to forty was 329 in the year 1908; the number of such schools in 1909 was 349 (an increase of 20); of the last-named number, 90 schools, having thirty-six to forty pupils in average attendance, were accordingly grouped with the other schools of Grade IV (36–80), in which two adult teachers are provided by the new scale. In estimating the total number of schools under the charge of one teacher it is therefore necessary to deduct the 90 schools referred to; the total number of such schools—that is, schools with an average attendance not exceeding thirty-five—was last year 1,266; in 1908 the number of sole-teacher schools—namely, schools with an average of not more than forty—was 1,299. In other words, in 1908 the sole-teacher schools formed 65 per cent. of the total number of public schools, and in 1909 such schools formed 61·5 per cent. of the total The aggregate average attendance at schools of this kind in 1908 was 24,812, or 19·4 per cent. of the total average attendance for the Dominion; in 1909 the aggregate was 22,859, or 17·1 per cent. In 1908 the number of schools with two or more teachers was 699, in 1909 it was 791. Of these schools there were in the former year 24 schools with an average attendance exceeding 600; last year there were 28 schools with such an attendance.

During the year 1909, 61 schools were closed; 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 120. The totals of schools closed and of schools opened during the year are as follows :—

INCREASES AND DECREASES IN NUMBER OF PUBLIC SCHOOLS.

District.	Number of Schools closed.	Number of Schools opened.	Increase in Number of Schools.	Decrease in Number of Schools.
Auckland	15	30	15	..
Taranaki	2	5	3	..
Wanganui	7	12	5	..
Wellington	5	4	..	1
Hawke's Bay	5	21	16	..
Marlborough	8	17	9	..
Nelson	6	8	2	..
Grey	2	4	2	..
Westland	2	..	..	2
North Canterbury ..	4	5	1	..
South Canterbury ..	1	5	4	..
Otago	1	6	5	..
Southland	3	3	..	..
	61	120		
		61		
Increase (1909) ..	..	59		

The net increase in the number of schools open at the end of the year is thus 59.

The total number of public schools in each grade is shown in Table A; it is, of course, necessary to remember that the grading in 1908 was in accordance with the former scale, whereas the grading for 1909 is that prescribed by the First Schedule to the Education Amendment Act, 1908.

TABLE A.—NUMBER OF PUBLIC SCHOOLS IN EACH GRADE, 1908 AND 1909.

Grade (as in Education Act, 1908).	Number of Schools. 1908.	Grade (as in Education Amendment Act, 1908).	Number of Schools. 1909.
0. (1–15)	504	0. (1–8)	182
1. (16–20)	250	1. (9–15)	387
2. (21–25)	216	2. (16–25)	438
3. (26–32)	190	3. (26–35)	259
4. (33–40)	139	4. (36–80)	434
5. (41–50)	169	5. (81–120)	118
6. (51–60)	82	6. 6A. (121–160)	55
7. (61–75)	82	6B. (161–200)	34
8. (76–90)	61	7. 7A. (201–250)	31
9. (91–120)	75	7B. (251–300)	23
10. (121–150)	43	8A. (301–350)	21
11. (151–200)	40	8. 8B. (351–400)	14
12. (201–250)	33	8C. (401–450)	12
13. (251–280)	15	9A. (451–500)	8
14. (281–330)	20	9. 9B. (501–550)	8
15. (331–390)	17	9C. (551–600)	5
16. (391–420)	12	10A. (601–650)	9
17. (421–480)	9	10B. (651–700)	6
18. (481–510)	7	10C. (701–750)	3
19. (511–570)	8	10D. (751–800)	2
20. (571–600)	2	10. 10E. (801–850)	4
21. (601–660)	10	10F. (851–900)	2
22. (661–690)	2	10G. (901–350)	..
23. (691–750)	4	10H. (951–1,000)	2
24. (751–780)	4		
25. (781–840)	2		
26. (841–870)	1		
27. (871–930)	..		
28. (931–960)	..		
29. (961–1,020)	1		
30. (Over 1,020)	..		
Total	1,998	Total	2,057

The number of schools in each grade in the several education districts are given in Table A1.

Roll Number.

For each quarter of the year 1909 the average of the weekly roll numbers showed an increase over that for the corresponding quarter of 1908. The mean of the average weekly roll for the four quarters was 151,142 for 1909, as against 145,974 for 1908, an increase of 5,168, 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 September quarter of the year. The number on the roll at the end of the year was 152,416, as against 147,428 for the previous year, an increase of 4,988.

Table B shows the mean average roll number for every fifth year from 1878 to 1898, and for each of the last eleven 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
1909	2,057	151,142	132,773	87·8	1,406	2,208	3,614	166	530	‡696

* Average of three quarters. † Strict average. ‡ Working average. ‡ Exclusive of 25 male and 139 female probationers.

Details of these facts relating to the several districts are given in Tables B1, B2, and B3, on pages 24 and 25.

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 (called Native 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 for the year 1909 then appears as follows:—

	1908.	1909.
Public schools	145,974	151,142
Maori village schools (Native schools)	4,479	4,308
Chatham Islands schools	85	92
Total	150,538	155,542

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; this was true also in 1909; accordingly, it is not surprising to find that the total average attendance in the public schools for 1909 shows a very marked increase on that for 1908, the actual figures being—1908, 127,160; 1909, 132,773: an increase of 5,613. 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, and even slightly surpassed (87·1) in 1908, was still further exceeded in 1909, being 87·8 in the last-named year. Otago (90·2) stands highest in New Zealand, and the Westland District (89·8) second in New Zealand, Wellington (89·6) being highest in the North Island. 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. The existence of this evil was mentioned in a previous report, and there is no doubt that the time has now come, 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 districts having the lowest average are North Canterbury, 86; Grey, 86·7; Wanganui, 86·8; Taranaki, 86·9; Nelson, 86·9. It is a matter for congratulation that the North Island has now attained the same high standard of regular attendance reached by the South Island, the ratio of total average attendance to total average roll being the same. In this connection the following figures are interesting:—

	Attendance per Cent. of Roll.	
	North Island.	South Island.
1907	83·7	85·6
1908	86·7	87·6
1909	87·8	87·8

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each quarter of the years 1908 and 1909 was as follows:—

	Actual Attendance.		Per Cent. of Roll.	
	1908.	1909.	1908.	1909.
First quarter	125,288	131,438	86·9	87·9
Second quarter	126,597	131,837	87·2	87·7
Third quarter	126,581	132,376	86·7	87·4
Fourth quarter	130,175	135,442	87·7	88·2
Whole year	127,160	132,773	87·1	87·8

If to these numbers we add the average numbers in attendance at Native schools and at the schools in the Chatham Islands, we find the total average attendance at all public primary schools for the years 1908 and 1909 in the Dominion to have been as follows:—

	1908.	1909.
Public schools	127,160	132,773
Native schools	3,781	3,680
Chatham Islands schools	72	91
Total	131,013	136,544

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 1909, and the percentage of the roll for each age.

TABLE C.—Age and Sex of Pupils, December, 1909.

Ages.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1905.	1906.	1907.	1908.	1909.
5 and under 6 years	7,074	6,166	13,240	8·1	8·3	8·0	8·2	8·7
6 " " 7 "	8,602	7,889	16,491	10·3	10·6	10·5	10·6	10·8
7 " " 8 "	9,243	8,504	17,747	11·4	11·1	11·6	11·7	11·6
8 " " 9 "	8,991	8,331	17,322	11·5	11·5	11·1	11·3	11·4
9 " " 10 "	8,902	8,278	17,180	11·5	11·4	11·4	11·0	11·2
10 " " 11 "	8,540	7,762	16,302	11·3	11·4	11·3	11·2	10·7
11 " " 12 "	8,391	7,739	16,130	11·2	11·1	11·0	10·9	10·6
12 " " 13 "	8,061	7,438	15,499	10·6	10·5	10·5	10·4	10·2
13 " " 14 "	6,913	6,087	13,000	8·3	8·3	8·7	8·4	8·5
14 " " 15 "	3,696	2,893	6,589	3·9	4·0	4·0	4·2	4·3
	78,413	71,087	149,500	98·1	98·2	98·1	97·9	98·0
15 and over	1,574	1,342	2,916	1·9	1·8	1·9	2·1	2·0
Totals	79,987	72,429	152,416	100·0	100·0	100·0	100·0	100·0

Age.—Of the children in the public schools, 53·8 per cent. are under ten, and 46·2 are over that age; the corresponding percentages for 1908 were 52·8 and 47·2. 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, 52·48 per cent. to 47·52 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 90 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 88 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 63; 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. Attention was called to this fact in last year's report. Home reasons no doubt account for some cases, but probably the chief cause is the thoughtlessness of parents who consider education less important for girls than for boys. The obvious remedy would appear to be a stricter enforcement of the attendance sections of the Act. There would be less excuse, however, for thoughtless parents who withdraw their girls too soon from school attendance if it was an established practice in all schools to give practical domestic instruction to the elder girls.

Table C1 shows the age and sex of the pupils on the rolls of public schools in the several education districts at the end of 1909.

Maori Children receiving Primary Instruction.

Besides the children of Maori race who were receiving instruction in the Native schools at the end of 1909, there are a still larger number who are attending public schools; so that the total number of primary pupils of Maori race is 8,164, made up as follows:—

Attending Native schools	3,730
Attending public schools	4,434
Total	8,164

The classification of Maori children attending Native schools is given in the special report on Native schools (E. 3). The following table shows the age, sex, and classification of those attending public schools:—

TABLE Ca.—Classification of Maori Children attending Public Schools, December, 1909.

By Ages.				By Standard Classes.			
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.
5 and under 6 ...	169	170	339	Class P	1,316	1,136	2,452
6 „ 7 ...	238	222	460	„ S1 ...	345	274	619
7 „ 8 ...	299	250	549	„ S2 ...	272	214	486
8 „ 9 ...	318	265	583	„ S3 ...	231	163	394
9 „ 10 ...	298	231	529	„ S4 ...	153	99	252
10 „ 11 ...	289	246	535	„ S5 ...	90	57	147
11 „ 12 ...	270	206	476	„ S6 ...	47	27	74
12 „ 13 ...	236	174	410	„ S7 ...	7	3	10
13 „ 14 ...	196	122	318				
14 „ 15 ...	106	59	165				
15 years and over ...	42	28	70				
Totals ...	2,461	1,973	4,434	Totals ...	2,461	1,973	4,434

N.B.—For the purposes of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori.

The number of Maori children in the public schools, as compared with those in Native schools, continues to show 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, educationally at least, so far 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. It is part of the same policy to assimilate the programme of work in Native schools as nearly as possible to that in public schools, and to make no distinction in point of salary between teachers in the two classes of schools.

Europeans in Native Schools.

There are 391 European children—206 boys and 185 girls—attending Native schools. Under this head those children who are intermediate in blood between half-caste and European are reckoned as European. The age, sex, and classification of these children is as follows:—

TABLE Cb.—Classification of European Children attending Native Schools, December, 1909.

By Ages.				By Standard Classes.			
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.
5 and under 6 ...	16	15	31	Class P	67	72	139
6 „ 7 ...	32	16	48	„ S1	20	15	35
7 „ 8 ...	17	29	46	„ S2	19	18	37
8 „ 9 ...	17	22	39	„ S3	27	25	52
9 „ 10 ...	24	30	54	„ S4	29	24	53
10 „ 11 ...	19	12	31	„ S5	21	18	39
11 „ 12 ...	22	27	49	„ S6	17	9	26
12 „ 13 ...	25	17	42	„ S7	6	4	10
13 „ 14 ...	20	10	30				
14 „ 15 ...	10	6	16				
15 years and over ...	4	1	5				
Totals ...	206	185	391	Totals ...	206	185	391

Classification and Examination.

Table D is a summary for the whole Dominion of Table D1, 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 34·27 to 36·66 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, 1909.

Classes.	Boys.	Girls.	Total.	Percentages for Five Years.				
				1905.	1906.	1907.	1908.	1909.
Class P	29,669	26,203	55,872	28·28	29·36	31·11	34·27	36·66
„ S1	9,678	8,990	18,668	12·06	12·08	12·05	11·96	12·25
„ S2	9,439	8,580	18,019	11·95	12·18	12·10	11·61	11·82
„ S3	8,931	8,350	17,281	12·67	12·17	12·04	11·98	11·34
S4	8,661	7,768	16,429	12·03	11·79	11·46	11·20	10·78
S5	7,291	6,560	13,851	10·69	10·59	10·24	9·65	9·08
„ S6	5,202	4,798	10,000	8·37	8·24	7·79	6·87	6·56
„ S7	1,116	1,180	2,296	3·95	3·59	3·21	2·46	1·51
Totals	79,987	72,429	152,416	100·00	100·00	100·00	100·00	100·00

The following is a summary of the examination statistics for 1909 :—

Total roll at time of annual examination		153,161
Present at examination		145,496
Present in preparatory classes		52,888
Present in classes S6		9,480
,, classes S7		1,938
Standard VI certificates gained, viz.,—		
Certificates of proficiency	6,403	8,465
,, competency	2,062	

Details of these figures for each district are given in Table D2.

S6 Certificates.—The percentage of pupils who gained certificates of proficiency and certificates of competency respectively in the three years 1907–9 are shown below :—

	1907. Per Cent.	1908. Per Cent.	1909. Per Cent.
Gained certificates of proficiency	59·00	61.96	67·54
,, competency	23·98	25·29	21·75
No certificate	17·02	12·75	10·71
	100·00	100·00	100·00

The raising of the standard required for a certificate of proficiency, introduced by the regulations of 1908, has not, therefore, apparently had the effect of lessening the number of such certificates awarded.

Average Age.—The average ages of the pupils in the several classes for the three years 1907–9 were as follows :—

	1907. Yrs.	Mo.	1908. Yrs.	Mo.	1909. Yrs.	Mo.
Preparatory classes	7	1	7	2	6	11
Class S1	9	1	9	3	9	2
,, S2	10	1	10	3	10	3
,, S3	11	1	11	3	11	4
,, S4	12	1	12	3	12	3
,, S5	13	0	13	1	13	0
,, S6	13	10	14	0	13	11
,, S7	14	11	14	9	15	0
Mean of average ages	11	5	11	6	11	5

Details for the several districts will be found in Table D3.

The average age for the Dominion of the pupils in Standard VI at the time of the annual examination was thirteen years eleven months. 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 Inspector-General of Schools in his report attributes the high average age in Standard VI principally to what he considers to be the unduly long time that pupils appear to be kept in the preparatory classes. He points out that, whereas by reason of the increase of population the percentage of the total school roll under eight years of age has risen during the years 1905–9 from 29·8 to 31·1, the proportion in the preparatory classes has risen in the same period from 28·28 to 36·66 per cent. of the roll, and the average age in Standard I has risen from eight years eleven months to nine years two months. Meanwhile, the interval between the average ages of the children in Standards I and VI respectively has fallen slightly—namely, from four years ten months in 1905 to four years nine months in 1909; so that the high age in Standard VI does not appear to be due to any change in the rapidity of promotion through the standard classes, but chiefly to the high age in Standard I—or, in other words, to the length of time that children are kept in the infant classes. There is probably no sound reason for this; moreover, if the age at which a certificate of proficiency was gained was substantially lowered, all those pupils proceeding to secondary schools (that is, a considerable proportion of the total) would begin their secondary education at an earlier age, which, in the opinion of most of those who are in a position to judge, would be a most desirable consummation.

The numbers of pupils receiving instruction in the several subjects of the syllabus for each education district is shown in Table D4. 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.	1909.
Roll	139,302	141,071	147,428	152,416
Nature-study	120,833	122,660	128,716	134,651
Handwork	98,465	105,514	112,952	116,588
Elementary agriculture and dairy-work (included in the above)	4,000	6,000	8,000	10,200

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 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, in 1909 it was £13,186, made up as follows:—

	1908. £	1909. £
Primary pupils	4,145	5,769
Pupils attending—		
(*a.*) Secondary schools	1,489	2,199
(*b.*) District high schools	1,043	1,368
(*c.*) Technical schools	2,760	3,850
Total	£9,437	£13,186

Conveyance by Road and Water.—For the last six 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; in 1909 the grants to eleven Boards for conveyance by road and water amounted to £2,755, as against £1,005 in 1908. The Grey and Westland Boards did not arrange for the conveyance of school-children 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 in 1909 was thus £15,941.

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 1909 £138 was paid for the board of school-children whilst attending public schools.

Further reference to this matter is made on page 39.

Free School-books.

The grant that was available for the purchase of free text-books for pupils in the preparatory classes and in Standards I and II was accepted by Education Boards with the exception of two, who were unable to comply with the conditions attached to the grant. These Boards have now notified the Department that they have accepted the grant for these classes for the current year. At the close of the financial year 1909–10 (three months after the close of the school year) in no case had a Board applied for the total amount available, and it would therefore appear that the grant is sufficient to cover the cost of the necessary books.

The principle of the free supply of text-books was last session extended to Standard III, and a sum was included in the vote for elementary education to defray the cost. The payment to Boards is 3s. per pupil, based upon the roll number for the current year (1910). This amount is considered ample to provide miscellaneous readers, arithmetic books, and supplementary readers, due regard being paid to the needs of the smaller country schools, where the teachers have to rely upon books in history and geography more than is considered necessary in the larger schools.

The following appeared in last year's report: "The alternative proposed [to free school-books]—viz., 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 third 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, special schools (such as industrial schools), and certain institutions more or less under departmental control or supervision, 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 (June, 1910)—Part I, 41,089; Part II, 39,544; Part III, 32,949. The sales are at the rate of 24,260 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, it preserves a continuity absent from ordinary readers. These series 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 Polar 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 nature-study are being issued separately on cards, as aids to oral instruction on modern lines in these subjects. Up to the present—June, 1910—the following series have appeared: Twenty-four pictures illustrating great British battles, forty illustrations of New Zealand flora, twenty-four of New Zealand geography, eight dealing with the lives of Captain Cook and Lord Nelson, twenty-eight of the geography of the British Isles, and twenty illustrating life on H.M.S. "New Zealand"; also a coloured wall-sheet illustrating the lives of Lord Nelson and Captain Cook.

Among other pictures the Department proposes to issue shortly is a comprehensive series of historical pictures, which, it is hoped, will enable history to be taught pictorially and effectively.

Among other publications of general interest that are in preparation, and will appear shortly, are: "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; New Zealand Flora plates, 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.

Further reference to this matter is made on page 39.

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, 1908, and December, 1909, respectively, was as follows:—

TABLE E.—Number of Teachers employed.

	1908.	1909.
Adults,—		
Men	1,331	1,406
Women	2,021	2,208
Total	3,352	3,614
Pupil-teachers,—		
Male	161	166
Female	476	530
Total	637	696*
All teachers,—		
Male	1,492	1,572
Female	2,497	2,738
Total	3,989	4,310

* Exclusive of 25 male and 139 female probationers.

For the schools above Grade I having only one teacher—that is, schools with 16 to 35 children in average attendance—the average number of children per teacher —or, in other words, per school—was 24·13. 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 40·44; and with the same assumption the average for all schools of Grade II and upwards was 37·60.

Omitting teachers of schools below Grade II, the ratio of adult men teachers to adult women teachers in 1909 was 100 to 140; in 1908 it was 100 to 126. The proportion of men to women in charge of schools of Grade I and Grade 0 has increased from 71 out of a total of 504 in 1908 to 138 out of 569 in 1909. If we include all public schools and all adult teachers, we find that the ratio of adult men teachers to adult women teachers was 100 to 152 in 1908, and 100 to 157 in 1909. The increase in the proportion of women employed in the profession is more than accounted for by the number of assistant mistresses appointed in 1909 to schools having thirty-six to forty in average attendance; omitting these, the proportion of men to women among the primary teachers in the Dominion was slightly higher in 1909 than in 1908.

The ratio of male pupil-teachers to female pupil-teachers was 1 to 3·19 in 1909, as against 1 to 2·96 in 1908.

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 with Fifteen or less in Average Attendance).

	1906.	1907.	1908.	1909.
Adult primary teachers ..	125	124	126	140
Pupil-teachers	339	277	296	319
Secondary teachers ..	80	77	76	82
Training-college students	350	315	286	280
All teachers and students	148	142	144	158

In other words, out of a total of 4,446 persons engaged in the above-named branches of the teaching profession there were in 1909, 1,721 men and 2,725 women.

Remembering that a much larger number of women than of men leave 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.†	New Zealand (1909).
Adult primary teachers ..	326	252	388	140
Pupil-teachers	323	456	..	319
Secondary teachers ..	‡	‡	117	82
Training-college students ..	239	396	321	280

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 following appeared in last year's report:—

"The Education Amendment Act, 1908, 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

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

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 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 that 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 scales in schools 201–700)	47·9	41·9"

The introduction of the provisions in paragraphs (2) and (3) above depends chiefly on the possibility of securing a supply of qualified teachers to fill the additional positions created under the new scale; it would be a mistake to bring these provisions into force (by Order in Council, as the Act prescribes) if the effect was to increase the number of uncertificated teachers. The increased supply of students to the training colleges (the probationers being an addition to the pupil-teachers and other candidates formerly available) will probably enable the supply of qualified teachers in a few years to overtake the demand.

Salaries of Teachers.

At the rate paid in December, 1909, the total amount of all salaries and allowances paid to teachers and pupil-teachers was £570,254; the average rate per teacher (including pupil-teachers) was therefore £132 6s. 2d., as compared with £126 3s. 9d. in December, 1908.

A fairer idea could be gained by excluding teachers in schools with less than 16 pupils in average attendance 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:—

	1907.	1908.	1909.
	£ s. d.	£ s. d.	£ s. d.
Men	192 9 3	195 1 0	201 10 7
Women	115 0 3	115 13 5	122 8 2
All adults	148 17 7	148 8 1	155 7 3

It will be seen that these salaries are 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 of adults, as shown in a return. Under the same Act there was 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 1909 inclusive :—

—	1905.	1906.	1907.	1908.	1909.
I. Certificated teachers,—					
Adults	2,460	2,412	2,422	2,451	2,593
Pupil-teachers	13	6	14	2	1
Total	2,473	2,418	2,436	2,453	2,594
II. Uncertificated teachers,—					
(*a.*) Holding partial qualifications,—					
(i.) Holders of licenses	270	227	178	99	68
(ii.) Others partially qualified	90	134	142	167	264
Total of (*a*)	360	361	320	266	332
(*b.*) Having no recognized examination status ..	320	428	545	635	689
Total number of uncertificated teachers	680	789	865	901	1,021
Total primary teachers	3,153	3,207	3,301	3,354	3,615

From the table it will be seen that the teachers employed in primary-school work in the Dominion at the end of 1909 numbered 261 more than in December, 1908. Of the total, 2,594 were fully certificated, while 1,021 or 28·2 per cent. of the whole, either possessed no recognized examination status or had not yet completed the necessary qualification. The corresponding percentage for 1908 was 26·9.

A fairer idea of the proportion of certificated and uncertificated teachers could probably be obtained by omitting teachers in schools below Grade II (that is, with 15 or less in average attendance), only about a quarter of whom are certificated. If we do this for the year 1909 we get the following comparison with numbers previously reported :—

Primary Teachers in Public Schools with an average Attendance of Sixteen and Upwards, 1909.

—	1905.	1908.	1909.
I. Certificated	2,460	2,411	2,524
II. Uncertificated,—			
(*a.*) Partially qualified	329	213	272
(*b.*) Without status	163	294	353
—	492	507	625
Total	2,952	2,918	3,149
Percentages,—			
I. Certificated	83·3	82·6	80·2
II. (*a.*) Partially qualified	11·1	7·2	8·6
(*b.*) Without status	5·6	10·2	11·2
—	16·7	17·4	19·8
Total	100	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, and at 31st December, 1909.

Class of Certificate.	1908.			1909.		
	M.	F.	Total.	M.	F.	Total.
A	27	7	34	26	10	36
B	114	42	156	148	56	204
C	289	105	394	354	188	542
D	631	773	1,404	555	798	1,353
E	129	417	546	106	425	531
Total	1,190	1,344	2,534	1,189	1,477	2,666

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 Teachers holding Certificates.					
	1905.	1906.	1907.	1908.	1909.	1910.
A	83	86	87	94	99	105
B	198	201	208	232	266	300
C	172	197	294	415	544	648
D	1,499	1,650	1,593	1,479	1,442	1,420
E	794	721	642	595	555	522
Total, A, B, C, and D ..	1,952	2,134	2,182	2,220	2,351	2,473
,, A, B, C, D, and E ..	2,746	2,855	2,824	2,815	2,906	2,995

Public-school Cadets.

The Cadets, hitherto known as the "New Zealand Public-school Cadets," have by the coming into force of the Defence Act, 1909, become part of the "Junior Cadets," which include all boys who have resided in New Zealand for six months and are British subjects, from twelve to fourteen years of age or to the date of leaving school, whichever is the later. This includes all private schools, and all boys who are not attending any school until they are fourteen years of age.

Regulations under the Defence Act, 1909, are being compiled. Capitation will not in the future be paid, and the necessary uniforms and equipment will be provided free by the Crown. The organization of the Junior Cadets under the new scheme is under way, and there is every prospect of last year's numbers being doubled. The expenditure for the year was £3,914 18s. 2d.

Finances of Education Boards.

Table F contains an abstract of the accounts of the receipts and expenditure of Education Boards for the year 1909. These are shown in detail in Tables F1 and F2 and an appendix thereto contains the annual reports of the several Boards, with their statements of receipts and expenditure in full detail.

TABLE F.—Abstracts of the Receipts and Expenditure of Education Boards, 1909.

Receipts.	£ s. d.	£ s. d.
Net balance, 1st January, 1909 (1)		78,144 3 1
Salaries of teachers, and salaries and allowances of pupil-teachers:—		
Revenue from reserves	57,282 3 6	
Balance of amount paid from Consolidated Fund	497,333 8 1	
		554,615 11 7
Teachers' house allowances		13,486 16 10
Allowance (£250) and capitation for general purposes		80,733 19 7
Free school-books		1,369 7 1
Conveyance and board of school-children		2,889 6 9
Special capitation (9d. on average attendance) for School Committees		4,752 2 0
Training colleges		22,715 2 10
Refunds		59 18 7
Secondary education,—		
Scholarships—		
Boards	£8,119 13 9	
National	2,551 11 5	
	10,671 5 2	
District high schools—		
Salaries	17,432 2 11	
Subsidies	1,236 4 7	
	18,668 7 6	
* Fees from pupils	293 15 0	
* Voluntary contributions	1,309 14 10	
	20,271 17 4	
* Payments by High School Boards to Education Boards	300 0 0	
* Special scholarships	245 0 0	
		31,488 2 6
Manual and technical,—		
School classes, capitation	17,762 15 1	
Special and associated classes—		
Capitation	£15,483 2 2	
Grants for material	1,216 11 11	
Subsidies on voluntary contributions and bequests	5,441 10 10	
	22,141 4 11	
* Fees from pupils	4,161 6 7	
* Voluntary contributions and bequests	3,521 15 5	
Free-place holders	6,145 3 7	
Training of teachers	2,465 0 0	
	38,434 10 6	
		56,197 5 7
Buildings,—		
Maintenance and rebuilding (ordinary) (2)	£13,084 0 7	
Additional towards rebuilding schools destroyed by fire	8,354 5 11	
	21,438 6 6	
Rents of buildings used for school purposes, and of sites for schools	2,021 5 6	

Expenditure.	£ s. d.	£ s. d.
Board's administration		42,299 18 10
Incidental expenses of schools		35,622 0 2
Teachers' and pupil-teachers' salaries, and pupil-teachers' lodging allowance		553,957 17 11
Salaries of relieving-teachers		3,549 0 5
Teachers' house allowance		13,659 8 7
Free school-books		1,722 6 6
Conveyance and board of children		2,961 7 1
Special capitation		4,752 5 0
Training colleges		22,425 2 8
Refunds and sundries		1,413 4 11
Secondary education,—		
Scholarships—	£ s. d.	
Board	£8,693 19 9	
National	2,782 11 8	
	11,476 11 5	
District high schools—		
Salaries	17,782 9 9	
Subsidies	1,157 19 9	
Other expenses	1,534 9 5	
	20,474 18 11	
Special scholarships	240 0 0	
		32,191 10 4
Manual and technical—		
School classes	16,363 5 6	
Special and associated classes (including training of teachers)	29,617 17 5	
Direction and administration	1,945 7 11	
		47,926 10 10
Buildings,—		
Maintenance and replacement (including rebuilding of schools destroyed by fire)	74,205 9 10	
Rents	2,856 2 4	
New buildings—		
Elementary public schools	£59,102 4 3	
Technical schools	19,379 4 3	
	78,481 8 6	
		155,543 0 8
Proceeds of sales of buildings, paid to Government		140 14 9
Land Sales Account,—		
Purchase of sites		1,015 18 8
Net balance, 31st December, 1909 (3)		29,997 0 9

New buildings—			
Elementary public schools	£56,307 8 0		
Technical-school buildings	13,849 13 11		
* Contributions towards cost of buildings ..	577 16 6		
		70,734 18 5	
			94,194 10 5
* Sales of buildings		1,783 2 3	
* Rents of sites and buildings		1,106 13 11	
* Interest on fixed deposits, £1,484 12s. 6d.; truancy fines, £216 4s. 10d.		1,700 17 4	
* Refunds and minor receipts		1,723 4 8	
			6,313 18 2
* Sales of sites		..	2,217 3 1
Summary of Receipts.			
Balance 1st January, 1909	£78,144 3 1		
Revenue from reserves..	57,282 3 6		
From Government	794,810 11 11		
From other sources (items marked " * ") ..	18,940 9 7		
Total	£949,177 8 1	..	£949,177 8 1

Total	£949,177 8 1

(1) On the 1st January, 1909, the credit balances amounted to £80,962 16s. 3d., and the overdraft (one Board) £2,818 13s. 2d., leaving a net balance of £78,144 3s. 1d.
(2) The major portion of the grant for 1909 was not paid over to the Boards until the beginning of 1910.
(3) On the 31st December, 1909, the credit balances amounted to £39,524 1s. 4d., and the overdrafts (six Boards) £9,527 0s. 7d., leaving a net balance of £29,997 0s. 9d.

The revenue from reserves, together with the amount next following, should be balanced by the disbursements for teachers' salaries; the difference is due to the adjustments remaining to be made at the end of the year between the Boards and the Department. The last remark applies also to the amounts received and paid for teachers' house allowances, for free school-books, for conveyance and board of school-children, for training colleges, for scholarships, and for district high schools. The balances due to or by the Boards for these items are taken into account in Table F6, and in the summary of it given below. The greater part of the grant for maintenance and rebuilding of schools for the year 1909 was not paid over to the Boards until the beginning of 1910.

Boards' administration includes salaries of Inspectors and other officers, travelling-expenses of Inspectors and other officers and of members of Boards, and the miscellaneous incidental expenses of office administration.

Refunds and sundries includes the cost of erection of Board's offices (South Canterbury, £720), payment to injured employee (Hawke's Bay, £194), school requisites (Nelson, £218), &c.

Table F3 shows the salaries and allowances paid to officers of Education Boards other than teachers. Tables F4 and F5 give a summary of the receipts and expenditure of the Boards for the several years 1877–1909.

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, in 1908, and 1909 were as follows:—

	1907.	1908.	1909.
	£	£	£
Boards' administration	37,832	39,730	42,392
Incidental expenses of schools ...	38,320	38,077	40,452
Teachers' salaries	484,673	489,042	554,012
Training colleges	20,086	19,949	22,425
Manual and technical instruction ...	43,462	48,212	47,927

The increase in teachers' salaries is due principally to the large increase in the scale introduced by the Education Amendment Act, 1908, which came into operation on the 1st January, 1909; partly also to the improvement in the staffing of schools with thirty-six to forty children in average attendance, sanctioned by the same Act; and partly to the increase in the number of schools. The increase in the cost of the administration by Boards and Committees is probably due mainly to the last-named cause. The slight decrease in the expenditure upon manual and technical instruction must not be taken as indicating a falling-off in the attendance or in the number of classes, which, on the contrary, have grown considerably (see the special paper, E.–5). It is due probably to the fact that various payments for services rendered during the year were not actually paid by the Boards until the beginning of the present year 1910.

The proportion of the expenditure by Boards for administration to their whole expenditure and the corresponding proportion of the incidental expenses of schools (through Schools Committees) for the last five 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
1909	4·6	4·4	9·0

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

The corresponding percentages for the several Boards are given on page 30 As might be expected, the percentage is generally higher in the case of the smaller education districts.

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 F6 shows the cash assets and liabilities of the Boards on the General Account; these may be summarized thus:—

General Account, all Boards, 31st December, 1909.

Liabilities.	£	*Assets.*	£
Overdrafts	341	Cash	31,787
Due to Government	20,075	Due from all sources	31,502
Other liabilities	14,706	Deficits	Nil.
Balances	28,167		
	£63,289		£63,289

The General Account of every Board was in credit on the 31st December, 1909. The total net credit balance on these accounts for the last three years is shown as follows:—

	Balances.	Deficits.	Net Balances.
	£	£	£
1907	24,906	939	23,967
1908	29,389	Nil.	29,389
1909	28,167	Nil.	28,167

The position of the Boards on this account, therefore, on the whole is still good, although in the total net balance there is a falling-off of £1,222. This is explained by the fact that seven Boards showed decreases in their credit balances amounting to £5,317 altogether, whereas the increases shown by the remaining six Boards amounted only to £4,095. Otago shows the largest credit balance, £6,204. The next in order are Auckland, £4,737; North Canterbury, £3,617; Wellington, £3,033; Southland, £3,017; Hawke's Bay, £2,779; and Wanganui, £2,091.

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, and additional sums paid for the rebuilding of schools destroyed by fire, and for the rent of temporary premises during such rebuilding;

(*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.

The moneys so granted in the year 1909 for the respective purposes named are shown in Tables F7, F8, and F9.

Table F10 will show the assets and liabilities of the several Boards on this combined buildings account. It may be set forth in outline as follows:—

Combined Buildings Account (a) *and* (b), *all Boards, 31st December, 1909.*

Liabilities.	£	*Assets.*	£
Overdrafts	21,924	Cash	20,475
Other liabilities	45,130	Due from all sources	50,728
Balances	15,515	Deficits	11,366
	£82,569		£82,569
		Net balances 1st January, 1910 ...	£4,149

The net balances at the 1st January, 1909, were stated in last year's report as amounting to £57,000, but, as was also pointed out, from this amount there had to be deducted about £19,000 which formed 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; so that the

total net balances on the building accounts proper at the beginning of the year 1909 amounted to about £38,000. In the above statement, which shows total net balances of about £4,000 at the end of the year, the amount remaining in the trust fund referred to has been duly included in the liabilities; so that the total credit balances on the combined building accounts decreased during the twelve months by nearly £34,000. Nearly all of this is accounted for by the fact that the grants distributed to the Boards for the maintenance and replacement of school buildings were £32,099 less than the amount that would have been payable according to the rule adopted since 1903.

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 F11, a summary of which is given below:—

School Buildings Maintenance Account, all Boards, 31st December, 1909.

	£		£
Liabilities	67	Assets	19,444
Net balance, 31st December, 1909 ...	69,997	Balances	50,620
	£70,064		£70,064

As the actual cost of maintenance and repairs (as well as that of schools already replaced) has already been charged to this fund, it would appear that there should be on the 1st January, 1910, a net balance of £69,997 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 £4,149. Hence it would appear that about £66,000 has been diverted from the Buildings Maintenance Account to the erection of new school buildings. It is true that since 1905 the Boards have been informed that, in accordance with the recommendation of the Education Committee, sums amounting in the aggregate to not more than 7 per cent. of the buildings maintenance grants might be spent on "additions and alterations"; but the circular conveying that information further stated in clear terms the condition under which any part of the grants could be used for additions and alterations—namely, only after the Board had "made due provision for the requirements" in respect of maintenance and rebuilding; no authority was given for using the money for or in aid of the building of new schools. Even if the Boards had all been able to make due provision for the heavy rebuilding expenditure that is imminent, the deficiency of £66,000 would not have been accounted for, as the total of the maintenance grants for the five years 1905–9 has been £263,092, and 7 per cent. of this, which on the most liberal interpretation the Boards might have spent on additions, is £18,416. Hence, apparently, the amount of money diverted from the proper purposes of the buildings maintenance grants, the purposes for which they are voted by Parliament and distributed by the Department, is not less than £48,000.

The calculation is made on the total of the buildings accounts of all the Boards taken together. It is not to be inferred by any means that these remarks apply with equal force to all Boards taken individually; in some cases they may not apply at all.

It is very doubtful whether the actual balance remaining (£4,000), even with the aid of building grants of this year of the normal amount, will be sufficient to provide the cost of rebuilding schools that require to be replaced in the immediate future. Some relief might be afforded by transferring to the Buildings Maintenance Fund 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." This suggestion would not, of course, help the Boards which have deficits on the General Account; even in the case of other Boards, whose general accounts show credit balances, the remedy would be incomplete and only temporary, unless the policy adopted in the expenditure of these grants were radically amended. The only alternative would be to ask the Government to pay a second time moneys already given for rebuilding.

Chatham Islands.

During the year 1909 there were four schools in operation in the Chatham Islands—viz., those at Te One, Te Roto, and Matarakau, on the mainland, and a school on Pitt Island.

At the end of 1909 the total number of children under instruction was ninety-two, as compared with eighty-five at the end of the previous year, while the average attendance for the year was ninety-one.

The total expenditure on the schools for the year 1909 was £731 18s. 3d., made up as follows: Salaries and allowances of teachers, £652 16s. 8d.; scholarships, £43 10s.; inspection, £20 3s. 3d.; other expenses, £15 8s. 4d.

The schools at Te One, Matarakau, and Te Roto were examined in the month of December, according to the regulations for the inspection of public schools in New Zealand. The results generally were fair. Pitt Island school was not visited, as time did not permit of any inspection or examination.

One candidate presented himself for an examination in December in connection with the Chatham Islands Scholarship. This candidate satisfied the pass conditions of the regulations, and was accordingly awarded the scholarship.

A. Further Details of Staffs, Salaries, and Attendance.

School.	Names of Teachers.		Salaries at End of 1909.	Allowance for Conveyance of Goods.	Attendance.	
					Mean of Average Attendance for Four Quarters of 1909.	Mean of Weekly Roll Number for Four Quarters of 1909.
			£ s. d.			
Te One	Guest, J. J. ..	H.M.	200 0 0	25	47	54
	Guest, Mrs. L. R. ..	S.	12 10 0	..	..	..
	Ritchie, Miss F. ..	Pt. 4	55 0 0	..	..	..
	Lanauze, Miss G. ..	Pt. 1	25 0 0	..	..	..
Pitt Island ..	Hutchinson, J. ..	M.	90 0 0	15	11	11
Te Roto	Connor, J. ..	M.	108 0 0	15	24	26
Matarakau ..	Hough, Miss E. ..	F.	90 0 0	..	9	10
Total ..	..		580 10 0	55	91	101

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.

If we examine the Education Reports of the last five years we find certain facts, which may be exhibited as follows:—

	1906.	1907.	1908.	1908.	1909.
Percentage of the roll of public schools in the P. classes	28·3	29·4	31·1	34·3	36·4
Percentage of roll of age over 5 but not over 8	29·8	30·0	30·1	30·5	31·1

The figures in the first line are somewhat startling: very definite causes must have contributed to the marked increase in the proportion of pupils in the preparatory classes. The following possible causes immediately suggest themselves:—

(1.) There may have been an increase in the proportion of young children, say, between five and eight years of age in the population of the Dominion during the period in question.

The Registrar-General's figures, however, give no indication of any such increase: in each of the years 1905 and 1909 the proportion of children between five and eight years of age is 6·184 of the European population of the Dominion.

(2.) A larger proportion of children may be entering the schools between ages 5 and 7 than formerly.

That this is the fact appears from Table A: this table shows a general increase, averaging 3 per cent. in the proportion of young children on the rolls, an increase which is largest for boys between five and six years of age.

(3.) A certain proportion of children may be leaving school from the upper classes at an earlier age to go to secondary schools or technical day-schools, or to go to work: this would make the numbers in the lower classes appear relatively larger.

But from the fourth and fifth lines of Table B it will be seen that, while the number of children in the Dominion between the ages of 12 and 15 has increased by 11·4 per cent., the number of such children attending public schools has increased slightly more—namely, by 11·6 per cent.; hence the increase in the proportion of young children on the roll is not due to a decrease of the percentage of the population between 12 and 15 who are attending public schools.

(4.) The children may be spending a longer time in the infant or preparatory classes than they formerly spent.

That this is so is suggested by the rise in the average age of the children in S1 classes from 8 years 11 months in December, 1905, to 9 years 2 months in December, 1909.

TABLE A.—Number of Children for each Year of Age between Five and Eight Years Old, (1) in the Population, (2) attending Public Schools (excluding Maoris).

	Age, Years.	December, 1905.			December, 1909.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Population	5–6	9,487	9,256	18,743	10,564	10,314	20,878
	6–7	9,300	8,841	18,141	10,356	9,851	20,207
	7–8	8,973	8,717	17,690	9,991	9,712	19,703
	5–8	27,760	26,814	54,574	30,911	29,877	60,788
(2.) Attending public schools	5–6	5,719	5,178	10,897	6,905	5,996	12,901
	6–7	7,193	6,539	13,732	8,364	7,667	16,031
	7–8	7,804	7,348	15,152	8,944	8,254	17,198
	5–8	20,716	19,065	39,781	24,213	21,917	46,130
(3.) Number attending public schools (2), expressed as percentage of population	5–6	60·3	55·8	58·1	65·4	58·1	61·8
	6–7	77·3	74·0	75·7	80·8	77·8	79·3
	7–8	87·0	84·3	85·7	89·5	85·0	87·3
	5–8	74·6	71·1	72·9	78·3	73·4	75·9

Causes (1) and (3) having been shown not to operate, and the increased enrolment (2) between 5 and 8 only partly accounting for the facts, (4) remains as the chief factor of the increase in the P. classes. This is still more clearly indicated by the figures in Table B, whence it appears that, whereas in December, 1905, there were nearly 3,000 children less in the preparatory classes than there were children under eight years of age (36,823, as against 39,781) in December, 1909, the number of children in the preparatory classes exceeded by over 7,000 the number of children under eight years of age (53,420 as against 46,130).

TABLE B.—Number of Children between Five and Eight Years of Age and between Twelve and Fifteen Years of Age in the Population and on the Rolls of Public Schools, and Number in Preparatory Classes (excluding Maoris).

	December, 1905.			December, 1909.			Increase per cent., 1905–9.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Number of population between five and eight years of age	27,760	26,814	54,574	30,911	29,877	60,788	11·4	11·4	11·4
(2.) Number of children attending public schools between five and eight years of age	20,716	19,065	39,781	24,213	21,917	46,130	16·9	15·0	16·0
(3.) Number of children in the preparatory classes of the public schools	19,580	17,243	36,823	28,353	25,067	53,420	44·8	45·4	45·1
(4.) Number of population between twelve and fifteen years of age	26,031	25,526	51,557	28,985	28,444	57,429	11·3	11·4	11·4
(5.) Number attending public schools between twelve and fifteen years of age	16,271	14,382	30,653	18,132	16,063	34,195	11·4	11·7	11·6

In other words, while the number of children in New Zealand between five and eight years of age increased by 6,214, and the number of children of those ages on the rolls of the public schools increased by 6,349, the number of children in the P classes increased by 16,597. Or, if we express the same statistics in percentages, from 1905 to 1909 the number of children in New Zealand of age 5–8 increased by 11·4 per cent., the number of children of those ages in public schools increased by 16 per cent., and the number in the P classes increased by 45 per cent. These facts are exhibited in detail in Table B.

[Neither in Table A nor in Table B has any account been taken of children attending private schools. If the rolls of the public schools had been increased through a smaller attendance at private schools our conclusions might have to be modified; but in reality during the years 1905–9 the percentage of the total population enrolled at private schools shows a slight increase—namely, from 1·88 per cent. to 1·91 per cent.]

There is little doubt that, generally speaking, more attention has been paid of late years to the methods of teaching young children: more natural methods have been introduced, more handwork, and probably more work calculated both to call forth the natural activities and to stimulate the imagination of those in the "infant" classes. Certainly it is not desirable to begin what is called the "formal work" too soon, even in reading, and still less in arithmetic; but there is surely no reason why from the very beginning there should not be systematic training in language, especially by means of stories told to the children and by the children, and by means of the simple reporting by the children of facts coming naturally within their observation. Nor is it desirable to confine the reading of children of eight or nine to the quantity and quality of matter that is found in the ordinary Infant Reader, and presumably intended—wisely or otherwise—for children of six or seven. The newer methods in the infant classes may justify the spending of a longer time in those classes, although in other countries, where the newer methods have been longer in vogue, and are more fully carried out, it has not been found necessary to retard the progress of the children in reading. If the standard of work in the preparatory classes had been generally raised, then the progress through the standard classes ought to be more rapid than it was before. But this is not the case; the average ages of the pupils in S1 and S6 respectively in December of the last four years have been as follows (in years and months):—

	1906.	1907.	1908.	1909.
S1	9.0	9.1	9.3	9.2
S6	13.9	13.10	14.0	13.11

The interval in each case is 4 years 9 months.

[It has often been contended, by the way, that the effect of placing the classification of the pupils in the hands of the teachers has been that the latter are inclined to hurry the passage of the children from class to class: the figures just given do not bear out the contention that any general tendency of this kind exists.]

The remedy for the present state of things is, I would suggest, to promote the children sooner out of the preparatory classes into the classes where they will have reading-matter more suited to their natural powers; and (this is important) to continue in the standard classes (especially the lower standard classes) the methods that exercise the activities, observation, and imagination of children in the most natural manner. I am afraid that we are forced to the judgment that children are at present kept too long in the infant classes without any corresponding gain; that the influence of the old standard pass system is still so strong that it follows that the best pupils complete their primary course nearly a year later than they ought to complete it, and that even the average pupil might gain his certificate of proficiency much earlier than he does. The next stage of work—at the secondary school or technical school—might then be begun somewhat earlier than at present, and there would be more chance for the pupil to bring that work to a definite stage before he left school altogether. It is, however, impossible to discuss fully here all the questions suggested by the facts set forth in the tables, especially as there is room for considerable difference of opinion, according to the various ideas that may be held as to the respective "spheres of influence" of primary and secondary schools (including in the latter term the technical schools).

Table C explains itself. I give it as supplementing the information exhibited in Tables A and B.

TABLE C.—Number of European Children in New Zealand for each Year between Five and Eight Years of Age, and Number recorded as under Instruction.

—	Age 5–6 Years.			Age 6–7 Years.			Age 7–8 Years		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
(1.) Population (excluding Maoris), December, 1909	10,564	10,314	20,878	10,356	9,851	20,207	9,991	9,714	19,703
(2.) Attending public schools, December, 1909	7,074	6,166	13,240	8,602	7,889	16,491	9,243	8,504	17,747
(3.) Maori children attending public schools	169	170	339	238	222	460	299	250	549
(4.) European children attending public schools	6,905	5,996	12,901	8,364	7,667	16,031	8,944	8,254	17,198
(5.) European children attending Native schools	16	15	31	32	16	48	17	29	46
(6.) Attending private schools (estimated from Registrar-General's returns)	710	898	1,608	864	1,139	2,003	928	1,227	2,155
(7.) European children attending public and private primary schools	7,631	6,909	14,540	9,260	8,822	18,082	9,889	9,510	19,399
(8.) Percentage of European children on rolls of public and private primary schools	72·2	67·0	69·9	89·4	89·6	89·5	99·0	97·9	98·5

One inference that may be drawn from it is that there are very few children over seven years of age who are not going to school. The figures, indeed, seem almost too good: one would imagine that the children taught at home, together with the deaf, blind, and feeble-minded, would be more than 1½ per cent. of the total number of children between seven and eight years of age. It is, of course, possible that, owing to delay in the purging of the rolls, the names of a few children are entered on two rolls; if so, the number of children attending school would appear to be greater than it actually is, but it is not probable that this duplication of names exist to any marked extent.

G. Hogben,
Inspector-General of Schools.

III.

DETAILED TABLES, ETC.

TABLE A1.—NUMBER OF PUBLIC SCHOOLS, DECEMBER, 1909.

[Classified according to Part I of First Schedule to the Education Amendment Act, 1908.]

Grade of School and Average Attendance.		Auckland.	Taranaki.	Wanganui.	Wellington.	Hawke's Bay.	Marlborough.	Nelson.	Grey.	Westland.	North Canterbury.	South Canterbury.	Otago.	Southland.	Total Number of Schools, 1909.	1908. Grade.	1908. Total.
0	1–8	31	7	14	8	21	34	22	9	10	3	1	12	10	182	0 (1–15) ..	504
I	9–15	122	13	30	31	12	17	23	7	12	29	19	45	27	387	1 (16–20) ..	250
II	16–25	133	15	40	27	22	11	28	4	5	45	20	53	35	438	2 (21–25) ..	216
III	26–35	63	19	21	23	12	4	10	3	..	30	14	23	37	259	3 (26–32) ..	190
IV	36–80	103	24	54	34	26	6	21	7	5	53	16	54	31	434	4 (33–40) ..	139
V	81–120	19	7	15	9	12	4	6	1	1	17	4	12	11	118	5 (41–50) ..	169
VI	VIA. 121–160	11	..	6	7	6	1	3	2	..	6	..	8	5	55	6 (51–60) ..	82
	VIB. 161–200	8	..	2	5	4	..	4	1	..	4	2	1	3	34	7 (61–75) ..	82
VII	VIIA. 201–250	9	2	4	4	..	..	2	..	..	2	..	6	2	31	8 (76–90) ..	61
	VIIB. 251–300	2	..	3	1	4	..	..	..	1	6	..	4	2	23	9 (91–120) ..	75
VIII	VIIIA. 301–350	4	1	1	3	1	..	..	..	..	4	2	5	..	21	10 (121–150) ..	43
	VIIIB. 351–400	3	..	2	3	..	1	..	..	..	1	1	3	..	14	11 (151–200) ..	40
	VIIIC. 401–450	5	..	2	3	..	..	..	..	..	..	1	1	..	12	12 (201–250) ..	33
IX	IXA. 451–500	..	1	..	1	..	..	1	..	..	2	..	2	1	8	13 (251–280) ..	15
	IXB. 501–550	1	1	..	..	..	..	..	1	..	1	..	3	1	8	14 (281–330) ..	20
	IXC. 551–600	2	..	1	..	..	..	..	..	..	1	..	1	..	5	15 (331–390) ..	17
X	XA. 601–650	3	..	1	1	..	..	..	..	..	2	..	2	..	9	16 (391–420) ..	12
	XB. 651–700	1	..	..	2	2	..	..	..	..	..	..	..	1	6	17 (421–480) ..	9
	XC. 701–750	2	..	..	..	..	..	..	..	..	..	1	..	..	3	18 (481–510) ..	7
	XD. 751–800	..	..	..	1	..	..	..	..	..	1	..	..	..	2	19 (511–570) ..	8
	XE. 801–850	2	..	..	1	1	..	..	..	..	..	..	..	..	4	20 (571–600) ..	2
	XF. 851–900	1	..	..	1	..	..	..	..	..	..	..	..	..	2	21 (601–660) ..	10
	XG. 901–950	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22 (661–690) ..	2
	XH. 951–1,000	..	..	..	..	..	..	..	..	..	2	..	..	..	2	23 (691–750) ..	4
																24 (751–780) ..	4
																25 (781–840) ..	2
																26 (841–870) ..	1
																27 (871–930) ..	..
																29 (931–1,020)	1
																30 (Over 1,020)	..
Totals for 1909 ..		525	90	196	165	123	78	120	35	34	209	81	235	166	2,057	..	..
Totals for 1908 ..		510	87	191	166	107	69	118	33	36	208	77	230	166	1,998	..	1,998
Difference ..		15	3	5	−1	16	9	2	2	−2	1	4	5	..	59	..	..

TABLE B1.—SCHOOL ATTENDANCE AT PUBLIC SCHOOLS FOR 1909.

(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.	1909.	1908.
Auckland	32,724	17,691	12,546	37,869	37,265	17,256	15,348	32,604	87·5	86·6
Taranaki	5,143	2,460	1,810	5,793	5,709	2,616	2,343	4,959	86·9	85·8
Wanganui	12,262	6,817	5,230	13,849	13,899	6,448	5,614	12,062	86·8	85·8
Wellington ..	15,426	9,486	7,426	17,486	17,605	8,364	7,403	15,767	89·6	88·1
Hawke's Bay ..	8,844	4,399	3,105	10,138	10,046	4,678	4,216	8,894	88·5	86·8
Marlborough ..	1,987	878	595	2,270	2,215	1,032	932	1,964	88·7	87·5
Nelson	5,195	2,344	1,823	5,716	5,743	2,675	2,317	4,992	86·9	85·8
Grey	1,690	813	565	1,938	1,911	837	820	1,657	86·7	86·7
Westland	1,014	367	276	1,105	1,098	503	483	986	89·8	87·4
North Canterbury ..	18,338	7,776	5,567	20,547	20,444	9,276	8,299	17,575	86·0	86·8
South Canterbury ..	4,960	1,758	1,178	5,540	5,462	2,522	2,245	4,767	87·3	87·0
Otago	18,115	6,787	5,002	19,900	19,695	9,285	8,483	17,768	90 2	89·2
Southland	9,245	3,270	2,250	10,265	10,050	4,617	4,161	8,778	87·3	87·4
Totals for 1909 ..	134,943	64,846	47,373	152,416	151,142	70,109	62,664	132,773	87·8	87·1
Totals for 1908 ..	130,866	62,502	45,940	147,428	145,974	67,182	59,978	127,160	87·1	..
Difference ..	4,077	2,344	1,433	4,988	5,168	2,927	2,686	5,613	0·8	..

TABLE B2.—Comparison of School Attendance at Public Schools for 1908 and 1909, North Island and South Island.

Districts.	Average Attendance.		
	1908.	1909.	Difference.
Auckland	30,359	32,604	2,245
Taranaki	4,550	4,959	409
Wanganui	11,587	12,062	475
Wellington	15,011	15,767	756
Hawke's Bay	8,438	8,894	456
Totals, North Island	69,945	74,286	4,341
Marlborough	1,867	1,964	97
Nelson	4,868	4,992	124
Grey	1,569	1,657	88
Westland	919	986	67
North Canterbury	17,339	17,575	236
South Canterbury	4,656	4,767	111
Otago	17,338	17,768	430
Southland	8,659	8,778	119
Totals, South Island	57,215	58,487	1,272
Totals for Dominion	127,160	132,773	5,613

TABLE B3.—Average Attendance for the Year 1909 at the Public Schools as grouped in Table A1, as estimated for determining the Grades of Schools. (Part I of the First Schedule to the Education Amendment 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 1909.
0		1-8	231	78	78	47	102	178	143	42	54	22	5	75	58	1,113
I		9-15	1,472	161	408	398	168	213	292	75	165	357	248	598	369	4,924
II		16-25	2,761	294	832	578	424	217	529	64	95	902	405	1,070	713	8,884
III		26-35	1,996	616	628	713	344	130	305	72	..	897	416	697	1,124	7,938
IV		36-80	5,253	1,192	2,699	1,722	1,445	291	1,003	315	252	2,676	809	2,738	1,498	21,893
V		81-120	1,966	952	1,437	1,025	1,206	398	623	94	98	1,645	351	1,228	1,086	12,109
VI	VIa.	121-160	1,615	..	870	1,335	916	164	562	335	..	843	..	1,112	764	8,516
	VIb.	161-200	1,607	..	337	565	775	..	545	183	..	733	357	179	541	5,822
VII	VIIa.	201-250	2,064	255	980	858	..	..	..	..	..	506	..	1,376	480	6,519
	VIIb.	251-300	590	..	758	501	1,157	..	..	..	323	1,574	..	1,130	573	6,606
VIII	VIIIa.	301-350	1,372	341	347	875	322	..	..	..	..	1,100	689	1,572	..	6,618
	VIIIb.	351-400	1,180	..	776	720	..	392	..	..	..	371	388	1,189	..	5,016
	VIIIc.	401-450	1,899	..	831	955	..	..	..	..	..	354	445	444	..	4,928
IX	IXa.	451-500	..	547	..	466	..	..	783	..	..	978	..	969	397	4,140
	IXb.	501-550	587	533	..	..	..	..	..	..	..	503	..	1,551	524	3,698
	IXc.	551-600	1,247	..	601	..	..	..	215	493	..	571	..	576	..	3,703
X	Xa.	601-650	1,873	..	538	1,484	..	..	..	..	..	1,212	..	1,348	..	6,455
	Xb.	651-700	668	..	..	642	1,379	..	..	..	..	..	..	..	679	3,368
	Xc.	701-750	1,445	..	..	..	..	..	..	..	..	680	674	..	..	2,799
	Xd.	751-800	..	..	..	1,409	..	..	..	..	..	810	..	..	..	2,219
	Xe.	801-850	1,617	..	..	837	772	..	..	..	..	..	..	..	..	3,226
	Xf.	851-900	1,313	..	..	842	..	..	..	..	..	..	..	..	..	2,155
	Xg.	901-950	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Xh.	951-1,000	..	..	..	..	..	..	..	..	..	976	..	..	..	976
Totals, 1909		..	32,756	4,969	12,120	15,972	9,010	1,983	5,000	1,673	987	17,710	4,787	17,852	8,806	133,625
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
Difference		..	2,239	343	442	938	561	131	110	99	61	177	121	379	131	5,732

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 C1.—AGE AND SEX OF THE PUPILS ON THE SCHOOL-ROLLS IN THE SEVERAL EDUCATION DISTRICTS AT THE END OF 1909.

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	1,791	1,640	2,190	2,016	2,371	2,182	2,146	2,029	2,233	2,017	2,228	2,028	2,162	1,931	1,986	1,847	1,725	1,438	776	625	261	247	19,869	18,000	37,869
Taranaki	280	203	315	295	391	317	353	360	314	308	327	303	320	300	303	269	252	214	135	104	63	67	3,053	2,740	5,793
Wanganui	566	482	756	672	832	763	834	810	839	735	779	702	794	683	776	639	638	566	374	282	177	150	7,365	6,484	13,849
Wellington	785	684	965	910	1,063	902	1,113	923	1,049	931	951	847	960	918	926	907	764	734	439	346	203	166	9,218	8,268	17,486
Hawke's Bay	430	392	563	476	630	559	594	586	583	555	590	511	534	508	532	481	480	449	258	225	119	83	5,313	4,825	10,138
Marlborough	100	64	109	107	126	119	139	122	144	136	126	120	130	116	128	116	98	106	60	41	36	27	1,196	1,074	2,270
Nelson	294	233	350	289	327	301	328	304	366	303	329	297	315	298	306	277	234	202	134	110	55	64	3,038	2,678	5,716
Grey	109	109	108	127	119	125	115	92	108	97	107	84	96	108	71	80	78	72	46	49	17	21	974	964	1,938
Westland	62	54	50	60	73	70	54	64	66	45	48	56	55	50	52	52	59	40	28	23	22	22	569	536	1,105
North Canterbury ..	1,000	859	1,149	1,080	1,251	1,094	1,184	1,162	1,196	1,113	1,125	1,046	1,101	1,016	1,045	1,019	945	841	522	397	236	166	10,754	9,793	20,547
South Canterbury ..	229	227	306	253	338	315	298	292	360	297	287	259	298	267	289	271	265	219	162	129	95	84	2,927	2,613	5,540
Otago	983	809	1,132	1,065	1,141	1,211	1,214	996	1,083	1,171	1,060	978	1,051	1,023	1,067	978	907	812	471	375	218	155	10,327	9,573	19,900
Southland	445	410	609	539	581	546	619	591	561	570	583	531	575	521	580	502	468	394	291	187	72	90	5,384	4,881	10,265
Totals for 1909 ..	7,074	6,166	8,602	7,889	9,243	8,504	8,991	8,331	8,902	8,278	8,540	7,762	8,391	7,739	8,061	7,438	6,913	6,087	3,696	2,893	1,574	1,342	79,987	72,429	152,416
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
Difference ..	681	466	344	492	229	219	403	330	427	513	−41	−159	−27	38	162	31	277	336	320	31	60	−144	2,835	2,153	4,988

TABLE D1.—STANDARD CLASSES OF ALL PUPILS ON SCHOOL-ROLLS AT THE END OF 1909.

Education Districts.	Pupils in Preparatory Classes.			Pupils preparing for Standard I.			II.			III.			IV.			V.			VI.			VII.			Totals.		
	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 ...	7,878	7,027	14,905	2,450	2,275	4,725	2,366	2,160	4,526	2,161	2,036	4,197	1,986	1,802	3,788	1,652	1,439	3,091	1,183	1,088	2,271	193	173	366	19,869	18,000	37,869
Taranaki ...	1,177	1,009	2,186	385	339	724	343	325	668	372	315	687	315	311	626	243	232	475	162	150	312	56	59	115	3,053	2,740	5,793
Wanganui ...	2,730	2,358	5,088	886	855	1,741	857	743	1,600	858	745	1,603	777	659	1,436	677	567	1,244	441	439	880	139	118	257	7,365	6,484	13,849
Wellington ...	3,142	2,690	5,832	1,051	923	1,974	1,119	978	2,097	1,051	971	2,022	1,089	970	2,059	878	858	1,736	716	662	1,378	172	216	388	9,218	8,268	17,486
Hawke's Bay ...	1,965	1,742	3,707	692	594	1,286	657	615	1,272	541	529	1,070	613	508	1,121	444	462	906	354	318	672	47	57	104	5,313	4,825	10,138
Marlborough ...	415	356	771	147	146	293	134	128	262	136	108	244	143	126	269	116	111	227	93	82	175	12	17	29	1,196	1,074	2,270
Nelson	1,044	844	1,888	360	373	733	368	301	669	355	298	653	325	295	620	326	231	557	188	239	427	72	97	169	3,038	2,678	5,716
Grey	41	408	818	101	105	206	115	90	205	95	102	197	91	89	180	75	74	149	70	70	140	17	26	43	974	964	1,938
Westland ...	195	180	375	64	60	124	58	75	133	56	43	99	75	53	128	46	51	97	47	45	92	28	29	57	569	536	1,105
North Canterbury	3,902	3,478	7,380	1,301	1,180	2,481	1,290	1,168	2,458	1,250	1,240	2,490	1,176	1,069	2,245	998	930	1,928	639	578	1,217	198	150	348	10,754	9,793	20,547
South Canterbury	1,054	937	1,991	331	304	635	340	295	635	313	286	599	322	287	609	296	241	537	201	183	384	70	80	150	2,927	2,613	5,540
Otago	3,844	3,469	7,313	1,230	1,212	2,442	1,201	1,119	2,320	1,124	1,136	2,260	1,145	1,037	2,182	1,001	867	1,868	721	638	1,359	61	95	156	10,327	9,573	19,900
Southland ...	1,913	1,705	3,618	680	624	1,304	591	583	1,174	619	541	1,160	604	562	1,166	539	497	1,036	387	306	693	51	63	114	5,384	4,881	10,265
Totals for 1909	29,669	26,203	55,872	9,678	8,990	18,668	9,439	8,580	18,019	8,931	8,350	17,281	8,661	7,768	16,429	7,291	6,560	13,851	5,202	4,798	10,000	1,116	1,180	2,296	79,987	72,429	152 416
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
Difference ...	2,867	2,472	5,339	428	612	1,040	457	443	900	−298	−81	−379	88	−166	−78	−83	−289	−372	27	−155	−128	651	−683	−1334	2,835	2,153	4,988

TABLE D2.—Examination Statistics for 1909.

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	37,777	35,529	13,923	2,000	109	1,477	373	1,850
Taranaki	5,806	5,495	2,039	313	100	211	90	301
Wanganui	13,965	13,271	4,692	873	255	578	194	772
Wellington	17,761	16,970	5,495	1,366	358	870	305	1,175
Hawke's Bay ..	10,194	9,752	3,576	622	107	426	132	558
Marlborough ..	2,293	2,206	759	179	19	77	50	127
Nelson	5,795	5,540	1,905	448	115	204	132	336
Grey	1,940	1,886	781	144	31	65	48	113
Westland	1,114	1,078	413	68	44	45	14	59
North Canterbury ..	20,846	19,448	6,793	1,284	282	955	299	1,254
South Canterbury ..	5,556	5,356	1,920	370	145	230	93	323
Otago	19,882	19,106	7,036	1,172	291	898	242	1,140
Southland	10,232	9,859	3,556	641	82	367	90	457
Totals for 1909 ..	153,161	145,496	52,888	9,480	1,938	6,403	2,062	8,465
Totals for 1908 ..	147,865	139,764	50,618	8,771	2,038	5,435	2,218	7,653
Difference ..	5,296	5,732	2,270	709	−100	968	−156	812

TABLE D3.—Average Age of Pupils in 1909 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.		1909.		1908.	
	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.	Yrs.	mos.
Auckland	6	8	9	5	10	5	11	6	12	4	13	0	14	1	14	10	11	6	11	10
Taranaki	7	1	7	11	10	3	11	4	12	1	13	3	13	10	14	10	11	4	11	3
Wanganui	7	0	9	1	10	3	11	4	12	3	13	2	13	11	14	11	11	6	11	6
Wellington	7	1	9	2	9	11	11	0	12	0	12	10	13	10	14	11	11	4	11	3
Hawke's Bay	7	1	9	3	10	4	11	4	12	3	12	10	13	10	14	7	11	5	11	5
Marlborough	7	3	9	3	10	4	11	4	12	4	13	1	14	0	14	5	11	6	11	5
Nelson	6	11	9	1	10	1	11	2	12	2	12	11	13	8	14	8	11	4	11	3
Grey	7	0	9	1	10	0	11	3	11	11	13	0	13	8	14	10	11	4	11	0
Westland	6	11	8	8	10	1	11	6	12	0	12	8	14	2	17	4	11	8	11	5
North Canterbury ..	7	0	9	1	10	2	11	4	12	4	13	2	13	11	15	1	11	6	11	5
South Canterbury ..	7	0	9	2	10	2	11	3	12	1	13	2	14	1	15	6	11	6	11	7
Otago	6	11	9	2	10	2	11	3	12	3	13	2	13	11	15	1	11	6	11	6
Southland	7	0	9	1	10	2	11	2	12	1	12	11	13	10	14	10	11	5	11	4
Average for Dominion, 1909	6	11	9	2	10	3	11	4	12	3	13	0	13	11	15	0	11	5	..	
Range (difference between highest and lowest)	0	7	1	6	0	6	0	6	0	5	0	7	0	6	2	11	0	4	..	
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

TABLE D4.—Number of Pupils instructed in Separate Subjects, December, 1909.

Education Districts.	Numbers belonging at End of Year.	English.	Arithmetic.	Drawing.	Singing.	Physical Instruction.	Geography.	History.	Nature-study and Elementary Science.	Handwork.	Needlework.
Auckland	37,869	37,869	37,782	37,694	36,210	36,497	18,176	16,450	30,810	26,833	11,527
Taranaki	5,793	5,793	5,793	5,793	5,793	5,793	3,022	2,015	4,971	4,318	2,412
Wanganui	13,849	13,849	13,845	13,524	12,793	13,581	7,288	4,219	13,394	13,122	4,371
Wellington	17,486	17,486	17,486	16,582	17,130	17,292	8,209	8,284	15,842	14,479	7,228
Hawke's Bay	10,138	10,138	10,138	10,061	9,332	9,824	5,304	3,718	9,461	7,132	3,631
Marlborough	2,270	2,270	2,270	2,262	2,180	2,231	1,186	979	1,923	1,867	824
Nelson	5,716	5,716	5,716	5,483	5,405	5,669	2,778	1,763	4,413	4,161	2,529
Grey	1,938	1,938	1,937	1,908	1,844	1,908	922	708	1,733	946	584
Westland	1,105	1,105	1,105	991	646	1,105	537	426	1,018	609	374
North Canterbury ..	20,547	20,547	20,547	20,201	19,700	20,222	10,174	7,812	19,243	15,328	8,963
South Canterbury ..	5,540	5,540	5,540	5,540	5,289	5,540	2,129	1,698	5,540	4,040	1,921
Otago	19,900	19,900	19,900	19,900	19,900	19,900	9,202	7,444	17,413	14,627	7,561
Southland	10,265	10,265	10,265	10,241	10,156	10,233	4,965	4,071	8,890	9,096	3,986
Totals for 1909 ..	152,416	152,416	152,324	150,180	146,378	149,795	73,892	59,587	134,651	116,558	55,911
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
Difference	4,988	4,988	5,254	4,423	6,587	6,215	−440	2,528	5,935	3,606	846

TABLE E1.—SCHOOL STAFF, DECEMBER, 1909.

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	525	167	7	170	133	69	319	406	459	865	46	128	174	1,039	32,604	31·4
Taranaki	90	25	13	12	36	9	47	46	96	142	3	20	23	165	4,959	30·0
Wanganui ..	196	80	10	49	54	21	122	150	186	336	23	53	76	412	12,062	29·3
Wellington ..	165	64	10	29	56	46	174	139	240	379	14	66	80	459	15,767	34·4
Hawke's Bay ..	123	49	6	17	48	19	90	85	144	229	10	50	60	289	8,894	30·8
Marlborough ..	78	12	1	9	56	2	18	23	75	98	1	5	6	104	1,964	18·9
Nelson	120	33	3	11	64	5	54	49	121	170	1	30	31	201	4,992	24·8
Grey	35	6	5	3	20	3	19	12	44	56	2	5	7	63	1,657	26·3
Westland ..	34	5	2	2	24	1	9	8	35	43	1	3	4	47	986	21·0
North Canterbury ..	209	96	3	25	84	39	182	160	269	429	26	89	115	544	17,575	32·3
South Canterbury ..	81	25	3	16	36	8	47	49	86	135	5	21	26	161	4,767	29·6
Otago	235	99	..	33	104	51	187	183	291	474	19	31	50	524	17,768	33·9
Southland ..	166	46	12	37	70	13	80	96	162	258	15	29	44	302	8,778	29·1
Totals for 1909..	2,057	707	75	413	785	286	1348	1,406	2,208	3,614	*166	*530	*696	4,310	132,773	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
Difference ..	59	59	34	−8	−28	24	181	75	187	262	5	54	59	321	5,613	−1·1

* Exclusive of 25 male and 139 female probationers.

TABLE E2.—TEACHERS, CERTIFICATED AND UNCERTIFICATED, 31ST DECEMBER, 1909 (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	613	..	613	17	53	182	252	865
Taranaki	86	..	86	6	10	40	56	142
Wanganui	220	..	220	6	29	81	116	336
Wellington	295	..	295	9	31	44	84	379
Hawke's Bay	164	1	165	4	17	44	65	230
Marlborough	38	..	38	3	4	53	60	98
Nelson	115	..	115	2	17	36	55	170
Grey	24	..	24	..	8	24	32	56
Westland	15	..	15	1	2	25	28	43
North Canterbury ..	371	..	371	6	25	27	58	429
South Canterbury ..	116	..	116	..	17	2	19	135
Otago	390	..	390	9	26	49	84	474
Southland	146	..	146	5	25	82	112	258
Total for 1909 ..	2,593	1	2,594	68	264	689	1,021	3,615
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

TABLE E3.—HOLDERS OF TEACHERS' CERTIFICATES IN THE SERVICE OF EDUCATION BOARDS AT 31ST DECEMBER, 1909. (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 ..	7	1	8	17	4	21	114	29	143	166	145	311	19	123	142	323 [7]	302 [5]	625 [12]
Taranaki ..	1	..	1	1	2	3	16	4	20	11	26	37	6	20	26	35 [1]	52	87 [1]
Wanganui ..	5	..	5	10	3	13	34	12	46	58	47	105	14	46	60	121 [6]	108 [3]	229 [9]
Wellington ..	1	2	3	17	7	24	24	18	42	72	108	180	8	50	58	122 [5]	185 [7]	307 [12]
Hawke's Bay	1	..	1	11	2	13	22	4	26	36	53	89	9	29	38	79 [2]	88	167 [2]
Marlborough	..	..	..	2	1	3	2	5	7	10	11	21	1	6	7	15	23	38
Nelson ..	2	..	2	3	6	9	18	13	31	14	30	44	7	25	32	44 [1]	74 [2]	118 [3]
Grey	..	..	..	1	..	1	2	..	2	5	12	17	1	5	6	9 [1]	17 [1]	26 [2]
Westland ..	..	..	..	1	..	1	2	..	2	4	7	11	..	2	2	7 [1]	9	16 [1]
N. Canterbury	3	2	5	38	11	49	50	38	88	53	137	190	11	39	50	155 [7]	227 [4]	382 [11]
S. Canterbury	1	..	1	13	1	14	10	11	21	22	43	65	3	17	20	49 [4]	72 [1]	121 [5]
Otago	3	5	8	29	14	43	47	43	90	75	136	211	9	40	49	163 [4]	238 [7]	401 [11]
Southland ..	2	..	2	5	5	10	13	11	24	29	43	72	18	23	41	67	82 [3]	149 [3]
Totals ..	26	10	36	148	56	204	354	188	542	555	798	1,353	106	425	531	1,189 [39]	1,477 [33]	2,666 [72]

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

The following table shows the percentage of income expended by the several Boards on administration for the years 1908 and 1909 (including in this term all the items which are included under that heading in Table F2—viz., salaries of office staffs, Inspectors, Truant Officers, &c., and the ordinary office contingencies—but excluding the incidental expenses of schools) together with mean of percentages for three years 1907–9 :—

Education District.	Percentage.		Mean of Percentages for Three Years, 1907–9.	Remarks.
	1908.	1909.		
Auckland	4·3	4·2	4·3	
Taranaki	5·7	5·7	5·7	
Wanganui	4·6	4·7	4·7	
Wellington	4·4	4·4	4·6	
Hawke's Bay	4·6	4·7	4·6	
Marlborough	6·7	6·6	7·0	
Nelson	5·8	5·9	6·1	
Grey	7·4	8·1	7·6	
Westland	7·9	7·7	8·3	
North Canterbury ...	3·8	4·0	3·8	
South Canterbury ...	4·8	4·9	4·9	
Otago	4·3	4·2	4·3	
Southland	5·2	5·1	5·2	

As compared with 1908 the percentages for 1909 show that there was a slight decrease in Auckland, Marlborough, Westland, Otago, and Southland, whereas increases are shown in Wanganui, Hawke's Bay, Nelson, Grey, North and South Canterbury. Taranaki and Wellington remain unchanged

TABLE F1.—Income of the several Education Boards for the Year 1909.

Education Districts.	Balances, 1st January, 1909.	Receipts from Government.							From Local Sources.				Refunds, Truancy Fines, &c.(2)	Overdrafts, 31st December, 1909.	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).	Total from Government.	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 ..	28,143 8 4	134,720 14 2	19,141 5 1	5,124 15 9	12,426 19 2	27,718 17 8	5,035 19 0	204,168 10 10	1,168 14 8	2,299 18 6	960 12 2	4,429 5 4	695 10 5	..	237,436 14 11
Taranaki ..	1,579 7 2	21,458 4 5	3,124 16 0	1,041 1 6	1,147 19 2	2,502 9 1	256 2 4	29,530 12 6	222 5 0	325 9 7	226 16 6	774 11 1	30 3 2	433 9 5	32,348 3 4
Wanganui ..	..	51,560 2 0	7,291 4 1	3,561 18 9	7,313 6 2	15,729 13 2	723 5 7	86,179 9 9	2,008 7 1	1,327 13 0	198 0 1	3,534 0 2	940 0 11	4,062 8 3	94,715 19 1
Wellington ..	217 4 8	60,217 5 8	9,501 14 0	4,369 2 5	7,708 2 9	15,828 4 9	7,511 4 8	105,135 14 3	6 9 3	489 10 0	315 17 1	811 16 4	26 2 1	3,417 0 5	109,607 17 9
Hawke's Bay ..	6,186 15 3	34,462 9 0	5,436 15 7	2,090 11 6	2,933 17 4	6,867 12 4	500 7 9	52,291 13 6	77 11 0	146 15 5	145 19 4	370 5 9	222 9 4	..	59,071 3 10
Marlborough ..	679 16 11	9,385 16 2	1,397 2 7	142 9 0	485 14 8	1,716 8 2	121 5 6	13,248 16 1	2 5 0	25 0 0	36 10 6	63 15 6	6 17 0	..	13,999 5 6
Nelson ..	2,132 14 5	23,910 5 8	3,198 1 9	1,395 17 0	1,773 17 9	5,614 8 11	388 10 4	36,281 1 5	268 4 0	197 0 0	186 2 2	651 6 2	249 0 6	590 3 0	39,904 5 6
Grey	554 12 1	7,169 19 9	1,227 16 1	519 0 0	228 0 0	1,855 18 3	58 16 9	11,059 10 10	31 5 0	23 9 9	25 19 10	80 14 7	1 12 0	701 8 5	12,397 17 11
Westland ..	913 4 2	4,948 0 0	834 18 9	464 10 0	103 3 2	824 17 4	34 14 6	7,210 3 9	14 15 0	209 7 6	33 1 6	257 4 0	10 4 0	322 11 1	8,713 7 0
North Canterbury	13,856 18 3	71,037 13 10	10,555 15 8	3,752 13 2	6,762 7 2	8,650 14 8	8,235 11 4	108,994 15 10	134 18 6	482 12 3	320 15 3	938 6 0	854 19 6	..	124,644 19 7
South Canterbury	5,340 9 11	21,396 1 9	3,041 7 6	1,819 6 5	1,311 14 8	2,184 10 5	679 6 5	30,432 7 2	6 15 0	217 17 5	258 13 9	483 6 2	246 12 0	..	36,502 15 3
Otago	11,282 12 2	77,246 12 1	10,609 0 3	3,474 18 6	4,382 5 7	10,594 3 1	7,381 14 1	113,688 13 7	284 7 0	208 2 0	340 14 3	833 3 3	379 1 6	..	126,183 10 6
Southland ..	10,075 12 11	37,102 7 1	5,374 2 3	1,583 8 8	1,936 16 0	7,015 12 11	858 19 0	53,871 5 11	282 17 6	145 14 6	1,288 15 10	1,717 7 10	332 15 0	..	65,997 1 8
Totals for 1909	80,962 16 3	554,615 11 7	80,733 19 7	29,339 12 8	48,514 3 7	107,103 10 9	31,785 17 3	852,092 15 5	4,508 14 0	6,098 9 11	4,337 18 3	14,945 2 2	3,995 7 5	9,527 0 7	961,523 1 10
Totals for 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
Difference ..	24,706 17 10	68,567 15 8	4,414 8 11	−1,789 2 0	5,879 7 8	−78,674 0 1	3,289 12 9	1,688 2 11	−40 12 6	791 17 1	651 15 3	1,402 19 10	1,508 8 9	6,708 7 5	36,014 16 9

(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 and recoveries from insurance.

TABLE F2.—EXPENDITURE OF THE SEVERAL EDUCATION BOARDS FOR THE YEAR 1909.

Education Districts.	Overdrafts, 1st January, 1909.	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, 1909.	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	..	9,087 10 10	135,240 4 8	10,108 8 9	834 18 11	146,183 12 4	5,106 19 9	3,867 7 1	10,483 19 7	42,564 0 9	346 2 9	19,797 1 10	237,436 14 11
Taranaki	..	1,828 8 6	21,618 11 5	1,426 6 7	94 17 8	23,139 15 8	1,137 14 0	..	1,341 11 1	4,801 16 10	98 17 3	..	32,348 3 4
Wanganui	2,818 13 2	4,356 18 10	51,876 13 10	3,181 15 9	514 12 3	55,573 1 10	4,498 15 3	..	7,321 18 0	19,590 7 11	556 4 1	..	94,715 19 1
Wellington	..	4,823 3 6	60,584 2 8	3,745 3 5	628 4 8	64,957 10 9	4,893 6 2	6,504 11 7	7,899 17 8	19,936 4 2	593 3 11	..	109,607 17 9
Hawke's Bay	..	2,659 3 8	35,125 14 5	3,111 18 6	175 12 4	38,413 5 3	2,411 8 4	..	2,480 2 6	9,941 17 6	427 13 3	2,737 13 4	59,071 3 10
Marlborough	..	917 13 6	9,510 12 5	517 6 8	32 7 11	10,060 7 0	213 14 0	..	435 18 11	2,298 4 2	44 10 9	28 17 2	13,999 5 6
Nelson	..	2,348 17 1	23,200 13 7	1,062 2 5	148 0 3	24,410 16 3	1,535 11 8	..	2,551 14 11	8,599 10 0	457 15 7	..	39,904 5 6
Grey	..	999 8 0	7,230 12 1	342 5 6	37 6 10	7,610 4 5	641 7 3	..	216 12 4	2,873 17 5	56 8 6	..	12,397 17 11
Westland	..	671 4 7	4,969 17 4	225 9 10	9 16 0	5,205 3 2	600 10 0	..	152 4 5	2,039 9 11	44 14 11	..	8,713 7 0
North Canterbury ..	..	4,706 9 1	71,612 0 11	6,631 8 6	417 15 9	78,661 5 2	4,270 13 2	6,068 15 4	6,329 12 3	16,451 10 1	908 3 1	7,248 11 5	124,644 19 7
South Canterbury ..	..	1,665 14 8	21,509 1 2	1,391 11 6	91 11 10	22,992 4 6	1,627 0 6	..	1,493 14 8	4,402 17 0	1,521 15 4	2,799 8 7	36,502 15 3
Otago	..	5,140 14 3	72,619 5 1	5,947 10 9	390 18 8	78,957 14 6	3,463 10 4	5,984 8 8	5,023 10 0	23,607 8 0	906 5 2	3,099 19 7	126,183 10 6
Southland	..	3,186 13 6	38,914 12 11	2,682 17 0	172 17 4	41,770 7 3	1,734 19 9	..	2,195 14 6	12,494 1 3	802 16 0	3,812 9 5	65,997 1 8
Totals, 1909 ..	2,818 13 2	42,392 0 0	554,012 2 6	40,374 5 2	3,549 0 5	597,935 8 1	32,135 10 2	22,425 2 8	47,926 10 10	169,601 5 0	6,764 10 7	39,524 1 4	961,523 1 10
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	19,948 13 3	48,212 3 10	157,969 3 8	9,817 1 11	80,962 16 3	925,508 5 1
Difference	−3,259 3 4	2,661 10 5	64,970 3 8	2,296 16 1	−229 3 2	67,037 16 7	243 1 7	2,476 9 5	−285 13 0	11,632 1 4	−3052 11 4	−41438 14 11	36,014 16 9

TABLE F3.—RETURN of OFFICERS of EDUCATION BOARDS not included in Table No. 8, as at 31st December, 1909.

—	Annual Rate of Salary.	Remarks.
	£ s.	
Auckland,—		
Secretary and Treasurer	600 0	
Acting-Secretary	500 0	
Accountant	350 0	
Clerks, 10—1 at £300, 1 at £200, 2 at £150, 1 at £125, 1 at £120, 1 at £95, 1 at £85, 1 at £70, 1 at £60	1,355 0	
Inspectors, 7—1 at £600, 1 at £425, 4 at £400, 1 at £320	2,945 0	With travelling-allowance in each case of 17s. 6d. a day beyond certain radius.
Principal of training college	600 0	
Relieving-teachers, 5—1 at £150, 4 at £90	510 0	
Architect	500 0	With actual travelling-expenses.
Draughtsmen, 2—1 at £2 10s. and 1 at £2 5s. per week	247 0	
Truant Officers, 2—1 at £175*, 1 at £80	255 0	*With £10 for town travelling and actual travelling-expenses in country.
Tutors, part time at training college, 2—1 at £50, 1 at £45	95 0	
Total	7,957 0	
Taranaki,—		
Secretary and Treasurer	290 0	
Clerks, 3—1 at £70, 1 at £35, 1 at £25	130 0	
Inspector and Director of Technical Education	375 0	With travelling-allowance.
Inspector	300 0	With travelling-allowance.
Architect	..	Commission.
Clerk of Works	250 0	
Truant Officer	113 0	
Total	1,458 0	
Wanganui,—		
Secretary	290 0	
Accountant	210 0	
Clerks, 5—1 at £145, 1 at £100, 2 at £52, 1 at £30	379 0	
Inspectors, 3—1 at £550	550 0	With travelling-allowance, £100.
2 at £400	800 0	With travelling-allowance, £150 each.
Truant Officer	260 0	
Relieving-teachers, 6—at £100 each	600 0	
Architect	400 0	With travelling-expenses.
Architect's clerk	78 0	
Total	3,567 0	
Wellington,—		
Secretary and Treasurer	450 0	
Clerks, 6—1 at £280, 1 at £260, 1 at £185	725 0	
1 at £175, 2 at £95	365 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 at £500	500 0	With travelling-allowance, £175.
1 at £400	400 0	With travelling-allowance, £100.
Total	1,557 0	
Marlborough,—		
Secretary and Treasurer	225 0	
Clerk	40 0	
Inspector	350 0	With travelling-allowance, £75.
Architect	..	5 per cent. on contracts, and travelling-expenses.
Truant Officer	55 0	With actual travelling-expenses and Court fines.
Truant Officer	5 0	
Total	675 0	
Nelson,—		
Secretary	225 0	
Clerks, 2—1 at £110 and 1 at £45	155 0	With travelling-allowance, £120.
Inspectors, 2—1 at £400	400 0	With travelling-allowance, £100.
1 at £300	300 0	
Total	1,080 0	

TABLE F3.—RETURN of OFFICERS of EDUCATION BOARDS not included in Table No. 8, &c.—*continued.*

—	Annual Rate of Salary.	Remarks.
	£ s.	
Grey,—		
Secretary	208 0	
Inspector and Director of Technical Education	380 0	
Truant Officer	25 0	
Total	613 0	
Westland,—		
Secretary and Inspector	325 0	With travelling-allowance, £75.
Clerk	110 0	
Total	435 0	
North Canterbury,—		
Secretary	450 0	
Treasurer	325 0	
Clerks, 4—1 at £225, 1 at £100, 1 at £90, 1 at £60	475 0	
Inspectors, 4 at £475	1,900 0	With actual travelling-expenses.
Principal of training college	600 0	
Tutor, part time at training college	105 0	
Clerk of Works	300 0	With actual travelling-expenses.
Assistant, Clerk of Works	130 0	
Truant Officer	155 0	With actual travelling-expenses.
Total	4,440 0	
South Canterbury,—		
Secretary and Inspector	320 0	
Clerks, 2—1 at £180 and 1 at £100	280 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 £320, 1 at £240, 1 at £220, 1 at £145, 1 at £115	1,040 0	
Inspectors, 4—1 at £500, 3 at £450	1,850 0	Each with £150 travelling-expenses.
Principal of training college	600 0	
Architect	375 0	With actual travelling-expenses.
Draughtsman	175 0	
Truant Officer	195 0	With actual travelling-expenses.
Gymnastic Instructor	110 0	
Total	4,845 0	
Southland,—		
Secretary and Treasurer	425 0	
Clerks, 3—1 at £256 6s. 8d., 2 at £75	406 6	
Inspectors, 2—1 at £460 10s., 1 at £410 10s.	871 0	Each with actual travelling-expenses.
Truant Officer and caretaker of offices	175 0	
Architect	325 0	With actual travelling-expenses.
Assistant Architect	175 0	
Physical Instructor	110 0	
Total	2,487 6	
Grand total	34,509 6	

TABLE F4.—Summary of Education Boards' Income, 1877–1909.

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
1909	78,144 3 1	57,282 3 6	609,934 16 3	107,021 19 5	48,514 3 7	29,339 12 8	10,607 3 11	4,337 13 3	..	3,995 7 5	949,177 8 1

*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, 1877–1909.

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
1909	42,392 0 0		620,360 10 9	169,601 5 0	32,135 10 2	47,926 10 10	..	6,764 10 7	29,997 0 9	949,177 8 1

* 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.—General Account: Cash Assets and Liabilities of Boards on 31st December, 1909.

Education Districts.	1909.							1908.	
	Assets and Deficits.			Liabilities and Balances.					
	Cash.	Due from all Sources.	Deficits.	Overdrafts.	Due to Government.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£	£
Auckland ..	1,600	8,411	..	..	2,138	3,136	4,737	..	2,964
Taranaki ..	..	1,411	..	51	541	73	746	..	378
Wanganui ..	2,522	3,642	..	..	825	3,248	2,091	..	3,393
Wellington ..	1,760	3,575	..	..	1,035	1,267	3,033	..	3,756
Hawke's Bay ..	2,087	3,415	..	..	1,063	1,660	2,779	..	2,016
Marlborough ..	..	630	..	290	..	166	174	..	143
Nelson	759	1,532	..	..	1,587	264	440	..	224
Grey	79	489	..	..	220	246	102	..	283
Westland ..	139	134	..	..	..	21	252	..	271
North Canterbury	7,444	3,185	..	..	4,919	2,093	3,617	..	2,673
South Canterbury	1,492	1,261	..	..	1,147	631	975	..	1,231
Otago	9,246	2,100	..	..	4,664	478	6,204	..	6,978
Southland ..	4,659	1,717	..	..	1,936	1,423	3,017	..	5,079
Totals ..	31,787	31,502	..	341	20,075	14,706	28,167	..	29,389

TABLE F7.—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 1909.

[Paid out during the financial year from 1st April, 1909, to 31st March, 1910.]

Education Board.	Distribution of the Ordinary Maintenance Grant.	Payments towards Cost of replacing Old Buildings.	Rent of School Buildings and Sites for Year 1909.
	£	£ s. d.	£ s. d.
Auckland	7,346	770 0 0	849 2 6
Taranaki	1,341	..	..
Wanganui	3,134	530 0 0	65 8 9
Wellington	3,455	..	936 17 4
Hawke's Bay	2,202	..	90 15 6
Marlborough	591	..	19 13 4
Nelson	1,725	250 0 0	34 6 0
Grey	381	..	28 1 0
Westland	485	350 0 0	..
North Canterbury	4,331	..	55 0 0
South Canterbury	1,711	..	20 0 0
Otago	5,853	154 12 6	27 11 0
Southland	2,743	1,094 8 9	69 16 0
	35,298	3,149 1 3	* 2,196 11 5
Total	£38,447 1 3		

* £226 2s. 6d. paid in 1909–10, £1,970 8s. 11d. paid in 1910–11.

TABLE F8.—Grants paid to Education Boards out of Consolidated Fund in 1909 for rebuilding Schools destroyed by Fire, Rent of Temporary Premises, and 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	404 3 8	..
Wanganui	2,750 0 0	..
Wellington	395 0 0	27 10 0
Westland	200 0 0	5 4 0
North Canterbury	1,722 10 0	..
South Canterbury	415 13 11	117 18 0
Southland	2,391 18 4	57 0 0
	8,279 5 11	207 12 0
Total expenditure	£8,486 17 11	

TABLE F9.—Grants paid to Education Boards out of the Public Works Fund in 1909 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	11,405 13 1	2,310 18 11	2,035 12 0
Taranaki	261 7 6	485 0 0	796 13 6
Wanganui	2,741 6 9	1,416 3 7	1,832 0 0
Wellington	5,065 0 6	1,143 0 0	2,655 0 0
Hawke's Bay	2,447 4 5	386 16 10	1,632 5 9
Marlborough	313 4 9	410 0 0	592 0 0
Nelson	581 0 0	1,290 0 0	400 0 0
Grey	808 0 0	255 0 0	..
Westland	..	..	..
North Canterbury	1,700 0 0	416 16 6	..
South Canterbury	200 0 0	250 0 0	..
Otago	770 0 0	753 15 0	..
Southland	225 0 0	573 14 0	898 14 8
	26,517 17 0	9,691 4 10	10,842 5 11
Total		£47,051 7 9	

TABLE F10.—Buildings Account (New Buildings and Additions and Maintenance of Buildings, including Land Sales Account and Rents): Cash Assets and Liabilities of Boards on 31st December, 1909.

Education Districts.	1909.						1908.	
	Assets and Deficits.			Liabilities and Balances.				
	Cash.	Due from all Sources	Deficits.	Overdrafts.	Other Liabilities.	Balances.	Deficits.	Balances.
	£	£	£	£	£	£	£	£
Auckland	18,197	12,914	..	..	25,818	5,293	..	33,770
Taranaki	..	1,611	..	383	415	813	..	2,078
Wanganui	..	4,236	4,442	6,585	2,093	..	1,865	..
Wellington	..	3,636	2,634	5,177	1,093	..	902	..
Hawke's Bay	651	5,471	..	..	2,254	3,868	..	5,185
Marlborough	319	935	..	..	466	788	..	862
Nelson	..	1,868	200	1,349	719	..	..	1,358
Grey	..	432	847	780	499	..	..	422
Westland	..	415	199	462	150	..	108	..
North Canterbury	..	6,145	..	196	4,248	1,701	..	6,598
South Canterbury	1,308	2,042	..	..	771	2,579	..	3,396
Otago	..	6,611	3,044	6,146	3,509	..	..	3,111
Southland	..	4,414	..	846	3,095	473	..	3,095
Totals	20,475	50,728	11,366	21,924	45,130	15,515	2,875	59,875

TABLE F11.—School Buildings Maintenance Account: Cash Assets and Liabilities at 31st December, 1909.

Education Districts.	1908.	1909.			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	16,523 9 8	9,868 11 3	3,169 9 7	..	13,038 0 10
Taranaki	2,662 12 7	813 8 1	1,033 13 11	..	1,847 2 0
Wanganui	9,455 5 3	7,091 15 4	575 7 11	..	7,667 3 3
Wellington	9,148 19 7	5,199 14 1	1,124 10 9	..	6,324 4 10
Hawke's Bay	9,472 7 4	6,666 0 4	1,737 0 0	..	8,403 0 4
Marlborough	2,186 11 8	1,560 19 1	439 13 1	..	2,000 12 2
Nelson	2,128 3 6	*Dr.* 475 17 10	1,155 0 0	..	679 2 2
Grey	1,073 16 7	224 10 9	..	66 11 4	157 19 5
Westland	123 0 4	*Dr.* 409 15 3	185 0 0	..	*Dr.* 224 15 3
North Canterbury	16,312 7 10	10,523 5 0	4,331 0 0	..	14,854 5 0
South Canterbury	3,449 0 2	1,382 0 3	1,251 0 0	..	2,633 0 3
Otago	12,670 6 4	3,516 19 4	2,401 9 1	..	5,918 8 5
Southland	9,747 13 9	4,658 2 2	2,040 19 8	..	6,699 1 10
Totals 1909	..	50,619 12 7	19,444 4 0	66 11 4	69,997 5 3
Totals 1908	..	..	..	..	94,953 14 7
Difference	..	..	..	..	—24,956 9 4

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 44 of the Act [the Education Act, 1908], 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 will 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 1909, £15,941 7s. 1d., made up as follows, was paid for conveyance of school-children—viz.: (1.) Railway fares of pupils attending public schools, £4,124; of pupils attending private schools, £1,645 8s.; of holders of free places attending district high schools, £1,367 10s.; of holders of free places attending secondary schools, £2,198 13s. 1d.; and of pupils, including holders of free places, attending technical schools, £3,850 10s. (2.) Grants for conveyance of school-children by road and water, £2,755 6s.—viz., Auckland, £241 14s. 8d.; Taranaki, £4 13s.; Wanganui, £73 2s. 3d.; Wellington, £222 12s. 3d.; Hawke's Bay, £33 3s. 9d.; Marlborough, £3 18s.; Nelson, £41 19s. 4d.; North Canterbury, £533 2s. 3d.; South Canterbury, £368 12s. 11d.; Otago, £861 3s. 6d.; Southland, £371 4s. 1d.

Board of School-children.—In 1909, £137 18s. 9d., made up as follows, was paid for board of school-children whilst attending public schools: Wellington, £10 5s.; Nelson, £32 12s. 6d.; North Canterbury, £44; South Canterbury, £35 10s.; Otago, £15 11s. 3d.

"*School Journal.*"

School papers comparable with the *School Journal* are published in four of the Australian States. In Victoria and South Australia they are published by the Education Departments. For some years the Queensland school paper was published by a private firm, but at the end of the year (1909) its preparation was undertaken by the Department. In New South Wales the paper is published by a private firm. In Victoria the paper is issued in three parts (for S. III, S. IV, Ss. V and VI), in New South Wales in four parts (for I and II, III, IV, V and VI), in Queensland in three parts (for I and II, III and IV, V and VI), and in South Australia in three parts (for II, III, IV and V). The Queensland school paper is published only in alternate months, and each part contains thirty-two pages; in other cases the paper is published monthly, and each part contains sixteen pages. The *School Journal* is published monthly in three parts (for I and II, III and IV, V and VI). Each of the lower parts contains sixteen pages, and the upper part contains thirty-two pages. In Victoria and New South Wales the papers are not issued during the month of January. The *School Journal* is not issued during the months of December and January, but the November issue is considerably enlarged to provide sufficient reading-matter until the schools close (generally about the middle of December). The school paper of South Australia may be termed the father of such publications in Australasia, having been published continuously since 1889. None of the Australian school papers are supplied free to school-children as is the case with the *School Journal*.

In its aims and in the character and sequence of its articles the *School Journal* differs materially from the other 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 its articles it is a "continuous" reader rather than a "miscellaneous" 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.

The *Journal* also serves as a means whereby the attention of children can be drawn to matters of immediate interest. Passing events of more than local importance, striking events in current history, important developments in modern discovery or invention receive due attention, in addition to the recurrent topics of Arbor Day, Empire Day, &c. The importance of some matters which suddenly spring into prominence may be so great as to demand that the sequence of articles laid down for publication must for the time being be entirely set aside; but care is taken that continuity is broken as little as possible.

For the current year (1910) the following courses have been adopted for 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 New Zealand: Part II (for classes III and IV), stories in New Zealand history; geographical glimpses of New Zealand; stories of heroes of peace; fauna of New Zealand; manufactures, foodstuffs, &c., as exemplified by the breakfast table; elementary hygiene: Part III (for classes V and VI), the story of Arctic exploration; combined history and geography of Asia, with special reference to British possessions; monthly nature calendar; hygiene; general geographical articles regarding New Zealand; historical romance.

So far as the Department is able to ascertain, the *Journal* continues to be received with favour by both teachers and pupils, and the continually increasing number of sales to private schools shows that it is being welcomed by others than those for whom it was primarily intended. At their recent conference (February, 1910), the inspectors of schools referred in appreciative terms to its educational value, and in their annual reports similar references are to be found.

APPENDIX A.

REPORTS OF EDUCATION BOARDS.

AUCKLAND.

SIR,— Auckland, March, 1910.

In accordance with the provisions of section 174 of the Education Act, 1908, the Education Board of the District of Auckland has the honour to submit the following report of its proceedings for the year 1909:—

BOARD.—At the beginning of the year the members of the Board were: North Ward—Mr. A. R. Harris, Mr. J. D. McKenzie, Mr. E. C. Purdie; East Ward—Mr. L. J. Bagnall, Mr. H. J. Greenslade, M.P., Mr. C. J. Parr; West Ward—Mr. C. T. Barriball, Mr. G. Edgecumbe, Mr. G. J. Garland. Messrs. Harris and Barriball, who retired in August, were re-elected for the North and West Wards respectively; Mr. A. J. Farmer was elected for the East Ward, to succeed Mr. Bagnall. Mr. C. J. Parr was re-elected Chairman of the Board in August. Mr. D. B. Wallace has been elected a member of the North Ward, in place of Mr. E. C. Purdie, who resigned his seat. The Board records its appreciation of the valuable services rendered by Mr. Bagnall as Chairman of the Board for four years, and a member during a period of over thirteen years; and also of Mr. Purdie's services as a member of the Board. Twenty-one meetings of the Board were held during the year, with an average attendance of seven members. During the year twenty-one meetings of a committee of the whole Board were held to deal with appointments of teachers and with matters of finance.

SCHOOLS.—Five hundred and twenty-one schools were in operation at the end of 1909, including ninety half-time schools. Six schools were closed during the year—namely, Babylon, Te Rau Mauku, and Glengregg, Hinuera, Pakoka, and Pepepe Household Schools.

TEACHERS.—The number of teachers employed at the end of the year was 1,090—*i.e.*, adult teachers—males, 414; females, 471: pupil-teachers—males, 53; females, 152: probationers—males, 7; females, 24. During the year very considerable difficulty has been experienced in securing the services of suitable sole teachers and assistants for remote rural schools. The Board regrets that, though the position of a teacher has been greatly improved through the legislation of the past few years, the number of suitable candidates for the office of pupil-teacher is declining. The regulations empowered the Board to employ fifty-two probationers at the beginning of the year, but it was possible to secure the services of thirty-one probationers only. It is believed that much might be done by teachers in inducing suitable young people to enter the teaching profession if they were to make known to promising candidates the advantages now offered to teachers in the shape of increased remuneration and superannuation.

ATTENDANCE.—At the end of the year the number of scholars on the roll was 37,869, and the average attendance for the December quarter was 33,393. There were 2,336 Maori and half-caste scholars in attendance at 241 schools. The regular attendance of scholars is secured as far as possible by the Truant Officer, who deals with returns of irregular attendance, which are required to be sent monthly from all schools. There were 155 informations laid against parents; convictions were recorded and fines inflicted in 123 cases. The total amount of fines and expenses received during the year was £80 5s. 2d.

FINANCE.—The receipts for the year totalled £209,293 6s. 7d., and the expenditure was £217,639 13s. 1d., that amount being made up as follows: Administration and teachers' salaries, £159,384 2s. secondary education, £5,106 19s. 9d.; manual and technical instruction, £10,483 19s. 7d.; maintenance of buildings and teachers' house-allowances, £19,157 12s.; new school buildings, £18,579 2s. 5d.; manual and technical buildings, £4,629 17s. 5d.; and unclassified expenditure, £297 19s. 11d. The amount of the grant for the maintenance of school buildings for the year was £7,346 only, being a reduction of £6,286 on the grant for the previous year. The Board made the best provision possible for the maintenance of buildings with the funds available. It will be quite impossible to meet the legitimate charges on the Maintenance Fund unless provision is made for a largely increased grant this year. The Board is of opinion that, at any rate in a rapidly growing district, the cost of new sites should be provided by special grants.

BUILDINGS.—Fourteen new schools were built. Eight schools were enlarged, and four residences were erected, and one was enlarged during the year. The necessary repairs, improvements, and renovations of buildings have been undertaken, as far as funds would allow, by the foremen, working under the direction of the architect. The Board again expresses its opinion that all teachers' residences should be provided with bathrooms, wash-houses with fixed tubs and copper, and other necessary

conveniences. There are over 100 residences without bathrooms, and about eighty residences without proper conveniences for washing. The Board regrets to report that the schools at Pukete, Pukekohe West, Greerton, Herekino, and Owhata, and the residence at Te Mata, were destroyed by fire during the year. As the fires at Owhata and Herekino (both in the same district) were evidently the work of an incendiary, the Board offered a reward of £50 for the conviction of the culprit. The Board feels called upon to draw the attention of the Minister to the serious delay which often occurs in notifying the grants available for the reinstatement of buildings destroyed by fire.

Training College.—Forty-six students were in attendance during the year. The Board has passed a resolution requiring all pupil-teachers who have completed one year's service in the rank of a fourth-year pupil-teacher to attend the training college. The Board is pleased to be able to report that the college is now full, there being 100 students in attendance.

Scholarships.—The scholarships in tenure at the end of 1909 were: Junior National, 20; Junior District, 56; Senior District, 36: total, 112. The reports of the diligence and progress of the holders are very satisfactory.

District High Schools.—Eleven district high schools have been in operation during the year. The roll-number of pupils in the secondary classes at the end of the year was 266.

Physical and Military Drill.—Due attention has been given to the requirements of the Act in the matter of instruction in physical and military drill. The Board desires to express its gratification at the continued efficiency of the school cadet corps, which reflects great credit upon the officers. Handsome shields have been presented by Mr. Henry Brett and Mr. Michael Walsh for competition by public-school cadets.

Grading of Teachers.—The grading of teachers by the Inspectors was completed in the middle of the year. In determining the relative position of teachers due attention was given to teaching skill, length of service, and academical attainments, marks being awarded as follows: For teaching skill, 70 per cent.; for length of service, 10 per cent.; for academical attainments, 20 per cent.

Appointment of Teachers.—As far as possible, applications are invited by advertisement for appointments. Where one teacher is pre-eminently the most suitable applicant for the appointment the Board submits that teacher's name only to the School Committee. This course has been objected to by several School Committees, who do not seem to realize that the Amendment Act of 1908 gives the Board full power, at its discretion, to submit the names of one, two, three, or four teachers for appointment.

Superannuation.—The Board has resolved that all male teachers and other employees shall retire on superannuation on reaching the age of sixty-five years. Female teachers will in future be required to retire on reaching the age of sixty years.

Conference.—A conference of members of the Board, Inspectors, and representative teachers was held during the midwinter holidays, to consider the practical working of the syllabus of instruction. As a result of the conference a clearer and better understanding between Inspectors and teachers was arrived at regarding the actual requirements of the syllabus.

Free Class-books.—The Board agreed to accept the conditions of the grant for the supply of free class-books for pupils of the lower classes, and a contract has been let for the supply of those books from the beginning of the present year. The Board is of opinion that there has been no generally expressed desire for the supply of free text-books to pupils attending public schools, and that the money spent could have been better employed for other educational purposes.

Manual and Technical Instruction.—A tender has been accepted for the erection of a technical-college building, to be called the "Seddon Memorial Technical College." The building will be constructed of ferro-concrete, and will be fireproof throughout. The cost of the site, building, and equipment will be between £25,000 and £30,000. A manual training school was erected and opened at Otahuhu during the year, and this is being attended by the boys from the public schools of Otahuhu, Drury, Manurewa, Papakura, and Papatoetoe. Elementary agriculture was taught in eighty schools, swimming in fifteen, handwork in 176, and sewing in fifty-nine schools below Grade IV, taught by a male teacher.

Officers.—Mr. R. Crowe, Inspector of Schools, was appointed Acting Secretary and Treasurer during the absence of Mr. Vincent E. Rice, who was granted leave of absence to enable him to visit England. On Mr. Rice's retirement on superannuation in January last, Mr. Crowe was appointed Secretary and Treasurer, and Mr. R. P. J. Ray was appointed Assistant Secretary. Mr. G. H. Plummer, LL.B., has been appointed Inspector of Schools to succeed Mr. Crowe. The Board desires to place on record its appreciation of the very able and efficient services rendered by Mr. Rice during his thirty-three years' service as Secretary and Treasurer.

School Committees.—The Board desires to acknowledge the cordial and efficient co-operation received from School Committees in the administration of educational matters during the past year.

I have, &c.,

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

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	28,143	8	4
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	129,773	16	8
Reserves revenue for primary education	4,946	17	6
Capitation at 6d. for relieving-teachers	821	13	11
Capitation at 11s. 3d., and grant of £250	18,228	14	2
Special capitation at 9d. for School Committees	1,116	14	0
Training colleges—			
Salaries of staff	1,568	15	0
Allowances to students	2,004	15	1
Capitation at 9d., £21 16s.; and at 11s. 3d., £93 17s.	115	13	0
Library	10	0	0
Conveyance and board of school-children	241	14	8
Other grants—			
Inspection of private schools ..	90	17	0
Receipts from other sources—			
Government Insurance premiums collected (commission), £18 7s. 9d.; fees for special standard examinations, £4; fees for duplicate standard certificates issued, £10; sale of electoral rolls, 12s.; truancy fines, £80 11s. 8d. ..	113	11	5
Grants from Government for—			
Scholarships—			
Education Board	2,018	19	1
National	520	0	0
District high schools—			
Salaries of teachers	2,585	16	8
Receipts from other sources, district high schools—			
Fees	59	19	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	5,309	12	4
On account of free places	4,483	10	3
Material for class-work	260	1	3
Subsidies on voluntary contributions ..	2,373	15	4
Receipts from other sources, manual and technical—			
Fees	1,108	15	8
Voluntary contributions	103	9	1
Interest on Jane E. McLeod, fixed deposit	3	3	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	4,723	7	6
House allowances	4,814	11	9
New school buildings, additions, furniture, sites, &c.	17,776	1	5
Technical-school buildings, apparatus, &c.	404	17	0
Examination tables	59	18	7
Receipts from other sources—			
Voluntary contributions, £1,926 11s.; bequests, £100; rent, £22 10s.; sale of old buildings, £54 17s. 4d.; interest on fixed deposits, £660 7s. 6d. ..	2,764	5	10
Other receipts—			
Sale of sites	451	9	0
Rent, £90 3s. 9d.; contributions by Committee, £82 17s. 8d.; refund by architect, £100; sale of furniture, £68 5s. 3d.; contractor's deposit forfeited, £5; sale of old buildings, £2 4s.; contributions towards new buildings, £87 0s. 9d.	435	11	5
	£237,436	14	11

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	5,680	12	10
Office contingencies	2,918	8	7
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	135,240	4	8
Relieving-teachers' salaries	834	18	11
Training colleges—			
Salaries of teachers	1,643	18	4
Incidental expenses of training college	218	13	8
Allowance to students	2,004	15	1
Conveyance and board of school-children ..	323	9	3
Special capitation to School Committees	1,116	14	0
Incidental expenses of schools	8,991	14	9
Inspection of private schools	79	19	6
Truant Officer	290	12	5
Audit of School Fund accounts ..	40	0	0
Scholarship-holders—			
Board scholarships	2,038	4	9
National Scholarships	516	13	4
Salaries of teachers, and additions to salaries of head teachers on staffs of district high schools	2,552	1	8
Manual and technical—			
School classes	3,716	17	9
Special classes	5,397	2	7
Office salaries	1,274	19	3
Training of teachers, other than at training colleges	95	0	0
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	12,679	15	4
Rebuilding	794	6	1
Rent	885	10	6
House allowances	4,798	0	1
New school buildings, additional class-rooms, furniture, sites, &c.	18,579	2	5
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	500	15	1
Special classes	4,129	2	4
Other expenses—			
Purchase of sites	22	13	6
Tables for annual examination, £77 17s. 6d.; refund to Mount Eden School Committee, £197 8s. 11d. ..	275	6	5
Balance at end of year	19,797	1	10
	£237,436	14	11

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

TARANAKI.

SIR,— New Plymouth, 21st March, 1910.

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 1909 :—

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 Rogers, 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 o. Mr. William Rogers. In the terms of the Education Act, 1908, the following members retired : North Ward, Arthur Morton ; East Ward, J. D. Morison ; West Ward, Gustave Tisch. Messrs. Morton and Morison offered themselves for re-election at the election held on the fourth Monday in July, and were re-elected, Mr. James Young being elected for the Wes Ward in Mr. Tisch's place. At the extraordinary election held on the 4th October to fill the vacancy in the North Ward caused by the death of Mr. Henry Faull, Mr. Arthur Herbert Halcombe was elected. It is with the deepest regret that I have to record the death of Mr. Henry Faull, who was the oldest member of the Board, having been elected on the 10th March, 1879, and was a continuous member from that date. Mr. Faull missed but few meetings during his whole term, and then only through illness. He was one of the most useful members the Board has had, being a thoroughly practical man. He served on various committees with conspicuous ability, and in him the Board has lost a most painstaking, hard-working member. At the meeting held on the 26th August, Mr. James Wade was re-elected Chairman ; Messrs. Adlam, Morison, and Trimble, members of the Teachers' Selection Committee ; Messrs. Kennedy, Morton, and Young, members of the Finance Committee ; Messrs. Morton, Morison, and Rogers, members of the Reserves Committee : the Chairman to be *ex-officio* member of each committee. The Board held 24 meetings—the Finance Committee, 12 ; the Teachers' Selection Committee, 8 ; and the Reserves Committee, 6.

New schools have been opened at Pukeho and Kina. At the end of the year there were ninety schools open, including eight half-time schools, and the number of teachers employed was 176—graded as follows : Sole teachers, 36 female and 12 male ; head-teachers, 13 female and 25 male ; assistants, 49 female and 11 male ; pupil-teachers, 19 female and 3 male ; probationers, 7 female and 1 male.

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

A new residence was erected at Huiakama, and the Huiroa School was enlarged. Applications were forwarded for a new residence at Tarata, new schools at Newall and York, and for the enlargement of the Awatuna, Hillsborough, Kaimiro, Waitara, and West End Schools, and rebuilding of the Frankley School.

The receipts of the Board from all sources, including the balance brought forward from last year, amounted to £31,914 13s. 11d., whilst the expenditure was as follows : Administration, £3,353 12s. 4d. ; teachers' salaries and allowances, £21,713 9s. 1d. ; secondary education, £1,137 14s. ; manual and technical, £1,341 11s. 1d. ; buildings, £4,801 16s. 10d. ; leaving a debit balance of £433 9s. 5d.

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.

The Board was greatly inconvenienced in not receiving the usual advances on the maintenance grant during the year, and on the receipt of the Department's notification of the 24th December, 1909, that only the sum of £1,341 had been allotted to this district, was dismayed at the outlook, having spent over £2,400 on the upkeep of buildings during the year.

Saturday classes for the training of teachers were held during the year at Stratford and New Plymouth, and among the subjects studied were drawing, cookery, physiology and first aid, nature-study, cardboard work, singing, botany, and dairying.

The Board fully recognizes the benefit to be derived by pupils of the higher standards taking a course in dairying, and would like to see a greater number of teachers in attendance at the Saturday classes in this subject.

Classes for instruction in elementary handwork were conducted at forty-seven schools, and sewing under the Manual Regulations at nine. In addition, instruction in agriculture, physiology and first aid, physical measurements, advanced needlework, swimming, chemistry, botany, cookery, woodwork, dressmaking, and dairying was recognized in 102 cases.

Mention might be made of the special rural classes established in connection with the District High School, Stratford. These classes promise to be a great success, the course covered embracing English, arithmetic, chemistry, botany, elementary surveying, dressmaking, woodwork, cookery, agriculture, physical measurements, and dairying.

Technical and continuation classes were again conducted at Stratford and New Plymouth, and met with a fair amount of support. The subjects studied were much the same as in previous years, and satisfactory interest was evinced on the part of the students.

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.

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

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	1,579	7	2
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	19,093	10	8
Reserves revenue for primary education	2,364	13	9
Capitation at 6d. for relieving-teachers ..	121	4	6
Capitation at 11s. 3d., and grant of £250	2,977	6	0
Special capitation at 9d. for School Committees	170	12	6
Conveyance and board of school-children	4	13	0
Inspection of private schools	26	5	6
Free school books	80	16	10
Receipts from other sources—Rents, £136 6s. 9d.; truancy fines, £5 6s.; lease stamps, 12s. 6d.; refunds for railway tickets, 3s. 8d.	142	8	11
Grants from Government for—			
Scholarships—			
Education Board	341	5	0
National	91	16	7
District high schools—			
Salaries of teachers	556	2	4
Subsidies on voluntary contributions, &c.	51	17	7
Receipts from other sources, district high schools—			
Fees	5	10	0
Voluntary contributions	99	9	10
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,054	6	2
On account of free places	20	19	3
Material for class-work	41	4	1
Subsidies on voluntary contributions ..	31	9	8
Receipts from other sources, manual and technical—			
Fees	216	15	0
Voluntary contributions	212	9	9
Deposit fees, £15 15s.; material sold, £17 18s. 2d.; refunds, £4 3s. 11d.; discounts, 4s. 7d.; charges for requisites, £2 14s. 6d.; examination fees, 10s. ..	41	6	2
Grants from Government for—			
General maintenance of school buildings, rebuilding, rents, sites, &c. ..	290	6	6
House allowances	516	13	0
New school buildings, additions, furniture, sites, &c.	1,543	1	0
Technical-school buildings, furniture, fittings, apparatus, &c.	152	8	7
Other receipts—			
Sale of old residence		10	3
Material sold, 12s.; apparatus sold, £30 9s. 4d.; donations, £13 10s.; refunds, 13s.	45	4	4
Balance at end of year	433	9	5
	£32,348	3	4

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	1,049	15	10
Office contingencies	778	12	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	21,618	11	5
Relieving-teachers' salaries	94	17	8
Special capitation to School Committees ..	170	12	6
Incidental expenses of schools	1,255	14	1
Free school-books	98	17	3
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	341	6	9
National Scholarships	100	8	6
Salaries of teachers, and additions to salaries of head teachers on staffs of district high schools	551	2	4
Other expenses—			
Secretary, £5; books, £2 9s. 6d. ..	7	9	6
Return of donations, £60 11s., £24 18s. 4d., £51 17s. 7d.	137	6	11
Manual and technical—			
School classes	576	1	3
Special classes	765	9	10
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	2,271	16	10
Rent	95	16	6
House allowances	523	3	5
New school buildings, additional class-rooms, furniture, sites, &c.	1,716	2	2
Buildings, class-rooms, furniture, &c., for manual and technical instruction—			
School classes	57	16	11
Special classes	137	1	0
	£32,348	3	4

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

WANGANUI.

Education Office, Wanganui, 31st March, 1910.

Board.—At the beginning of the year the members of the Board were: Messrs. Fred. 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, J. P. Aldridge, and E. Dixon (Northern Ward). The retiring members were Messrs. G. H. Bennett, F. Purnell, and E. Dixon, and at the election in July the two first named were re-elected unopposed, and Mr. E. Dixon was re-elected for the Northern Ward. Mr. F. Pirani was re-elected Chairman. Towards the end of the year Mr. W. C. Cargill resigned his seat prior to his departure from the district. Mr. P. O'Dea, M.A., LL.B., who was elected to fill the vacancy, took his seat at the December meeting. The Board held fourteen ordinary and two special meetings. 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, T. R. Hodder, Esq.

Schools.—At the close of the year 193 main schools and three side schools were open. During the year schools were opened at Te Awa, Mangara, Makaka, Rongoiti, and Ngaturi, and a side school at Taikorea. Pukekaha was reopened, and the side schools at Valley Road, Gonville, and Makowhai were made separate schools. In regard to the last named, although the Board has purchased a site, the Department declines to make a grant for a building. The schools at Orangipongo and The Lakes were not reopened, and Toi Toi and Maungahoe were closed during the year. There were under the Board's supervision nine Roman Catholic schools, concerning which information is given by the Inspectors in their report.

Attendance.—At the close of the year the roll-number stood at 13,849, and the average attendance for the last quarter of the year was 12,314. Compared with the previous year, there was an increase in the average weekly roll-number of 399, and in the average attendance of 475. The average attendance for the year expressed as a percentage of the mean of the average weekly roll for the year was 86·7, which is 1·9 in excess of the average for 1908. There was comparatively little sickness amongst the scholars during the year. With respect to attendance, the Wanganui Education District, with the Taranaki and Nelson, occupies the unenviable position of having the lowest average attendance for the Dominion, the highest attendance being 89·2, which was the number registered in Otago. It is clear that some of the parents of the district are not doing all that might be expected of them in the matter of their children's education, and there is no reason to go back on the Board's oft-repeated declaration that the sooner the statutory "off" days are abolished the better. That the attendance is as high as it is must be set down to the credit of the Board's officer, Mr. Easther, who now retires on superannuation after discharging his onerous duties well and faithfully for thirteen years. Owing to the Department's restriction of the Board's finances, it is not likely that a successor will be appointed.

Teachers.—At the close of the year there were, including six relieving-teachers, 433 teachers in the Board's service, of whom 184 were men and 249 women. In respect of qualification, 239 of the head, sole, and assistant teachers were certificated or held licenses, and 110 were uncertificated. As a number of teachers from the training college entered the Board's service at the beginning of 1910, and as more will do so from time to time, it is hoped that the ratio of uncertificated to certificated teachers will diminish, although the increased staffing and the additional pupils make that rather problematical. The Board notes with satisfaction that a large number of teachers successfully sat for higher certificates at the January, 1910, examinations. Nine of our pupil-teachers went to the training college, and at the end of the year the district received seven from that institution. Unfortunately for our district, there is a tendency on the part of the male students not to return upon the expiration of their college course, but to stay in or near Wellington for the purpose of continuing their University studies. At present it is especially difficult to get certificated teachers for remote schools.

It seems a pity that the scale of pay given to first secondary assistants is so low, and that it is based on the average attendance of a previous year. In the case of an inferior teacher leaving when the attendance is low, and a better teacher taking his place, it is very hard for the latter to have to put in a year's work with nearly double the number of pupils, at a salary much below what his predecessor was paid. This is especially hard considering that the headmaster of the school receives his full allowance (£30) no matter what the attendance is, although his share of the work (which is usually the case) may be infinitesimal. It has long been felt that it is ridiculous to pay an assistant in charge of secondary classes up to seventy pupils no more than is paid to a teacher in charge at a thirty-six primary school (minus house allowance), and if there is any desire to make district high schools efficient the scale of payment will have to be revised. The Board has endeavoured to equalize matters for years past by dividing the fees from paying pupils amongst the secondary assistants, but the Department now contends this is illegal.

It may not be out of place here to pay a high tribute to the value of the instruction obtained at the Wellington Teachers' Training College, although it is a matter for regret that several teachers will not be able to obtain admission there this year owing to lack of accommodation. The qualifications of the teachers of this district may be set out thus: A1, 2; A2, 3; B1, 4; B2, 3; B3, 1; B4, 4; C1, 14; C2, 17; C3, 10; C4, 5; D1, 28; D2, 28; D3, 31; D4, 16; D5, 1; E1, 16; E2, 25; E5, 21; licensed, 10.

Scholarships.—The total abolition of many scholarships to town children, as proposed at the recent Conference of School Inspectors, is one deserving of serious consideration, for in many cases the money enables parents to give clever children an opportunity of advancement which might otherwise be denied them. The State's duty is to capture and develop brilliant intellects, and it is a question whether the "free place" business is not being developed at the expense of exceptionally good pupils.

As the result of close observation of pupils in the Wanganui Education District who have gained and utilized scholarships during the last fifteen years at least, it is not too much to say that they have

fully repaid the State the expenditure incurred by developing into useful citizens; whether the "free place" method will do as much is problematical.

TRAINING OF TEACHERS.—Saturday classes for teachers were held continuously throughout the year. At Wanganui, drawing, singing, agricultural botany, physical measurements, handwork and modelling (combined), woodwork, and cookery; at Feilding, drawing, singing, biology, and practical chemistry; at Hawera, drawing, singing, and nature-study; at Taihape, drawing, singing, and agricultural botany; at Palmerston North, drawing. The feature of Mr. Browne's nature-study class at Hawera was the large amount of field-work taken. The meeting-place of the class was changed each Saturday, and thus was it possible for the teachers to study the varying formations and characteristics of the different parts of the district. The whole of the practical work in connection with the biology class at Feilding was taken during the term holidays in September, some sixteen teachers attending five hours a day for four days on end. The Department showed consideration in granting permission for students attending this class to use free-pass railway certificates to enable them to travel to their homes each evening.

The roll-numbers of the teachers attending classes at the various centres were as follows: Wanganui, 149; Feilding, 118; Hawera, 55; Taihape, 38; Palmerston North, 4: total, 364.

INSPECTION.—All the schools have been visited twice by the Inspectors, one visit being unannounced, and the other—the annual visit—announced. The Reports Committee closely scrutinizes every report presented, and submits to the Board a pronouncement upon all exceptional cases whether of merit or of demerit. In view of the Board's method of promotion and transfer, the members feel that it is their duty to give individual attention to every report on a teacher's work presented by the Inspectors. Last year the Board expressed some doubt as to the success of the new method of examination. Its doubts have been in some measure realized, for the Inspectors give it as their opinion that schools in remote districts and schools under the charge of inexperienced teachers should be examined and the pupils classified, not by the teacher, but by the Inspector.

PUPIL-TEACHERS.—At the close of the year there were in the Board's service seventy-five pupil-teachers, twenty-three boys and fifty-two girls, thirty-one being in their first, nine in their second, nineteen in their third, and sixteen in their fourth year. For instruction in singing, drawing, and science, 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 their head-teachers. It is a pity that the services of a sufficient number of young people with the necessary educational attainment cannot be obtained as pupil-teachers, especially when the facilities given by the free-place system are taken into consideration. A small proportion begin their course with the Matriculation, or Junior Civil Service Examination pass to their credit, but the majority of those that find themselves in the position come very much short of a reasonable standard of literary attainment. It is excessively difficult for these to prepare for the necessary examinations, though most of them struggle hard to do so. The strain, however, is severe, and often ends in disappointment. If the Department were to recognize the various forms of handwork as being of some account in the training and equipment of a teacher, the strain would be much reduced.

APPOINTMENT, PROMOTION, AND TRANSFER OF TEACHERS.—In last year's report a brief outline was given of the system the Board had adopted for taking advantage of the provisions of the 1908 Act in regard to the transfer and appointment of teachers. As Wanganui is the only Education Board in the Dominion to initiate and carry out a complete system of transfer, the result must be of interest to all educationists, especially as it may be pronounced an unqualified success. At the commencement of each year the inspectorial staff grades the teachers in the service in four classes—viz.: (1) Head teachers certificated; (2) assistant teachers, certificated; (3) head teachers, uncertificated; and (4) assistant teachers, uncertificated. In each grade marks are allotted for (*a*) service (10); (*b*) professional skill—viz.: teaching power (30), organizing (10), discipline (10), attention to environment (10); (*c*) educational standing (20); (*d*) personality (10). When an appointment is to be made, a teacher is selected from the list according to position to whom the new position would be promotion, and after the teacher's consent is obtained, the name with all particulars and testimonials is forwarded to the Committee, with the notification that objections to the appointment must be made before a certain time. Before the appointment is confirmed, the representations of the Committee are carefully considered and further information forwarded if there is any objection. Although there have been eighty-seven transfers during the year, in every case they have proved satisfactory. Objections have been made to the system by three Committees, who consider they are being deprived of the power of selection of teachers; but it is difficult to conceive any system which would not be open to some complaint, while the existing method is undoubtedly superior to any hitherto in force from the point of view of teacher and pupil. Its chief advantages are these: (1) the best teachers cannot fail to find their appropriate places in the best positions; (2) teachers who have done well in the country may be transferred to more central positions; (3) teachers who find themselves out of sympathy with their district may be transferred to new positions, there to make a fresh start; (4) junior teachers may receive a due amount of varied experience; (5) teachers with special qualifications find positions in which their qualifications are most useful; (6) teachers whose positions are unsuitable for reasons of health may be transferred to positions where their chances of good health are better; (7) teachers who are unable to successfully manage a large school are given a more suitable environment; and (8) generally, merit and faithful service are recognized.

MANUAL AND TECHNICAL.—From the Superintendent's report it will be seen that satisfactory progress is being made in this department of the Board's work. In dealing with this matter the Board's purpose is threefold: (1) To extend the advantages of secondary (technical) education to places remote from centres; (2) to co-ordinate primary and secondary instruction; and (3) to make the work of the technical schools and classes so attractive that parents will not be satisfied with a primary course

alone. The Board believes that somewhat has been gained in each of the three directions. The question of compulsion has also occupied the Board's attention, and the conviction is growing that in the larger towns, at any rate, some form of judicious compulsion will be found necessary. The best of the pupils do not require any other inducement than suitable classes and efficient instructors, but the interests of the great majority must be considered—the victims of ignorance, apathy, and selfishness —concerning whom an English nobleman recently wrote : " Between the period of a child's life, during which the State spends immense sums upon his education, and the time when these children take up their positions as adults in the life of the State, there yawns a chasm in which much of that gained with great labour and at great expense—knowledge discipline, health, character—is lost." The Board is aware that the question of compulsion may be complicated by the introduction of a system of compulsory military training, but it is assured that it is not beyond the wisdom of the Legislature to see that our young people shall become not one-sided, but all-round citizens. Since the Board submitted its last annual report the new technical school at Hawera was opened by the Minister of Education on the 27th July. The people of Hunterville have, at their own cost, with the aid of the statutory subsidy, erected a building for the purposes of technical instruction, and the residents of Pohangina are at the present time pursuing a like desirable end. In administrating the schools the Board has had great difficulty in making both ends meet on the allowance made by the Department. Indeed, if there were no other sources of revenue, our schools would speedily become insolvent, as it takes all fees and capitation grants to pay the instructors' salaries, leaving nothing for maintenance. Fortunately, local bodies and private citizens have responded nobly to the calls made on them for assistance, from one end of the district to the other, and the schools as a whole are paying their way. The Board feels that the Department should make an allowance for supervision and maintenance of technical schools, as it is ridiculous to compel it to rely on voluntary assistance for departmental charges. The system of government of the three districts into which the education district has been divided is working satisfactorily, and it is found that it answers the twofold purpose of giving local control and arousing interest and enthusiasm amongst those immediately benefited, while the contributions from year to year from local bodies and private individuals must constitute a record for the Dominion. The phenomenal success of the wool-classing instruction, by Mr. J. T. Cahill, has proved to farmers that there is immediate money value in technical education. A large number of instances are available where exceptionally good prices have been obtained from the sale of wool classed by his pupils, and it is to be hoped that this object-lesson will prove effective in breaking down prejudices against systematic instruction in rural occupations. The demand for classes is so general that the Board has been compelled to appoint a second instructor, and Mr. T. McGregor, of Napier, has been selected by the committee of stud-sheep breeders, who were responsible for the appointment of Mr. Cahill—viz., Messrs. G. C. Wheeler, of Stanway, E. Short, of Waituna, and J. Knight, of Makino. The Board is indebted to hese gentlemen for the trouble they have taken in the matter, and also to those farmers all over the district who have placed their woolsheds at the disposal of the instructor and contributed fleeces for the use of the pupils.

Agriculture and Dairy-work.—Much interest continues to be taken in these branches of instruction both by the pupils and the parents. At the Manawatu Agricultural and Pastoral Association Show a large number of our pupils entered for the milk-testing competition, and one—an Ashhurst pupil—obtained the pride of place by securing from the Agricultural Department's experts, as examiners, a total of 98 per cent. of marks. In many cases children taught in our primary schools are intrusted with the duty of checking the value of milk-production by individual cows, and the results are utilized in selecting or rejecting profitable or unprofitable cows in a herd. The Manawatu Agricultural and Pastoral Association devotes much attention to the primary-school phases of agricultural training. The Feilding Agricultural and Pastoral Association give annually prizes for the best school gardens in their district, and the judges in awarding the first three prizes to Colyton, 170 marks (out of a possible total of 200) ; Halcombe, 156 ; and Cheltenham, 150 marks, say, *inter alia*, " The results form, in our opinion, a striking example of what may be accomplished by persistent effort, and suggest the possibilities of intensive cultivation." At one school (Cheltenham) special prizes were given for home gardens kept by school-children, and the competition proved the genuineness of the instruction given at the school. The Wanganui Horticultural Society also fosters school gardens by giving prizes liberal in number and value for the products of school gardens, while the Feilding Horticultural Society has followed suit. In addition, numbers of vegetables are entered at the various shows in open competition, and our schools are well able to hold their own.

Physical Training.—At the close of the year it was determined that the district should adopt Dovey's " Manual of Physical Exercises " in all schools. In recent years too little attention has been given to free exercises and manual exercises as apart from breathing exercises. The Board believes that the last-mentioned form of exercise is indispensable, but, by itself, inadequate. The Inspectors report that military drill is well taught in schools, in which, according to statute, it must be taken.

Swimming.—In many of the schools classes are taken to the public baths by teachers for swimming instruction, while at the Wanganui District High School and the Sedgebrook School swimming-baths have been erected by public subscription, and are fully made use of.

Arbor Day.—Arbor Day was celebrated throughout the district on Wednesday, 21st July. A circular was forwarded to School Committees and teachers asking that something like the following programme should be adopted on the day :—

" In view of the important lessons which the occasion may be made the means of teaching, the Board has resolved that Arbor Day, Wednesday, 21st July, shall be fitly celebrated at the schools. Committees will doubtless make such arrangements as will suit local circumstances, but the Board believes that some such programme as the following will prove generally acceptable : " (1.) Assembly, National Anthem, saluting the flag. (2.) Addresses by the Chairman of Committee and others,

(3.) Lesson by the teacher on the value of trees as a private and national asset, and as objects of beauty. (4.) Songs and recitations by pupils. (5.) Pupils present to the school, pictures, books, curios, specimens and seedlings. (6.) Lesson by teacher or friend on the methods of tree-plantings. (7.) The junior children under the lady teachers will ornament the walls of the class-rooms with the pictures, and the senior pupils will proceed to the play-ground to plant trees (all the tools necessary for doing the work would need to be at hand). (8.) The Chairman to declare the rest of the day a holiday. (9.) The parents and the general public might be invited to attend, and the occasion might, perhaps, be signalized by a little social function at the school.

The following is the method of tree-planting recommended by Mr. Grant, the Board's Supervisor of Agricultural Training: "Dig holes somewhat larger than the natural spread of the roots. If the soil is poor, some well-rotted farmyard manure should be mixed with it, but on no account should fresh farmyard manure or fertilisers containing potash or soda be used. In planting, the roots of all trees should have a fine mellow bed of good soil, which should be firmly pressed into contact with every rootlet. No air-spaces should be left and no two roots should be in contact. After the fine soil, to a depth of three or four inches, is pressed into place, the remainder may be thrown loosely on top. If the early summer is dry, it is a good plan to apply a mulch of straw, hay, weeds, or ti-tree around the tree. This mulch should be about three inches deep, and should cover an area a little larger than the size of the hole in which the tree was planted. Before planting trees in the school ground, it will be necessary to have a plan carefully drawn out. The completion of the plan may be the work of years, but without a plan no work of any value can be done. The first thing to plan for is shelter, and from the data accumulated in most schools this will not be a difficult task. It is not a good plan to plant tall-growing trees in front of a school, or to plant trees in a position that they will block out any good views that may be had from the school grounds. All contributions by way of plants, labour, fencing, and manure are subsidized if there is a garden recognized by the Department attached to the school."

Special lessons were given by the teachers on the value of trees as a private and national asset, and on the best method of tree-planting. At some of the schools patriotic addresses were given by members of Committee and other public men. Each recurrence of Arbor Day not merely interests the pupils afresh in trees and tree-planting, but also adds something pleasing to the appearance of the schools.

Sick-leave.—Owing to the reduction in the payments made by the Education Department to the Board, several unwelcome methods of economy have had to be introduced, and one of those is the abolition of pay to teachers absent on sick-leave, except when necessitous circumstances compel the relaxation of the rule.

Holidays.—Though the Board's scale of holidays errs perhaps on the side of liberality, it does not appear to satisfy all the teachers, Committees, or the parents, and, of course, none of the children. This matter is mentioned because there is a general tendency on the part of some teachers and Committees to play fast and loose with the Board's regulations on the subject. It would perhaps be a good thing if the school holidays for the whole Dominion were fixed and all adventitious holidays abolished, leaving only the date of the annual school-treat to be fixed locally. To this it must come sooner or later, as the interruptions in the school-work do not make for increased efficiency.

Buildings.—During the year a new school was opened at Dunolly. Additions were made to the Lytton Street School, Feilding; the Manutahi School was renovated; and the Wanganui District High School, the greater part of which was destroyed by fire in October, 1908, was rebuilt in brick. A new residence was built at Tokaora, and the residences at Brunswick, Manutahi, Linton, Matapu, Moutoa, and Warrengate were enlarged and renovated. The new school at Makaka was finished in the early part of the year, but the school on the Main South Road was not ready for occupation until the beginning of last month. Contracts for painting totalling a little more than £500 were let in December, and at the same time a contract was entered into for sewerage work in connection with the Lytton Street School, Feilding. Grants exceeding £10 were made for works in connection with schools or residences at Kakariki, Otakeho, Awahuri, Riverton, Stanway, Turakina, Waverley, Ashhurst, Gonville, College Street (Palmerston North), Taihape, Eltham, Oroua Bridge, Taonui, Owhakura, Rata, Bull's, Rawhitiroa, Waituna West, Mount View, and Okoia, and small grants were expended at a number of schools.

This year the Maintenance Fund of the Board has been reduced by £1,300, although it is well known to the Department that in the past the grant has been insufficient to keep the buildings in order and replace worn-out schools and residences. The Board again enters an emphatic protest at the system—which no one outside the Department understands—under which grants for maintenance and erection of school buildings are made at the present time. With nothing but expectations as security, the Board is supposed to finance undertakings to the tune of thousands of pounds, and frequently very much short of the amount expended is paid over as grudgingly as if it were the last drop of blood left in the official's body. Inadequate grants, dilatory payments, uncertain amounts, and suspicious misgivings are the rule in this connection, with few exceptions, in the dealings of the Department with the Board. While by no stretch of imagination can it be proved that it is the duty of the Board to find half the cost of school-sites or additions to sites out of the maintenance grant, yet that is the rule enforced by the Department.

Office Accommodation.—To relieve the congestion in the office accommodation the Board, in the month of August last, rented part of the Westport Coal Company's new buildings, which are adjacent to the Board's offices. To the new rooms the audit and technical departments were transferred, greatly to the advantage of efficient work and the health of the officers. It is expected that the Board will be able to provide new offices when the new technical school is built, as the outcome of the Legislature's permission to lease the present technical-school site and apply the proceeds as security for a loan to be expended on buildings in the Borough of Wanganui for a technical school, infant school, and Board's offices.

TEACHERS' RESIDENCES.—Grave cause of complaint arises from the neglect of the Department to make grants for new residences and for additions to old residences. In three cases teachers are compelled to live in tents, and one or two rooms are the only luxuries provided for some teachers. It is to be hoped that this state of things will not be allowed to continue, for it is a just cause of complaint.

FREE BOOKS.—It is perhaps too early to give a definite pronouncement as to the advantage of free Readers, but the Board is in a position to say—(1) That many parents do not want free books, and will not allow their children to use them; (2) that the grant has been insufficient to allow of the Board's purchasing suitable continuous Readers for the preparatory classes; (3) that the conditions of the grant make it necessary for the Board to finance the cost for six or nine months and pay the interest out of a depleted general account. If free school-books are to be given, a commencement should be made in the higher standards, where the burden of expensive books frequently compels parents to withdraw their children from school when extra tuition would be of considerable benefit to them.

PAYMENTS TO COMMITTEES.—The abolition of the special grant of 9d. per head to School Committees not only places a greater burden on the Board's Maintenance Fund, but is another evidence of the want of consideration shown by the Department to the Board, for no notice of the non-recurrence of the grant was given until the end of the Board's financial year. This action affords another proof of the impossibility of making any estimate of the Board's revenue in advance of its receipt, and yet the law prescribes that an estimate must be made at the beginning of the year.

REGULATIONS.—In view of the many changes that have been made in recent years in the administrative and executive machinery of education, the Board found that it would be absolutely necessary to have a fresh set of regulations prepared. After much consideration and no little delay, revised general regulations were issued, and also revised regulations as to scholarships, pupil-teachers, and probationers.

TRAINING-COLLEGE STUDENTS.—It has been the custom in the past to utilize the services of students at the Wellington Training College as relieving-teachers during the time the college is closed—a system of considerable convenience to the Board, and a great help to the teachers, who find it impossible to make both ends meet in a city like Wellington on the small allowance made by the Department. All of a sudden the Department discovered that these students were earning £5 a year outside of the £60 allowance, and that amount was promptly deducted from the teachers who preferred to spend their holidays usefully instead of basking in the sun of idleness. It is questionable whether this deduction is legal, as the regulations prescribe payments of £30 a year, and £30 lodging-allowance, without qualification. If these teachers spent their holidays at other work than teaching, in competition with the general public, no deduction would be made by the Department at all. The injustice of the deduction naturally rankles in the minds of the students, the great majority of whom have to rely upon their own resources for their maintenance. When it is remembered that their ages range from eighteen years upwards, that in any other occupation they would be paid far more than £60 a year, and that it is difficult to persuade promising youths to take up the work of teaching, this treatment of those bent upon self-improvement to be utilized in training the children of the Dominion can only be fitly characterized in language which would probably be out of place here.

A PROTEST.—It is impossible to conclude a review of the work of the Board for the year without referring to the relations existing with the Education Department. Of late years a most extraordinary position has been taken up by the officials in the Head Department, presumably with the sanction of the Minister. Instead of the Education Boards being allowed to carry out the duties they are elected to perform, and for which the law lays down the lines very fully, the Department takes up the attitude that it furthers the cause of education by hampering the Board's operations in every possible way, restricting their powers by every conceivable artifice, flouting their authority by acting over their heads in giving instructions direct to the Board's officers, in summoning conferences of the Board's officials without first inquiring if the dates chosen are convenient in view of their duties, and by limiting the Board's powers by suddenly reducing the grants without notice to such an extent as to leave it floundering in a financial morass. It seems about time that a conference of Boards was held to consider whether this latest development of bureaucratic government is to be allowed to threaten the existence of educational representative bodies, to curtail their usefulness, and to make men of experience wonder whether it is worth while continuing the struggle against departmental domination, or whether the full meaning of section 44 of the Education Act shall be carried out.

Once more the Board desires to place on record its appreciation of the satisfactory work performed by the great majority of the teachers, especially those who have passed their educational probation in this district.

The Board has been fortunate in retaining the services of its three Inspectors—Mr. G. D. Braik (chief), Mr. J. Milne, and Mr. T. B. Strong. Last year an exceptionally heavy strain was put upon them in the classification of teachers, but they have proved fully equal to all demands. Mr. Braik, in particular, has won a high place in the esteem of teachers, Committees, and members of the Board for his invariable courtesy, efficiency, resourcefulness, and enthusiasm.

I have, &c.,

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

[NOTE.—*This report is reprinted as it was received from the Board, although it contains several inaccurate statements.*]

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	47,880	15	9
Reserves revenue received from School Commissioners for primary education	3,679	6	3
Capitation at 6d. for relieving-teachers	298	9	3
Capitation at 11s. 3d., and grant of £250	6,964	19	10
Special capitation at 9d. for School Committees	434	10	3
Conveyance and board of school-children	73	2	3
Inspection of private schools	27	15	0
Free school-books	195	18	3
Receipts from other sources—			
Truancy fines, £27 16s.; refunds, £13 3s. 5d.; furniture sold, £2 5s.; rent of office, £1 15s.; voluntary contributions towards cost of miniature rifle range £4 15s.	49	14	5
Grants from Government for—			
Scholarships—			
Education Board	589	10	0
National	193	10	0
District high schools—			
Salaries of teachers	2,211	5	0
Subsidies on voluntary contributions, &c.	567	13	9
Receipts from other sources, district high schools—			
Fees	87	1	9
Voluntary contributions	565	8	8
Special scholarship	20	0	0
Grants from Government for manual and technical—			
Capitation—			
On all classes	5,908	19	0
On account of free places	354	6	8
Material for class-work	73	5	10
Subsidies on voluntary contributions ..	976	14	8
Receipts from other sources, manual and technical — Fees, £1,897 8s. 11d.; voluntary contributions, £737 9s. 4d.; material sold, £40 11s. 6d.; rent, 10s.; hire of apparatus, £1 5s.; refunds, £5 12s.; Palmerston North High School Board, £23 16s. 5d.	2,706	13	2
Maintenance of school buildings, rebuilding, rents, sites, &c.	5,413	15	2
House allowances	1,523	6	11
New school buildings, additions, furniture, sites, &c.	6,144	10	4
Technical-school buildings, furniture, fittings, apparatus, &c. (including initial capitation)	2,648	0	9
Other receipts—			
Sale of sites	702	11	7
Fire insurance, Wanganui Technical School	165	0	0
Fire insurance, Okoia residence ..	3	2	9
Rents of sites, &c.	132	11	2
Contractors' deposits forfeited, &c., £33 15s.; refunds, £7; material sold, £20 17s. 5d.	61	12	5
Balance at end of year	4,062	8	3
	£94,715	19	1

Expenditure.	£	s.	d.
Balance at beginning of year	2,818	13	2
Staff salaries and clerical assistance ..	2,265	14	0
Office contingencies	1,830	17	4
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	51,822	9	3
Relieving-teachers' salaries	514	12	3
Truant inspection	260	7	6
Conveyance and board of school children ..	73	2	3
Special capitation to School Committees ..	434	10	3
Incidental expenses of schools	2,747	5	6
Free school-books	202	13	3
Paid out of administration grant: teachers' salaries (primary), £51 4s. 7d., (secondary), £5; house allowance, £56 0s. 2d.; teachers' travelling expenses, £18 0s. 4d.; teachers' bonus, £3	133	5	1
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	788	9	9
National Scholarships	258	0	0
Salaries of teachers, and additions to salaries of head teachers on staffs of district high schools	2,259	3	4
Other expenses—			
Subsidies and voluntary contributions paid to School Committees	1,106	2	2
Fees paid to teachers	32	0	0
Special scholarships: Hawera science, £10; Gibbons, £20; travelling scholarship, £20	50	0	0
Manual and technical—			
School classes	1,936	4	5
Special classes	5,265	14	3
Training of teachers	89	3	9
Manual and technical: Voluntary contributions returned, £6 15s.; fees refunded, £1 1s. 3d.; library and prizes, £17 19s. 4d.; miscellaneous, £5	30	15	7
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	4,578	18	9
Rebuilding	3,829	8	0
Rent	243	7	8
House allowances	1,487	2	5
New school buildings, additional class-rooms, furniture, sites, &c.	5,189	10	7
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	172	16	5
Special classes	3,830	10	8
Other expenses—			
Purchase of sites	465	1	6
	£94,715	19	1

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

WELLINGTON.

SIR,— Education Board Office, Wellington, 22nd March, 1910.

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 1909.

BOARD.—At the annual election, the retiring members were re-elected, namely: Messrs. W. Allan (City), J. Kebbell (Manawatu-Hutt), W. C. Buchanan, M.P. (Wairarapa), and Mr. H. R. Elder was elected to fill an extraordinary vacancy caused by the resignation of Major McDonald on his appointment to the command of the public-school cadets. 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 Ward—Messrs. H. R. Elder, W. H. Field, M.P., J. Kebbell; Wairarapa Ward—Messrs. W. C. Buchanan, M.P., A. W. Hogg, M.P., A. H. Vile; at the August meeting Mr. R. Lee was re-elected Chairman. The Board's representative Managers of Technical Schools were: Wellington—Messrs. Aitken, Allan, and Field, M.P.; Petone—the Chairman, and Mr. J. W. McEwan; Pahiatua—Mr. W. Norrell. Mr. J. R. Blair continued to represent the Board on the Wellington School Commissioners.

NUMBER OF SCHOOLS.—At the end of 1908, 159 schools were in operation. During 1909 there were opened new schools at Maranui, Lansdowne, Petone West, and Homeburn, while small aided schools were closed at Toro, Mangaorongo, and Pakowai, leaving at the end of the year 160 in operation. It may be noted that the schools opened represent over 800 children, those closed less than twenty.

ATTENDANCE.—The increase in 1909 over the numbers of 1908 was 564 in enrolment and 760 in average attendance. The average attendance was thus 89·6 per cent. of the average roll, an improvement of 1·5 per cent. on the corresponding percentage in 1908. It was 2·5 per cent. higher than the average percentage for the Dominion in the preceding year, 1908. This satisfactory result is largely due to the favourable weather and health conditions, the improving road-conditions, the co-operation of parents and teachers, and the attention of the Board's Truant Officer. The factor in producing good attendance, on the potency of which the Board desires most to rely, is the faithful and efficient service of those teachers who succeed not only in imparting sound instruction, but also in making the school at the same time so attractive to the pupil that he will strive to attend every day. Notwithstanding the satisfactory results above noted, and making due allowance for misfortune, there still remains quite a large number of parents who, as regards education, are by no means alive to the best interests of their children. Over 4,000 breaches of the attendance sections of the Education Act were reported, and in 119 cases it was found necessary to take legal proceedings. Convictions were recorded in 104; eleven were withdrawn owing to improved attendance; in two summonses were unserved, and two cases were dismissed. The number of legal attenders—those who make the bare number of attendances required by law—is still so very considerable that the Board sees no reason to withdraw, but rather desires to emphasize, its recommendation previously presented to you, that with proper exemption safeguard every child should, during the years of compulsory attendance, be required to attend each day, except where satisfactory explanation is given. The Board again notes with regret the number of withdrawals of children from school long before their age and the advancement of their education justify their removal—and this notwithstanding a law of compulsory attendance up to Standard V. This leakage must result in future serious loss to the State, through the reduced efficiency of those who are thus educationally half-equipped, hurried from school to labour. Thus, on the occasions of the Inspectors' visits in 1906 there were in the district enrolled in Standard III 2,017 children; the following year the enrolment in Standard IV was only 1,931; yet another year saw the number reduced to 1,737 in Standard V; and in 1909 to 1,382 in Standard VI. In the years 1907–9 similar reductions took place in Standards III, IV, V, the numbers in which were as follows, 2,087, 2,012, 1,772. During the years mentioned, 1906–9, the total enrolments in the district were respectively: 1906, 16,416; 1907, 16,564; 1908, 17,038; 1909, 17,605.

TEACHING STAFF.—The following are the numbers of teachers, pupil-teachers, and probationers who were in the Board's service at the end of the year:—

	Male.	Female.	Totals.
Heads of schools	63	10	73
Sole teachers	29	57	86
Assistants	51	184	235
Pupil-teachers	14	65	79
Probationers	1	24	25
Total	158	340	498

Of the adult teachers, 122 men and 190 women, total 312, possessed certificates; eighty-two were uncertificated, six of them holders of a license to teach.

INSTRUCTION OF TEACHERS.—Several courses of instruction for teachers were held during the year. At Wellington the courses included drawing and handwork, conducted by the technical school staff; cookery, by Miss McIntosh; woodwork and cardboard modelling, by Mr. Howe; singing, by Mr. Parker. At Masterton Mr. Parker conducted a large singing-class, and Miss Talbot a cookery-class. At Greytown Mr. Davies held three courses of instruction in agriculture, each extending over a fortnight, to attend which each teacher surrendered a week's holiday. The Board is pleased to note the continuance to country teachers of the privilege of railway travel to courses of instruction, for, while it may be possible to point to isolated instances of teachers who have not made the most of their opportunities, the majority have studied with a praiseworthy enthusiasm which has undoubtedly resulted in increased efficiency. The singing and the agricultural courses have been of special assistance to those who have had no other opportunities of instruction in these subjects. The enrolment at the former was 139, at the latter 63.

TRAINING COLLEGE.—The total number of students enrolled was 93—from Wellington 34, Wanganui 29, Hawke's Bay 13, Nelson 5, Taranaki 3, Marlborough 3, Grey 1, Westland 1, Otago 4; 50 were of the first, 43 of the second year; 60 of Division A, 30 of Division B, 2 of Division C, and 1 admitted under clause 11; 20 were men, 73 women. Full advantage has not been taken of the opportunity afforded under Division C for the admission of uncertificated teachers. Only two applied, although the attention of each Board was directed to the matter. The increase in the number of students has greatly taxed the already insufficient accommodation. Application has been made for grants for increased accommodation, and, if the efficiency of the instruction is to be maintained, the question of accommodation, and of site also, must soon receive effective consideration. The work and needs of the college are dealt with at length in the Principal's report.

SCHOLARSHIPS.—There qualified at the December examination for junior free places 130 candidates, and for senior free places 37 candidates. Junior Board Scholarships were awarded to thirty-one competitors, and Senior to thirteen competitors. There continues to be a noticeably small number of entries in the C class of Junior Scholarships (for schools up to forty).

DISTRICT HIGH SCHOOLS.—The total average attendances in the secondary departments at district high schools for the years 1907, 1908, and 1909 were 463, 441, and 374. The decrease last year was due chiefly to the disestablishment of the Terrace School and the opening of the new Boys' College. The number of district high schools remaining is nine.

Manual and Technical Instruction.—During the year capitation, under the Manual and Technical Regulations, was earned by 116 schools, as compared with 121 in 1908, and 116 in 1907. 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	97	11,822
Elementary agriculture	55	1,072
Needlework (with instructor when head teacher is a male)	17	217
Elementary chemistry	8	291
Physiology and first aid	8	361
Swimming and life-saving	8	534
Elementary physical measurements	8	313
Dairy-work	1	18
Dressmaking	5	64
Cookery (Wairarapa and Pahiatua centres)	9	281
,, (Wellington centre)	11	467
,, (Petone centre)	2	80
,, (Manawatu)	2	58
Woodwork (Wellington centre)	11	892
,, (Petone centre)	2	99
Total		16,569

Instruction in cookery and woodwork was extended to Petone, where large classes received instruction in the technical school. It is hoped to see next year a centre for cookery and woodwork established at the Mount Cook Schools. The Board has decided to undertake at the Normal, Carterton, Greytown, Masterton, Pahiatua, and Levin Schools the rural course at district high schools as proposed under Manual and Technical Regulation 27 (*g*), and since the end of the year the necessary additional instructors have been appointed. The development of this plan of instruction will be observed with the keenest interest. While the number of schools earning a grant has slightly decreased, on the other hand the number of pupils shows a substantial increase, especially in handwork, chemistry, physical measurements, woodwork, cookery, and agriculture. The number of instructors in the last three has now increased to three, three, and two respectively. The Board observes with pleasure the report of the Inspectors as to the steadily growing recognition of the high educational value of the school garden, and as to the excellence of the agricultural work accomplished at a number of schools.

Physical and Military Drill.—The Inspectors report that in most of our schools breathing-exercises are taken daily, and physical drill, consisting mainly of free exercises and exercises with wands and clubs, is generally satisfactory. Military drill is taken in the larger schools, in most of which the reports range from good to very good.

Medical Inspection.—The question of the compulsory medical inspection of school-children has from time to time engaged the serious attention of my Board. An examination of between three and four hundred children, conducted by two medical men of recognized standing, was undertaken. While the report shows that the physical condition of the children was, on the whole, good, there were disclosed quite a considerable number of cases of defect preventible and remediable, but in many instances previously unrecognized. My Board is strongly of opinion that, from humanitarian, educational, and national economic considerations, the establishment of a well-considered State system of medical inspection of school-children is highly advisable, even if it be begun on a very small scale until actual requirement is determined by experience. My Board is convinced that from the point of view of national efficiency it will cost less to undertake this work than not to undertake it. It is found that the Boards of the Dominion are in substantial agreement, and you are aware that the more progressive Legislatures of other countries are in advance of New Zealand in this matter. State inspection of schools has been undertaken in Tasmania, New South Wales, England, France, Argentine, Switzerland, Japan, and other countries.

Buildings.—New schools were erected by grant at Petone West (brick), Pukehinau, and Putara ; reconstructions and additions were completed at Waikanae, Upper Hutt, Martinborough, and Pahiatua. New residences were erected by grants at Waikanae, Reikiorangi, Hastwell, Muhunoa East, Tokomaru, Horoeka, and Pukehinau. There were overhauled thirty-one schools and nine residences, and, besides, minor improvements were effected at five residences. New latrines were erected at eight country and two city schools. The Board is face to face at the present time with a very large outlay in the suburbs of Wellington for connection of the conveniences with the drainage system. Renewal of fencing at many of our older schools is now very necessary, and has received attention so far as the means at disposal have permitted.

The building programme of the year was compiled with care, and, as the Board believes, with a due regard to the best interests and the most pressing requirements in the district. It included the reconstruction of several rooms in different schools, which became necessary because at the same time enlargements of these schools were required. This programme it has carried out, only to be informed, for the first time after the end of the financial year, that the maintenance of buildings grant, which for five years had averaged £5,000 and last year amounted to £5,501, was reduced to £3,455 through the omission of amount for reconstruction. Further, the necessary expenditure of large sums in the purchase of sites during past years has seriously reduced the sum available for building operations of even a pressing character. If the full amount of the maintenance of buildings grant is required in districts where the expenditure on sites is inconsiderable, how can it suffice where there is a steady drain on the building funds of a Board which finds that, owing to rapid settlement of suburban areas, the purchase of costly sites has become not a luxury but a costly necessity. The purchase of such sites cannot be delayed, nor can it be undertaken piecemeal. The Board must either purchase a sufficient site or to some extent sacrifice the future interests of the school. In five years it has expended over £4,800

beyond the amount of grants allowed, which have not in any instance exceeded half-cost. Now, the report of the Education Committee in 1903 does not appear to have contemplated the purchase by the Board of costly sites, seeing the allowance it had in view was one for proper maintenance and reconstruction of buildings. In these two matters, therefore, the Board submits that in its case equitable financial redress is justly due to it. At the same time, the Board recognizes that its representations regarding the needs of growing districts have received the fairest consideration.

FINANCE.—The year began with a debit balance of £217 4s. 8d., the receipts were £105,973 12s. 8d., the disbursements £109,607 17s. 9d., leaving a debit balance of £3,417 0s. 5d.

GENERAL.—The Board has steadily endeavoured to promote by its appointments to schools the best interests of the children, and at the same time to advance deserving teachers. It has sparingly used the powers of transfer conferred by the Act, with benefit, as it believes, to the schools and satisfaction in the main to Committees, the sympathetic co-operation of whom it seeks in the discharge of this difficult part of its duties. The Board acknowledges with satisfaction the helpful and altogether admirable efforts of very many of its Committees to improve the equipment, to beautify and improve the school grounds, and to promote in their respective districts that most valuable of educational assets —an attitude of warm loyalty to the school and all it represents. If only the most indifferent of the Committees—those whose horizon is limited by their merely administrative duties—would become as the most enthusiastic and energetic, great would be the gain to education. The Board desires further to acknowledge the faithful services of its teaching staff. In many instances it has witnessed the wise enthusiasm of a teacher convert a spirit of indifference in a district into one of continuing helpfulness. The report would be incomplete without mention of the substantial support accorded to education in their respective districts by the Masterton and Greytown Trust Lands Trusts and the Wellington Chamber of Commerce.

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, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	217	4	8
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	55,561	5	8
Reserves revenue received from School Commissioners for primary education	4,656	0	0
Capitation at 6d. for relieving-teachers	391	19	9
Capitation at 11s. 3d., and grant of £250	9,253	4	5
Special capitation at 9d. for School Committees	562	19	0
Training colleges—			
Salaries of staff	1,800	0	0
Allowances to students	4,564	14	11
Conveyance and board of school-children	232	17	3
Inspection of private schools	40	2	6
Free school-books	167	0	0
Receipts from other sources—			
Donation for prizes, Chamber of Commerce	24	9	9
Truancy fines	15	9	6
Sales of material, &c.	10	13	5
Grants from Government for—			
Scholarships—			
Education Board	961	13	7
National	119	11	6
District high schools—			
Salaries of teachers	3,015	7	1
Subsidies on voluntary contributions, &c.	272	10	3
Receipts from other sources, district high schools—			
Fees	6	9	3
Voluntary contributions	331	11	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	5,210	10	5
On account of free places	1,774	6	10
Material for class-work	217	17	10
Subsidies on voluntary contributions	505	7	8
Receipts from other sources, manual and technical—			
Voluntary contributions	39	19	9
Sale of material	51	14	8
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	3,342	8	8
House allowances	1,982	19	9
New school buildings, additions, furniture, sites, &c.	9,533	10	6
Technical-school buildings, additions, furniture, fittings, apparatus, &c.	969	5	10
Other receipts—			
Sale of sites	10	0	0
Rent of school reserves	186	9	8
Sale of material	67	12	9
Donations	93	9	6
Balance at end of year	3,417	0	5
	£109,607	17	9

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	3,105	0	0
Office contingencies	1,718	3	6
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	60,584	2	8
Relieving-teachers' salaries	628	4	8
Training colleges—			
Salaries of teachers	1,641	16	3
Incidental expenses of training college	369	14	6
Allowances to students	4,493	0	10
Conveyance and board of school-children	222	11	6
Special capitation to School Committees	561	18	9
Incidental expenses of schools	3,183	4	8
Free school-books	344	12	8
Chamber of Commerce prizes	25	19	9
Allowances to scholarship-holders and expenses of examination—			
Board scholarships	1,220	18	7
National Scholarships	150	16	6
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	2,893	10	5
Other expenses, district high schools—Apparatus, £17 13s. 11d.; refunds of donations and subsidies, £610 6s. 9d.	628	0	8
Manual and technical—			
School classes	2,013	17	9
Special classes	2	17	2
Payments to managers of associated classes	5,361	6	3
Training of teachers other than at training colleges (including Elementary Agriculture Instructor, £148 9s. 2d.)	521	16	6
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	3,162	4	1
Rebuilding	3,830	8	6
Rent	929	14	0
House allowances	1,985	1	5
New school buildings, additional class-rooms, furniture, sites, &c.	8,982	6	1
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	207	7	4
Payments to managers of associated classes	839	2	9
	£109,607	17	9

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

HAWKE'S BAY.

SIR,— Education Office, Napier, 31st March, 1910.

In accordance with the requirements of the Education Act, 1908, I beg to submit the following report of the proceedings of the Education Board of the District of Hawke's Bay for the year 1909 :—

BOARD.—At the beginning of the year the members in office were : North Ward—Messrs. W. Morgan, G. E. Darton, and S. McLernon ; Middle Ward—Sir William Russell, Messrs. C. M. Whittington, and T. Tanner ; South Ward—Mr. O. Ericksen, Pastor H. M. Ries, and Rev. A. Grant. Pastor Ries and Messrs. T. Tanner and C. M. Whittington retired in August ; the first two did not offer themselves for re-election. Mr. C. M. Whittington was re-elected unopposed to represent the Middle Ward, and Messrs. G. W. Hunter and M. McLeod were elected for the South and North Wards respectively. Sir William Russell was re-elected Chairman of the Board. Pastor Ries and Mr. W. Armstrong represented the Board on the Dannevirke High School Board of Governors, Messrs. T. Tanner and S. McLernon on the Napier High School Board, Messrs. C. M. Whittington and S. McLernon on the Hawke's Bay School Commissioners, and Messrs. S. McLernon and H. Hill on the Board of Managers of the Napier Technical School.

SCHOOLS.—The number of schools in operation at the end of 1909 was 107. During the year seventeen schools were opened and three were closed, leaving 122 (including two half-time and ten household schools) at the end of the year.

TEACHERS.—The teachers employed in December, 1909, numbered 302. Of these, sixty were pupil-teachers and nine probationers. Of the 233 adult teachers, sixty-four were uncertificated. The training colleges are beginning to have their effect, and it is expected that during the next year the proportion of uncertificated teachers will be still further materially decreased.

ATTENDANCE.—At the end of the year there were 10,138 scholars on the rolls of the public schools, an increase of 295 during the year. The increase in the average attendance was 456. The percentage of attendance was 88·4, an increase of 1·6 on the previous year, and a record for the district. During the year about 150 informations were laid against parents of irregular attenders. In nearly all cases convictions were recorded and fines inflicted.

INSTRUCTION OF TEACHERS.—Teachers' Saturday training classes were held as follows : Gisborne—cookery, dressmaking, and agriculture ; Napier—drawing, agriculture, physiology, and mathematics ; Dannevirke—drawing. The attendance at the classes was on the whole satisfactory, and good work was done. Special mention should be made of the work done by the teachers who attend the agriculture classes, which were under the direction of Mr. E. G. Loten. The attendance at these classes was excellent, and far-reaching results are confidently expected as a result of the work accomplished.

PHYSICAL AND MILITARY INSTRUCTION.—The Inspectors report that due attention has been given to the requirements of the Act regarding physical and military drill. Military drill is taught in all the larger schools, and the number of cadet corps has steadily increased. In practically all the schools breathing and physical exercises are practised daily.

MANUAL AND TECHNICAL INSTRUCTION.—During 1909 the number of schools in which special classes were held for instruction in manual and technical subjects was as follows : Handwork, 44 ; agriculture, 27 ; swimming and first aid, 9. In July the Board appointed Mr. E. G. Loten, of the staff of the Sydney Training School, and formerly of the Hawkesbury Agricultural College, to undertake the instruction in agriculture throughout the district. Mr. Loten has been successful in arousing among the teachers enthusiasm in the work, and as a result of his labours it is anticipated that agriculture will be included in the curriculum of three-fourths of the Board's schools next year. Arrangements are being made to form experimental stations at Gisborne, Napier, Hastings, Waipawa, and Dannevirke, and a laboratory is being specially fitted up at Hastings for the study of agricultural science.

At the beginning of the year the management of the Napier Technical Day and Evening School was handed over to the Napier Technical Classes Association. The school has had a successful year, although it suffered a severe blow in the death of its Director, Mr. R. P. Clarkson. The day school is undoubtedly filling a long-felt want in the district, and with the erection and equipment of an engineering-shop the school should become a most useful institution.

SCHOLARSHIPS.—The scholarships in tenure at the end of 1909 were : Junior National, 10 ; Junior Board, 52 ; Senior Board, 10 : total, 72.

DISTRICT HIGH SCHOOLS.—Three district high schools were in operation at the end of the year. The roll-numbers of the secondary classes were : Hastings, 39 ; Waipawa, 26 ; Woodville, 23 : total, 88.

NEW BUILDINGS.—New schools were erected at Mangatahi, Puha, Rangitane, Raumati, and Te Puia ; new residences at Argyll, Te Arai, Pakowhai, Mangatoro, Ngamoko, Mohaka, and Pakipaki. During the year the school at Wairoa and the residence at Porangahau were destroyed by fire. A new school is now in course of erection on a larger and more conveniently situated site at Wairoa.

MAINTENANCE AND REPLACEMENT OF BUILDINGS, FURNITURE, AND APPARATUS.—The Board now employs a foreman of works, who undertakes most of the large repairs and small additions necessary. He also supervises the erection of the whole of the new buildings. The Board has already found that it is getting better work at less cost than formerly. During the year eighteen schools and eleven residences were painted and thoroughly renovated inside and out by the Board's workmen. The schools and residences in the district are, with a few exceptions, in good order. Nearly £400 has been expended in replacing old and out-of-date apparatus, and a number of schools have been partially refurnished with single desks. A further supply of apparatus is on order, and it is intended to supply single desks for the upper standards of some of the larger schools this year.

FINANCE.—The total receipts were £59,071 3s. 10d., made up as follows : Balance, December, 1908, £6,186 15s. 3d. ; teachers' salaries, £34,462 9s. ; administration, &c., £6,347 18s. 1d. ; secondary education, £2,098 11s. 6d. ; manual and technical, £3,034 15s. 4d. ; buildings, £6,940 14s. 8d. The expenditure was £56,333 10s. 6d.—viz., teachers' salaries, £35,125 14s. 5d ; administration, &c., £6,374 7s. 9d. ; secondary education, £2,411 8s. 4d. ; manual and technical, £2,480 2s. 6d. ; buildings, £9,941 17s. 6d. ; leaving a credit balance in December, 1909, of £2,737 13s. 4d.

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, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	6,186	15	3
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	30,209	6	6
Reserves revenue for primary education	4,253	2	6
Capitation at 6d. for relieving-teachers	219	15	4
Capitation at 11s. 3d., and grant of £250	5,194	10	9
Special capitation at 9d. for School Committees	316	8	6
Conveyance and board of school-children	33	3	9
Inspection of private schools	22	9	6
Free school-books	150	0	0
Engraving cadet shield	0	15	6
Receipts from other sources—Interest on deposit, £87 12s. 6d.; refund Stamps Department, £2 15s. 7s.; refunds and sales, £7 14s. 9d.; refund Gisborne High School Board, £2 5s. 6d.; truancy fines, £4 2s.; donations to teachers' salaries, £71 12s. 5d.; Government Insurance Department, £194 4s.; rents, £40 8s.	410	14	9
Grants from Government for—			
Scholarships—			
Education Board	570	12	6
National	317	10	0
District high schools—			
Salaries of teachers	1,009	11	8
Subsidies on voluntary contributions	192	17	4
Receipts from other sources—			
District high school fees	8	0	0
Grants from Government for manual and technical instruction—			
Capitation on all classes	2,428	5	0
On account of free places	183	15	6
Material for class-work	55	0	10
Subsidies on voluntary contributions	266	16	0
Receipts from other sources, manual and technical—Fees, £56 11s.; voluntary contributions, £22 15s. 8d.; sale of material, £8 3s. 10d.; Dannevirke High School Board, £13; refund, 7s. 6d.	100	18	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, sites, &c.	420	0	0
House allowances	871	17	8
New school buildings, additions, furniture, sites, &c.	4,466	7	0
Technical-school buildings, furniture, fittings, apparatus, &c.	1,109	7	8
Receipts from other sources—Contributions towards cost of works, £43 2s. 4d.; sale of old material, £9 15s.; refund to Technical Account from general buildings, £11; voluntary contributions for rent of technical buildings, £9 5s.	73	2	4
	£59,071	3	10

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,582	5	0
Office contingencies	1,076	18	8
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	35,125	14	5
Relieving-teachers' salaries	175	12	4
Conveyance of school-children	43	3	9
Special capitation to School Committees	316	8	6
Incidental expenses of schools	2,795	10	0
Free school-books	187	4	6
Engraving cadet shield, 15s. 6d.; expenditure on account of Gisborne High School Board, £2 5s. 6d.; compensation to injured employee, £194 4s.	197	5	0
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	586	5	0
National Scholarships	340	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	857	1	8
Improvements to district high schools	628	1	8
Manual and technical—			
School classes	1,155	6	11
Special classes	358	17	8
Payments to managers of associated classes	965	17	11
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	3,325	6	6
Rebuilding	113	4	7
Rent	124	14	2
House allowances	895	5	7
New school buildings, additional class-rooms, furniture, sites, &c.	5,065	8	10
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	16	9	10
Special classes	253	19	8
Payments to managers of associated classes	147	8	4
Balance at end of year	2,737	13	4
	£59,071	3	10

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

MARLBOROUGH.

SIR,— Education Office, Blenheim, 11th March, 1910.

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 1909 :—

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. Macey, White, and Reader. At the annual election to fill the vacancies Mr. D'Arcy Chaytor was returned for the Eastern Ward, and Mr. White and Mr. Reader were returned unopposed to represent the Central and Western Wards respectively. At the annual meeting Mr. McCallum was reappointed Chairman. Twelve meetings of the Board were held during the year, the attendance of members being : Mr. Conolly, 11 ; Mr. Macey, 5 ; Mr. Chaytor, 4 ; Mr. Parker, 11 ; Mr. McCallum, 12 ; Mr. Penny, 11 ; Mr. White, 11 ; Mr. Reader, 12 ; Mr. Storey, 12 ; Mr. Smith, 10.

SCHOOLS.—The number of schools in operation at the close of the year was seventy-nine, being an increase of ten over the figures reported for the previous year. Four private schools were visited by the Board's Inspector during the year.

ATTENDANCE.—The average attendance for the year was 1,964, the figures for the four quarters being : March, 1,886 ; June, 1,974 ; September, 1,988 ; December, 2,006. The number on the roll at the close of the year was 2,270, being an increase of 107 over the figures for 1908. The percentage of attendance for the year—88·62—is an improvement on all previous figures in this district, and, provided the district continues to remain free from serious epidemics, the Board hopes to be able, with the assistance of School Committees, teachers, and parents, to report an attendance for the current year of not less than 89 per cent. At two or three schools only was the attendance very poor, but special efforts are now being made to raise the attendance at these schools to the same level as the rest of the district. The Board looks with favour upon the proposal to raise the standard of exemption to the extent recommended by the recent educational conference—viz., to raise the age to fifteen years, and to insist on the passing of the Sixth Standard Proficiency Examination.

The Truant Officer's figures for the year are : Number of informations, 6 ; convictions recorded, 4 ; cases dismissed, 2. The amount of fines received during the year was £1 17s.

TEACHERS.—At the close of the year there were in the service of the Board twenty-four male teachers, seventy-five female teachers, one male pupil-teacher, five female pupil-teachers, one male probationer, and three female probationers, making a total of 109. Of the ninety-nine teachers, fifteen males and twenty-two females are certificated, and two others hold licenses to teach.

TRAINING OF TEACHERS.—Saturday classes for teachers were held throughout the year, the subjects being cookery, woodwork, and agriculture. Country teachers make good use of the free railway passes granted by the Department, and the Board is pleased to learn that the passes are again available. The attendance at the classes was very satisfactory in the first part of the year, but afterwards showed a considerable falling-off. Three of our teachers sat for the City and Guilds of London Institute Examination in Cookery, two obtaining first-class passes. This year the Board proposes to inaugurate two or three new classes, and trusts that its teachers will avail themselves of the opportunity to further improve their efficiency.

PHYSICAL INSTRUCTION.—The Inspector of Schools reports as follows : In every school visited physical instruction formed a part of the course ; it takes various forms—free gymnastics, dumb-bells, wands, clubs, breathing exercises, and military drill.

SCHOLARSHIPS. — There were in force at the close of the year twelve Board Scholarships, four National Scholarships, and a one-year private scholarship of £25 given by Mr. John Duncan, M.P. On the results of the Junior National Scholarship Examination, held in December, nine Board Scholarships, one Junior National Scholarship, and one private (Duncan) scholarship were awarded.

MANUAL AND TECHNICAL.—Handwork is a prominent part of the training of our pupils, and in practically every school in the district some branch of this subject is being taught. The attendance at the school classes in woodwork, cookery, and needlework conducted at the technical school was very satisfactory. The Board regrets that it has received no inducement, except in the case of wood-carving, to conduct evening classes in connection with the Blenheim Technical School.

BUILDINGS.—The Board's building programme for 1909 was fairly extensive, and the amount expended under this head was £2,079 6s. 4d. The more important works undertaken were the erection of new schools at Nydia Bay and Endeavour Inlet, additional class-room at Marlboroughtown, teachers' residences at Tua Marina and Omaka, and additions at Seddon. The buildings now in course of erection or contemplated are : Additional room at Carluke ; new schools at Riverlands, Tahuahua, Nopera Bay, and Onahuku ; and a teacher's residence at Grovetown. During the year several members of the Board paid special visits, at their own expense, to the schools in their respective wards, and consequently they were able to give valuable advice to the Board in the allocation of grants for the general maintenance of its school buildings.

FINANCE.—The credit balance on all accounts at the 31st December was £28 17s. 2d., the balances on the separate accounts being : Administration, Dr., £92 2s. 9d. ; teachers' salaries, Dr., £170 19s. 10d. ; manual and technical, Dr., £97 2s. 4d. ; buildings, Cr., £389 2s. 1d.

THANKS.—The Board again places on record its appreciation of the good work being done by the School Committees in this district, and of the Press for their very valuable assistance.

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, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	679	16	11
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	9,155	16	2
Reserves revenue for primary education	230	0	0
Capitation at 6d. for relieving-teachers	48	8	6
Capitation at 11s. 3d. and grant of £250	1,339	11	7
Special capitation at 9d. for School Committees	70	1	0
Conveyance of school-children	7	1	0
Inspection of private schools	9	2	6
Expenses of distribution Dominion Day Medals	0	13	0
Free school-books	50	11	6
Receipts from other sources—			
Truancy fines	1	17	0
Sale of stationery	0	8	0
Refund of teacher's salary	5	0	0
Grants from Government for scholarships—			
Education Board	89	19	0
National	52	10	0
Receipts from other sources — Special (Duncan) scholarship	25	0	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	458	19	2
On account of free places	9	14	6
Subsidies on voluntary contributions	10	0	0
Receipts from other sources, manual and technical—			
Fees	2	5	0
Sale of goods	1	2	6
Grants from Government for—			
Maintenance of school buildings, rebuilding, sites, &c.	130	10	0
House allowances	215	12	2
New school buildings, additions, furniture, sites, &c.	1,370	6	0
Other receipts—			
Interest	17	14	3
Rent	6	11	0
Sale of material	10	14	9
	£13,999	5	6

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	615	0	0
Office contingencies	302	13	6
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	9,510	12	5
Relieving-teachers' salaries	32	7	11
Special capitation to School Committees	69	12	0
Incidental expenses of schools	447	14	8
Free school-books	44	10	9
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	118	14	0
National Scholarships	70	0	0
Special (Duncan) scholarship	25	0	0
Manual and technical—			
School classes	241	7	7
Special classes	60	5	4
Training of teachers other than at training colleges	134	6	0
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	715	8	4
Rent	26	3	4
House allowances	205	11	1
New school buildings, additional classrooms, furniture, sites, &c.	1,351	1	5
Balance at end of year	28	17	2
	£13,999	5	6

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

NELSON.

SIR,— Nelson, May, 1910.

I have the honour to lay before you the report of the proceedings of the Nelson Board of Education for the year ending 31st December, 1909.

THE BOARD.—The personnel of the Board has not changed during the year. The names of the members are: Messrs. A. T. Maginnity (Chairman), W. Lock, and F. W. O. Smith, East Ward; W. N. Franklyn, J. D. Beuke, and T. J. Baigent, Middle Ward; J. L. Munson, G. B. Shepherd, and J. W. Fair, West Ward. At the annual meeting in August Mr. Maginnity was reappointed Chairman. Messrs. Maginnity and Franklyn continue to represent the Board on the Board of School Commissioners. Mr. Maginnity also represents the Board on the Victoria University College Council. There were twenty-four meetings of the Board held during the year, the average attendance of members being 7·5.

PRIMARY SCHOOLS.—There were 114 schools in operation during the year, including twenty-six Grade 0 or household schools. Five new schools were opened and four closed. Considerable difficulty has been experienced in providing an efficient teaching staff for a number of the smaller schools, due not so much to the salaries offered as to the inadequate number of persons offering for the profession, and an unwillingness on the part of some teachers to take situations other than in or near the centres of population. It is to be hoped that in the course of time the training colleges will provide enough teachers to enable the Board to have certificated teachers in every school above Grade 0. Our experience so far with the training college is that students who have gone from this district after completing their course have, in most instances, taken appointments in larger Education Districts where they are better enabled to finish their degree course, and thus for a time, at any rate, we are deprived of their services.

I trust that when the regulations governing the admission and service of students in training colleges are revised the Department will be able to adopt some method whereby students can complete their courses at the University during the period of training, and so assist the Board to secure trained teachers for the district.

DISTRICT HIGH SCHOOLS.—The secondary departments of the four district high schools, with the exception of Motueka, continue to have good roll-numbers and attendances. A distinct improvement in the attendance has been obtained in Reefton, where the school has risen a grade. It is to be regretted that the secondary department at Motueka was not so well supported as the claims of the school deserved, the number of pupils in attendance in one quarter falling to nine. It is only right, however,

to state that since the beginning of the present year the numbers have increased to twenty-one. The average attendance at each of the secondary departments of the high schools was as follows: Westport, 39; Reefton, 21; Motueka, 11; Takaka, 22.

ATTENDANCE.—The roll-number (5,832) and average attendance (4,992) again show an improvement upon the previous year. Though our increased attendance is not to be compared with the larger districts in the Dominion, still the progress made during the past six years has been steady. The percentage of attendance (85) cannot be regarded as good, though there are several causes which militate against securing a higher percentage, causes which probably are not found to the same extent in other districts. In localities where fruit and hops are extensively grown children are required to assist in gathering in crops, and owing to the length of the season it is with the utmost difficulty that some of the schools show any attendances at all during the first quarter of the year. Again, in sparsely populated settlements children may have to walk long distances to school, and naturally in the winter months the attendances registered are very poor. The Board has recently adopted a system by which monthly returns of attendance are supplied in the case of school districts where an improvement in the average attendance should be obtained. Steps will be taken by the Board to effect improved attendance where action appears to be necessary.

PHYSICAL INSTRUCTION.—This branch of instruction continues to receive adequate attention in the Board's schools. Under the new scheme for the control of junior cadets the number of cadet corps detachments will no doubt be increased.

SCHOLARSHIPS.—During the year the Board's scholarships have been further amended in the direction of providing for four £40 Junior Scholarships, which are open to pupils in the Board's schools who are not within daily reach of a high school or college. The value of the bursaries have been increased from £1 5s. a year to £2 a year. The qualifying examination for Junior Scholarships and bursaries is the Junior National Scholarship and Free Place Examination. One Senior Scholarship open to pupils attending the district high schools is provided each year by the Governors of Nelson College.

PRIVATE SCHOOLS.—All the private schools in the district that have made application to the Board have, in accordance with law, been inspected during the year by the Board's Inspectors.

MANUAL AND TECHNICAL.—From the report of the Director of Technical Schools it will be noted that satisfactory results have obtained in this branch of education during the year. The number of students attending the various special classes throughout the district shows a substantial increase, whilst in the manual training classes efficient instruction has been given at the various class centres. The regulations for the control and management of manual and technical instruction in the district were revised and brought up to date, securing a more adequate and improved system of dealing with this now large and important branch of instruction. The Board sanctioned the starting of a technical day-school in Nelson this year, and trusts that the school will be well supported. The thanks of the Board are due to the Department for the very liberal manner in which they have provided grants to cover the cost of equipping the various technical schools with fittings and apparatus, and also to the local bodies who have so generously contributed to the support of the classes. Now that the schools have been provided with suitable equipment, and an efficient teaching staff secured, the Board expects that every attention will be devoted to securing systematic and thoroughly efficient instruction in every branch of the work. The report of the Director sets forth in detail the work carried on during the year.

BUILDINGS.—The rebuilding of several worn-out schools was undertaken during the year—viz., Cronadun, Summerlea—for these two the Department also provided grants for additions necessary owing to increases in attendance—and Wakefield. It was found necessary to spend comparatively large sums of money on the upkeep of a number of schools, whilst in Nelson the Board was compelled to rebuild nearly all the outbuildings connected with the city schools to adapt them to the requirements of the new drainage system which was put in hand by the Council. This latter work involved an amount of £500, which had to be provided out of the ordinary grant for maintenance of buildings. The Board cannot believe that when the basis of this grant was considered, such matters as new systems of drainage, the providing of half-cost of new sites, and the upkeep of teacher's residences, were taken into consideration; and the amount spent last year under these headings forms a fairly large proportion of the expenditure on buildings. The necessity of having to provide all schools with up-to-date equipment and fittings proved to be a considerable source of expense during the year. The reduction of the buildings grant for 1909 from £3,000 to £1,725, coupled with the above extraordinary expenditure, has placed the Board in a very serious condition financially, for, apart from the rebuilding of worn-out schools, large expenditure has, of necessity, to be incurred on the maintenance of buildings, more particularly in the southern portion of the district where climatic conditions are such as to compel constant repairs and renewals being made to schools. The Board hopes that during the coming session of Parliament the basis of the vote for school buildings will be reconsidered by the Education Committee, and suggests that the Boards of the Dominion be consulted as to the actual requirements for the adequate maintenance and rebuilding of schools.

FINANCE.—At the beginning of 1909 the Board had substantial credit balances on both the Buildings and General Account. At the end of the year, however, the Building Account was £1,349 12s. 5d. in debit, the General Account showing a credit of £759 9s. 5d., including £1,585 4s. School Commissioners' Reserves revenue, which, when deducted from the statutory grants, would place the account £825 14s. 7d. in debit. I have again to reiterate the request made in the report for 1907—viz., that the Department and the Audit Department should come to an agreement as to the form of balance-sheet for Education Boards.

THANKS.—The Board desires to thank School Committees for their faithful work during the year, and to place on record the satisfactory manner in which teachers and officers have performed their duties.

I have, &c.,

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

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	2,132	14	5
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	22,958	5	8
Reserves revenue for primary education	952	0	0
Capitation at 6d. for relieving-teachers	124	6	8
Capitation at 11s. 3d., and grant of £250	3,073	15	1
Special capitation at 9d. for School Committees	182	11	0
Conveyance and board of school-children	74	11	10
Free school-books	131	7	6
Receipts from other sources — Rents, £44 6s. 10d.; interest, £22 13s.; miscellaneous receipts, £27 7s. 6d.	94	7	4
Grants from Government for—			
Scholarships—			
Education Board	260	14	6
National	157	10	0
District high schools—Salaries of teachers	977	12	6
Receipts from other sources — District high school—			
Fees	8	0	0
Voluntary contributions	11	17	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,440	11	6
Material for class-work	82	16	3
Subsidies on voluntary contributions	250	10	0
Receipts from other sources — Fees, £260 4s.; voluntary contributions, £185 3s.; rent, £32 10s.	477	17	0
Provided by other Boards towards Instructors' salaries	175	0	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	757	12	0
House allowances	700	4	7
New school buildings, additions, furniture, sites, &c.	2,171	0	0
Technical-school buildings, additions, furniture, fittings, apparatus, &c.	1,985	12	4
Other receipts—			
Sale of sites	24	0	0
Sale of school material	97	5	4
Sale of old building	12	0	0
Balance at end of year	590	3	0
	£39,904	5	6

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,161	4	10
Office contingencies	1,187	12	3
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	23,200	13	7
Relieving-teachers' salaries	148	0	3
Conveyance and board of school-children	77	13	4
Special capitation to School Committees	182	11	0
Incidental expenses of schools	879	11	5
Free school-books	137	1	0
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	333	15	6
National Scholarships	212	10	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	975	19	2
Refunds and minor expenses	13	7	6
Manual and technical—			
School classes	1,037	10	10
Special classes	1,514	4	1
Maintenance of school buildings —			
Alterations, small additions, repairs, repainting, &c.	2,369	13	3
Rebuilding	1,366	8	1
Rent	41	7	0
House allowances	700	3	9
New school buildings, additional class-rooms, furniture, sites, &c.	2,281	1	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	266	11	9
Special classes	1,571	5	2
Purchase of sites	24	9	10
Book-room department	218	11	5
	£39,904	5	6

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

GREY.

SIR,— Education Office, Greymouth, 13th May, 1910.

I have the honour to present the report of the Education Board of the District of Grey for the year ending 31st December, 1909.

BOARD.—At the beginning of the year the Board consisted of the following gentlemen: Messrs. James Kerr (chairman), W. R. Kettle (Treasurer), H. J. Bignell, S. R. Harris, J. Noble, Hon. James Marshall, M.L.C., J. McCarthy, J. Ryall, and F. White. At the annual election held in July Messrs. Noble and Bignell were returned unopposed for the Northern and Western Wards respectively. For the Eastern Ward, Mr. White retired, but his recandidature was opposed by Mr. John Flynn, a previous member of the Board. The election resulted in a tie, and on being determined by lot Mr. Flynn was duly elected. At the annual meeting following the election Mr. W. R. Kettle was elected Chairman, and Mr. H. J. Bignell Treasurer for the ensuing term.

SCHOOLS.—During the year thirty-six shools were in operation, as against thirty-five for the previous year, but of these No Town and Teremakau (Grade 0) Schools, owing to falling attendance, were temporarily closed. The schools in operation were graded as follows: Grade 0, 11; Grade I, 7; Grade II, 4; Grade III, 3; Grade IV, 6; Grade V, 1; Grade VI, 3; Grade IX, 1.

ATTENDANCE.—For the year the roll-number of pupils was 1,934, and the average attendance 1,694, as compared with 1,822 and 1,580 respectively, the corresponding totals for 1908. The average attendance was 87·5 per cent. of the total roll number, and, taking into consideration the severe climatic conditions and nature of the bush roads and tracks over which the majority of the children have to travel, the result compares most favourably with any other education district in the Dominion.

TEACHERS.—At the end of the year fifty-eight adult teachers, seven pupil-teachers, and four probationers were in the employ of the Board. Of the adult teachers, nine male and seventeen females are certificated, and four males and twenty-eight females uncertificated. The average number of pupils to each adult teacher was 29·21.

SCHOLARSHIPS.—A total of twenty-six candidates entered for the Junior National and Board Junior Scholarships, and of these, eight qualified under the Junior National Scholarship conditions.

The Junior National Scholarship was won by Master John Cairney, who obtained 534 marks the next highest candidate in order of merit obtaining 440 marks. Cairney was twelve years and two months old at date of the examination, and a Fifth Standard pupil of the Greymouth District High School. Of the twenty-six candidates, fourteen passed the Board's standard of Scholarship Examination. Town scholarships were awarded to Norman Campbell, Mary Pascoe, Vera Lather; and a country scholarship to Louise Leitch.

MANUAL AND TECHNICAL.—In connection with the principal schools, one physiology, three handwork, two woodwork, two cookery, and four agriculture classes were held, and at Hatter's Terrace and Blackball Schools continuation classes were successfully conducted. At the technical school, special classes were held in chemistry, carpentry, wood-carving, applied mechanics, and mechanical drawing, in the latter subjects extended programmes being most successfully carried through. In this connection it is worthy of mention that the Greymouth Dispatch Foundry Company generously donated £8 as a prize fund for the engineering classes, and intimated their intention of donating a similar amount for the year now current. The examination in connection with the award of the prizes was kindly made by Mr. James Bishop, M.I.M.E., the managing engineer of Point Elizabeth State Collieries.

CADETS, PHYSICAL DRILL, ETC.—During the year the public-school cadet companies attached to the Greymouth District High School, Cobden, Taylorville, Runanga, and Blackball Schools did excellent work, and at all schools physical drill was well attended to. The Board welcomes the new system of military training introduced by the Government, and is assured that in every way it will make for the betterment of the rising generation and the good of the Dominion and Empire.

FINANCE.—By the balance-sheet you will notice that on 31st December the Board was in debit £701 on all accounts. Allowing for cash assets to be collected, and taking into account accruing liabilities, the Board's net indebtedness approximates to £600. This result is wholly due to the reduction in the maintenance vote for 1909, otherwise a credit balance would have resulted. As this matter affects all the Boards in the Dominion, and has been so well ventilated, I will forbear comment, trusting to the generosity of the Department to see that justice is done to Boards and Committees at an early date. The present position of the Grey Board is that it is nearly £500 in debt, and has not a penny piece to carry out necessary repairs of its various schools.

GENERAL.—The Board sincerely desires to thank your Department for the various special grants for new buildings, &c., authorised during the year, and, as in the past, accords its best thanks to yourself and the officers of your Department for the unfailing courtesy and consideration ever extended to the Board.

I am, &c.,

The Hon. the Minister for Education.

W. R. KETTLE, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.	*Expenditure.*	£	s.	d.
Balance at beginning of year	554	12	1	Staff salaries and clerical assistance	565	0	0
Grants from Government for—				Office contingencies	421	17	6
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	7,037	19	9	Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	7,230	12	1
Reserves revenue for primary education	132	0	0	Relieving-teachers' salaries	37	6	10
Capitation at 6d. for relieving-teachers	41	1	10	Special capitation to School Committees	58	16	9
Capitation at 11s. 3d., and grant of £250	1,174	3	9	Incidental expenses of schools	283	8	9
Special capitation at 9d. for School Committees	58	16	9	Inspection of private schools	12	10	6
Other grants—Private school inspection	12	10	6	Free school-books	56	8	6
Receipts from other sources—				Allowance to scholarship-holders, and expenses of examinations—			
Truancy fines	1	12	0	Board scholarships	64	0	0
Voluntary contributions, £2 9s. 9d.: rents, £21	23	9	9	National Scholarships	90	0	0
Grants from Government for—				Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	414	11	8
Scholarships—				Other expenses—			
Education Board	64	0	0	Inspector, £25; printing and advertising, £9 2s.; incidentals, £38 13s. 7d.	72	15	7
National	90	0	0	Manual and technical—			
District high schools—				School classes	78	7	10
Salaries of teachers	365	0	0	Special classes	138	4	6
Receipts from other sources, district high schools—				Maintenance of school buildings—			
Fees	5	10	0	Alterations, small additions, repairs, repainting, &c.	1,070	12	8
Voluntary contributions	21	0	0	Rent	22	1	0
Grants from Government for manual and technical instruction—				House allowances	405	19	2
Capitation on all classes	207	6	8	New school buildings, additional class-rooms, furniture, sites, &c.	1,334	7	1
Material for class-work	20	13	4	Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
Receipts from other sources—				School classes and special classes	40	17	6
Fees	25	15	0				
Sale of material, £1 9s. 10d.; grazing, £2 10s.	3	19	10				
Grants from Government for—							
Maintenance of school buildings, rebuilding, rents, sites, &c.	394	13	6				
House allowances	398	4	9				
New school buildings, additions, furniture, sites, &c.	1,063	0	0				
Other receipts—							
Sale of old material	1	0	0				
Balance at end of year	701	8	5				
	£12,397	17	11		£12,397	17	11

W. R. KETTLE, Chairman.
P. F. DANIEL, Secretary.

WESTLAND.

SIR,— Education Board Office, Hokitika, 28th February, 1910.

I have the honour to present the report of the Westland Education Board for the year ending 31st December, 1909.

THE BOARD.—At the beginning of the year the Board consisted of the following members, representing the respective wards: North—Messrs. T. W. Duff, T. T. Jones, 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. Rouse, Perry, and Cumming retired, and were re-elected. Mr. Perry was re-elected Chairman for the ensuing year, and Mr. Clarke was reappointed Treasurer. During the year Mr. Michel 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. At the twelve meetings held during the year the attendance of the members has been as follows: Messrs. Cumming, Jones, and Rouse, 12; Messrs. Duff, Grimmond, and Perry, 11; Mr. Michel, 10; and Messrs. Beare and Clarke, 9.

SCHOOLS.—During the year thirty-six schools have been in operation. Two of these, at Haast and Donoghues, were closed early in the year. In addition to these, five Catholic schools were inspected by the Board's Inspector. There has been no change in the grades of schools. The Okarito School has qualified to advance to Grade I for the year 1910; and the Awatuna, Goldsborough, Inter-Wanganui, and South Beach Schools to Grade II. There will now be nine schools of Grade 0 (1–8); nine of Grade I (9–15); eight of Grade II (16–25); five of Grade IV (36–80); one (including a side school) of Grade V (81–120); and one of Grade VIIB (270–310).

The number of pupils that at any time during the year attended the secondary classes of the Hokitika District High School was forty-four, the number at the end of the year being forty-one. Six of these held Board's Scholarships, and three 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 1,105, an increase of twenty-seven on that of the previous year. The average attendance was 89·8 per cent. of the average roll. This is an advance on the high rate of attendance of previous years, and forms a gratifying record of regular attendance. In this connection it may be mentioned that the Board has distributed during the year special certificates and rewards in three cases where pupils have attended without missing for five or more years.

TEACHERS.—There have been under engagement fifty-six teachers, including seven head teachers, twenty-eight sole teachers, twelve assistants, five pupil-teachers, and two probationers. The following represents the qualifications of the teachers: Certificates—seven head teachers, three sole teachers, and seven assistants; license—one sole teacher; Junior Civil Service or Matriculation—seven sole teachers, two assistants, six pupil-teachers, and probationers; without special qualification—seventeen sole teachers, three assistants, one pupil-teacher, of these, eight are in schools of Grade 0.

SCHOLARSHIPS.—The Board Scholarships in force are six—viz., two each of town, country, and suburban. Three Junior National Scholarships have been in operation during the year. At the examination held by the Education Department in December there were fifteen candidates for the two kinds of scholarship. As a result, one Junior National, two "town," one "country," and one "suburban" scholarships have been awarded.

MANUAL AND TECHNICAL.—The following classes have been in operation during the year: (1.) Carton and solid geometry: A teachers' class was continued for twenty weeks, under the tuition of Mr. H. G. Wake, B.A. Twenty-one teachers attended. (2.) Cookery: Two school classes and one special evening class were held under the direction of Mrs. Ellis for twenty weeks. The total number of students was sixty. (3.) Woodwork: Two school classes in Hokitika, with a total attendance of twenty-six. (4.) Practical chemistry and physics: A school class at Hokitika. (5.) Elementary agriculture (school gardens): School classes at four schools. (6.) Handwork: School classes in fourteen schools.

PHYSICAL INSTRUCTION.—In the largest school of the district a cadet corps is efficiently maintained. In a few of the remaining schools a programme of drill has been adopted. In nearly every school the instruction in physical exercises of various kinds is adequate and suitable.

FINANCE.—The balance-sheet presented herewith indicates the position of the various funds administered by the Board. The Administration and Secondary Funds show each a small balance. In the Manual and Technical Fund there is a debit balance of £38 10s. 4d., but this will be reduced by grants due amounting to £56.

In the Building Fund there was expenditure sufficient to result in a debit balance of £461 12s. 7d. Amounts received since the end of the year have removed the liability, but for the year 1910 the Board has to rely solely on grants yet to be voted. The expenditure includes a further sum of £63 incurred by the substitution of dual desks for those formerly in use.

I have, &c.,

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

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	913	4	2
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	4,948	0	0
Capitation at 6d. for relieving-teachers	24	8	0
Capitation at 11s. 3d., and grant of £250	798	8	9
Special capitation at 9d. for School Committees	34	14	6
Inspection of private schools	12	2	0
Receipts from other sources, viz.—			
Voluntary contributions	9	7	6
Rents	20	4	6
Minor receipts	7	15	0
Grants from Government for—			
Scholarships—			
Education Board	67	0	0
National	32	10	0
District high schools—Salaries of teachers	365	0	0
Receipts from other sources for district high schools—			
High School Board	200	0	0
Grants from Government for manual and technical instruction—			
Capitation on all classes	103	3	2
Receipts from other sources—			
Fees	14	15	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	708	4	0
House allowances	116	13	4
Other receipts—			
Sale of old buildings	11	0	0
Refund	0	14	0
Rent	1	17	0
Minor receipts	1	15	0
Balance at end of year	322	11	1
	£8,713	7	0

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	435	0	0
Office contingencies	236	4	7
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	4,969	17	4
Relieving-teachers' salaries	9	16	0
Special capitation to School Committees	34	14	6
Incidental expenses of schools	190	15	4
Rent of residences (paid to teachers)	20	4	6
Free school-books	24	10	5
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	70	0	0
National Scholarships	30	0	0
Salaries of teachers, and additions to salaries of head teachers on staffs of district high schools	500	0	0
Advertising	0	10	0
Manual and technical—			
School classes	65	9	3
Special classes	86	15	2
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	944	0	10
Rebuilding	918	8	9
Rent	0	16	0
House allowances	116	13	4
New school buildings, additional class-rooms, furniture, sites, &c.	16	15	6
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	0	18	0
Miscellaneous	41	17	6
	£8,713	7	0

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

NORTH CANTERBURY.

SIR,— Christchurch, 6th April, 1910.

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, 1909.

THE BOARD.—In the month of April the Hon. D. Buddo forwarded his resignation as a member of the Board, which was accepted with regret, in view of the cordial and pleasant relations which had existed between Mr. Buddo and his colleagues, and of the great interest he had always taken in the Board's work. At an election held on the 24th May, 1909, Mr. Hugh Boyd was elected to fill the position. The members whose term of office expired under the provisions of the Act were Mr. Dalziel, Mr. Rennie, and Dr. Hight (representing the North, South, and Central Wards respectively). For the North Ward Mr. Dalziel was re-elected unopposed, and at an election held on the 26th July Mr. William Robert Smith and Mr. Herbert Langford were elected for the South and Central Wards respectively. At the Board's annual meeting, held on the 18th August, Mr. T. W. Adams was elected Chairman of the Board, and *ex officio* member of each committee. The election of committees resulted as follows: Buildings—Mr. Boyd, Mr. Hardy, Mr. Jamieson, Mr. Peryman, Mr. Smith; Appointments—Mr. Boyd, Mr. Dalziel, Mr. Hardy, Mr. Langford, Mr. Opie; Normal School and Technical—Mr. Dalziel, Mr. Jamieson, Mr. Langford, Mr. Opie, Mr. Peryman. During the year the Board held seventeen meetings, the Buildings Committee seventeen, the Appointments Committee thirty-three, and the Normal and Technical Committee eighteen.

THE BOARD'S REPRESENTATIVES.—The Hon. D. Buddo, reappointed in 1908, has continued to represent the Board as Commissioner of Education Reserves. The Board's representatives on the several High School Boards were as follows: Akaroa, Mr. W. H. Montgomery, Mr. R. Latter; Ashburton, Mr. W. B. Denshire, Mr. J. Tucker; Rangiora, Mr. H. Boyd, Mr. A. S. Bruce; and on the several Boards of Management of Technical Classes as follows: Banks Peninsula (Akaroa), Mr. J. Bruce; Ashburton, Mr. W. H. Collins, Mr. J. Tucker; Christchurch, Dr. J. Hight, Mr. C. H. A. T. Opie, Mr. E. K. Mulgan; Lyttelton, Mr. J. R. Webb; Rangiora, Mr. H. Boyd.

BUILDINGS.—During the year the demands on the Board's building funds have continued unabated. New schools have been erected at Addington and Elmwood out of special grants made by the Department, in the former case to replace the building destroyed by fire on the 5th February, and in the case of Elmwood to provide for the large increase in attendance. A small building has also been erected at Pendarves, where the teacher's dwelling had previously been in use for school purposes. The Puaha School, at Little River, formerly known as Hillside, has been enlarged, and removed to a more central

site. Many school buildings have been painted and repaired, or improved in some other direction, among them being Annat, Awaroa, Barr Hill, Bromley, Burnham, Charing Cross, Christchurch East, Christchurch West, Cooper's Creek, Culverden, Dorie, Dunsandel, Eyreton West, Fernside, Flaxton, Glentunnel, Greendale Main and Side, Highbank, Hornby, Kaiapoi, Killinchy, Kimberley, Kirikiri, Kyle, Lakeside, Lauriston, Methven, Okain's Bay, Opawa, Overdale, Rakaia South, Rangiora, Richmond, Riverside, Rokeby, Rolleston, Seafield, Sefton, Selwyn, South Malvern, Springston, View Hill, Waltham, Woodstock. A substantial expenditure in the aggregate has also been incurred on improvements to the schoolhouses in the following districts: Ashburton, Governor's Bay, Harewood, Hornby, Leeston, Waddington, Mayfield, Tai Tapu, Tuahiwi, Waikuku, and on improvements to the school grounds at Fendalton, Lakeside, Lyttelton West, St. Albans, and Woolston. In a number of cases the Board has granted subsidies towards the cost of shelter-sheds, wash-houses, and bathrooms, in the belief that when Committees and teachers are willing to help themselves it is the Board's duty to assist. It will be a matter of sincere regret to the Board, if, owing to the very large reduction made by the Department in the annual grant, it should be compelled to discontinue assistance in these directions. The Board submits that its expenditure in the past on the maintenance of school buildings has been necessary, and that if the schools in the North Canterbury District are to be efficiently maintained and the reasonable requirements of Committees met, then the amount granted for the current year is totally inadequate. In a number of the smaller schools in which the furniture was worn out and of obsolete pattern the Board has provided new dual desks, the expenditure under this head having been over £400, apart from that incurred on new furniture for Addington and Elmwood. At the Lyttelton District High School a large amount has been expended on new outbuildings. During the year the Board has disposed of the school buildings at German Bay (side) and the old house at Fendalton. The Tuahiwi School, destroyed by fire on the morning of the 27th July, will be reinstated at an early date. Towards the close of the year one of the schoolrooms at Burwood was condemned, and at the date of this report the remaining portion has been moved to a more suitable site, and a new infant room erected. The total expenditure under buildings during the year was £12,362 11s. 6d.

MAINTENANCE.—The expenditure on salaries and allowances to teachers engaged in primary departments was £73,133 5s. 10d., the grants to School Committees and other incidental expenses amounting to £7,107 0s. 1d., making a total of £80,240 5s. 11d. The expenditure on salaries, as compared with the previous year, showed an increase of £7,914 10s. 1d. While the Board is glad that salaries have been increased so as to attract to the service men and women of good ability, it is of opinion that the increased expenditure in this direction is largely responsible for the heavy reduction in the grant for the maintenance of school buildings, for which the Board feels that Parliament might also have made more adequate provision. The salaries paid to teachers in secondary departments amounted to £2,783 10s. 1d., being a decrease of £222 19s. 4d. in the same class of expenditure for 1908.

There were 569 teachers in the Board's service at the end of 1909, being an increase of thirty-six as compared with the previous year. Of these, 208 (121 males and eighty-seven females) were heads of schools or departments, or in sole charge; 233 (forty-six males and 187 females) were assistants; 115 (twenty-six males and eighty-nine females) were pupil-teachers; and thirteen (one male and twelve females) were probationers. The number of sewing-mistresses was eighteen.

The undermentioned table shows the number of schools, the number of children on the rolls, the number in average attendance, and the percentage of attendance at the close of the years 1878 and 1909. It will be noted that for 1909 the percentage of attendance fell to 85·51, due, in all probability, to the epidemics that prevailed in some districts:—

	Quarter ended 31st December,	
	1878.	1909.
District schools	106	196
Aided schools	4	14
Total of schools	110	210
On roll	13,647	20,842
Average attendance	10,076	17,821
Percentage	73·83	85·51

TRAINING COLLEGE.—In the month of June the training college was inspected by the Inspector-General of Schools and the Sub-Inspector-General, whose report has caused the Board much anxious consideration. In his rejoinder to the adverse criticism contained in the report the Director maintains that the work of the college has been attended by special difficulties, having to be co-ordinated with work at Canterbury College, and, further, that defects do not exist to the extreme extent alleged. While the Board cannot feel satisfied with the condition of the training college as disclosed in the report, it feels that the opportunities upon which the Department's officers formed their conclusions were limited, the inspection having been made during the Canterbury College mid-winter vacation, when the usual routine of criticism lessons and practice was suspended, and that the unsatisfactory position is largely due to the Director's endeavour to carry out too loyally the instructions contained in Regulation No. 15 (Training Colleges) and the wish of the Department in the first instance that the fullest possible opportunities should be given to students to take up studies for a University degree. In order that the improvement which is so necessary may be effected, the Board has called upon the Director to draw up a scheme of work, the carrying-out of which shall insure that the College fully discharges its functions. In the course of the Board's investigations it has been clearly demonstrated that in order to successfully carry out the Department's scheme of work, including observation and practice in school methods, it will be necessary for the students to attend at the training college for most of the school day, and that, therefore, they will not in future be so free to take lectures at Canterbury College as has been the case in the past. As important parts of the work of the training college are being carried on unsatisfactorily in consequence of limited space, the Board has decided to apply for a grant for the

additions suggested by the Director. The necessary application will be forwarded to the Department on the completion of the plans now in course of preparation. The Board feels that when the small amount expended by the Department on the Christchurch Training College is taken into consideration, in comparison with that expended on buildings for similar use elsewhere, its application for a special grant is reasonable, and more especially so having regard to the important part the Christchurch Training College has taken for many years in supplying teachers of ability for the several education districts in the Dominion. The number of students admitted to the training college during the year, together with further statistical information, is given in the Director's report.

Scholarships.—The Civil Service Junior Examination, on which the Board's Senior Scholarships are awarded, was held on the 20th November and following days. Twenty-eight candidates—eighteen boys and ten girls—presented themselves for examination, and ten scholarships were awarded. In the Junior class, of eighty-four candidates who entered for competition, forty-five—twenty-nine boys and sixteen girls—passed the examination, which was held on the 1st and 2nd December. One hundred and thirty-seven candidates entered for the Junior National Scholarship Examination, of whom eighty-three (fifty-one boys and thirty-two girls) passed. For the Board's Gammack Scholarships there were eight candidates, and four scholarships were awarded. In order to distribute as widely as possible the benefits arising from the Gammack bequest, the Board has resolved that in future candidates that qualify for Senior National Scholarships, in common with those that gain Junior University Scholarships, shall not be eligible for Gammack Scholarships; and, further, that the same restrictions shall be exercised in regard to candidates who obtain appointments as pupil-teachers.

With the view of directly encouraging pupils from public schools to take up technical education, the Board has decided to offer two scholarships—one Junior and one Senior—to be known as Art Scholarships, and two scholarships to be known as Technical Scholarships, tenable for two years at an approved school of art and technical college respectively, and open to all children who are eligible to compete for the Board's ordinary scholarships. The Board has also expressed itself as desirous of offering two scholarships, to be known as Agricultural Scholarships, tenable at the Canterbury Agricultural College. Unfortunately, the Board of Governors of the College have not been able to see their way to make any reduction in the ordinary entrance fee of £40, towards which the Board was willing to contribute the sum of £25—a difficulty which has delayed the completion of the scheme the Board had in view.

Attendance.—From the beginning of the school year until the month of August the attendance of children generally was very good. During the latter part of the year, however, an epidemic of sickness prevailed at many schools, some of which were compelled to close for a time, while others suffered to the extent of 30 per cent. of the roll-number. Under these unfavourable conditions the average percentage of attendance for the year fell to 85·51, as compared with 88·42 for the previous year. During the year the Truant Officer issued 2,068 notices to parents, the majority being in connection with the city and suburban schools. Of the ninety cases taken into Court, convictions were secured in fifty-eight, the fines amounting to £12 0s. 6d., exclusive of costs, £15 8s. Of the remaining cases, twenty-nine were dismissed, the majority of them, in the opinion of the Truant Officer, on insufficient grounds. In his annual report the Truant Officer draws attention to the ease with which parents secure medical certificates, and he urges that some special provision should be made for dealing with supposed cases of sickness.

Manual and Technical Instruction.—In addition to the work carried on at the Christchurch centres, where a large number of pupils have received instruction in woodwork, cookery, and laundry-work, handwork classes have been continued in eighty-eight of the Board's schools. At sixteen schools classes in swimming and life-saving have been held. School classes have also been conducted at Akaroa, Amberley, Ashburton, Kaiapoi, Lyttelton, and Rangiora. A general estimate of the progress made in technical instruction may be formed from a perusal of the annual reports sent in from the several centres, The Board's evening classes in subjects of the public-school syllabus for Standards V and VI have been continued at the Christchurch Technical College. In elementary agriculture, which includes nature-study and practical instruction in connection with school gardens, a notable advance has been made, recognized classes having been held at fifty-one schools. During the year, recognizing the great importance of this subject, the Board agreed to appoint a Chief Instructor in Agriculture and an Assistant Instructor, the former to be under engagement for two days each week to the Board of Managers of the Christchurch Technical Classes, who will pay proportion of salary. Mr. T. G. Malcolm, a teacher of wide experience, has been appointed to the first-named position, and his duties will be to direct the training in agriculture in the primary schools and to conduct theoretical and practical classes for students and teachers. The appointment of Mr. J. Moodie as Assistant Instructor will insure more frequent visits to the country schools, and enable the Instructors to give teachers personal assistance and advice in the establishment and maintenance of school gardens.

Free School-books.—During the year the Department's grant for free books has been extended so as to include Standard III. In its last annual report the Board expressed the opinion that the money would have been better spent in the purchase of essential school requisites. Nothing has taken place to cause the Board to alter its opinion. On the contrary, the representations made by School Committees and headmasters have strengthened the Board's conviction that parents generally would prefer to buy the books used by their own children, and that it would be of manifest advantage if a fund existed for the purchase of drawing-books, copy-books, exercise-books, and other items of school stationery. Such articles are, as a rule, retained in the school, and, as they belong to the individual children, there is not the danger in their use, as in the case of books which are the common property of the school. The Board understands that other Education Boards concur in the opinions expressed above, and it therefore trusts that as the disadvantages of the present system become more apparent the Minister will feel disposed to again give the whole matter his careful consideration.

I have, &c.,

The Hon. the Minister of Education. T. W. Adams, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	13,856	18	3
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	55,630	1	4
Reserves revenue for primary education	15,407	12	6
Capitation at 6d. for relieving-teachers	438	10	11
Capitation at 11s. 3d., and grant of £250	10,117	4	9
Special capitation at 9d. for School Committees	650	5	0
Training colleges—			
Salaries of staff	1,477	5	10
Allowances to students	5,200	17	5
Conveyance and board of school-children	577	2	3
Free school-books	330	0	10
Receipts from other sources—			
Rents of buildings and sites, £45 15s. 10d.; refunds, £5 11s. 10d.; truancy fines, £7 16s.; Education Acts, &c., £1 6s.; rents of reserves, £58 8s. 10d.; fees and material, £42 11s.; Okuku, balance of incidentals and interest to close accounts, £10 12s. 6d.	172	2	0
Refund of School of Art fees, £23 18s. 10d.; cookery materials, £1	24	18	10
Grants from Government for—			
Scholarships—			
Education Board	919	19	10
National	366	13	4
District high schools — Salaries of teachers	2,466	0	0
Receipts from other sources—			
District high schools—			
Fees	46	0	0
"Gammack" Scholarships	200	0	0
Akaroa High School Board contribution	100	0	0
Grants from Government for—			
Capitation—			
On all classes	4,618	1	6
On account of free places	1,178	8	2
Material for class-work	287	3	6
Subsidies on voluntary contributions	678	14	0
Receipts from other sources—			
Fees, £46 7s. 6d.; tram tickets, £104 9s. 8d.; prize fund, £9 8s.; Selwyn County Council, £25; school cookery and woodwork material, £106 6s. 9d.	291	11	11
Grants from Government for—			
Maintenance of school buildings, re-building, rents, sites, &c.	2,767	10	0
House allowances	925	8	0
New school buildings, additions, furniture, sites, &c.	2,116	16	6
Technical-school buildings, additions, furniture, fittings, apparatus, &c.	2,841	0	2
Other receipts—			
Sale of sites	200	0	0
Interest on fixed deposits, £190 1s.; sale of old material, £10 6s. 10d.; fencing, £11 2s. 9d.; New Zealand Insurance (Addington School fire), £500; refund, 4s. 8d.; contributions to small additions, £41 17s. 6d.; Deposit, house, Fendalton, £5	758	12	9
	£124,644	19	7

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	3,283	18	0
Office contingencies	1,189	6	3
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	71,612	0	11
Relieving-teachers' salaries	417	15	9
Free school-books	330	0	10
Training colleges—			
Salaries of teachers	705	0	0
Incidental expenses of training college	19	14	3
Allowances to students	5,344	1	1
Conveyance and board of school-children	577	2	3
Special capitation to School Committees	652	9	2
Incidental expenses of schools	5,978	19	4
Truancy officer	192	6	10
Medical examination of pupil-teachers	10	17	6
Medical examination — probationers, £5 11s. 6d.; school-children, £4 13s. 6d.	10	5	0
Refund	1	0	0
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	940	14	10
National Scholarships	376	13	4
Salaries of teachers, and additions to salaries of head teachers on staffs of district high schools	2,783	10	0
Other expenses—			
"Gammack" scholarships	165	0	0
Minor expenses	4	15	0
Manual and technical—			
School classes	2,000	15	4
Special classes	297	18	8
Payments to managers of associated classes	3,673	5	5
Office salaries	30	0	0
Training of teachers other than at training colleges	327	12	10
Maintenance of school buildings—			
Alterations, small additions, repairs, re-painting, &c.	7,334	19	0
Rebuilding	459	5	0
Rent	257	1	2
House allowances	1,103	9	3
New school buildings, additional class-rooms, furniture, sites, &c.	4,568	7	6
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	275	1	9
Special classes	55	14	0
Payments to managers of associated classes	2,397	12	5
Other expenses—			
Exchange	19	12	0
Exchange on rents of reserves	0	3	6
Balance at end of year	7,248	11	5
	£124,644	19	7

T. W. ADAMS, Chairman.
H. C. LANE, Secretary.

SOUTH CANTERBURY.

SIR,— Education Office, Timaru, 1st March, 1910.

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, 1909.

THE BOARD.—At the beginning of the year the Board consisted of the following members: Messrs. John Jackson (Chairman), G. W. Armitage, W. M. Hamilton, C. S. Howard, William Lindsay, George Lyall, John Maze, J. S. Rutherford, and Thomas Sherratt. In accordance with the provisions of section 11 of the Education Act, 1908, Messrs. Lindsay, Maze, and Sherratt retired during the year, and all three were re-elected. Mr. John Jackson, for over twenty years a member of the Board, and for some years its Chairman, died in July, and his presence has been much missed by his colleagues. The Board passed a resolution expressive of the loss to education caused by his death, and appreciative of his sterling character and of his long and valuable services on the Board. Mr. W. M. Hamilton was elected to succeed Mr. Jackson as Chairman of the Board, and Mr. G. J. Sealey was elected to fill the extraordinary vacancy. The Board held twenty meetings during the year, the average attendance being 8·1.

THE SCHOOLS.—There were eighty schools in operation at the end of the year, four more than for the previous year, the new schools being Cannington, Waitohi Upper, Allandale, and Riverlands. Owing to the continued small attendance in the secondary department, the Geraldine District High School was disrated during the year, the secondary department being closed.

TEACHERS.—At the end of the year there were 175 teachers in the Board's service, including twenty-six pupil-teachers and eight probationers. Of the 141 adult teachers, twenty were uncertificated, but most of these are making some effort to improve their scholastic status. However, it should be pointed out to those who are not improving their position that section 54 of the Education Act states clearly that the engagement of an uncertificated teacher is only temporary, and that as soon as certificated teachers are available the Board may dispense with the services of uncertificated teachers. In the past there has been a dearth of fully qualified teachers, and the Board has been compelled to employ those not fully qualified, and it is only fair to them to say that some are doing good work; but there are signs that the supply of teachers will soon equal the demand, and that the time is not far distant when the Board will be able to fill all but the lowest positions in the service with certificated teachers.

SCHOLARSHIPS.—The annual examinations were held in November and December, the number of candidates being fifty-seven for the Junior Examination and forty-two for the Senior. The Board awarded ten Junior and eight Senior Scholarships, of the annual value of £182, and the Junior National Scholarships were won by Rosa Vague, of the Pleasant Point School, and Philip T. Mauger, of the Salisbury School.

PHYSICAL DRILL.—Drill and physical exercises are taught in all the schools of the district, and generally the reports of the Inspectors on this work are very favourable indeed. This is especially the case with reference to the large schools where special attention is given to the physical development of the pupils.

AGRICULTURAL INSTRUCTOR.—During the year the Government decided to make special grants to those district high schools which make a special feature of the teaching of agriculture. This Board, recognizing the great importance of the subject in an agricultural and pastoral district like South Canterbury, at once set to work to secure the services of a properly qualified instructor to organize and supervize the teaching of agriculture in its primary, secondary, and technical schools. The co-operation of the County Councils, High School Boards, and agricultural and pastoral associations was secured, and promises of financial assistance were readily given. Applications for the position of organizing instructor were obtained from the Dominion, America, and Britain, and early this year Mr. John Brown, B.Sc., of the West of Scotland Agricultural College, was appointed. The Board hopes soon to devote to the teaching of agriculture the attention it deserves.

ATTENDANCE.—The roll-number at the end of the year shows an increase of 152 over that of the previous year, while the yearly average attendance (4,767) shows an increase of 111, and constitutes a record for the district. The average attendance expressed as a percentage of the mean of the average weekly roll-numbers for the four quarters was 87·28, and is an increase of 0·25 over that for the previous year, but is still one below the record for the district. The attendance at many of the schools was affected by various epidemics during the year, and this will partly explain the somewhat low average attendance; otherwise there is no reason why the regularity of the attendance of this district should not be the highest in the Dominion.

BOARD OFFICES.—In April the Board removed to its new suite of offices adjoining the technical school. The building, which the Board has provided at a cost of over £1,000, includes Board room, public office, Secretary's office, Inspector's room, and store-room. The present offices give better accommodation for the Board's official and administrative staff, whose work in the past was carried on under considerable difficulties and personal discomfort.

BUILDINGS.—Nearly all the ordinary repairs and painting of school buildings during the year were carried out by the Board's staff of workmen, the new method having been initiated during the previous year. It is difficult yet to say whether, on the whole, the work is done more cheaply than formerly; but it is certain that it is done more thoroughly, and that there will not be in the future as there have been in the past the numerous complaints regarding inefficient and careless workmanship. During the year the following school buildings were thoroughly repaired and painted: Albury, Cave, Chamberlain, Cricklewood, Glenavy, Gleniti, Hannaton, Hazelburn, Kapua, Milford, Morven, Opihi, Pleasant Point, St. Andrew's, Skipton, Southburn, Sutherlands, Temuka, Te Ngawai, Timaru, Main Waihao Downs, Waitohi Flat, Waitohi Upper, and Willowbridge. Besides, extensive works were carried out at Hook, Kingsdown, Makikihi, Waimataitai, and Waimate. The carrying-out of the underground drainage in Timaru is compelling the Board to incur very heavy expenditure in connection with the three town schools. It has been found advisable to instal ranges of automatic syphonic latrines, and these require new buildings in some cases, and considerable alterations in others. The total cost is expected to be over £600, and the Board will have to provide for this out of its materially decreased grant from the Government this year.

FINANCE.—A statement of the Board's receipts and expenditure is given below. The chief items of receipts were: Teachers' salaries, £22,640 18s. 6d.; grants for administration, £2,907 2s. 4d.; scholarships, £423 4s.; manual and technical grants, including £600 for Timaru Technical School building, £2,050 6s.; school buildings, £648 15s. 1d.; special grants for buildings, £1,010 19s. 3d. The chief items of expenditure were: Teachers' salaries, £22,716 0s. 10d.; general administration, £2,882 14s. 2d.; Board offices, £719 11s. 9d.; scholarships, £420 0s. 10d.; manual and technical, £2,143 3s. 11d.; maintenance of buildings, &c., £3,314 18s. 9d.; special new buildings, £189 2s. 11d. At the end of the year the Board had a nominal credit balance of £2,799 8s. 7d.; but after allowing for all liabilities, and taking credit for all moneys due, including the building grant of £1,711, the credit balances of the three accounts were: General Account, £681 11s. 3d; Building Account, £2,632 7s. 7d.; Technical Account, £240 12s. 3d.

I have, &c.,

The Hon. the Minister of Education, Wellington.

W. M. HAMILTON, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	5,340	9	11
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	17,764	14	3
Reserves revenue for primary education	3,631	7	6
Capitation at 6d. for relieving-teachers	118	2	2
Capitation at 11s. 3d., and grant of £250	2,907	2	4
Special capitation at 9d. for School Committees	174	12	0
Conveyance and board of school-children	404	2	11
Free school-books	100	11	6
Inspection of private schools	16	3	0
Receipts from other sources—			
Interest on fixed deposits	86	15	0
Truancy fines	4	1	6
Rents	125	16	3
Sale of old furniture	4	1	3
Refunds	0	10	0
Grants from Government for—			
Scholarships—			
Education Board	355	14	0
National	67	10	0
District high schools—			
Salaries of teachers	1,244	16	9
Subsidies on voluntary contributions, &c.	151	5	8
Receipts from other sources—Voluntary contributions	164	2	5
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,172	15	5
On account of free places	44	7	6
Material for class-work	26	16	9
Subsidies on voluntary contributions	67	15	0
Receipts from other sources—			
Fees	6	15	0
Voluntary contributions	2	0	0
Cookery sales	31	9	3
High School Board: Fee for cookery and woodwork instructors	45	0	0
Fairview, cost of carving material	2	0	0
Woodwork-sales	1	0	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	879	19	3
House allowances	204	4	1
New school buildings, additions, furniture, sites, &c.	450	0	0
Technical-school buildings, additions, furniture, fittings, apparatus, &c.	650	7	1
Other receipts—			
Sale of sites	242	0	6
Voluntary contributions	6	15	0
Sale of stoves	7	12	0
	£36,502	15	3

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,234	1	6
Office contingencies	431	13	2
Teachers' and pupil-teachers' salaries, and allowances to pupil teachers	21,509	1	2
Relieving-teachers' salaries	91	11	10
Conveyance and board of school-children	404	2	11
Special capitation to School Committees	174	12	0
Incidental expenses of schools	1,216	19	6
Erection of new offices	719	11	9
Free school-books	133	6	8
Rents of residences (paid to teachers)	22	13	6
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	340	0	10
National Scholarships	80	0	0
Salaries of teachers, and additions to salaries of head teachers on staffs of district high schools	1,206	19	8
Manual and technical—			
School classes	935	8	7
Special classes	92	7	5
Instructors, high school classes	465	18	8
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	3,202	5	2
Rebuilding	265	12	6
Rent	31	0	0
House allowances	208	6	1
New school buildings, additional class-rooms, furniture, sites, &c.	46	4	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
Special classes	1	5	0
Payments to managers of associated classes	648	4	3
Purchase of sites	242	0	6
Balance at end of year	2,799	8	7
	£36,502	15	3

W. M. HAMILTON, Chairman.
A. BELL, Secretary.

OTAGO.

SIR,— Education Office, Dunedin, 31st March, 1910.

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 1909 :—

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. Of the members who retired in the ordinary course, Messrs. Donald Borrie (Northern Ward) and G. C. Israel (Central Ward) were re-elected without opposition ; while the Hon. Thomas Mackenzie (Southern Ward) did not offer himself for nomination. Three nominations were received for the vacancy in the last-named ward, and the election resulted in the return of Mr. David Thomas Fleming. At the first meeting of the Board in August the Hon. Thomas Fergus was re-elected Chairman. Twenty-five 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. James Mitchell was appointed the Board's representative on the Waitaki High Schools Board. The Hon. Thomas Fergus, the Rev. P. B. Fraser, M.A., and Messrs. G. C. Israel, William Scott, James Mitchell, and P. Goyen, were appointed the Board's representatives on the Board of Management of the Dunedin Associated Classes. In the month of August the Hon. Thomas Fergus retired from that Board, and Mr. D. T. Fleming was appointed in his stead. Mr. D. Borrie continues to represent the Board as one of the Education Reserves Commissioners.

NUMBER OF SCHOOLS.—At the end of 1908 there were 230 schools in operation in the district. During 1909 the household school at Puketoi was closed, and new schools were opened at Hindon, Waitaki Bridge, and Benhar; a household school was opened at Springfield; and the small school at Nugget Point and the household school at Timaru Station were reopened. The number of schools in operation in December, 1909, was 235, an increase of five for the year.

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 181 competitors for the five Junior National Scholarships and the ten Junior Scholarships offered by the Board, 133 passed the examination and forty-eight failed. The funds at the disposal of the Board warranted the award of sixteen Junior and fourteen Senior Board Scholarships. Five of the Senior Scholarship winners had previously held Junior National Scholarships, and two had held Junior Board Scholarships.

DRILL AND PHYSICAL EXERCISES.—These exercises have been regularly practised during the year in all the schools under the control of the Board.

TEACHERS.—On the 31st December there were 590 teachers in the Board's service, classed as under:—

	Males.	Females.	Total.
Head teachers	98	..	98
Sole teachers	32	104	136
Assistants	47	180	227
Assistants (secondary departments, district high schools)	3	7	10
Pupil-teachers	19	31	50
Probationers	6	22	28
Teachers of needlework	..	15	15
Training college, normal, and model schools	7	8	15
Manual and technical (special teachers)	7	3	10
Teacher of gymnastics	1	..	1
	220	370	590

At the close of the previous year there were in the service of the Board 222 male and 339 female teachers: total, 561. The figures for 1909 therefore show a decrease of two male teachers, an increase of thirty-one female teachers, and a total increase of twenty-nine teachers.

The following table shows the number of certificated and uncertificated teachers in the Board's service for the years 1908 and 1909 respectively:—

	Certificated.			Uncertificated.					
				Holders of Licenses.			Other Teachers.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1908	164	225	389	6	5	11	18	56	74
1909	160	233	393	4	6	10	21	58	79
Difference	−4	8	4	−2	1	−1	3	2	5

Owing to the increased staffing introduced by recent legislation, the number of uncertificated teachers in the Board's service has increased very materially. Some of these are doing satisfactory work, and show promise of becoming capable teachers. During the month of December classes were established to assist those who were eager to improve their professional status, but very few took advantage of the facilities offered to them by the Board, their respective Committees, and their fellow-teachers, who so generously placed their services at the Board's disposal to assist their less fortunate brethren. Now that the results of the recent certificate examination are known, and a considerable number of young teachers are available, the time is opportune for replacing by more earnest workers some of those who have not shown any desire for self-improvement. The education of children in the remote parts of the district cannot be permanently entrusted to poorly educated and inefficient teachers, who make little or no effort to improve themselves.

ATTENDANCE.—The returns for the year show an increase of 293 in the number of pupils enrolled during the year. The number of pupils enrolled at the six Dunedin schools shows a decline of 141. The number in attendance at all the schools in the district in December last was 19,900, or 333 more than at the end of the previous year. The number on the roll of the Dunedin schools in December was 3,171, or nineteen less than in the preceding year.

The average attendance for the district was 17,865, an increase of 392 pupils for the year. The average attendance at the Dunedin schools shows a decrease of twenty-six, as compared with 1908. The average attendance expressed as a percentage of the weekly roll-number was 90·7, an increase of 0·9 for the year. The average percentage for the Dunedin schools was 92, an increase of 1 per cent. for the year. The mean weekly roll for the district was 19,694, and the average percentage gained implies that 1,829 pupils were absent each school day.

INSPECTION OF SCHOOLS.—Upon the retirement of Mr. W. S. Fitzgerald early in the year, Dr. Don was appointed to the inspectorate. Mr. Fitzgerald had been in the service of the Board for forty years, first as Rector of the Oamaru Grammar School, then as Principal of the Dunedin Training College, and last as Inspector of Schools, in all of which capacities he did good service for education, and exercised a fine influence over all with whom he had personal or official relations. He had richly earned the restful life to which he has retired.

In the Inspector's report the schools are classed as follows: Good to very good, 69 per cent.; satisfactory, 23 per cent.; fair, 5 per cent.; inferior, 3 per cent.

While it is pleasing to note from the Inspectors' report an advance in the percentage of fifty-six pupils who succeeded in gaining proficiency certificates at the close of the year, the Board feels impelled to express its conviction that the present system of drawing pupils to centres for examination has operated detrimentally in the case of those attending country schools. The Board has received a sheaf of protests from School Committees against the system, on the ground that it not only places children at a disadvantage by being forced into strange surroundings and examined under disconcerting conditions, but that it entails inconvenience on the children and expense upon the parents. The Board is satisfied, as the result of experience, that the change has prejudiced the country children, and that any problematical advantage derived from synchronizing examinations of Standard VI has been more than negatived by the positive disabilities entailed upon the country children, and more especially those who reside in remote localities unaccustomed to competitive examinations in which numbers are engaged, and who naturally fail to do themselves justice in the strange conditions. The Board urges that the subject should receive reconsideration with a view to the adoption of a method that would remove the present causes of dissatisfaction.

The oft-repeated reference of the Board's Inspectors to the inefficient classification of pupils by teachers has given the Board some concern and occasion for thought. After carefully noting the results of the long trial of the present system of examination and classification of pupils by teachers the Board is satisfied that in the case of the smaller schools experience has failed to justify the departure from the former method of classification on the basis of the inspectorial examinations. On the contrary, there is abundant reason for concluding that the system has been productive of effects highly detrimental to the best interests of education. While there are doubtless many teachers who may be implicitly intrusted with the important work of classification, it must be frankly recognized that in charge of a great number of schools are young and inexperienced teachers who cannot reasonably be expected to exercise such a sound judgment in a matter of supreme importance as can spring only from natural experience. Moreover, under the present method teachers are subjected to a pressure from parents to promote pupils that has had and must continue to exert a detrimental influence in the character and quality of education. The Board respectfully urges the subject upon the consideration of the Hon. the Minister of Education, in the hope that such a method of classification may be formulated as will remove the existing causes of dissatisfaction.

Truancy.—There were 1,098 notices posted to parents and guardians for infringements of the Education Act, 1908 (section 153); twenty-six notices were served on parents whose children were not attending any school (under section 152); 147 cases of irregular attendance were investigated; sixty-seven penalty summonses were issued under section 153. Under the above sixty-seven summonses sixty-five convictions were obtained, two cases being withdrawn by production of doctor's certificate. The total amount of fines for the year was £16 10s. 6d. It will be noticed from the above that there is a decided improvement in the number of cases where extreme measures had to be taken to compel parents to send their children to school regularly, sixty-seven summonses being issued during the year, as against 129 for the previous year. In reference to the transfer of children from one school to another, it would greatly facilitate the work of the Truant Officer, and lead to more regular attendance, if head teachers used the transfer form more freely when pupils are removing from one school to another. These forms should be dated, and when given to the pupils they should be informed that they must present themselves as soon as possible at the school named in the certificate. Usually there is great delay and unnecessary loss of time on the part of pupils on their leaving one school before they enter another school.

Technical Instruction.—Shortly after the beginning of the year Mr. D. C. Hutton, who for nearly thirty-nine years filled the important position of Principal of the Dunedin School of Art, found it necessary to retire owing to impaired health. Mr. Hutton was engaged in Britain in 1870 by the Provincial Government of Otago to organize and conduct the Dunedin School of Art, which, it may here be noted, was the first public institution of its kind in the Dominion. Mr. Hutton came to Dunedin with very high credentials as an art master, and the success of the school under his management is signal proof that, considering the necessities of the community so far as art in relation to crafts is concerned, no more suitable appointment could have been made. The school has had an honourable and in some respects a distinguished history. Than Mr. Hutton the Board has had no one who has served it with more enthusiasm, ability, and conscientiousness. The Board believes that under the new Director, Mr. R. Hawcridge, a man of acknowledged attainment, whose artistic gifts are well known in the Dominion, the school has entered upon a new career of usefulness.

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.), £2,471 0s. 4d.; fittings and apparatus, £1,543 18s.: total, £4,014 18s. 4d. Receipts: From Government—Capitation, £1,995 10s. 3d.; special grant for training of teachers, £300; buildings, fittings, and apparatus, £1,044 12s.; fees, £246 17s.: total, £3,316 19s. 3d. Dr. balance for year, £697 19s. 1d.

Finance.—A statement of the Board's income and expenditure for the year is given below. The following statement shows the sum expended under the various headings during the past three years: Teachers' salaries, including lodging-allowances—1907, £64,598 4s. 4d.; 1908, £66,158 16s. 6d.; 1909, £72,619 5s. 1d. Payment to School Committees for incidental expenses—1907, £5,755 0s. 9d.; 1908, £5,798 9s. 9d.; 1909, £5,947 10s. 9d. Erection, enlargement, and improvement of school buildings, purchase of sites, house allowances, manual and technical buildings and apparatus—1907, £14,241 14s. 11d.; 1908, £22,252 10s. 1d.; 1909, £23,607 8s.

The receipts for school buildings include grant for maintenance, £540 6s. 7d.; special grants for new buildings, £6,930 16s. 10d.; house allowances to teachers, £691 6s. 2d.; local contributions, £184 1s.; special grants for technical school buildings, and furniture, fittings, &c., for same, £2,431 13s. 6d.: total, £10,778 4s. 1d. The main items of expenditure on buildings were: General maintenance (repairs, alterations, and small additions), £9,662 8s. 9d.; rebuilding, £2,456 17s. 11d.; new buildings, £7,900 9s. 8d.; house allowances, £710 1s. 2d.; manual and technical purposes, £2,849 19s. 6d.

Thomas Fergus, Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909

Receipts.	£	s.	d.
Balance at beginning of year	11,282	12	2
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers ..	62,715	6	7
Reserves revenue for primary education	14,531	5	6
Capitation at 6d. for relieving-teachers ..	439	13	11
Capitation at 11s. 3d., and additional grant of £250	10,142	19	10
Special capitation at 9d. for School Committees	655	3	3
Training colleges—			
Salaries of staff	1,542	10	4
Allowances to students	4,221	19	9
Inspection of private schools	26	6	6
Conveyance and board of school-children	876	14	9
Teachers' train fares	5	6	0
Pomahaka School	80	0	0
Receipts from other sources—			
Truancy fines	16	10	6
Rent of offices	105	0	0
Interest on fixed deposit	163	13	9
Grants from Government for—			
Scholarships—			
Education Board	1,235	18	0
National	242	10	0
District high schools — Salaries of teachers	1,996	10	6
Receipts from other sources, district high schools—Fees	37	10	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	3,386	16	9
On account of free places	646	11	9
Material for class-work	75	9	1
Subsidies on voluntary contributions ..	273	8	0
Receipts from other sources—			
Fees	246	17	0
Voluntary contributions	24	1	0
Grants from Government for—			
Maintenance of school buildings, rebuilding, rents, sites, &c.	540	6	7
House allowances	691	6	2
New school buildings, additions, furniture, sites, &c.	6,930	16	10
Technical-school buildings, furniture, fittings, apparatus, &c.	2,431	13	6
Other receipts—			
Sale of sites	350	0	0
Voluntary contributions	184	1	0
Examination fees	10	8	0
Rents of school-sites	72	0	6
School Committee Account closed ..	2	3	0
	£126,183	10	6

Expenditure.	£	s.	d.
Staff salaries and clerical assistance ..	3,518	6	8
Office contingencies	1,256	7	2
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	72,619	5	1
Relieving-teachers' salaries	390	18	8
Training colleges—			
Salaries of teachers	1,581	5	4
Incidental expenses of training college ..	71	5	3
Allowances to students	4,306	0	10
Training-college library	25	17	3
Conveyance and board of school-children ..	862	12	3
Special capitation to School Committees ..	655	3	3
Incidental expenses of schools	5,292	7	6
Gymnastic instruction	142	16	9
Truant Officer	198	13	5
Library books	38	6	11
Teachers' train-fares	5	6	0
Interest on overdraft	24	10	3
Allowance to scholarship-holders, and expenses of examination—			
Board scholarships	1,207	2	0
National Scholarships	257	10	0
Salaries of teachers, and additions to salaries of head teachers on staffs of district high schools	1,997	18	4
Fees—District high school	1	0	0
Manual and technical—			
School classes	1,391	15	1
Special classes	1,079	5	3
Payments to managers of associated classes	2,552	9	8
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	9,662	8	9
Rebuilding	2,456	17	11
Rent	27	11	0
House allowances	710	1	2
New school buildings, additional class-rooms, furniture, sites, &c.	7,900	9	8
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	789	18	0
Special classes	754	0	0
Payments to managers of associated classes	1,306	1	6
Balance at end of year	3,099	19	7
	£126,183	10	6

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

SOUTHLAND.

SIR,— Education Office, Invercargill, 18th March, 1910.

In compliance with the requirements of the Education Act, 1908, I have the honour to submit the following report of the proceedings of the Education Board of the District of Southland for the year ended 31st December, 1909.

THE BOARD.—The members in office at the beginning of the year were: Messrs. J. Crosby Smith (Chairman), Thomas MacGibbon, J. C. Thomson, H. F. S. King, W. Macalister, D. Gilchrist, John Cowie, George James Anderson, and John Fisher. In the month of May, Mr. H. F. S. King, consequent on his removal to Wellington, resigned his position as a member. In accepting Mr. King's resignation, a motion appreciative of his services was recorded in the Board's minutes. The retiring members for the year were as follows: Mr. D. Gilchrist, East Ward; Mr. John Cowie, West Ward; Mr. W. Macalister, Central Ward. At the election held in July, Messrs. D. Gilchrist and John Cowie were re-elected unopposed for the East and West Wards respectively, while Messrs. W. Macalister (re-elected) and W. N. Stirling were elected to fill the ordinary and extraordinary vacancies respectively in the Central Ward. Later in the year Mr. John Cowie found it necessary, on account of ill health, to resign his seat on the Board as a member for West Ward, and the Board minuted an expression of regret at

his resignation, and appreciation of the valuable services he had rendered during the considerable number of years that he was a member of the Board. This vacancy was filled in December by the election of Mr. H. A. Archdall. In the month of September, Mr. Thomas MacGibbon, who had acted as Chairman of the Board for some months during the absence of Mr. J. Crosby Smith on a visit to Great Britain, was appointed to that position for the ensuing period of twelve months. Messrs. W. Macalister and J. Crosby Smith continue to act as the Board's representatives on the Southland High Schools' Board; and Messrs. Thomas MacGibbon, George James Anderson, and D. Gilchrist were appointed to represent the Board on the newly constituted Board of Governors of the Gore High School. Mr. Thomas MacGibbon also continues his services as a member of the Otago School Commissioners and of the Otago Training College Board of Advice. The meetings of the Board (fourteen) and executive committee (twenty-two) held during the year have been attended with commendable regularity, especially in view of the fact that nearly all of the members hold other public positions which absorb much of their spare time.

SCHOOLS AND ATTENDANCE.—The schools in operation at the close of the year numbered 166, as compared with 167 at the close of the preceding year, the household school at Waikawa Valley being closed during the year. The attendance has, in comparison with previous years, been well maintained. The average weekly roll-number has now risen to 10,049, and the average attendance to 8,778; the corresponding figures for the preceding year were 9,910 and 8,679 respectively. The percentage of average attendance to average weekly roll is thus 87·3, approximately the same as for the previous year. The operation of the School Attendance Act continues a most important factor in securing a more regular attendance than would otherwise be possible. The prevalence of sickness during the year in many school districts has in some measure militated against a perfect attendance of pupils.

TEACHERS.—There were at the close of the year 262 adult teachers of all grades in the service of the Board. These were classified according to the positions held as follows:—

	Male.	Female.	Total.
Head of schools	46	12	58
Sole teachers	37	71	108
Assistant teachers	13	83	96
	96	166	262

In addition to the foregoing, there were on the Board's teaching staff the following numbers of pupil-teachers and probationers:—

	Male.	Female.	Total.
Pupil-teachers	16	28	44
Probationers	3	13	16
	19	41	60

The total number of adult teachers, pupil-teachers, and probationers was thus 322. The average number of pupils to one teacher is 27·26. In view of past experience, it is interesting to note that of the adult teachers in the Board's service only 151 were certificated, five held licenses to teach, and no fewer than 106 were uncertificated. It is, of course, to be deplored that so many of our schools are staffed by uncertificated teachers, many of whom are, however, doing very creditable work; but until the results of the reorganization of our training colleges are more directly felt, it is, of course, quite impracticable by any rigid application of arbitrary rules and regulations to secure an effective remedy. However, by an exchange of positions, where such exchange is practicable, it is possible to reward more adequately those who by diligence in study and strenuous effort have qualified themselves by examination for more efficient service; and in this direction the Board will probably soon take decided action. The law of supply and demand operates in this as in other professions. Just so long as the supply is unequal to the demand, just so long will Boards have to face the inevitable, and continue to avail themselves of the services of young people of good character, though not otherwise technically qualified for the work of teaching.

TRAINING OF TEACHERS.—In view of the reference made to the question of the qualifications of teachers, the Board would reiterate the opinion previously expressed that the Department should initiate some scheme whereby uncertificated teachers might be assisted in their endeavours to pass the prescribed examinations. To facilitate such a desirable end, it was suggested that the lower grade (D) examination might be taken in two or three sections, a section once passed to be placed to the individual's credit, and so on in successive years till the full certificate could be claimed. The Board is aware that many otherwise eligible persons are prevented from attempting the examination when confronted with the multiplicity of subjects for which preparation has to be made, and in each of which by one supreme effort they are expected to pass. There seems to be no valid reason why the lower-class examinations should not, as in the case of the higher examinations, be taken in sections. Much has been accomplished in recent years to render the teaching profession more attractive to men and women of ability. The institution of a beneficent superannuation scheme alone should prove a potent factor in popularizing the profession. It may be, indeed, that the recently improved condition of the teacher's lot is one of several reasons why the scarcity of fully qualified teachers is so keenly felt. The possibility of retirement at a moderate age, under superannuation conditions, has doubtless led many to give up their life-work when, under less favourable circumstances, they would have continued in the service for years to come. The teacher who retires on pension is usually certificated, his successor not necessarily so.

TRAINING COLLEGE.—Of those who have completed their apprenticeship, and in order to further qualify themselves for efficient service, no fewer than sixteen pupil-teachers and probationers from this district have applied for (and been granted) entrance to the Otago Teachers' Training College, and it is largely to these that the Board has to look for the supply of fully trained teachers in the years to come.

SCHOLARSHIPS.—Under this heading there is little unusual to report. The annual examination of candidates conducted by the Department, and supervised by the Board's officials, was held as usual in the beginning of December. At this examination ninety-seven candidates (sixty-four for the Junior and thirty-three for the Senior Scholarships) presented themselves. Of the Junior candidates, thirty-eight succeeded in qualifying themselves by gaining the minimum number of marks. In terms of the Department's regulations, the Board first awarded Junior National Scholarships of the value of £10. To the value of the scholarship first mentioned was added a sum of £30 as boarding-allowance, in terms of section 75 of the Education Act, the successful candidate having to reside away from home while attending the high school at which the scholarship was made tenable. To those next highest on the list the Board then allotted six scholarships of the value of £30, and twelve scholarships of the value of £5, tenable for two years. To the Senior candidates two scholarships of the value of £30 and one scholarship of the value of £5, tenable for three years, were awarded. From the results above summarized it is evident that a considerable minority of the candidates, in fairness to themselves and the schools they represented, should not have presented themselves for this examination, the marks obtained not being considered sufficient to establish a claim even to admission to a free place in the high schools.

INSPECTION OF SCHOOLS.—With reference to the subject of the inspection and examination of the schools of the district, and the practical results of the operation of our education system generally, the Board refers those interested to the exhaustive report furnished by its Inspectors.

MANUAL AND TECHNICAL.—The report of the Board's Director of Technical Instruction furnishes all necessary information with respect to the extension and progress of manual and technical education throughout the district. It is therefore not required to do more than direct the attention of those who may be interested in this subject to Mr. McCaw's exhaustive report and tabulated results of the year's operations.

PHYSICAL INSTRUCTION.—Acting in conjunction with the Governors of the Southland High Schools, the Board has continued the arrangement under which the partial services of a physical instructor have been made available for the schools under its control. Mr. I. G. Galloway, as in past years, has, so far as is practicable, continued to attend to this department of our educational curriculum. Visits are paid at stated intervals to schools in and around all the principal centres of population, and on these occasions instruction is given in which pupils and teachers alike participate. The instructor also takes note of the progress made since his previous visit in carrying into practice the programme of physical exercises prescribed by the Board's regulations. The Board has reason to believe that good work is being done in this subject in most schools throughout the district.

APPOINTMENT OF TEACHERS.—School Committees within the bounds of the education district in a very large majority of cases continue to exercise an intelligent and helpful interest in all matters pertaining to their respective schools. Subject to very moderate and reasonable limitations by the Boards, the School Committees have now been practically endowed with the power of appointing their own teachers.

CAPITATION GRANTS.—School Committees have this year a very substantial grievance against the Department in the matter of the withdrawal of the special grant of 9d. per unit of average attendance paid during some years past. These grants should either never have been made at all, or, unless under very exceptional circumstances indeed, they should be continued. Boards have been accused of abusing the trust reposed in them as agents for this distribution of the Government's bounty by proportionally reducing the amounts paid to the School Committees in their districts for incidental expenses. This Board desires it to be known that no reduction whatever was made in its scale of contributions to School Committees throughout this district in consequence of this special capitation paid direct by the Department. Indeed, on the contrary, the Board has undertaken during recent years a much larger share in the responsibility of the maintenance of school buildings in an efficient state of repair, such works being now largely carried out by an efficient staff of workmen operating under the control of its architect, and according to a regular plan of rotation.

FREE SCHOOL TEXT-BOOKS.—The Board accepted the proposals of the Government for the supply of free text-books to Standards I and II and preparatory classes, but is not prepared to acknowledge that this innovation is in any sense justified. So far as the Southland District is concerned, the Board is not aware that such a concession was asked for or required; and, although the books have been supplied to all schools accepting the Government's offer, the Board is aware that many parents prefer to purchase the books required by their children in preference to allowing them to make use of books which are the common property of all the pupils in attendance. There is also the difficulty of determining whether the pupils shall or shall not be permitted to take the books to their homes: the matter has, in this district, been left to the discretion of the teachers. If the books are kept in the school, how are the home lessons to be prepared? If they are allowed to be taken home, the wear and tear is such that a new set of books will certainly be required for each successive year, and this contingency, by the conditions of the grant, does not seem to have been anticipated. The Board is of opinion that the money spent in the purchase of text-books could assuredly be applied to some more useful and necessary purpose.

BUILDINGS.—A reference to the Board's balance-sheet will disclose an apparently serious reduction in the amount of credit of the Building Fund. In last year's report it was stated that the very substantial amount (£5,470) to credit of this fund would be largely encroached on by the operations of the year to which this report has reference. This has in practice proved to be so, and the balance to credit of this fund at the end of 1909 was reduced to £1,029 18s. 2d. This fact, in the absence of any explanation, would indicate a somewhat serious state of affairs. It must be noted, however, that the balance to credit at the end of 1908 included (with the exception of a sum of £535) the total special grants paid by the Department for general maintenance of school buildings for that year. The present balance (£1,029) is, however, exclusive of any portion of the ordinary building grant for 1909, the amount (£2,743) allocated to this district not being paid over to the Board till after the close of the year, and so could not be brought to credit till 1910.

Various works of considerable importance have been carried out during the year, chief of which have been the re-erection of the Riverton School, destroyed by fire during the preceding year; the re-erection of the teacher's residence at Myross Bush, also destroyed by fire; the erection of new schools at Waikaka, Limestone Plains, Titipua, and additions to schools at East Gore, Otautau, Kennington; and the erection of new residences in the districts of Bluff, Limestone Plains, Waikaka, Wallacetown, Waimahaka, Waikouro, and Gladfield. Of the foregoing works, the new schools at Waikaka and Limestone Plains, and the residences at Bluff, Limestone Plains, Waikaka, and Wallacetown were erected to replace worn-out buildings; and the other works to provide for increased attendance at the schools in the districts named. The special grants received from the Department in aid of these works amounted to £5,183 15s. 9d., the balance of cost being provided by the Board out of ordinary buildings revenue.

This Board regrets the necessity which appears to have arisen whereby a serious (temporary it is hoped) reduction in the grant payable to Boards for the maintenance of school buildings has been made.

It is unfortunate that more timely notice of this reduction was not given, so that Boards, instead of basing their expenditure on the assumption that the grant (approximately, at least) of preceding years would be available, could have refrained from pledging themselves to the execution of works not now possible in view of a restricted income. Notwithstanding all that has been said as to the financial ability of Boards to provide for the deficiency so caused, this Board is of opinion that the reduction will be found to be a policy of unwise economy, and that the net result will undoubtedly be deterioration in the condition of school buildings generally, and a more urgent demand in the immediate future for increased grants for the reinstatement and renewal of worn out-buildings. It should ever be remembered that the functions of Education Boards are purely administrative, and that they have practically no sources of revenue outside Government grants wherewith to provide for unforeseen contingencies. This being so, it seems reasonable to expect that no material change in the policy of the Department with respect to the probable income of Boards should be entered on without due notice.

FINANCIAL.—Reviewing the statement of receipts and expenditure for the year, the Board has again to express satisfaction at the financial aspect of the Board's operations. The balances to credit of the General and Building Accounts at the commencement of the year were £4,605 4s. 7d. and £5,470 8s. 4d. respectively, and at the close of the year these amounts had decreased to £2,782 11s. 3d. and £1,029 18s. 2d. The shrinkage on the Building Account, as indicated in last year's report, was anticipated, in consequence of the prospective abnormal expenditure during the year just closed. The aggregate income for the year, exclusive of credit balances amounting to £10,075 12s. 11d., was £55,921 8s. 9d., and the disbursements £62,184 12s. 3d., leaving a sum of £3,812 9s. 5d. standing to the credit as on the 31st December, 1909.

The grant (£2,743) due for maintenance of school buildings should, as previously stated, have been received during the period covered by this report, but not placed to the Board's credit till January of this (current) year. Had this amount been paid on due date, the Board's balance to the Building Account would, of course, have been increased by that amount.

For several years in succession the Board has urged that some definite action should be taken in the matter of securing uniformity in the statements of accounts required respectively by the Education and Audit Departments. It is surely an anomaly that two Departments—both controlled by and carried on in the interests of the State—should each require separate statements of accounts, involving no inconsiderable amount of clerical work in their preparation, and this without, so far as can be discerned, serving any useful purpose whatever. The Board would respectfully suggest that the present time is opportune for the removal of this anomaly, and trusts that ere another balance period comes round, some mutual arrangement, whereby the requirements of both Departments could be met, will be arrived at.

We have, &c.,

THOMAS MACGIBBON, Chairman.
JOHN NEILL, Secretary.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.	£	s.	d.
Balance at beginning of year	10,075	12	11
Grants from Government for—			
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	34,604	9	1
Reserves revenue for primary education	2,497	18	0
Capitation at 6d. for relieving-teachers	217	3	8
Capitation at 11s. 3d. and grant of £250	5,135	18	7
Special capitation at 9d. for School Committees	324	14	3
Conveyance of school-children	371	4	1
Other grants—			
Free school-books	163	0	8
Private schools inspection	21	0	0
Receipts from other sources — Household school subsidies, £12 6s. 6d.; interest, £165; refunds, £30 17s.; High School Board, £50	258	3	6
Grants from Government for—			
Scholarships—			
Education Board	644	8	3
National	300	0	0
District high schools—Salaries of teachers	639	0	5
Receipts from other sources, district high schools—Fees	4	0	0
Grants from Government for manual and technical instruction—			
Capitation—			
On all classes	1,842	4	10
On account of free places	11	7	6
Material for class-work	76	3	2
Subsidies on voluntary contributions	7	0	6
Receipts from other sources—			
Fees	278	17	6
Voluntary contributions	133	8	0
Refunds from students	67	16	0
Grants from Government for—			
General maintenance of school buildings, rebuilding, rents, sites, &c.	3,040	18	10
House allowances	525	14	8
New school buildings, additions, furniture, sites, &c.	2,791	17	5
Technical-school buildings, additions, furniture, fittings, apparatus, &c.	657	2	0
Other receipts—			
Sale of sites	234	2	0
Sale of buildings	983	5	9
Rents	90	10	1
	£65,997	1	8

Expenditure.	£	s.	d.
Staff salaries and clerical assistance	1,702	6	8
Office contingencies	1,299	6	10
Teachers' and pupil-teachers' salaries, and allowances to pupil-teachers	38,914	12	11
Relieving-teachers' salaries	172	17	4
Conveyance of school-children	377	9	7
Special capitation to School Committees	324	2	4
Incidental expenses of schools	2,358	14	8
Physical Instructor	110	0	0
Truant Officer	75	0	0
Free school-books	163	0	8
Allowance to scholarship-holders and expenses of examination—			
Board scholarships	644	8	3
National Scholarships	300	0	0
Salaries of teachers and additions to salaries of head teachers on staffs of district high schools	790	11	6
Manual and technical—			
School classes	1,058	18	9
Special classes	962	5	9
Office salaries	174	10	0
Maintenance of school buildings—			
Alterations, small additions, repairs, repainting, &c.	3,505	10	5
Rebuilding	4,442	12	10
Rent	171	0	0
House allowances	520	11	10
New school buildings, additional class-rooms, furniture, sites, &c.	2,068	8	0
Buildings, class-rooms, furniture, &c., for manual and technical purposes—			
School classes	153	4	2
Special classes	586	14	0
Other expenses—			
Purchase of sites	261	13	4
Appliances, £756 13s. 2d.; advertising tenders, £41 8s. 4d.	798	1	6
Freight and railage, £96 16s. 2d.; insurance, employees, £11	107	16	2
Refund to Department	140	14	9
Balance at end of year	3,812	9	5
	£65,997	1	8

THOMAS MACGIBBON, Chairman.
JOHN NEILL, Secretary.

APPENDIX B.

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

Education Reserves.

Tables G1, G1A, G1B 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.) *Receipts and Expenditure of School Commissioners, 1909.*

Receipts.	£	*Expenditure.*	£
Balances, 1st January, 1909	15,013	Office expenses and salaries	2,368
Receipts—		Other expenses of management	2,154
Primary reserves	56,537	Paid for primary education	55,367
Secondary reserves	6,530	Paid for secondary education	4,628
Investments repaid	4,000	Investments and refunds	6,438
Interest	2,384	Balances, 31st December, 1909	14,002
Sundries	493		
Total	£84,957	Total	£84,957

(b.) *Cash Assets and Liabilities of School Commissioners, 31st December, 1909.*

Liabilities.	£	*Assets.*	£	£
Amounts due to Capital Account	1,533	Arrears of rent and interest due		7,352
Other liabilities	473	Balances at bank	£14,460	
Net balance, 31st December, 1909	61,049	*On mortgage	41,243	
				55,703
Total	£63,055	Total		£63,055

Balance brought down 1st January, 1910, £61,049.

The payments made to Education Boards for primary education out of proceeds from education reserves in 1909 amounted to £55,367 5s. 2d., as compared with £52,616 9s. 6d. 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 J7 in E.–6 shows the payments for secondary education from reserves under the control of the School Commissioners, which amounted in 1909 to £4,627 15s. 9d., as compared with £4,154 4s. 3d. in 1908. 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.

The cost of administration in 1909 was £4,522, or 6·88 per cent. of the total income. The corresponding figures for 1908 were £4,817, or 7·15 per cent. of the total income.

Table G2 shows the total income from education reserves for the several districts for the ten years 1900–9, and the cost of administration for the same period. Summarized, this appears as below:—

	£
Total income for the ten years 1900–9	587,003
Cost of administration during the same period, 1900–9	37,537
Cost of administration per cent. of income	6·39

The cost of administration shows a slight decrease as compared with previous years, but is still very high in one or two districts.

* Of which £3,000 has been reinvested, and is included in the amount of investments and refunds on the opposite side of the account.

EDUCATION RESERVES: SCHOOL COMMISSIONERS' REPORTS, 1909.

General.

Table G1 is a summary of the accounts of the School Commissioners.

TABLE G1.—Summary of School Commissioners' Accounts.

Provincial Districts.	Income for the Year 1909.					
	Balances on 1st January, 1909.	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	579 11 11	5,221 15 2	1,110 5 4	105 11 3	89 6 4	7,106 10 0
Taranaki	1,923 6 8	3,823 16 8	570 0 5	..	..	6,317 3 9
Wellington.. ..	2,915 16 6	7,336 19 3	2,593 15 11	97 2 5	50 10 9	12,994 4 10
Hawke's Bay ..	893 12 4	4,361 17 5	826 0 11	35 9 6	..	6,117 0 2
Marlborough ..	82 9 9	334 2 5	38 0 0	1 7 0	..	455 19 2
Nelson	883 17 8	1,030 10 5	387 11 6	..	..	2,301 19 7
Westland	1,183 14 7	225 14 2	63 15 6	25 18 0	1 0 0	1,500 2 3
Canterbury.. ..	3,738 0 7	20,330 10 4	..	42 14 7	..	24,111 5 6
Otago	2,812 15 0	13,871 14 0	940 4 1	2,075 9 5	4,352 10 8*	24,052 13 2
Totals for 1909..	15,013 5 0	56,536 19 10	6,529 13 8	2,383 12 2	4,493 7 9	84,956 18 5
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

* Including repayment of loan (£4,000) and value of improvements (£236).

TABLE G1A.—Summary of School Commissioners' Accounts.

Provincial Districts.	Expenditure for the Year 1909.						
	Office Expenses and Salaries.	Other Expenses of Management	Paid for Primary Education.	Paid for Secondary Education.	Investments and Refunds.	Balances on 31st December, 1909.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland	220 14 4	303 0 2	5,200 0 0	1,012 2 2	56 14 0	313 19 4	7,106 10 0
Taranaki	199 0 0	372 11 11	3,500 0 0	350 0 0	107 8 10	1,788 3 0	6,317 3 9
Wellington.. ..	439 12 0	521 5 1	7,200 0 0	800 0 0	2,418 14 6	1,614 13 3	12,994 4 10
Hawke's Bay ..	141 16 10	134 15 7	4,000 0 0	830 0 0	..	1,010 7 9	6,117 0 2
Marlborough ..	26 16 4	3 8 6	230 0 0	20 0 0	..	175 14 4	455 19 2
Nelson	94 13 6	26 9 5	1,123 0 0	435 0 0	..	622 16 8	2,301 19 7
Westland	45 15 5	16 16 0	..	200 0 0	685 18 0	551 12 10	1,500 2 3
Canterbury ..	555 10 10	46 12 6	19,000 0 0	..	87 19 4	4,421 2 10	24,111 5 6
Otago	644 8 0	728 14 9	15,114 5 2	980 13 7	3,081 3 4	3,503 8 4	24,052 13 2
Totals for 1909..	2,368 7 3	2,153 13 11	55,367 5 2	4,627 15 9	6,437 18 0	14,001 18 4	84,956 18 5
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

TABLE G1B.—Summary of School Commissioners' Accounts.

Provincial Districts.	Cash, Assets, and Liabilities, 31st December, 1909.					
	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. ..	1,624 8 3	894 17 2	2,519 5 5	..	29 0 0	2,490 5 5	..
Taranaki ..	2,085 8 6	658 8 1	2,743 16 7	..	327 11 0	2,416 5 7	..
Wellington ..	1,614 13 3	213 13 7	1,828 6 10	504 4 1	..	1,324 2 9	..
Hawke's Bay ..	1,010 7 9	217 3 11	1,227 11 8	730 4 6	..	497 7 2	..
Marlborough ..	175 14 4	150 15 6	326 9 10	..	..	326 9 10	..
Nelson ..	622 16 8	510 18 5	1,133 15 1	..	..	1,133 15 1	..
Westland ..	551 12 10	149 6 8	700 19 6	..	..	700 19 6	..
Canterbury ..	4,421 2 10	1,807 7 4	6,228 10 2	298 8 10	45 0 0	5,885 1 4	..
Otago	43,596 15 10	2,749 3 0	46,345 18 10	..	71 13 11	46,274 4 11	..
Totals for 1909	55,703 0 3	7,351 13 8	63,054 13 11	1,532 17 5	473 4 11	61,048 11 7	..
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	..

The payments made to Education Boards for primary education out of the proceeds from education reserves in 1909 amounted to £55,367 5s. 2d., as compared with £52,616 9s. 6d. 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 amounts actually received by the several Education Boards was as follows:—

	£	s.	d.		£	s.	d.
Auckland	4,947	0	0	Grey...	132	0	0
Taranaki	2,365	0	0	Westland	...		
Wanganui	3,679	0	0	North Canterbury ...	15,408	0	0
Wellington	4,656	0	0	South Canterbury ...	3,631	0	0
Hawke's Bay	4,253	0	0	Otago	14,531	0	0
Marlborough	230	0	0	Southland	2,498	0	0
Nelson	952	0	0				

The payments for secondary education from reserves under the control of the School Commissioners amounted to £4,627 15s. 9d., as compared with £4,154 4s. 3d. for 1908. 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 1900-1909 inclusive.	Cost of Administration for the Ten Years 1900-1909.	Cost of Administration Per Cent. of Income.
	£	£	£
Auckland	51,405	2,395	4·66
Taranaki	37,518	4,495	11·98
Wellington	65,606	4,972	7·58
Hawke's Bay	46,215	2,868	6·26
Marlborough	3,025	288	9·52
Nelson	12,877	946	7·35
Westland	3,873	1,013	26·16
Canterbury	184,255	6,178	3·35
Otago	182,229	14,382	7·89
Totals for 1900–1909	587,003	37,537	6·39
Totals for 1899-1908	585,644	38,023	6·49

Table G2 shows the total income from education reserves for the ten years, 1900–9, and the cost of administration by the School Commissioners for the same period. In comparing these figures with those for 1899–1908, published in last year's report, it will be seen that the total income amounted in the last ten years to £587,003, as against £585,644 for 1899–1908, an increase of £1,359. The percentage of cost of administration shows a slight decrease, 6·39, as compared with 6·49. 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, 1909.

AUCKLAND.

Sir,— School Commissioners' Office, Auckland, 30th May, 1910.

I have the honour to forward a statement of the School Commissioners' Accounts for 1909.

The new leases granted during that year will yield an annual rental of £220 6s. 6d., and comprise thirty-six sections of town and country lands; and a number of old leases have been replaced by leases "in priority" granted to tenants whose original twenty-one-year leases are about to terminate.

An increased amount has been paid over for education purposes, and an investment of a portion of the Endowments Fund has been made by the purchase of a freehold in the city.

I have, &c.,

Oliver Nicholson, Chairman.

The Hon. the Minister of Education, Wellington.

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

I. GENERAL ACCOUNT.

Receipts.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1908	453 1 9	126 10 2	579 11 11
Rents received—			
Arrears of 1908	446 17 4	...	5,221 15 2
Due in 1909	4,774 17 10		
Arrears of 1908	...	65 8 7	728 19 10
Due in 1909	...	663 11 3	
Gisborne High School—			
Arrears of 1908	...	34 15 0	381 5 6
Due in 1909	...	346 10 6	
Miscellaneous	20 7 6	...	20 7 6
Bank interests	31 14 3	2 11 0	34 5 3
Refunds	68 18 10	...	68 18 10
Lease deposits	58 14 0	12 12 0	71 6 0
Total receipts	5,854 11 6	1,251 18 6	7,106 10 0

Expenditure.

		Primary.	Secondary.	Total.
		£ s. d.	£ s. d.	£ s. d.
Office salary		131 5 0	43 15 0	175 0 0
Office expenses		34 8 9	11 5 7	45 14 4
Crown-grant fees		9 0 2	0 6 6	9 6 8
Legal expenses		22 19 0	8 8 0	31 7 0
Commissioners' travelling-expenses		3 7 6	1 2 6	4 10 0
Expenses of leasing		31 8 0	10 14 9	42 2 9
Expenditure on reserves		207 8 9	8 5 0	215 13 9
Payments to Boards—				
Auckland Education Board		4,946 17 6	...	5,200 0 0
Hawke's Bay Education Board		253 2 6	...	
Payments to secondary schools—				
Auckland Grammar School		...	547 10 0	1,012 2 2
Thames High School		...	53 6 8	
Whangarei High School		...	60 0 0	
Gisborne High School		...	351 5 6	
Lease deposits paid out		50 8 0	6 6 0	56 14 0
Balance in Bank New Zealand, 31st December, 1909	£592 10 4			
Less unpresented cheques	278 11 0			
Cash in hand, 31st December, 1909		164 6 4	149 13 0	313 19 4
Total expenditure		5,854 11 6	1,251 18 6	7,106 10 0

II. ENDOWMENTS ACCOUNT.

Receipts.

	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Balance at 31st December, 1908	894 7 3	85 11 10	979 19 1
Sales of land	665 0 0	...	665 0 0
Sales of timber	102 3 10	100 0 0	202 3 10
Total receipts	1,661 11 1	185 11 10	1,847 2 11

Expenditure.

	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Purchase of land	536 14 0	...	536 14 0
Balance, 31st December, 1909	1,124 17 1	185 11 10	1,310 8 11
Total expenditure	1,661 11 1	185 11 10	1,847 2 11

STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909—*contd.*

—	Primary.	Secondary.	Total.

III. STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Bank balance (General Account)	164 6 4	149 13 0	313 19 4
" (Endowments Account)	1,124 17 1	185 11 10	1,310 8 11
Rents unpaid, 1907	2 10 0	...	2 10 0
" 1908	72 1 4	7 16 8	79 18 0
" 1909	664 8 3	148 0 11	812 9 2
Total assets	2,028 3 0	491 2 5	2,519 5 5

Liabilities.

	£ s. d.	£ s. d.	£ s. d.
Lease deposits in hand	22 14 0	6 6 0	29 0 0
Total liabilities	22 14 0	6 6 0	29 0 0

STATEMENT OF RENTS.

Arrears of Previous Years.	Rents falling due 1909.	Total Cash collected.	Amount written off.	Arrears at 31st December, 1909.	
				Previous Years.	Current Year.
Primary Account.					
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
535 8 8	5,439 6 1	5,221 15 2	14 0 0	74 11 4	664 8 3
Secondary Account.					
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
108 0 3	1,158 2 8	1,110 5 4	Nil.	7 16 8	148 0 11

GEORGE J. GARLAND,
Secretary and Treasurer.

Examined and found correct, except that the payment of £4 10s. for Commissioner's travelling-expenses is without authority of law, and is therefore disallowed.—R. J. COLLINS, Controller and Auditor-General.

TARANAKI.

SIR,— School Commissioners' Office, New Plymouth, 8th June, 1910.

I have the honour to hand you herewith the statement of receipts and expenditure of this Board during the year 1909, with balance-sheet as at 31st December last.

The year's work has been uneventful. The annual letting of reserves, held in June last, was very successful, considering the very rough character of many of the sections offered. During the current year a number of leases granted thirty and twenty-one years ago will expire, and arbitrations made in pursuance of the renewal clause in nearly all cases show an appreciable increase in the rentals for the next period. The benefit of this will accrue after the 1st January next.

I regret to have to record the decease of my colleague, Mr. Henry Faull, who was for some years a member of this Board, and took a deep interest in its affairs. His place as one of the nominees of the Taranaki Education Board has been filled by Mr. A. Morton. The Board now consists of Messrs. W. T. Jennings, M.P., C. E. Major, and Francis Simpson, appointees of the Government, and Mr. A. Morton and myself, nominated by the Education Board.

The noxious-weeds problem continues to be our greatest trouble, and necessitates constant vigilance and a good deal of expense for supervision.

I have, &c.,
JAMES WADE, Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Balance at 1st January, 1909	...	...	1,923 6 8
Rents from reserves	3,774 15 2	494 18 0	4,269 13 2
Interest on fixed deposits	23 14 0	29 14 10	53 8 10
Transfer from Land Fund	25 7 6	45 7 7	70 15 1
Total receipts	...	...	6,317 3 9

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 ...	8 19 0	2 17 3	11 16 3
Insurances—			
Guarantee, fire, and employers' liability ...	8 9 3	2 11 6	11 0 9
Typewriter	19 4 9	6 8 3	25 13 0
Travelling-expenses, members and secretary ...	19 17 10	6 12 8	26 10 6
Inspection of reserves	95 8 3	31 18 9	127 7 0
Labour on reserves	5 9 4	...	5 9 4
Purchase of two acres at Pukearuhe	17 16 0	...	17 16 0
Law-costs (general)	12 5 1	1 3 9	13 8 10
Costs of new leases and arbitrations	73 18 8	4 4 0	78 2 8
Arbitrators' fees	28 11 6	1 11 6	30 3 0
Advertising leases for sale	31 6 9	4 0 0	35 6 9
Commission on sale of leases	44 2 0	...	44 2 0
Refund of rent	5 9 10	...	5 9 10
Bank, for keeping account	0 7 6	0 2 6	0 10 0
Cost certificate of title, lands vested by Parliament	2 3 0	...	2 3 0
Fencing at Huirangi (at cost, Public Works Department)	13 7 11	...	13 7 11
Travelling-expenses (Secretary visiting Wellington *re* adjusting Land Fund)	7 9 2	2 9 8	9 18 10
Transfer to primary revenue, being interest on fixed deposits credited to Land Fund capital in former years	25 7 6	...	25 7 6
Transfer to secondary revenue, being interest on fixed deposits credited to Land Fund capital in former years	...	45 7 7	45 7 7
Apportionment of Revenue—			
Taranaki Education Board	2,364 13 9	...	3,500 0 0
Wanganui Education Board	1,135 6 3		
New Plymouth High School Board	...	250 0 0	350 0 0
	4,032 3 4	496 17 5	4,529 0 9
Balance, 31st December, 1909	760 7 7	1,027 15 5	1,788 3 0
Total expenditure	...	...	6,317 3 9

STATEMENT OF BALANCES.

	£ s. d.		£ s. d.
Primary Education Account	132 7 6	Balance, 31st December, 1909—	
Secondary Education Account	231 11 3	Fixed deposits, Bank of New Zealand..	1,442 0 3
Land Fund—		Current account, Bank of New Zealand .. £492 14 0	
Primary	628 0 1	Less outstanding cheque 297 5 6	
Secondary	796 4 2		195 8 6
		Cash in hand	150 14 3
	£1,788 3 0		£1,788 3 0

STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£	s.	d.
Cash in hand	150	14	3
Bank balance, 31st December, 1909	492	14	0
Fixed deposits	1,442	0	3
Rents in arrear, 31st December, 1909	617	15	1
Office furniture (safe and two typewriters), say	40	13	0
Total assets	£2,743	16	7

Liabilities.

	£	s.	d.
Outstanding cheques	297	5	6
Rents paid in advance	30	5	6
Balance of assets	2,416	5	7
Total liabilities	£2,743	16	7

JAMES WADE, Chairman.
New Plymouth, 28th May, 1910. F. P. CORKILL, Treasurer.

Examined and found correct, except that the following payments are without authority of law, and are therefore disallowed: travelling-expenses of members and Secretary, £26 10s. 6d.; travelling-expenses of Secretary, visiting Wellington *re* Land Fund, £9 18s. 10d.—R. J. COLLINS, Controller and Auditor-General.

WELLINGTON.

SIR,— School Commissioners' Office, Wellington, 11th April, 1910.

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, 1909.

The following are the members of the Board of Commissioners: Mr. J. R. Blair (Chairman), Mr. W. H. Field, M.P., Mr. 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 108,151 acres 2 roods 22 perches, of which 3,198 acres and 30 perches (consisting largely of rough and inferior country) were unlet at the end of the year.

The reserves leased during the year numbered seventeen, containing 8,700 acres 3 roods 26 perches, the annual rental realised being £428 10s. 7d.

The total number of leases now on the books is 486, comprising an area of 104,953 acres 1 rood 32 perches, on which is payable an annual rental of £10,672 1s. 11d., as against £9,617 2s. 1d. last year, the increase in the amount being mainly due to renewals of expiring leases at higher rentals as fixed by arbitration.

I have, &c.,
J. R. BLAIR Chairman.

The Hon. the Minister of Education, Wellington.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

—	Primary.			Secondary.			Total.		
Receipts.									
	£	s.	d.	£	s.	d.	£	s.	d.
Balance on 31st December, 1908	1,769	18	4	1,145	18	2	2,915	16	6
Rent paid on account of previous years	194	8	6	130	0	0	324	8	6
Rent paid on account of year 1909	6,911	7	11	2,215	15	2	9,127	3	1
Rent paid on account of year 1910	231	2	10	248	0	9	479	3	7
Interest and sinking fund on improvements ...	79	2	5	...			79	2	5
Agistment of stock	13	0	0	...			13	0	0
Preparation and registration of leases	30	0	0	5	0	0	35	0	0
Law-costs	1	5	6	...			1	5	6
Interest on fixed deposit (Land Purchase Account) ...	18	0	0	...			18	0	0
Refunds—									
Commissions on sales of leases	0	10	0	...			0	10	0
Fencing	0	10	0	...			0	10	0
Office-expenses	0	5	3	...			0	5	3
Total receipts	9,249	10	9	3,744	14	1	12,994	4	10

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909 —*continued.*

—	Primary.	Secondary.	Total.
	Expenditure.		
Payments to educational bodies—	£ s. d.	£ s. d.	£ s. d.
Wellington Education Board	4,656 0 0	...	7,200 0 0
Wanganui Education Board	2,544 0 0	...	
Wellington College	...	315 0 8	800 0 0
Wellington Girls' High School...	...	166 15 4	
Wanganui Girls' High School	...	168 16 8	
Palmerston North High School	...	149 7 4	
Secretary's salary	225 11 11	74 8 1	300 0 0
Printing, stationery, and office expenses	104 19 7	34 12 5	139 12 0
Commission on sales of leases	15 3 7	45 4 4	60 7 11
Advertising	18 4 0	9 8 0	27 12 0
Crown grant fees	14 13 1	...	14 13 1
Preparation and registration of leases	12 10 0	2 10 0	15 0 0
Law-costs	38 10 6	1 2 0	39 12 6
Arbitration	45 0 6	...	45 0 6
Secretary's travelling-expenses	20 11 3	...	20 11 3
Survey	...	95 19 3	95 19 3
Fencing	86 14 6	...	86 14 6
Improvements purchased by Commissioners ...	332 0 0	...	332 0 0
Poisoning rabbits	...	1 3 0	1 3 0
Part repayment of loan	...	2,000 0 0	2,000 0 0
Interest and bank charge on loan	...	201 5 7	201 5 7
Balance on 31st December, 1909...	1,135 11 10	479 1 5	1,614 13 3
Total expenditure	9,249 10 9	3,744 14 1	12,994 4 10
	Deposit Account.		
	Receipts.	£ s. d.	£ s. d.
Balance on 1st January, 1909	...	5 0 0	5 0 0
Total receipts	...	5 0 0	5 0 0
	Expenditure.		
Deposit refunded	...	5 0 0	5 0 0
Total expenditure	...	5 0 0	5 0 0
	Assets.		
	£ s. d.	£ s. d.	£ s. d
Cash in bank £1,192 5 6	717 11 10	479 1 5	1,196 13 3
Cash in hand 4 7 9			
Fixed deposit with Wellington Trust, Loan, and Investment Company (Limited)	418 0 0	...	418 0 0
Value of improvements on Section 151, Rangitumau (written down to)	...	4,000 0 0	4,000 0 0
Arrears of rent	211 13 6	2 0 1	213 13 7
Total assets	1,347 5 4	4,481 1 6	5,828 6 10
	Liabilities.		
	£ s. d.	£ s. d.	£ s. d.
Proceeds of freehold disposed of, awaiting appropriation in purchase of other lands	504 4 1	...	504 4 1
Balance of loan under the Education Reserves Leases Validation and Empowering Act, 1908	...	4,000 0 0	4,000 0 0
Total liabilities	504 4 1	4,000 0 0	4,504 4 1

SUMMARY OF RENTS.

Arrears at 1st January, 1909.	Charge for 1909.	Received during 1909 on account of 1910.	Brought forward from 1908.	Received during 1909.	Written off by Commissioners during 1909.	Arrears at 31st December, 1909.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
357 9 1	9,671 7 2	479 3 7	330 11 1	9,930 15 2	33 0 0	213 13 7

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

Examined and found correct, except that there is no authority of law for placing money on fixed deposit with the Wellington Trust, Loan, and Investment Company.—R. J. COLLINS, Controller and Auditor-General.

HAWKE'S BAY.

SIR,— Office of the School Commissioners, Napier, 18th March, 1910.

I have the honour to forward herewith copy of the statement of accounts for the year ending 31st December, 1909, and to report as follows:—

During the year a successful auction sale was held—only one small reserve, with an upset rental of 10s. per annum, being passed in. The total rent obtained was £252 17s. 6d., as against £64 12s. 6d. previously. Under the perpetual-lease system, a number of reserves were revalued, and the rentals obtained were £192 17s., as against £30 3s. 6d. previously.

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

I have, &c.,

The Hon. the Minister of Education, Wellington. T. N. BRODRICK, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

——	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balances on 1st January, 1909	691 0 0	202 12 4	893 12 4
Rents received—			
Arrears of previous year	233 1 7	37 14 3	270 15 10
Due current year	3,615 13 4	788 6 8	4,404 0 0
Collected by the Receiver of Land Revenue ...	513 2 6	...	513 2 6
Interests received—			
On overdue rents	7 8 7	1 7 9	8 16 4
On deposits at Post-Office Savings-Bank ...	21 12 4	5 0 10	26 13 2
Total receipts	5,081 18 4	1,035 1 10	6,117 0 2
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Salaries and allowances...	109 7 10	20 12 2	130 0 0
Printing, stationery, &c.	10 0 0	1 16 10	11 16 10
Auctioneer's charges	4 4 0	...	4 4 0
Valuation fees	28 11 3	...	28 11 3
Advertising	19 15 6	12 19 6	32 15 0
Rates	...	12 13 9	12 13 9
Commissioners' travelling-expenses	17 17 3	3 8 1	21 5 4
Law charges	26 1 8	0 12 0	26 13 8
Maps of education reserves	7 5 3	1 7 4	8 12 7
Payments for primary education, Hawke's Bay Education Board	4,000 0 0	...	4,000 0 0
Payments for secondary education—			
Napier High School	...	528 12 6	830 0 0
Dannevirke High School	...	301 7 6	
Balances 31st December—			
Deposit at Post-Office Savings-Bank	604 15 4	148 19 4	753 14 8
Union Bank... ... ... £172 8 1	254 0 3	2 12 10	256 13 1
Cash in hand 84 5 0			
Total expenditure	5,081 18 4	1,035 1 10	6,117 0 2

STATEMENT of ASSETS and LIABILITIES for the Year ending 31st December, 1909.

Assets.

	£ s. d.	£ s. d.	£ s. d.
Cash in hand	84 5 0	...	84 5 0
Balance of cash at bank and Post-Office Savings-Bank on the 31st December, 1909	774 10 7	151 12 2	926 2 9
Arrears of year 1909	91 12 8	125 11 3	217 3 11
Total assets	950 8 3	277 3 5	1,227 11 8

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

STATEMENT of RENTS for Year ending 31st December, 1909.

—	Amount written off.	Outstanding, 31st December, 1908.	Accrued during Year.	Paid during Year.	Outstanding, 31st December, 1909.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Primary ...	...	233 1 7	3,707 6 0	3,848 14 11	91 12 8
Secondary ...	62 10 0	100 4 3	913 17 11	826 0 11	125 11 3
	62 10 0	333 5 10	4,621 3 11	4,674 15 10	217 3 11

T. N. BRODRICK, Chairman.
W. J. PALLOT, Secretary.

The Audit Office, having examined the accounts of the Hawke's Bay School Commissioners, prepared as in accordance with the provisions of the Education Act, 1908, hereby certifies to the correctness thereof, subject to the exception that the payment of £21 5s. 4d. for Commissioner's travelling-expenses, is without authority of law, and is therefore disallowed.—JAMES B. HEYWOOD, Assistant Controller and Auditor-General.

MARLBOROUGH.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

Receipts.

—	Primary.		Secondary.		Total.
	Arrears.	Current.	Arrears.	Current.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Balance on 31st December, 1908 ...	...	62 13 8	...	19 16 1	82 9 9
Rents, 1909	196 17 6	137 4 11	7 15 0	30 5 0	372 2 5
Interest, 1909	...	1 3 8	...	0 3 4	1 7 0
Total receipts	196 17 6	201 2 3	7 15 0	50 4 5	455 19 2

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909 —*continued*.

Expenditure.

—	Primary.	Secondary.	Total.
	£ s. d.	£ s. d.	£ s. d.
Marlborough Education Board	230 0 0	...	230 0 0
Marlborough High School Board...	...	20 0 0	20 0 0
Secretary's salary	21 17 6	3 2 6	25 0 0
Charges, sale of leases	3 8 6	...	3 8 6
Printing and stationery...	0 13 1	0 1 11	0 15 0
Bank charges, postages, &c.	0 18 8	0 2 8	1 1 4
Balance, 31st December, 1909 (Post-Office Savings-Bank, £175 13s. 11d.; cash in hand, 5d.)	141 2 0	34 12 4	175 14 4
Total expenditure	397 19 9	57 19 5	455 19 2

STATEMENT OF RENTS.

Reserves.	Outstanding, 1st January, 1909.	Payable, 1909.	Paid, 1909.	Outstanding at 31st December, 1909.	
				Previous Years.	Current Year.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Primary	208 18 0	269 14 11	334 2 5	11 0 6	133 10 0
Secondary	7 15 0	36 10 0	38 0 0	...	6 5 0
	216 13 0	306 4 11	372 2 5	11 0 6	139 15 0

STATEMENT OF ASSETS AND LIABILITIES.

Assets.

	£ s. d.
Balance in Post-Office Savings-Bank	175 13 11
Cash in hand	0 0 5
Rents outstanding—	
Primary	144 10 6
Secondary	6 5 0
Total assets	326 9 10

Liabilities.

Nil.

E. HYLTON, Secretary.

Examined and found correct.—R. J. COLLINS, Controller and Auditor-General.

NELSON.

SIR,— School Commissioners' Office, Nelson, 7th May, 1910.

I have the honour to forward the report and balance-sheet of the Nelson School Commissioners for the year ended 31st December, 1909.

Commissioners.—The Commissioners holding office during the past year were: The Hon. F. Trask, M.L.C., Mr. John Graham, M.P., Mr. R. T. Sadd (Commissioner of Crown Lands), Major Franklyn (Education Board), and Mr. A. T. Maginnity (Chairman, Education Board); but I regret to say that Mr. Trask died last month, of which you have already been officially advised. The Commissioners desire to put on record their high appreciation of the services rendered by Mr. Trask during the years he held office on the Board.

Receipts.—The net receipts for the year, excluding balances brought forward, were: For primary education, £1,030 10s. 5d.; and for secondary education, £387 11s. 6d., or a total of £1,418 1s. 11d., making, with the balances brought forward from last year, a grand total of £2,301 19s. 7d. The balances outstanding have been materially reduced, and it is anticipated that, in view of further reductions to be made, the loss entailed by the irregularities of a former officer will not be large.

Expenditure.—The sum of £1,123 was paid towards primary education, and the sum of £435 towards secondary education, making a total of £1,558 for the year. The cost of administration amounted to £121 2s. 11d., which included £31 10s. paid to the Audit Office for a special investigation of the accounts, made at the request of the Commissioners.

Reserves.—I am pleased to report that, with few exceptions, the leases of our reserves are in the hands of satisfactory tenants, and that the arrears of rents which had accumulated are gradually being reduced.

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, 1909.

—	Primary.	Secondary.	Total.
Receipts.			
	£ s. d.	£ s. d.	£ s. d.
Balance, 31st December, 1908	700 13 9	183 3 11	395 5 2
Balance due by late Secretary, 31st December, 1908	...	...	486 3 6
Cash in hand	...	...	2 9 0
Rents from reserves—			
Arrears	101 16 6	48 10 0	150 6 6
Current	928 13 11	339 1 6	1,267 15 5
Total receipts	1,731 4 2	570 15 5	2,301 19 7
Expenditure.			
	£ s. d.	£ s. d.	£ s. d.
Nelson Education Board	952 0 0	...	952 0 0
Grey Education Board	132 0 0	...	132 0 0
North Canterbury Education Board	39 0 0	...	39 0 0
Nelson College	...	435 0 0	435 0 0
Travelling-expenses, Commissioners'	6 12 0	3 6 0	9 18 0
Printing, advertising, and stationery	0 13 6	...	0 13 6
Secretary's salary	33 6 8	16 13 4	50 0 0
Fidelity guarantee of secretary	2 1 8	1 0 10	3 2 6
Audit Department charges	21 0 0	10 10 0	31 10 0
Valuations and reports	4 4 0	2 2 0	6 6 0
Law costs	6 16 11	3 8 6	10 5 5
Office expenses	3 16 8	1 13 4	5 10 0
Office furniture	2 11 8	1 5 10	3 17 6
	1,204 3 1	474 19 10	1,679 2 11
Balances, 31st December, 1909	527 1 1	95 15 7	622 16 8
Total expenditure	1,731 4 2	570 15 5	2,301 19 7

STATEMENT of ASSETS and LIABILITIES.

Assets.

		£ s. d.
Balance in bank		245 4 0
Cash in hand		13 0 0
Balance due by late Secretary		364 12 8
Rents outstanding—		
Primary	£396 0 0	
Secondary	114 18 5	
		510 18 5
Total assets		£1,133 15 1

Liabilities.

Nil.

F. ST. JOHN, Secretary.

Examined and found correct, except £9 18s. travelling-expenses, which is without authority of law, and is therefore disallowed.—R. J. COLLINS, Assistant Controller and Auditor-General.

WESTLAND.

SIR,— School Commissioners' Office, Hokitika, 18th February, 1910.

I have the honour, by direction of the School Commissioners of the Provincial District of Westland, to present the annual statement of accounts relating to the year 1909.

The total area under occupation for grazing and residential purposes is 5,226 acres, for which a rental of £198 0s. 10d. is payable. In addition, timber and other rights or options are held over 8,000 acres, at a minimum royalty of £110. During the year no timber has been cut on any reserves, and royalties have not, therefore, exceeded the minimum charge.

The amount of rent in arrears appears high, but the reason for this is, that in connection with a number of reserves the rent, payable in advance, is due during the last month of the year. Only £18 of the £106 6s. 8d. involved is due from the previous year.

I have, &c.,

The Hon. the Minister of Education, Wellington. H. L. MICHEL, Chairman.

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

—	Primary.	Secondary.	Total.
	Receipts.		
	£ s. d.	£ s. d.	£ s. d.
Credit balance on 1st January, 1909	248 1 5	935 13 2	1,183 14 7
Rents of reserves—			
Arrears	51 15 0	7 2 6	58 17 6
Current	58 19 2	8 15 0	67 14 2
Royalties	115 0 0	20 0 0	135 0 0
Mining fees	...	27 18 0	27 18 0
Deposit on sale of section	...	1 0 0	1 0 0
Kein Williams Trust Account—Interest on deposits	...	25 18 0	25 18 0
Total receipts	473 15 7	1,026 6 8	1,500 2 3
	Expenditure.		
	£ s. d.	£ s. d.	£ s. d.
Grant to Greymouth High School Board	...	100 0 0	100 0 0
" Hokitika High School Board	...	100 0 0	100 0 0
Commissioners' travelling-expenses	16 16 0	...	16 16 0
Secretary's salary	40 0 0	...	40 0 0
Other expenses	5 5 11	0 9 6	5 15 5
Kein Williams Trust Account—Paid to Public Trustee	...	685 18 0	685 18 0
Credit balance, 31st December, 1909	411 13 8	139 19 2	551 12 10
Total expenditure	473 15 7	1,026 6 8	1,500 2 3

STATEMENT of ASSETS and LIABILITIES.

	Assets.		
	£ s. d.	£ s. d.	£ s. d.
Balance in bank	411 13 8	139 19 2	551 12 10
Rents due—			
Arrears	18 0 0	...	18 0 0
Current	94 16 8	11 10 0	106 6 8
Royalty due	25 0 0	...	25 0 0
Total assets	549 10 4	151 9 2	700 19 6

Liabilities.

Nil.

SUMMARY OF RENTS FOR 1909.

	Arrears on 31st December, 1908.	Rental for 1909.	Receipts, 1909.	Outstanding on 31st December, 1909.	
				Arrears.	Current.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Primary	69 15 0	153 15 10	110 14 2	18 0 0	94 16 8
Secondary	7 2 6	20 5 0	15 17 6	...	11 10 0
	76 17 6	174 0 10	126 11 8	18 0 0	106 6 8

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

The payment of £16 16s. for Commissioner's travelling-expenses is without authority of law, and is therefore disallowed.—R. J. COLLINS, Controller and Auditor-General.

CANTERBURY.

SIR,— Government Buildings, Christchurch, 4th January, 1910.

In accordance with Order in Council of the 17th September, 1878, I have the honour to forward the report of the School Commissioners for the Canterbury Provincial District for the year ending the 31st of December, 1909, together with a copy of its accounts duly audited.

The total area of the primary-education estate under lease on the 31st December, 1909, was 67,161 acres, producing an annual rent of £19,808 16s. Of this area, 23,315 acres is contained in what is known as Pastoral Run No. 5.

Of the £1,219 18s. 3d. received at the end of last year from the sale of Opawa Township sections, Albury, £1,200 was invested on mortgage for three years from the 16th February, 1909, at 5½ per centum per annum, and the balance (£19 18s. 3d.) was added to the fixed deposit for £278 10s. 7d., which matured on the 23rd December, 1909, and the sum of £298 8s. 10d. was then deposited with the Bank of New Zealand for one year from that date.

During the year the leases of five farms fell in. Of these, one was renewed by arbitration, and the remainder were let by public tender, all for thirteen years and eleven months from the 1st May, 1909.

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, 1909.

	Primary.	Total.
Receipts.		
	£ s. d.	£ s. d.
Balance brought down from 31st December, 1908	...	3,738 0 7
Arrears of rent from last account collected	...	2,329 1 8
Moneys payable within the year 1909, and collected—		
On account of half-year's rent payable in advance on the 1st May, 1909	9,847 15 0	
On account of half-year's rent payable in advance on the 1st November, 1909	8,153 13 8	
		18,001 8 8
Other receipts—		
Bank of New Zealand: Interest on £278 10s. 7d. placed on deposit for one year (see statement of 31st December, 1908)	...	9 14 7
Half-year's interest on mortgage for £1,200, due 16th August, 1909	...	33 0 0
Total receipts	...	24,111 5 6

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909 —*continued*.

—	Primary.	Total.
Expenditure.		
Office expenses and management—	£ s. d.	£ s. d.
Salary of steward (inclusive of all travelling-expenses)	540 0 0	
Stationery, postage, and telegrams	8 6 8	
Fuel	2 1 6	
School Commissioners' railage and expenses	26 6 0	
Bank exchange on remittances to South Canterbury Education Board	4 12 0	
Bank exchange on cheques	0 10 8	
		581 16 10
Expenses of leasing—		
Advertising, printing, and lithographic plans	10 15 0	
Valuators' fees	4 4 0	
Legal costs	1 19 6	
Survey charges *re* Reserve No. 1145	3 8 0	
		20 6 6
Special expenditure—		
Half-share of cost of tree-planting done by three tenants	15 11 3	
Cost of field-pipes supplied to three tenants	14 16 0	
Special rate levied by Sefton-Ashley Drainage Board on Reserve 119	57 12 1	
		87 19 4
		690 2 8
Payments to Education Boards—		
North Canterbury	15,368 12 6	
South Canterbury	3,631 7 6	
		19,000 0 0
		19,690 2 8
Balance in Bank of New Zealand, 31st December, 1909—		
At credit of current account	2,922 14 0	
On fixed deposit	298 8 10	
		3,221 2 10
Money lent on mortgage	...	1,200 0 0
Total expenditure	...	24,111 5 6

STATEMENT of ASSETS and LIABILITIES.

Assets.

	£ s. d.	£ s. d.
Cash in bank, as above	...	3,221 2 10
Money lent on mortgage	...	1,200 0 0
Rents payable in advance, 1st May, 1909—Proportion uncollected	56 13 0	
" " 1st November, 1909—Proportion uncollected	1,750 14 4	
		1,807 7 4
Total assets	...	6,228 10 2

Liabilities.

	£ s. d.	£ s. d.
Steward's salary, December, 1909	...	45 0 0
Awaiting investment	...	298 8 10
Total liabilities	...	343 8 10

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

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

OTAGO.

SIR,— Education Reserves Office, Dunedin, 21st May, 1910.

In obedience to Order in Council dated the 18th December, 1878, I have the honour to forward herewith report of the School Commissioners for the Otago Provincial District for the year ending 31st December, 1909.

The members of the School Commissioners Board for the year were as follows: Messrs. William Dallas (Chairman), Donald Borrie, Thomas MacGibbon, E. H. Wilmot (Commissioner of Crown Lands), and J. A. Hanan, M.P.

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

Six auction sales of leases were held, at which eighteen sections were disposed of for agricultural purposes, two for pastoral purposes, and twenty-three township sections.

The area of agricultural land was 1,568 acres, taken up by eleven tenants, at an annual rent of £257 4s. 3d. The area of the pastoral land was 10,600 acres, leased to one tenant at a rental of £198 15s., or 4½d. per care. The township sections contained 1 rood each, and were taken up by twenty-three tenants, at a rent of £19 4s.

The Commissioners have pleasure in reporting that they have every reason to believe that there will be an increase in the amounts of yearly rents to be received by them in respect of many lands, the leases of which will shortly expire, and be taken up at increased rentals. Further, that by a desirable and wise system of subdivision of several leaseholds the Commissioners have been able to obtain an increased revenue therefrom.

The Commissioners' rent-roll at the end of 1909 contained 981 tenants, and the annual rent was £14,449 4s. 9d.

During the year the sum of £3,000 was invested on mortgage over freehold security at 5½ per cent. interest, and £4,000 was received in repayment of loan. The total amount of funds invested on mortgage on the 31st December, 1909, was £40,012 11s. 6d., the annual interest for the year being £2,070 17s. 3d., which, with the exception of £68 10s. 1d., was all collected during the year, and of this sum all but £6 5s. 7d. has since been paid.

Of the sum of £2,539 1s. 9d. shown in the statement of accounts as rent in arrear on the 31st December, 1909 (a large part of which was for half-year's rent due in advance on the 1st November, 1909), £1,378 18s. 7d. has since been collected.

In explanation of the amount shown as expenditure in the statement of accounts, I may say that £53 6s. was paid for railway fares, £37 7s. 9d. for stamps, telegrams, and telephone, £77 5s. 6d. on the improvements of endowments, and £81 3s. 4d. to outgoing tenants for valuation on their improvements, the latter sum having been collected from incoming tenants.

The Commissioners take this opportunity of bringing under your notice the desirableness of their obtaining statutory power to prevent the monopoly and aggregation of more than a reasonable area of pastoral land by any one tenant, and they will submit the draft of an empowering Bill, with a view to its introduction during the coming session of Parliament.

A copy of the balance-sheet and statement of income and expenditure, duly certified to by the Controller and Auditor-General, with the exception of the item £103 10s. 6d. for School Commissioners' expenses attending monthly meetings at Dunedin, was forwarded to your Department on the 1st April, last.

I have, &c.,

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

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909.

—	Primary.	Secondary.	Total.
	Receipts.		
Credit balances on the 1st January, 1909—	£ s. d.	£ s. d.	£ s. d.
Bank of New Zealand and in hand	972 5 6	40 9 6	1,012 15 0
On fixed deposit, Bank of New Zealand... ...	1,800 0 0	...	1,800 0 0
Arrears of revenue for previous years, viz.—			
Rents of reserves	2,295 16 3	191 11 5	2,487 7 8
Interest on mortgages	10 2 3	...	10 2 3
Revenues, viz.—			
Rents of reserves for current year	11,176 4 6	748 12 8	11,924 17 2
Interest on mortgages	2,002 7 2	...	2,002 7 2
Interest on fixed deposits	63 0 0	...	63 0 0
Other receipts, viz.—			
Net proceeds of land sales	83 19 0	...	83 19 0
Repayment of loans	4,000 0 0	...	4,000 0 0
Valuation for improvements collected from incoming tenants	236 6 10	...	236 6 10
Office-rent from Otago High Schools Board ...	10 0 0	...	10 0 0
Proceeds of sale of timber	22 5 0	...	22 5 0
Instalments on account of judgment against Otokia Drainage Board	18 18 2	...	18 18 2
Royalties from coal-leases	222 10 0	...	222 10 0
Refund of expenditure on reserves	3 6 8	...	3 6 8
Goldfields revenue from endowments	154 18 3	...	154 18 3
Total receipts	23,071 19 7	980 13 7	24,052 13 2

GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1909 —*continued*.

—	Primary.	Secondary.	Total.
	Expenditure.		
	£ s. d.	£ s. d.	£ s. d.
Salaries and allowances to officers—Secretary, £300; clerk, £165; Ranger, £225			690 0 0
School Commissioners' travelling-expenses attending meetings at Dunedin: W. Dallas—train fare £7, hotel expenses £18; T. MacGibbon — train fare £13 5s. 2d., hotel expenses £24 15s.; D. Borrie—train fare £8 9s. 4d., hotel expenses £13 10s.; E. H. Wilmot—hotel expenses £11 5s.; J. A. Hanan—hotel expenses £7 6s.			103 10 6
Survey of reserves			1 5 0
Office-rent, cleaning, fuel, and light			95 11 0
Printing and stationery			18 12 3
Incidentals	1,373 2 9	...	8 4 3
Stamps and telegrams, £30 7s. 9d.; telephone, £7 ...			37 7 9
Legal expenses			46 0 2
Expenses of leasing—			
Auctioneer's commission, &c.			10 17 1
Advertising			58 18 6
Inspection of reserves — Travelling-expenses and valuation fees			196 6 0
Expenditure on reserves—Drainage and protection from river-encroachment			77 5 6
Insurance premiums			9 12 0
Office furniture			17 18 6
Interest, Bank of New Zealand			1 14 3
			1,373 2 9
Payments of valuation for improvements to outgoing tenants	81 3 4	...	81 3 4
Amounts advanced on mortgage	3,000 0 0	...	3,000 0 0
Payments towards primary education—			
Otago Education Board	10,679 15 6	...	15,114 5 2
Southland Education Board	4,434 9 8		
Payments towards secondary education—			
Otago High Schools Board	...	425 0 10	980 13 7
Southland High Schools Board	...	273 6 8	
Waitaki High Schools Board	...	214 11 1	
Gore High Schools Board	...	67 15 0	
Credit balances on the 31st December, 1909 ...	3,503 8 4	..	3,503 8 4
Total expenditure	23,071 19 7	980 13 7	24,052 13 2
	Assets.		
Arrears on 31st December, 1909, viz.—	£ s. d.	£ s. d.	£ s. d.
Arrears of rent due in and prior to 1906 ...	1 2 6	...	1 2 6
" " 1907 ...	28 7 6	...	28 7 6
" " 1908 ...	38 17 9	0 0 3	38 18 0
Arrears of rent due in 1909	2,302 12 6	168 1 3	2,470 13 9
Arrears of interest due in 1909...	68 10 1	...	68 10 1
Amount of rent overpaid Education Boards ...	141 11 2	...	141 11 2
Amount of balance in bank and in hand	3,554 4 4	...	3,554 4 4
Amount advanced on mortgage	40,012 11 6	...	40,012 11 6
Amount advanced to tenant for protective works ...	30 0 0	...	30 0 0
Total assets	46,177 17 4	168 1 6	46,345 18 10
	Liabilities.		
	£ s. d.	£ s. d.	£ s. d.
Rents overpaid	19 12 11	1 5 0	20 17 11
Outstanding cheques	50 16 0	...	50 16 0
Total liabilities	70 8 11	1 5 0	71 13 11

BALANCE ACCOUNT, 1909.

1909.		£	s.	d.	1909.		£	s.	d.
Jan. 1.	To Balances brought down—				Jan. 1.	By 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, &c.	1,012	15	0
						Valuation Account	336	12	1
Dec. 31.	Balances carried forward—				Dec. 31.	Balances carried forward—			
	Investments	40,012	11	6		Capital	43,838	19	7
	Valuation Account	181	8	7					
	Primary rents over-apportioned	141	11	2					
	Cash in Bank, less outstanding cheques	3,503	8	4					
		£88,061	18	2			£88,061	18	2
1910.					1910.				
Jan. 1.	Balances brought down—				Jan. 1.	Balances brought down—			
	Capital	43,838	19	7		Investments	40,012	11	6
						Valuation Accounts	181	8	7
						Primary rents over-apportioned	141	11	2
						Cash in Bank of New Zealand and in hand	3,503	8	4
		£43,838	19	7			£43,838	19	7

WM. DALLAS, Chairman.
C. MACANDREW, Treasurer.

Examined and found correct, except that the payment of £103 10s. 6d., travelling-expenses, is without authority of law, and is therefore disallowed.—R. J. COLLINS, Controller and Auditor-General.

APPENDIX C.

REPORTS OF INSPECTORS OF SCHOOLS, 1909.

AUCKLAND.

SIR,— Education Office, Auckland, 20th April, 1910.

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 1909.

At the close of the year there were in operation 521 schools, of which ninety were half-time schools. In the course of the year the number increased by seventeen. Nearly all the new schools are small, Edendale and Waihi South being the only exceptions, and some of them are household schools. I am of opinion that in the provision of facilities for schooling in the sparsely settled parts of the district the Board is faithfully discharging its duty to the people.

The number of schools inspected was 498. Only one of the grouped half-time schools was formally inspected; at the other school the inspection and annual visits were combined. Annual visits were made to 516 schools. Owing to press of work at the end of the year, the annual visit to Orere household school had to be deferred.

Besides the above, twenty-seven Roman Catholic diocesan schools and the Anglican Orphan Home School were inspected and had the annual visit made to them. Three private schools were also inspected.

The services of Mr. J. S. Goodwin, a former Inspector of the Board, were made available for much of the work in connection with the Roman Catholic diocesan schools, and also for preparing the statistical returns for the previous year.

In the course of the year, Mr. G. H. Plummer, LL.B., was appointed an Inspector, in lieu of Mr. R. Crowe, who was selected by the Board to succeed the retiring Secretary (Mr. Vincent E. Rice). After a prolonged association with Mr. Rice in matters of administration, it is at once a pleasure and a duty to acknowledge the courteous and hearty assistance he has extended to me.

The following table shows in summary the usual 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	133	109	14 10
„ VI	2,224	2,000	14 1
„ V	3,056	2,940	13 0
„ IV	3,816	3,697	12 4
„ III	4,200	4,073	11 6
„ II	4,512	4,327	10 5
„ I	4,642	4,460	9 5
Preparatory	15,194	13,923	6 8
Totals	37,777	35,529	11 6·4*

* Mean of average age.

The numbers in this table show for the year an increase of 2,190 in the roll-number, and an increase of 2,003 in the number of pupils present at the head teachers' annual examinations in November and December. During the last two years the roll-number at the Board's schools has increased by more than 4,300, a remarkable evidence of the continued expansion and prosperity of this part of the Dominion. The greater part of this increase is due to the growth of the schools in the larger centres of population, the Thames alone excepted.

Certificates of proficiency were awarded to 1,477 pupils of the public schools, and 373 gained certificates of competency in Standard VI.

At the Roman Catholic diocesan schools there were on the rolls 2,751 pupils, 2,619 were present at the annual examinations, and eighty-one certificates of proficiency and fifty certificates of competency in Standard VI were awarded. The pupils of these schools have this year made a much better appearance at the proficiency examination than in recent years.

The steady and rapid growth of the district has again made it difficult for the inspectoral staff to overtake the work imposed on it, and before long the staff will have to be strengthened. But for the relief which Mr. Goodwin's partial employment has afforded, the work of the year could not have been completed. Several of my colleagues made special exertions to clear off the work of their districts, and I gratefully acknowledge the excellent service they have thus rendered. Mr. Garrard, Mr. Grierson,

and Mr. Burnside have in this respect earned my special thanks. Of late, more than usual of the Inspectors' time has been occupied by inquiries for the establishment of schools, complaints about teachers, and cognate matters, and this has accentuated the difficulty of overtaking all that was due from the Inspectors.

It is pleasing to note that an increasing number of the newly erected schools have been built in brick. It will be wise to continue this policy whenever building in brick is not much more expensive than building in wood. The saving in the cost of upkeep and the vastly greater durability of brick buildings make their provision in the long run distinctly cheaper to the community. With the increased staff now allowed for the larger schools, it will be advisable, as funds and occasion allow, to subdivide many of the larger class-rooms generally to be found in the larger schools. The ideal should be the provision of a separate room for each assistant teacher, but it will be impossible to undertake costly structural rearrangements so as to completely realize this ideal. Questions of lighting will also impose limits on rearrangement or subdivision of class-rooms that are otherwise desirable.

The Board will be pleased to note that the average age at which pupils pass from a lower to a higher standa d class is getting lower. The average age of the pupils in Class P is this year six years and eight months, exactly a year less than the average was last year. It is here that the average age has been too high for a considerable time; if the lowering that has now come about is continued it must ere long reduce the age of promotion in all the higher classes. The age at which pupils are on the average promoted to Standard II is still on the high side, but it is four months below that for last year, and a further decline may be expected. The advance in the age at which pupils above Standard I are promoted to successive higher standards is quite normal.

The classification of pupils by head teachers continues to be satisfactory, and in the larger schools promotions are nearly always well earned. There have not been wanting, however, some cases of fairly numerous unmerited promotions in the smaller schools, especially in schools where the teachers in charge have been retiring or removing at the end of the year. This may prove a permanent weak point in this connection; it, unfortunately, creates a very serious difficulty for the teacher who succeeds, as correcting faulty classification is seldom a process that recommends a teacher to the parents of a district in which he is newly placed. I would appeal to all teachers who relinquish charge of a school at the close of a year, when the annual promotions are now made, to bear in mind the circumstances of those who step into their places, and to do their best by an honest and fearless discharge of the responsibilities imposed on them to make the advent of their successors free from unnecessary embarrassment and difficulty. At the risk of some repetition, I transcribe what Mr. Stewart writes on this topic:—

"Classification is generally satisfactory. The larger schools are the most carefully classified. This results, I think, from the longer experience and wider outlook of the head teachers in charge. There are, however, a minority of teachers who do not rise to the level of their responsibilities in this matter; they are not confined to one grade; but they have one characteristic in common—viz., lack of will-power and the determination to do what is best for their pupils, irrespective of outside influence. Parents have much to answer for; in small communities it is quite possible to worry a teacher—particularly a woman—and make life miserable by a series of petty annoyances. The threat is made, and not infrequently carried out, that children shall be sent to another school unless they are promoted; this may not lead to a reduction of salary, but it may to a reduction of staff, and is a very serious matter, not only for the teacher, but for the school. The teachers to whose schools such children are sent ought most carefully to consider each individual case, and ought not to put them in a higher class without thoroughly testing their capacity and knowledge, and being conscientiously convinced that the former teacher had made a mistake. Any attempt on the part of a teacher to increase his roll by neglecting to take such a course is, in my opinion, very reprehensible. If the reason of a child's removal were clearly stated on the transfer form, the teacher to whom it was presented would be in a position to make a just estimate and take a proper course. The greatest mistakes are made in promoting from Standard IV upwards. It sometimes happens that a child has a sufficient verbal memory to pass an examination, yet his intelligence and mental development are not such as will enable him to benefit by promotion. In these cases the teacher should remember that he is not obliged to rely solely on examinations, but that he must take into consideration 'the general character of a pupil's work during the year.' Many teachers complain of frequent unpunctuality and absence on the part of pupils; these should be carefully weighed when promotion has to be determined—unpunctual and irregular children advanced to a higher class not only do unsatisfactory work themselves, but by necessitating an extra amount of attention on the part of the teacher delay the progress of the regular and punctual children of the class. If parents and School Committees clearly realized what a serious injury is done their children by too rapid promotion, made without reference to mental development, they would unite to support the conscientious teacher in this most important part of his work."

The amount of migration from school to school that obtains even in country districts is considerable, and in the large city and suburban schools it is really surprising. Repeated inquiry has shown conclusively that in the average city and suburban school more than a third, and often not far short of one-half, the pupils on the roll enter and leave every year. But for the general uniformity in the discipline and work of the schools this would be a very serious evil—an evil to some extent it must always be.

In general, the work of the public schools for the year has been of a very satisfactory character; in many of the larger schools, and not a few of the smaller, it has been good; while in some it has been excellent. Change in the staff is the most common and the most serious occasion of decreasing efficiency, as more or less friction and waste of effort are almost inseparable from it. I believe it would be a great aid to efficiency if the Board more generally exercised its power of appointing teachers to vacant positions by way of transfer, and the transfers were deliberately arranged so as to involve as few changes as possible, consistently with a just consideration of teachers' merits and claims to advancement.

Of the subjects of instruction, reading, writing, and drawing are taught with most success, and, in the great majority of the schools they are very creditably dealt with. In reading, the most common defect is a certain hurry and want of deliberateness that leads to indistinctness of enunciation and to incorrect or careless phrasing. In a number of the smaller schools, as Mr. Cox points out, monotonous reading is prevalent, the pupils failing to sustain the voice at the close of phrases, thus giving each pause the weight of a full stop. Mr. Cox remarks that it is not for want of constant correction that there is so little improvement in this matter. Doubtless the correction comes too late, being applied after the bad habit has been acquired and become confirmed. Nothing can be clearer than that this difficulty must be overcome in the earlier steps of learning to read, and that it is to grave neglect at this stage that the continued existence of this fault is due. Mr. Plummer notes that "in many of the smaller schools it is desirable to devote more attention to the expression given by pupils when reading aloud. The comprehension of the reading matter I have often found neglected. This should not be so. Even in sole-teacher schools, where the teachers find it difficult to devote sufficient time to this subject, the elder pupils should be provided with dictionaries, and should be trained to use them to assist themselves in their work." The last point is one of considerable importance, and my own experince shows that pupils who have dictionaries, and apparently use them, are still frequently unable to learn from these helps the pronunciation and even the syllabification of unfamiliar words. Many schools and class-rooms are not provided with a dictionary of any authority or fulness of vocabulary; such a dictionary should be considered an indispensable requisite of every senior class-room. On the other hand, a good many teachers have provided for use in school encyclopædias of one kind or another, which are used as occasion requires, to the great benefit of their pupils. The ability to use dictionaries and similar works of reference correctly and intelligently should be a possession of all the pupils who have left our schools from Standards V and VI at least.

Mr. Garrard once more pleads for the adoption of higher and wider aims in the teaching of reading. "The lessons," he writes, "should lead the children to take to reading as a recreation and an amusement first, and later on as a means of acquiring knowledge. Can we say that this will result from our present method of teaching? One of the worst features of our present system is the tendency to reduce all to a dead level of acquirement. In our infant classes a wide course of reading is adopted, and the Department has set a good example by providing several books, and these of an interesting type, for the primer classes; but in the upper standards, especially in Standards V and VI, little is being done to inculcate a love for reading in our pupils. Fancy a mentally vigorous boy or girl of thirteen years of age being compelled to spend a full school year—and that at an important stage of life—with reading limited to the ordinary school readers, the *School Journal*, and the Geographical and Historical Readers, the last two of which the pupil would never read for pleasure. 'A boy or girl will read page after page of Robinson Crusoe or Rip Van Winkle, while he will be dragged with slow and reluctant steps through a school reader.' Moreover, the non-continuous type of reading-book, useful as it may be for the teaching of spelling, and possibly for giving the pupils some idea of the different styles of composition, is, as a means of instilling a love of reading, a dismal failure. Nor are our teachers blameless in their method of dealing with the reading matter; they often spend the whole time in solving problems for their pupils; they fall upon the text and worry it as a hungry dog worries a bone, until the pupils get such a distaste for reading as they never forget. Exposition is not an end, but a means, and a rule has been given for it which our teachers would do well to heed. It is, 'As little as possible, as much as necessary.' It is pleasing to notice that in some of our larger schools a good library has been established, and the children of the upper standards are allowed during part of the time devoted to reading 'to browse at will on the pastures they like best.'" Unfortunately, the maxim given above is vague, and leaves scope for many interpretations.

I have quoted Mr. Garrard's remarks at length, as they lay emphasis on what is frequently a real blemish in the treatment of reading in many upper standard classes. Here, as so often elsewhere, it is easier to point out a defect than to suggest a practicable and effective remedy. Teachers, none the less, would do well to ponder the question, and endeavour to find a remedy suitable to their circumstances. The building-up of school libraries for the use of the older pupils is an object that deserves all encouragement, and if the Board could afford to stimulate local effort to meet this need by granting a subsidy a great improvement would soon take place. I was pleased to find, at Waiokaraka School, evidence that pupils from Standard III upwards take home and read a large number of books from the considerable school library that has grown up there. The book recording the issue of the library books had a pupil's name entered at the top of a page, with the catalogue numbers of the books borrowed entered in a column below. In many cases a second column was more than half filled with entries—a very creditable record. I mention this plan of recording the issue of books because it shows at a glance, to any one interested, how largely the library has been used.

While recitation is good in a large number of schools, more than one of the Inspectors complain of its indifferent quality in some of the smaller ones. Of the schools of the northern district, Mr. Cox writes: "I regret to say that I cannot report any improvement in recitation. There are a few bright and refreshing exceptions, but in most cases it is dreary, monotonous, or absolute jabber."

Comprehension of the language of reading-lessons is, in general, satisfactory, and is certainly improving. I rarely find evidence that pupils are encouraged, before the reading-lesson is taken, to apply to their teachers for help in getting at the meaning of passages or words they have felt a difficulty in understanding. If the meaning of an unfamiliar word is not known, and a pupil is asked if he applied to the teacher for help in understanding it, the answer, in my experience, is almost invariably—"No, sir." If a spirit of thoughtful study and inquiry is to be fostered among our scholars, evidence of their recognition of difficulties should be regularly forthcoming.

The instruction in spelling and dictation occupies a very considerable share of time—in some schools a quite inordinate share—and the spelling of the words contained in the principal reader is in general

well known. But composition exercises and dictation tests from other suitable books reveal much uncertainty about the spelling of many common words. At the last examination for certificates of proficiency the word "meant," for example, proved a veritable pitfall. The continued prevalence of mistakes in the spelling of common words affords presumptive evidence of carelessness in the correction of the spelling of everyday written exercises. If these mistakes were carefully corrected every time they came under a teacher's notice, it is unlikely that they would prove so persistent.

Writing is still, and has long been, one of the best-taught branches of our school-work. For a number of years Collins's Graphic Copybooks—a series at no time recommended by the Inspectors—have been in use. These are now to be replaced by a modified Vere Foster series, published by Messrs. Blackie and Son. The new books do not differ very greatly in style from those lately in use, but they offer facilities for more rapid execution, a feature of no small importance. Perhaps the only serious criticism that can be made on the current teaching of writing is that it is painfully slow, in some schools little more than a form of drawing. The proper holding and manipulation of the pen are, however, by no means universally enforced, the discipline being too infirm to secure a due regard to direction in this matter.

Composition continues to show some improvement, and, though unequal, is, on the whole, satisfactorily taught. In many of the larger schools the work done in the upper standards deserves unqualified commendation. The wider reading of matter easily understood, which Mr. Garrard recommends so earnestly, is of special benefit here. The use of the *School Journal* has in this way helped very distinctly to further progress, and a still wider course of easy and varied reading would exercise a great influence for good. The substitution of more interesting reading matter for the Geographical Readers that have come into use during the last few years would allow of much more extended reading of a helpful type within school hours. The Geographical Readers, as we know them, are of very doubtful utility, for they do not effectively teach geographical knowledge, and they do not win children to the habit of reading, as they are devoid of interest, and make no effective appeal to the imagination. Books of this type should not count as "readers" at all. Mr. Plummer writes of the teaching of composition as follows: "Some teachers expect success if they merely require their pupils to write essays week after week. Model compositions are not made use of. In some cases the subjects are not well chosen. As a rule, the subject for composition should be one about which the child has ample first-hand knowledge. He should not be supplied with matter by the teacher, nor should he have to cudgel his brains for it. To prevent monotony of treatment, originality should be encouraged, and the attention of other pupils should be drawn to points of excellence in this respect. Errors in correct statement or in spelling should never be passed over. The writer should always be required to rewrite the faulty sentence or word. Common errors should be dealt with in oral lesson. Instead of dealing with all the errors in a miscellaneous fashion, it is better to take one typical mistake at a time, and let it form the basis of an oral lesson in the correction of a number of sentences containing similar mistakes. A number of teachers do not yet recognize the value of oral composition, and, as a result, make little use of it."

Mr. Burnside, writing of the schools of the south-western district, says, "Composition is the subject in which fewest good results are obtained. In not many of the schools is the work better than satisfactory. For Standard VI proficiency, however, very fine work was shown by the large schools (not of his own district only), there being abundance of matter systematically arranged. . . . . Before an essay is attempted some definite scheme of arrangement should be devised. I fear that many of the errors made at examination are errors that have been made by the pupils many times before, and allowed to go uncorrected. . . . . Essay-writing is the surest test of a school's efficiency—it is a test of a pupil's general reading, of his habits of observation, of his powers of logical arrangement, and of his ability to decide what is essential and what is immaterial."

Mr. Burnside's estimate of the outstanding value of essay-writing and composition as an indication of a school's efficiency I hold to be indisputable. It tests the creative and adaptive power that pupils have gained over the direct and remote elements of their experience, whether gathered from observation, reading, or intercourse with teachers, parents, and companions; and reveals both their reach and their manner of thought. No other branch of school study or practice does this to anything like the same degree; no other study or discipline has so many close and vital links with school-work generally, or is so serviceable for the pursuits of mature life. In comparison with it, arithmetic gives a relatively mechanical and one-sided training—a training in severe accuracy, in dry clearness of statement, and in cold narrow reasoning. I dwell on this with some emphasis because I see growing up around us a tendency to subordinate the adequate and live teaching of composition and English to the teaching of arithmetic, that already usurps even more than its due share of school-time.

The instruction in sentence-structure and in the grammatical aspects of English takes up a good deal of time, but is proving of no great essential service. This is largely due to the want of a sound knowledge of the elements of the sentence—the parts of speech, and the constituent phrases and clauses—and partly to the too prevalent practice of making the questions of old examination-cards issued by the Department the usual basis of instruction, which is in consequence unsystematic and out of living relation to other current work in composition and reading. It would be a distinct gain if these cards were put in the fire; teachers would then more easily discover the advantages of systematizing this part of their work and of keeping it in closer touch with the other departments of English study, and would use their own resources more freely and to better purpose. On this topic Mr. Garrard writes, "The English or grammatical part of the subject is still poor, a fault to be accounted for partly because teachers have too little time to give to the subject, and partly because the subject is not made of living interest to the pupils. The English lesson often consists in pulling to pieces a sentence—divorced altogether from its contex—or in substituting words for phrases or the reverse—tasks absolutely uninteresting to pupils and teachers alike." It is not, I fear, easy to make work of

this kind interesting, but a treatment of it may be in a high degree fruitful in spite of the lack of interest. The substitution of single words for phrases or clauses, and *vice versa*, is an exercise of but little value that has unfortunately been much encouraged by the Department's questions.

The teaching of arithmetic is, in the main, satisfactory, and in many of the larger schools it is good. Mr. Garrard reports thus : " In general, arithmetic is soundly taught. The work of Standard II and Standard V is still the most difficult to deal with, but teachers are paying more attention to oral work in the lower standards, with the result that Standard II is improving. It is chiefly in the smaller country schools that the higher standards come to grief in this subject. More mental arithmetic and a clear setting-out of the various steps in the sums will go far to improve matters." Mr. Plummer writes, " In perhaps half of the schools this important subject is dealt with in a very successful manner. In the other half there is plenty of room for improvement. In many cases the errors are due, not to ignorance of the rules, but to inaccuracy in working. Weak discipline often accounts for this. The weakness in this subject is frequently due to the misguided kindness of teachers in being always ready to ' help lame dogs over stiles.' When the children meet with a little difficulty these teachers immediately rush to their assistance and help them over the obstacle. Far better would it be to let them overcome the difficulty themselves, which they will be able to do if the rule has been properly taught, and if sufficient time is allowed. A difficulty overcome by the unaided exertion of the pupil ceases to be a difficulty for the future. Very often insufficient use of the blackboard may account for the weakness in arithmetic. Not only should the teacher use the blackboard, but the individual pupil should be required to work out the whole or part of the problem on it, and his classmates should be called on in turn to explain the why and wherefore of each step. Mental arithmetic should be freely made use of not only to test a child's knowledge of rules learnt, but also in the teaching of new principles. This part of the subject, I am afraid, cannot be reported as satisfactory."

Mr. Cox writes, " Arithmetic is a subject in which the results are very varied. I have found, however, that where the mental work was good the written work was invariably of the same character. I am still of the opinion that mental arithmetic is not receiving sufficient attention. It is such a valuable aid in the introduction of new work and in the recapitulation of that already overtaken that its daily use would render unnecessary the laborious slate-revision so much indulged in. By the judicious use of mental arithmetic half the rules with which a child has to wrestle may be passed in review daily. The mental arithmetic I have given has been more a test of method than of ' short cuts,' and I have not considered it satisfactory unless a child could explain with some intelligence how the answer was arrived at."

At the central examination for certificates of proficiency (work of Standard VI) a large body of excellent work was received, and, on the whole, the paper was quite satisfactorily done. The chief faults were inaccuracies of working or in copying work, inability to place correctly the decimal point in division sums, and excessive condensation in the solution of problems, leading to want of clearness and system in setting out the successive steps in the reasoning and working. Methods were not often at fault, occasional mistakes in the statement of a proportion sum being the only exception of any note. At examinations of this kind a clear and full setting-out of the steps and the reasoning should always be considered important, and many candidates would gain higher marks if trained to attend to this point.

In a number of the larger schools all the arithmetical work of the Standard VI class is now done on paper. This is a practice that might with great advantage become universal in this class at least. It is a stimulus to neat work, and allows of ready reference to former corrections and criticisms, thus helping to make pupils more careful by making them more sensible of their failure to benefit by former instruction. For such work cheap unruled exercise-books can now be easily procured. The use of separate sheets is not to be commended.

In Standard II the numbers to be dealt with are restricted to 1,000. The field of work is kept thus narrow on purpose that as far as possible the calculations should be made mentally, the answers being given orally or merely recorded on slate or paper. Many teachers, it seems to me, do not sufficiently realize that the arithmetic of this class should be predominantly treated in this way, and consequently use an amount of calculation on slates that is far in excess of what is useful or helpful.

The Board's desire that more attention should be given to instruction in the political and commercial aspects of geography has been given effect to in considerable measure in the course of the year. Owing to the uncertain purport of the regulations dealing with geography, the examination for the certificate of proficiency practically ignored this branch of the subject for some years past, though in the class examinations of Standard VI it did receive a fair measure of attention. The result was that course A received excessive prominence in the instruction. By direction of the Board, the examination for certificates of proficiency this year included a certain specified amount of general geography, and this has in general been satisfactorily taught. This change appeared to me to strain the meaning of the regulations, and it was solely for that reason that I did not think it advisable to introduce it on my own authority. Whether this opinion was well founded or not need not be discussed here, and the change can be welcomed as likely to make the teaching of geography in the public schools more useful and practical.

Speaking of this subject, Mr. Stewart says, " Geography is not taught in a satisfactory manner. There is far too much book-work and too little direct observation of nature. It is clearly the intention of the syllabus that in the main it (course A is meant) should be taught as a branch of nature-study. In our large town schools conditions interfere very largely with such a method, but many of the country schools could carry out this branch of nature work to great advantage. In the small one-teacher schools it should always find a place in the scheme of work. The teaching of geography B is now receiving more adequate attention, and if teachers adopt the combined method of oral lessons and the reading of suitable books, I see no reason why satisfactory progress should not be made."

Mr. Burnside's estimate is more favourable. He says, "Geography A is handled in an intelligent manner in most of the schools. It is apparent to an examiner, however, that in many cases too much reliance is placed upon the text-book. . . . When taught by the use of a reader alone, geography B has been found by our teachers to produce results not at all satisfactory. It is customary, therefore, to draw up a scheme of work in geography B for each class. In this way the subject is becoming more valuable and instructive. I should like to see more attention to map-drawing. It must not be forgotten that, to teach geography with success, the teacher must have a wide and varied knowledge of the subject, and at least a passing acquaintance with the methods of the practical sciences."

Mr. Plummer's remarks are also worth transcribing: "Many teachers have handled geography A in a very creditable manner. Some, however, seem to think that the requirements of the syllabus can be fulfilled by the use of a text-book in the hands of a pupil. In their schools, needless to say, the result is poor. A fair proportion, again, rely on oral teaching, more or less skilful, in school, forgetting all about the child's powers of observation, and the necessity of making use of them in a practical way. No lessons are taken outside. To some of these teachers it has come somewhat in the nature of a shock to be told that they are expected, when taking a course of lessons on the work of a river, to take their pupils to the side of a stream near at hand, or, when dealing with the work of the sea, to take them down to the beach. Better methods are now used in teaching geography B, and, as a rule, our pupils are acquiring some definite knowledge of political geography."

On the whole, we may conclude that satisfactory progress is being made in the teaching of this subject, and that the aims of the Inspectors in directing its methods and scope are calculated to secure its continuance. It is likely that the regulations dealing with the subject will soon be modified, and one may hope that the discredited "reading-book" method of dealing with it will be discarded. Should this method be continued, more suitable "readers" than any now available will be urgently needed.

What Mr. Burnside reports about drawing is, I think, fairly applicable to the whole of the Auckland District: "Freehand drawing and memory drawing are generally of good quality, while much of the brush drawing and flat-tinting is admirably executed. Model-drawing does not show to much advantage."

Mr. Plummer mentions his finding in some schools an insufficient number of exercises, and the same fact has repeatedly come under my own notice. This is probably due to too much time being taken up with each exercise. "Many teachers make the mistake," Mr. Stewart writes, "of using too many crutches; the centre line is either ruled or the paper is creased instead; children are allowed to measure with rulers or folded paper; in some cases I have found actual tracing; eye-judgment is almost entirely neglected in country schools, and pupils are often allowed to draw in a series of very short strokes, instead of being trained to develop the art of drawing with a sweeping light line. In some of the model-drawing at the Proficiency Examination I was surprised to find all the straight-line work done with rulers. *All these practices should be banished from the schoolroom.* Drawing from simple objects does not receive the attention that it ought. It makes the subject more interesting to the younger children."

I am of opinion that the drawing of objects should hold a much more prominent position in the syllabus and in the work of our schools than it now does. What is the practical value of being able to make a good or satisfactory copy of another's drawing on the flat? Yet this is all that the great majority of our pupils ever attain to. The direction in the syllabus that only "objects such as have no appreciable thickness" are to be used in the drawing of the first three standards makes it impossible to lay a foundation for object-drawing in the lower half of the school. In this matter the syllabus is behind the times. Free-arm drawing is practised in a considerable number of schools, especially in the larger ones and in the lower classes. Much good work of this kind comes under one's notice in a year, but it is sometimes used to little purpose through the want of skilful direction. Mr. Stewart remarks that freehand drawing from the flat "is almost without exception good in those schools which take free-arm drawing on blackboards in the preparatory classes and in Standards I and II." Speaking of country schools, Mr. Cox notes that "where teachers themselves have been through a course of lessons the brush drawing is usually very satisfactory."

When oral lessons are given in history, or oral lessons are combined with the reading of a History Reader, pupils usually show a fair knowledge of what has been taught. In other circumstances very little knowledge of the subject is gained, and an interest in the story of our country and its great men is, I fear, but seldom kindled. A change in the History Readers to be used in the schools has now been made, two books—an elementary and a more advanced one—being authorized. As these books are written in simple language, it is hoped that the reading of them in combination with oral lessons and a due amount of revision will place the treatment of this subject on a more satisfactory footing. For lasting knowledge revision is indispensable. If a separate History Reader for each standard class could have been provided, the gain would doubtless have been still greater.

Mr. Plummer, the only Inspector who this year attempts an estimate of the work in civic instruction, says it is generally satisfactory. In the light of my experience, this estimate is not ungenerous. Mr. Cox very justly remarks that teachers often attempt too much. An instance of this is afforded by the too frequent attempt to teach all the steps that a Bill in Parliament goes through before it becomes part of the law of the land. It should suffice if children learn the great functions of Parliament—fixing the general taxes we are to pay, settling how this revenue is to be expended, and making laws for the general good of the country and for the protection of life and property. Things that come home to the observation or experience of the older children are far more worthy of fuller consideration. The raising and expending of local taxes or rates; the election of members of public bodies; the work of the police and of Courts of Justice; the work of banks in keeping money safe, in transmitting payments to distant places, and in lending money to prosperous traders; the different kinds of money and of instruments acting as money, and their convenience; direct and indirect taxation, and its

incidence in either case; the function of the Arbitration Court in adjusting disputes between employers and employees—are topics of this kind that might well be treated pretty fully in most schools. A more detailed and precise indication of a good course of instruction in this important subject might well be included in the revised syllabus that is expected to be issued soon. The fact that it does not count for gaining certificates of proficiency makes it of little account.

In nature-study a good deal of satisfactory and educative work is being done, though much of it is marred by faults of method, especially by the too ready communication of explanations that pupils should gather and indicate or formulate as the result of their own observation and reflection. Difficult subjects—the functions of green leaves, for example—are often dealt with prematurely, and without using simple experiments to clearly disclose the operations to be observed and explained. It is quite possible in any school to arrange simple experiments to show that green leaves give off a gas of some kind—it can even be seen on the leaves of green plants growing in a pool of still water after the sun has been shining on them for some time—yet that this is the case is by no means always demonstrated before the entire operation is told in detail and explained. Similar remarks may be made about the presence of starch in leaves during the daytime, its absence after some hours of darkness, and the steady loss of water from leaves fully exposed to the air—facts which can be demonstrated in any school without difficulty. In all such cases the facts or operations must be seen or demonstrated before any explanation of them is considered or offered. It is only thus that the explanation comes as a true satisfaction to the mind, and it is at the same time more intelligible and more impressive. Animal-life and familiar animal forms are in general much more satisfactorily handled, and specimens and blackboard drawings are often used in combination in their treatment. It is a mistake to take up the study of even the more obvious living processes of plants at too early a stage. It should never be attempted in the primer classes, and is hardly in place below Standard II. From Standard I upwards, pupils should be trained to take notes of all nature-study lessons, and also to make drawings or sketches in illustration of the subjects treated. This is too often neglected. A special exercise-book is needed for the purpose. Teachers interested in the study of plant-life, whether in agricultural classes or in nature-study ones, will find much help in a little book published by Messrs. Blackie and Son at 8d., and entitled "Seasonal Botany"; but it is mainly for fairly advanced work that its many simple experiments would be of use.

In the larger schools, lessons in elementary science are successfully handled. Commonly the experiments are demonstrated before a class, the pupils acting only as interested observers. This method of instruction is in most schools the only practicable one, and it seems to me to be quite unduly depreciated nowadays. Easy lessons in simple chemistry are usually taken in addition to a very elementary course of physics. The composition of the air, its relations to the processes of breathing and burning, and to the nutrition of plants through their green leaves, should be mastered in every school. Heller's "Elementary Experimental Science"—a book used in one or two of our more influential schools—hardly touches on these topics, and needs to be supplemented by a series of lessons on them. In country and village schools above Grade III, elementary agriculture is generally taken up. None of the Inspectors touch on this important subject, and I have not come much into contact with schools of this class. Though to a certain extent the leading theoretical principles are fairly taught, I am of opinion that the teaching, broadly regarded, is disappointing, and that the considerable expense the Board has incurred in recent years to improve this department of educational effort has not as yet reaped an adequate reward. Clearly arranged notes of the teaching, and especially of the practical and experimental work on which it should be based, are not, so far as I am aware, very commonly kept by pupils. A definite course of work that could be overtaken without strain in the average country school, divided into sections for consecutive years (as far as such division is practicable), is still a desideratum, and an effort should be made to provide it. As changes of teachers are rather frequent in such schools, a common definite course of work is all the more needful. At the same time, I feel that the farming public expect the public schools to do more in this direction than can be reasonably looked for. They fail to recognize the limitations of the pupils' general knowledge.

It has been suggested to me by Mr. Grierson that were the capitation grant allowed for the teaching of elementary agriculture paid directly to the head teacher, or to the Chairman of Committee of a country school, local contributions and services, and enthusiasm for the work, would be more readily forthcoming; and I think this is true. Many teachers, I have reason to believe, have been greatly discouraged by difficulties and prolonged delays in getting supplies of needful appliances for the practical and experimental work, while one or two teachers have for this reason given up applying for recognition of their classes. The present divided direction of this work is certainly unsatisfactory.

School gardens worthy of the name are but rarely seen—I mean gardens used for the study of the culture and manuring of cultivated plants. Indeed, there are not by any means as many ornamental gardens, either in country or in town schools, as one might expect to see. The holidays often involve an awkward break in the attention to these, and in the later half of the year weeds assert an unwelcome predominance. Teachers are, however, getting to realize that education may be greatly helped by such aids as school gardens afford.

The spread of blackberries and gorse in school glebes has become, in a number of districts, a serious evil, with which it is difficult to cope. Teachers when pressed to clear the land can often justly say that the present situation was not created by them, but is a legacy from their predecessors. The Board would do well to devise some effective way of clearing these lands, otherwise they must prove useless for the purposes for which glebes were provided. Mr. Stewart paid special heed to this matter.

The Inspectors in their reports to me do not touch on the subject of health. I have given some attention to it during the year, and fear that the instruction is in general disappointing in scope and thoroughness, and consequently in practical utility. In some smaller schools no programme of work had been thought out at the time of my visits. In some of the larger schools things are much better,

and in a few cases a suitable course of first aid has been creditably carried out. The mode of spread of the common infectious and contagious diseases that so seriously affect school attendance, the importance of isolating the sufferers, and the use of disinfectants are especially deserving of consideration in the higher classes of all schools. Here, as in elementary agriculture, a more definite scheme of work of not too comprehensive scope would be of great benefit. I have no very robust faith in wide programmes from which teachers are to make suitable selections for the instruction of their pupils; narrower, more definite compulsory courses would in many cases lead to better instruction.

Needlework is very satisfactorily taught when sufficient time is allowed for the lessons. In the larger schools it is almost impossible to provide sufficient time, an hour a week or less being all that can be spared in the higher classes. In view of this, the work in these schools is as good as can be expected. The improper holding and use of the needle is still too much in evidence, owing mainly to the demands on the teachers for directions in fixing work. The classes are also often larger than is desirable.

In most schools singing is as well taught as can be expected for the time allowed for the lessons: it is sometimes no more than half an hour a week—a period to which I always object—and is rarely a full hour. In a good many cases it is surprising that so much should be accomplished in the short time available. As a relief and change in the routine of school-work, the singing of a snatch of a song is still less widely used than is desirable.

Drill and physical exercises are well taught in the larger schools, and in general at least satisfactorily in the others. Deep-breathing exercises of a suitable kind, taken before school opens in the morning, are in common use, and might well be in use everywhere. The cadet movement continues to be most popular, and the great ambition of the younger boys is to grow big or old enough to join the cadets. The discipline of the schools has greatly benefited by the able direction of this work by various members of the school staffs. Dumb-bell and Indian-club drill are often most creditable.

Most of the large primer departments continue to be well directed and well taught. "In these," as Mr. Garrard points out, "it is quite exceptional to find a pupil who does not like school, and the air of business-like interest and of pleasurable attention that pervades them is highly commendable. This result is largely due to the fact that lady taechers in charge of primer departments have given much time and thought to the question how best to educate young children." I may add that they have ever been ready to learn from the experience and success of the more gifted leaders in their own ranks. In the smaller schools—those with one or two teachers—the difficulties of the situation are much greater, and the work of the primers, though less satisfactory, is usually as good as can be looked for, and is sometimes highly creditable.

The order and discipline continue to be highly satisfactory in all but a very small minority of the schools. In this matter the large classes of the city and suburban schools, as well as those of the other larger centres, reflect great credit on the headmasters and assistants; and the same can be said of many of the smaller schools also. Considering the large number of inexperienced teachers who have had to be employed in recent years, it is most gratifying to find Mr. Cox, whose schools are nearly all small ones, able to write: "It is very rarely that one finds a school where the authority of the teacher is treated with anything but the greatest respect." No better testimony to their tact and good sense need be desired.

I have no desire to depreciate the value of the instruction in woodwork and cookery now given to the pupils of Standards V and VI of the larger schools, but I would again draw attention to the fact that the taking-up of this work curtails the time available for teaching the general studies laid down in the syllabus by about two hours and a half per week on the average. Work for which twenty-five hours a week were formerly available has now to be overtaken in twenty-two hours and a half, though there has been no appreciable diminution in its amount. Under the newly issued regulations for cadets fifty-two hours per year have to be devoted to drill, which means that the time required for this is being increased by a quarter of an hour each week. In this way nearly three hours a week have been cut off from the time formerly available for teaching the general course laid down in the syllabus. In view of this, I am of opinion that the question of lengthening the school hours of the upper classes in our schools calls for serious consideration. An extension of school hours is not likely to be welcomed by teachers, but the example of other educationally enlightened countries may well weigh with us in deciding the question. I am decidedly of opinion that for adequate instruction in such subjects as civics, health, elementary science and agriculture, and singing, more time is needed than can be devoted to them in the larger schools under existing conditions.

Mr. Grierson's report to me for the year discusses at considerable length the general question of school inspection and examination in the district, and I would commend his suggestions to the consideration of the Chief Inspector soon to be appointed by the Board. Regarding the keeping of registers, he writes as follows: "In no other detail of country teachers' duties does the occasion for dissatisfaction so frequently occur as in the marking and keeping of registers. It was necessary in the earlier part of the year to report on a large number of instances of gross carelessness in this direction. Some of the most important records, in some schools, had been entirely neglected. In view of the fact that we had been working under existing conditions for upwards of three years, such a state of affairs was highly discreditable to all responsible for it. In the latter part of the year a marked improvement had taken place. I wish to proffer a word of appreciation and encouragement to those teachers of my district who do not come under this condemnation. In the town schools under my supervision punctilious attention to all such matters prevailed."

Writing of "schemes of work," Mr. Grierson says, "The remarks made under section 'Registers' apply here with equal force. I might add that in many country schools there is still much room for improvement in the fulness, clearness, and arrangement of the schemes."

I am in a position to say that the carelessness shown in keeping registers and in preparing and improving schemes of work, on which Mr. Grierson has remarked above, is exceptional, and does not prevail in the districts under the charge of the other Inspectors.

"The dairying industry," Mr. Grierson writes, "is rapidly expanding in the north central district. I append, without comment, a brief statement from which a general idea may be obtained, in the case of a typical school, of its bearing and probable influence on the lives of the pupils.

"Roll-number of Classes S4–S7	38 pupils.
Number of milkers (same classes)	18 pupils.
Average number of cows milked per child	6 cows.
Average distance from school	2 miles.
Average time of starting work	5 a.m.
Average time of finishing work	7.15 p.m.

"*Note.*—Seventeen of the eighteen milkers are males. The largest number of cows milked by one child is nine, and the smallest two. One boy of ten years milks eight cows and walks two miles and a half to and from school, respectively."

The Board will no doubt feel much indebted to Mr. Grierson for this interesting and explicit statement. Mr. Stewart has drawn attention to this deplorable evil already, and he thinks its ill-effects, from the teacher's point of view, are due as much to want of sufficient sleep as to the fatigue that must often ensue from such continuous unvaried exertion.

Mr. Plummer suggests that an effort should be made in suitable districts to close a number of smaller schools, and convey the scholars to a larger central school; and he mentions that this plan is working successfully in a few cases in the education districts of the South Island. In two or three instances I have urged on the Board the adoption of this arrangement, but local opposition has been too strong to be overcome. It is, however, highly desirable that the plan should be tried under favourable conditions, as its advantages are obvious enough. Unfortunately, acquiescence on the part of the parents concerned is a very necessary favourable condition, and it has not yet been secured, but it would, I think, be worth a trial, in spite of this drawback, if conditions were otherwise favourable.

Mr. Plummer offers another suggestion that deserves serious consideration. "In the employ of the Board," he says, "there are a number of teachers in charge of small schools who are lacking in experience, but are very anxious to improve in their profession. Owing to a variety of causes, they had little or no training before taking up their present positions, and cannot see their way to make the necessary sacrifice to serve for a period in the Training College. In order to assist them, I think it would be a wise thing to employ an *organizing* teacher, whose duty it would be to spend a limited time in each of their schools, giving these teachers the benefit of his special skill. He might improve the time-table, reorganize the school if necessary, and take entire charge for the time, and show the teacher how the school should be taught. An Inspector, being not more than one day at a time in a school, can do but a limited amount in this direction. The improved efficiency of many of our smaller schools would soon justify the increased expenditure entailed by the adoption of such a plan." The time required to give effective help to teachers of this class is, I think, altogether beyond what an Inspector charged with his present duties and responsibilities can give. Probably it would in most cases amount to not less than a fortnight. It takes a considerable time to learn exactly where the pupils stand, what basis (if any) of accurate assimilated knowledge they possess on which as a sound foundation one can begin to raise the superstructure. This is the difficulty that imposes sharp limits to the help an Inspector can give a teacher under present conditions. Moreover, an Inspector has to form and express in some way an opinion of a teacher's skill, or want of skill, in his professional work, and this demands that he must observe his work for a considerable time. Classification and grading of teachers could not be provided for on other terms. Mr. Plummer's suggestion seems to me well worth a trial, but the term of the organizing teacher's visit would have to be sufficiently long to really answer its purpose.

Mr. Plummer's remarks on the spirit in which the teachers as a body undertake their duties may be quoted as sufficiently representative of the Inspectors' opinions. "Speaking generally, I have found that our teachers perform their duties in a thoroughly painstaking and conscientious manner. In cases where a reasonable amount of success has not crowned their efforts, the result has been due mainly to lack of experience and skill, not to absence of necessary zeal. Though there are some few who seem unable to rise above the level of mediocrity, and are content with the boasted successes of past years, the great majority are always striving to improve, and are ever ready to receive and adopt hints and suggestions which may help them to do so."

I shall soon be retiring from my position as Chief Inspector under the Board. During my term of service the teachers of the Auckland District have greatly improved the efficiency of their work; their teaching is marked by increasing intelligence and enthusiasm; discipline has grown firmer and milder; and a brighter spirit of work has blossomed out among the pupils. The old traditional picture of the schoolboy trudging unwillingly to school is becoming with us less and less true to life. As a body our teachers have risen to their responsibilities in a way greatly to their credit. For their zeal and diligence, for their ready effort to improve themselves in all desirable directions, they deserve in a high degree the appreciation and confidence of our people. It is a pleasure to me to be able honestly and in all sincerity to make this final acknowledgment of their merits, and to thank them for the high level of educational achievement they have so long maintained.

My obligations to the Inspectors, present and past, associated with me during my term of office are also very great. Whatever progress has been achieved under my direction is very largely due to their faithful and skilful co-operation.

I have, &c.,

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

The Chairman, Education Board, Auckland.

TARANAKI.

SIR,— Education Office, New Plymouth, 31st March, 1910.

We have the honour to submit our annual report for the year ending the 31st December, 1909.

At the beginning of the year eighty-eight schools (including eight half-time schools) were in operation, and during the year new schools were established at Kina and Pukeho.

The following table contains a summary of the examination-results :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	106	100	14 10
„ VI	330	313	13 10
„ V	474	455	13 3
„ IV	629	602	12 1
„ III	689	672	11 4
„ II	668	631	10 3
„ I	706	683	7 11
Preparatory	2,204	2,039	7 1
Totals	5,806	5,495	11 4*

* Mean of average age.

The mean of the average ages is virtually the same as that for last year.

Compared with the return for 1908, the roll-number shows an increase of 469, while the increase in the number present at the inspector's annual visit was 399.

STANDARD VII.—There has been a slight falling-off in the number of pupils in Standard VII. Those teachers in the smaller schools who undertake the self-imposed task of giving the children in the backblocks some of the advantages of a secondary education deserve every credit, and it is worth the consideration of the Department whether such teachers should not receive a special grant for the extra work they have so willingly undertaken.

CATHOLIC SCHOOLS.—The work done in these schools still continues to compare favourably with that done in the State schools of this district.

The following is a summary of examination-results for each of the Catholic schools examined and inspected by us :—

Convent Schools.	Number on Roll.	Present at Annual Examination.	S6 Certificates granted.		Quality of the Instruction.	Order, Discipline, and Tone of the School.
			Proficiency.	Competency.		
New Plymouth	101	98	4	3	Good ..	Very good.
Inglewood	87	87	6	1	Satisfactory	Satisfactory.
Stratford	118	111	1	..	Satisfactory	Very satisfactory.
Opunake	65	59	..	..	Very fair..	Good.

READING.—In a number of our schools there has been a noticeable improvement in the treatment of this subject. Last year we had to report that many of the lessons we had seen given lacked that essential of any successful lesson, a definite predetermined and well-thought-out aim, and, as a consequence, we too often looked in vain to see special treatment given during the course of a lesson to any one of the elements of good reading. This year, however, more attention has been paid at least to the subsidiary features of the mechanism of reading, and more definite and intelligent methods have been adopted in order to secure purity of enunciation and readiness and correctness in syllabification. And it is pleasing to note that an increasing number of our more painstaking and earnest teachers, not content with teaching the merely mechanical side of reading, go beyond this stage, and set aside a time for special lessons on some of those principles of reading that tend towards elocutionary effect, such elements as pitch, volume, pause, or duration forming the subject of a lesson in itself. We are satisfied that until this practice of having a definite aim becomes more common the reading will fall far short of the standard that we wish to reach. Though, no doubt, the limited time at the disposal of the teacher makes it almost impracticable that in every reading-lesson the special aim should be rigidly followed, yet the departure from the predetermined plan should not be so great as to completely hide the aim that was intended to form the main subject of the lesson. Far too often, however, in the hands of our weaker teachers a reading-lesson resolves itself into a mere hearing-lesson. The teacher follows on the old traditional lines of hearing each individual pupil read a paragraph or portion of a paragraph, and then correcting in a more or less perfunctory fashion some of the errors that occur. Such purposeless treatment renders the lesson in a large measure lifeless and ineffective. No one denies that the pupils must have plenty of practice, but it should be methodical and intelligent practice, and not the mere repetition of words.

PHONIC DRILL.—The charge is frequently levelled at our schools that sufficient care is not taken to cultivate in the pupils a refined habit of speech. We are afraid there is some justification for this charge. A large proportion of the children when they enter our schools have already acquired habits of slovenly speech and defective methods of breathing in connection with the organs of speech. Many teachers seem to overlook the fact that the speaking mechanism itself has got a defective bias, which can as a rule be best remedied by a course of phonic drill. The vocal organs must be exercised or drilled in such a way that they acquire the power of producing pure vowel and consonant sounds. Intelligent and systematic practice in correct speaking will gradually overcome such common defects —the result largely of the child's surroundings outside of the school—as distorted vowels, the clipping of words, and the smothering of certain verbal endings ; but such practice must be based on a knowledge of the elements of phonics.

WRITING.—This subject has been on the whole carefully and intelligently taught. In the majority of our schools the lessons are becoming less aimless. The teacher realizing that it is not sufficient to require the pupils to make a faithful drawing of the headline, aims at more than that. He decides beforehand that a certain element or combination of elements of writing require special attention in the lessons, and insists that the pupils' efforts are concentrated on those difficulties. Hence we find the blackboard, as it should be, more often used to illustrate common defects. Where transcription-books are used in addition to copy-books we should like to see entered in them exercises specially framed to remedy certain errors, and to emphasize by repetition certain common difficulties. A few of the teachers that use blank exercise-books in place of copy-books do not exercise sufficient judgment in selecting the copies set on the blackboard. They are not as carefully graded as they might be, and too many difficulties are not infrequently crowded into one headline. We are of opinion that before a teacher substitutes blank books for copy-books he should plan out beforehand a well-graded series of lessons of his own, and make a thorough study of the style of writing he intends to adopt. It is gratifying to note that it is becoming a more common practice for the teacher to have the headlines written on the blackboard before the school-work commences for the day, and also that greater care is being taken to see that the headlines are in strict conformity with the system of writing taught in the school. A noticeable and serious weakness in a few of our larger schools is the absence of a definite standard of method and treatment throughout every department of the school. It should certainly be the duty of the headmaster to satisfy himself that from the P. classes to Standard VII the writing is so graded that no class has to unlearn what has been previously taught and practised in a lower class, and that there is no break in the continuity of the work. While we are pleased to be in a position to report that the supervision of the pupils' general clerical work has been closer and more insistent than previously, we would like to point out that on account of a lack of such supervision the use of pads instead of slates is likely to be productive of writing wanting in uniformity and neatness. We should also like to emphasize the importance of regular pen drill, which we are convinced does not receive the attention in the lower classes that its importance merits. A slovenly way of holding the pen is generally acquired in the lower classes.

DRAWING.—There has been a decided improvement in the finish, accuracy, neatness, and systematic arrangement of the freehand drawings in the drawing-books ; and there also has been more care displayed in the grading of the copies for each standard. Far more discretion might be shown on the part of some teachers in the selecting of suitable copies. The designs chosen are not such as will tend to cultivate freedom and boldness of style, being small and scrappy in character, and unsuited for the practice of such essential principles as proportion, balance, repetition, and radiation. The treatment of geometrical drawing has been somewhat disappointing. The problems certainly are, as a rule, neatly and methodically entered in the drawing-books, and in most cases are regularly taught ; but the pupils are not generally required to memorize even the more important problems. Unfortunately, there is a tendency in this and other subjects to avoid the drudgery of memorizing, as if memorizing was synonymous with cram. In school, as in the world, uninteresting work must sometimes be done, and the sooner the pupil is taught to recognize this fact the better it will be for him in his after life. Moreover, it is not cram to fix in the memory what has previously been intelligently explained and thoroughly understood. In regard to design-drawing in the higher standards, a little more scope and encouragement might be given to the pupils to exercise their own originality. This subject lends itself to what should be one of the essential aims of education—the creating and strengthening the child's power of initiative.

SPELLING.—The efficiency of this subject varies considerably. If we were to judge from the results of our special tests, we could not do otherwise than conclude that spelling and dictation are, on the whole, particularly well taught ; but when we examine the general spelling that occurs throughout the ordinary school-work we are forced to report that frequently there is a great falling-off in the general spelling, which does not compare at all favourably with the set work. This weakness is probably due to the fact that many teachers unduly confine their attention to the words in the Reader. It might well become a more common practice for the teacher to draw up (apart from the text-book) lists of common words which his experience must have taught him are stumbling-blocks to the average pupil in his general clerical work. More frequent practice should be given in the words the pupil is in the habit of using, and which he finds difficult to spell. This would necessitate the careful recording of all the errors noted in the composition essays and other written exercises. Some of our more experienced teachers are beginning to realize the valuable bearing of derivation as an aid to spelling.

GEOGRAPHY.—As a rule, mathematical and physical geography have been satisfactorily treated on the lines laid down in the syllabus, and the pupils answered very creditably indeed the tests in this subject, which were specially framed to guard against the learning of definitions and description by mere rote. We should, however, like to emphasize the fact that simple apparatus and other devices should be more generally used in the teaching of this subject. Political and commercial geography, on the other hand, is in a lamentably weak condition. Pupils who have gained proficiency certificates leave our schools with a woefully limited knowledge of this important branch of geography. For

instance, it is not unusual to find pupils even in Standard VI ignorant of such simple facts as the position on the map of the world of such countries as Austria, Japan, and China, or of such important commercial centres as Birmingham and Manchester. This state of things has gradually arisen since the introduction of the new syllabus, and is no doubt largely due to the indefinite and limited requirements demanded in this subject. Under the old syllabus this branch of geography was a comparatively strong one. The present syllabus calls for immediate revision in the direction of defining at least the minimum of work in political and commercial geography required for each standard. As a fair proportion of Standard VI pupils that passed on into the secondary schools take geography for Junior Civil Service and other examinations, this want of a reasonable grounding in this subject in the primary schools is proving a serious handicap to them when they are preparing for these examinations.

History.—Again we have to report, as we did last year, that the teaching of history has proved most disappointing in those schools where it is still treated solely as a reading-lesson. In some cases this unsatisfactory result may be attributed to the teacher, who has neither taught the lesson in an intelligent manner nor insisted on the pupils making some of the more important facts their own; but, on the other hand, in not a few cases where the treatment of the lessons has left little to be improved upon, the same disappointing results arise, partly, no doubt, on account of the unsuitable nature of some of the text-books used, but mainly on account of the fact that the reading-book cramps the intelligent teacher, and deters him from throwing his own personality into the lesson.

Arithmetic.—While there has been no very marked advance made in this subject, there has certainly been no backward movement. The results of our tests lead us to hope for greater accuracy and rapidity in the mechanical processes during the coming year. It is encouraging to note that the treatment of the subject in the lower standards has been more on the lines we recommended in our last annual report. Teachers are showing more judgment in the use of mechanical devices by not unduly prolonging their use, and thereby retarding the child's progress in the manipulation of simple abstract numbers. The child's memory is now being called upon to do its fair share of the work. Results arrived at by concrete methods are now being stored up for ready and quick use when required. It is not an uncommon experience to find that when a pupil is required to work a sum in which there is a considerable amount of mechanical drudgery, though it may be simple enough in other respects, he loses heart, and fails to complete the work. Every effort should be made by the teacher to train the pupils to acquire perseverance in dealing with such sums that require more than ordinary application.

Composition.—The treatment of composition, especially of essay-writing, has been somewhat more systematic and progressive. The elementary principles underlying the construction of an essay have been more intelligently and regularly taught. Teachers are beginning to recognize the value of the paragraph as the unit of an essay, with the result that the subject-matter of the essays is more logical and fuller in details. Another phase of essay-writing that has received more attention is that of variation. In some of our schools where the teaching is up to date, the essays given in gave undoubted evidence that this principle had been well and fully treated. In our last annual report we recommended that special lessons might be given to show the necessity of selecting suitable introductory adverbs and phrases of reference; but, though this has been done in several schools, the practice is not nearly so common as it might be. Until the pupils have received a regular training in the use of connecting words, especially between paragraph and paragraph, their essays, as is too often the case now, will be marred by want of sequence and logical dependence. We still find that the pupil's knowledge of the commonest rules of syntax is frequently very vague and uncertain—so vague and uncertain indeed that it proves a most unreliable guide when applied to test the grammatical correctness of the essays they have written. And it seems to us that this vagueness and uncertainty must continue to exist as long as grammar bearing on composition occupies such a relatively subordinate position in the school-curriculum as it does now. While the limitations—more imaginary than real—placed by the syllabus upon the teaching of formal grammar have led some of our teachers to almost entirely discontinue giving special lessons on it, we are pleased to note that our best teachers, taking a broader view of the spirit and requirements of the syllabus, and recognizing that the principles of grammatical laws underlying composition must be taught, and taught systematically, are giving regular and consecutive instruction in this subject. Lessons on even such simple elements in composition as "The Use of Capitals," "Punctuation," and "Easy Substitutions," to be treated successfully, must be based on the knowledge of grammar, otherwise they are doomed to failure. Then, again, no far-seeing teacher can overlook the value of grammar to those pupils who intend to proceed to a secondary school, and it is a common complaint of secondary-school teachers that pupils come to them from the primary schools unprepared in respect to critical language-study. We have made it a rule to require teachers to keep in some form or other the essays written by their pupils during the course of the year, and it is our practice to look carefully over them during our inspection-visits to ascertain among other things how the subject has been treated, whether this work has been taken as regularly as it should be, and whether they have been corrected carefully and regularly. Not infrequently we have found that serious errors have been overlooked, and the corrections that had been made have often been so indefinite as to be of comparatively little value to the pupils. In many cases more systematic methods of correction should be adopted. All corrections should be rewritten by the pupil in red ink at the foot of each exercise. More attention should be given to the punctuation and formal arrangement of an ordinary letter. The addressing of the envelopes was also weak.

Discipline.—As far as the negative quality of mere absence of disobedience and disorder is concerned, the discipline in our schools leaves little to be desired; but, as far as the positive qualities of responsiveness, alacrity, brightness, life, and fire is concerned, the discipline still leaves room for improvement. Another matter in connection with discipline that requires some attention is the question of insistence on promptness in carrying out of orders. It is common for us to hear a second order given before a previous one has been carried out by every member of the class. In those schools in which the pupils were conspicuous for their want of responsiveness and alacrity the teachers them-

selves were almost invariably lacking in verve and enthusiasm. The mental atmosphere of these schools was heavy and lifeless. As children are quick and close imitators, and particularly susceptible to the influence of their surroundings, the teacher should make every effort to create an atmosphere of brightness and mental alertness.

School Environment.—In the majority of the schools in this district the teachers and committees have been exceptionally active in their endeavours to beautify the school grounds and premises. Our aim is that each school shall be so brightened by means of suitable pictures, &c., tastefully arranged on the walls, and the grounds so beautified by flowers and shrubs that the school environment will be a centre of refining influence not only for the pupils but for the school district itself. There is no doubt that this influence will be carried from the school to the home, and make itself felt in the after-life of the pupil. It is also gratifying to be able to report that the supervision of the playground during recess by the teachers has been more regular and systematic. As an incentive to greater efforts in the direction of improving the grounds and surroundings, we instituted at the beginning of the year a system of marks. We were heartily supported in this matter by G. Tisch, Esq., the Mayor of New Plymouth, who generously donated a shield to be awarded each year to the school gaining the highest aggregate of marks. Oaonui was the first school to secure the honour of having its name inscribed on the shield.

Management.—We frequently look in vain for that close relationship which should exist in the work of each room in those schools where there are more than one teacher. In many schools this is a serious weakness which makes itself felt as a retarding factor in the progress of the pupils. There should be a clear and definite understanding between the headmaster and his staff in regard to what may be called the policy of the whole school. The schemes of work for each class should be so graduated not only as to matter, but also as to method that there should be an unbroken line of advancement from the lowest to the highest rung of the school ladder. It is not, surely, too much to expect that the headmaster should keep himself closely in touch with the work of every department of his school, and thus be in a position by advice and suggestion to remedy any defects that may be noticeable in the work of his assistants.

Results.—The following table shows the State schools that gained the highest results in 1909 :—

School.	Quality of the Instruction.	Order, Discipline, and Tone of the School.
Stanley	Excellent	Excellent.
Okato	,, ...	Very good.
Hillsborough	Very good	,,
Kaimero	Good	,,
Makahu	,, ...	,,
Norfolk	,, ...	,,
Puniwhakau	,, ...	,,
West End	,, ...	,,

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

The Chairman, Education Board, Taranaki.

WANGANUI.

Sir,— Education Office, Wanganui, 31st March, 1910.

We have the honour to present our report for the year ended 31st December, 1909.

The following table has been compiled from the returns furnished by the teachers in connection with their annual examination. The number of pupils attending the ten Catholic schools is not included :—

Table Ia.

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.)...	273	255	14 11
,, VI	912	873	13 11
,, V	1,242	1,198	13 2
,, IV	1,465	1,432	12 3
,, III	1,602	1,559	11 4
,, II	1,619	1,579	10 3
,, I	1,735	1,683	9 1
Preparatory	5,117	4,692	7 0
Totals	13,965	13,271	11 6*

* Mean of average age.

The following are the numbers from the Catholic schools :—

Classes.	Number on Roll at Annual Examination.	Present at Examination.	Average Ages of Pupils in each Class.
			Yrs. mos.
Standard VII	11	11	15 5
„ VI	69	67	14 4
„ V	87	86	12 11
„ IV	81	77	11 10
„ III	120	119	11 1
„ II	87	83	10 0
„ I	99	97	9 2
Preparatory	358	344	6 10
Totals	912	884	11 5*

* Mean of average age.

The total number of pupils on the rolls of the inspected schools in the district at the time of the annual examination was therefore 14,877.

Table Ib furnishes a comparison with the numbers given in 1908.

Table Ib.

Classes.	Number on Roll, 1908.	Number on Roll, 1909.	Average Ages, 1908.	Average Ages, 1909.
			Yrs. mos.	Yrs. mos.
Standard VII	246	273	14 10	14 11
„ VI	851	912	13 11	13 11
„ V	1,231	1,242	13 1	13 2
„ IV	1,451	1,465	12 3	12 3
„ III	1,637	1,602	11 2	11 4
„ II	1,583	1,619	10 3	10 3
„ I	1,644	1,735	9 2	9 1
Preparatory	5,005	5,117	7 1	7 0
Totals	13,648	13,965	..	..
Catholic schools	778	912	..	..
Totals	14,426	14,877	..	..

From this table it will be seen that there is still a steady increase in the number of pupils attending the primary schools in our district. In the last five years there has been an increase of over two thousand pupils.

The average ages in the various classes show very little change, but there is still a somewhat high percentage of pupils in P. classes. In 1908 the percentage for the Dominion was 34·27 ; in our district in 1909 it was 36·6. In the 1908 annual report of the Education Department it is pointed out that this increase has been general throughout the Dominion for some years past. The percentage in this district, however, is so high that there is little doubt teachers are keeping the pupils too long a time in the preparatory classes. The following table shows where a number of our schools stand in this matter :—

Table II.

School.	Percentage of Primary Pupils in Preparatory Classes.	Average Age.	
		Preparatory-class Pupils.	Standard VI.
		Yrs. mos.	Yrs. mos.
Eltham District High	38·9	7 1	14 2
Hawera District High	38	7 5	14 7
Queen's Park	31·1	7 2	13 7
Marton District High	38·7	7 2	13 8
Feilding District High	32·1	7 0	14 4
Campbell Street	35·9	7 0	14 2
Foxton	38·9	7 5	14 5
Manaia	36·9	7 7	13 8
Waverley	33	7 4	13 11
Patea District High	39·9	7 1	13 5
Taihape District High	44·9	7 2	14 0
Raetihi	34·1	7 4	14 2
Apiti	36·8	7 1	13 11

TABLE III.—INSPECTION OF SCHOOLS.

Number of State schools inspected during 1909	195
Number of denominational schools inspected	10
Total number of schools inspected	205
Number of schools inspected during 1908	199

TABLE IV.—STANDARD VI PROFICIENCY EXAMINATION.

Year.	Proficiency Certificates.	Percentage of Passes.	Competency Certificates.	Percentage of Passes.	Total Percentage of Passes.
1909	578	63·2	194	21·2	84·4
1908	517	59	240	27·4	86·4

The approximate percentages for 1908 throughout the Dominion were—Proficiency, 61·96 per cent.; competency, 25·29 per cent.; total passes, 87·25 per cent.; total failures, 12·75 per cent.

In our district the percentage of failures in 1908 was 13·6, and in 1909 15·6. It is satisfactory, however, to note that notwithstanding the slight increase in the number of pupils who failed a greater number of candidates gained the higher certificate. In the Dominion there was an increase of nearly 3 per cent. in the number of proficiency certificates gained; in our district 4·2 per cent. This result, without doubt, indicates both a greater efficiency in the teaching of Standard VI, and the exercise of greater care on the part of the teachers in promoting their pupils.

Table V is an attempt to show what becomes of the pupils who leave after passing Standard VI.

TABLE V.

School.	High School.	Technical School.	Teacher.	Home.	Farm.	Trade.	Office.	Shop.	Unskilled Labour.
Campbell Street	9	2	..	7	3	9	5	2	1
Feilding District High	17	..	..	5	2	1	1	..	..
Taihape	6	..	..	3	..	..	3	..	..
Awahuri	2	..	..	..	1	..	..	..	..
Rongotea	1	3	..	1	..	..	..	..	..
Kimbolton	1	..	..	..	..	..	..	1	..
Queen's Park	11	10	..	5	1	3	..	4	..
Eltham	9	..	..	2	..	3	1	..	..
Hawera District High	17	..	4	5	3	1	2	3	..

It is gratifying to note that at least in the above school districts 43 per cent. of the number passing through Standard VI take advantage of the facilities provided for higher education. Seemingly comparatively few go at once to farm-work, a fact which probably shows that the farmers themselves are alive to the advantages of secondary education for their boys. (See also Table VII.)

DISTRICT HIGH SCHOOLS (SECONDARY DEPARTMENTS).

TABLE VI.

School.	Roll at End of 1909.	Average Roll during 1909.	Admitted at Beginning of Year from		Number of Pupils who during 1909 were spending their—			
			Town Schools.	Country Schools.	First Year.	Second Year.	Third Year.	Fourth Year.
Eltham	12	20·5	19	7	23	9	2	..
Hawera	36	34	18	8	27	16	4	..
Patea	22	27·8	10	8	18	12	5	..
Wanganui	41	50·1	34	4	24	12	6	2
Marton	17	21·2	15	5	18	5	3	..
Bull's	14	13	2	1	15	11	..	..
Feilding	42	45	25	8	30	14	5	..
Taihape	20	25·3	20	10	29	1	..	..
Totals	204	236·9	143	51	184	80	25	2

The numbers on the roll at the end of the year show a steady increase year by year, but the average roll still indicates that nearly 23 per cent. of the pupils who enter the secondary classes remain for less

than a full year. A comparison with previous years also shows that usually about 64 per cent. of the pupils are in their first year—that, in other words, only 36 per cent. remain more than one year. It is found, too, that about 40 per cent. of those admitted remain for a second year's instruction, and only 18 per cent. for a third year. Table VI also shows that 26 per cent. of the secondary pupils come from country schools.

In order to ascertain the extent to which pupils who pass Standard VI take advantage of the secondary education afforded by district high schools we furnish the following comparison :—

TABLE VII.

	Number of Pupils who passed Standard VI in Schools within reach of—	Number of Pupils who joined the Secondary Classes.
Year 1909	Eltham District High School, 26	26
,, ...	Hawera District High School, 32	26
,, ...	Patea District High School, 18	18
,, ...	Marton District High School, 34	20
,, ...	Feilding District High School, 42	33
,, ...	Bull's District High School, 15	3

The above table shows that except in two districts parents seem fully alive to the advantages of giving their children an education beyond Standard VI. The table is not absolutely correct, for it takes account only of those schools within a radius of about six miles ; in all probability some pupils are admitted from schools beyond that radius.

TABLE VIII.—EXAMINATION-RESULTS.

School.	Board's Junior Scholarship.	Board's Senior Scholarship.	Junior National.	Senior National.	Senior Free Place.	Civil Service Junior.	Civil Service Senior.	Matric.
Eltham District High ..	..	..	..	..	3	1	..	..
Hawera District High ..	..	..	..	..	9	8	..	2
Patea District High ..	..	..	1	..	10	6	1	..
Wanganui District High ..	1	2	1	..	12	13	..	4
Marton District High ..	..	..	..	..	2	2	..	..
Bull's District High ..	..	..	..	..	..	2	..	..
Feilding District High ..	..	1	..	..	3	..	..	3
Taihape District High ..	..	..	..	..	..	4	..	..

TABLE IX.—CANDIDATES FOR ENTRANCE TO THE TEACHING PROFESSION.

Year.	Total Number of Candidates.	From Secondary or District High Schools.	From Primary Schools.	Scholarship.			
				Passed Matriculation.	Passed Civil Service Junior.	Passed Senior Free Place.	Passed S. VI. only.
1910	55	36	19	5	7	6	37
1909	42	29	13	17	5	..	20
1908	39	21	17	12	7	..	20

METHOD OF SUPERVISION.—The schools are visited twice a year. The Inspectors' reports are carefully read by the Reports' Committee, which in its turn presents a report to the Board. Where the Inspectors' reports discover serious defects the Board requires amendment ; where they discover excellence, the teacher is commended. This method has the merits of thoroughness and finality.

MOTIVE POWER.—The soul of the school is the teacher. The equipment of the school may be perfect, the syllabus may be completely adapted to the needs of the pupils, and the regulations may be to the last degree refined, but if the animating principle—the teacher—fails in essential attributes, there is no escape from waste and inefficiency. To secure teachers with the essential attributes—viz., the best and brainiest of our students—the pecuniary inducement must be adequate, and the teacher's high office in the State adequately recognized.

THINGS AS THEY ARE.—Meanwhile we must make the best of things as they are, and it must be admitted that many of our teachers are no strangers to devotion to duty, and to self-effacement in the interests of their work. It is accordingly in no carping spirit that we refer in brief to some of the subjects of instruction.

ENGLISH.—Many teachers, perhaps the majority, fail to produce a clear, sweet, and expressive tone of voice in teaching children to read ; in short, reading as an art is neglected. Every teacher should

have some knowledge of, and apply the principles of, voice training and elocution in teaching this subject, with a view to conserving his own and his pupils' health as well as to cultivating in his school the double sense of harmony and proportion. One of the chief purposes of teaching reading is to cultivate on the part of the pupil a love of good literature, and how much better could this be done if the pupils' ears were tuned to the music of English prose and verse. In our last report we spoke in emphatic terms of the method of teaching handwriting. During the year there has been some little improvement in both the teaching and in the results, but it is a rare thing indeed to see an interesting lesson in writing given. Teachers should endeavour to interest the pupils in penmanship as a mechanical art, and to secure each day a modicum of improvement in legibility, uniformity, and expedition. With respect to the complement of reading and writing—viz., composition—whatever may be said of the reintroduction of formal grammar into our primary-school curriculum, it is beyond the sphere of doubt that composition, the expression of thought in writing, has thriven in its absence. The improvement is, we should think, due partly to the pupils' not being consciously shackled by express rules while writing and partly to their better knowledge of nature and natural phenomena.

Arithmetic.—Under recent conditions this subject may have become more intelligent, but at the same time it has certainly become less accurate. Short methods, quick mental reckoning, rapid calculation of business accounts are largely lost sight of; nor will there be any decided improvement till the results of the intelligent work done by the lower classes are clinched to faithful and ready memories.

Political Geography and History.—Of late years these subjects have not been taking the place in the education of our pupils which their importance warrants. The revised syllabus will doubtless so far redress the balance of studies as to reassure the public with respect to these important studies.

Physical Geography, Nature-study, Science of Agriculture and Dairying, Physical Measurements.—Satisfactory progress is being made in these branches of school-work. It is certain that the pupils of our country schools are being well equipped for secondary training in agriculture; and it is to the Department's credit that in the provision of a secondary course in rural instruction at district high schools it has anticipated the needs of the farming community. It is to be hoped that all our district high schools will make the establishment of this course a matter of the first consideration.

Handwork.—This is the collective name for the studies embraced under drawing, woodwork, cookery, and modelling. It is in this group of subjects that the pupils express themselves visually and tangibly. All modern authorities are agreed that they form a necessary part of education. The least satisfactory of the group in respect of quality is drawing, which at many schools is very indifferently taught. The teacher who aims at mastery in this subject, even if he is not skilful, is an immeasurably better primary-school teacher than he for whom the subject lacks interest.

Physical Training.—There is the greatest possible disparity in the quality of the physical training given in the schools. In several it is excellent; in a great many, especially in country districts, it is almost valueless. Now that the teachers have Davey's book in their hands, some uniformity and some amount of success may be looked for in all schools.

Work and Progress Records.—A certain amount of clerical work in every school is, under present conditions, unavoidable. It is not surprising that such work has sorely tried some teachers, and one sometimes fears that in some schools the letter may prevail over the spirit. But the great majority of teachers are acting wisely, making neat, accurate, and complete records, which become faithful auxiliaries of intelligent teaching.

Domestic Training.—The Board's special certificate for proficiency in the home arts was awarded to 132 pupils, ninety-six being of the first class and thirty-six of the second class. The cookery and needlework were examined by committees of ladies, while the health section was made the subject of a class examination by the Inspectors. It is worthy of note that at two schools the Standard VI girls were taken through a course of hygiene by medical men. The girls of the highest class at the larger schools may well be complimented on their success in this most important branch of education.

Education Board's Library.—The library which was established by the Board in 1908 now contains some 250 volumes, dealing chiefly with the science and art of teaching. Many of the books have been chosen with a view to make teachers acquainted with the most modern methods of teaching the various subjects of instruction, particularly geography, handwork, and nature-study. Others deal with education on much broader lines, and others again are text-books useful to the Board's special instructors. In September, 1908, an arrangement was made by which teachers could have books sent them on condition the return postage was paid. During the past year ninety-one teachers took advantage of this privilege, and 290 books were issued. The books asked for were principally of two kinds—books useful to teachers preparing for advanced certificate examinations, and books dealing with the teaching of special subjects. Of the latter, books treating of geography have been of unquestionable service, the noticeable improvement in this subject in the district being due in some measure to the help teachers have gained from the library. It may also be mentioned here that there are in circulation in the district four boxes of books and four boxes of stereoscopic views, all of which are proving of service both to the teachers and to the pupils.

The Teachers.—We desire to commend heartily the work done by the great majority of the teachers. In season and out of season they performed their manifold duties punctually, regularly, and faithfully. At our visits we found that most of them were anxious to gain information regarding the practical side of their work, and that many were preparing eagerly for their certificate examination. When the sum total of the early history of our country comes to be written the part played by the teacher in its development will not occupy the least conspicuous place.

We are, &c.,

Geo. D. Braik,
Jas. Milne,
T. B. Strong.

The Chairman, Education Board, Wanganui.

WELLINGTON.

SIR,— Education Office, Wellington, 15th December, 1909.

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

The number of schools in operation during the year 1909 was 162—the same as in 1908.

New schools were opened at Maranui, Lansdowne, Petone West, and Homeburn, while those at Toro, Mangaoronga, and Pakowai were closed. It should be noted, however, that while the new schools represent approximately 800 children, the schools closed were aided schools with roll-numbers totalling not more than twenty children.

In addition to the State schools, nine Catholic schools were visited and reported on. The Normal School was examined by the Principal of the Training College. With the exception of two small household schools, established after the commencement of the school year, every school in the district was visited at least twice during the year.

The following is a summary of 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.
Public Schools.			Yrs. mos.
Standard VII	370	358	14 11
„ VI	1,382	1,366	13 10
„ V	1,772	1,725	12 10
„ IV	2,063	2,025	12 0
„ III	2,034	1,992	11 0
„ II	2,100	2,072	9 11
„ I	2,000	1,937	9 2
Preparatory	6,040	5,495	7 1
Totals	17,761	16,970	11 4*
Catholic Schools.			
Standard VII	14	12	15 0
„ VI	82	82	14 4
„ V	154	150	13 0
„ IV	186	178	12 0
„ III	173	166	11 8
„ II	136	124	10 8
„ I	142	138	9 2
Preparatory	457	415	6 2
	1,344	1,265	11 6

* Mean of average age.

The following is a summary of the certificates gained by pupils in the Roman Catholic schools :—

—	Roll.	Present.	Certificates.	
			Proficiency.	Competency.
Pahiatua	63	62	1	1
Otaki	80	76	..	..
Hutt	88	87	7	..
Masterton	138	135	3	2
Thorndon	126	114	2	3
Petone	143	138	..	..
Marist Brothers'	202	198	6	6
Dixon Street	207	188	13	6
Newtown	297	267	8	7
Totals	1,344	1,265	40	25

The total number of children on the roll shows an increase of 345 on last year's total. This increase is mainly in the preparatory classes, which is a very healthy sign. For the first time since 1906 there is a satisfactory increase in the numbers of Standard VI—1,382, as compared with

1,307 in 1908. There is an apparent decrease in Standard VII, but this is due to the fact that the free-place boys formerly at the Terrace and Newtown District High Schools are now attending Wellington College.

Efficiency.—For purposes of efficiency we have classified our schools as follows :—

Good to very good	53
Satisfactory	87
Fair	13
Inferior	8
	161

In all but one of the schools marked "inferior" changes have been made in the management, and the teachers have left our service.

Examination.—The plan of examination for proficiency certificates as outlined in our last report worked out satisfactorily. The candidates from the city and suburban schools and district high schools (amounting to nearly 90 per cent. of the total S6 roll) were examined by us in their own schools during the latter part of November and the early part of December. Certificates were awarded to the remainder on the results of an examination supervised by head teachers, and taken in conjunction with examinations held by us at the time of our annual visits.

Appointments.—In lieu of advertising vacancies the Board has this year in several instances availed itself in terms of the Act of the right of transferring teachers from school to school. In the interests of country schools it is advisable that for the future this right of transfer should be more generally exercised. The Board is year by year experiencing greater difficulty in finding suitable applicants for vacancies in country schools. While a vacancy in a city or suburban school will bring in twenty to thirty applications from experienced and certificated teachers, for a similar position in a country school, and advertised at the same time, there is often not a single certificated applicant. The transfer system is the only way to counteract this increasing disinclination on the part of our teachers to take service in the country districts. Some definite plan of grading teachers is, of course, necessary to render such a policy effective. Under some Boards we notice that this is already done, but in the interests of the transfer system and of the teachers themselves, we think it inadvisable that each Board should have its own system of grading. There should be one uniform system for the whole Dominion. This is one of the matters we hope to see settled at the coming conference.

Syllabus.—Three important educational conferences will meet early next year, and our present syllabus will be one of the main subjects for discussion. In view of this we would preface our remarks on this subject by saying that as far as our experience has gone our better teachers have done better work under the new *regime* than they did under the old. The converse, however, is also true, for poorer work has been done by the less skilful and less experienced teachers with whom the greater freedom has resulted in lack of concentration of effort, and the natural question therefore arises, Have we gained or lost by the change inaugurated six years ago ? Many educationists are quite decided in their opinion that we have lost ground. They contend that formal grammar, which they consider one of the fundamental directive forces in English, has practically disappeared from the syllabus ; that in arithmetic speed and accuracy have deteriorated ; while in geography, that minimum of political and commercial geography necessary for every intelligent citizen has been sacrificed to mathematical and physical questions of doubtful utility. While admitting that there may be some truth in this criticism, we must remember that there are some defects which are inseparable from the fundamental changes that have been made in our educational methods. Modern educationists are endeavouring to change the schools from the old rigid formal institution, where the child went "to listen," and where his every faculty, save that of imitation and receptivity, was undeveloped if not stunted, to one of which, while what may be called the more mental part of the child's training shall not be neglected, full justice shall be done to the more active aptitudes and characteristics of his nature—his hand and eye are to be trained, his spirit of enterprise, power of initiative, and habits of observation developed and stimulated by instruction in manual subjects, by investigation and experiment in the laboratory and by the intelligent study of nature—expression in "doing" is to take the place of impression in "listening" As we have said so often before, no adequate preparation was made, nor could be made, to fit the mass of our teachers for so great a change except through the training colleges, and it is to these institutions that we must in time look for teachers trained in the newer methods.

Whilst, generally speaking, head teachers show a wise discrimination in the matter of freedom of classification, instances have come under our notice where the reverse has been the case, and we have had to impress very strongly on some teachers the necessity of exercising more discretion in their promotions, especially in Standards IV and V. If the duty of keeping back all weak children is to be relegated to the Inspector at his individual examination for proficiency certificates in Standard VI, then the benefits which freedom of classification was supposed to confer on both teachers and pupils are lost, and we may as well revert at once to the old system. It is in the schools below grade V that this matter has come most prominently under our notice.

Reviewing the results of our annual examinations, we note that in the marking of reading many of our teachers were disappointed with our estimate, which in some cases was 65 per cent., as against the teacher's 90 per cent. Reading connotes more than verbal accuracy, and more prominence should be given to the appreciation of the author's meaning, readiness in oral expression, correct pronunciation, and clear enunciation. The best reading is obtained in those schools where English is treated as literature—where a number of additional reading-books is used, and where good use is made of the school library.

We are not satisfied with the recitation in some of our schools. In many cases teachers show lack of judgment in their selection of pieces, and in other cases the pieces have not been thoroughly learned by heart. There is a tendency to underrate the value of recitation, not only as an aid to composition and to clear and distinct enunciation in reading, but as a means of storing in the mind of the child at least a few of the literary masterpieces of the mother-tongue. There is, moreover, no reason why teachers should for this purpose confine themselves to poetry, as there is now available a wide range of school editions of standard authors from which suitable prose selections can be made. Spelling generally is good, and in writing our reports show that in only some 10 per cent. of our schools is there decided room for improvement. In composition we reserve the term "good" for those essays in which there is not only freedom from errors of construction, but, in addition, both originality in the method of treatment and the use of language appropriate to the thoughts to be expressed. We recognise the difficulty of obtaining these desirable results—a difficulty noted in practically all English-speaking communities, and while there is no doubt that racial peculiarities account for much of this lack of facility in verbal expression, still much can be done in our schools by continued attention to oral work and by the better conception of the fact that every lesson is a language lesson. Intimately connected with all the English work is the question of reading-books. The *School Journal* has done much to improve and add interest to the reading, more particularly in the smaller schools, where pupils have fewer opportunities of general reading. In the matter of the so-called "free school-books" we are somewhat sceptical of the benefits of the present system. As a matter of fact, the books are only nominally free, for in practice the Board is unable to avail itself of the option of allowing the children to take the books home. Such a course would necessitate a practically fresh supply every year, and after the original grant the Department provides for the renewal of only some 10 per cent. of the original supply to meet ordinary wear and tear. Thus the stimulating effect on the child of the actual possession of a new book is lost. This is a point on which teachers, infant-mistresses especially, lay great stress. In arithmetic the results are practically the same as they were last year: Standards I to IV, satisfactory to good; Standard V, moderate to fair. It is hardly necessary to reiterate here our opinion as to the reason for the perennially indifferent results of Standard V. Under the present syllabus, handwork, realistic work in geography, practical and individual work in elementary science, and nature-study all make more demands on the teacher's and pupil's time than formerly, and the utmost that can be spared for arithmetic is five hours per week, while many schemes of work allow only four. Yet we have no hesitation in saying that so far as this district is concerned the present Standard V test is equivalent to the Standard VI test of sixteen years ago, when the ordinary time-table allowance for arithmetic was seven to seven hours and a half per week, and in many instances even this was exceeded. The subject will in all probability come prominently before the conferences already mentioned, and we sincerely trust that such modifications will be made in its scope and distribution through the standard course as will give no excuse or encouragement for the present sacrifice of method to matter. We are pleased to note that much of the A course geography is being treated as experimental nature-study, while the subjects of the B course are also being treated in a more satisfactory manner. Those teachers were most successful who made the local industries the basis of their work. This naturally led to Dominion exports, trade routes, great commercial centres, exchange of products, while the Dominion imports completed the cycle. We cannot, however, make a real success of a subject so essentially scientific until it is recognised that first-hand observation and experiment, wide reading, and careful study, must form the teacher's preparation. We are not fond of school text-books, and in the matter of geography particularly we have no hesitation in saying that text-books have done much to nullify the benefits we should otherwise have derived from the new syllabus. We have in previous reports recorded our opinion that alternative courses in history are a mistake. That history is no longer a compulsory subject for a teacher's certificate appears to us to be not only illogical but short-sighted. In drawing we have in all cases strongly recommended the substitution of common natural objects for the old conventional flat copy. Drawing in all its branches has no doubt an important bearing on the æsthetic training of the young, but in the drawing scheme of the primary school the chief aim should not be the training of every child as a potential artist but the cultivation in him of drawing as means of everyday expression. As a matter of fact, we think that drawing as an educational subject would benefit by the disappearance from the syllabus of all compulsory tests necessitating the use of geometrical models or conventional forms of any kind.

Physical Instruction.—In most of our schools breathing-exercises are taken daily; and physical drill, consisting mainly of free exercises and exercises with wands or clubs, is generally satisfactory. It is in only a few schools that the mark given is "fair." The "Manual of Physical Exercises" issued by the Department is a most useful guide, but in some schools better results would be obtained if more attention were paid to the general remarks at the beginning of the Manual, and to the hints given for the instruction of children from five to eight years of age and for the breathing-exercises. Swimming is taught in a number of schools both in the city and in the country, and during the year there was a very satisfactory increase in the number of claims for capitation. Military drill is taken in the larger schools, in most of which the reports range from "good" to "very good." The establishment of miniature rifle ranges should give an impetus to the cadet movement. The thanks of the Board are due to the officers of the Wellington Garrison for the interest they have shown in the shooting competitions of the cadets.

Needlework.—In a few schools in the country where a male teacher is in charge sewing is not taught, but on inquiry it was found that it was difficult to get a competent person willing to undertake the instruction. In other cases the requirements of the syllabus are met in a satisfactory manner. In view of the difference of opinion which exists as to the respective values of samples or garments it may be interesting to quote the instructions of the English Code for 1909. "Needlework should be so taught as to secure a practical knowledge of sewing, cutting out, and making ordinary garments, to-

gether with mending and darning. Exercises on small pieces of material should be used only for learning different kinds of stitches. In all classes the periodical construction and completion of some useful garment by each scholar should be aimed at, and the older girls may be taught the use and care of the sewing-machine with advantage. At the same time, the educational value of needlework as a form of hand and eye training must be kept in view as well as its practical value. Special care should be taken to avoid all conditions unfavourable to eyesight."

SINGING.—The Board was again fortunate in securing Mr. Robert Parker's services, and during the year special classes for teachers were held at Wellington and Masterton. These classes were well attended, and our district is already reaping the benefit in the more thorough voice-training and more melodious singing. *Inter alia*, Mr. Parker says, "My visits to the various schools have convinced me of the need for more systematic work to be prescribed and followed wherever practicable if the subject is to be of permanent and real benefit: even with the brief half-hour lesson so much more might be done by better arrangement of the time at the teacher's disposal. Take, for example, the subject of voice-training—the coarse harsh tone in many schools is entirely due to the want of a few proper voice-exercises at the beginning of each lesson. . . . . If it meets with the approval of the Board, I shall be glad to draw up for circulation among the teachers a few practical suggestions for the weekly singing-lesson, which would be useful to teachers, and which would insure some uniformity of method in the teaching of a subject which, however little it may be valued by the practical man, is becoming more and more recognized by all authorities on education as one of great physical and moral importance." We have much pleasure in recommending the Board to accept Mr. Parker's offer.

ELEMENTARY AGRICULTURE.—In practically all our country schools the nature-study in the lower classes is arranged to lead up to school gardening in the higher. As teachers begin to appreciate the aim and value of this work there is a steady improvement, and in an increasing number of our schools excellent work is being done. Mr. Davies reports that fifty-five schools are now earning capitation for elementary agriculture, that 180 visits were paid during the year—these visits not being confined to schools earning capitation; and that the instruction of teachers was provided for by three courses of lessons at Greytown. "At all these sessions," Mr. Davies reports, "special attention was paid to the elementary botany of grasses and weeds, which were studied not only in the laboratory but also on field excursions. The advanced work was devoted mainly to the composition, properties, and improvement of soils and the sources and composition of fertilisers. I have to acknowledge the assistance rendered by Mr. Nottage, of the Agricultural Department's staff, and Miss Haggett, of the Marima School. I have pleasure in reporting a steady advance in the condition of school gardens, and in the educational value of the operations carried out and higher appreciation on the part of the teachers of the true aims of agricultural nature-study. The weakest feature undoubtedly is the care of the agricultural note-books, which in but few instances give evidence of systematic attention. In some cases the moral influence of well-kept tools has been lost sight of. I have to thankfully acknowledge the hearty and steadily increasing spirit of co-operation in our work on the part of the Board's teachers."

MANUAL AND TECHNICAL.—Handwork is carried on in all schools in which it is a compulsory subject, and also in a number of schools in which it is not compulsory. Grants were earned for elementary agriculture, dairying, physical measurements, chemistry, botany, physiology, and first aid, woodwork, cookery, dressmaking, swimming, and life-saving, and also for the usual school subjects for classes below Standard V. School classes in cookery were held by Miss McIntosh, assisted by Miss Alexander, in Wellington, Levin, Otaki, and Petone; and by Miss Talbot in the Wairarapa. In woodwork twenty-six classes, with an average of twenty-four pupils at each class, were held by Mr. Howe, assisted by Mr. Strack. During the year an application was made to the Department for a grant to establish at Mount Cook centres in cookery and woodwork, which are urgently required to carry on the work of the city efficiently.

Every year sees an improvement in the handwork of our schools, mainly because its co-ordination with the other subjects of the syllabus is now being more generally recognized. Very good work has been done in the woodwork classes, and better work would be done if cardboard modelling were more generally adopted in Standard IV. This is a subject which introduces the concrete element so often wanting in such subjects as drawing, measurements, and mensuration; and there is no reason why geometrical models for model-drawing and for exercises in mensuration should not be made by the children themselves. A number of these classes were visited by the Department's Inspector during the year, and his reports on the quality of the instruction ranged from "good" to "very good," and on the practical work only one class received the lower mark of "fair," all the others being "good." The equipment in all classes is reported as "good."

Saturday classes for teachers in singing, cookery, woodwork, freehand model and blackboard drawing were held at Wellington, and in singing and cookery at Masterton. In the cookery and woodwork classes some of the teachers made good use of their time, but there were some who did not appear to take enough interest in the work to receive much benefit from the instruction. On the work of the pupil-teachers who attended the Technical School for drawing Mr. La Trobe reports, "Good progress was made in this class, the work reaching a higher level than in previous years." The thanks of the Board are due to the Managers of the Masterton Technical School for establishing a class for teachers in drawing. As it was held on Saturday afternoons, an awkward time for country teachers, it was consequently not as well attended as a morning class would have been. In view of the various opinions which are held with regard to manual training, it is interesting to note that the headmaster of Eton, perhaps the most noted classical school in England, would include in his ideal curriculum for the preparation of boys for his own school "such subjects as drawing, handicraft, music, and gardening, with the proviso that if the last is difficult or impossible to teach very great good can be done with the other three." He would omit science in the sense of chemistry, physics, biology, &c., from the early training, but mathematical measurements and handicraft, combined with drawing, are part of his curriculum,

and he adds, "How far can we safely postpone the beginning of science proper, laboratory work, &c.?" Probably the answer would now be to this effect: "That from fourteen to sixteen there should be an increased amount of rudimentary-science work, such as weighing and measuring, and of the all-important work of accurate description."

Scholarships and Free Places.—At the annual examinations held by the Department, 130 candidates qualified for junior free places, 104 of these obtaining more than half-marks on the papers set for the Junior National Scholarships. At the Civil Service Junior Examination thirty-seven candidates qualified for a senior free place.

Pupil-teachers and Probationers.—The first appointments of probationers under the Act of 1908 were made this year. It is too soon yet to express an opinion on this method of recruiting the teaching profession, but it seems to us that if probationers are to be given the best opportunity, not only of learning their profession but also of continuing their studies, they ought to be placed in the district high schools. As most of our pupil-teachers had passed either the Civil Service Junior or Matriculation examinations, only a few were required to sit for the first examination, and of these one failed. During the year three probationers and one pupil-teacher whose reports were unsatisfactory were given notice of the termination of their engagement.

District High Schools.—Our reports on the working of the district high schools vary little from those of previous years. There is an improvement in the teaching of English literature, and the value of more concrete work in mathematics is becoming more generally recognized. There is also an improvement in both the laboratory and practical work in science and agriculture, but more recognition is still required of the fact that care in setting out the work done is a most important part of scientific training. In the book-keeping classes also more attention should be paid to neatness in the written work. The results obtained in the Matriculation and Civil Service examinations show that the teachers in these classes have worked earnestly and faithfully and with a marked degree of success from the examination point of view. It is a matter for regret that the salaries are not adequate to the services rendered by our secondary teachers.

"With a view to bring about a more intimate relation than generally speaking at present obtains between the course of instruction in district high schools and rural pursuits," the Department has promised an additional grant where the programmes are based on approved rural and domestic schemes. We are pleased to note that these suggestions have been adopted by the Board for our country district high schools, and arrangements are now being made to establish the classes necessary for this purpose. There has been a gradual decrease in the number of scholars attending the district high schools in the country, but it is to be hoped that the adoption of a programme more in touch with the requirements of the district will make these classes more popular than they at present seem to be.

It has been stated that, judging from the finished product of our primary schools to-day, our results are not as good as they were some ten years ago. Now, ten years ago the finished product of our primary schools came from Standard VII, the programme for which, being merely advanced Standard VI work, contained no secondary subjects such as Latin, algebra, geometry, &c. The average age of the Standard VII pupil was fourteen years eleven months, and the age limit for scholarships being then fifteen years, this standard provided the majority of our scholarship candidates. But with the extension of the district high school system and the advent of free places, the old Standard VII has practically disappeared, the present Standard VII really consisting of children attending the secondary classes of our district high schools. The scholarship age limit, moreover, has been reduced from fifteen to fourteen years, and our scholarship candidates are now all drawn from Standard VI, in which the average age is thirteen years ten months. Now, it is manifestly unfair to institute a comparison between the present Standard VI pupil and the former Standard VII pupil, who was not only a year older, but had practically been twice over the same ground. That the average age of the highest class of the primary school is under fourteen years of age is a fact that appears to be lost sight of by many of those who are crying out for the introduction of special subjects into our primary course. Farmers' Unions, Chambers of Commerce, and similar associations all seem to look to the primary schools to prepare the boy for the special vocation with which each is connected. We are pleased to note the interest that many of these bodies are taking in our educational system, but it is to the technical school and the high school, certainly not to the primary school, that they should look for this special vocational training. As a matter of fact, many of the foremost educationists of the day deprecate any kind of specialization until the boy is at least sixteen years of age. In our primary schools there should be no attempt at specialization. Our aim should be to select studies with the idea that the boy "to be liberally educated should be learning how to learn."

We have, &c.,
T. R. Fleming,
F. H. Bakewell, } Inspectors.
J. S. Tennant,

The Chairman, Education Board, Wellington.

HAWKE'S BAY.

Sir,— Education Office, Napier, 3rd February, 1910.

We have the honour to report that all the Board schools were duly inspected and examined within the school year that ended on the 31st December last. Special reports on the schools were also submitted for the Board's information and consideration. The weather for the whole period was exceptionally favourable for visiting the remote parts of this extensive education district, and whenever possible household schools and private-adventure schools have been also inspected and examined. The list containing information with regard to each school which is appended to this report contains

the names of 124 Board and household schools; but in addition to these, seven Catholic schools and six private schools were visited and reported upon. Thus, 137 schools were working in this district during the year in accordance with departmental conditions, but attention is called to the fact that a number of schools are being carried on without inspection and without having obtained a certificate of exemption in accordance with section 151 of the Education Act, 1908.

At the time fixed for the annual examination, 10,194 children were returned as belonging to the Board schools, of whom 9,752 were present at examination; 747 to Catholic schools, of whom 678 were present; and 110 to private schools, of whom 102 were present; the pupils present to those on the school registers being respectively 95·7 per cent. in the Board schools, 90·7 per cent. in the Catholic schools, and 92·7 per cent. in private schools. Thus 11,051 children were enrolled, and 10,532 were present in Board, Catholic, and private schools at the dates of the annual examination.

The increase in the school attendance continues to show a steady growth, but the regularity of attendance is even more marked than the increase in numbers. Thus, according to the school-rolls containing the names of pupils attending school, there was an increase of 362 children during the year 1909; but the regularity of attendance so improved that the actual increase on the attendance for the year 1908 was nearly 500. In the latter year the regularity at school was 86·8 per cent. of the roll, but last year it rose to 88·5 per cent., which is the highest average attendance that has been reached by the children of Hawke's Bay since the passing of the Education Act, 1877.

Perhaps the favourable weather for the year and the general absence of sickness among the children may in some measure account for the improving regularity; but facts go to show that wherever teachers and Committees are in earnest about the attendance of children at school, and provide the slightest encouragement, the results at once become apparent. Improvement has taken place in town and country schools alike, and it is not an uncommon thing to find teachers directing our attention to the fact that their average regularity for the previous quarter was over 90 per cent. of the average roll. Silver medals and books are presented in alternate years by most of the School Committees to pupils making full attendance, and it is surprising to find the number of children that earn these prizes in some of the schools.

New Buildings.—Five new buildings were opened during the year. The building at Otoko, between Te Karaka and Motu, was erected by the Public Works Department, under the direction of Mr. Armstrong, the Resident Engineer of the railway-construction works. It is so constructed that in a couple of days it can be taken down and erected elsewhere. The building is well adapted for school purposes, and the hygienic conditions are very satisfactory. The other new buildings are at Puha, near Te Karaka; Ruahine, between the head of the Tuki-Tuki and Waipawa Rivers; Raumati, four miles to the north-east of Dannevirke; and Rangitane, in the Tamaki Block, six miles south-west of Dannevirke. The attendance at these schools suffices to show that they were required.

The accommodation provided in the larger centres continues sufficient for present requirements, except in the case of Gisborne, where a school is wanted at Milltown. This would ease the present congestion at the borough school, where the classes continue to be much larger than is necessary for efficient working.

Much care and attention have been paid to the painting of the school buildings of late, but this work would be of still further benefit were some attention paid to the interior as well as the exterior of the out offices. Some of the buildings continue to be affected by the borer, but the signs of destruction are not so common as they were a few years ago. Some attention has been paid to drainage, and the school grounds in many places are beginning to show some return for the time and labour expended on them in former years. Many trees ornament the school grounds, and the gardens in a number of schools present a neat and tidy appearance. In the small outlying districts a good deal of work is done by Committees in improving the school grounds, but often years are necessary to bring bush-covered lands into a condition fit for playground and flower-garden. The squaring and asphalting of the grounds about the school buildings are being carried on with success, and we hope that before long every school under the Board's jurisdiction will be surrounded with well-kept garden and grounds.

School Attendance.—The following summary contains the classification of the children according to standards, the number present at the annual examination, and the number of certificates of proficiency and competency gained by the Sixth Standard pupils. For purposes of comparison, the figures for 1908 are included.

Average Age.	Standard.	Board Schools.				Catholic Schools.				Private Schools.	
		1909.		1908.		1909.		1908.		1909.	
		Roll.	Present.	Roll.	Present.	Roll.	Present.	Roll.	Present.	Roll.	Present.
14·7	VII	112	107	159	150	..	..	1	1	..	..
13·10	VI	633	622	586	575	66	65	51	51	12	12
12·10	V	901	860	877	846	74	70	66	65	5	4
12·3	IV	1,120	1,076	1,054	1,012	88	82	80	77	7	7
11·4	III	1,095	1,048	1,219	1,171	109	101	80	75	4	4
10·4	II	1,246	1,200	1,056	1,012	97	79	94	93	17	15
9·3	I	1,321	1,263	1,249	1,198	71	63	81	76	16	15
		6,428	6,176	6,200	5,964	505	460	453	438	61	57
7·1	P	3,766	3,576	3,632	3,380	242	218	189	173	49	45
		10,194	9,752	9,832	9,344	747	678	642	611	110	102

Certificates.

Board.		Catholic.		Private.		High Schools.		Totals.	
Proficiency.	Competency.	Proficiency.	Competency.	Proficiency.	Competency.	Proficiency.	Competency.	Proficiency.	Competency.
490	132	28	24	7	0	15	6	540	162

A reference to the table shows that the number of pupils classed in Standard VII has fallen off considerably, but this is accounted for by the fact that a high school was opened in Gisborne at the beginning of the year, and the district high school in which pupils were classed as belonging to Standard VII ceased to exist as such. The increase in the number of pupils in Standards VI, V, and IV is satisfactory, the proportion of pupils in these classes being higher than for several years past. The numbers in the lower classes continue somewhat large, but we do not think that this is a cause for regret. The proportion is higher in the Catholic and private schools, but the same attention is not given to the juniors as in the Board schools. The forcing of the children from the lower classes at too early an age is a great mistake, for thoroughness in the elementary work is the sure road to success in the higher classes. The preparatory classes number 37 per cent. of the total school attendance, which is nearly 2 per cent. lower than for the year 1908. In the classification of the children, we think the teachers exercise fair judgment. It is seldom found necessary in the larger schools to call in question a teacher's classification, and in the small schools it is possible to exercise a proper control in the case of young and inexperienced teachers. There is a danger, however, in the present freedom of classification. Attention has been directed to the fact of a teacher so classifying a pupil as to make it possible for him to be in Standard V, although incapable of doing the work of the Fourth Standard. This might enable a lad to leave school as a Standard V pupil, but without a competency certificate. There appears to be no hindrance to children leaving school in this way, and being employed as errand-boys or milk-supply boys.

Between the Fourth and Sixth Standards a serious leakage takes place, and something ought to be done to discover the cause. For example, in the above tabulation, 1,120 pupils in Standard IV are represented by 633 pupils in Standard VI, a difference of 44 per cent., and what becomes of them can only be inferred. It should be made illegal for anyone to employ either a boy or a girl who does not hold a certificate of competency of the Fifth or a higher standard. The present leakage in the upper standards must be stayed, and the leaving standard still further raised, if the Dominion is to experience the full benefits of its education system.

The pupils who entered for the examination for the Standard VI proficiency certificates numbered 633, but eleven were absent from examination, so that 622 pupils (exclusive of Catholics, private, and high school pupils) took the special papers for the completion of their final tests. As in previous years, the examination was carried on in different centres under duly appointed supervisors in the same way as that for the National Scholarships. The date of examination was made as late as possible, so as to encourage attendance at school to the time of breaking up. The plan is a good one, for the attendance and regularity at school during the December quarter were the best of the whole year. When the school examinations took place at irregular intervals many pupils were kept at home from the time of the annual visit up to the Christmas holidays, and the December returns were the lowest for the year. Since the new plan was adopted the December quarterly attendance has become the best, and although the average regularity for the year was 88·5 per cent of the average roll, the average regularity for the December quarter was 88·9 per cent. The number of candidates presenting themselves for examination and the number of proficiency and competency certificates gained in the several classes of schools are given in the table dealing with the pupils belonging to the Board schools.

Pupil-teachers and Probationers.—The changes that have been made in the employment of pupil-teachers and probationers have brought into prominence several matters that are likely to have an important effect upon the efficiency of the schools. Young persons who have matriculated are entitled to appointment as third-year pupil-teachers, and probationers who qualify in the Junior Civil Service Examination are entitled to admission to a training college should they matriculate during their engagement as probationers. Neither for the Junior Civil Service Examination nor for the Matriculation is there a reading or recitation test required. It need hardly be stated how important is reading in the case of young teachers; and seeing that the examination for pupil-teachers by the Department omits the subject altogether, we think the Board's regulations should be amended so as to provide instruction in reading for pupil-teachers and probationers. One of the chief defects in the schools to-day is the indifferent reading, followed by the slovenly forms of speaking that are allowed to pass current in the playground. Probationers should be trained to realize in reading and recitation the value of clear, distinct enunciation, of due attention to stops, and the correct modulation of the voice, for if these qualities are inculcated among those who have to teach others it is likely that an improvement will soon take place in the case of the children. The present system has certainly lowered the teaching qualities of candidates. In the old days pupil-teachers were really trained, but now nothing is done for them, as they are no sooner engaged than they are off to "college." If the pupil-teachers are to be retained as part of the education system, the four-years period is not too long for this preparation, but if their abolition is contemplated, the sooner this event takes place the better for the schools and education generally.

Manual and Technical.—The appointment of a specialist to give instruction in elementary agriculture and dairying is an important event in the history of manual and technical instruction in

the Board schools. Until the middle of the school year only woodwork for the boys and cooking and dressmaking alternately every half-year for the girls had been attempted for the benefit of the senior pupils. Provision had been made at Gisborne, Napier, Hastings, Waipawa, and in part at Woodville for giving instruction in the subjects named. A few other schools have participated in places where the railway trains were suitable, but much time has been lost, and none of the smaller schools have received any benefit. The Department's refusal to subsidise itinerant instructors in woodwork and dressmaking has led to the employment of an instructor in agriculture who will be able to visit even the smallest country schools and give instruction of the utmost importance to the children. Already schemes of instruction dealing with plants, soils, &c., have been issued, and the Board's decision requiring elementary agriculture to be taught in all schools will do much to foster the teaching of this really useful and interesting subject.

Woodwork and cookery alternately with dressmaking will still be continued in the places named, but it is considered that the additional subject can be taken in the larger schools in place of nature-study and perhaps of a subject like the oral lesson in English history. In places where woodwork and cookery have been taken there has been a tendency to diminish the time for instruction in reading and writing, but were the school life extended, as we think it should be, more definiteness of purpose and greater thoroughness could be gained than is possible under present conditions. The agricultural and pastoral societies and the County Councils have displayed much interest in the fostering of the systematic study of agriculture in the schools. The former bodies have mostly now established a "school garden" competition at their shows; and the latter are considering the granting of seeds, &c., for experimental work in the school gardens of the respective counties. It is likely also that a gold and a silver medal will be presented by each county to the school showing the highest progress in experimental agricultural work.

The District High Schools at Woodville, Waipawa, and Hastings are working steadily, and the results of the examinations in the case of Waipawa are very satisfactory. It is unlikely that the secondary departments of any of these schools will grow very much beyond the present attendance, but the absence of proper apparatus and appliances at Hastings and Woodville has certainly acted against the best interests of the schools; nor is it likely that the teaching can become effective under present inspection arrangements. We regret that no district high school has yet been established at Wairoa.

Teachers.—The number of teachers in the service of the Board at the close of the year was 302, classed as follows: (*a*) 165 certificated teachers, licenses 4; (*b*) sixty-four uncertificated teachers in charge of schools; (*c*) sixty pupil-teachers; (*d*) nine probationers. The distribution of these teachers over such an extensive district makes it difficult for them to meet together for Saturday instruction. Classes for instruction in the chemistry of soils, in elementary botany, and agriculture have been held at the Technical School at Napier and at Gisborne, and have been well attended by a number of teachers; but many of those who would benefit by the training cannot attend owing to distance. The only way to reach these teachers and help them to begin special school classes under the Manual and Technical Regulations is by means of the winter school. The work done at the winter school in the Poverty Bay district has already borne fruit, and a similar school in Napier or Dannevirke for the benefit of teachers who are unable to attend the Saturday classes would stimulate the teachers, and help on the extension of agricultural training in all the schools under the Board. The isolation of the country teacher is such that, unless brought into touch with newer conditions and higher aspirations, he loses heart, and his teaching soon becomes mere mechanical routine. And this leads to the question of the interchange of teachers. Assuming that provision were possible for meeting the cost of sending teachers from one school district to another without affecting salary or status, we feel that an interchange for three or six months in the case of country and town teachers would act beneficially upon schools and teachers alike. There are many capable country teachers in the Board's service who would render a good account of themselves in the larger schools; and valuable experience in organization and management could be gained by class teachers of large schools were they to exchange for a few months with teachers accustomed to instruct three or four classes, representing as many standards. The present Act makes an interchange of teachers possible, and were the plan to be brought into operation the change would act beneficially upon the work of the schools. Buildings and appliances add, no doubt, to the conveniences of instruction, but, after all, it is the teacher that makes the successful school, and encouragement should be given in such manner that the very best of a teacher's aims and aspirations should be brought into operation day by day.

Instruction.—The subjects of instruction call for separate remark. Under present regulations the school subjects are open to almost indefinite extension, and there is a tendency in some quarters to introduce subjects without reference to the powers of young children. The fable of "The Old Man and the Ass" at times rises before us when new proposals are made to admit additional subjects of instruction in the school sylabus. Teachers are often at their wits' end trying to find time for subjects that are non-essential, and we think that the chief weakness in the school-work to-day arises from the lack of definiteness in the work, and to the permission given to the inexperienced equally with the experienced teachers to promote children from class to class. Even this might be allowed were teachers brought into touch with one another by means of annual gatherings for the discussion of matters that are of vital importance to the furtherance of education. The work as now carried on in the schools is too hurried in the preparation. There seems to be a feverish anxiety to advance pupils into a higher class. Formerly the Inspector was the bugbear of the teacher, but the mantle has fallen on the parent, whose torments are more harassing than were Inspectors' examinations at their worst. The fact is that the work set down in the standard course, suitable as it is, cannot be done in six years; and the teachers, anxious as they are to promote pupils, allow ill-digested preparation to count for thoroughness. In the early years of school life the children can be moulded in what-

ever direction the teacher may wish, and if exactness is demanded and encouraged it will grow into a habit, and become a valuable asset in the national character. In the schools there is quantity without quality, with plenty of teaching and telling, but very little of true training in the art of doing; and these aspects of school life are the outcome of the present regulations. The essential work is hurried in its preparation, and we see no way of improving the present conditions except by a rearrangement of the subjects of instruction.

Hitherto reading has included a special Reader, the *School Journal*, and a Geographical or other Reader; but we propose during the coming year to ask teachers to use the *School Journal* as the literary Reader for all the standard classes, and to recommend Historial and Geographical Readers in addition, so that pupils may obtain a much wider and better acquaintance with these subjects than is possible by mere oral instruction. Reading has certainly suffered of late, but the subject is too important to delegate to the pupil-teacher and junior assistant, and better provision must be made for teaching this and cognate subjects. You, as Chairman of the Board, lately called attention to the bad pronunciation by children in a certain school visited by you. Again and again in our reports has attention been called to the slovenly and imperfect reading in some schools, and, following your expressed opinion, we intend seeing that those competent, or who are assumed to be competent, to teach the subject properly actually do so, instead of delegating the work to a junior assistant or a pupil-teacher.

Writing, the formation of figures, and neatness in arithmetic have suffered of late, as far as quality is concerned, and these defects can only be set down to the hurry and lack of supervision such as was formerly given to this form of preparation.

Singing has shown a marked improvement of late both in method and quality. The Napier Musical and Elocutionary Society, by instituting competitions for large and small school choirs judged by outside musicians, has fostered the teaching of this subject, and inspired emulation among the schools of all grades, so that singing is now receiving the intelligent treatment that it has so long lacked.

As for attention to duty, for hard and diligent work, too much praise cannot be bestowed upon the teachers as a body; but, unfortunately, their environment is such that they quickly become the slaves of routine. Many, indeed, forget that their teaching and training should be mostly suggestive and directive, and that the formation of character, of business habits, of careful observation, and of emulation are among the highest duties of the true teacher over and beyond the merely mechanical preparation of school subjects. The schools are improving as a whole, and, though defects are met with here and there, a comparison between the schools and the teachers of thirty years ago and those of to-day shows that the progress has been great, and, indeed, that much good has been accomplished. But if the schools are to still further advance, we recommend that the following points receive the sympathetic consideration of the Board:—

1. Encourage the extension of the school life up to the fifteenth or sixteenth year.
2. Foster the preparation, among boys and girls alike, of at least one subject of a technical character previous to leaving school.
3. Aim at thoroughness and concentration of effort, and limit the number of subjects to be taken in the higher classes.

As in former years, we are glad to report that the work in the Catholic and other private schools examined by us continues to show considerable improvement, and our visits are welcomed by children and teachers alike. The sacrifices made by the authorities of such schools deserve the fullest sympathy and encouragement.

Military Drill and Physical Training.—We conclude our report by referring to the progress made in physical and military drill throughout the district. Most of the teachers are experts in military matters, and Lieut.-Colonel Hislop, in Napier, and Major Stevenson, in Woodville, with many other officers of standing both north and south, do much to encourage military and physical drill in the schools. In the southern district, with Dannevirke as centre, and in the northern district, with Gisborne as centre, one day a year is set aside for what must be termed a grand military and physical-drill display. Thousands of visitors are present to see what the assembled children from the various schools can do in the way of drill and the various physical and calisthenic exercises.

As for rifle shooting, the school cadets of the Woodville District High School and of Dannevirke North School have gained honours for several years past. Thus, Woodville cadets in 1907 won the "*Weekly Press* Challenge Shield" for competition by cadets in district high schools of the North Island, this being the first year the shield was offered for competition. In 1908 the same school again won the shield, with the record score of 766; and last year they scored 798 out of a possible 840. The shield presented for competition by the National Defence League of Wanganui has just been won by the cadets from the primary department of the same school, who gain, in addition, eight handsome medals. These are worthy records of a good school. The cadets belonging to the Dannevirke North School have also gained honours during the year, and they are encouraged to maintain a high standard of proficiency by the interest which the citizens show in their training.

Altogether, the progress in military drill, calisthenics, and in physical development is very satisfactory throughout the district.

We are, &c.,

H. Hill, Chief Inspector.
J. A. Smith, Inspector.

The Chairman, Education Board, Hawke's Bay.

MARLBOROUGH.

SIR,— Education Office, Blenheim, February, 1910.

I have the honour to present my sixth general report on the schools of Marlborough.

NUMBER OF SCHOOLS.—Eighty-five were open during part or all of the past year. Of these, twenty-two operated only for one, two, or three quarters. At the end of the year schedules were sent to the seventy-eight schools then operating, and from the contents of these schedules the table of ages and numbers in standards is compiled.

INSPECTION.—Eighty-one public and four private schools were inspected. Seventy-three public and three private schools were given announced visits in the latter half of the year, and eight Standard VI central examinations were held. Four schools open during small portions of the year were not visited. Their aggregate roll was eighteen. Arrangements have been made for the supply of hyloplate and models where these are most urgently required. The rearrangement of the staff at Blenheim has enabled the school to be worked more effectively both in regard to accommodation and to distribution of the staff. Inaccuracy or incompleteness of the registers is still too frequent in the smaller schools. The schemes of work have been brought to a fairly satisfactory form in twenty-three of the largest schools; there is no part of the work in which teachers may more clearly demonstrate their ability than in the arrangement of the schemes and the selection of appropriate material. It is not intended that these programmes should be of any set form: they should be flexible within the range of the syllabus according to the needs of each locality, the standards represented, and the character of the pupils. In particular, however, it may be mentioned that every subject taught in the school should appear in the scheme, and also a more or less general indication of the treatment of morals, health, and temperance. In a number of small schools the log-book has not been systematically kept; the date of receipt of all circulars, &c., sent from the Board should appear in this book. In private schools the registers should be carefully preserved as records. The worst school grounds are probably those of Onamalutu and Wairau Valley, where blackberry and gorse abound. For the coming year the most important requirements are better teaching-conditions at Riverlands, Nopera Bay, Onauku, Grassmere, and Richmond Brook, increased shelter at Picton, a residence at Grovetown, and a science-room in Blenheim. If the last-named were erected at the High School it would suit the purpose of teachers', secondary, and possibly technical classes. To the works reported as being in hand at the end of last year, an extra room at Carluke and another at Seddon are the only additions of importance.

EXAMINATION.—The new system, whereby the head teacher undertakes the promotion of his pupils, has been brought into operation in all schools; but suggestions are freely given to uncertificated teachers. Judging by the results shown in the schedules returned at the end of the year, there is a tendency to exercise the power of promotion with an increasing sense of the needs of each case. In general, the marks awarded are much higher than I should have expected to give, but the number of promotions is nearer the average than the marks. In other words, the teachers do not always follow their marking of the papers, but make decision on their general opinion of the pupil. It is undesirable that there should be much divergence between the two expressions of opinion. The following observations may assist younger teachers. These sometimes give a mark that the Inspector would consider "excellent" to a child that, in conversation, they describe as "not satisfactory." In the schedules something like eighteen pupils out of twenty-one tested will on occasion be marked "excellent," or even given full marks, in arithmetic. Of course, awards like that have little value. Probably experience will set these matters right. The explanation appended to the standard words may aid in determining the mark to be allotted. If the marks are on a scale of 20:—

0 to 8—Inferior (*i.e.*, nothing, or very poor).
8 to 9—Moderate (*i.e.*, weak).
10 to 11—Fair (*i.e.*, passable).
12 to 13—Satisfactory. (This is not a low mark; it means that one may be satisfied with the work as a reasonable performance by an average child. It represents 60 to 65 per cent.)
14 to 15—Good (*i.e.*, decidedly good; above the average).
16 to 20—Excellent (*i.e.*, the rare child).

NUMBER OF PUPILS.—This table represents the state of the schools in December:—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in Each Class.
			Yrs. mos.
Standard VII	24	19	14 5
" VI	185	179	14 0
" V	217	212	13 1
" IV	276	258	12 4
" III	245	240	11 4
" II	272	263	10 4
" I	279	276	9 3
Preparatory	795	759	7 3
Total for 1909	2,293	2,206	11 6*
Total for 1908	2,175	2,019	...

* Mean of average age.

Three private schools open in December furnished returns showing 187 pupils on the rolls, with 180 present. The combined roll of public and private schools was therefore 2,480, as compared with 2,320 last year.

CERTIFICATES.—In remote schools the examination for proficiency was sometimes held at the time of the annual visit; but practically all pupils were able to come to one or other of the eight centres arranged in December. During the year, 179 pupils in public schools were examined in Standard VI; seventy-seven certificates of proficiency and fifty certificates of competency were awarded. In 1908 the numbers were seventy-seven and thirty-eight.

From private schools, fifteen candidates came for examination. Eleven proficiency and two competency certificates were awarded.

Ten schools in which all the standards were represented were placed in the "good" class—Picton, Tuamarina, Renwick, Grovetown, Waitohi, Marlboroughtown, Canvastown, Ward, Marshlands, Fairhall. The best all-round work of the year was found at Marshlands. The following schools which had one or more standards missing were also classed "good": Spring Creek, Riverlands, Ocean Bay, Ugbrooke, Tetley Brook, Wairekа. The two Convent schools were in the "good" class.

The above list is larger than in the past years. Doubtless the excellent attendance during 1909 had something to do with the result. Four schools were classed "weak": they were all of grade 0.

ATTENDANCE.—The year 1909 was the jubilee year of Marlborough; the schools were therefore granted an extra week of holidays. This made the standard of attendance in half-days 410. Only twenty-nine schools reached this number. Forty-seven were open over 400 half-days.

Epidemics of measles and diphtheria were prevalent, affecting especially Picton and Tuamarina. Of the schools that were operating all the year, Tahuahua, with 353 half-days, had the lowest record.

Twenty-six of the forty-seven schools mentioned above recorded 90 per cent. of attendance. Those with an average of sixteen pupils at least were: Marshlands, 94·3 per cent.; Nydia Bay, 93 per cent.; Havelock Suburban, 92·5 per cent.; Renwick, 92 per cent.; Riverlands, 92 per cent.; Waitaria Bay, 92 per cent.; Grovetown, 91 per cent.; Rai Valley, 91 per cent.; North Bank, 90·6 per cent.; Spring Creek, 90 per cent.

The Truant Officer had practically no Court work.

The average roll of the whole district during the past year was 2,216; average attendance, 1,964, which is 88·62 per cent., the highest yet recorded in this district.

CLASSIFICATION OF TEACHERS.—In December, 1909, the following were the qualifications of the staff:—

——	Certificated.	Licensed.	Uncertificated.	Total.
Head teachers	13	..	..	13
Sole teachers	12	1	52	65
Assistants	12	1	7	20
Totals	37	2	59	98

Pupil-teachers	6
Probationers	4
Cookery, woodwork, and agriculture (part-time) instructors	3

In December, 1908, there were only thirty certificated teachers; the increase to thirty-seven is highly satisfactory. Under the Act the uncertificated teacher holds a merely temporary appointment. Where the salary is equal to that of grade 1 the situation should, in the interests of the children, be advertised at intervals, unless the teacher be making some attempt to obtain a suitable qualification. There are thirty such positions held by uncertificated teachers in Marlborough. The salary of grade 1 is £90, rising by annual increments of £5 to £120, with £10 allowance in case of sole teachers. Eight of the thirty hold positions in grade 2, which, in the case of certificated teachers, would be worth £120, rising to £150, with £15 house allowance.

The great problem of the past year has been the small school. As mentioned elsewhere, twenty-two of these were working for only one, two, or three quarters. The broken time is due to various causes; among others may be mentioned the relatively small salaries exerting but a slight hold on the teacher, the household conditions of lodging, the remote situation of the schools, the uncertain nature of a teacher whose efficiency is for the most part only guessed at by the fact that she holds a Standard VI proficiency certificate. The teachers of these schools are mostly young, and they are faced, often without guidance for a time, with the problems of discipline and the preparation of a programme for their pupils. The ambitious teacher also finds herself far from assistance in private study. Such drawbacks—and they are not transient—make these schools a constant call on the advice rather than the criticism of the Inspector—advice in certain respects continually reiterated as the *personnel* of the staff changes. If this report enters frequently into matters of detail, the above are conditions that render the mode of treatment advisable, for the suggestions herein contained are, I find, readily followed by such teachers. The twenty-two schools mentioned contained 136 children, so that they cannot be neglected. When firmly established, these schools frequently produce very good work—not inferior sometimes to that of the largest schools; some have even produced scholarship-winners.

THE FINE ARTS EXHIBITION.—This was held in the Technical School, Blenheim, during jubilee week. Most of the exhibits were the work of school-children. His Excellency Lord Plunket visited

the exhibition, and expressed his pleasure in what he saw. In addition, large numbers of the public viewed the work, and expressed both astonishment and approval. There was also something striking in the evident satisfaction of the children in their handiwork. They were learning by active production, not by passive recipience. Teachers and pupils alike deserve hearty thanks for the interest they took in the project.

Remarks on the various Subjects.

English.—The school libraries are evidently fostering the love of reading, and the *School Journal* is a valuable aid to the same end. I should, however, like to find more use made of the daily or weekly papers, and of the five- or ten-minute morning conversation on the subject-matter read or observations made. Reading-sheets are required in a number of the schools; where Class P. is large this is the most effective method of dealing with the subject. In higher standards, three constantly observed defects under the head of pronunciation are, the misuse of "h," the intrusive "r"—broard, rotundar, peninsular (noun), and wrong vocaliszation—*i.e.*, the production of an impure vowel, the word "iceburg" will illustrate the defect. A slow and clear articulation is the remedy for these faults. The phrase, as a unit of thought, should be carefully studied in the lower standards, and then there will be little difficulty with the due distribution of accent. The cultivation of an ear for rhythm in words and beauty of diction is an unfailing indication of good teaching. In general, the comprehension of the matter read was better than in previous years. In all schools the upper standards should be taught how to use a dictionary. This receives attention in some schools, but is neglected in others. Reading and oral composition are companion studies. Free oral expression of ideas is not yet sufficiently cultivated in Standards I and II. Where the principles of the essay are taught and the papers received are carefully corrected and discussed the result is good; but I have noticed, especially in the largest schools, some lack of thoroughness in this respect. Every error is an opportunity for the useful study of word function—an opportunity the more to be availed of since so much of grammar has been discharged from the syllabus. Such formal grammar as remains in the syllabus is receiving more attention than hitherto; some teachers still begin with the noun and the verb, instead of with subject and predicate. From the exhibits sent to the Fine Arts Exhibition it was evident that the majority of the schools have attained a very fair standard in writing. The general writing, as seen in the notebooks and on slates, especially in the setting-forth of arithmetic, still demands careful supervision. In some schools the children bring their own nibs, which are frequently bad or unsuitable—then the writing suffers. In the lower classes the teacher must see that every slate is properly ruled. Spelling was considered satisfactory in fifty-three of the seventy-three schools to which announced visits were paid. Only two of the remaining twenty were above grade 1.

In the following table the standard of English is indicated. There are seventy-three schools in this summary:—

	Satisfactory to Excellent.	Not up to Satisfactory Standard.
Reading	62	11
Composition (including grammar)	24	49
Writing	62	11
Spelling	53	20
Recitation	57	16

Except in composition, the general result is very satisfactory.

Arithmetic.—In some quarters accuracy appears to be considered of less importance than method; these are two sides neither of which can safely be neglected. Of 179 candidates from public schools for examination in Standard VI, six were presented in the arithmetic of Standard V; forty-seven others failed to attain the minimum required for the proficiency certificate. While this may be improved upon, it is nevertheless a fair result. It is to be observed that in the Junior National Scholarship test, arithmetic is practically the only subject in which candidates fail to obtain the minimum mark. This should encourage the teachers to make renewed efforts. The main work of improvement must begin in Standard IV, for the chief difficulties in the subject are found in Standard V. The best arithmetic of the past year was observed in Marshlands, Ugbrooke, Ocean Bay, and Picton. Thirty-four schools were considered satisfactory in arithmetic in 1909, as compared with thirty in 1908—the total number of schools being seventy-three and seventy respectively.

Geography and History.—During the past three years there has been a progressive amelioration in these subjects, but they are not yet of a satisfactory standard. More may be done with the practical work of geography A in Standards III and IV. "The Imperial Geography," which is found in some schools, is not authorized for use by the pupils. Some schools make good use of maps and mapping; others do too little. Maps showing very careful detail are not required, but there is hardly any work in geography B that would not be made more interesting and remembered better if illustrated with rapidly drawn maps, showing only the details under consideration. In any case, the use of the atlas is very necessary. The great stimulus to interest in geography afforded by the daily and weekly papers is apt to be overlooked in country schools. The *School Journal* of the past year has afforded a valuable fund of suitable and up-to-date information on matters of geographical interest.

We sadly need a text-book in history appropriate to the needs of New Zealand—one that should deal very lightly with the main topics of English history, and then, taking up the thread of colonial history, elaborate the story of our own land: Captain Cook, the early immigrants, the Treaty of Waitangi, the Maoris and the land question, the work of Dieffenbach, von Hochstetter, von Haast, the effects of the discovery of gold, the provinces, the public-works policy, leading Ministers of the Crown and their policies, our chief writers and artists, the historical development of industry, standard

of comfort, institutions and civics—understanding by the last-named a study of the State, the Church, the Post Office, the bank, the school, the commission agent and middleman generally, and all the ways in which a helpful co-operation forwards the interests of the citizens. Hitherto the history of New Zealand has generally been summed up in Cook and his voyages, the coming of Marsden, and the Treaty of Waitangi. The special general knolwedge paper in history and civics set in the Junior National Scholarship test should be productive of a better study of this subject. History, properly treated, is not a memory-cramming subject, but there is something defective in the presentation if nothing remains in the memory. The aims of history are the production of a rich and many-sided patriotism, the culture, humanizing and moralizing of the imagination, sentiment, and will, the enabling one to see in true perspective the institutions of the present day so that the child may fit himself into the scheme of things—if he knows nothing of Reform Bills and Corn Laws, how can he appreciate the social atmosphere in which he finds himself?—the preparation for citizenship by a training of the judgment; in this last connection studies of cause and effect are important—*e.g.*, gold-discovery and population in New Zealand, cheap transit, and a homogeneous pronunciation.

Drawing.—At one time the work of the primary school was summed up in the term "the three R's." We have now dug deeper, and we say it consists in the cultivation of observation, thought, and expression. Drawing is one of the modes of expression; writing is but another; and manual work, generally, but a series of varieties of expression—the outcome or outward manifestation of what the youth is thinking. The general standard of the work in drawing was indicated by the Fine Arts Exhibition: On the whole, nature-study pencil-work showed to advantage, and the isometric drawing of solids done in the woodwork-room at Blenheim was of a good class. But work in design—geometric and nature-study—was, except in rare instances, of a lower grade. Fine-lined plane geometry is not too common, and well-executed representations of three models should be more plentiful. Much excellent work was exhibited in brush drawing. Arrangements have been made for the supply of a considerable number of sets of geometric solids. Some useful books on design have recently been added to the teachers' library at Blenheim School. A series of four "Guide" brush-books at 3d. each is full of valuable matter.

Needlework was satisfactory in fifty-five schools. In sixteen it was described as "excellent." The Marshlands School deserves special note. The girls that attend the Blenheim Technical School are now taught advanced plain needlework at the conclusion of the cookery course.

Handwork.—Elementary handwork in one or more of its forms enters into the programme of nearly all schools; the intellectual benefits may not in all cases be obtained to the full, but the children are at least learning to use their hands. There are thirty-seven gardens at public and three at private schools; in many of them much valuable elementary science is learned. During the past year Ocean Bay has made most progress in garden-formation. In flower-gardening Seddon makes the bravest show. I should like to see more use of the note-book in connection with the gardening operations. Under Mr. Bruce's supervision, general knowledge in science is increasing. His work will be more effective when there is more scientific apparatus at each school he visits. A properly equipped science-room is much wanted. If erected at the High School it would meet the needs of both secondary pupils and teachers. Woodwork, cookery, and advanced plain needlework are taught at the Blenheim Technical School. Solid geometry is correlated with woodwork. The record of attendance has improved:—

All Classes (Teachers, Technical and School).

	1908.		1909.	
	Roll.	Average.	Roll.	Average.
Cookery	183	149	226	158
Woodwork	205	161	234	169
Advanced needlework	..	..	124	108
Totals	388	310	584	435

School Classes.

	Roll.	Average.
1907	256	183
1908	306	249
1909	484	364

Arrangements are made for a teachers' class in physical measurements to be held during 1910. A school class in this subject was held at Canvastown during the year.

Three teachers sat for the diploma in cookery of the City and Guilds of London Institute, and two were successful in gaining first-class passes. Altogether eleven teachers have gained these valuable awards at the local institution.

Swimming has been well taught at a number of schools.

In April forty-five teachers met Mr. Isaac, who gave practical illustrations of carton work.

At Canvastown, continuation classes were held in English and arithmetic, and a technical class in botany; while at Havelock there were continuation classes in English, arithmetic, and book-keeping.

Hygiene, Temperance, Moral Instruction, and Tone.—The attention of the staff has been specially directed to the provisions of the syllabus in respect of instruction in the principles of temper-

ance. The schemes of work should show what has been done and what is proposed under that head. In thirty-six schools moral instruction appeared to receive definite attention. It is shown that order, discipline, and tone are usually of a highly satisfactory character. It may be observed, however, that a low attendance implies in some schools a weak educational tone. In one or two instances the teachers have been requested to cultivate in the children a just pride in their personal appearance.

DRILL.—Sergeant-major Colclough spent some time with the cadets—with manifest benefit to them. A detachment has been recognized at Renwick. The Chaytor contests produced some good shooting. The Department appears on two occasions not to have received information of the highest score in this district. Most schools give time to deep breathing. In the smaller schools a good bodily movement and posture should be cultivated. In every school visited physical instruction formed a part of the course; it takes various forms: free gymnastics, dumb-bells, wands, clubs, breathing-exercises, and military drill.

SCHOLARSHIPS.—The result of the scholarship examination was very satisfactory. It may be mentioned that schools which take up model drawing in Standard VI are at a disadvantage, compared with those that undertake instrumental drawing; a test is set in the latter and not in the former, although the branches are alternative in the syllabus. Regulation 12 of the Civil Service Junior might very well be made to apply to this examination also. No successful candidate came from a sole-teacher school; there was only one such candidate presented.

STANDARD VII.—There were twenty-four pupils in Standard VII at the close of the year. The class at Canvastown covered a good course, producing two candidates successful in the Civil Service Junior test. In addition to English and arithmetic, the pupils in Standard VII study one or more of the following subjects: Agriculture, algebra, book-keeping, botany, Latin, physiology.

FREE BOOKS.—It is not clear why free histories and geographies should be granted in small schools and not in large schools. The most painfully poor people are generally found in the latter.

MR. LADLEY.—Death has taken away a striking figure in the late headmaster of Grovetown. For twenty-five years he served the Board faithfully. He was ever ready to test new methods, and he did his best both to discover and to show to younger teachers what was good in them. He did not measure his duty by foot-rule, but throughout he set before the children a simple and homely example of noble living.

D. A. STRACHAN, M.A., Inspector.

The Chairman, Education Board, Marlborough.

NELSON.

SIR,— Education Office, Nelson.

We have the honour to submit to you our annual report on the schools of the Nelson Educational District for the year 1909.

One hundred and thirteen schools were at work during the last quarter of the year. Five small schools—viz., Baton, Burley's, Kahurangi Point, Newton Flat, and Woodstock have been closed since our last report was presented, but eight others—Inangahua Landing, Mangarakau, Matakitaki, O'Brien's, Pakawau, Six-mile, Upper Wangapeka, and Warwick Junction—have been established or reopened, so that the total number is higher by three than previously.

Additions to and improvements in our school buildings have been effected during the year by the erection of new schools at Summerlea, Wangapeka, Rockville, Globe Hill, and Rahui (side school); the addition of new rooms at Birchfield, Cape Foulwind, Brooklyn, and Karamea; and the rebuilding of the infant room at Wakefield. As a rule, the new schools recently erected are of a more convenient and suitable character than that hitherto prevailing, but the following additions might well be made without greatly increasing the initial cost but certainly adding to their suitability as class-rooms. The interior walls should be painted a light tint (such as light green), hyloplate should be fixed at a suitable height upon all blank wall-spaces, and the windows be provided with blinds, if of the roller spring variety, attached to brackets at the top and made to run under a roller with the laths secured to side wires so that when the windows are open at the top and bottom no annoyance can be caused by flapping blinds. These appurtenances should be provided for in the specifications drawn for all new buildings; and, above all, especial attention should be given to the structure of the chimney, so that in future that *bête noir* of country-school life—the "smoky chimney"—may be avoided. In wet and exposed situations the proper fit of window-sashes and the lap of roofing-iron are no less important considerations.

The rebuilding of our oldest school-rooms such as Neudorf, Motueka, and some of the wooden buildings at Westport should now receive the earnest consideration of the Board.

The marked distinction that formerly prevailed between the two visits of the Inspector to a school within the year—the one being a surprise visit of inspection and the other a previously announced visit purely for examination purposes—no longer exists, as no examination need be taken by the Inspector unless it be of those who desire to obtain certificates. One inspection visit must, however, be previously notified to the school, so that parents may make application for the examination of their children if they so desire it. In this connection it is even expected that candidates for Sixth Standard certificates should make application to sit for examination. It is necessary for the well-being of our educational system that parents should maintain a keen interest in all that concerns their children's progress, and hence it is regrettable that generally they are not yet aware of many recent changes in educational matters. Few, for example, yet fully comprehend that the classification for all standards is in the head teachers' hands, and that they hold pass examinations for the most part in December for the purpose of determining it; that the Inspector's pass examination if held at all is merely for the purpose of determining the granting of certificates or the classification of a child whose parents object

to his present classification. At three schools, however, which had each been twice inspected previously during the year, we held pass examinations of all standard classes. The results at two of them went far to justify the head teacher's classification, and gave us much more reason for being satisfied with his discretion than we had been at the previous inspection visits. All Sixth Standard pupils were again examined by us for certificates either at their own schools at the inspection visit or at special centres in November or December. The following centres were made : Nelson Girls', Nelson Boys', Technical School Nelson, Wakefield, Motueka, and Westport. In order to make as little alteration as possible in our form of procedure at inspection visits, we have at the first visit dealt mainly with such matters as the marking and keeping of registers, regularity of attendance, time-tables, order and discipline, state of buildings grounds and fences, school accommodation, cleanliness and tidiness of rooms and premises, school material and apparatus, class-books used in school instruction given to pupil-teachers, &c. At the second visit we have paid special attention to the discretion displayed in the grouping of classes, the classification of the pupils, the determining of the promotions from class to class, the organization, the suitability of schemes of work, and the method and quality of the instruction given.

One hundred and four schools were inspected by us, and, as usual, most of them were visited twice.

The following schools under other control than that of the Board have also been inspected in the early part of the year :—

	Number on Roll.	Present.
St. Mary's Boys', Nelson	56	43
St. Mary's Girls', Nelson	52	48
St. Mary's Orphanage, Nelson	55	51
Nelson College, preparatory	25	23
Nelson Girls' College, preparatory	11	11
Stoke Industrial (boys)	92	88
St. Mary's High School, Westport	25	21
St. Canice's, Westport	213	180
Sacred Heart, Reefton	67	56
Totals	596	521

Zephyr Lodge (twenty), and Cabragh House (fifteen)—private schools, Nelson—were also inspected when the examinations for certificates were being held, but St. Mary's Orphanage and Stoke Industrial were not revisited. The totals at the later inspections were 555 and 548. There were in all, then, 699 private-school pupils either inspected or examined by us. Sixty-three were presented in Standard VI, and thirty-seven proficiency and seventeen competency certificates were granted. The general work of six of the schools was classed " satisfactory to good," and of one " good."

On different occasions twenty-two candidates who were not on the rolls of the schools undergoing inspection took advantage of the opportunity to present themselves for examination in Standard VI. Five proficiency and ten competency certificates were gained. We have, besides, held four special examinations, at which twenty-nine candidates presented themselves. The number of certificates obtained was seventeen proficiency, ten sixth competency, and one fifth competency. (A special examination may be held at any convenient time on payment of the regulation fee, which varies according to the number of the candidates.)

The average weekly number on the rolls for September quarter was 5,734, again higher (this time by thirty-six) than for the corresponding quarter of last year. This is the highest return for that quarter since the year 1900, the total number of children in attendance having increased during the last two years. The teachers' returns show that the number on the rolls of the schools at the time of the annual examinations was 5,795, and of these 5,540 were present. Except for increases at Westport of thirty-one, at Granity of twenty-nine, at Summerlea of eleven, and at Cape Foulwind of ten, no very marked alterations are to be noted in the number attending at individual schools, and the numbers lost by the closing of a few small schools have been more than counterbalanced by the opening of other household schools. The largest decreases are to be noted at Charleston, ten, and at Lyell and Dovedale, each nine.

Decided improvement in the regularity of the attendance is noticeable this year. The yearly average attendance, 4,992, is the highest yet recorded for this district, and is 86·9 per cent. of the average weekly number on the rolls. This also is the highest percentage yet attained, and as such represents the maximum degree of regularity with which the children of this district have attended school for any one year. Last year, with 85·8 per cent. of attendance, Nelson was bracketed with Taranaki and Wanganui as the lowest in the Dominion, so that in spite of the improvement it will probably stand badly in comparison with those districts in which good attendance is habitual. Otago, with 89·2 per cent. for 1908, still holds the premier position for regularity, and sets an example that is difficult to emulate. Fruit and hop-picking holidays throughout a large proportion of the district (some forty-five schools), however nicely adjusted, induce such a broken time before and after the holidays themselves, for the negligent and necessitous are continually allowing their children to stay away beforehand or return some days late, that in the matter of attendance we cannot hope to excel more favoured districts. Considerable improvement might be effected by the appointment of one of the Board's officials as truant officer, and instituting a system of monthly, or if necessity requires of weekly, returns from each head teacher to the office. We note that the Minister's report of last year shows that ten of the Boards have already paid truant officers. If moral suasion, instead of enforcing legal penalties, is still to be the general method adopted, an appeal to the Committee and teacher of a school at which the yearly attendance has been poor, urging upon them the necessity for encouraging

regularity, might be productive of good. The Inspector-General of Schools concludes his report to the Minister as follows: "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."

With the omission of grade 0 schools, many of which as household schools possess special advantages in the matter of attendance (nine of them recording 100 per cent.), the following deserve credit for the regularity with which their scholars have attended throughout the year: Ferntown, 98 per cent.; Fairdown, 94; Land of Promise, 94; Nelson Boys, 93; Riwaka, Summerlea, Redwood's Valley, each 92; Sandy Bay, Birchfield, and Bainham, each 91; Blackwater, Upper Takaka, Lyell, Charleston, Neudorf, and Richmond, each 90. In all thirty-four schools reach or exceed 90 per cent. We note with pleasure that modern methods, and especially the introduction of varieties of handwork into the curriculum, have had the effect of making the school-work much more attractive to children than formerly, so much so that in many of our best-conducted schools the majority of the children are found to be attending school more from choice than from obligation. Poor attendants we still have with us, but fortunately not to the same extent as formerly. Irregularity at Ngatimoti (62 per cent.) has become chronic; and at Tapawera 72 per cent., Cronadun and Karamea each 74 per cent., the situation is not much better. In all, sixteen schools show a lower return than 80 per cent. Most of these are small country schools where the population is scattered, and the exceptionally wet winter and spring of this year may be urged as an excuse for the shortcomings of many of them. Though in these cases ideals cannot be high, for now even 90 per cent. should not be regarded as unattainable by any, we have reason to be pleased with the general improvement shown in the district as a whole.

We have twice commented upon the excessive amount of holidays given in certain of the schools, and acting on a suggestion thrown out by us in last year's report, circulars were sent out by the Board at the end of the first half-year calling the attention of Committees and head teachers to the need in certain cases of exercising extreme caution in any further allotment. To judge from the returns, this action has had a much-desired effect. Forty-two schools have been kept open 420 times, and only nine less than 400 times. Some of the latter, being unsupplied with teachers for some part of the year, are not to blame for the deficiency. Though we consider that every school should be expected to work 420 half-days in the year, and that the Department would be fully justified in deducting a proportionate part of the salary from those teachers who do not perform their duty a prescribed minimum number of times, we are satisfied that the majority of our teachers are so fully alive to their responsibilities that they will see that through no selfish considerations or contributory negligence on their part will the time allowed them for the improvement of the mental, moral, and physical well-being of the children be curtailed.

The following table shows the classification of the 176 teachers in the employ of the Board on the 31st December:—

Grade.	Head Teachers.		Assistants.		Secondary Assistants.		Sole Teachers.		Totals.
	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	Certificated.	Uncertificated.	
0	..	..	..	..	..	..	..	22	22
1	..	..	..	..	..	..	7	14	21
2	..	..	..	..	..	..	17	8	25
3	..	..	2	..	..	..	9	..	11
4	20	..	12	7	..	..	..	..	39
5	7	..	6	2	1	..	..	..	16
6	5	..	5	1	2	..	..	..	13
7	..	..	..	..	..	..	..	..	..
8	..	..	..	..	..	..	..	..	..
9	3	..	23	1	2	..	..	..	29
10	..	..	..	..	..	..	..	..	..
..	35	..	48	11	5	..	33	44	176
1908—	33	1	46	5	4	1	31	46	167

There were, in addition, thirty-one pupil-teachers and nine probationers. Omitting grade 0 schools, in each of which the salary is usually less than £90 a year, and consequently could hardly be expected to provide for a certificated teacher, we still have thirty-three uncertificated out of 154, or 21 per cent. As a result of several new positions being formed this year, the number of uncertificated assistants has increased considerably. It was chiefly in respect to these that the Board last March notified its uncertificated teachers that their positions would be considered temporary and held only for the year following, and that sitting for the coming D Examination would be a condition necessary for re-appointment. We anticipate an improvement in status as a result of this action. Some teachers possessing the necessary scholarship are lacking only in experience, but there is still a dearth of qualified applicants, for all such find no difficulty in obtaining employment.

The number of pupil-teachers has somewhat increased, as there seems no immediate prospect of the regulation that provides for their substitution by additional assistant teachers being carried into effect.

At our visits of inspection we find, as a rule, that all registers are kept in a satisfactory manner. In some few cases we have found that the weekly summary has not been posted up to date, or that the weekly totals have not been regularly carried forward in the daily register. In such cases we can but refer the teacher to the very definite directions supplied, which should be strictly carried out in all cases. We would here like to note that promptness in forwarding all quarterly returns and other forms greatly facilitates the work of the office. We desire to see, especially in many of the smaller schools, a more systematic method of keeping all school records and official circulars. These should be so arranged that we could readily refer to them when visiting a school.

An examination register for the use of teachers in conducting periodical examinations has been issued to all head and sole teachers. As these registers will in time form valuable records of school-work and of the progress of individual pupils, we shall expect to see all entries made fully and accurately. The very clear directions printed at the beginning of the register should show exactly how it is intended to be used.

On the whole, the time-tables drawn out are fairly suitable to the working-conditions of the schools. Where defects were apparent we have required the teacher to recast the time-table and forward it to us for approval. As many of our teachers have had little opportunity for training, this has been necessary in a number of cases. Sometimes we have on a visit found a provisional time-table in use, though the school had been working under normal conditions for a considerable time, and the school year had so far advanced that a permanent routine of working should have been adopted long before. Perhaps the most common weakness in the time-tables was the tendency to apportion too great a part of the working time to instruction in arithmetic.

The schemes of work which it is now necessary for the head teacher to draw out were duly presented to us. A considerable degree of skill is required to draw out an entirely suitable scheme of work. This can be gained only by experience. Where changes of teachers are frequent it is imperative that a teacher on giving up his position should leave in the school full schemes of work so arranged that the incoming teacher may take up the work with some continuity. Too often we find a teacher entering on a new appointment unable to readily ascertain the amount of work that has been overtaken by his predecessor. This must necessarily lead to a serious break in the work of the year.

The order and discipline of the schools is generally of a satisfactory nature.

During the year a grant was made by the Department for the issue of free text-books to Standards II and I, and the preparatory classes. In the coming year a further amount will be provided to extend the issue to pupils of Standard III. The position then will be that up to Standard III no child will be expected to purchase any text-book. Copy-books and drawing-books and necessary school material are of course not included under the conditions of the grant. As the amount is not renewed yearly, special care is necessary in the use of the books provided.

Towards the close of the year was passed the Public Service Classification and Superannuation Amendment Act, 1909. As this Act affects the superannuation of teachers we desire to draw attention to the chief alterations it makes. Subject to the approval of the Minister of Education, provision is made for the retirement of a male contributor who is not less than fifty-five years of age if his length of service is not less than thirty years, or in any case in which the length of service of a contributor is not less than thirty-five years. In these cases the Superannuation Board may impose upon the retiring contributor such terms and conditions as to payments into the fund as he thinks fit. The maximum retiring-allowance is fixed at £300. This does not affect those who were contributors to the funds prior to the incoming of this Act. The time during which a contributor may elect to remain under the old Act (Part IX of the Education Act, 1908) is extended until 1st July, 1910; and, similarly, contributors who have elected to remain subject to part IX of the Education Act, 1908, may revoke their decision any time before 1st July, 1910.

We regret that it has not yet been found possible to carry out all the provisions of the Education Act Amendment Act, 1908. Nevertheless, we have the benefit of several material advantages resulting therefrom. During the year the Board had before it a proposed scheme for the promotion of teachers within its district. Were such a scheme given effect to we feel sure that it would be of much benefit to education throughout the district. It would at the same time mark out a degree of certain advancement to the capable teacher, and remove the anomalies inseparable from some of the present-day appointments.

Most of the items in the following summary for the whole district form part of the Inspector's annual return :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.	Average Age for the Dominion in 1908.
			Yrs. mos.	Yrs. mos.
Standard VII	125	115	14 8	14 9
„ VI	464	448	13 8	14 0
„ V	544	523	12 11	13 1
„ IV	619	602	12 2	12 3
„ III	624	606	11 2	11 3
„ II	649	631	10 1	10 3
„ I	729	710	9 1	9 3
Preparatory	2,041	1,905	6 11	7 2
Totals for 1909	5,795	5,540	11 4*	11 6*
Totals for 1908	5,689	5,424	11 3*	...

* Mean of average age.

For the first time the returns have been made out from the class lists furnished us by head and sole teachers on the completion of their annual examinations in December. The difficulty of compiling them was immensely increased this year by the multiplicity of errors into which the teachers had fallen in making their returns, but especially in the total absence of essential data, which had to be obtained from other sources. For example, some returns were not received at the office till the 5th January, instead of immediately after the 1st December, as requested. Many teachers supplied no duplicate class lists, and several omitted the preparatory classes entirely. Several points were commonly misunderstood—*e.g.*, previous classification (that is, class in which the pupil was examined) and new classification (class to which he was to be promoted). The " report of work done in subjects not specified in the class lists "—that is, subjects other than English, arithmetic, geography, drawing, and nature-study—was too often omitted, or so indefinite that it did not even name the subjects taught. In some cases, too, the class lists sent in as duplicates did not agree either in the classification of the pupils or in the remarks on subjects. The number present at examination was sometimes omitted, and we fail to see the necessity for so many (about 4 per cent.) being absent from the examination, which was not necessarily confined to any one day. Wrong forms were occasionally used, and some novices even went so far as to place the children's names in the column on the class list summary headed " Teacher." Poor judgment was displayed by some in classification, the marking being absurdly high, or, what was more difficult of comprehension, far too low to justify the new classification. An individual mark, for example, in arithmetic would indicate a complete failure, but the pupil was nevertheless selected for promotion in that subject.

Though allowance must be made for the difficulty that so many experience in dealing with new forms, the condition in which these were forwarded strengthens us in the conviction that the right of classifying a school should not be placed in untrained, inexperienced hands. It would be wiser to restrict the power to head teachers, exclusive of sole teachers, provided that to certain of the latter the right might, at the discretion of the Inspectors, be conceded.

In order to guard as far as possible against the evils resulting from loose classification, we have this year, in schools below Grade III, paid special attention to English and arithmetic by examining every child in standard classes individually. This enables us to check the classification in small schools where the teachers are in most need of direction.

One hundred and four, the bulk of our Standard VII pupils, are members of the secondary classes of our district high schools. Standards I and V are larger by 141 and fifty-nine respectively, and Standard III is smaller by forty-three. As the annual examinations were held at the end of the year, the ages were generally entered as on the 1st December, and consequently the average, except in the Preparatory classes and Standards VI and VII, is about two months higher in each standard. It is rather a curious fact that the average age of the Preparatory still remains the same, though the total number is growing. It would appear that the children are being sent to school at an earlier age than formerly.

A report of this nature could hardly be considered complete without some reference to the subjects of instruction.

ENGLISH.—Reading generally continues to be satisfactorily taught. It is a somewhat significant fact that where weakness has been recorded the school has in every instance been one in charge of a sole teacher. Though we meet with many of the usual errors of pronunciation, we cannot say that any marked peculiarity is general throughout the district. One very common defect in the reading, however, is the want of clearness and of distinctness in articulation. This fault is noticeable in the slurring or careless sounding of final consonants, and occurs also to a considerable extent in the speech of the pupils. Many teachers fully recognise this failing, which should be made a point of correction from the child's first efforts in learning to read. Later on, oral answering and oral composition may well be made valuable mediums in effecting improvement concerning this point, so that present-day pupils may be trained to use their mother-tongue in its purest form.

As hitherto, at least two literary Readers have been in general use, one of which in a great number of schools is the *School Journal*. From many teachers we learn that the *Journal* is eagerly looked forward to from month to month, partly on account of its serving to some extent the place of a continuous Reader, and partly from the fact that it is practically a new book every month. In practice, we understand that in a number of schools Part I is found to be rather difficult for Standard I pupils.

In recitation there is a general indication of careful preparation. In some few instances we were pleased to find that teachers had made a judicious selection of pieces outside of those in the ordinary Reader, which we are too accustomed to hear from year to year.

Spelling from the prepared Reader showed considerable improvement, seventy-four schools doing efficient work. Many faults, however, occurred in the written work of other subjects, where common small words were carelessly misspelt or confused with words of similar sound but of different application.

Writing likewise showed improvement, and we are pleased to note a decided advance in the form of the written answers, not only in the writing, but in their general neatness and more orderly arrangement. We are convinced that the small amount of extra effort expended in this direction will have its due effect upon the general habits and character of the pupil. We certainly appreciate the improvement as a great aid to our more ready perusal of the papers.

In composition sixty-eight schools were regarded as efficient, the proportion in the various standards being: Standard VI, 50 per cent.; Standard V, 68 per cent.; Standard IV, 54 per cent.; Standard III, 73 per cent. Much has been written in recent years about the neglect of our mother-tongue, and many critics have strongly advocated that a greater proportion of school time should be devoted to the teaching of English. Perhaps it is that the disappointing results were rather the outcome of the older systems of teaching, where command of language was subordinated to a knowledge of grammatical details. In time better results should follow from a wise interpretation of the present requirements. We are pleased to see that greater attention is now paid to general reading, and we welcome the introduction of what are known as supplementary Readers, which contain in suitable form much that is good from the writings of our leading authors. These works are intended for wide and intelligent reading rather than for detailed study. As for grammar, at least so much must always be taught that we may have a standard to judge the correctness or incorrectness of our speech and writing. We would impress upon teachers the necessity for very careful examination methods, so that the tendency to deal with books to suit merely examination requirements may be done away with. The aim of all instruction in composition should be the acquirement by the pupil of the ability to express himself freely in intelligible English.

In some few schools a studied treatment of oral composition is effectively carried out, but in a great many this branch of the subject is only touched upon in an incidental manner. Lack of thoroughness here not only results in want of form in oral answering, but it also causes the pupil to lack the confidence necessary to express himself in a coherent manner. The reaction on the written work is very evident. We desire to see the oral composition approached seriously, some specified time devoted to it, and the training continued generally in the oral answering of all class-work.

Word-building seems to be looked upon as requiring more systematic attention in the lower than in the higher standards. In Standard VI the knowledge of roots, prefixes, and suffixes, which has usually been tested with the composition exercises, was far too limited.

ARITHMETIC.—This subject has been tested in all standard classes, in the larger schools by sample and in the smaller ones by each individual taking the written test. When forming an estimate of the value of the class-work, due regard was paid to the methods adopted. The Preparatory classes were taken orally, and mental arithmetic formed a prominent part of the work in Standards I and II. The tests for classes below Standard VI were written for, or on consultation with the teacher adapted to suit the part of the syllabus covered at the time of the inspection-visit. In the case of those that had but once covered the syllabus work, and yet had been unable to revise it, an allowance was made in our marking of the papers.

On the whole, some improvement is to be noted in the general work of the schools in this subject, sixty of them being marked efficient as against forty-five inefficient. The corresponding figures for last year were fifty-seven and forty-nine.

The appended table gives our estimate of the treatment the subject has received in the different classes:—

	Number of Schools.						
	Standard VI.	Standard V.	Standard IV.	Standard III.	Standard II.	Standard I.	Preparatory.
Excellent ..	6	11	20	20	4	5	1
Good to excellent ..	1	3	3	..	6	..	..
Good	6	8	12	17	15	8	10
Satisfactory to good	1	3	6	7	7	6	24
Satisfactory ..	7	17	10	14	15	19	22
Efficient ..	21	42	51	58	47	38	57
Fair to satisfactory	7	7	4	..	4	5	13
Fair	15	23	17	10	18	16	16
Moderate to fair ..	6	5	5	5	1	4	3
Moderate ..	12	3	4	7	6	8	3
Inferior to moderate	..	..	2	..	..	2	..
Inferior	9	8	2	3	6	10	2
Non-efficient ..	49	46	34	25	35	45	37

A marked improvement is noticeable in Standards II and V, though the work of the latter class is not yet fully satisfactory. The scope of the training prescribed in the syllabus for the Preparatory children is now better understood by teachers, and schemes of work for the different classes are better graded ; but there is still too great a tendency to neglect P. I (the infant class) by allowing them simply to follow the lead of the next higher section, and to promote too readily into and out of Standard I before the child has acquired a thorough knowledge of the necessary addition and subtraction tables, the teaching of which should precede those of multiplication and division.

From a scrutiny of our inspection notes on the work of small schools in grades 0, 1, and 2, we see that in them the chief weakness lies, more especially in Standards II and I and Preparatory, showing that through the lack of skill and experience in the teachers a weak foundation for after-training is being laid.

Standard VI showed but slight improvement, and is this year the weakest class. The exceptionally weak Fifth of last year, and, again, too hasty promotion, induced by the desire to compete for proficiency certificates, may indirectly conduce towards the poor results. The tests issued by the Department were used for this class, most of the pupils being examined in November or December. A continuation of the issue of these cards is highly desirable for convenience in examination, and for the purpose of maintaining a more uniformly high level of attainment throughout the Dominion.

Of those who sat for proficiency certificates, 125, or 27 per cent. of the whole number, failed to qualify in arithmetic. Considering that the pass required only 40 per cent. of the possible marks, necessarily a low standard as this subject is essential for the proficiency certificate, we do not consider, then, that the large number of passes indicates a complete mastery of the subject, and are somewhat disappointed to find that in this competition for the "blue ribbon" of primary-school work, the pupils came up comparatively ill trained.

It was some satisfaction to find that in all other classes the work was much better. The complicated system of English tables of weights and measures, apart from the lack of a universal faculty for computation, necessarily endows the study of this subject with special difficulty, so that it is questionable whether without bestowing an undue proportion of time to this one subject much better results should be expected than we have secured in Standards II, III, and IV.

Head teachers have taken advantage of the dual classification—English and arithmetic—to adapt the work to the abilities of their pupils. We find from the teachers annual examinations that 297 children were placed in a lower class for arithmetic than for English, and twenty-eight in a higher.

Drawing.—In ninety-three schools we considered that this subject was efficiently treated, and in twenty it was especially commended. There are still some of the different sections of the work, such as model-drawing, which are distinctly weak, and, while the most common failing, even when otherwise excellent work is shown, is the omission or partial neglect of one branch, a skilful teacher may ease the difficulty of maintaining so many varieties of work by ingeniously correlating the different parts into a sequence. For example, drawing from object or nature may, through memory drawing and pattern or imitated design, lead easily and naturally up to original design, the same object or objects being retained throughout as the basis.

We noticed this year a growing tendency to allow the ruler to intrude upon other domains than those of drawing with the aid of instruments. Its use in freehand copies (Standard I) is obviously an abuse; and, again, in drawing the straight lines of a model (Standard VI) where the mere definition of the subject as given in the syllabus—freehand drawing from simple models—should be a sufficient indication of the method to be adopted.

Instrumental drawing, such as drawing to scale, plane geometry, solid geometry, and design with instruments, is not systematically kept up, and consequently Standard VI pupils are at a disadvantage in such a competition as that for the Junior National Scholarship, unless previous standard work is thoroughly revised, or special attention is directed to this section.

Acting on a suggestion made in last year's report, the Board authorized the equipment of each of our larger schools with a set of drawing-models. These have been neatly made in wood, and supplied to thirty of the schools which hitherto were without any apparatus of the kind. We expect in future to find these freely utilized, as they should prove especially useful in Sixth Standard model-drawing.

The instruction in singing shows much variety of treatment in different schools, seventy-four being considered as doing satisfactory work. In the smaller schools where circumstances require all the pupils to be combined the efforts of the teacher are usually concentrated on preparing a few suitable songs. In many of the larger schools, however, and more especially where the teacher has a musical bent, the theory is very capably dealt with, and the pupils receive a very useful training in the subject.

Physical Instruction is receiving satisfactory attention in all schools. Many teachers have adopted exercises from the Manual issued by the Education Department, which contains admirable sets of well-graded exercises. It is advisable, except under unfavourable weather-conditions, that these exercises should be practised in the open air. The illustrations at the end of the Manual are worthy of close study. Breathing-exercises form part of the daily routine in all schools. Both in these and in the physical exercises it is generally conceded that the best training is derived from short sets of exercises, frequently and regularly practised. Military drill continues to be efficiently taught in all the larger schools, while healthy games are widely fostered.

Geography continues to be one of the least satisfactory subjects, and remains a stumbling-block to many pupils. We have in previous reports expressed our opinion on the requirements in this subject, and we again find our former opinions confirmed.

In Standards V and VI the weakness is most marked. Much of the work demands not only careful observation on the part of the pupils, but also a considerable degree of reasoning-power in drawing inferences from easily observed phenomena. It is in the latter demand that failure was most evident. The scope of the work seems too wide for the child to acquire sufficient skill in drawing correct inferences

and then giving accurate descriptions. Not only on this head did the work seem defective, but much confusion was often exhibited in regard to the knowledge of countries and places that were supposed to have formed part of the course of study.

HISTORY.—Judged by the disappointing results when tested by us, the treatment of history does not appear to be very effective. In some schools a Reader is used, in others the work is covered by oral lessons on a chosen list of topics. Civic instruction we find is much better handled than is the general history.

MORAL INSTRUCTION.—As part of the general instruction this branch of education receives a due amount of attention at the hands of the teachers. Not only by example but often by special lessons the principles that serve as the foundation of good character are brought prominently before the pupils. The school hours, however, form only a small part of the pupils' life, and the influence of the school-room may have but little effect if there is a lack of home training, or if opportunity exists for bad and unhealthy associations outside of school hours.

The after-effects of a loosely regulated youth are often very wrongly charged against school training, whereas the most exemplary boy in school under the conditions of life mentioned above may develop into anything but a worthy citizen. Good work is undoubtedly being done by the teachers, much of which should tend to counteract prevailing indifference.

MANUAL AND TECHNICAL INSTRUCTION.—For the figures given under this section we are indebted to the Director of Technical Schools.

Elementary handwork was taken in thirty-eight schools, the different branches taught being—

Plasticine-modelling	29
Brush drawing	10
Elementary design and colour work	4
Bricklaying	4
Free-arm drawing	6
Cardboard modelling	5
Paper-folding	5
Needlework	6

The number in the last mentioned is smaller than before, as there are now fewer schools conducted by male sole teachers.

The opening of the Technical School at Westport has led to a marked development of school as well as technical classes, the children from Westport and from schools along the railway-line as far as Seddonville being assembled for ironwork and cookery. The school classes in ironwork are, we understand, the first of the kind to be instituted in the Dominion, and, besides affording a valuable training, they have proved exceedingly popular with both pupils and teachers. Different subjects of manual training have been taken in forty-two schools, the number of classes recognized in various subjects being as follows :—

Ironwork	5
Woodwork	12
Cookery	17
Agriculture	37
Physiology and first aid	12
Swimming	17
Physical measurements	7

Dressmaking has not been taken this year as a school subject, and first aid has not been taught so generally, but all other sections show greater numbers than formerly.

The Minister of Education recently complimented this district upon possessing in proportion to its size so large a number of schools in which swimming was taught. Though pleased with what has been undertaken, we think that a knowledge of this useful art might be yet more generally imparted, as the time required makes little or no demands upon the ordinary time-table.

The number of children receiving instruction at the four different centres is :—

	Ironwork.	Woodwork.	Cookery.
Nelson	..	130	126
Wakefield	..	58	67
Westport	98	..	90
Reefton	..	35	36

In connection with the woodwork lessons, the boys in their drawing are now obtaining sound practice in isometric projection.

We regret to find that occasionally a parent, through lack of appreciation of these "new-fangled" subjects of instruction, has attempted to debar his child from attending. Where travelling by rail is involved the objector may deserve some consideration, but the usual attendance at a certain room for cookery, woodwork, or ironwork ranks simply as an attendance at any other lesson on the school time-table, and a pupil wilfully absenting himself from any school subject commits a breach of discipline. It is the head teacher's duty, under the jurisdiction of the Board, to arrange the course of lessons for all his pupils, and pandemonium must soon ensue if choice of times and subjects is left to the pupil.

Cookery classes have also been formed for the benefit of St. Mary's (private) Schools, and classes in farm-carpentry for the boys of the Stoke Industrial School.

Teachers at Nelson received instruction in chemistry, physical measurements, geometrical, blackboard, and model drawing, and woodwork. At Westport teachers' classes were formed for blackboard,

model, and light and shade drawing, cookery, and ironwork. At Takaka and Motueka short sessions for physical measurement and agriculture were held.

The discontinuance of the free-railway-pass system notified during the last term of the year may seriously handicap the working of these classes and injuriously affect the training of country teachers.

The technical department has progressed. New classes in mechanical drawing, building construction, ironwork, and wool-sorting have been inaugurated, and in addition to other technical and continuation classes, have been successfully carried on, the dressmaking in particular being exceedingly popular. A day class for ironwork students was opened at Westport, and another for trade students is about to commence operations in Nelson.

The instructor of agriculture at four different centres held classes in practical agriculture for farmers. We notice that at a recent conference of fruit-growers the delegates from this district spoke in high appreciation of the instruction so given.

In a circular recently issued the Department sketched an admirable scheme of agricultural work for the instruction of the pupils of the secondary classes in rural district high schools. Practical difficulties have so far prevented the adoption of it in its entirety. Only two of our high schools are in agricultural centres; the difficulty of communication between them is too great to admit of their being economically worked by one instructor; the want of cookery and woodwork rooms and equipment makes it impossible to take two of the essential subjects.

The work throughout has been enthusiastically undertaken, and development made in the number of classes and students, as well as in variety of subjects of instruction. It should now be the principal aim of the management to bestow as efficient a training as possible upon the students and to insure the continuance of the system by such close attention to the details of the working of a somewhat complex department as will enable it to be most economically administered by the Board.

The following table containing a summary of the opinions we have expressed in our inspection reports shows that during the year the schools have gained in efficiency:—

Good to excellent	1	
Good	25	89 efficient.
Satisfactory to good	25	
Satisfactory	38	
Fair to satisfactory	10	
Fair	5	16 non-efficient.
Moderate	1	

The proportion of efficient schools has increased, and the number especially commended for good work is higher than any we have previously recorded, so that we can congratulate the Board upon the very satisfactory nature of the instruction generally imparted in the schools of the district, and upon a year of progress in many phases of scholastic life. The success of a pupil from Reefton District High School in gaining the highest place in the Dominion in the recent Junior National Scholarship examination is gratifying, as it affords an indication that the highest products of the primary schools of Nelson do not suffer in comparison with those of other educational districts.

We have, &c.,

G. A. Harkness, M.A.,
A. Crawford, B.A., Inspectors.

The Chairman, Education Board, Nelson.

GREY.

Sir,— Education Office, Greymouth, 9th February, 1910.

I have the honour to present my report for the year ended 31st December, 1909.

Two new schools were opened during the year, one at Kaimata and one at Jack's Mill. The school at Kaimata opened too late in the year to be included in my examination visits. A new school has also been built at Roa, and will be ready for opening when schools resume.

The following summary shows the classes, numbers, 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	37	31	14 10
„ VI	147	144	13 8
„ V	157	155	13 0
„ IV	184	184	11 11
„ III	188	185	11 3
„ II	201	197	10 0
„ I	218	209	9 1
Preparatory	808	781	7 0
Totals	1,940	1,886	11 4*

* Mean of average age.

As compared with last year, these figures show an increase in the total roll-number of 165, and of 183 in the number present at examination. Of the 144 who sat for examination in Standard VI, sixty-five obtained proficiency certificates, forty-eight competency certificates, and thirty-one failed to qualify for any certificates.

Three Catholic schools were examined, and the following table summarizes the results :—

	Roll Number.	Present at Examination.	Presented in Standard VI.	Certificates gained.	
				Proficiency.	Competency.
Convent of Mercy, Greymouth	249	249	12	12	..
Sisters of Mercy, Brunnerton	60	58	5	5	..
Marist Brothers, Greymouth	111	109	12	7	1
Totals	420	416	29	24	1

The work done by these schools I have classified as " excellent," " good," and " very satisfactory " respectively.

Arithmetic.—Little fault could be found, even by the most exacting, in the tests issued this year by the Department, and an improvement in results was noticeable. The standard attained, however, still falls short of what might fairly and reasonably be expected. Inaccurate work was by no means uncommon. Unless a sum " comes out " within a dozen or so of figures the pupil is overtaken by " that tired feeling." Give our present-day pupils a compound-interest sum of ordinary length, and, though almost invariably their method is correct, their answers are uniformly either inaccurate or only partially correct. They baulk at figures.

Geography.—Candidates for proficiency certificates lose heavily in their written work in geography. From simple questions based on the teachers' scheme of work, and covering ground which the pupil has definitely traversed, there should be no difficulty in obtaining 50 or 60 per cent. of the possible marks ; yet comparatively few pupils succeed in accomplishing this. The fault is due partly to the fact that our younger teachers have not the experience and breadth of knowledge necessary for dealing adequately with this subject, and partly to the pupils' lack of practice in giving written expression to the knowledge he has acquired.

English.—More attention is now being paid to grammar and analysis, and fewer failures in English have been recorded this year.

Recitation.—I am pleased to be able to record a marked improvement in this subject, shown both in the choice of pieces by the teacher and in the rendering of them by the pupil. It is possible that the interest taken by our teachers in local elocutionary contests has contributed in some measure to bring about this result.

Writing.—Special tests in writing are given in each standard, and, judged by these, the writing of the schools in this district is very satisfactory. It is desirable, however, that more care and attention should be bestowed on writing in the general work of the school, although, judged by the special writing tests, two schools may obtain precisely the same number of marks in the subject. A notable difference may be apparent when the general work of the two schools is compared—one submitting neat, presentable papers in all subjects, the other presenting universal scribble and unsightliness. The general impression left upon the mind of an Inspector in the latter case is not one favourable to the teacher.

Singing.—Greater interest is now being taken in this subject, and in several schools good part-singing was obtained. The teachers and Committees of our larger country schools, by making a special effort, have succeeded in purchasing instruments for their schools. It is somewhat of a reproach to our largest town school that it should still be unprovided for in this respect.

Technical.—Classes in the following subjects were held at the Technical School during the year : Applied mechanics, Mr. J. G. Hambleton ; mechanical drawing, Mr. J. G. Hambleton ; wood-carving, Mrs. E. Warnes ; cookery, Miss Blair ; cookery, Miss Moore ; carpentry and joinery (two classes), Mr. J. Galbraith ; chemistry, Mr. A. Talbot, M.A. ; school classes in agriculture, physiology, first aid, carton work, and paper-folding have also been held at various schools, and at these classes over a thousand of our children have received instruction in technical subjects.

General.—The teachers in this district have worked with an energy, earnestness, and enthusiasm that deserves unstinted praise, and the work for the year, generally speaking, has been very satisfactory. A little further experience of the new conditions has enabled teachers to realize better what was expected of them, and they have certainly been more successful in giving what was required. With a syllabus which aims at doing away with the mechanical and the rigid, and at affording the greatest possible degree of elasticity, there will, of course, in the absence of provision for some approximation towards an authoritative interpretation, always remain a certain amount of inevitable indefiniteness about the teachers' work—an undefiniteness which is accentuated by the large measure of freedom conceded to the teachers and by the multiplicity of subjects over which their choice may range. In practice this element of indefiniteness and uncertainty, diminishing though it is, must always operate unsatisfactorily. In order to make sure of meeting all requirements, many teachers, and an especially large proportion of that pathetically conscientious body the female teachers, endeavour to cover a wider field than is really feasible, with the result that there is placed both on teacher and scholar a strain greater than is called for, and greater than can fairly and safely be borne.

I have, &c.,

The Chairman, Education Board, Grey. E. A. Scott, Inspector.

WESTLAND.

SIR,— Education Board Office, Hokitika, 7th March, 1910.

I have the honour to present a report for the year 1909 on the schools of the Westland Education District. The tables accompanying the report present information concerning numbers and general conditions with special reference to the inspection of thirty-four public and five private (Catholic) schools.

The following table is a summary of the numbers and average age of the standard classes at the end of the school year. In addition, it may be stated that thirty-seven pupils received instruction in a lower standard in arithmetic and two in a higher class in that subject.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.	
			Yrs.	mos.
Secondary classes and Standard VII	47	44	17	4
Standard VI	74	68	14	2
" V	87	84	12	8
" IV	114	109	12	0
" III	115	112	11	6
" II	123	120	10	1
" I	132	128	8	8
Preparatory	422	413	6	11
Totals	1,114	1,078	11	8*

* Mean of average age.

Beyond the slight increase in the number on the roll, the information supplied calls for no comment. It will be a matter of regret, however, if the advance in the number of pupils working in a lower standard in arithmetic is found to indicate a tendency to use to a greater extent this method of classification. Every effort should be exerted to avoid its frequent adoption.

During the year all schools receive one announced visit, and, with the exception of six schools in the southern portion of the district, at least one other visit was made. Where occasion demanded, other opportunities for inspection were taken. Of thirty-six schools inspected the efficiency in twenty was "good" or "very good," and of ten "satisfactory," leaving six in which only moderate success was obtained. The general result may be accepted as commendable. In a table submitted to the Board, information is also supplied as to the number of half-days on which the schools have been open during the year. It will be seen that seventeen have been in operation on 420 or more half-days, eleven on 410, five on at least 400, and three on less than that number; two of these being closed early in the year. The normal full year may be taken as 420 half-days, and there should be adequate reason in each case for any reduction in the number. While it is true that the average attendance of the Westland District has for a number of years been maintained at a creditably high percentage of the roll-number, consideration must be given to the inadequacy of regular attendance if the schools are closed unduly, and to the obligation on those responsible to furnish an opportunity for full and continued study of the courses of instruction. The granting of extra vacations and holidays when the circumstances do not warrant the indulgence tends to retard the formation of habits of steady application, and leads to overpressure and to indifferent methods of teaching.

In addition to the inspection of schools, extra examinations were held in December at Hokitika and Stafford in connection with the granting of certificates to pupils of the Sixth Standard. At these central examinations nine schools were represented. In other cases certificates were issued as a result of the test made during the annual visits. Of seventy-four pupils on the roll of this class at the end of the year, sixty-eight presented themselves, and there were awarded forty-five proficiency and fourteen competency certificates. The proportion of full passes has risen to 61 per cent., and may be accepted as satisfactory. Owing to the retention of some pupils in the Fifth Standard in arithmetic, the number of those qualifying must always be to some extent limited.

The number of pupils that had previously gained certificates of proficiency was forty-seven, and of these forty-one were pupils of the secondary classes of the District High School. The remainder mostly preferred to revise the work of the Sixth Standard, and were re-presented. Only in a few instances was there any serious attempt to prepare the full course prescribed for Standard VII.

The course of the students of the secondary classes is the subject of reference at greater length in a separate report. It may be emphasized here, however, that owing to the demands on the staff it is not possible to provide differentiation in the selection of subjects. The girls should follow a course differing in several important respects from that prescribed for boys. In the same way the manual and technical side of education should receive more attention in the case of some students. As there is only one district high school, a system of itinerant teachers of special subjects is not feasible. Parents, moreover, usually demand preparation for the more usual two or three years' courses. The term of three years has ordinarily ended with the Matriculation Examination. The extension of the requirements has recently been adopted, and a substitute will be necessary if pupils are to be encouraged to remain

for three years. Otherwise it will be difficult for ordinary students to qualify in connection with teachers; pupil-teachers; and other courses.

The classification of the pupils in the various standard classes is in this district carried out under favourable conditions. The greater number of the schools receive the Inspector's annual visit after the middle of September, and the remainder, those of South Westland, in February. The probable or actual classification is usually known during such visit, and can be discussed by the Inspector and the teacher. This consultation is valuable, as the question can be considered both with intimate knowledge and from a general aspect. The teachers evince a desire both to advance the older and more clever pupils and to refrain from promoting those deficient in training and understanding. This wise acceptance of responsibility is an important factor in establishing the schools on an efficient basis.

As during the present year the syllabus of instruction of the primary schools may be regarded as under revision, comment on suggested amendments appears desirable. It is recognized that the English course is adequate in amount. Generally, the scope of reading includes the use of one Reader and the *School Journal*. These, if prepared with completeness, usually occupy as much time as can be spared, especially as reading-books in connection with health, history, and geography are also studied. The preparation is insufficient if it is not based on an understanding of the ideas and forms of expression. The amount of technical knowledge or grammar required by the present course is adequate if it is acquired in accordance with methods adapted to each stage of the children's school life. Such instruction, if simple in form, can be easily made to assist in increasing the power of expression. Composition is an art that relies very largely on hearing and reading good models of language; but the process of its acquisition can be hastened by an intelligent, though not extended, study of rules and of the functions of words, phrases, and clauses. These must be accompanied by continual practice, which should include oral and written exercises in the various subjects of the course. The present syllabus provides ample opportunity for such practice, and the result depends rather on the methods of instruction than on any prescribed programme. Arithmetic, on the other hand, requires careful arrangement in the order of its preparation, and modification is needed in almost all the standards. The main object of any alteration should be a reduction of the work of the Second and Fifth Standards. The work of the latter class especially requires simplification so as to allow time for the study of new processes with the aid of abundance of concrete examples. It is, however, in geography that greater changes are demanded. In schools under sole teachers especially, a single definite course is more suitable to the conditions. Teachers should be encouraged to correlate a very limited amount of mathematical and physical instruction with an adequate course of commercial geography. The former should be regarded as serving their purpose if they assist in explaining climate and other conditions that affect the distribution of the population of the world. It should be clearly understood that a definite, although limited, knowledge of the countries of the world and their inter-relation is to be acquired. In the smaller schools there should be smaller demands and less option. If these considerations receive attention, the knowledge acquired will be more definite and practical. It will be of greater use in after-life than the study of comparatively abstruse problems connected with the earth's motions and formation. In drawing a clearer arrangement of the requirements is needed. In the schools under sole teachers drawing and handwork should be combined with a certain amount of option in selecting the course. This would induce greater correlation of the two branches. In history, further, a definite programme is necessary in place of the vague preparation by the reading of a text-book.

Apart from the few suggestions thus offered, the present syllabus is excellent in purpose, methods, and scope. Its presentation in a clearer form will assist teachers, especially those with little experience, to work with a definite objective, thus avoiding waste of effort and lack of thoroughness.

All the Catholic schools are recorded as at least satisfactory in efficiency. The classification of the pupils receives strict attention, and this, with improved methods of instruction, has had a good effect. Of seventeen pupils receiving instruction in the Sixth Standard, eleven obtained certificates of proficiency.

I have, &c.,
A. J. Morton, B.A., Inspector.

The Chairman, Education Board, Westland.

NORTH CANTERBURY.

Sir,— Education Office, Christchurch, 8th March, 1910.

We have the honour to submit our annual report on the schools of this district for the year 1909.

The number of public schools remains practically unaltered, 210 centres being in operation, all of which received two visits from us during the year, except Allenton and Seafield, which were closed during our round of inspection, and in consequence were visited only once; and two others recently reopened, Bealey and Kaiapoi Island. In addition to these, we paid two visits to each of eighteen private schools, with the exception of the Roman Catholic schools at Akaroa and Leeston, which received only one visit, being closed when we were inspecting the surrounding schools. Considerable attention was paid to the secondary departments of the district high schools, schemes of work and courses of instruction being closely examined, and pupils tested with such thoroughness as the time at our disposal permitted.

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of Pupils in each Class.
			Yrs. mos.
Standard VII	308	282	15 1
" VI	1,398	1,284	13 11
" V	1,918	1,828	13 2
" IV	2,271	2,175	12 4
" III	2,483	2,383	11 4
" II	2,411	2,352	10 2
" I	2,476	2,351	9 1
Preparatory	7,581	6,793	7 0
Totals	20,846	19,448	11 6*

* Mean of average age.

About the middle of the year Mr. Thomas Hughes, headmaster of the Waltham School, came to our assistance, and carried out the work of inspection with his wonted energy, ability, and thoroughness. We feel that the thanks of all concerned are due to Mr. Hughes for agreeing to leave his school, and to the Waltham Committee for consenting to his absence, and we wish to record our appreciation of their attitude in this matter, which led them to realize the larger interests involved, and to regard the welfare of the community as having prior claims to that of the school.

The summary of results appearing in Appendix I* attached to this report shows that the average age of pupils in the various classes is still appreciably higher than in 1907, the last year in which pupils were reclassified after the Inspector's annual visit. This has arisen from the change in the date of classification, which for practically all classes raised the average age last year, and will tend to maintain similar conditions until pupils in the upper standards who were promoted at the time the change was introduced gradually leave the schools. The average age of the preparatory classes for obvious reasons has been unaffected.

Standard VII.—The increase in the average age of Standard VII (including pupils of the district high schools) may be regarded as a hopeful sign, inasmuch as it is an indication that many pupils are staying longer at school than has hitherto been the practice, and are continuing their studies when they have arrived at an age to realize the value of a good education. This fact is not without its bearing on the question of boy-labour, the supply of which for some time past has been falling considerably short of the demand. Employers are apt to express disappointment at the attainments of the boys they employ, and to compare them unfavourably with those who applied for work some years back. But is this not to be accounted for to a large extent by the extension of the period of school life, a result of the free education available at secondary and technical schools, and of the consequent limitation of the number of pupils seeking employment in each year? Many employers are, therefore, compelled to take into their service boys who have not worked through the school curriculum, and whom their teachers would hesitate to recommend for any position that makes a demand upon neatness, accuracy, and trained intelligence.

Classification and Promotion of Pupils.—A good deal of discussion has centred round this heading of late, and we ourselves referred to it at some length in our report of last year. Its importance, however, is so obvious that we make no apology for again including it amongst the topics dealt with. A pupil who is moved through the standards with undue rapidity is not only a drag on other members with whom he is instructed, but being imperfectly equipped for advanced work is unable to assimilate and understand it with the necessary thoroughness, and so loses to a very large extent the benefit which ought to accompany school training. It is not too much to say that such advancemen, constitutes a grave injustice, and can only result in positive and lasting injury to the pupil concernedt a matter which, we regret to say, is frequently overlooked by both teachers and parents. There are, happily, in this district a large number of schools where the need for refusing promotion to all who have not worthily earned it is fully recognized, and where only those pupils are moved forward who are able to profit by higher instruction. This, however, cannot be said of all schools. In some, whether from want of experience leading to the setting-up of an unduly low standard, or from inability to withstand local pressure, the number of promotions shown on the class lists is by no means in keeping with what we might expect from conditions disclosed at the annual visit of inspection. We are inclined to the opinion that in the interests of the service it may become necessary, when these conditions obtain, for an Inspector to reclassify pupils as early as possible in the following year. There seems to be a tendency in some schools to keep a portion of the more backward pupils in the Preparatory classes until they have become much older than the average unit in this department. Though in general unwise to promote until work has been thoroughly mastered, in the case of the type of pupil we are referring to the interest both of pupil and school would be better served by placing him amongst children whose ages more nearly correspond to his own, even though the work he is asked to undertake may tax his ability and intelligence to the full.

Examinations for Certificates.—For the purpose of awarding certificates of proficiency, examinations were held at forty-five centres during the months of November and December. To meet the case of several schools whose pupils could not be well served by a central examination special

* Not reprinted here.

arrangements were made. The ordinary visit to these schools was postponed until later in the year, and candidates for certificates were examined on the occasion of such visits.

A second year's experience of the working of central examinations as conducted in this district confirms the impression that such examinations have grown in popular favour, and have proved a valuable source of stimulus both to teachers and pupils. The former readily avail themselves of the opportunity afforded for comparing methods of teaching and the style and quality of the work done by pupils of the various schools. In the country centres, too, the examinations are conducted under most favourable conditions with regard to accommodation and to the absence of distractions inseparable from the inspection of small schools when the Inspector is taking oral work with the young children while the senior pupils are engaged in written work in the same room. The teachers come to the centre prepared with all information available regarding the work of the candidates during the current year, and the records submitted receive careful consideration.

A warning note may here be sounded with regard to the treatment of some of the additional subjects. Cases have come under our notice where lessons in these subjects have been discontinued in the interval between the ordinary visit of inspection and the date of the central examination for certificates. Careful inquiry will be made and, if necessary, special tests applied to insure the continuity of treatment indicated in the school time-table. We would also desire to correct a misconception which exists in the minds of some teachers—viz., that the estimate formed of the school almost entirely depends on the performance of the Standard VI pupils in the examinations for certificates. We are fully conscious that a successful appearance by pupils of Standard VI may possibly coexist with marked weakness in other classes, especially if the candidates for certificates have received more than their fair share of attention, to the detriment of the general management of the school.

Scholarships.—The Board's Junior Scholarships were this year distributed on a new basis of allocation, the schools being divided into three groups—viz., (*a*) those having three or more teachers, exclusive of pupil-teachers; (*b*) those with two teachers; and (*c*) sole-charge schools. The usual number of entries were received from the two higher groups, and the work submitted, to judge from the marks awarded, was of normal quality. For the scholarships offered to the third group nine candidates entered, of whom three absented themselves from examination, and of the six who sat for examination none qualified. Towards the close of the year the Board of Governors of the Technical College offered ten industrial scholarships, five for boys and five for girls. These scholarships, each of the value of £10, are tenable for one year, carry with them free tuition, and are open to all children under fifteen years of age living in the North Canterbury Education District, the only restriction being that the income of the parent of any scholarship-holder must not exceed £175 per annum. For these ten scholarships there were only twenty-seven entries (fourteen boys and thirteen girls), of whom ten came from a single school. It is not easy to account for the small number of candidates, in view of the large enrolment of Standard VI pupils in the higher-grade schools within reach of the technical college. Making every allowance for the fact that the scholarships were announced as tenable for only one year, and for the restricting influence of the sumptuary clause, we find it difficult to realize that pupils were fully alive to the benefits offered, and as these become better known we shall be surprised if the number of entries does not show a substantial increase.

With respect to some of the subjects of instruction, we beg to offer the following remarks:—

English.—It has been proved by experience that the demands of the arithmetic syllabus can be met by devoting less time to this subject than was considered necessary a few years back. In the consequent rearrangement of the time-tables it has been found practicable in most of our schools to give the subjects included in the "English" group an additional measure of attention. The scope of reading has been considerably widened by the increased use of supplementary Readers, while the formation of the reading habit has been fostered by the facilities afforded by school and class libraries. It is pleasing to note that the educational value of school libraries is becoming more and more appreciated in the schools of this district. Some improvement is noticeable in the knowledge of the subject-matter and in comprehension of the language of the reading-books; but in many cases this important feature of the reading-lesson requires more skilful treatment before it can be regarded as satisfactory. In schools where reading has been successfully taught recitation also, as a rule, is deserving of commendation. On the other hand, where the recitation is of a less pleasing quality, weakness in comprehension is too often associated with a halting delivery and dependence on the assistance of a prompter. Considering the limited programme prescribed as a year's course in recitation an approximately accurate knowledge of the passages prepared may fairly be expected, and we are naturally surprised when the result falls short of our expectations. Some of the poetical passages in the reading-books that have done duty in this district for so many years are devoid of human interest, and are unattractive to child nature, and the practice of drawing on the wealth of beautiful poems not included in the class-books is deserving of wider adoption.

In a substantial number of our schools the more liberal treatment of reading has been accompanied by a corresponding improvement in composition. Occasionally the specimens of compositions submitted continue to be of too scrappy a character; but, generally speaking, an improvement is noticeable, more particularly in the employment of a wider vocabulary and in the more extended scope of what may be called "general knowledge," an improvement to which the useful and attractive lessons supplied by the *School Journal* have largely contributed. The valuable training afforded by oral composition, a subject skilfully treated in several schools, is worthy of wider recognition, and we feel assured that a more general employment of this form of verbal expression would be attended by beneficial results. We frequently find that the regulation limiting the use of technical terms in grammar has been erroneously regarded as the prohibition of the use of any technical terms whatever in the teaching of English, even in cases where the employment of such easy intelligible terms would avoid the use of cumbrous circumlocution, and would tend to clearness of thought and simplicity of expression.

ARITHMETIC.—With the exception of Standard V, generally satisfactory results were obtained, showing careful instruction. The demands in Standard V, however, met with a somewhat uneven response, leaving considerable room for revision and attention before promotion would be justified. Mental exercises are still too frequently based upon rules which happen to offer special facilities for computation, but the occasions on which these rules can be helpful are limited, and too often prove a source of undoing. Mental arithmetic, to be of real service, should consist of varied and irregular problems in all the forms which business matters of every-day life may take. There is still a small section of teachers who divorce the application from the acquisition of a rule. They profess first to make their pupils acquainted with technical processes, and at a later period of the year to deal with problems. We would submit that such a method must have an enfeebling effect upon the pupil's judgment. If we wish to cultivate intelligence we must give the opportunity of reasoning out and arranging data. Under such a course applied questions would be given when dealing with each rule, and no new process undertaken until the pupils could grasp the meaning of a problem in various forms of language. Such a method may be considered slow, but the success in cultivating the powers of mind give sufficient apology for its adoption.

We would also point out the necessity for giving some attention to shorter methods. Judging from the results at central examinations, very little has been done in this direction; but we hope that during the coming year teachers will make themselves conversant with the requirements of the syllabus. The adoption of shorter methods should commend itself as giving greater facility and accuracy in he manipulation of figures.

GEOGRAPHY.—The object of teaching this subject is not only to secure to pupils some knowledge of the world in which they live, of its peoples, its varying climates, its products, of the inter-relation of nations, their growth and progress, and of the connection between their own land and other countries, but to lead them to take an intelligent interest in the realm of nature in which they live, to understand something of the natural forces at work around them in shaping the earth's surface, in bringing about seasonal changes, in modifying conditions of life, and, generally speaking, offering explanations of what are popularly known as "natural phenomena." Without some acquaintance with these matters a pupil leaves school with an imperfect knowledge equipment, and, what is more to be regretted, with but little appreciation of some of the most interesting and obvious processes of nature. A good deal of prominence is rightly given to geography in the syllabus, and in order to encourage teachers to utilize their surroundings and work along congenial lines, and so make the subject a living one, very considerable freedom of choice is allowed in plotting out courses of instruction. In taking advantage of this concession it not infrequently happens that either the connection between the work of successive years is lacking in clearness, or, where classes are grouped for instruction, there is an undue amount of repetition or overlapping. To map out a suitable course extending over several years, in the case of grouped classes, is not by any means a simple matter: for, as each year brings a fresh addition of pupils, the programme for any one session should be complete in itself—*i.e.*, should be such that pupils who have but little knowledge of the year's work just completed are able to follow it, and at the same time it should form a link in a connected scheme of instruction. Furthermore, it must provide material sufficiently advanced to demand the serious attention of pupils forming the upper members of the group who may be as much as two years in advance of recent additions, and also supply opportunities for lessons within reach of younger pupils. In preparing any scheme of instruction these aims should be steadily kept in view. We sometimes notice that in making selections for the A course from the programme outlined in the syllabus regulations for the two upper classes, which, it is hardly necessary to emphasize, is intended to be suggestive and in no way obligatory, the close connection between certain of the sections is lost sight of. We refer more particularly to the mathematical part of the programme, where we frequently find included in one year's work such headings as "Daily Rotation," "Annual Revolution," "Latitude and Longitude," "Form of the Earth." It would seem more natural to deal with the form of the earth first, not perhaps fully, but as far as the intelligence of pupils will allow the teaching to go, then proceeding to daily rotation, to follow on with those phenomena to which this motion of the earth gives rise—*e.g.*, "Day and Night" and "Difference in Local Time," the latter being closely connected with "Meridians and Longitude." Treated in some such way as this each phase of the subject proceeds naturally from something already dealt with, and forms in most cases a basis for further instruction. We have found some teachers deferring all consideration of course A until towards the middle of the school year, the earlier months being devoted to a treatment of course B. It is needless to say that this plan fails to meet with our approval. The matters that lie within the range of course A are, for children, both complex and difficult, and the process of endeavouring to master them should not be hurried. The subject should be begun with the school year, and should form part of the weekly instruction until its close. All hurried treatment tends to lose in thoroughness, a platitude which is doubly true when applied to the teaching of a subject such as the one under discussion, which presents no inconsiderable difficulty to a large number of people of more mature experience than those found in the upper classes of a primary school.

Quite a number of the reports of Inspectors from other districts deplore the meagre knowledge shown by pupils of the political and economic geography known as course B, and though there are many schools where the importance of the subject is fully recognized, and where pupils display a very real and accurate acquaintance with wisely chosen and extensive programmes, still there are too many cases where the results obtained at our visits of inspection leave much to be desired, and where there is every reason to believe that pupils are passing through the standards without acquiring such useful and lasting knowledge of their own and other countries as a primary-school course may reasonably be expected to provide. This is greatly to be regretted, for no training in geography can be considered as approaching elementary thoroughness which ignores this all-important phase of the subject, where so many opportunities arise of stimulating the curiosity, arousing the attention, and enlarging the

mental vision of the child. The cause of the falling-off in this direction is not difficult to find. It arises, we are convinced, from trusting too much to the geographical reading-book and not requiring pupils to memorize what they have read. Geographical Readers are extremely valuable aids, but considerable discretion should be exercised in their use, for although they may become the means of training pupils to acquire information for themselves, there is always the danger that important points may be overlooked and necessary facts but imperfectly learnt. We maintain that no book, however good, can supply the place of vivid personal teaching, which in all cases should form a necessary and important part of the instruction. To quote from the "Suggestions" published with the English Code: "It is from a judicious combination of stimulating oral teaching with the study of a book that the most fruitful results are to be obtained, and the book will help to give definiteness to the work which might otherwise become desultory and perfunctory." Though we have written in this strain, we are not amongst those who think that the teaching of geography is to be numbered with the lost arts, nor do we in any way deplore the freedom of choice now given. In spite of the many criticisms levelled against the condition of this subject we have every confidence that our teachers will realize the defects we have noted, and at no distant date will place it amongst the subjects deserving of commendation.

History.—What we have written of the use of the reading-book in teaching geography applies with equal force to instruction in history, where results, especially in the smaller schools, are often disappointing. Prior to the introduction of the Historical Reader, and when definite courses in history were demanded, the amount of accurate knowledge and thoughtful appreciation of the story of British history possessed by pupils was considerably greater than that which now obtains. Undue reliance on the book, with the reduction of oral teaching, and in some cases a break in the continuity of the work, as allowed by regulation, are largely responsible for the falling-off in this most important subject. What is known as "Civics" is in general well taught, in most cases useful and extensive programmes being treated with intelligence and success, and pupils showing a very keen interest in the application of the teaching to local activities.

Drawing.—During the last two or three years drawing has made considerable advance. But while recognizing this we would point out that there is still room for improvement. Many teachers of timorous constitution fear to leave the old, well-worn paths, and cling to conventional forms, sacrificing the educational value of drawing to the mechanical reproduction of a copy. Drawings should be made from the actual subjects, reproduced from memory, and as far as possible correlated with nature-study. We do not propose to produce a crop of artists, but we do desire the cultivation of an artistic feeling. Our drawing should furnish a valuable means of expression to supplement verbal illustration. The natural object, too, when altered and modified, should give us conventionalized forms suitable for the purpose of designs. Many of our teachers, having adopted some well-developed system of gradation and attack on these lines, are producing with pencil or brush creditable specimens, and we trust that their example may induce those who are loth to leave the beaten track to discover some of the possibilities which are to be found in design-work. The closely allied subjects of brush work and flat-tinting make a most favourable impression of the progress being achieved in artistic development. In several of our schools the work has reached a very high level, and in no case is there evidence that this success has been gained at the expense of other subjects, the opportunity for mental relaxation having more than compensated for the inroad on the time-table.

Nature-study.—This subject continues to receive a good deal of thoughtful attention, and in the majority of schools is handled with praiseworthy success. It is invariably popular with both teachers and pupils, who derive no little pleasure and profit from the investigations undertaken. Closely connected with nature-study is the school garden, which is now regarded as an indispensable adjunct to primary education in all progressive communities where prosperity depends largely on the products of the soil. Most of the education districts in this Dominion have now special instructors in agriculture, to whose efforts the success attained throughout the land is in great measure due. Our own Board has just appointed two such instructors, whose efforts will not be confined merely to assisting and directing teachers and guiding the work generally, but who will devote special attention to the instruction of students attached to the training college. This will probably be the most necessary and important part of their duties, for on the knowledge and enthusiasm of our future teachers will depend the ultimate realization of the aims of the movement. We and others have so often enlarged on the objects to be gained by nature-study teaching that it seems unnecessary to refer to them again. Suffice that these should aim not so much at supplying information as at fostering the power of exact seeing, clear thinking, connecting cause and effect, reaching discovery by careful experiment, and developing the faculty of accurate verbal expression by training pupils to find suitable words in which to describe the processes involved and the results achieved. Incidentally, children should acquire useful and interesting knowledge of local conditions, and gradually come to realize and appreciate some of the wonderful processes of nature at work around them. We fear in many cases there is a tendency to overlook these aims, and to forget that the spirit of the teaching plays such an important part in the success of the effort, with the result that the knowledge content of the child's mind at the close of the course of lessons would seem to be the main objective. We are inclined to this view for two reasons—(1) because of the early introduction of formal lessons, and (2) owing to the amount of elementary botany dealt with at all stages. These matters were noted in our report of 1906, and we would respectfully ask teachers to read and think over what we have there stated. In many of the schools to which gardens are attached considerably more might be done in the matter of noting in writing and by means of rough sketches the tests applied and observations made. The ability to make relevant notes is by no means common, hence the need for special training, but its value is so great and the process by which it is acquired so educative that no pains should be spared to secure its development. We are of opinion, too, that more might be made of the reasons for simple processes in horticulture. Why, for instance, is it practically useless to supply a fertilizing agent in dry weather? Why should the spade be driven into the ground

vertically when turning the soil over? Why should some seeds be planted more deeply than others? Why does the removal of maturing blooms lengthen the flowering-time of certain plants? Intelligent answers to these and many other simple questions, which will readily suggest themselves to those having practical knowledge of the subject, are not always forthcoming. Many of the opportunities for connecting the lessons in gardening with oral and written speech seem hardly to be made the most of, as shown by the inability of pupils to describe in fitting language the operations which they themselves, either in whole or in part, have carried on. If pupils were accustomed to more frequent exercises of the kind, not only would their power of verbal expression be strengthened, and hence their ability to write composition be increased, but actual knowledge of the work done would become much more accurate and thorough.

Use of the Blackboard.—In connection with the comprehension of the reading-lessons, as, indeed, in most other subjects of instruction, we would call attention to the importance of the blackboard, the use of which is not always as general as could be wished. We do not refer so much to the writing of notes as to the rapid jotting-down of headings (in the case of comprehension single words will suffice) which may serve at the close of the lesson for a ready and comprehensive revision of work. When this is done, not only is the work more likely to be thoroughly impressed, but the danger of overlooking matters of special interest and importance is very largely lessened.

Annual Class Lists.—A considerable number of the class lists forwarded at the close of the year were found to be incomplete, and had to be returned for correction, while in a few cases class lists were not forthcoming until after the holidays. These irregularities gave rise to a great deal of troublesome and unnecessary work, and, as the information supplied by the class lists appears on several of the annual returns required by the Department, caused considerable delay in the preparation and completion of these documents. There seems little or no reason why such irregularities should occur, seeing that both syllabus regulations and those appearing on Form 19 are clear and explicit, and it is to be hoped that teachers in future, by making themselves better acquainted with the terms of regulations, will be able to forward their class lists "complete and duly in order."

Discipline, etc.—In a large number of the schools of this district the relations between teachers and pupils are notably pleasant. Indications of harsh treatment or needless severity very seldom come under our notice. In many quarters a healthy spirit of responsibility and self-reliance has been successfully aroused, and the moral effect of such training as members of a law-abiding community is a potent force in the formation of character. To this good end several healthy influences contribute, among which may be enumerated—(1) the growing practice of training the pupils in self-government through the medium of monitors elected by their school-fellows; (2) the increased attention which is now devoted to instruction in the duties of citizenship; (3) the more rational conception of the value and scope of thorough inspection, as distinguished from the apprehension, and at times the overpressure associated with preparation for the "pass" of the now obsolete type of examination. The behaviour of pupils throughout the district is most commendable, and gives evidence of the good discipline that prevails. In nearly every school natural attitudes and readiness of obedience are found, while at public functions the children display exemplary conduct. The efforts made by teachers in training in habits of cleanliness, punctuality, truthfulness, and self-control must have a strong influence on the characters of our future citizens.

The cadet movement has always received whole-hearted support, and rightly so, for we believe that its lessons of responsibility, self-reliance, and self-control have been no mean factors in giving our lads a wider outlook and a finer interpretation of their duty to their country, to their neighbours, and to themselves. Several of our schools have now "scout" patrols, and if those in charge of these are as zealous as our cadet officers there can be no doubt that the new movement, with its fine ideals, should be welcomed as a power for good and a further means for physical training and character-building.

The harmonious relations existing between parents and teachers in the majority of cases are most gratifying, and it is encouraging to find communities showing appreciation of the work of teachers by raising funds for improving and beautifying school-surroundings, for equipping and extending libraries, and for providing outings for educational purposes. There are, however, some districts where residents have failed to realize their duty with regard to the school, where little or no effort is made to see that the teacher is comfortably lodged, or is living amidst congenial surroundings, and where the minimum amount of assistance is given to the teacher in discharging the duties of a position which is always one of responsibility and frequently one of extreme difficulty, the result being that when a vacancy occurs highly qualified candidates are not attracted. If parents in such districts were prepared to make some sacrifices to secure reasonable comfort to the teacher there is no doubt that a better type of applicant would be forthcoming, to the manifest benefit of all concerned.

Before closing this report, in which we have spoken freely of certain imperfections of aim and method noted during our round of visits to the schools, we wish to express our appreciation of the loyalty and devotion to duty shown at all times by the great majority of our teachers. The utmost willingness to act on suggestion and to co-operate with us in our efforts to keep the service abreast of modern developments is practically universal, while the zeal and earnestness manifest, often under most trying and difficult circumstances, is beyond all praise, and augurs well for the future of education in this district.

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, 1910.

We have the honour to submit our report on the public schools of the South Canterbury District for the year 1909.

During the year there were eighty-one schools in operation, an increase of five from last year. Of the five schools making the increase, two were household schools, one of which at Middle Valley was closed again in September, and the other at Riverlands during its brief existence of six months has had three changes of teachers. The schools at Cannington and Upper Waitohi Flat have been reopened after being closed for seven and three years respectively, and Allandale was opened in December.

With the exception of the new school at Allandale and the household schools, which were closed while we were in their neighbourhood, all the schools have been visited twice during the year. In addition to the public schools, we examined the five Roman Catholic schools in this district.

The following table shows the number of pupils on the roll of the public schools, the number present at the annual examination, and the average age of the pupils in each class :—

Classes.	Number on Roll.	Present at Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	149	145	15 6
,, VI	382	370	14 1
,, V	540	510	13 2
,, IV	617	596	12 1
,, III	585	562	11 3
,, II	649	631	10 2
,, I	641	622	9 2
Preparatory	1,993	1,920	7 0
Totals	5,556	5,356	11 6*

* Mean of average age.

The figures in this table show for the year an increase of 150 in the roll-number and of 239 present at the annual examination.

The following is the summary for Roman Catholic schools :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	10	8	15 8
,, VI	39	37	14 8
,, V	39	37	13 5
,, IV	53	48	12 10
,, III	67	60	11 10
,, II	60	58	10 10
,, I	63	61	9 8
Preparatory	139	138	7 2
Totals	470	447	12 0*

* Mean of average age.

Promotions of children from class to class are made by the teachers, who for this purpose hold periodical examinations, the last of which is called the "annual examination." These examinations are based upon schemes of work drawn up by the teacher for all the classes in the school. For the sake of uniformity throughout the district, early in the year we issued registers in which a record of the nature and results of these examinations might be entered, each register containing full space also for the programmes of work and for a record of the work actually covered during each term. In the main we have found the marks duly entered, and a faithful attempt made to draw up suitable schemes of work. During the year it was found a difficult matter to cover the ground laid down for each term within the prescribed time on account of the attendance of the pupils being broken by an epidemic of measles from which few schools escaped. In the awarding of marks we still find the less efficient teachers disposed to be generous to a degree that we can find little warrant for in the work done for us during our visits; and the weaker the teacher the less critical he is. In the schools that we have classed as "moderate" in efficiency, the registers show almost universal promotions for the pupils. The head teachers of our large schools, and our experienced teachers generally, show discrimination in marking, and are exceedingly careful in granting promotion only where it is deserved.

In our estimate of their efficiency we group the schools as follows: "Good to excellent," thirty-five schools, with 4,258 pupils; "satisfactory," twenty-five schools, with 785 pupils; "fair," twelve schools, with 396 pupils; "moderate" or "inferior," six schools, with 112 pupils. Of a total of seventy-eight schools reported on, sixty, with 4,943 pupils, are in a "satisfactory" condition, the remaining eighteen schools, with 508 pupils, ranking below "satisfactory." The corresponding figures last year were fifty-eight schools, with 4,887 pupils, and eighteen schools, with 509 pupils. With regard to the schools we have classed as "fair," there are good grounds for anticipating that some of them will advance to the next higher division, but no such anticipation can be indulged in so far as five out of the six schools classed as "moderate" or "inferior" are concerned, unless the teachers give place to others of a better stamp.

The number of adult teachers in the Board's service was 141, of whom twenty were uncertificated. Of the uncertificated teachers, ten were in charge of small schools of grade 1; one was in a household school of five children, one was in a school of grade 3, and the others were female assistants. Though technically uncertificated, most of these teachers have had some experience, and have done something towards the attainment of their certificates, and two of them are graduates of the University of New Zealand. Holding their positions only as temporary teachers, those that are uncertificated must bestir themselves if they wish to remain in the service, for to all appearance there will soon be a sufficient number of certificated teachers awaiting engagement to whom the uncertificated will require to give place. Besides the adult teachers, twenty-six pupil-teachers and eight probationers were in the Board's service. For appointment as pupil-teachers and probationers candidates of a very fine type are coming forward. With one exception during the past two years, all have matriculated before appointment, and many fully qualify by examination for the D certificate by the end of their first year. We draw our supply from the high schools and from the district high schools, most of the candidates having attended the secondary classes in these schools for three or four years after obtaining their proficiency certificates in the primary schools. These young people are from seventeen to nineteen years of age at the beginning of their apprenticeship, and enter on their professional career under much happier conditions and with brighter prospects than did those of a few years back. The service is proving attractive enough to draw in some of the brightest boys from the secondary schools. Of the thirty-four pupil-teachers and probationers now serving, twelve are young fellows of good parts and good physique, whom we heartily welcome into the ranks of the profession.

In last year's report attention was called to the wide range in the number of times schools were open for instruction, and it was then stated that a special column in the summary would be set apart to show the number of times each school was open during the year. The figures as made up from the quarterly returns will be found in Appendix I. For schools that were in operation throughout the year the number of half-day attendances ranges from 344 to 439. With an allowance of eleven weeks in the year for holidays, there would remain 410 half-days for school-work. Last year the number of half-day attendances was 410 or over in twenty schools; this year a similar result has been attained in twenty-seven schools. Eleven schools show less than 380, and the average over all is 398. We commend this column to the careful consideration of the teachers. Some will read it with a glow of satisfaction; many with feelings of surprise, and perhaps some prickings of conscience; and all with the resolve to give a full year's work for a full year's pay, and with a desire that no epidemic will come along to spoil their efforts in the way the measles did this year. Several years ago this district held a higher place than it now does for regularity of attendance. It still holds a good place, but there is no apparent reason why it should not stand first in this respect. The district is well supplied with schools; we pride ourselves on the excellence of our roads; and no South Canterbury man will hear a word in disparagement of the climate. In 1908 Otago, Wellington, Southland, Marlborough, and Westland showed a higher standard of regularity of attendance than South Canterbury.

The examination of the pupils of Standard VI was conducted by us in the beginning of December, the examination being held at nine centres, to which the children came on the appointed days. Happily our district is so compact that the system of centralising for the Sixth Standard examination can be easily carried out, and we have so arranged that the work required from the pupils does not take up more time than that of an ordinary school-day. Of the 387 pupils who entered for the examination 376 were present, 230 gained certificates of proficiency, and ninety-three gained certificates of competency, the percentage of passes for the higher certificate being sixty-one and for the lower twenty-four. The corresponding percentages last year were sixty-six and twenty. From the Roman Catholic schools thirty-eight were presented, thirty-seven were present, twenty-one gained certificates of proficiency, and nine gained certificates of competency. It may be noted that the average age of Sixth Standard pupils is fourteen years one month in the public schools, and fourteen years seven months in the Roman Catholic schools. This central examination is looked forward to by the great majority of the pupils with the keenest interest, and we have observed that the boys and girls have a holiday air about them, and evince the elation of mind and joyous determination to excel that one associates with a gathering of pupils for a competition in school sports. The teachers generally are satisfied that their pupils do as well as if they were examined in their own schools; indeed, to many teachers it seems that the boys and girls of the Sixth, going forth as the élite to be examined in the company of others from neighbouring schools, are more on their mettle to do their best than if they faced the test in their everyday surroundings.

Our reports of the schools have dealt with the quality of the instruction in the various subjects that make up the school course, and on the whole these have been favourable. Wherever methods have been faulty and results unsatisfactory we have discussed matters with the teachers, and have done whatever we could to make straight the crooked ways of the inexperienced teachers and to make the rough places plain for the children. It is gratifying to find evidence from year to year of the establishment of a kindlier relationship between teachers and pupils. The closer in sympathy the teacher brings

himself to the children, winning their confidence by his interest in their activities, the sooner will he break down the traditional barriers of reserve that have made freedom of intercourse between teacher and children of the public schools so difficult in the past. In this connection lessons in nature-study, the out-of-doors treatment of geography, and the co-operation of the children in the keeping of the school gardens have been most helpful. The children are encouraged to talk and to ask questions, and are thus led on to fuller and freer oral expression, thereby giving the watchful teacher a splendid opening for enlarging their vocabulary and training them in the right use of the mother-tongue.

The secondary departments of the district high schools at Waimate, Temuka, and Pleasant Point have worthily maintained their reputation for efficiency during the past year. Their schemes of work for this year have been modified in such a way that, while the pupils who intend to sit for the Civil Service examinations and for Matriculation will still have a course suitable for their purpose, a special feature will be made of the teaching of agriculture. From many applicants for the position of agricultural instructor, the Board has selected Mr. John Brown, B.Sc., of the West of Scotland Agricultural College, whose training and high credentials lead us to expect that his services will be of special value in this district, and whose work will be critically watched by a community whose material progress is so largely dependent on the development of scientific methods of agriculture.

In conclusion, we have the greatest pleasure in expressing our conviction that the teachers as a body are faithful workers, all striving to do their best for the physical, intellectual, and moral welfare of the children intrusted to their care. We have, &c.,

JAS. GIBSON GOW, M.A.,
A. BELL, M.A., Inspectors.

The Chairman, Education Board, South Canterbury.

OTAGO.

SIR,— Education Office, Dunedin, 4th April, 1910.

We have the honour to present our general report for the year 1909.

For some years we have had to report unfavourably of the classification of the senior standards of both town and country schools. We are glad to be able to say in this report that the inspections made in the course of 1909 revealed a marked improvement in this regard. In 1908 there was a serious breakdown in the examinations for the certificate of proficiency, more than half the candidates failing to gain the minimum mark that carries a pass, a result that was in the main attributable to the circumstance that many of the pupils had not mastered the work prescribed for Standard V when they were promoted to Standard VI. Of those who were presented for the certificate in 1909, 65 per cent. succeeded in winning it, a result that indicates decided improvement in the quality of the work done by the pupils in Standard VI. It was in arithmetic and grammar and composition that the unsuccessful candidates came to grief in 1908, and it was in these subjects that their papers were of higher value in 1909. We cannot say that we are satisfied even with last year's achievement; for it is, we think, certain that if the work prescribed for Standard V is adequately done, and Standard VI is efficiently taught, at least 80 per cent. of the latter class would succeed in winning the certificate of proficiency, a large percentage of them clearing the papers and the rest passing without "squeezing." Many parents and teachers seem not to realize that a child's pleasure in his work and his ultimate moral and mental equipment depend, not upon his passing through the classes, but upon his mastery of the work prescribed for each lower class before proceeding to that of a higher class. Nothing disheartens and disables a child more than the feeling that he is in the presence of a task that is too much for him; and this is the plight in which, through faulty classification, many children find themselves. The truly useful thing in work is mastery, and mastery is precisely the thing about which we are not sufficiently careful in the middle and senior classes of our schools. This we know both from our oral examination of the children after their promotion and from careful examination of the papers upon the value of which promotions were made. In too many cases the marking and the valuation of the papers disclosed low ideals in the teacher and great slackness of effort in the pupils.

SUMMARY OF 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	316	291	15 1
" VI	1,242	1,172	13 11
" V	1,790	1,739	13 2
" IV	2,118	2,059	12 3
" III	2,200	2,156	11 3
" II	2,346	2,292	10 2
" I	2,429	2,361	9 2
Preparatory	7,441	7,036	6 11
Totals	19,882	19,106	11 6*

* Mean of average age.

Methods of teaching continue to improve; but, owing to the laxity of classification referred to above, they are less effective than they deserve to be. There is one serious defect in methods that is difficult to eradicate—namely, the fault of doing for the pupils what they could and should do for themselves. Personal effort within the compass of the pupils' powers is the thing that tells in education, and personal effort is in many schools, especially in the large schools, too often conspicuous by its absence. Take, for example, the case of arithmetic in Standards V and VI. The text-books in use give brief explanations and easy illustrations of the principles involved in the exercises that follow. The majority of the pupils in any efficiently trained class could, if the effort were exacted from them, read with understanding and apply the explanations and illustrations; but the effort is not exacted, the teachers deeming it their province to remove all possible difficulties before they are actually felt by their pupils. It is the same with other subjects, the teachers supplying information the search for which in the text-books would be immensely more profitable to the mental and moral life of their pupils. It is surely one of the functions of the school to train children to *learn how to learn*, and the peptonising process to which they are in many cases subjected to can never do that. The teachers vary greatly in acquirements and professional skill; but most of them are fine workers, and strive with all their might to train for worthy citizenship the children placed under their care. Many of the young women placed in charge of remote country schools are doing much praiseworthy work for their pupils, and exercising a fine influence in the districts in which they are placed.

From the point of view of general merit we classify the schools as follows: "Good" or "very good," 69 per cent.; "satisfactory," 23 per cent.; "fair," 5 per cent.; "inferior," 3 per cent.

Owing to the dearth of classified teachers, a large number of remote country schools are taught by unclassified or partially classified teachers, some of whom are doing satisfactory work and striving to qualify themselves for a full certificate, while some are less successful as teachers, and seem unwilling to exert themselves to obtain classification. In proof of this we need only say that, though in December last the Board and the Committees offered them facilities for attending classes specially organized for their instruction in literary and professional work, very few availed themselves of them. It is our opinion that every unclassified teacher in the service should be compelled every year to present himself or herself for examination, and that failure in this regard should disqualify for office.

In the secondary classes of the district high schools English continues to be the weak subject, and so it will remain until the teachers receive a wider training in literary criticism and literary appreciation. In their teaching few of them get beyond mere grammar, vocabulary, and the unliterary annotations with which most of the text-books are crammed. Beauty of thought and of image and graces of expression are largely ignored, and in the reading little is done to train the pupils to feel the beauty of the spoken word and to share the thought and emotion of the writers they read. Matter-of-fact subjects like arithmetic, algebra, and geometry, where the appeal is to logical thinking, not to taste and imagination, are generally well treated.

Hitherto the chief aim of the district high schools has been to prepare their pupils for the Civil Service, Matriculation, and Scholarship Examinations. It is now felt that the chief aim ought to be a thorough training in the principles underlying the crafts and industries of the districts in which the schools are placed. We hope soon to be able to place before the Board a scheme of work that will, without making preparation for the public examinations impracticable, enable the schools to realise this new aim, at any rate so far as agriculture, our leading industry, is concerned.

The majority of the pupil-teachers now enter the Board's service on the Matriculation qualification, and most of those appointed to city and suburban schools pursue their studies at the University. This relieves head teachers from work that formerly pressed heavily upon them, and therefore gives them more time for the training of their pupil-teachers and other members of their staff in methods of teaching and the principles underlying them. In many schools relief from instruction in literary work has not, we regret to say, resulted in the better professional training either of the pupil-teachers or of the other members of the staff. For this there is some excuse where the head teacher has to teach a class; but where his chief work is the organization of his school and the training of his staff, there is none. Every large school in which the head teacher is free from the care of a class ought to provide a training in methods equal to that provided in the training college. Some schools do, but many do not; and whether they do or do not depends on the head teacher. It is he who would vitalise the work of the school, who should mould the methods into shapes suitable to every stage of progress, from whose quick eye nothing should escape, and whose mastery of method and knowledge of theories of education should, in the class-rooms and in staff conferences, be impressed upon every member of his staff. Staff conferences there ought to be in all schools of two or more teachers, and it would be a distinct gain to education to adopt in the district a system of annual visitation, the teacher of one school visiting another to watch the methods of more experienced teachers.

The condition of the school buildings and out-offices has greatly improved since the Board undertook to paint and keep in repair the inside as well as the outside of the buildings. In many country schools, however, we see little improvement in what is left for Committees to do. At our visits without notice we not infrequently find the floors unswept, the walls and furniture very dusty, and the windows dirty. Many of the schools are swept only twice or thrice a week, and the walls and ceiling remain untouched from year's end to year's end. Without a ladder and long-handle duster, appliances that should be supplied to every school, the ceiling and upper parts of the walls cannot be got at; but there is no adequate excuse for lack of scrupulously clean floors, cupboards, and desks. The precept "Cleanliness is next to godliness" is taught in every school; it would be of advantage to the health of the children to abandon the precept and adopt the practice of it.

We regret to say that the Board's library scheme has not received from teachers and Committees the whole-hearted support it deserves. Indeed, from the majority it has received no support at all.

Of the 235 Committees in the district, only forty-seven have done anything to realize the aims set out in the preface to the book-catalogue printed by the Board to aid them in selecting suitable books for the children of every class in the schools. The Board's generous offer of subsidy goes a-begging, goes a-begging because many teachers and Committees do not realize the paramount importance of instilling into the children the love of reading; placing picnics and prizes before the means of creating the literary atmosphere without which the acquirement of the technique of reading cannot become an instrument of national culture. We do not object to picnics and prizes, provided they are not made a bar to what is infinitely better for the intellectual and moral welfare of the children; but neither they nor any of the proposed changes in the syllabus can do for the culture of the rising generation what good libraries and teachers imbued with the true literary spirit can do. Most of us have yet to realize that English is the important subject of the primary school, and that English can be learnt only from good books and intercourse with teachers and others who *love* good books.

We return to a question discussed in our last general report — namely, the question of waste in education. The education system of New Zealand provides for three categories of pupils: (1) Those who leave school at thirteen to fourteen; (2) those who leave at sixteen to seventeen; (3) those who remain at school to eighteen or nineteen. The third recruit the professonal life of the Dominion; the second, a much larger number, recruit the élite of the commercial and industrial workers; and the first recruit the workers on a lower plane. The primary school provides for the first, and the secondary or the technical school for the second and third. Is this provision sufficient for purposes of civic and economic equipment? For the second and third, yes, if the schools are adequately staffed and equipped; for the first, no. It is certain that, however excellent its quality, an education that terminates at thirteen or fourteen does not provide this equipment, and it is also certain that much of the money spent on education that terminates at fourteen yields a very inadequate return in the shape of increased national efficiency. At the most critical period of life—at the time when their education is beginning to operate most efficiently, and the continuance of mental, moral, and physical discipline is all important to the life of the future citizen—thousands of boys and girls year by year pass from the discipline of school to a world where, when not at work, they loaf about, learning little that is good and much that is ruinous to character, and soon forget what they learnt at school, except the mechanical parts of reading, writing, and arithmetic. How is this to be remedied? How is the Dominion to get an adequate return for the huge sums of money spent in elementary education? There is, we think, but one *certain* remedy—namely, the establishment of continuation classes at which attendance shall be compulsory to the age of seventeen or eighteen. This is what the most efficiently educated nations of Europe have done, what the School Boards of Scotland are now empowered to do, and what we must do if we would occupy a place in the front rank of educated nations. We quote the following from the Scottish Education Act of 1908: "It shall be the duty of a School Board to make suitable provision of continuation classes for the further instruction of young persons above the age of fourteen years with reference to the crafts and industries practised in the district, or to such crafts and industries as the School Board may select, and also for their instruction in English language and literature." And again, "It shall be lawful for a School Board from time to time to make by-laws requiring the attendance at continuation classes up to seventeen years (or such other age not exceeding seventeen years as may be specified by the by-laws) of young persons above the age of fourteen not otherwise receiving suitable instruction." The Act, it will be seen, makes the establishment of continuation classes compulsory, prescribes what shall be the course of instruction, and empowers School Boards to compel attendance. Obviously, it would be cruel to compel children and adolescents to attend evening classes after working seven or eight hours at their daily employment. How can we reconcile compulsory attendance with daily employment? By limiting the hours of work for all under seventeen or eighteen, and making it compulsory upon employers to grant facilities for attendance at the classes. The method of compulsion, it will be said, is un-English (or "un-British" if that is preferred); but in our opinion trade interest should not be allowed to weigh against the larger interest of adequate preparation of the rising generation for efficient citizenship. To the nation this is a question of vital importance, and what is good for the nation will in the end be good for the employers, with whose active sympathy and that of the trades-unions it would be easy to add enormously to the civic and industrial efficiency of the Dominion. It is obvious that the question of extended school life, like the question of protection, is bound up with our industrial system; and just as we have made sacrifices to foster variety of employment and make the nation self-contained, so we ought to make sacrifices to lift every class of worker to a higher plane of civic and industrial efficiency.

We now proceed to make a few remarks on some of the subjects taught in the schools. Reading in the true sense—that is, in the sense of getting thought from printed symbols—has greatly improved during the last two or three years; and the improvement is due to the adoption of a more rational method—namely, the method of exacting from the pupil the expression of his conception of the thought of the passage before the passage is read aloud by one or more members of the class. First comes silent reading by the whole class to get the images symbolized by the printed words, then the oral expression by one or two of the pupils of what they saw in imagination during the silent reading, and then the passage is read aloud by one or two of the pupils; and so the reading proceeds, paragraph by paragraph, the teacher showing how to read the thought only when the pupils fail. Formerly the method was reversed, the teacher first giving the model, and the pupil blindly following his lead, reading and rereading the passage until he succeeded in exactly reproducing his teacher's rendering of it. In this way we got expression; in the new way we get self-expression, which is another and a vastly better thing. It is a real pleasure to watch a capable teacher conducting a reading-class in the new way. He and his pupils silently and rapidly read a paragraph, and fix the mental images; the books are turned down, the images are expressed by one or two pupils in their own language, and then the paragraph is read aloud, the children brimful of eager effort all the time. Here all is in striking contrast

to the dulness that clouded the reading-lesson when the aim was to make the children express the teacher's mind, not their own. It is surely a good thing that children should by effort find themselves.

In respect of precision of enunciation and of purity of vowel-sounds, we are unable to report any improvement, and shall be until the art of reading is taught to those who are being trained for the profession, whether as pupil-teachers in the schools or as students in the training college.

Spelling and writing call for little notice. The former is generally good, and often excellent, and teachers are realizing more and more that children should learn to use words before learning to spell them. Figures excepted, writing is good in many schools, and would be better in all if teachers would take the trouble to make their pupils sit in right attitudes, and hold the pen in less fantastic ways. The penmanship of which commercial men complain is not, we think, the product of the primary school. It is not the boy of thirteen or fourteen, it is the boy of fifteen or sixteen, who finds himself in the counting-house. For lapses that occur after thirteen or fourteen our schools are not responsible.

Of the teaching of arithmetic we have spoken elsewhere in this report, and need only add here that in many schools the pupils work too slowly, do not learn the tables thoroughly, make bad figures, and are not daily practised in "tots" from the beginning to the end of the year. Where the tables are well known, the figures well made, and the tots taken for five or ten minutes every day, the arithmetic is good. The mechanical work named above is of little educative value; but efficiency in it is essential to work that is of fine value as a training in logical thinking and expression. The fine results achieved by many teachers are proof enough that the two kinds of work can be well done if set about in the right way.

It is with pleasure we report improvement in composition. The improvement is due partly to the large amount of spoken speech exacted from the children in connection with the new method of conducting the reading-lesson, partly to the introduction of additional reading-matter by the *School Journal*, which is read with great interest by the children, and partly by increased attention to those departments of grammar without which *rational* study of form in composition is impracticable. The suggestions of the Department in respect of grammar have done much harm, and we are glad to find that teachers have at length come to realize that, though composition cannot be taught through grammar, it can be taught only in a very floppy and soppy way without grammar. It would be a distinct gain to the schools if all the pupils of Standard V and Standard VI had a text-book of grammar and composition from which to learn by their own effort what is right and why, and what is wrong and why, in written and spoken speech.

Course A geography is generally well done by all the classes learning the subject. We wish we could express similar commendation of Course B. That the old lists of capes, bays, rivers, lakes, &c., should be committed to memory is, of course, out of the question at this time of day; but it is surely reasonable to expect that no pupil should leave the upper classes of a school, as many now do, without power to read a map intelligently, and without having a fair knowledge of the important parts of the British Empire, of the main trade-routes of the world, and of the countries with which we compete in trade or have trade relations. Course B geography is specially weak in schools where a Geographical Reader is in use. The Reader usually contains too much detail to be an efficient instrument for the teaching of geography to children. The places mentioned in it are generally found by the pupils in their atlases, but little or no attempt is made by them to commit to memory the names and positions of even the most important. The drawing of maps containing a tithe of the names of places mentioned in the Reader and the committing to memory of the most important of them would, we feel sure, leave an impression of much greater value than that left by the reading of the text-book, while the effort to remember something of the geography-lesson would at any rate do more good than harm.

The treatment of history is less satisfactory than that of any other subject of the school course. History is read in all the schools, and "explanation of and questions on the subject-matter form part of the lesson in connection with the Reader," as the regulations direct; but beyond this little is done, and most of the children are leaving school with only the vaguest notion of the important events in the life of the nation, and more than doubtful whether an important stage of its development was reached a thousand years ago or the year before last. They are absolutely devoid of the time-sense, and therefore without power to view events in right perspective. What is needed to form suitable soil for the growth of intelligent patriotism is the working-up of an outline of important events with their dates—a sort of skeleton to be clothed with living tissue by subsequent years of reading.

In all the branches of handwork taken in the schools there is steady improvement. Cookery is much appreciated by the girls, woodwork by the boys, and gardening by both. In the last-named much very good work is done in the country schools. The gardens are useful and educative in four ways—(1) they provide useful and pleasurable occupation; (2) they provide material for nature-study; (3) they induce in the children love of the beautiful in nature; and (4) where comparative work is done, they teach something of the methods of science. We should like to see more made of the last of these.

We are of opinion that more attention should be paid in the training college to agriculture and the foundation sciences of agriculture. The majority of the teachers leaving the college are at once put in charge of sole-teacher schools in the country, yet little is done in the college to make them familiar with methods of nature-study and the practical work of school gardening. The outside examination for the D and the C certificate is a bar to work that is of enormously greater value to the primary-school teacher than is much of that in which he has now to prepare himself for examination. To remove this bar was the aim of the proposals made to the Department by the Otago Education Board in 1904. The Board was, we believe, thanked for its proposals, and there the matter ended.

We have, &c.,

P. Goyen,
C. R. Richardson,
C. R. Bossence,
J. R. Don,
Inspectors.

The Chairman, Education Board, Otago.

SOUTHLAND.

Sir,— Education Office, Invercargill, 1st February, 1910.

We have the honour to present our report on the schools of the district for the year ended 31st December, 1909.

The following summary gives the necessary particulars as to number on roll, classification, and ages :—

Classes.	Number on Roll.	Present at the Annual Examination.	Average Age of the Pupils in each Class.
			Yrs. mos.
Standard VII	94	82	14 10
" VI	665	641	13 10
" V	1,027	979	12 11
" IV	1,126	1,091	12 1
" III	1,173	1,138	11 2
" II	1,162	1,131	10 2
" I	1,271	1,241	9 1
Preparatory	3,714	3,556	7 0
Totals	10,232	9,859	11 4·6*

* Mean of average age.

During the year we were able to pay at least one visit to every school in the district save Ruapuke (lately taken over from the Native Department). Of the results as a whole, it is safe to say that, all circumstances considered, the Board has every reason to be satisfied with the zealous devotion of its teachers to their work ; with the conduct, manners, and industry of the pupils attending its schools ; and generally with the educational progress of the district during the year. At the same time, it is matter of regret that so many of our schools should still remain in charge of uncertificated teachers, many of whom, through no lack of industry or zeal, but by reason of imperfect education and inexperience in the art of teaching, fail to accomplish satisfactorily the tasks allotted them. It is difficult to suggest a remedy for this state of things. It is apparent that few young people of anything above moderate ability are attracted by the prospects of teaching in the backblocks. Such a career, though it has its compensations, is undoubtedly one of considerable hardship and difficulty. It seriously restricts social intercourse of an elevating character, imposes a course of study extremely arduous and burdensome, and in the majority of cases fails to lead to material prosperity.

The results of the examination for proficiency certificates follow. It should be carefully noted that, though in this summarized form they furnish us with a partial estimate of the state of education in the district as a whole, the results for each school cannot be fairly taken as indicating its efficiency. This is manifest in the case of small schools in which the aggregate mental capacity of the Sixth Class varies considerably from year to year. In the case of larger schools, too, the results may give rise to erroneous conclusions, unless adverse conditions receive the fullest consideration.

	Presented.	Gained Proficiency Certificate.	Gained Competency Certificate.
From public schools..	615	367 (or 59·7 per cent.)	90 (or 14·6 per cent.).
From private schools	45	22 (or 48·8 per cent.)	5 (or 11 per cent.).

These results, though slightly higher than those of last year, are still much lower than might reasonably be expected. We are convinced that the main reason for this disappointing result is over-promotion in the standard classes. Pupils of doubtful attainments are promoted from one of the lower standards to a higher, and the mistake is repeated with consequences of ever-growing gravity, till at the end of the year in Standard V many pupils are quite unfit for promotion. They are, nevertheless, frequently promoted, with the result that at the end of the year the sins of the weak-kneed teacher find him out. We may mention, as supporting this view, the fact that Standard V is frequently a very weak class, particularly in arithmetic and composition—two subjects of much weight in the proficiency examination.

Other reasons for the comparatively large percentage of failures in this examination are the defectiveness of many of the schemes of work, the irregularity of attendance in the Sixth Standard, and the low standard of marking adopted by many teachers.

The schemes of work in operation in many schools do not cover the ground of the proficiency examination in geography with sufficient fullness and definiteness. In our opinion, this difficulty could be met by specifying definitely the scope of the examination in this subject. In addition to this, we believe there is necessity for providing all uncertificated teachers with a complete scheme of work for use in their schools. This proposal has its manifest disadvantages, chief among which may be mentioned the necessary disregard of the local circumstances of schools in drawing up the scheme. On the whole, however, we believe such a scheme, if adopted, would have a beneficial effect.

Though we have no convenient means of obtaining accurate information on the subject, we are inclined to think that irregularity of attendance is most prevalent in the highest and in the lowest

classes in school. For the latter classes many excuses can be made—bad roads, inclement weather, &c.; for the former, there is none. If parents, tempted by the usefulness of their older children, keep them from school to work on the farm, in the shop, or in the house, they have only their own blind selfishness to blame for the failure of their children at the proficiency examination.

With regard to the marks given by teachers in the various subjects of the proficiency examination, we may say that we found these marks of use only, or rather principally, in comparing the relative merits of the candidates for examination. Otherwise they were, from the low standard of marking adopted, in a large number of cases useless.

The number of pupils in Standard VII is steadily diminishing, and threatens soon to reach a vanishing-point. The increased facilities for secondary education at high or district high schools have, no doubt, contributed to this result. As the salaries of teachers in our primary schools vary less with average attendance than formerly, teachers have less incentive now to encourage the attendance of Standard VII pupils than they had formerly. The absence of Standard VII in a small school, moreover, gives the teacher a real sense of relief; in the work of the six standard classes and of the infant classes he finds sufficient scope for all his energy. In most country schools, we feel sure, the best way a pupil can utilize an extra year at school is to spend it in consolidating and rendering permanent the knowledge acquired in the Sixth Standard during the preceding year.

In many quarters the opinion is held that attendance at continuation classes should be compulsory on all youths up to the age of seventeen. While we view this opinion with sympathy, based as it is on good solid grounds, we are persuaded that the time has not yet arrived to realize it in actual operation. We feel, however, that the time is now opportune for making the Sixth, not the Fifth Standard, the certificate of exemption for the purposes of the Education Act. This would be a step—a perfectly practicable and justifiable step—in the right direction.

During the year the Board adopted a scheme by which certain inexperienced teachers in the more remote parts of the district were enabled to spend a fortnight in good schools of a grade similar to their own. The necessary expenses of board, travelling, &c., were met by the Board. The results of the experiment have been, so far, of a highly encouraging nature.

In other directions a healthy spirit of reform has been at work. In spite of the efforts of teachers, ably seconded, in many cases, by Committees and by the general community, many of our schools were inadequately equipped with apparatus and appliances for the proper teaching of certain subjects, particularly arithmetic and mensuration. The Board took a liberal view of the matter, with the result that there is now in our stores a miscellaneous stock of appliances amply sufficient for the present requirements of our schools. The Board's attention was called to the fact that considerable confusion and loss of time were caused in some of our schools by the unpreparedness of the teacher for the labours of the day. The Board's new rule, requiring the attendance of the teacher in school ten minutes before the time of opening for the preparation necessary for the morning session, will do a good deal to further the progress of the pupils, and will ultimately be found conducive to the benefit and comfort of the teachers themselves. Last of all, but not least, the abuses and inequalities that had by degrees crept into our holiday system were removed by the adoption of a uniform scheme of holidays, on a scale sufficiently liberal to satisfy the righteous aspirations of teachers, and so arranged as to interfere as little as possible with the ordinary course of school-work. The assistance rendered by the local Teachers' Institute in securing this desirable end is gratefully acknowledged.

The question of earlier hours of opening and closing our schools received some consideration during the year, and though nothing definite was done, it was felt that the plan proposed had much to recommend it. As matters at present stand, however, there would be some danger of friction with parents if such a plan were adopted, particularly in those districts where the dairying industry prevails. The importance of this growing industry is so great, indeed, as to warrant the utmost caution in making any change which might affect it adversely.

The Department's scheme for supplying school-books free to pupils was not received with any degree of enthusiasm in our education district. This fact is a tribute in some measure to our material prosperity. On the other hand, in the course of our travels, we heard much comment adverse to the scheme from economic, hygienic, and even educational standpoints. Possibly, in the future, when the grant is applied to the improvement of existing and the establishment of new libraries, more satisfaction will be felt with the working of the scheme.

Those teachers who have established school gardens in connection with their schools have been labouring hitherto under two distinct disadvantages—indefinite information as to the best means of utilizing these gardens from an educational point of view, and want of the apparatus necessary for the performance of the simple course of indoor experiments to be carried on in winter when the garden-work is suspended. The first want has now been met by the issue of a pamphlet containing fairly full and explicit instructions on school gardening; material to meet the second want is almost ready for distribution to the districts concerned.

The general withdrawal by the Government of the railway concessions hitherto afforded to teachers attending training classes will, if persisted in, affect most adversely the educational interests of our district. For many years to come, so far as we can see, Saturday training classes must remain absolutely necessary in such a district as ours. From time to time the Board is called upon to fill large numbers of poorly paid positions. For such positions it is foolish to expect a constant and sufficient supply of thoroughly trained teachers. It is evident that we must make the most of the material we have at hand by shaping it to our necessities as we best can. We are convinced that abuse of the privilege of free travelling to Saturday training classes is quite exceptional; that, on the contrary, the Saturday "trip" to Invercargill is, in a very large number of cases in our district, strong evidence of the exercise of stern self-denial.

A few notes on the quality of the work in certain subjects follow:—

READING.—The loud, nasal, unnatural tone of former years has almost entirely disappeared. Indeed, quiet subdued tone has, in some instances, been cultivated to an undue extent, with the result that the strain of following intelligently reader after reader in some classes is positively painful. The style of reading to be aimed for, so far as tone is concerned, is one which will not only benefit the reader himself, but be easily intelligible to his auditors. As regards fluency and intelligence, there is considerable improvement, due very largely to the increase in the amount of matter now read during the year. The substance of passages read, too, is more readily grasped than before; while in some of our better schools the reading-lesson is so treated as to increase materially the force and grace of expression, both oral and written. In connection with this subject, our experience of candidates at the teachers' examinations in January leads us to believe that in too many cases teachers themselves read with muffled and weak tone, and with faulty articulation. It is useless to expect good reading from the pupils of such teachers till the latter apply themselves with vigour to the eradication of their own defects.

WRITING.—Unless in exceptional cases, the writing of the pupils in our schools is reasonably legible and uniform; in strenuous times like ours perhaps little more should be expected. Some of the added charm of beauty could, we think, be attained were teachers to pay more attention to detail during the course, and to discourage the angular scratchy style of writing which results from incorrect posture of the fingers, wrist, and arm. This is, of course, equivalent to saying that writing should be taught. We notice with some misgiving the difference of quality that prevails in some schools between the writing in copies and that in exercise-books, and the danger that exists in allowing scribbling in nature-study and other note-books. The opinion expressed by some teachers that bad writing is a natural gift cannot be very well denied; it is quite true, however, that in well-managed schools of all grades such dubious natural gifts are very uncommon.

SPELLING.—As a rule this subject is well taught in our schools. Considering the comparative ease with which good spelling may be acquired (unless in exceptional cases), there is room for the belief that too much time is devoted to its teaching, particularly in the upper standards. One point we should like to emphasize—the presence of errors in common words like "too," "there," in compositions of the upper standards is quite inexcusable. These errors should have drastic treatment at an early stage of school life. The dictation tests for Standard VI this year were not drawn, as hitherto, from the reading-books in use, but consisted of prose passages from reputable literary sources. To these passages were added spelling-lists, each consisting of common scientific or technical terms. The weakness disclosed by this change of method shows that the change was made none too soon.

COMPOSITION.—Many of the compositions were of fairly high quality, while few were really hopeless. Increased attention had evidently been paid during the year to the structure of the sentence, to analysis and synthesis, and generally to the formal work in connection with composition. Both in this subject, however, and in dictation punctuation was of a fair quality only—the dash, hyphen, and semicolon not having been sufficiently studied. In the essays written for Standard VI candidates we noted the following defects: Excessive use of the simple and of the compound sentence to the exclusion of the complex; studious avoidance of all adverbial clauses, save those of time, place, and manner; nauseating repetition of "so," "then," and "like" as conjunctions (surely quite inexcusable); and hopeless confusion in the use of demonstrative pronouns. The composition of the written work in other subjects—geography, and even formal grammar—was often extremely weak. Such compositions must, of course, be taken into account in examinations for proficiency certificates. In spite of the numerous defects mentioned, there is a fairly creditable advance in the subject, the candidates generally expressing themselves with fair originality, satisfactory freedom, and creditable style. It should be added that the practice of "getting up" essays for the occasion of the annual examinations, of trusting to luck to "spot" some of the subjects set, is far from commendable.

RECITATION.—In addition to the fault of indistinctness which this subject shares with reading, there appears to be a growing inclination to rest satisfied with mere verbal accuracy of reproduction. Not unfrequently the modulations of the first line or two are reproduced with unpleasing monotony in the succeeding lines, the result being flat and unimpressive in the extreme. The disastrous effects of simultaneous work in this subject have been pointed out before.

ARITHMETIC.—Regarding this subject, we have to protest most emphatically against the practice of postponing all problem-work to the last term of the year, or, in the case of junior classes, of even omitting it altogether. The arithmetic of common life consists essentially of problems, to be solved, for the most part, mentally. No class of sums should, therefore, be habitually presented to pupils as involving merely mechanical processes; the connection of arithmetic with the ordinary affairs of human life should be frequently apparent. At the same time, mechanical accuracy and reasonable speed in working are quite indispensable, and are only to be obtained by abundant practice. If a further simplification of the syllabus would accomplish the diverse ends we have indicated, it should have our hearty support.

DRAWING.—In this subject drawing from actual objects is on the increase, though not sufficiently so to satisfy modern requirements. To be successful, object-drawing should be carried on throughout the school on a definite, well-considered plan, and co-ordinated with memory drawing. As regards geometrical drawing, there is much room for improvement in many of our schools. In some cases the pupils are not in possession of the instruments required; in other cases they have not been taught the correct use of the instruments they possess. Consequently, the results of the exceedingly modest though useful course laid down are too frequently of but moderate value. We may remark that this branch of the subject is taught with conspicuous success in the woodwork classes conducted by Mr. Brownlie.

MUSIC.—The work done in this subject is mostly confined to teaching a few songs to be rendered to the Inspector on his annual visit to the school. The results are occasionally pleasing, generally tolerable, and sometimes execrable. Teaching songs is not, however, teaching singing. The exercises

used for the latter purpose are mostly of stereotyped form, and have little practical value. To sing the "doh" chord, for example, always in the same position, or to sing up and down the scale in a succession of thirds on its various degrees, does not give facility in sight-reading. Time thus spent is practically wasted.

GEOGRAPHY.—Course A, generally speaking, is satisfactorily taught. In some schools, however, though voluminous notes on meteorological phenomena are recorded with much regularity and in great detail no use is made of them in instruction in other subjects. As to course B, it is somewhat discouraging to note that the results are not quite up to expectations. It is needless to refute the plea that the syllabus is responsible for poor work in political geography. The syllabus does not limit the amount of work to be done in this subject: it leaves the choice and arrangement of matter in the hands of the teacher, so that his scheme of work may be adapted to local wants and to his own personality. Had all teachers used these powers wisely the results of this freedom of choice would have been, we feel sure, entirely beneficial. As it is, there is no occasion to rail at the syllabus; the issue raised is rather whether the freedom given should not in the circumstances be somewhat restricted. It should be mentioned that the introduction of a new Geographical Reader complicated matters not a little this year.

HISTORY.—The change made in the Readers in this subject has proved generally acceptable to teachers. There is a tendency in some schools to read the various lessons without sufficient comment, exposition, or illustration, and especially without oral or written reproduction on the part of the pupils. In such cases the result is increased facility in the reading of unseen passages with but little stirring of interest in the conditions which have made our Empire what it is.

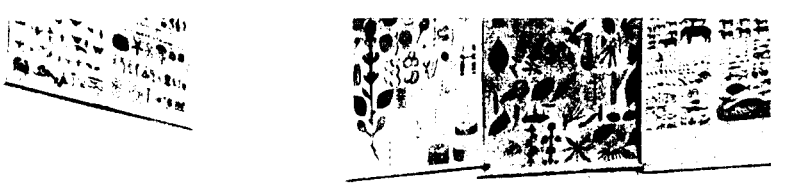
In conclusion, we desire to acknowledge briefly the kindness and courtesy with which we have been treated by the Board and its other officers, by teachers, School Committeemen, the Press, and the public generally.

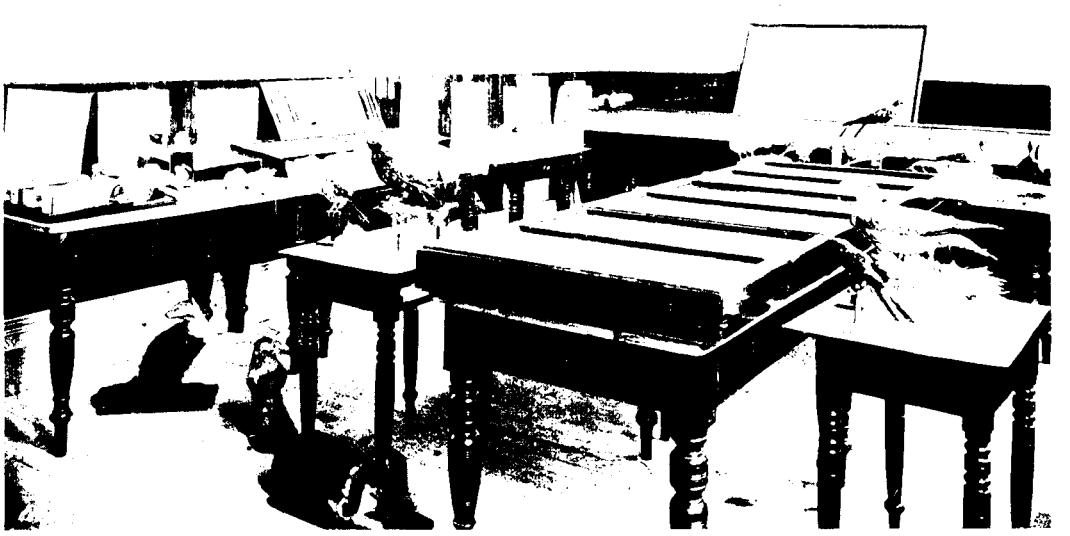
We have, &c.,

JAMES HENDRY,
A. L. WYLLIE, } Inspectors.

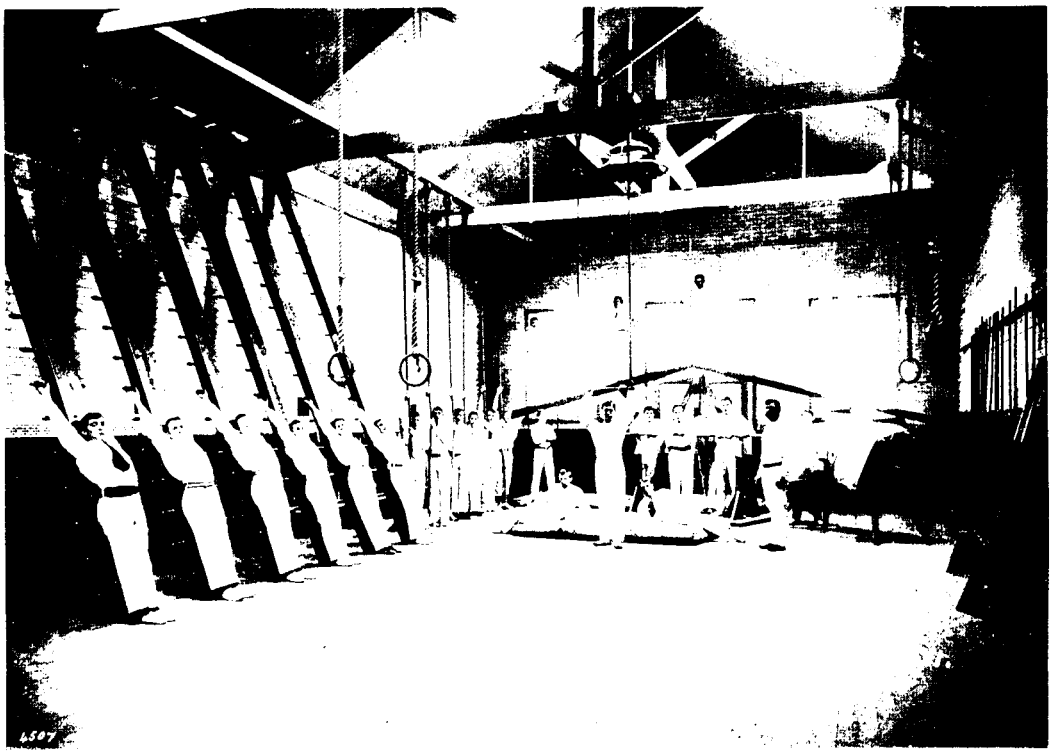
The Chairman, Education Board, Southland.

Training College, Dunedin.—External View.



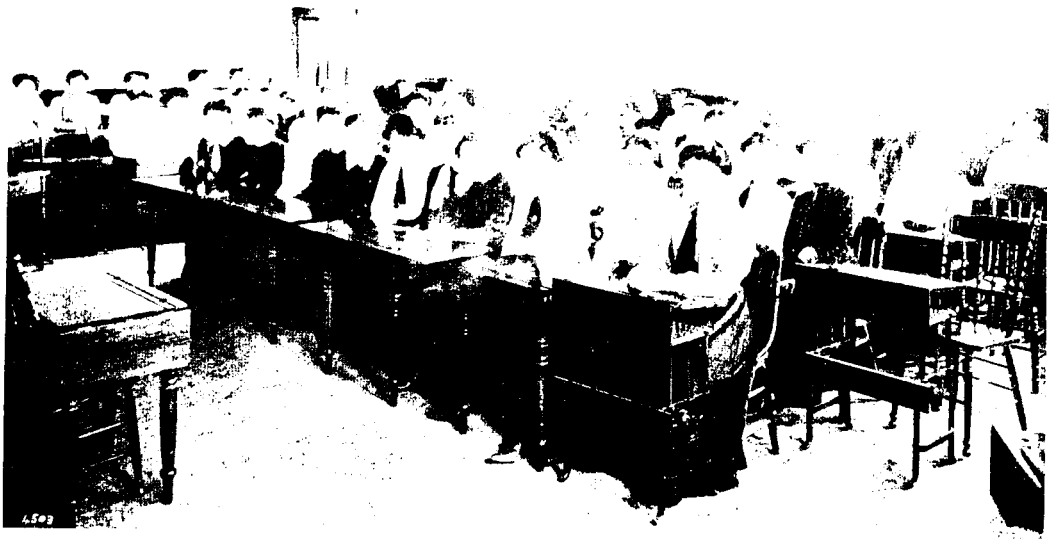


Training College, Dunedin.—Museum.



Training College, Dunedin.—Gymnasium.

Training College, Dunedin.—Kindergarten Room.



TRAINING COLLEGE, DUNEDIN.—AUDITORIUM.

TRAINING COLLEGE, DUNEDIN.—SCIENCE ROOM.

APPENDIX D.

TRAINING OF TEACHERS.

No. 1.

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

In order that the present position may be fully understood, the following information contained in last year's report is reprinted here :—

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 regulations gazetted in December, 1908, 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 insuring that subjects essential to a teacher should not be neglected.

Three out of the four training colleges had during the year 1909 nearly their full complement of students. At the fourth the number in attendance was still less than half the number for whom provision was made; but steps have now been taken to bring it on a level with its fellows in this respect, and the returns for the current year will in consequence show a notable increase, no less than eighty-two students being now reported as admitted thereat at the beginning of 1910. To secure this increase, however, a sacrifice has had to be made in respect of the length of the period of training, a number of ex pupil-teachers being admitted for one year only. Consequently, the condition of things is not yet quite satisfactory at the training college in question; that so marked an increase should be secured only by the relaxation of the conditions of training is a matter to be regretted, and it is to be hoped that the expedient will be only a temporary one. There seems still to be a danger that some of the students may subordinate their legitimate training as teachers to the object of taking a university degree. It does not seem expedient, in the interests of the efficiency of the teaching profession in the Dominion, to shorten the regular two-years course of training, 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. There is, of course, no desire to cut off any suitable students from the pursuit of a university course; but, after all, the training colleges exist to train teachers for their professional work, and it is not desirable to confuse the aims of a training college with those of a university college.

At the close of the years 1908, 1909, the students in training numbered 274 and 319 respectively, as follows :—

	1908.			1909.		
	Men.	Women.	Total.	Men.	Women.	Total.
Auckland	23	25	48	20	25	45
Wellington	14	64	78	21	70	91
Christchurch	13	59	72	19	70	89
Dunedin	21	55	76	24	70	94
Totals	71	203	274	84	235	319

The amounts paid to Education Boards in 1908 and 1909 for the training of teachers were as follows :—

	1908. £	1908. £	1909. £	1909. £
I. Training colleges,—				
Salaries of staffs (half charged to public-school salaries)	5,925		6,283	
Students' allowances	10,666		13,210	
University fees of students	2,276		2,776	
Libraries	188		92	
Apparatus	26		40	
Buildings	13,565		5,691	
		32,646		28,092
II. Other training,—				
Grants for special instruction in handwork, including agriculture, of teachers other than training-college students	2,900		2,340	
Railway fares of teachers and instructors ...	5,422		5,020	
		8,322		7,360
Totals		£40,968		£35,452

No. 2.

A. More Detailed Table showing the Number of Students in the Four Training Colleges at End of 1909.
(*a*) As classified by Divisions; (*b*) as classified by Years.

Training Colleges.	As classified by Divisions.								As classified by Years.						
	Division A.		Division B.		Division C.		Clause 11.		First Year.		Second Year.		Totals.		
	M.	F.	M.	F.	M	F.	M.	F.	M.	F.	M.	F.	M.	F.	Total.
Auckland	8	11	12	14	..	..	..	..	12	12	8	13	20	25	45
Wellington	13	47	8	21	..	2	..	..	13	38	8	32	21	70	91
Christchurch	16	46	3	24	..	..	..	..	13	41	6	29	19	70	89
Dunedin	15	27	9	43	..	..	..	..	16	44	8	26	24	70	94
Totals	52	131	32	102	..	2	..	..	54	135	30	100	84	235	319

Division A.—Ex-pupil-teachers.
Division B.—Students other than ex-pupil-teachers who have passed Matriculation or some higher University examination.
Division C.—Uncertificated teachers from small schools.
Clause 11.—Other teachers admitted without allowances.

B. Names and Salaries of Staffs of Training Colleges as at 31st December, 1909.

Name.	Position.	Salary per Annum.
	Auckland.	£ s. d.
Milnes, Herbert A. E., B.Sc.	Principal	600 0 0
Cousins, Herbert G., M.A., A1	Headmaster	400 0 0*
Patterson, Robert H., C1	Assistant	275 0 0
Newman, Miss Margaret S., D1 ..	Kindergarten mistress	245 0 0
Shrewsbury, Miss Elsie, M.A., A1 ..	Assistant	245 0 0
Murray, George W., D1	Head teacher, Model School	245 0 0
Cottrell, Arthur J., M.A., M.Sc., A4 ..	Assistant	215 0 0
Walker, Spencely, C1	„	205 0 0
Purdie, Miss Sara J., C1	„	155 0 0
Green, Samuel, D2	„	150 0 0
Holloway, Annie E., D1	„	125 0 0
Toy, Miss Alice M., D2	„	115 0 0
Craig, Miss Margaret, D4	„	90 0 0
Statham, Miss Mary	Kindergarten assistant	120 0 0
Part time,—		
Wallace, H.	Drawing instructor	30 0 0
Cockburn, H. J.	„	30 0 0
Trendall, A. D.	Drawing instructor, £30; instructor in photography, £7 10s.	37 10 0
Lawson, Miss E.	Cookery instructress	30 0 0
Noble, Miss M. M.	Instructress in swimming, £6; instructress in physical culture, £34 10s.	40 10 0
McNamee, P.	Instructor in swimming	6 0 0
Sergeant Morgan	Rifle-range instructor	1 0 0

* £400, and house allowance £50.

B. Names and Salaries of Staffs of Training Colleges as at 31st December, 1909—*continued.*

Name.	Position.	Salary per Annum.
	Wellington.	£ s. d.
Gray, William, M.A., B.Sc., B1	Principal	600 0 0
Webb, James C., B.A., B1	Headmaster, Normal School	375 0 0*
Tamblyn, Joseph, B1	Headmaster, Model School	300 0 0
Caughley, John, M.A., B1	Secondary assistant	280 0 0
Cowles, Jabez A., B.A., B1	First assistant	275 0 0
Fitch, Miss Dorothy	Kindergarten mistress	255 0 0
Edie, John K., D1	Assistant	215 0 0
Sinclair, Miss Mary A., B.A., B1	„	185 0 0
Hall, Miss Alice L., D1	„	155 0 0
Hitchcock, Miss Maria, D2	Kindergarten assistant	125 0 0
Thornton, Miss Marion G., C4	„	120 0 0
Hind, Miss Edith M., M.A., A4	Secondary assistant	120 0 0
Fallowes, Miss Mary R. E., D2	Assistant	105 0 0
Ziman, Miss Rae L.	„	90 0 0
Part time,—		
Parker, R.	Singing instructor	50 0 0
Jenks, Mr.	Drawing instructor	70 0 0
Howe, Mr.	Woodwork instructor	25 0 0
McIntosh, Miss	„ instructress	25 0 0
Hamerton, Mrs.	Needlework instructress	30 0 0
	* £375, and house allowance £50.	
	Christchurch.	
Watkins, Edwin, B.A., B1	Principal	600 0 0
Aschman, Christopher T., C1	Headmaster, Normal School	375 0 0*
White, George H., C1	First assistant	280 0 0
Starkiss, Miss Harriet E., D1	Kindergarten mistress	245 0 0
McIlraith, James W., A2	First secondary assistant	275 0 0
Lynskey, Michael J., C1	Headmaster, Model School	245 0 0
Wagstaff, Mrs. Jessie W., D1	Second assistant	215 0 0
Peacock, John, B2	Third assistant	180 0 0
Grand, Miss Ellen, D1	Fourth assistant	155 0 0
Ansley, Miss Annie, D1	Fifth assistant	125 0 0
Bevin, Miss Elizabeth E., D2	Sixth assistant	125 0 0
Wilson, Joseph H., M.A., B2	Part-time lecturer	105 0 0
	* £375, and house allowance £50.	
	Dunedin.	
White, David R., M.A., A1	Principal	600 0 0
Pinder, Edward, A1	Headmaster, Normal School	370 0 0
McMillan, Hugh, D1	Assistant	275 0 0
Hardy, James W.	Secondary assistant	265 0 0
Stewart, David, C1	Head teacher, Model School	245 0 0
Maxwell, Miss Jessies, D2	Kindergarten mistress	240 0 0
Ironside, John, C2	Assistant	210 0 0
McMillan, Miss Mary S., E1	„	185 0 0
Stevens, Miss Emma, D1	„	155 0 0
Scott, Miss Marjory T., D2	„	120 0 0
Kenyon, Miss Helen M., B3	Secondary assistant	120 0 0
Alexander, Miss Ann C., D2	Assistant	120 0 0
Greaves, Miss Alice, D2	„	120 0 0
Campbell, Miss Jessie, D2	„	90 0 0
Part-time,—		
Hanna, John	Gymnastic instructor	40 0 0
Hutton, Miss N. L. D.	Drawing teacher	100 0 0
Braik, Alex. M.	Singing master	60 0 0

No. 3.
TRAINING COLLEGES.

AUCKLAND.

Report of the Principal for 1909.

Sir,— Education Board, Auckland, 16th February, 1910.

The work of the College for the past year was carried on in the new buildings, which have proved to be excellently suitable for the work. The value of the swimming-bath as a mental pick-me-up during the hot muggy days at the end of November was brought home to all the students, and flagging zeal could always be renewed by a cold plunge. After a year's work in the new rooms there does not seem to be anything wanting to make them as they were intended to be, as nearly perfect as could be expected. The accommodation is excellent, and, once the college is filled with good material, I have no hesitation in looking ahead to the future.

The new Training College Regulations came into force at the beginning of the year. It happened that the Inspector-General of Schools and Mr. W. Gray, Principal of the Wellington Training College, were in Auckland in January, so an informal conference was held to point out the inadequacy of the staff allowed. A school of the size proposed in the regulations—namely, main school, 400; secondary classes, 50—would be entitled to ten assistants—*i.e.*, according to ordinary staffing arrangements under the Act. This is the number provided for the Normal School, and yet there are 100 students in addition to be provided for.

I pointed out in my last report that the regulations provide for the two junior assistants to start at a salary of £90 per annum. These assistants are responsible for a class, one in the Primer department, the other taking Standard I. They are responsible for the criticism and training in practical work of those students apportioned to their classes. Now, £90 per annum is the very minimum salary allowed under the Act: is it likely that really capable teachers, fit to criticize the work of others, will be obtained for that salary? Surely, teachers in the Normal School, who are the models for 100 students, should be the best obtainable. I would respectfully urge that the Minister be asked to reconsider the question of salary paid to the two lowest-graded teachers in the Normal School.

Number of Students, &c.—There were only 45 students in attendance during the year—20 men, 25 women. Every applicant was admitted—when meat is not available, bones are better than nothing—but I should not sleep o' nights if I thought my work would always be judged on the products of the last four years. Even the Israelites could not make bricks without straw, and the following extract from Professor A. P. W. Thomas's report on his botany class will show his opinion of the calibre of some of our students. He says, referring to certain students who had failed to pass his test after a year's work, "It is difficult to understand why these students should be admitted to the Training College." However, I am delighted to say that the Auckland Board of Education has determined that in future all pupil-teachers and probationers shall enter the College for at least one year at the conclusion of their period in the schools. Next year, therefore, there is every prospect of a full College and a happy Principal. Nothing can be much more disheartening than to lecture to half-filled benches. If in the near future there should be sufficient applicants to allow of a preliminary sifting, so that only those with a reasonable prospect of success should be admitted, then indeed will the College be a college in reality, and success assured. The Principal lives in hopes.

University Work.—Of the 20 men, 12 attempted to keep terms at the University. Only those with a previous attendance of three or four years at a secondary school were allowed this privilege, yet 3 failed. Of the women, 8 out of 25 were allowed to attempt terms, and 2 failed. Terms are kept by passing in three subjects usually, but four of the students succeeded in passing in four subjects. The subjects usually selected are Latin, English, and education. All students, whether reading for a degree or not, attended the English lectures, and all the first-year students attended a course in botany under Professor A. P. W. Thomas.

Curriculum and Training College Work generally.—As in past years, the aim has been to so arrange lectures that every student should attempt to take the C Examination. The optional subjects usually selected are physiology, hygiene, agriculture, plasticine-modelling, &c., or cookery. In the plasticine-modelling examination, held by the Department's Inspector at the beginning of December, all the students who entered were credited with a pass. The physiology syllabus is really too detailed in nature to be of much use to teachers, so that in future physiography will be substituted for that science.

Physical Culture.—Miss K. Noble, a trained teacher of physical culture, took charge of this work with the women students. Proper costumes were worn, and a distinct improvement was noticeable in the bearing and deportment of those students who attended the course. The Principal, as before, was responsible for the physical training of the men.

Tennis was played by every student in the College. As there were only forty-five students and three courts, it was possible to give every student two separate hours' practice per week, and, of course, extra opportunities were given on Saturdays. Many of the women students in particular look upon exercise as a waste of time, and it is difficult at first to get them to see and feel that a break for at least one hour per day, when work is forgotten, means increased vitality, and therefore a better output in the end.

Hockey was played by the male students. The College team succeeded in winning the championship of the League, and was not beaten in any match. I hope next year, if use can be made of the Government House grounds, to introduce hockey to the women students who are strong enough to play it, and the basket-ball game to the others. The longer I live, the more I am convinced of the need of active sweating exercise, followed by cold baths, for young people. It cleans them, physically and morally.

Visits of Observation were paid as usual to places of interest—*e.g.*, Wirths' menagerie, the *Herald* Printing-works, the Blind School, Plummer's hat-factory, the Waerenga Experimental Farm, &c.

The social evenings, on alternate Saturday nights, were held as in past years. The first part of the evening is occupied in debates or readings; there is then a supper interval, followed by a dance. These evenings fill a distinct want. The majority of the students are from the country, and welcome the chance of spending the time in congenial society. They give opportunities, too, for practising the little courtesies of life that a day college does so little to cultivate.

Mr. Gill very kindly gave us a paper when here on his inspection visit with Dr. Anderson, and the Rev. M. Caldwell also favoured us similarly.

The men students paid for the half-cost of a Fletcher patent rifle range during the year, and derived much benefit from the practice thus obtained.

On the 24th November C. J. Parr, Esq., Chairman of the Board, opened an exhibition of students' work. Models made to illustrate lessons, drawings, &c., were put out on tables, and made a goodly show.

The Principal gave a short adress to the local members of School Committees who had assembled, on "The Meaning of Training," and then the Chairman declared the exhibition open. The visitors seemed to be very pleased with what they saw.

During the year the Principal gave three public addresses—(1) to teachers, on "The Teaching of Reading," (2) to teachers, on "School Illustrations," (3) to members of the Auckland Institute, on "The Schoolmaster in Fiction," illustrated by lantern-slides made in the College.

Ex-students of the College have presented three beautiful engravings, as mementoes of their connection with it. It is anticipated that each section of students leaving the College will keep up the custom thus started, and so in time the College-walls will be decorated with reproductions from the great masters.

The Normal School continues in its popularity, and the headmaster is besieged with applicants for admission. The parents' days contribute, no doubt, in some measure to this, as the parents are thus enabled to see how things are actually carried on. The use of a swimming-bath and regular lantern lectures also help, and it is gratifying to know that parents appreciate the many advantages the school offers.

We were very sorry to lose the services of Miss Shroff, promoted to a more lucrative post. Miss Newman is to have a trip to England, and our best wishes go with her for a well-earned rest. Mr. G. W. Murray, headmaster of the country school, has reached his retiring-age, and it is with the kindliest feelings that we wish him health and long life to enjoy his leisure. Mr. Murray has been a faithful and loyal colleague, with whom it has always been a pleasure to work, and students and staff will miss his genial smile and pawky humour. Mr. Priestly, of Waikiekie, has been appointed to fill the vacancy.

Application was made to the Department for a grant to provide the cost of altering and furnishing certain rooms in the Normal School which will shortly be vacated by the authorities of the Technical School, who have had the use of them for some four or five years. The application was deferred until the next visit of the Inspector-General of Schools. In the meantime the kindergarten department, the teacher for which has been appointed, cannot be started, and so Miss Statham is helping with the primary classes. The small drafting-rooms, too, are not available, and so opportunities to give students practice with small classes are much curtailed.

H. A. E. MILNES, B.Sc. (Lond.).

The Chairman, Education Board, Auckland.

WELLINGTON.

REPORT OF PRINCIPAL FOR 1909.

SIR,— Training College, January, 1910.

I have the honour to present my report on the working of the Training College for the year 1909.

Amended Regulations.—The amended regulations for the training colleges came into operation at the beginning of the year. The chief new features were these: (1) Provision for twenty additional students, the number that may be now admitted being 100; (2) provision for a junior kindergarten department in the practising school; (3) a special grant for the teaching of manual and technical subjects; and (4) a new scale of staffing for the College. A departure was also made in the provision for a limited number of uncertificated teachers who had been for two years in charge of a small country school.

Enrolment and Classification.—The total number of students enrolled was 93—from Wellington, 34; Wanganui, 29; Hawke's Bay, 13; Nelson, 5; Taranaki, 3; Marlborough, 3; Grey, 1; Westland, 1; Otago, 4.

The students are further classified thus:—

	Men.	Women.	Total.
First year	11	39	50
Second year	9	34	43
Totals	20	73	93
Division A	12	48	60
Division B	8	22	30
Division C	...	2	2
Clause 11	...	1	1
Totals	20	73	93

It is gratifying to note an increase in the number of men, and from the applications that have come to hand this year (1910) it would appear that the increase is likely to be maintained. The provision under Division C was specially designed to give uncertificated country-school teachers an opportunity of obtaining instruction in methods of teaching, drawing, music, and other technical subjects. Five places were kept open for these, but only two applied, although the matter was brought prominently under the notice of the Boards. In any case it is doubtful whether it is wise to admit any students who have not attained at least to the partial D standard.

Staffing and Instruction.—Until this year most of the instruction of the students was undertaken by the staff of the practising school. This year the special grant of £200 enabled the Board to make other arrangements in regard to certain of the subjects—viz., singing, drawing, and handwork; but no special provision has been made for the teaching of science—the most important branch of all. I pointed out last year that the majority of the students are quite unable to attend with profit the University classes in science subjects; that very few of them have had any previous training in the methods of practical science; and that it was necessary to have the services of a qualified science teacher in the College who could give most of his time to teaching the various branches of science. The scale of staff allowed does not provide for this, and it is quite impossible under existing circumstances to make such provision as will adequately meet what should be aimed at without unduly interfering with work in other departments. Here is the course of science I have outlined for the students:—

First year,—
Physiography—4 hours per week during first term.
Biology and physiology—4 hours per week during second term.
Second year,—
Agriculture—
(*a.*) Chemistry and physics—2 hours per week during first term.
(*b.*) Botany and entomology—2 hours per week during second term.
(*c.*) Gardening—2 hours per week during one term.

When it is remembered that for practical work the classes have to be duplicated, it will be seen that the programme outlined, which is by no means too comprehensive, demands the services of a teacher who has his whole time for the work. With the exceptions noted above, the arrangements for instruction and the time allotted to the several subjects were similar to those of last year. I give them again:—

	Hours per Week.
First-year students,—	
Methods, observation, and practice	5
Science, including physiography and physiology	4
Drawing	2
Singing	2
Needlework	2
Physical culture	1½
Modelling in plasticine, course of 20 hours.	
Modelling in cardboard, course of 30 hours.	
Second-year students,—	
Methods, observation, and practice	7
Nature-study and agriculture	2
Kindergarten	2
Cookery, course of 20 hours.	
Woodwork, course of 30 hours.	

University Work.—The numbers attending the various classes were—English, 66; Latin, 38; mathematics, 21; education, 48; mental science, 20; physics, 3; biology, 6; geology, 2; German, 7; French, 9; political economy, 3. One student attended four classes, 46 students attended three classes, 41 students attended two classes, 2 students attended one class. This works to an average of about 2·5 classes per student. The reports of the professors were in most cases satisfactory, and not a few of the students secured high places in the class examinations. The George Grey Scholarship was awarded to Mr. L. Lancaster, and the Plunket Medal for oratory to Mr. G. Morice. Twenty-seven students entered for the November examinations—for the M.A. degree 3, for the B.A. degree 7, for the first section B.A. 17. Four entered for Senior University Scholarships. In addition to these there were two M.A. graduates in the College giving most of their time to the study of education and to practice in teaching, and seven who had passed the examination for the first section of the degree.

Diploma of Education.—Education is now a subject in the course for the B.A. degree. It is also a compulsory subject for the teacher's C certificate. The institution by the Senate of the University of a Diploma of Education similar to that of the Melbourne University would be a step further in the way of attracting teachers—more especially graduate teachers—to a study of those subjects that bear most intimately upon their profession. In connection with the Training College there have always been a few graduates giving their time exclusively to the study of education in its various phases, and for such special work a Diploma of Education would furnish a suitable goal.

Infant-room Teacher's Certificate.—Two years ago I pointed out that it would be much better, alike for themselves and for their efficiency as teachers, if the women students had some alternative to the C examination to aim at. Such an alternative would be provided by the establishment of an Infant Teacher's Certificate. Special training for such a certificate furnishes an alternative second year's course in connection with the Teachers' College at Sydney. The subjects studied bear directly on the work that the majority of women teachers have to do, and would, I believe, be much more congenial to them than the course for the C certificate.

The arrangements for practice in teaching were in the main similar to those of previous years. From the course of instruction in methods for first-year students I have this year omitted altogether practice by the student. In previous years each of the first-year students had to take, in addition to observational work, a certain amount of practice. I have tried the experiment of making the first year's course a purely observational one combined with instruction and discussion. It remains to be seen how far this plan has been successful. The same amount of practice and observation as formerly has been required of second-year students. Throughout the year each student has had a minimum of two hours per day in alternate weeks, with an increased amount of observational work in the months when the university is out of session. In addition to this, regular discussions and criticisms are taken. All the subjects come once more under review, and attention is focussed upon the essential elements in teaching and in managing classes. For all the practice work the fullest preparation has to be made, and it is pleasing to note the enthusiasm and interest taken by the students in this department of their work. A special place in discussion is given to the types of school to which many of the students on leaving the College will be assigned—viz., the sole-teacher school with all classes, and the lower division of a two-teacher school. The practice and observation in the former, which in the case of each student is spread over a period of eight weeks, is supplemented by special lectures dealing with the essential features of the country school. The lower division of the country school is dealt with, partly in conjunction with the sole-teacher school and partly in a special class of about forty scholars set up for the purpose. Here all the difficulties the student is likely to encounter in actual teaching are anticipated, and the problems likely to arise are discussed.

Extension Lectures.—During the winter months short courses of lectures on scientific subjects were delivered in the hall of the College on successive Thursday evenings by Dr. Bell, M.A., Director of Geological Survey for New Zealand, and by A. Hamilton, Esq., Director of the Dominion Museum. Dr. Bell dealt with the physiography and geology of New Zealand, Mr. Hamilton with the Maori. Mr. R. Parker also delivered a lecture on "Shakespeare and Music." The lectures were open to students of the College, to teachers, and to the general public. A small fee was charged for the course. On the whole the lectures were well attended. The Board expressed its hearty appreciation of the kindness of the lecturers, who, without fee of any kind and at considerable disadvantage to themselves, rendered this most valuable assistance to the College work. Our best thanks are due also to Mr. George Hogben, M.A., Inspector-General of Schools, for a course of four lectures on earthquakes, delivered in the College as part of the classwork in physiography.

Nature-study Excursions.—In connection with the work in physiography two nature-study field excursions were held—one at Plimmerton and the other at Akatarawa, Upper Hutt. The railway expenses of these were defrayed by the Education Department. Among the points observed and discussed were (*a*) various aspects of the work of a river, exemplified in the Porirua and Akatarawa; (*b*) formation of the coast in the vicinity of Porirua and Plimmerton; (*c*) marine life found in the rock pools; (*d*) features of the bush, forest trees, shrubs, ferns, &c. For assistance in this work I have to thank especially Mr. L. Lancaster, one of our senior students, who conducted the botanical part, and Mr. L. Jenks, who conducted a section of students for sketching and drawing. As with the rest of the science work, so with this—the services of an expert are required in order that the best results may be obtained.

I wish once again to express my thanks to all who have contributed to the work and life of the College during the year: to the members of the teaching staff for their co-operation and assistance; to Mr. and Mrs. Lee for their kind and generous hospitality to the students; to Messrs. J. G. W. Aitken, R. Parker, and S. and W. Mackay, for contributions and donations.

* I append—

(I.) Suggested scheme for the better training and classification of teachers.
(II.) Outline of a year's work in Standard IV, in which the study of history is made the central point.
(III.) List of authorized text-books.
(IV.) Roll of students arranged according to districts.

I have, &c.,
WM. GRAY, Principal.

The Chairman, Education Board, Wellington.

* Not reprinted.

CANTERBURY.

REPORT OF THE PRINCIPAL FOR 1909.

SIR,— Training College, Christchurch, 21st February, 1910.

I have the honour to present my report on the work of the Christchurch Training College for the year 1909.

When the work of the year was begun 37 students remained over for a second year of training, and 56 new ones were admitted, of whom 42 entered under Division A and 14 under Division B. Our full number of students for the year was 93, of whom 1 withdrew by permission of the Board to take an appointment, 1 was called upon to withdraw, and 1 withdrew without leave. Of the 93 students, the males numbered 20 only, a proportion of 2 males to 7 females. This at first sight seems unsatisfactory; but it has to be remembered that more females than males are required in the staffing of schools, and that in prosperous times women leave the service for a laudable purpose in much larger numbers than men. In this part of the Dominion, now that the recent expansion in staffing has been nearly met, the number of genuinely new appointments each year requiring male teachers will probably not be in excess of the number of male students sent out, especially if we exclude appoinmtents in the backblocks, to which young men who have the energy and ability to meet the demands of a teacher's work are reluctant to go, and will only with difficulty be induced to go.

Students' Teaching-practice.—I have before now pointed out that it is no easy matter to provide suitable teaching-practice for all of our students in a school of only moderate size, and it is needless for me to repeat myself on this point. I will therefore content myself with saying emphatically that it is impossible to provide this satisfactorily in a non-residential college, when the work of the training college has to be subordinated to that of other institutions, whose care it is to have arrangements best suited for the students whom they regard as especially their own, and not for the students of the training college. If the training-college work should ever come to be held dominant, or even a first consideration, something better than at present will be possible.

In a scheme of training it is advisable that all students who are likely to take up primary work (and this will be the case with all but a very few) should have practice in some standard near or at the top of the school, in some standard at the middle of the school, and in the infants' department, except that in the latter a short period of observation might be accepted from male students. This would give practice in all stages of school work, with children at the main stages of development in child-life. Practice need not necessarily be given at each standard, as this might involve too frequent changes, and it has to be remembered that with many students the ordinary teaching-practice could only go on for about thirty weeks of the year. Most of our students will, when they leave, probably take up work in infant departments or in the lower standards; but this cannot be held a valid reason for giving any of them permission to devote their teaching-practice to those particular parts of the school, and such a plan, it seems to me, would fall short of being a comprehensive scheme of training for all students. This year I have taken up a plan by which female students, and to some extent male students, will do their first year's teaching in the lower part of the school and the second year's teaching in the upper part. This, by allowing them to remain for about three months at each standard they take, will enable them to get to know the children of their standard well and to note particular features of temperament and individuality; and it will lessen that frequently unsatisfactory condition of training where the children are to too great an extent strange to the teacher and the teacher to the children. All students, with the exception of a very few who are almost sure to pass into high-school work, have taken two weeks in the Model School (that is, in the department which is modelled as a sole-charge school), and I am sure that all students, even those who will never take charge of such a school, must benefit largely by noting the methods adopted in that school. The unfortunate feature is that, owing to the times of Canterbury College lectures, the work of many students is in this department only a congeries of fragments. In the matter of high-school work we can make no sharp distinction between those who announce that they intend to be secondary teachers and those who do not make this announcement. A fair number of students who have not, while in training, more than a medium university standing, look to securing a higher standing later on, and have a reasonable hope of doing this, and so may well be allowed to see something of high-school work. And in the case of students of somewhat advanced university standing, whose association before entering upon training has been wholly, or almost wholly, with schools of secondary type, I am of opinion that the best teaching-practice for them is to be found in the middle and upper standards of the primary course. Students who by reason of university standing were manifestly more likely than others to pass into high-school work have had a good deal of practice in the secondary department; but, though it is undoubtedly of value for them to get some practice in high-school work, to see what should be done in high-school treatment of English, and to get an insight into the working of a small district high school, I am more than ever convinced that practice in the various parts of the primary course is the most important part of the preparation for secondary work. There are teachers, I know, who hold that there are specially accurate ways of teaching this or that subject of the secondary course in detail. I cannot accept this view. I hold that here the maxim "Method is of mind, not of the subject studied," meets the case. A teacher who has followed the treatment, say, of arithmetic in the upper standards of the primary course ought to find no difficulty in applying the principle he has grasped to algebra if he learns his algebra and uses his acquired "method conscience" sensibly. The same holds good of the other high-school subjects. The treatment of some high-school subjects, too, is in a state of flux (*e.g.*, the teaching of languages), and the traditional methods of the past have to receive still more reconsideration and modification before detailed methods can be rigidly prescribed. A good system of training for teachers should above all keep free from inculcation of stereotyped methods, and should direct the students' mind to a wise and careful variation in the manifold application of underlying principles.

This year I have experimented in the direction of changing the plan formerly followed in the teaching-practice. That great crux of systems of training for teachers—viz., the provision of sufficient and suitable teaching-practice—becomes more pressing when the number of students to be provided for increases, as ours has done lately, without a corresponding increase in the number of children available for teaching. To meet the emergency I divided the students into a larger number of teaching-sections. This, of course, spread their teaching over a larger part of the school-day, and so over a greater variety of subjects. There were respects in which I judged my new plan to be, under the circumstances, a decided gain; but there were other respects in which there was a loss: this, however, being largely due to the fact that teaching-practice and lectures were going on concurrently to too great an extent. But no plan of teaching can be free from deficiency in this matter, as is evidenced by the great differences existing in the plans adopted in various countries, and each the subject of unfavourable criticism.

The time allotted to teaching by the Division A students was kept the same as formerly—viz., about one hour per day for teaching and observation. This time I hold is reasonable, and the aim should be more intensive than extensive. Bearing in mind that the Division A students have had some years of continuous teaching before entering the Training College, it seems to me that we should aim not at devoting time to a simple retraversing of pupil-teacher work, but at securing good conditions for cultivating a right attitude of mind towards the treatment of children and of subjects to be taught. In this connection, too, it is well to bear in mind Bacon's

dictum that a man's practice in any work should not be such as to practise his defects; and a young teacher's defects may often best be remedied by giving him time for consideration of them, and a little practice in which his aim shall be largely to keep clear of these defects.

The students of Division B—*i.e.*, those who have not been pupil-teachers—have been called on to do some extra teaching beyond the ordinary one hour per day, this extra teaching being continuous for one of two weeks at a time when Division A students were having holidays. This part of the B students' training is exceedingly important, and it would be well if some means could be found of extending it without making their work too arduous. At present I see no means of doing this without serious interference with the attendance at University lectures. I am glad to say that the great majority of the B students have thrown themselves earnestly into their work, and many of them show promise of becoming thoroughly effective teachers.

All but a few of our students have set themselves to make the most of their opportunities, though with some the University work has preponderated to an extent that might be deprecated if it were not for the general public opinion that New Zealand will not be satisfied with teachers who fall short of a reasonably high standard of education. And just occasionally one meets with a student who, on the strength of having passed a University examination or two, feels at first able to despise the valuable "little things" the sum total of which goes so far towards making the successful teacher. I am glad to say that such cases are very rare, and that most of our students have faithfully received the doctrine that it is not sufficient to give some sort of a lesson that will do for a few geniuses, but that a lesson must be so treated that "the average child"—the one of medium ability—may be helped to realize his potentialities. In connection with this I may say that no training college dealing with non-pupil-teacher students (and I think I may add, even with pupil-teacher students) can be expected to send out "thoroughly trained" teachers after so short a period of training as two years, during which study and teaching-practice have to be combined. The B students should be able to look for some guidance for a few years after leaving the training college; and all students should be made to recognize that, after their period of training, it is incumbent on them to utilize seriously the facilities often so readily accessible nowadays, in the various classes they have opportunities of attending, and to read some educational periodicals and books on educational work.

The teaching-practice has revealed the fact that with many B students handwriting and arithmetic are defective. Many of them are unable to do the arithmetic which has to be taught in Standard VI, this defect being due to the low standard in arithmetic required for matriculation. In this connection I may add that a considerable number of students of both A and B Divisions show a feebleness in power of expression in English, which must militate largely against successful work in some of their University subjects.

The educationists of the Dominion felt that a great advance had been made when such favourable conditions were gained as insured that none should be admitted as pupil-teachers or entrants to training colleges at too early an age, or before a reasonably good standard of scholarship is reached. Herein, however, lies the danger that if this idea is carried too far some entrants to the profession may have passed the plastic age at which they can acquire habits which in the absence of a strong natural bent towards them have to be made automatic by practice. The teacher's eye, which should be offended by the least sign of disorder, and the teacher's ear, which should be offended by a whisper even in the back bench, cannot be developed, in many cases, if the professional work is taken up late.

Students' Studies.—Under this head I shall have to refer to studies in the arts course at Canterbury College, to studies at the Training College, and to other studies.

Nearly all our students took some work in the University classes of Canterbury College. Having passed the Matriculation Examination before entering the Training College, a large number of our students take up courses at Canterbury College in the hope of finally securing a University degree. This year sixty-three took up courses of lectures with a view to a step in the degree course. For various reasons several of these were unable to present themselves for the Canterbury College annual examination, a few decided to defer taking the examination till another year, and two or three decided to give up the idea of going on with a university course. Of the fifty-two who finally endeavoured to qualify for the year's step five qualified without examination, thirty-two qualified by examination, and fifteen failed. Apparently the annual examination at Canterbury College was of a more searching nature this year than formerly, as there was a much larger percentage of failures among Canterbury College students generally than is usual, and our students fared no worse than the other students of Canterbury College. As our students have to do the degree work in addition to their training-college work, the result must be considered as eminently satisfactory evidence of their industry and zeal. In estimating the value of the examination for Canterbury College "First Year" it has to be borne in mind that Canterbury College demands three subjects for that examination, and that if, in order to do both his training-college work and his university work more thoroughly, a student restricted himself to two subjects, as he may at some of the other University centres, his year's work at Canterbury College would count for nothing from a University point of view.

Students who are looking forward to a degree course have to take Latin and mathematics at some part of their course, and so in preparation for this or for the C certificate examination fifty-nine took Latin and fifty-two took mathematics for either one or two terms. All students have been required to take some English in one year at least of the Training College course, and accordingly seventy-two attended English this year, of whom thirty-eight took the full course in English required for their stage of the University course. Parts of nearly all the subjects allowed in the arts course found a place in some or other of the students' lists. A large part of the biology classes at Canterbury College was comprised of Training College students, and I regard this as a decidedly good feature because of the relation of this subject to nature-study and agriculture.

I am aware that many educational critics hold that the main, if not the sole, purpose of a training college should be to train teachers in the art of teaching. This should undoubtedly be an exceedingly important aim, but the original views of the Department as generally understood

at the time when the present scheme was initiated have been explicitly stated in a later report, which says that in the case of Division A students "the continuance of their education and the *completion* of their qualifications for a certificate naturally furnish the *main* (italics are mine) purpose of their attendance" at the Training College, and I have felt it my duty to act loyally in accordance with this view, so clearly and definitely expressed. And in the case of Division B students I have similarly acted on what I take to be the explicitly indorsed view of the Department—viz., that their Training College course should be arranged as for a University student who desires to secure the necessary practical acquaintance with a teacher's duties "without discontinuing his studies." And I have endeavoured to bear well and loyally in mind the Department's recorded hope that any tendency to contract rather than expand the University work of even the weaker students would only be temporarily expedient.

This year, again, as in former years, I have allowed students unrestricted freedom as regards what particular subjects of the B.A. or B.Sc. course they may select, with a check, however, on the number of subjects or the amount of work undertaken—that is to say, I have not taken upon myself to pronounce as unsuitable for teachers' study any of the subjects of the B.A. course, especially as they have all been approved of by the Department's regulations as suitable to present for the C certificate. I am of opinion that such liberty in selection will produce earnest work; but an indication by the Department that any of the subjects should be banned would be acted upon by me at once.

The work taken by our students at the University has, I find, aroused a suspicion in many minds that the present scheme will be taken advantage of by some students simply to prepare for entrance to other professions. I do not think such will be the case to any noticeable extent. But it is well-nigh inevitable that if efforts are made to induce the brightest youths to enter the profession there will be a little leakage. And I doubt whether educational work on the whole will suffer from having in it a few ambitious young men who may hope to rise ultimately to even more honourable and more lucrative positions than that of a headmaster. If the American education authorities had told Lincoln and Garfield that they must remain school-teachers all their days, even American education would not have gained by the step.

Among the subjects not taken at the Training College are the two important ones of music and drawing. The arrangements for the teaching of these subjects are in some respects unsatisfactory. The terms and vacations observed in their teaching do not fall in with those that have to be kept by the Training College, and much confusion results. There are other reasons, too, for which it would be better to have those subjects taught at the Training College.

In regard to music, I may remark that it is a subject the teaching of which in primary schools ought to help towards what it has been said should be one of the aims of education in a country where the artisan's hours of labour are such as to leave ample hours of leisure. That particular aim is to prepare a citizen to enjoy his leisure in sensible ways, among which the capacity to enjoy good music may be counted. This aim may, indeed, rightly come second to preparation for earning a comfortable livelihood, but it is one that modern sociologists tell us should be taken into account. I think it would advance this work if ability on the part of a teacher to play some instrument could receive recognition in the teacher's certificate, especially in the case of female teachers. No very great degree of skill might be demanded; the attempt need not be quenched by demanding the skill of a virtuoso or even an expert amateur, but the ability to help along a school song by some instrument would be a most useful accomplishment for female teachers. Many of our teachers have little singing-voice, but ability to play would tide this over to a large extent, and the provision even of some teaching to enable female teachers to play a simple accompaniment would be of value. It seems to me a matter for regret that under present conditions there may be schools in which hardly anything is done of a regular nature to brighten little children's lives by song. Whether or not a knowledge of dead languages or of university mathematics should be considered an adequate set-off against inability to sing on the part of an infants' mistress is a matter on which opinions may differ, but I think a good deal might be said in favour of the view that some degree of musical ability should be looked for in all female entrants to the profession.

The subjects taught in the precincts of the Training College call for brief comment. Cookery (taught by a Technical College teacher) has been continued as the manual work of the female student. In agriculture the theoretical work has been helped by a fair amount of observational work, but practical agriculture is not so easily fitted in with other courses of study as some critics think; some reasonable extent of ground is necessary for it, and weather-conditions often interfere.

Of the important subject of science I may note that those who take a science course with practical work at the University are exempted from taking science at the Training College. Those who take it at the Training College follow a course (including practical work) on the lines of the primary-school science syllabus. I should like to see the natural science at the University taken up by more students, though some elementary part of it is included in the nature-study done at the Training College. I should like, too, to expand our Training College course in science; but there are the difficulties of finding time for the students to take it in, and for the science teacher to teach it without unduly trenching upon his duties as a member of the staff of the children's department. With some students there is a lukewarmness towards this subject, due partly to their scientific faculty having been allowed to lie dormant too long, and partly to the fact that this general science work does not count towards the teachers' certificate. I think it would be well to require all male teachers to take an extended course in this science and to give them credit for it in their certificate.

One feature of this year's work has been the addition of a class in elocution, taken by a visiting teacher, Mr. De Spong. In this class attention was given to voice-production, and it occurred to me that it would be well if such instruction could be given at an earlier stage, as in some cases the faults of voice-production pointed out by the teacher had become too confirmed to be removed by the small amount of individual practice-time allowed.

A matter that I feel should receive considerable attention is the health of training-college students and other young teachers. Of the pupil-teacher period I cannot speak, but I believe that in many cases of female students who attempt much University work in addition to what should

be done in their professional preparation the pressure is too great. I venture to say that a feature of colonial education that would surprise British educational authorities is the large expense incurred owing to the illness of New Zealand teachers. I believe that to a considerable extent this illness is due to over-pressure on young female teachers. In these colonies it is held that young people should be allowed plentiful time for recreation. In term-time, however, the training-college student gets little of this, and I have often suspected that this has been one of the reasons why youths have been less willing to take up the occupation of teachers than other occupations in which their day's work is ended at 5 or 6 o'clock in the evening. The question assumes a different aspect from that of the pure Home university student, who works very long hours to prepare for some honours examination. When such a student, by passing with great honour, has brought glory to his College, he may die the next week, or remain a physical wreck for the rest of his days, and, so far as any authorities are concerned in him, the purpose in view has been secured. But in the case of teachers the matter is different, for the education authorities are seeking to provide a supply of teachers to carry on the work of their schools in such sound health as will enable them to do that work effectively, and to create in the school an atmosphere of brightness and geniality. In a British residential training college young women would not be allowed to study till midnight, nor would they take lectures at such times as would make their meals fall at irregular hours or necessitate injurious hurry over them. The "pay" our students can spare for board is not enough to entitle them to ask for arrangements by which their meals shall be ready at varying hours. This matter of irregularity at meals, too, cuts students out from some of the most desirable households for them to board in. But University lectures have to be attended, and I see no remedy for the ill; in other studies I have felt it my duty to resist any attempt to trench upon meal-times.

I have to express my indebtedness to the members of the school staff for their hearty co-operation and zeal under conditions that must often have been very vexatious.

I have, &c.,
EDWIN WATKINS, B.A.

OTAGO.

SIR,— REPORT OF THE PRINCIPAL FOR 1909.

I have the honour to present the following brief report on the work of the Otago Training College for the year 1909.

We opened the session with an attendance of 96 students—24 men and 72 women. One of the former left at the end of the first week, and three second-year students left quite recently to take service under the Board, leaving the present roll at 95—23 men and 72 women.

The new Training College was opened officially at the beginning of the year. The general design of the building and the arrangement of the various rooms is in every way adequate and satisfactory. The auditorium provides ample accommodation for 100 students. It is furnished with suitable single adjustable desks for the practising classes, and a separate table and chair for each student. The single adjustable desk is the best pattern that has come under my notice, and I am acquainted with some of the newest designs, both American and German. The science laboratory is still unfinished, but I understand the Board intend completing the work during the summer recess. The lecture-rooms—junior and senior—are furnished with single tables and chairs. The apparatus for illustration and explanatory teaching is not so complete as I should like to see it, but when the additional material ordered from Britain comes to hand we shall have a good supply of modern appliances and apparatus. The corridors, library, and retiring-rooms are furnished in a simple and effective way. There has been no lavish or unnecessary expenditure anywhere. I should like to see a few more suitable pictures, appropriate designs, and the College motto on the walls: a little effective decoration of this kind would not cost much, and would add considerably to the appearance of the interior of the College. The floors, corridors, and staircase are covered with good linoleum, and every room is provided with four or six electric lights. We have thus what we have not had before, a building suitable in every way for the daily work and accommodation of the students, and so fitted up that the students, their friends, and the staff may meet in social intercourse of an evening. All these opportunities are, of course, very significant factors in student life and training. The following extracts from the reports of the committees will show to what extent the students have taken advantage of their opportunities.

Students' Executive.—Mr. Wade, president; Miss Fay Harrison, secretary; and a committee of six members. The report says, "The committee was elected at the beginning of the year to look after the supervision of the furniture and generally to deal with matters concerning the general interest of the students. The matter of a motto for the College was brought before the students, from whom suggestions were received. The motto selected, *Maxima debetur pueris reverentia*, is appropriate to our profession: it is to be hoped that all leaving the College will pay due regard to the sentiments embodied in it."

Debating Club.—Mr. Henry, chairman; Miss Woodhouse, secretary. The subjects chosen for debate were (1) "The Advantages and Disadvantages of a Town and Country Teacher's Life"; (2) "Should a Chair of Domestic Science be established at the University?"; (3) "Mock Parliament and Parliamentary Debate."

Tennis Club.—The Tennis Club was formed early in the first term, and since then has reached a membership of forty-nine students.

College Branch of O.U.C.U.—Ten meetings in all have been held. The attendance on the whole has been good, although there is ample room for improvement. Instructive addresses have been given by ministers and others, who have very kindly given their time and talents to help on the work.

Social Committee.—Chairman, Mr. N. Dempster: secretary, Mr. A. L. Miller. This year, for the first time, the students were able to hold the social in the College buildings, and in this connection the thanks of the students are due to the Education Board, who kindly allowed the

use of the whole of the rooms for the purpose. Owing to the large number of invitations issued, about two hundred, it was necessary to use the gymnasium. The committee are justified in saying that the social of 1909 was one of the most successful ever held.

Library Committee.—Mr. N. S. Botting and Mr. Partridge, librarians. The library consists of 362 volumes. Most of the books bear on the professional work, but a large number of books are general literature. Our enjoyment of the books read has been very keen, and will act as a stimulus to further reading. It is gratifying to know that the Education Department makes an annual grant of £10, so that each year we may add to our supply of books.

The General and Professional Work of the College.—In my report of last year I dealt with results of our work for the biennial period 1905–6—that is, our work so far as it bears on the success of our students in obtaining a full-teacher's certificate on leaving the College.

The results for 1907–8 are as follows: Thirty-seven students remained for the full period of two years, and of these 1 got a partial D, 4 a full D, 8 a partial C, and 24 a full C Certificate; of the latter, 15 obtained the First Section of the B.A. degree, and 3 the full B.A. of the New Zealand University. I think I am correct in saying that, so far as literary training and instruction are concerned, this is the highest point reached in the history of the College.

The Course of Instruction and Training, 1909.—(A.) Otago University classes: Latin, 37; mathematics, 16; English, 85; French, 10; mental science, 23; and education, 37. Fifty students succeeded in keeping terms, but on the whole the pasess were not so good as in former years, and the absolute failures were more numerous.

(B.) New Zealand University examinations: Fifteen students sat for the First Section of the B.A., 2 for the B.A., and 3 for University Certificate for the B Certificate. In connection with these statistics showing the relation of the College to the University, the experience of the past few years has brought to light some very important facts:—

(1.) A large number of students now proceed to the First Section of the B.A. at the close of the second year's Training College work.

(2.) A very considerable number—from one-sixth to one-fifth of the whole number of students—get little or no benefit from attendance at University classes: especially is this the case since the number was increased from 80 to 100.

(3.) The number proceeding to honours and obtaining at the same time second or first-class honours is not so high as I should like to see it.

The power of arranging a University course lies in the hands of the Principal, and rightly so, I think, and I have tried to meet the wishes of each student, and adapt the course to his natural ability and previous training; but there are some who have not had sufficient training for University work, and have no inclination at all for high University studies. I do not think it at all necessary that such students should attend University classes for two years. An occasional class or half a class would quite meet the case, and I would strongly urge the Department that the College fees thus set aside be allocated for third-year bursaries for the best of the training students. This would enable more to proceed to the M.A. degree with a better opportunity of getting honours, without which they have very little chance of obtaining positions in high schools.

Professional and Practical Work of the College.—The addition of small rooms to the Practising School, and the giving a two-years course, instead of one as in former years, in certain branches of practical work, has increased very considerably the time given to actual teaching and practice in class-management. The number of hours is higher this year than last; it will be still higher next session. Is this going in the right direction or in the wrong? I do not propose discussing the issues and problems involved in the modern system of primary-school teachers: suffice it to say here what these issues are:—

(*a.*) How far is it advisable to insist on primary-school teachers taking a partial course of lectures at the University?

(*b.*) Is there any real value attached to an observational course of methods and model lessons given by the Principal and members of the staff?

(*c.*) In the whole course—that is, during the two years' training—what number of hours should each student give to class-teaching and class-management?

(*d.*) Does occasional or isolated practice with a class or with a section of a class add much to the efficiency of the student as a skilled practitioner?

(*e.*) How far is it possible under the present Training College organization to give any reasonable amount of continuous class-teaching?

(*f.*) What is the true sequence in the different aspects of training—observation, experiment, principle—the order in which I have stated them, or should we, as is done in some of the German colleges, take principle in the first year, and leave practice to a second or third year?

(*g.*) How far, if at all, is continuous class-practice, say, in one standard, preferable to the same time spent in a wider range dealing with pupils at different stages of child-life?

(*h.*) Is the value of the training given in the College to be judged by the organization as based upon a sound interpretation of the foregoing principle, or may it be that the standard of true training is something less tangible than all this—a certain enthusiasm, inspiration, and love of the work?

These and many other points are continually under my review; a careful record is kept of the College work and the training brought into line with any improvement suggested by a study and observation of all the data of the year.

My thanks are due to the staff of the Practising School—Mr. Pinder, M.A., headmaster; the tutorial staff (Messrs. McMillan, Ironside, Hardy); the visiting staff (Messrs. Hawcridge, Braik, and Hanna); Miss Maxwell, chief kindergartner; Miss Alexander, head of the Kindergarten School; Miss McMillan, infant-mistress; Mr. Stewart, master of the Rural School; the staff assistants, Misses Stevens, Greaves, Scott, and Kenyon, B.A.

I have, &c.,

The Secretary, Otago Education Board. D. R. White, Principal.

PUBLIC SCHOOLS AND TEACHERS,

With Certain Details of Expenditure.

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, with the Expenditure for the Year 1909 and the Names, Classification, Status, and Emoluments of the Teachers, as in December, 1909.

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; "Pr," Probationer; 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, 1910.)

AUCKLAND.

1 Name of School.	2 Average for the Year 1909.	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.	£
Amodeo Bay	5	30 0 0	..	1 3 0	..	..	Anthony, Lois	..	M	30 0 0	..
Bickerstaffe No. 2	6	36 0 0	..	..	..	..	Wharfe, Clara J.	..	F	36 0 0	..
Haylock's	6	31 10 0	..	0 12 3	..	..	Kilgour, Muriel A.	..	F	30 0 0	..
Katikati No. 1	9	90 0 0	..	4 14 0	..	..	Anderson, Elsa V.	..	F	90 0 0	..
Moerangi	5	28 10 0	..	0 8 2	..	..	Moloney, Hilda A.	..	F	30 0 0	..
Orere	6	36 0 0	..	..	..	..	McLeod, May	..	F	36 0 0	..
Otaikerangi	5	31 10 0	..	0 19 5	..	..	Simonsen, Edwin O.	..	M	36 0 0	..
Otau	9	79 10 0	..	12 19 6	..	..	Armour, Marion A.	..	F	90 0 0	..
Papamoa	6	35 4 8	..	3 13 3	..	..	Muir, Jane E.	..	F	42 0 0	..
Rangiuru	10	90 0 0	..	..	..	..	Tanner, Ella R.	..	F	90 0 0	..
Taotaoroa No. 2	9	90 0 0	..	4 12 6	..	..	Lowe, Jessie L.	..	F	90 0 0	..
Te Maika	5	37 10 0	..	..	..	..	Tanner, Adelaide	..	F	36 0 0	..
Te Rahu	13	79 10 0	..	5 19 3	..	..	Hamilton, Josephine	E3	F	90 0 0	..
Waipu Cave	5	26 5 0	..	..	..	..	Hilford, Ernest H.	..	M	30 0 0	..
Whatipu	9	66 0 0	..	5 12 2	..	..	Diprose, Ivy A.	..	F	90 0 0	..
Waitomo Caves	6	31 10 0	..	11 0 0	..	..	Clarke, Mary	..	F	36 0 0	..
Turoto Road	6	15 0 0	..	0 16 4	..	..	Abbott, Richard	..	M	36 0 0	..
GRADE 1.											
Albertland North	19	96 15 0	10 0 0	7 8 4	..	..	Walker, Lillie	..	F	99 0 0	10
Awakanae	12	90 0 0	10 0 0	1 10 0	..	..	Broadgate, Fredk. L.	..	M	90 0 0	10
Awatuna and Marlborough	18	110 8 4	10 0 0	10 18 9	..	..	Gerrand, Percy A.	..	M	108 0 0	10
Bickerstaffe	11	93 7 6	10 0 0	8 12 2	13 0 0	..	Ariell, Janet I.	D4	F	90 0 0	10
Broadwood	13	90 0 0	10 0 0	5 5 1	..	..	Lawrence, Albert N.	..	M	90 0 0	10
Churchill and Whangamarino	18	109 5 6	10 0 0	13 0 10	..	..	Hart, Ernest	..	M	108 0 0	10
Elstow	18	115 0 0	10 0 0	7 15 3	..	..	Hardy, Florence F.	E3	F	115 0 0	10
Geard's Bay and Colville	10	112 10 0	10 0 0	3 6 3	..	..	Geard, Louisa	..	F	112 10 0	10
Helena Bay	13	90 0 0	10 0 0	5 3 5	6 10 0	..	Johnson, Phyllis M.	..	F	90 0 0	10
Henderson Point	18	90 8 4	10 0 0	6 18 0	..	..	McLoughlin, Eliz. M.	..	F	90 0 0	10
Honikiwi	10	90 0 0	10 0 0	6 2 1	13 0 0	..	Leith, Frederick E.	..	M	90 0 0	10
Houto	13	90 0 0	10 0 0	6 10 0	..	..	Campbell, Dollina E.	..	F	90 0 0	10
Huarau	10	90 0 0	10 0 0	5 2 6	5 0 0	..	Fitz-Hannim, Dren.	..	M	90 0 0	10
Hunua No. 2	10	90 0 0	10 0 0	4 12 3	..	..	Leyland, Allen I.	..	M	90 0 0	10
Kaimamaku	11	90 0 0	10 0 0	5 6 3	..	..	Mackenzie, Rhoda S.	..	F	90 0 0	10
Kaimarama	9	91 2 6	10 0 0	5 14 9	..	..	Wootten, Harry J.	..	M	90 0 0	10
Karaka	15	103 10 0	10 0 0	17 10 3	..	..	Gordon, Forbes B.	..	M	103 10 0	10
Lichfield	15	90 0 0	10 0 0	8 16 3	..	..	Kells, Isabella F. R.	..	F	90 0 0	10
Limestone Island	13	103 10 0	..	6 5 6	..	..	Smith, Charles H.	..	M	90 0 0	..
Mahoenui	12	90 0 0	10 0 0	4 19 3	..	..	Ransbottom, H. V.	..	M	90 0 0	10
Mairoa	12	90 0 0	10 0 0	6 5 6	..	..	Menzies, Gladys E.	..	F	90 0 0	10
Mangapiko	18	117 0 0	10 0 0	9 16 0	..	..	Woods, Alice	..	F	117 0 0	10
Manukau Heads	15	117 0 0	..	6 18 7	..	..	Gaze, Julia A. M.	..	F	117 0 0	..
Marakopa	19	110 5 0	10 0 0	14 2 6	9 3 4	..	Honoré, Rudolph C.	..	M	117 0 0	10
Maungatawhiri Valley	15	115 0 0	..	19 9 10	..	..	Murrish, Charlotte	E2	F	115 0 0	..
Muriwai	17	115 0 0	10 0 0	7 5 0	..	..	Brett, Reginald E.	D4	M	115 0 0	10
Nihoniho	14	96 15 0	10 0 0	12 19 6	..	..	Cussen, Mary K.	..	F	99 0 0	10
Okiwi	5	90 0 0	10 0 0	4 2 4	..	..	Stead, Edwin C.	..	M	90 0 0	10
Oparau	7	90 0 0	10 0 0	2 8 2	4 0 0	..	Hayes, Katie	..	F	90 0 0	10
Oropi	15	115 0 0	10 0 0	7 3 7	6 0 0	..	Leech, Grace C.	E3	F	115 0 0	10
Oroville	15	96 15 0	10 0 0	5 3 6	..	..	Smith, William	..	M	99 0 0	10
Otaika Valley	21	110 5 0	10 0 0	14 18 2	..	..	Parker, Marguerite V.	..	F	117 0 0	10
Otarewa	9	90 0 0	10 0 0	..	..	..	Cowern, Carol. M. I.	..	F	90 0 0	10
Paengaroa	15	93 7 6	10 0 0	2 3 9	..	223 0 0	Jones, Albert L.	..	M	90 0 0	10
Paparimu	10	115 0 0	10 0 0	8 15 2	..	..	Johnson, Minnie M.	D5	F	115 0 0	10
Pongakawa	9	115 0 0	10 0 0	10 7 3	..	..	Barlow, Gertrude E.	E2	F	115 0 0	10
Port Charles	9	90 0 0	10 0 0	..	..	..	Boswell, Stella E.	..	F	90 0 0	10
Pukeatua	12	95 0 0	10 0 0	6 2 6	..	..	Shannon, Catherine	E3	F	95 0 0	10

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Pukekaroro ..	11	90 0 0	10 0 0	10 6 11	..	..	Howell, Constance M.	..	F	90 0 0	10
Pukekawa	13	90 0 0	10 0 0	6 2 6	..	..	Dean, Margaret ..	..	F	90 0 0	10
Pukemiro	12	103 10 0	10 0 0	4 14 8	6 0 0	..	Joll, Emily S. L. ..	..	F	103 10 0	10
Pukete	16	103 10 0	..	67 19 6	..	..	Laxon, Eileen W. ..	..	F	103 10 0	..
Pungaere	12	117 0 0	10 0 0	6 4 0	..	..	Wallace, John H. ..	..	M	117 0 0	10
Purerua	14	90 0 0	10 0 0	8 13 8	..	..	Berryman, Mabel ..	..	F	90 0 0	10
Raupo	12	103 10 0	10 0 0	6 14 6	..	12 5 0	Torr, Ivy J. ..	..	F	103 10 0	10
Rotorangi	13	109 5 0	10 0 0	10 18 3	..	..	McKinnon, Rodk. A.	Lic.	M	109 5 0	10
Ruapuke	10	90 0 0	..	5 18 2	..	..	Wheatley, Wm. R.	..	M	90 0 0	..
Ruatangata East ..	18	96 15 0	10 0 0	7 6 6	..	..	White, Robert S. ..	..	M	99 0 0	10
Takahue	12	90 0 0	10 0 0	20 9 3	..	..	McKenzie, Olive M.	..	F	90 0 0	10
Tangoao	19	96 15 0	10 0 0	7 6 9	..	..	Duhig, John G. ..	..	M	99 0 0	10
Tara Road	11	90 0 0	10 0 0	9 1 0	..	..	Black, Annie C. ..	..	F	90 0 0	10
Tatu	18	96 15 0	10 0 0	25 0 10	12 0 0	..	Crickett, Nellie ..	..	F	99 0 0	10
Tawharanui ..	13	94 3 4	10 0 0	16 15 3	..	..	White, Kenneth R.	..	M	90 0 0	10
Te Akate and Waingaro	15	123 6 0	10 0 0	5 1 0	11 0 0	..	Goodwin, Frank R.	..	M	123 6 0	10
Te Pahi No. 1 ..	11	115 0 0	10 0 0	9 5 9	..	..	Barlow, Miriam V.	E2	F	115 0 0	10
Te Puna Point ..	13	90 0 0	10 0 0	8 16 8	..	..	Pile, Margaret M. H.	..	F	90 0 0	10
Tererenga	8	90 0 0	10 0 0	4 11 3	..	..	Ross, May A. ..	..	F	90 0 0	10
Te Tahi	13	90 0 0	10 0 0	4 5 8	..	..	Murphy, Ellen ..	..	F	90 0 0	10
Te Uku	17	109 5 0	10 0 0	61 3 9	..	..	Harsant, E. M. N. ..	Lic.	F	109 5 0	10
Tryphena and Blind Bay	11	112 10 0	..	10 12 0	..	..	Moor, Arthur C. ..	..	M	112 10 0	..
Waiau	12	103 10 0	10 0 0	23 9 0	..	..	Hill, Isabel ..	..	F	103 10 0	10
Waima	11	90 0 0	10 0 0	10 11 4	..	..	Abbott, Josephine A.	..	F	90 0 0	10
Waimana Sawmill ..	10	90 0 0	10 0 0	9 0 6	..	..	Lynch, Lillian E. ..	..	F	90 0 0	10
Waingarara ..	11	90 0 0	10 0 0	5 9 9	5 0 0	..	Wylie, Ellen W. ..	..	F	90 0 0	10
Wairere	12	90 0 0	10 0 0	9 3 11	5 0 0	..	Joyce, May F. ..	..	F	90 0 0	10
Waiwhiu	15	94 10 0	10 0 0	6 14 9	..	..	Bruford, Mary J. ..	..	F	99 0 0	10
Whangaparaoa ..	12	96 0 0	10 0 0	6 19 9	6 0 0	..	Sergeant, A. W. ..	..	M	90 0 0	10
Whangaripo ..	17	94 3 4	10 0 0	10 13 2	..	..	Robertshaw, Mary A.	Lic.	F	90 0 0	10
Whangaroa North ..	16	93 7 6	..	41 11 8	..	..	Hooper, John E. ..	C5	M	90 0 0	..
Wharehine ..	7	90 0 0	10 0 0	6 9 0	..	..	Moffatt, Grace ..	..	F	90 0 0	10
Whenuakite ..	6	90 0 0	10 0 0	0 6 0	..	..	Morris, Edith F. ..	..	F	90 0 0	10
Mati	14	82 10 0	9 3 4	22 12 4	4 15 4	..	Mickle, C. A. L. ..	..	F	90 0 0	10
Ohiwa	13	84 0 0	9 3 4	21 5 4	..	..	Morley, Smollett W.	..	M	90 0 0	10
Kaharoa	10	75 0 0	8 6 8	4 9 3	..	253 19 4	Clay, George E. ..	..	M	90 0 0	10
Maungatautari No. 2	12	37 10 0	4 3 4	5 12 9	..	..	Dentith, Reginald W.	..	M	90 0 0	10
Kerikeri Inlet ..	14	27 0 0	3 0 0	13 14 0	..	..	Empson, Mrs. M. C.	..	F	90 0 0	10
Tokirima Road ..	14	20 1 7	..	..	..	..	Brownlie, James A.	..	M	90 0 0	..
Grade 2.											
Awitu Central ..	20	125 0 0	..	8 12 0	..	..	Lorking, Walter H.	E2	M	125 0 0	..
Awitu No. 2 ..	16	112 10 0	15 0 0	8 0 8	..	..	Louch, Isabella ..	..	F	112 10 0	15
Bream Tail and Waipu Cove	26	161 0 0	15 0 0	15 1 3	..	..	Fraser, Jessie A. ..	E2	F	161 0 0	15
Brooklynn and Huia	16	139 10 0	15 0 0	10 7 3	..	..	Harrison, R. J., LL.B.	..	M	139 10 0	15
Brookside	24	135 0 0	15 0 0	12 12 7	..	..	Usher, Agnes ..	E2	F	135 0 0	15
Brynderwyn ..	20	112 10 0	15 0 0	10 13 2	..	..	Sinclair, Marion M.	..	F	112 10 0	15
Cabbage Bay ..	25	137 3 4	15 0 0	15 4 11	..	..	Smith, William H.	D3	M	135 0 0	15
Fairburn's Road ..	22	135 0 0	15 0 0	12 5 8	..	..	Carse, Harry ..	D2	M	135 0 0	15
Gordon	24	149 0 0	..	13 0 8	..	..	Downard, F. N. R.	C2	M	149 0 0	..
Graham's Fern ..	27	135 0 0	15 0 0	17 2 10	..	..	Johnson, Joseph B.	D3	M	135 0 0	15
Greenhithe and Long Bay	23	155 0 0	15 0 0	9 7 0	..	..	Mackay, Thos. E. A.	C3	M	155 0 0	15
Gumtown	24	112 10 0	15 0 0	16 0 5	..	..	Crickett, Atholl G.	..	M	112 10 0	15
Hakaru	14	112 10 0	15 0 0	9 11 2	..	..	Wiggins, Minnie I.	..	F	112 10 0	15
Hangatiki	18	135 0 0	15 0 0	4 1 11	..	..	Le Gallais, Leddra	C4	M	135 0 0	15
Hautapu	19	135 0 0	15 0 0	9 5 0	..	..	Edmiston, Jessie H.	E1	F	135 0 0	15
Horseshoe Bush ..	13	125 0 0	15 0 0	9 10 2	..	..	Mathieson, Mrs. M. J.	E2	F	125 0 0	15
Hoteo North ..	18	125 0 0	15 0 0	15 9 4	..	..	Potter, Ethel M. ..	C2	F	125 0 0	15
Hoteo Valley ..	16	109 8 4	15 0 0	12 12 5	..	..	Moor, Dora E. ..	..	F	108 0 0	15
Huanui	19	123 15 0	15 0 0	9 7 9	..	..	Beasley, Charles J.	..	M	108 0 0	15
Hukatere	26	135 0 0	15 0 0	12 18 1	..	..	Crispe, Colin R. R.	D3	M	135 0 0	15
Hunua	21	149 0 0	..	9 11 9	..	..	McGee, Helen ..	E2	F	149 0 0	..
Jordan	16	112 10 0	15 0 0	10 4 5	5 4 0	..	Hotson, Claud ..	..	M	112 10 0	15
Kaikohe	22	119 16 0	15 0 0	8 10 4	..	..	Patience, Frederick	..	M	108 0 0	15
Kaipara Flats ..	26	160 0 0	15 0 0	18 7 11	..	..	Quinn, Elizabeth C.	E2	F	160 0 0	15
Kaitara	26	149 0 0	..	14 19 8	..	..	Laing, Arthur E. ..	C2	M	149 0 0	..
Kaiwaka	23	139 7 4	..	43 12 0	..	..	Haeusler, Mrs. Emily M. L.	E2	F	135 0 0	..
Kakapuka	19	114 11 8	13 15 0	7 17 11	21 9 0	..	Kane, Jane ..	D4	F	125 0 0	15
Karamu	28	127 2 6	..	30 7 8	..	..	McLean, Neil ..	Lic.	M	128 5 0	..
Kariaotahi	26	135 0 0	..	10 2 3	..	..	Windust, Mrs. P. A.	E1	F	135 0 0	..
Kauaeranga Valley ..	18	135 0 0	15 0 0	0 17 6	5 4 0	..	Smith, Frank H. ..	D2	M	135 0 0	15
Kaurihohore ..	22	135 0 0	..	51 17 3	..	..	Grigg, Albert E. ..	E3	M	135 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	Expenditure for the Year. 3 Teachers' Salaries, including Lodging-allowances to Pupil-teachers.	4 Teachers' House Allowances.	5 Other Ordinary Expenditure, including Repairing, 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.	£
Kennedy Bay ..	21	135 0 0	15 0 0	10 7 5	5 0 0	..	Tooman, Francis ..	D3	M	135 0 0	15
Kerikeri	19	129 11 8	15 0 0	13 8 6	13 0 0	..	Upton, Frederick G.	D3	M	135 0 0	15
Kirikopuni	20	112 10 0	15 0 0	12 6 8	..	..	Beasley, Arthur ..	..	M	112 10 0	15
Kohekohe	18	135 0 0	..	8 8 3	..	..	Litchfield, Mrs. M. E.	D3	F	135 0 0	..
Komakorau ..	21	125 0 0	15 0 0	17 1 3	..	..	Shanahan, Marg. A.	D3	F	125 0 0	15
Koromatua and Ngahinepouri	21	161 0 0	15 0 0	14 7 5	18 0 0	..	Lawton, Herbert W.	D4	M	161 0 0	15
Koutu	20	121 10 0	15 0 0	14 13 2	6 10 0	..	Yarborough, Mabel C. M. C.	..	F	121 10 0	15
Kutarere	26	112 10 0	15 0 0	20 8 2	..	..	Evans, Emrys ..	..	M	112 10 0	15
Mahurangi Heads and Mullet Point	21	161 0 0	15 0 0	10 2 0	..	..	McGrath, Francis ..	D3	M	161 0 0	15
Makarau and Tahekeroa	23	141 9 0	15 0 0	16 10 3	..	..	Floyd, Alfred B. ..	D4	M	150 0 0	15
Mangapai	31	149 0 0	15 0 0	13 10 6	..	..	McClune, Hugh F.	C3	M	149 0 0	15
Mangawhara ..	22	135 0 0	15 0 0	32 17 8	..	12 0 0	Smith, Adelaide M.	D3	F	135 0 0	15
Maraetai	20	112 10 0	15 0 0	11 19 2	..	..	McGrael, Michael ..	..	M	112 10 0	15
Mareretu	18	118 15 0	15 0 0	13 15 8	..	..	Hamley, Florence E.	E3	F	120 0 0	15
Mata and Ruakaka ..	25	177 16 0	15 0 0	10 13 6	..	..	Murdoch, Alfred J.	D3	M	177 16 0	15
Matahuru No. 1 and Matahuru No. 2	28	161 0 0	15 0 0	14 5 5	..	..	Ansley, Arthur F. T.	D2	M	161 0 0	15
Matakana	21	149 0 0	..	9 16 3	..	..	Dunning, Alec C. ..	D2	M	149 0 0	..
Matakohe No. 2 ..	19	135 0 0	1 5 0	13 12 0	..	238 15 0	Wood, Ernest A. ..	D3	M	135 0 0	..
Matapouri	18	112 10 0	15 0 0	58 11 11	..	..	Gunson, William D.	..	M	112 10 0	15
Matiere	28	135 0 0	5 0 0	27 19 0	..	373 2 6	Le Cocq, Walter A.	D3	M	135 0 0	..
Miranda and Kaiawa	31	144 18 0	15 0 0	31 8 9	12 0 0	..	Hendry, G. McI. ..	..	M	144 18 0	15
Motukaraka ..	16	125 0 0	..	152 11 5	..	..	Rudall, John H. ..	D3	M	125 0 0	..
Ohinewai	30	135 0 0	..	13 9 6	..	..	Baston, Florence I.	E2	F	135 0 0	..
Okaihau No. 2 and Utakura Valley	24	159 3 3	15 0 0	12 10 4	11 10 0	..	Murphy, Clarence J.	..	M	135 0 0	15
Omaha Little ..	23	115 17 6	..	18 5 9	..	..	Carr, Mrs. J. H. W.	Lic.	F	128 5 0	..
Opua	25	112 10 0	..	9 17 6	..	..	Warin, Herbert D.	..	M	112 10 0	..
Orua Bay	18	135 0 0	15 0 0	10 16 9	..	..	Gledhill, Eunice A.	E2	F	135 0 0	15
Oruaiti	20	121 10 0	15 0 0	9 5 8	..	..	Ballance, Violet M.	..	F	121 10 0	15
Oruru	21	149 0 0	..	55 8 9	..	..	Berry, Mrs. L. M. ..	E2	F	149 0 0	..
Otaika	25	149 0 0	15 0 0	11 1 9	..	..	Davis, Elizabeth ..	E2	F	149 0 0	15
Otara	25	141 11 0	15 0 0	10 5 3	..	..	Kenny, Cyril B. ..	Lic.	M	141 11 0	15
Otonga and Opuawhanga	24	144 18 0	..	12 4 0	..	..	Rust, Douglas S. ..	..	M	144 18 0	..
Otumoetai	28	135 0 0	15 0 0	23 7 9	..	..	Badger, Hilda M. ..	D4	F	135 0 0	15
Paemako	18	110 5 0	15 0 0	11 9 10	..	..	Funkë, Ernest E. ..	..	M	108 0 0	15
Pakiri	17	118 15 0	15 0 0	11 10 5	..	..	Wilks, Doris E. ..	Lic.	F	118 15 0	15
Papakura Valley ..	26	135 0 0	..	13 3 5	..	..	Blow, Harold I. ..	D2	M	135 0 0	..
Papakura Valley No. 2	21	119 17 0	14 12 9	20 4 10	..	..	Hewitt, Florence N.	E3	F	120 0 0	15
Paparata	24	149 0 0	..	15 5 0	..	..	Worsley, George A.	D2	M	149 0 0	..
Paradise	18	121 10 0	15 0 0	17 7 6	..	..	Laing, Archibald M.	..	M	121 10 0	15
Parkhurst	17	110 16 3	15 0 0	11 3 5	..	..	Smith, Jessie R. ..	..	F	108 0 0	15
Pouto	24	149 0 0	..	12 5 10	..	100 0 0	Robertson, James ..	D2	M	149 0 0	..
Pukerimu	20	137 3 8	..	53 16 5	..	..	Ryan, Elizabeth M.	Lic.	F	141 11 0	..
Punakitere	21	115 17 6	15 0 0	59 19 4	..	..	Purnell, Herbert F.	..	M	108 0 0	15
Rangiaohia ..	25	131 1 4	..	16 19 6	..	..	Rigby, Mrs. Eliza A.	E2	F	120 0 0	..
Rangiriri	28	129 7 1	15 0 0	36 0 4	..	..	Udy, Annie ..	E2	F	120 0 0	15
Rehia	23	149 0 0	15 0 0	13 5 5	10 0 0	..	Macrae, Murdoch ..	D4	M	149 0 0	15
Ruapekapeka East and Ruapekapeka West	28	192 0 0	15 0 0	11 11 6	..	..	Lough, Frederic ..	E2	M	192 0 0	15
Ruatangata West ..	28	135 0 0	15 0 0	10 16 6	..	..	Archibald, Margt. R.	D3	F	135 0 0	15
Ruawai	23	112 10 0	15 0 0	15 9 9	..	28 3 6	McKinley, John E.	..	M	112 10 0	15
Rukuhia	20	112 10 0	15 0 0	13 9 4	..	..	Watt, Helen ..	..	F	112 10 0	15
Swanson	31	135 0 0	15 0 0	14 9 5	..	..	Duncan, Kate ..	E2	F	135 0 0	15
Tangaihi	18	112 10 0	15 0 0	11 2 2	..	..	Brew, Frederick C.	..	M	112 10 0	15
Tangihua No. 2 ..	17	121 10 0	15 0 0	8 15 3	..	..	Mabbett, Arthur ..	..	M	121 10 0	15
Tangowahine ..	30	135 0 0	15 0 0	15 0 4	..	..	Carter, Annie ..	E3	F	135 0 0	15
Taotaoroa No. 1 ..	20	121 5 0	..	12 2 2	..	..	Bowen, Rosanna ..	C1	F	120 0 0	..
Tapapa	18	135 0 0	..	16 14 2	..	..	Walsh, Mrs. Eliz. ..	E1	F	135 0 0	..
Tatarariki	24	149 0 0	15 0 0	9 10 0	..	..	Molloy, John J. ..	D3	M	149 0 0	15
Tawhare	31	160 0 0	15 0 0	12 1 3	..	..	Aubin, Lilian A. ..	D2	F	160 0 0	15
Te Arai North and Te Arai South	22	161 0 0	15 0 0	12 9 11	..	..	Ridling, Randolph G.	C4	M	161 0 0	15
Te Matai	22	117 0 0	15 0 0	12 3 10	..	..	Wight, George F. ..	..	M	108 0 0	15
Te Pahi No. 2 ..	23	160 0 0	15 0 0	10 15 3	..	..	Sullivan, Andrew J.	C3	M	160 0 0	15
Te Puke No. 2 ..	27	120 0 0	15 0 0	18 1 5	10 0 0	..	Findlay, Sylvia ..	C3	F	120 0 0	15
Te Rauamoa ..	20	112 10 0	15 0 0	30 15 6	..	..	Ashby, Albina ..	..	F	112 10 0	15
Te Rore	20	135 0 0	15 0 0	9 6 6	..	..	Brooks, Jessie J. ..	C4	F	135 0 0	15
Tirohanga	14	112 10 0	15 0 0	12 3 11	..	263 1 1	White, Nellie ..	..	F	112 10 0	15
Titirangi	25	121 5 0	..	40 6 0	..	..	Richards, Nora ..	D2	F	120 0 0	..
Titoki	18	112 10 0	..	14 2 5	..	157 0 0	Kay, James ..	..	M	108 0 0	..
Tokatoka	17	135 0 0	..	8 7 9	..	..	Barton, Robert ..	D2	M	135 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Turangamoana ..	17	125 0 0	15 0 0	7 9 0	..	..	Somerville, George A.	D2	M	125 0 0	15
Union Collieries ..	19	112 10 0	15 0 0	9 3 9	11 18 4	..	Pendergrast, H. E.	..	M	112 10 0	15
Waiotemarama and Wekaweka	18	139 10 0	..	10 15 9	..	..	Walker, William ..	..	M	139 10 0	..
Wairoa South ..	19	125 0 0	15 0 0	14 2 8	..	..	Cooke, Violet M. ..	E3	F	125 0 0	15
Waitangi	20	135 0 0	15 0 0	10 17 2	..	..	Bishop, Stanley J. ..	D3	M	135 0 0	15
Waitetuna	18	112 10 0	15 0 0	11 9 8	..	97 6 9	McKinnon, Malcolm	..	M	112 10 0	15
Waiwera	16	112 10 0	15 0 0	73 14 5	..	60 0 0	Stevenson, Jane E. B.	..	F	112 10 0	15
Walton and Ngarua ..	21	143 16 8	14 10 10	7 9 7	13 0 0	..	Hannken, Wilfred P.	..	M	135 0 0	15
Wellsford	24	135 0 0	15 0 0	9 9 6	..	..	Izod, Lionel ..	E3	M	135 0 0	15
Whangapoua ..	16	112 10 0	15 0 0	10 8 2	..	..	Clarke, Lillian F. ..	..	F	112 10 0	15
Whangarei Heads ..	22	149 0 0	..	22 14 0	..	..	Koller, Frederick R.	C2	M	149 0 0	..
Whitford No. 2 ..	16	125 0 0	15 0 0	8 8 0	..	..	Piggot, Ellen M. ..	C3	F	125 0 0	15
Woodlands	23	135 0 0	15 0 0	12 7 11	..	..	Vincent, Louisa ..	E2	F	135 0 0	15
Waiomio	18	110 0 0	13 15 0	15 12 11	19 10 0	..	Dowding, Fredk. B.	C3	M	120 0 0	15
Hastings and Otakeo	20	123 15 0	..	7 12 6	..	..	Pratt, Edward J. ..	..	M	135 0 0	..
Kauroa	18	99 0 0	13 15 0	22 16 3	11 18 4	..	Jones, Harold D. ..	..	M	108 0 0	15
Okauia	26	110 0 0	13 15 0	41 4 3	10 7 4	244 5 0	Beeson, Charles B.	C4	M	120 0 0	15
Piopio	18	99 0 0	13 15 0	23 6 1	..	..	Benton, Arthur ..	..	M	108 0 0	15
Komata North ..	20	100 0 0	12 10 0	11 18 0	..	300 7 8	Wilson, Sophia ..	E2	F	120 0 0	15
Great Barrier and Katherine Bay	23	101 5 0	11 5 0	23 14 6	..	..	Hunter, Edward J.	..	M	135 0 0	15
Mangaroa	21	76 0 0	10 0 0	3 8 4	..	..	Mooney, Thomas B.	D4	M	120 0 0	15
Purua No. 1 and Purua No. 2	24	56 5 0	..	2 0 6	..	..	McDonald, Ivon F.	..	M	135 0 0	..
Tauhei	18	45 0 0	6 5 0	22 12 4	..	..	Nuttall, Harry ..	..	M	108 0 0	15
Selwyn	18	36 0 0	5 0 0	11 4 6	3 6 8	..	Woodford, Maud W.	..	F	108 0 0	15
Grade 3.											
Ahuroa	26	139 10 0	20 0 0	11 9 3	..	..	Hannah, Arthur ..	Lic.	M	139 10 0	20
Akaaka	31	155 0 0	20 0 0	13 4 0	..	..	Batchelor, Mrs. A. J.	D3	F	155 0 0	20
Araparara and Mangakura	32	185 0 0	20 0 0	15 1 3	..	..	McElroy, John ..	E2	M	185 0 0	20
Ardmore	22	155 0 0	..	10 10 6	..	..	Latimer, Mrs. Ella	D2	F	155 0 0	..
Arai and Kaeaea ..	36	166 10 0	20 0 0	10 4 1	..	0 14 11	Moore, Robert W. ..	..	M	166 10 0	20
Avoca	30	144 13 4	20 0 0	22 3 2	..	..	Hoy, Reuben L. ..	Lic.	M	147 5 0	20
Awakino and Mokau	38	197 0 0	20 0 0	28 14 3	9 2 0	..	Webster, Robert S.	D3	M	197 0 0	20
Brynavon	25	139 10 0	20 0 0	14 0 8	..	..	England, Walter ..	..	M	139 10 0	20
Dome Valley ..	28	152 10 0	..	14 18 7	..	..	Hefford, Jane E. ..	D2	F	150 0 0	..
East Tamaki ..	28	165 0 0	..	16 5 2	..	..	Short, Arthur ..	D1	M	165 0 0	..
Flat Bush	21	165 0 0	..	13 7 3	..	..	Tidmarsh, H. H. C.	D2	M	165 0 0	..
Glen Murray and Woodleigh	23	173 8 9	20 0 0	20 11 1	5 0 0	..	Church, George P. ..	Lic.	M	175 15 0	20
Goodwood	22	155 0 0	20 0 0	12 5 5	..	..	Nixon, Elizabeth A.	D2	F	155 0 0	20
Grahamtown ..	37	165 0 0	20 0 0	16 13 2	..	..	Byles, Frank R. ..	D2	M	165 0 0	20
Greerton	32	155 0 0	20 0 0	21 11 3	..	89 0 0	Brain, Alice J. ..	E3	F	155 0 0	20
Harrisville	48	206 12 3	..	23 1 6	..	..	Hill, Alfred E. ..	D2	HM	165 0 0	..
							Wilcox, Kate S. ..	..	AF	90 0 0	..
Hukanui	43	180 0 0	20 0 0	22 13 1	..	..	Ryan, Arabella C. ..	E2	HF	165 0 0	20
							Redgrave, Kath. G.	..	AF	90 0 0	..
Hukerenui North ..	29	150 15 9	..	17 10 0	..	..	Smith, George H. ..	D2	M	150 0 0	..
Kaitaia	35	155 0 0	..	23 16 2	..	..	Heath, Andrew W.	C4	M	155 0 0	..
Kaikati No. 3 ..	34	155 0 0	20 0 0	17 1 10	..	..	Leech, Joshua S. ..	D3	M	155 0 0	20
Katui and Aranga ..	33	197 0 0	20 0 0	23 8 0	20 0 0	..	Bosswell, Charles W.	C3	M	197 0 0	20
Albany	27	165 0 0	20 0 0	15 18 10	..	..	Flatt, Caroline J. ..	E2	F	165 0 0	20
Mahurangi Heads West and Huhue	31	181 13 4	20 0 0	45 2 7	..	..	Hamilton, Gordon K.	C3	M	180 0 0	20
Maketu	35	170 0 0	..	14 4 9	..	..	Kelly, Elizabeth ..	E2	F	170 0 0	..
Mangaiti	22	155 0 0	20 0 0	6 16 0	..	..	Keaney, Annie ..	E2	F	155 0 0	20
Otangiwai	37	155 0 0	6 13 4	64 16 8	..	568 17 11	Bicheno, Leonard ..	E3	M	155 0 0	..
Mangapehi	43	171 0 0	20 0 0	22 15 1	..	347 2 9	Hayson, Bertrand W.	..	HM	148 10 0	20
							Johnson, Winifred	..	AF	90 0 0	..
Mangawai Beach ..	32	151 5 0	20 0 0	14 16 3	..	..	Mark, Louis J. ..	C3	M	150 0 0	20
Mangonui	32	165 0 0	..	13 15 9	..	..	Ballance, Alfred C.	E2	M	165 0 0	..
Maramarua and Waitakaruru	25	185 0 0	20 0 0	16 11 10	..	..	Bennett, John W. ..	C4	M	185 0 0	20
Maropiu	28	148 10 0	20 0 0	11 19 9	..	..	Ingerson, William L.	..	M	148 10 0	20
Marua	30	165 0 0	..	13 1 6	..	..	Harris, Samuel ..	D2	M	165 0 0	..
Maungatautari ..	39	202 10 0	..	18 4 4	..	..	Atkins, Harry ..	D3	HM	165 0 0	..
							Blackett, Isabella H.	..	AF	90 0 0	..
Maunu	29	165 0 0	..	29 7 6	..	..	Millington, Edward	D2	M	165 0 0	..
Ngararatunua ..	37	155 0 0	20 0 0	18 19 5	..	..	Whitaker, Kath. M.	D2	F	155 0 0	20
Ngunguru	29	155 0 0	..	17 12 1	..	..	Long, Edgar R. ..	D3	M	155 0 0	..
Ohaeawai	24	155 0 0	20 0 0	11 1 0	..	..	Meiklejohn, L. S. A.	D3	M	155 0 0	20
Okahu and Rauawa ..	32	197 8 3	20 0 0	20 12 9	..	..	Shepherd, Fred. H. M.	C3	M	197 0 0	20
Okaihau	26	165 0 0	..	68 8 9	..	..	Gray, Daniel ..	C2	M	165 0 0	..
Ongarue	28	155 0 0	20 0 0	27 18 5	..	..	Langdon, Arthur ..	D4	M	155 0 0	20

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Otoroa and Takou ..	21	197 0 0	20 0 0	9 13 6	10 0 0	..	Bullians, Andrew ..	D2	M	197 0 0	20
Oturoa	30	146 13 4	20 0 0	13 0 10	..	..	McCambridge, Hugh	D3	M	150 0 0	20
Owhata	17	139 10 0	20 0 0	52 7 11	..	..	Rouse, George ..	..	M	139 10 0	20
Owhiwa and Taraunui	34	191 5 0	20 0 0	20 8 2	..	..	Coad, Emma M. ..	C2	F	180 0 0	20
Pah	23	139 10 0	20 0 0	15 15 3	..	..	Collier, Henry R. ..	..	M	139 10 0	20
Paiaka	32	155 0 0	20 0 0	15 10 11	..	..	Webster, Arthur ..	C4	M	155 0 0	20
Pakaru and Scoria Flat	31	185 0 0	..	17 1 2	10 8 0	..	Harvey, John H. ..	C2	M	185 0 0	..
Paterangi	27	155 0 0	..	21 15 11	..	..	Bates, Mrs. Agnes J.	D2	F	155 0 0	..
Pollock	26	121 10 0	..	55 1 4	..	..	Mendl, Reginald J.	..	M	121 10 0	..
Puketarata	26	148 2 6	20 0 0	18 10 9	..	..	McPherson, D. A. ..	Lic.	M	142 10 0	20
Rangiahua and Upper Waihou	34	197 0 0	20 0 0	12 15 9	..	..	Downard, Henry J.F.	D3	M	197 0 0	20
Rawhia and Umawera	36	197 0 0	20 0 0	13 18 3	11 0 0	..	Harrison, Rupert ..	C1	M	197 0 0	20
Red Hill	19	165 0 0	20 0 0	10 4 6	6 0 0	..	Evans, Harrison ..	E1	M	165 0 0	20
Rototuna	30	155 0 0	..	14 12 8	..	..	Tisdall, Estelle A...	D2	F	155 0 0	..
Tahuna	26	155 0 0	20 0 0	11 9 3	..	..	Braithwaite, F. C.	D3	M	155 0 0	20
Tairua Block ..	33	165 0 0	20 0 0	18 18 2	..	..	Harvey, Roderick M.	D3	M	165 0 0	20
Tamahere	28	150 8 4	..	22 11 7	..	..	Totman, Leonard W.	C3	M	150 0 0	..
Tangiteroria and Tangihua	39	197 0 0	..	7 16 1	..	..	Mullins, Francis J.	D3	M	197 0 0	..
Tauhoa	25	155 0 0	..	14 5 7	..	..	Hudson, John H. ..	C2	M	155 0 0	..
Taupo	30	155 0 0	20 0 0	12 11 0	..	..	Maxwell, Marion ..	C2	F	155 0 0	20
Te Moari	25	155 0 0	..	36 2 6	..	..	Murray, James B. ..	D1	M	155 0 0	..
Te Rapa	33	165 0 0	20 0 0	18 16 6	..	..	Fielder, Elizabeth M.	E2	F	165 0 0	20
Upper Waiwera ..	26	155 0 0	..	11 16 9	..	..	Johns, William E.	E2	M	155 0 0	..
Waiheke Central and Man-o'-war Bay	23	166 10 0	20 0 0	10 12 0	13 0 0	..	Grey, Alan S. ..	..	M	166 10 0	20
Waimamaku Valley ..	26	155 0 0	..	36 3 1	..	..	Jack, Bethia, B.A. ..	B1	F	155 0 0	..
Waimana	31	155 0 0	20 0 0	12 5 7	..	..	Dean, William F. ..	E2	M	155 0 0	20
Waimate	37	165 0 0	..	144 15 1	..	..	May, William J. ..	D2	M	165 0 0	..
Waiorongomai ..	31	147 5 0	..	16 10 3	10 0 0	..	Allison, David A. B.	Lic.	M	147 5 0	..
Waiotahi	17	149 2 6	20 0 0	8 13 6	..	..	Robinson, Ernest T.	C3	M	150 0 0	20
Waiotahi Creek ..	30	155 0 0	20 0 0	22 2 8	..	..	Pascoe, Ada ..	E2	F	155 0 0	20
Waipipi	33	165 0 0	..	96 10 1	..	..	Meiklejohn, James T., M.A.	B2	M	165 0 0	..
Waipu North ..	27	165 0 0	..	12 3 3	..	..	McKay, Annie I. ..	E2	F	165 0 0	..
Waipu Upper ..	30	165 0 0	..	12 15 6	..	..	McKay, Donald A.	E2	M	165 0 0	..
Wairanga	27	155 0 0	20 0 0	17 6 1	..	..	Hill, Lydia M. ..	E2	F	155 0 0	20
Wayby	25	151 13 4	..	11 19 3	..	..	Musgrove, Fredk. A.	..	M	135 0 0	..
Whatawhata ..	55	216 5 0	..	96 0 1	..	..	Sutton, James ..	D1	HM	155 0 0	..
							Cartwright, Jessie M.	..	AF	90 0 0	..
Waitoa	36	180 12 6	20 0 0	22 7 7	..	..	Maclean, Charles ..	D2	M	170 0 0	20
Kakahi	27	120 18 5	17 10 0	23 7 1	..	338 19 2	Lorking, Sidney E.	C5	M	150 0 0	20
Pakanae	29	91 7 0	14 0 0	17 2 7	..	291 10 0	Dunn, Eileen E. ..	..	F	135 0 0	20
GRADE 4.											
Alexandra	45	275 0 0	..	19 10 1	..	..	Arey, Sarah B. ..	E1	HF	185 0 0	..
							Hattaway, Martha	..	AF	90 0 0	..
Aoroa	63	309 10 0	..	44 1 1	..	..	Ellis, Howard J. S.	D1	HM	215 0 0	..
							Pirrrit, Agnes B. ..	..	AF	94 10 0	..
Arapohue	59	267 10 0	..	59 12 7	..	..	Finlayson, Mrs. Jessie M. M.	E1	HF	185 0 0	..
							Brown, Emma M. ..	..	AF	90 0 0	..
Ararua	43	260 0 0	..	18 9 9	..	..	Brownlee, James L.	D2	HM	185 0 0	..
							Phillips, Lucy ..	..	AF	90 0 0	..
Awanui	39	275 0 0	..	16 8 9	..	..	Bird, Mrs. Agnes G.	D1	HF	185 0 0	..
							Hodkinson, Sarah ..	..	AF	90 0 0	..
Birkdale	67	280 0 0	..	50 3 6	..	..	Brook, Julian ..	D1	HM	185 0 0	..
							Vellenoweth, Jessie	C2	AF	95 0 0	..
Bombay	43	280 0 0	..	20 0 3	..	..	Cooper, Charles ..	D1	HM	185 0 0	..
							Wootten, Jessie C...	D3	AF	95 0 0	..
Buckland	54	298 6 8	..	30 15 1	..	..	Wily, Harry H. D.	D1	HM	200 0 0	..
							Goldsworthy, Clara G.	E1	AF	90 0 0	..
Cambridge West ..	76	305 0 0	..	27 16 0	..	..	Dean, James ..	C1	HM	200 0 0	..
							Duffus, Elizabeth P.	E2	AF	105 0 0	..
Clevedon	59	290 0 0	..	24 5 6	..	..	Ramsay, James B. ..	B1	HM	200 0 0	..
							Boscawen, Mrs. K. E.	..	AF	90 0 0	..
Dacres and Ti Point	50	239 0 0	25 0 0	82 6 8	..	..	Elliott, Sydney J. ..	D2	M	239 0 0	25
Driving Creek ..	79	314 0 0	..	36 9 5	..	..	Jameson, Frank ..	D1	HM	215 0 0	..
							Broadgate, Ruby E.	..	AF	99 0 0	..
Drury	50	280 0 0	..	52 7 8	..	..	McNaughton, Jas. D.	D1	HM	185 0 0	..
							Smyth, M. E. C. ..	D3	AF	95 0 0	..
Eureka	40	275 0 0	25 0 0	19 5 3	..	..	Bell, Lucy ..	D3	HF	185 0 0	25
							Walker, Ethel M. ..	..	AF	90 0 0	..
Herekino	42	275 0 0	25 0 0	20 17 1	..	..	Garland, Frank W.	D2	HM	185 0 0	25
							Shepherd, Sarah ..	..	AF	90 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Hikutaia	39	275 5 0	..	16 19 0	..	..	Walters, Ernest J...	D2	HM	185 0 0	..
							Wilcox, Elizabeth J.	Lic.	AF	90 5 0	..
Hobsonville ..	56	280 0 0	..	37 8 11	..	139 0 0	Squire, Donald S. B.	C1	HM	185 0 0	..
							Ross, Gertrude E. ..	D4	AF	95 0 0	..
Houhora	46	275 0 0	25 0 0	31 6 6	..	..	Reid, Robert T. ..	C2	HM	185 0 0	25
							Cooper, Fanny J. ..	..	AF	90 0 0	..
Howick	53	274 3 4	..	43 15 0	..	..	Burton, Percy R. ..	C2	HM	180 0 0	..
							Cooper, Lucy ..	C3	AF	90 0 0	..
Hukerenui South ..	52	278 2 6	..	28 7 9	..	..	Snell, Edgar F. ..	D2	HM	185 0 0	..
							Goodyear, Cath. A.	..	AF	90 0 0	..
Kaeo	60	300 0 0	..	30 12 9	..	..	Broun, James S. ..	D3	HM	200 0 0	..
							Lovatt, Mary ..	E2	AF	100 0 0	..
Katikati No. 2 ..	41	275 0 0	..	32 14 9	..	..	Boswell, James ..	C1	HM	185 0 0	..
							Wilson, Louisa ..	E2	AF	90 0 0	..
Kaukapakapa ..	51	280 0 0	2 1 8	20 17 2	..	225 0 0	Jaffrey, Henry C. ..	C1	HM	185 0 0	..
							Baird, Roberta E. A.	E3	AF	95 0 0	..
Kawakawa	62	309 10 0	..	46 17 8	..	..	Perkins, Edward ..	C1	HM	215 0 0	..
							Nicholson, Isabel D. F.	..	AF	94 10 0	..
Kawhia	31	237 10 0	..	13 4 6	..	..	Durham, Harry J...	A2	M	185 0 0	..
Kihikihi	58	294 10 0	..	28 7 3	..	200 0 0	Perry, Arthur M. ..	D1	HM	200 0 0	..
							Ashby, Nina M. ..	..	AF	94 10 0	..
Kimihia	34	185 0 0	25 0 0	14 1 9	..	..	Browne, Lilian M...	D2	F	185 0 0	25
Kinohaku No. 1 and Kinohaku No. 2	42	193 10 0	25 0 0	12 1 1	13 15 0	..	McChesney, H. H. R.	..	M	193 10 0	25
Kiripaka	45	248 15 0	25 0 0	21 6 3	..	..	Rodgers, Thomas ..	D2	HM	185 0 0	25
							Young, Edith M. ..	..	AF	90 0 0	..
Komata	57	292 10 0	25 0 0	25 4 0	..	..	Gelling, William M.	C1	HM	200 0 0	25
							Ganley, Hilda E. ..	..	AF	90 0 0	..
Kuaotunu	74	300 0 0	..	42 6 0	..	..	La Prelle, John ..	D1	HM	200 0 0	..
							Fraser, Ethel M. ..	C4	AF	100 0 0	..
Mamaku	54	280 0 0	..	25 1 2	..	..	Ramson, Frederick S.	C2	HM	185 0 0	..
							Clark, Margaret ..	D4	AF	95 0 0	..
Manawaru	60	300 0 0	..	23 3 0	..	..	Keaney, John J. ..	D1	HM	200 0 0	..
							Cooke, Jessie B. ..	E3	AF	100 0 0	..
Mangatete	38	245 0 0	25 0 0	22 2 11	..	..	Cooper, Charles W.	D2	HM	185 0 0	25
							Chalmers, Helen M.	..	AF	90 0 0	..
Mangere	49	280 0 0	..	27 5 3	..	..	Clark, Charles W...	D2	HM	185 0 0	..
							Ferguson, E. M. C.	D3	AF	95 0 0	..
Manurewa	56	283 16 8	..	22 13 9	..	..	McNaughton, D. W.	C1	HM	185 0 0	..
							Tennent, Francis I.	..	AF	90 0 0	..
Marsh Meadows ..	54	280 0 0	25 0 0	21 10 0	..	..	Barber, George ..	E1	HM	185 0 0	25
							Pitt, Nora V. ..	D4	AF	95 0 0	..
Mataitai and Ness Valley	36	215 0 0	25 0 0	21 1 11	..	..	Schmidt, William H.	D4	M	215 0 0	25
Matakohe	44	277 1 8	..	61 11 4	..	..	Tooman, George ..	D1	HM	185 0 0	..
							Lyster, Ethel L. ..	..	AF	90 0 0	..
Matamata	72	291 13 4	..	30 3 10	..	..	Moore-Jones, H. J.	D2	HM	200 0 0	..
							Mahony, Florence N.	..	AF	90 0 0	..
Mauku West ..	34	276 4 0	..	66 14 0	..	..	Gutry, George A. ..	D4	HM	185 0 0	..
							Barriball, Ina F. ..	..	AF	90 0 0	..
Maungakaramea ..	57	298 10 10	..	26 9 6	..	..	Lamb, William O...	C1	HM	185 0 0	..
							King, Margaret ..	D3	AF	90 0 0	..
							Mead, Mary G. ..	..	FPr2	25 0 0	..
Maungatapere ..	43	267 10 0	..	29 16 1	..	..	Masson, William ..	D3	HM	185 0 0	..
							Needham, Kate ..	..	AF	90 0 0	..
Maungaturoto ..	62	290 0 0	..	38 5 9	..	..	Collins, William ..	D1	HM	200 0 0	..
							Grant, Annie J. ..	..	AF	90 0 0	..
Mayfield	49	313 19 2	..	22 16 6	..	..	Wilson, George ..	C1	HM	185 0 0	..
							Burnard, Evelyn C.	..	AF	90 0 0	..
							Battersby, Florence A.	..	FPr2	55 0 0	..
Mercer	56	293 6 8	..	21 15 3	..	..	Edwards, Charles T.	D1	HM	200 0 0	..
							Cleaveland, Violet R.	D4	AF	100 0 0	..
Mercury Bay ..	99	315 0 0	..	37 14 9	..	..	Warn, John M. ..	D1	HM	200 0 0	..
							Walker, Ellen L. ..	..	AF	90 0 0	..
							Stephenson, Edna L.	..	FPt2	50 0 0	..
Mokai	34	241 10 0	25 0 0	14 1 9	17 17 6	..	Norman, Gordon R.	..	HM	166 10 0	25
							Macey, Winifred ..	..	AF	90 0 0	..
Naumai	39	230 0 0	25 0 0	24 18 3	..	..	Stone, Alfred E. ..	D3	HM	185 0 0	25
							Jackson, Alice M...	..	AF	90 0 0	..
Netherton	27	185 0 0	25 0 0	16 5 10	..	170 0 0	Mackay, Edward H.	C3	M	185 0 0	25
Ohaupo	65	280 0 0	..	23 9 6	..	..	Colhoun, John S. ..	C1	HM	185 0 0	..
							McElwain, Ruby M.	D5	AF	95 0 0	..
Onewhero	47	275 0 0	..	32 5 8	..	..	Miller, Alexander T. A.	D1	HM	185 0 0	..
							Clark, Florence D.	..	AF	90 0 0	..
Opouriao North ..	77	290 0 0	..	35 3 0	..	..	Teesdale, Jacob T...	C2	HM	200 0 0	..
							Brockliss, Alice M...	..	AF	90 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Opouriao South ..	42	275 0 0	25 0 0	21 5 3	..	..	Rogers, Cornelius J.	C3	HM	185 0 0	25
							Dalzell, Mrs. Cath. R.	E3	AF	90 0 0	..
Oratia	58	275 0 0	25 0 0	22 3 3	..	..	Hosking, George F. C	E1	HM	185 0 0	25
							Smith, Eliza M. ..	..	AF	90 0 0	..
Otaua	56	275 0 0	..	27 5 4	..	244 7 11	Selby, Johnson ..	D1	HM	185 0 0	..
							Rogers, Johanna ..	..	AF	90 0 0	..
Pakia	32	212 0 0	25 0 0	30 5 5	2 0 0	225 0 0	Young, Ida ..	D2	F	185 0 0	25
Pakuranga	50	280 0 0	..	24 1 3	..	..	Green, William ..	D1	HM	185 0 0	..
							Crawford, Maud M.	D2	AF	95 0 0	..
Panmure	60	300 0 0	..	23 0 3	..	..	May, Thomas L. ..	D1	HM	200 0 0	..
							Roberts, Inez M. ..	E3	AF	100 0 0	..
Paparoa	55	299 15 10	..	21 8 6	..	..	Stephenson, E. W.	C1	HM	185 0 0	..
							Whitmore, Ella J...	D2	AF	95 0 0	..
							Trounson, Ida M. ..	..	FPr 2	25 0 0	..
Parua Bay No. 1 and Parua Bay No. 2	35	215 0 0	25 0 0	14 12 3	..	..	Hogwood, Robert ..	E2	M	215 0 0	25
Patumahoe ..	46	280 0 0	..	27 0 6	..	..	Graham, James ..	D2	HM	185 0 0	..
							Sergeant, Blanche E.	D3	AF	95 0 0	..
Pokeno	47	285 10 0	..	24 15 9	..	..	Lippiatt, George, M.A.	A1	HM	185 0 0	..
							Bates, Daisy M. ..	..	AF	117 0 0	..
Port Albert.. ..	43	275 0 0	..	18 17 6	..	..	Reid, George B. ..	E1	HM	185 0 0	..
							Wilkinson, Dorothy	..	AF	90 0 0	..
Puhoi	43	275 0 0	..	25 0 1	..	..	Chappell, William..	C1	HM	185 0 0	..
							Sceats, Ethel F. A.	..	AF	90 0 0	..
Pukekohe East ..	51	280 0 0	..	35 16 5	..	..	Cahill, William J...	D2	HM	185 0 0	..
							Joyce, Amie E. ..	E3	AF	95 0 0	..
Puni	39	273 15 0	..	75 2 7	..	..	Doull, John S. ..	C2	HM	180 0 0	..
							Slade, Mabel H. ..	..	AF	90 0 0	..
Puriri	77	309 10 0	..	33 8 9	..	..	Vos, James A. ..	E1	HM	215 0 0	..
							Sadler, Nora ..	..	AF	94 10 0	..
Putaruru	45	275 0 0	25 0 0	21 2 5	..	..	Cliffe, Albert S. ..	C2	HM	185 0 0	25
							Cottingham, Ruby M.	..	AF	90 0 0	..
Raglan	50	290 0 0	..	34 2 0	..	..	Blackett, George ..	D2	HM	200 0 0	..
							Blackett, Florence M.	..	AF	90 0 0	..
Ramarama ..	43	280 0 0	..	39 10 4	..	..	Maclaurin, Ken. C.	B2	HM	185 0 0	..
							Hawkes, Annie E. ..	E3	AF	95 0 0	..
Rawene	52	275 0 0	25 0 0	42 18 1	..	..	Gough, James T. ..	C3	HM	185 0 0	25
							Rothbury, Sara ..	..	AF	90 0 0	..
Riverhead	34	252 10 0	25 0 0	18 0 3	..	..	Sinclair, Elizabeth	D2	F	185 0 0	25
Russell	53	275 0 0	..	24 4 6	..	..	Darby, Edward J...	D1	HM	185 0 0	..
							Curham, Anna A. ..	..	AF	90 0 0	..
Tairua	51	280 0 0	..	20 12 10	..	..	Daly, Michael F. ..	D1	HM	185 0 0	..
							Barker, Mrs. Sarah	E3	AF	95 0 0	..
St. Helier's ..	69	300 0 0	..	307 11 1	2 0 0	40 0 0	Brown, Daniel C. ..	D1	HM	200 0 0	..
							Cooper, Muriel ..	D3	AF	100 0 0	..
Taupaki	47	280 0 0	..	23 3 9	..	..	Brown, Mrs. Isabella M. K.	C1	HF	185 0 0	..
							Barker, Meta ..	D3	AF	95 0 0	..
Taupiri	56	320 0 0	..	24 10 10	..	..	Joll, William A. ..	C1	HM	215 0 0	..
							Cormack, Henrietta	D2	AF	105 0 0	..
Te Aroha West ..	32	275 16 8	..	24 10 6	..	..	Bell, Alexander ..	D2	HM	185 0 0	..
							Reynolds, Emma I.	..	AF	90 0 0	..
Te Kowhai	61	276 9 2	..	32 1 0	..	..	Gillespie, William R.	D2	HM	185 0 0	..
							Barton, Mary V. ..	..	AF	90 0 0	..
Te Mata	40	275 0 0	14 1 3	365 17 6	..	..	Roberts, William P.	D2	HM	185 0 0	..
							Hill, Marianne E. ..	..	AF	90 0 0	..
Pakotai	44	275 0 0	25 0 0	23 11 0	23 16 8	40 18 6	Howarth, Oswald J.	Lic.	HM	185 0 0	25
							Attwood, Percy E. J.	..	AM	90 0 0	..
Te Pua	42	275 0 0	25 0 0	18 14 9	1 0 0	..	Miller, James ..	C3	HM	185 0 0	25
							Macdonald, Edith D.	..	AF	90 0 0	..
Te Puke	84	364 5 2	..	28 4 3	..	..	Bishoprick, Charles	C1	HM	215 0 0	..
							Seddon, Dorothy M.	C4	AF	105 0 0	..
							Fletcher, Raymond	..	MPr 2	55 0 0	..
Te Puna	40	275 0 0	25 0 0	18 8 6	..	..	Cooney, Hugh O. ..	C2	HM	185 0 0	25
							Ferguson, Mary I ..	D3	AF	90 0 0	..
Tirau	46	275 0 0	..	41 7 10	..	50 0 0	Tomlinson, Mrs. E. A.	D3	HF	185 0 0	..
							May, Muriel I. ..	..	AF	90 0 0	..
Totara	51	272 6 9	..	19 12 0	..	..	Read, Thomas ..	D1	HM	185 0 0	..
							Douglas, Effie ..	..	AF	90 0 0	..
Tuakau	36	267 1 11	..	14 11 6	..	..	Graham, William G.	C2	HM	185 0 0	..
							Gerrand, Dora L. ..	..	AF	90 0 0	..
Turua	60	295 0 0	25 0 0	22 17 0	..	..	Wernham, Wm. J.	C1	HM	200 0 0	25
							Vialoux, Elizab. M.	..	AF	90 0 0	..
Victoria Valley ..	40	280 0 0	25 0 0	16 6 0	..	..	Hook, Alfred C. ..	C2	HM	185 0 0	25
							Henderson, Mary ..	E4	AF	95 0 0	..
Wade	38	280 0 0	..	17 5 6	..	..	Judkins, Alfred J. T.	C2	HM	185 0 0	..
							Ford, Barbara ..	D3	AF	95 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waharoa	41	275 0 0	..	39 2 9	..	..	Johns, William F.	D2	HM	185 0 0	..
							Pirrit, Barbara M...	..	AF	90 0 0	..
Waiharara	38	239 8 9	25 0 0	17 12 5	..	346 5 0	Brown, Jonathan ..	D2	HM	185 0 0	25
							Lacey, Emma ..	..	AF	90 0 0	..
Waihopo	39	275 0 0	25 0 0	19 3 10	..	..	Collis, William F...	D2	HM	185 0 0	25
							McCarthy, Irene M.	..	AF	90 0 0	..
Waihou	70	300 0 0	..	49 8 9	..	..	Rice, Thomas D. ..	D1	HM	200 0 0	..
							King, Emily M. ..	D3	AF	100 0 0	..
Waikiekie East and Waikiekie West	45	215 0 0	..	24 0 7	..	..	Priestley, Maurice..	C1	M	215 0 0	..
Wainui and White Hills	34	215 0 0	..	14 4 0	6 0 0	..	Harris, Norman R.	C3	M	215 0 0	..
Waipu Central ..	37	303 19 2	..	31 7 5	..	..	Ingram, William N.	C2	HM	180 0 0	..
							Waddell, Myra B...	..	AF	90 0 0	..
							Lang, Charlotte M.	..	FPr2	55 0 0	..
Waitekauri ..	48	275 0 0	..	29 17 2	..	..	Attwood, Frederick C.	C2	HM	185 0 0	..
							Murray, Clarice A. F.	..	AF	90 0 0	..
Waiuku	77	311 5 0	..	45 11 7	..	..	Harris, Richard J...	D1	HM	215 0 0	..
							Ashby, Millicent M.	..	AF	90 0 0	.
Whakapara and Side School	63	381 13 4	..	33 8 2	..	..	Kysh, Frederick W.	D1	HM	200 0 0	..
							Bell, Alice ..	D4	AF	90 0 0	..
							Horneman, Elsie M.	..	AF	90 0 0	..
Whakatane ..	71	295 0 0	..	24 19 0	..	.	Booth, Frederick ..	E1	HM	200 0 0	..
							Woodford, Alice O.M.	..	AF	90 0 0	..
Whananaki ..	41	260 0 0	..	22 1 3	..	..	Walker, Theodore H.A.	D2	HM	185 0 0	..
							Buxton, Alice ..	D2	AF	90 0 0	..
Whangarata ..	40	275 0 0	..	22 8 10	..	..	Rapson, George W.	D2	HM	185 0 0	..
							Dean, Ivy M. ..	..	AF	90 0 0	..
Wharepoa	62	280 0 0	25 0 0	25 17 7	..	..	Moon, Mark H. ..	D2	HM	185 0 0	25
							Forrest, Susan B. ..	D4	AF	95 0 0	..
Whitford No. 1 ..	44	275 0 0	..	60 13 3	..	150 0 0	Catran, James G. ..	D2	HM	185 0 0	..
							Jones, Florence M. D.	..	AF	90 0 0	..
Woodhill	49	275 8 4	..	46 10 11	..	..	Roberts, John F. ..	C1	HM	180 0 0	..
							Hosking, Blanche B.	E4	AF	95 0 0	..
Tiroa and Parikura ..	44	103 8 6	13 13 7	29 19 7	5 8 4	..	Gilbert, John ..	..	M	189 0 0	25
Grade 5.											
Henderson	93	395 0 0	..	55 11 7	..	..	Innes, Joseph L. ..	C1	HM	230 0 0	..
							Casey, Clara E. ..	E2	AF	110 0 0	..
							McGechie, John W.	..	MPt4	60 0 0	..
Hikurangi	124	383 10 10	..	41 5 3	..	..	Rust, Alexander M.	D1	HM	230 0 0	..
							Lloyd, Mrs. Margaret	D3	AF	110 0 0	..
							Hayter, Reuben ..	..	MPt3	55 0 0	..
Kaihu	96	395 0 0	..	29 13 0	..	..	Hamilton, Robert J., M.A., B.SC.	A1	HM	230 0 0	..
							Fraser, Lucy St. M.	D2	AF	110 0 0	..
							Foster, Ada ..	..	FPt3	55 0 0	..
Kamo	87	402 9 8	..	31 6 3	..	..	Heward, Humphrey	D1	HM	230 0 0	..
							Hogwood, Alice W.	..	AF	99 0 0	..
							Rogers, Amy C. ..	..	FPt1	45 0 0	..
							McLeod, John D. ..	..	MPr2	25 0 0	..
							Grigg, Hilda M. ..	..	FPr1	20 0 0	..
Kohukohu	98	371 10 0	..	72 1 3	..	..	Cox, William L. ..	C1	HM	230 0 0	..
							Collier, Rose ..	..	AF	99 0 0	..
							McMillan, Hugh N.	..	MPt1	45 0 0	..
Kopu	97	358 8 10	..	33 7 11	..	..	Rennick, James W.	D1	HM	220 0 0	..
							Wishart, Alice E. .	D4	AF	105 0 0	..
							O'Hara, Maretta M.	..	FPt1	45 0 0	..
Mangere Bridge ..	113	419 11 8	30 0 0	49 8 8	..	..	Lambourne, N.T., B.A.	B1	HM	220 0 0	30
							Kendon, Eleanor G.	D2	AF	110 0 0	..
							Anderson, Mary ..	..	FPt2	50 0 0	..
							Phillips, Elizab. M.	..	FPr1	50 0 0	..
Manunui	116	373 6 8	..	50 17 2	..	235 16 8	Wilson, William C.	D2	HM	220 0 0	..
							Simpson, Mrs. M.J.M.	E2	AF	110 0 0	..
							Aickin, Thomas W.	..	MPt2	50 0 0	..
Morrinsville ..	100	394 15 10	..	48 9 10	..	..	Campbell, Don. R. F.	C1	HM	220 0 0	..
							Lavery, Mary S. ..	E3	AF	110 0 0	..
							Colhoun, Mary A...	..	FPt4	60 0 0	..
							Hewitt, Lucinda ..	..	FPr2	25 0 0	..
Mount Roskill ..	98	385 0 0	..	73 14 9	..	..	O'Donoghue, D., B.A.	B1	HM	230 0 0	..
							Robinson, Eliz. A...	D2	AF	110 0 0	..
							Briggs, Charles R...	..	MPt3	45 0 0	..
New Lynn	106	385 0 0	..	52 18 4	..	..	Waygood, James E.	D2	HM	230 0 0	..
							Wilson, Mary J. K.	D3	AF	110 0 0	..
							Stirling, Linda M...	..	FPt1	45 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*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 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Otorohanga ..	110	392 10 0	..	89 9 6	..	..	Lowe, Francis E. ..	D1	HM	230 0 0	..
							Jennings, Eliz. M...	E3	AF	110 0 0	..
							Johnston, Agnes B.	..	FPt1	45 0 0	..
Papakura	114	390 0 0	..	55 19 11	..	..	Jones, David W. ..	D1	HM	230 0 0	..
							Chapman, E. N. I. M.	E2	AF	110 0 0	..
							Sutton, Margaret B.	..	FPt2	50 0 0	..
Papatoitoi	87	372 14 11	..	38 10 7	..	..	Sumner, John W...	D1	HM	220 0 0	..
							Johnston, Annie C.	D3	AF	105 0 0	..
							Jack, Catherine S...	..	FPt1	45 0 0	..
Takapuna	103	390 0 0	..	49 2 3	..	..	Hames, Luther ..	D1	HM	230 0 0	..
							Tidd, Emily E. ..	E2	AF	110 0 0	..
							Tuthill, Mary H. ..	..	FPt2	50 0 0	..
Tararu	101	384 0 0	30 0 0	37 15 0	..	..	Russell, David ..	D1	HM	230 0 0	30
							Cussen, Eily B. ..	..	AF	99 0 0	..
							Vos, Victor R. ..	..	MPt3	55 0 0	..
Te Awamutu ..	118	410 4 2	..	32 2 9	..	..	Woods, Francis D...	D1	HM	230 0 0	..
							Mitchell, M. G. F...	D2	AF	110 0 0	..
							Johnstone, Lilla J. M.	..	FPt1	45 0 0	..
							Mandeno, Isabel ..	..	FPr2	25 0 0	..
Waikino	123	392 18 4	..	39 12 11	..	..	Elmsly, Frederick..	E2	HM	230 0 0	..
							Carson, Margaret E.	E1	AF	110 0 0	..
							Kimber, Ella F. ..	..	FPt3	55 0 0	..
GRADE 6A.											
Dargaville	130	520 7 8	..	52 1 2	..	..	Lloyd, William ..	D1	HM	255 0 0	..
							Gavey, Rose L. ..	D2	AF	125 0 0	..
							Telfer, Violet M. ..	..	FPt4	60 0 0	..
							Lambert, Beryl M.	..	FPt2	35 0 0	..
Helensville	135	460 0 0	..	56 17 10	..	..	Hill, Arthur J. ..	D1	HM	245 0 0	..
							Cragg, Bertha ..	D2	AF	125 0 0	..
							Short, Violet ..	..	AF	90 0 0	..
Horahora	169	608 10 10	35 0 0	69 13 6	..	..	Higginson, Frank ..	C1	HM	255 0 0	35
							Dempsey, Walter S.	C3	AM	135 0 0	..
							Wells, Florence M.	D2	AF	115 0 0	..
							Pegler, Amy B. A. ..	..	AF	90 0 0	..
Ngaruawahia ..	163	480 8 4	..	100 7 4	..	350 0 0	Hall, William H. V.	D1	HM	240 0 0	..
							Cussen, Mary E. ..	D3	AF	125 0 0	..
							Graham, Jean A. ..	..	AF	90 0 0	..
							Jeffs, Arthur H. ..	..	MPt3	55 0 0	..
							Waring, Harry ..	..	MPt3	45 0 0	..
Opotiki	169	567 10 0	..	55 9 0	..	..	Wilson, Henry B. ..	C1	HM	255 0 0	..
							Browne, Edith B. ..	D3	AF	135 0 0	..
							Calder, Ruberta J...	..	AF	90 0 0	..
							Melville, Isabelle ..	D3	AF	95 0 0	..
Te Kuiti	164	500 4 2	..	52 5 3	..	18 12 6	Power, Edward A...	D1	HM	245 0 0	..
							Grattan, Ida V. C...	D3	AF	125 0 0	..
							Day, Florence M. ..	E3	AF	90 0 0	..
							Parkes, Margaret D.B.	..	AF	90 0 0	..
Warkworth ..	141	460 0 0	..	49 13 5	..	..	Philips, Henry W. C.	D1	HM	245 0 0	..
							Goldsworthy, Elizabeth M.	D2	AF	125 0 0	..
							May, Ruth M. ..	..	AF	90 0 0	..
Aratapu D.H.S. ..	143	425 0 0	..	101 16 8	..	..	Hookin, Harry ..	D1	HM	*245 0 0	..
							Killen, John ..	C4	Sec.	..	..
							McCowan, Margaret	D2	AF	125 0 0	..
							Clark, Gertrude ..	..	FPt3	55 0 0	..
Pukekohe West D.H.S.	137	427 10 0	..	107 5 7	19 10 0	6 18 0	Flavell, Denis R. ..	D1	HM	*245 0 0	..
							Dromgool, J. C., B.SC.	A3	Sec.	..	..
							Hamlin, Alethea S. O.	E2	AF	125 0 0	..
							Martin, Robert F. ..	..	MPt2	50 0 0	..
Taumarunui ..	132	369 11 8	..	69 7 0	..	86 16 0	Davidson, George A.	D1	HM	240 0 0	..
							Harper, Mary M. ..	D3	AF	120 0 0	..
							Gasparich, Joseph G.	..	MPt4	60 0 0	..
							Cronin, Thomas M.	..	MPt1	45 0 0	..
Waihi South ..	132	398 6 8	30 12 6	49 2 5	..	707 15 6	Gibson, Henry T. ..	C1	HM	240 0 0	35
							George, Charlotte ..	D3	AF	120 0 0	..
							Stevens, Brenda E.	..	FPt4	60 0 0	..
							Sykes, Elsie B. ..	..	FPt2	50 0 0	..
GRADE 6B.											
Grey Lynn.. ..	214	630 7 4	35 0 0	98 2 5	206 0 0	..	Campbell, John ..	C1	HM	255 0 0	35
							Gillibrand, Winifred	E2	AF	120 0 0	..
							Jacobsen, Ethel G.	E3	AF	125 0 0	..
							Krause, Mrs. Yetta	..	AF	90 0 0	..
							Gordon, Martha E.	..	FPt3	45 0 0	..
							Boswell, George ..	..	MP.2	35 0 0	..
							Wilkins, Harry H.	..	MPr1	20 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 6B—*continued.*											
Hamilton East ..	192	644 15 10	..	88 2 6	2 10 0	..	Stevens, Percy E. ..	D1	HM	255 0 0	..
							Roche, Emily ..	D2	AF	135 0 0	..
							McCallum, Adina ..	D2	AF	125 0 0	..
							Worsley, Alice M. ..	..	FPt4	55 0 0	..
							Robson, Olive ..	..	FPt3	55 0 0	..
							Barton, Lucy F. K.	..	FPr2	25 0 0	..
Huntly	226	671 2 11	..	74 14 4	..	..	Elliot, James ..	C1	HM	255 0 0	..
							Millington, Ellen ..	C2	AF	135 0 0	..
							Dean, Marg. A. I. G.	E2	AF	125 0 0	..
							Jory, Constance M.	..	AF	90 0 0	..
							Merrington, Alfred R.	..	MPt5	60 0 0	..
							Ranby, Olive N. ..	..	FPt2	50 0 0	..
Point Chevalier ..	215	662 10 0	..	81 18 3	..	..	Parry, Robert J. ..	D1	HM	255 0 0	..
							Gillibrand, Emma..	D1	AF	135 0 0	..
							Angove, Alice H. ..	E2	AF	125 0 0	..
							Bollard, Marion B.	E2	AF	95 0 0	..
							Riddell, Edith R. ..	D4	AF	95 0 0	..
Rotorua	196	616 10 0	..	172 13 0	..	..	Webber, Joseph W.	D2	HM	255 0 0	..
							Algie, Colvin S. ..	..	AM	108 0 0	..
							Pasley, Margaret S.	D2	AF	125 0 0	..
							Wylie, Ada E. ..	..	FPt4	55 0 0	..
							Hardy, Winifred ..	..	FPt4	60 0 0	..
Coromandel D.H.S. ..	175	660 0 0	..	50 11 6	..	..	Tanner, Thomas B.	D1	HM	*270 0 0	..
							Jamieson, Robert E.	D2	AM	160 0 0	..
							Gatland, Alfred H.	D2	Sec.	..	..
							Fuller, Mary M. ..	D2	AF	120 0 0	..
							Manktelow, Muriel G. T.	..	FPt4	60 0 0	..
							Lochhead, Margry. M.	..	FPt2	50 0 0	..
Tauranga D.H.S. ..	218	623 15 0	..	70 17 5	..	..	Bowden, Alfred N...	C1	HM	*240 0 0	..
							Taylor, Fanny J., B.A.	C4	Sec.	..	..
							Waddell, William H.	D3	AM	135 0 0	..
							Garrett, Frances J.	D2	AF	125 0 0	..
							Badger, Holly H. H.	..	FPt5	55 0 0	..
							Southey, Charles C.	..	MPt4	55 0 0	..
Edendale	171	330 8 4	20 8 4	21 10 11	..	2,687 7 2	Semadeni, Casper A.	C1	HM	285 0 0	35
							Rowe, Adrian M. ..	C3	AM	120 0 0	..
							York, Mrs. Rachel W.	E2	AF	120 0 0	..
							Foley, Veronica M.	..	FPt3	45 0 0	..
							Earle, William J. ..	..	MPt2	35 0 0	..
Grade 7A.											
Chapel Street (Auckland)	222	813 8 11	40 0 0	65 4 6	44 0 0	..	Draffin, William H.	D1	HM	280 0 0	40
							Eastgate, Florence T.	D1	AF	185 0 0	..
							Hosking, Amelia T. V. D.	D3	AF	135 0 0	..
							Eslick, Violet I. ..	D3	AF	110 0 0	..
							Vialoux, Kate V. ..	..	FPt4	55 0 0	..
							Rose, Amy E. ..	..	FPt2	35 0 0	..
Ellerslie		823 6 8	..	63 1 3	..	..	Wooller, Joseph ..	C1	HM	275 0 0	..
							Matthews, George H.	C1	AM	185 0 0	..
							Astley, Ellen ..	E1	AF	140 0 0	..
							McElwain, Olive N.	D3	AF	105 0 0	..
							Webber, Elsie E. ..	..	FPt4	55 0 0	..
							Darby, Annie E. M.	..	FPt2	50 0 0	..
							McCaskill, Margaret de L.	..	FPr2	55 0 0	..
Otahuhu	227	823 6 8	..	93 19 1	..	..	Wilson, Tom ..	D1	HM	275 0 0	..
							Bullen, Fredk. R. S.	C3	AM	185 0 0	..
							Somerville, F. A. ..	E1	AF	140 0 0	..
							Muir, Margaret M.	D3	AF	110 0 0	..
							Clark, Dinah ..	..	FPt4	60 0 0	..
							Falwell, Ivan T. ..	..	MPt1	45 0 0	..
Parawai	207	792 8 4	40 0 0	65 7 0	15 0 0	..	Fisher, John ..	D1	HM	275 0 0	40
							Trimmer, John H...	E2	AM	185 0 0	..
							Truscott, Kate ..	E1	AF	140 0 0	..
							Daldy, Helen J. ..	..	AF	94 10 0	..
							Taylor, Elizabeth M.	..	FPt4	55 0 0	..
							Dare, Elizabeth A.	..	FPt2	35 0 0	..
Te Kopuru	204	822 10 10	..	58 19 1	..	..	Elliott, Joseph E. ..	D1	HM	275 0 0	..
							Finch, Thomas ..	D2	AM	185 0 0	..
							Findlay, Mary M. ..	E2	AF	135 0 0	..
							Potter, Nellie A. M.	C3	AF	105 0 0	..
							Bannister, Harold..	..	MPt4	60 0 0	..
							Simpkin, Charles H.	..	MPt1	25 0 0	..
							Finlayson, Agnes S.	..	FPr1	50 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 7A—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Waihi East	270	844 1 6	40 0 0	107 9 3	..	..	Macky, Samuel H.	C1	HM	275 0 0	40
							Turbott, Thomas ..	C3	AM	197 0 0	..
							Wilson, Evelyn ..	E1	AF	140 0 0	..
							Rogerson, Edith J.	D3	AF	105 0 0	..
							Gledstanes, Helen	..	FPt3	55 0 0	..
							Steele, Robert B. ..	..	MPt3	55 0 0	..
							O'Donoghue, M. A.	..	FPt2	50 0 0	..
Cambridge D.H.S. ..	230	689 12 9	..	67 5 0	..	..	Walker, W. R. C., B.A.	B1	HM	*280 0 0	..
							Caddy, Edward W. B.	C2	AM	185 0 0	..
							Gavey, Annie L. ..	C2	Sec.	..	..
							Keesing, Kate ..	E1	AF	140 0 0	..
							O'Neill, Blanche E.	..	FPt3	45 0 0	..
							Webb, Marjorie ..	..	FPt2	35 0 0	..
Te Aroha D.H.S. ..	222	702 10 0	..	63 4 6	..	..	Burton, Alfred F. ..	D1	HM	*275 0 0	..
							Scott, Charles E. ..	C3	AM	185 0 0	..
							Neve, F., M.A., LL.B.	B1	Sec.	..	..
							Fawcett, Frances H.	E2	AF	140 0 0	..
							Fawcett, Elizabeth M.	..	AF	90 0 0	..
							Berridge, William ..	..	MPr1	50 0 0	..
GRADE 7B.											
Karangahake and Side School	317	1,040 15 10	..	119 14 9	..	36 4 6	Scott, Augustus N.	B1	HM	295 0 0	..
							Corbett, Robert J...	D2	AM	195 0 0	..
							Palmer, Gertrude ..	E2	AF	140 0 0	..
							Hardy, Margaret M.	D2	AF	130 0 0	..
							Clulee, Grace ..	D3	AF	90 0 0	..
							Blonquist, Henriet. V.	D4	AF	90 0 0	..
							Daldy, Rhoda C. ..	..	FPt4	60 0 0	..
							Gemming, Theoph. J.	..	MPt1	45 0 0	..
Newmarket ..	277	932 5 10	40 0 0	261 5 4	..	..	Ohlson, Frederick J.	D1	HM	280 0 0	40
							Edgerley, William W.	D2	AM	185 0 0	..
							Sinclair, Ellen E. ..	C2	AF	140 0 0	..
							Lysaght, Annie E...	E2	AF	120 0 0	..
							McNaughton, Mar. E.	..	FPt4	55 0 0	..
							Wharfe, Annie E...	..	FPt4	60 0 0	..
							Nairn, Lucy A. ..	..	FPt3	45 0 0	..
							McSporran, Grace G.	..	FPr2	25 0 0	..
							Baigent, Harold R.	..	MPr2	55 0 0	..
Whangarei	313	919 9 0	..	89 7 0	..	350 0 0	McKenzie, Norman R.	B1	HM	280 0 0	..
							Binsted, Henry ..	C3	AM	180 0 0	..
							Hardwicke, Eva V.	E1	AF	135 0 0	..
							Cottingham, Ed. M.	..	AF	108 0 0	..
							Fergusson, Alethea	Lic.	AF	90 5 0	..
							Sissons, Thomas H.	..	MPt1	60 0 0	..
							Kelly, Roy D. ..	..	MPt3	45 0 0	..
							Connell, Marg. E. I.	..	FPt2	50 0 0	..
							Howard, Gladys H.	..	FPr2	25 0 0	..
GRADE 8A.							McKinnon, M. J. W.	..	FPr2	25 0 0	..
Avondale and Side School	375	1,321 13 4	..	149 8 5	6 16 8	490 9 0	Hogwood, James ..	D1	HM	315 0 0	..
							Warren, Thos. F., B.A.	B1	AM	215 0 0	..
							Newton, Edith M...	D1	AF	155 0 0	..
							Johnson, Jane ..	D2	AF	140 0 0	..
							Ingram, Dorothea R.	E2	AF	125 0 0	..
							Small, Annie T. ..	E3	AF	95 0 0	..
							Greenslade, Mary G.	D2	AF	95 0 0	..
							Pirrit, Bella ..	..	FPt3	55 0 0	..
							Astley, Gladys C. A.	..	FPt4	55 0 0	..
							Snodgrass, Barb. G.	..	FPt1	45 0 0	..
							Higham, George C.	..	MPr1	50 0 0	..
Kauaeranga ..	338	1,101 4 2	45 0 0	98 15 6	10 0 0	..	Burns, Hector K., B.A.	B1	HM	310 0 0	45
							Hammond, T. W. G. H.	D1	AM	215 0 0	..
							Smith, Sylvia G. ..	E1	AF	155 0 0	..
							Ashman, Eva M. ..	E2	AF	140 0 0	..
							Worrall, Louisa ..	D3	AF	120 0 0	..
							Corbett, Kathleen ..	..	FPt4	60 0 0	..
							Lowe, Rosina F. ..	..	FPt3	45 0 0	..
							Smith, Mabel ..	..	FPt2	35 0 0	..
Waiokoraka ..	370	1,188 11 8	45 0 0	130 15 9	..	..	Newton, William H.	D1	HM	315 0 0	45
							Ferguson, Samuel H.	D1	AM	215 0 0	..
							Macky, Mrs. M. A. F.	E1	AF	155 0 0	..
							Monstedt, Martha E.	D3	AF	140 0 0	..
							Fisher, Nellie W. ..	D2	AF	125 0 0	..
							Rae, Emily E. ..	E3	AF	90 0 0	..
							Grigg, Stella ..	..	FPt4	55 0 0	..
							Paltridge, Elizabeth	..	FPt2	35 0 0	..
							Stuart, Claude G. ..	..	MPt1	45 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 8A—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Paeroa D.H.S. ..	332	1,068 11 8	..	102 14 9	..	..	Murphy, Francis ..	C1	HM	*315 0 0	..
							Pocock, George H.	C1	AM	215 0 0	..
							Meredith, Charles ..	C2	Sec.	..	..
							Shaw, Minnie ..	E1	AF	155 0 0	..
							Gibbons, N. I., B.A.	..	Sec.	..	..
							Fawcett, Anna J. ..	D3	AF	135 0 0	..
							Goss, Mrs. Esther M.	D2	AF	90 0 0	..
							Black, John F. T. ..	..	MPt3	55 0 0	..
							Thorp, Lucy S. ..	..	FPt3	45 0 0	..
GRADE 8B.							Kidd, Ivy B. ..	..	FPt2	50 0 0	..
Epsom	410	1,208 10 10	45 0 0	105 1 0	..	..	Isemonger, Thomas	D1	HM	315 0 0	45
							Wilson, Charles ..	C1	AM	215 0 0	..
							Gillibrand, Margt. E.	D1	AF	155 0 0	..
							Tills, Ethel E. ..	E2	AF	140 0 0	..
							Fordyce, Johanna C.	D3	AF	125 0 0	..
							Christie, Alice J. ..	..	AF	90 0 0	..
							Gant, Albert H. ..	..	AM	90 0 0	..
							Harrison, Minnie G.	..	FPt2	35 0 0	..
							Nairn, Euphemia E.	..	FPt2	35 0 0	..
							Sanderson, Dorothy	..	FPt1	45 0 0	..
							Stewart, Georgina F.	..	FPt1	45 0 0	..
							Mushet, Mildred E.	..	FPr2	25 0 0	..
Northcote	383	1,193 15 0	..	124 17 10	..	..	Taylor, Alfred ..	D1	HM	315 0 0	..
							Braithwaite, Jas. H.	C1	AM	215 0 0	..
							Wilson, Estelle R. ..	E1	AF	155 0 0	..
							Turnbull, Kath. A.	D2	AF	140 0 0	..
							Newbegin, Martha A.	E2	AF	125 0 0	..
							Mackay, Freida M.	D3	AF	95 0 0	..
							Hare, Ada E. H. ..	..	FPt4	60 0 0	..
							McKay, Helen M. ..	..	FPt2	35 0 0	..
							Cobbald, Ellen E. L.	..	FPt2	50 0 0	..
Hamilton West D.H.S.	387	1,148 19 2	..	195 15 2	46 0 0	..	Worsley, William H.	D1	HM	*320 0 0	..
							Shepherd, Arthur J.	C1	AM	215 0 0	..
							Wilson, Eb., M.A. ..	A1	Sec.	..	..
							Nixon, Amelia M. ..	D1	AF	155 0 0	..
							Collins, Edith C., B.A.	B4	Sec.	..	..
							Jones, Ruth B. ..	D2	AF	140 0 0	..
							Thorne, Jessie L. ..	C4	AF	125 0 0	..
							Soppett, Marg. E. T.	..	FPt3	55 0 0	..
							Barkley, Mabel ..	..	FPt2	50 0 0	..
							Pickering, Ida ..	..	FPt2	50 0 0	..
GRADE 8C.							Silvester, Vera ..	..	FPr2	55 0 0	..
Bayfield	458	1,345 19 4	45 0 0	140 1 8	..	..	Christie, James ..	D1	HM	315 0 0	45
							Jones, Thomas R. ..	D1	AM	210 0 0	..
							Thompson, F. E. ..	D1	AF	155 0 0	..
							Caldwell, Alice M. ..	D2	AF	145 0 0	..
							Stewart, Mary A. ..	D2	AF	125 0 0	..
							Cole, Adelaide A. M.	D3	AF	110 0 0	..
							Webster, Harold E.	B4	AM	90 0 0	..
							Bishop, Walter J. ..	..	MPt4	55 0 0	..
							Foster, Mabel K. ..	..	FPt4	55 0 0	..
							Crook, Harold L. ..	..	MPt3	45 0 0	..
							Sissons, Barbara M.	..	FPt2	35 0 0	..
Mount Albert ..	507	1,441 15 6	..	199 12 0	..	1,518 8 0	Whitaker, Joseph R.	D1	HM	325 0 0	..
							Campbell, Robert ..	C1	AM	230 0 0	..
							Nicholson, Maud ..	D1	AF	160 0 0	..
							Montalk, Emily L. de	D1	AF	150 0 0	..
							Conway, Mabel E. ..	D2	AF	130 0 0	..
							Hill, Winifred M. ..	D3	AF	115 0 0	..
							Fawcett, Jacob W.	..	AM	90 0 0	..
							Newick, Mrs. F. ..	D2	AF	90 0 0	..
							Bayliss, Margaretta A.	..	FPt4	55 0 0	..
							Bell, Ivy E. ..	..	FPt3	45 0 0	..
							Bond, Alice ..	..	FPt2	35 0 0	..
							Pirrit, Ruth ..	..	FPr2	25 0 0	..
							Tracy, Ada R. ..	..	FPr2	25 0 0	..
Nelson Street (Auckland)	433	1,394 4 11	45 0 0	119 6 0	..	..	Cronin, Bart., B.A.	B1	HM	325 0 0	45
							Hall, Alfred J. C. ..	D1	AM	230 0 0	..
							Fenwick, Herbert ..	C2	AM	160 0 0	..
							Coghill, Margaret ..	E1	AF	150 0 0	..
							Burns, Jessie A. ..	E1	AF	130 0 0	..
							Marsdon, Mrs. A. M.	E2	AF	90 0 0	..
							Wheeler, Elizabeth A.	D3	AF	95 0 0	..
							Ross, Hazel E. ..	..	FPt3	55 0 0	..
							Webb, Henrietta ..	..	FPt2	50 0 0	..
							Morgan, Elizabeth E.	..	FPt2	35 0 0	..
							Boag, Lily M. ..	..	FPt2	35 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 8C—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Normal School and Model	446	1,643 18 4	50 0 0	1,722 15 3	..	1,888 1 7	Cousins, H. G., M.A.	A1	HM	400 0 0	50
							Paterson, Robert H.	C1	AM	275 0 0	..
							Newman, Margt. S.	D1	..	245 0 0	..
							Shrewsbury, E., M.A.	A1	Sec.	..	..
							Murray, George W.	D1	(1)	245 0 0	..
							Cottrell, Arthur J., M.A., M.SC.	A4	AM	215 0 0	..
							Walker, Spenceley..	C1	AM	205 0 0	..
							Purdie, Sara J. ..	C1	AF	155 0 0	..
							Holloway, Annie E.	D1	AF	125 0 0	..
							Green, Samuel ..	D2	AM	150 0 0	..
							Toy, Alice M. ..	D2	AF	115 0 0	..
							Craig, Margaret ..	D4	AF	90 0 0	..
							Statham, Mary ..	..	AF	120 0 0	..
Remuera	501	1,385 8 4	..	3,270 3 2	..	3,206 3 3	Munro, Colin R. ..	C1	HM	325 0 0	..
							McInness, Donald..	C1	AM	215 0 0	..
							Grant, Elsie D. ..	D1	AF	160 0 0	..
							Herbert, Mary E. ..	D1	AF	150 0 0	..
							Davis, Ethel W. B.	D1	AF	130 0 0	..
							Metge, Winifred T.	E2	AF	115 0 0	..
							Hogwood, Ann. I. M.	..	AF	90 0 0	..
							Marsdon, Aileen F.C.	..	FPt3	45 0 0	..
							Fordyce, Andrew B.	..	MPt3	45 0 0	..
							Sealy, Alfred D. ..	..	MPt3	45 0 0	..
GRADE 9B.											
							Butcher, Elizab G.	..	FPt1	45 0 0	..
Napier Street (Auckland)	587	1,659 11 8	50 0 0	172 4 4	..	..	Carter, Charles M...	D1	HM	345 0 0	50
							Dunlop, David W...	D1	AM	245 0 0	..
							Menzies, Albert G...	C2	AM	185 0 0	..
							Arey, Alice M. ..	E1	AF	160 0 0	..
							Forsyth, Mrs. Carl. C.	D1	AF	150 0 0	..
							Stubbs, Margaret M.	D2	AF	125 0 0	..
							Clark, Ada ..	C3	AF	125 0 0	..
							Hanlon, Elizabeth..	D3	AF	90 0 0	..
							Campbell, Willa E.	..	FPt3	55 0 0	..
							Glasgow, Ellen E...	..	FPt3	45 0 0	..
							Fenton, Mattie ..	..	FPt2	35 0 0	..
							Lake, Lulu A. ..	..	FPt3	45 0 0	..
							Cassrels, Olga S. ..	..	FPt3	45 0 0	..
GRADE 9C.											
							McMillan, Georgin.H.	..	FPt1	25 0 0	..
Grafton	622	1,824 12 6	50 0 0	220 12 1	..	124 0 0	Hill, William W. ..	D1	HM	345 0 0	50
							Carnachan, Robert	C1	AM	240 0 0	..
							Boden, William J...	C2	AM	185 0 0	..
							Lane, Mary J. ..	D1	AF	150 0 0	..
							Jackson, Mary B. ..	E1	AF	150 0 0	..
							Robinson, Florence K.	D2	AF	125 0 0	..
							Fraser, Anne B. ..	C3	AF	125 0 0	..
							Gilmore, Nellie ..	D3	AF	95 0 0	..
							Emerson, Annie J.	E3	AF	95 0 0	..
							Hall, Eveline M. ..	D4	AF	95 0 0	..
							McElwain, Ivy ..	..	FPt4	60 0 0	..
							Vause, Harry ..	..	MPt4	55 0 0	..
							Lowrie, Annie W...	..	FPt3	55 0 0	..
							Rotherham, Hazel	..	FPt3	45 0 0	..
							Taylor, Frank A. ..	..	MPt3	45 0 0	..
							Farrell, James P. ..	..	MPt1	45 0 0	..
							Smith, Violet M. ..	..	FPr1	20 0 0	..
							Beehan, Phillis I.L.	..	FPr2	25 0 0	..
Parnell	625	1,836 13 4	50 0 0	174 2 5	..	..	Scott, John L. ..	D1	HM	355 0 0	50
							Darrow, Harry A...	B1	AM	245 0 0	..
							Hare, Frederick W.	C1	AM	185 0 0	..
							Astley, Hannah ..	D1	AF	165 0 0	..
							Carnachan, Blanche E.	E1	AF	155 0 0	..
							Johnston, Susannah	D1	AF	130 0 0	..
							Cardno, Elizabeth..	E2	AF	125 0 0	..
							Macindoe, Janet G.	D3	AF	100 0 0	..
							Bond, Ethel E. ..	..	AF	90 0 0	..
							Donovan, Mary E...	..	AF	90 0 0	..
							Cornes, Henry A. ..	..	MPt4	60 0 0	..
							Gibb, Christina ..	..	FPt3	55 0 0	..
							Hedges, Ivy L. ..	..	FPt3	45 0 0	..
							McCarthy, Veronica	..	FPt2	35 0 0	..
							Dewes, Phyllis M...	..	FPt1	25 0 0	..
							Neeley, Margaret ..	..	FPt1	45 0 0	..
							Le Pine, Inez E ..	..	FPr2	25 0 0	..
							Veale, Alice E. ..	..	FPr2	25 0 0	..

(1) Master Model School.

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 10A.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Beresford Street (Auckland)	625	2,185 16 8	50 0 0	189 3 6	75 0 0	..	Hart, Edwin T. ..	D1	HM	375 0 0	50
							Kay, William ..	D1	AM	275 0 0	..
							Hook, Percy J. ..	D1	AM	210 0 0	..
							McIlhone, Mary J...	E1	AF	180 0 0	..
							Shroff, Kate S. M...	C1	AF	165 0 0	..
							Penzholz, Augusta	E3	AF	150 0 0	..
							Davison, Mary E...	D2	AF	155 0 0	..
							Smith, Gertrude I.	D3	AF	125 0 0	..
							Masefield, John ..	B3	AM	120 0 0	..
							Porter, Linda ..	C4	AF	90 0 0	..
							Hall, Harry F. ..	..	MPt4	55 0 0	..
							Eckley, Jessie ..	..	FPt3	45 0 0	..
							McCarroll, Sarah A.	..	FPt3	55 0 0	..
							McPherson, Delia H.	..	FPt3	55 0 0	..
							Revell, George C. ..	..	MPt3	55 0 0	..
							Onions, Hilda G. ..	..	FPt3	55 0 0	..
Onehunga D.H.S. ..	679	2,047 19 8	..	247 2 1	..	..	McIntosh, William N.	D1	HM	*385 0 0	..
							Robb, James ..	D1	AM	275 0 0	..
							Kenny, Arthur A. ..	D1	Sec.	..	..
							Hutton, Robert G.	C2	AM	215 0 0	..
							French, Agnes S. ..	E1	AF	185 0 0	..
							Bull, Effie S. ..	D1	AF	170 0 0	..
							Patterson, Florence I., M.A.	B3	Sec.	..	..
							Robb, Helen ..	D1	AF	155 0 0	..
							Bower, Jessie ..	E2	AF	155 0 0	..
							Bower, Eva ..	D2	AF	125 0 0	..
							Matthews, Bertha K. G.	..	AF	90 0 0	..
							Herrich, Edith E...	E3	AF	90 0 0	..
							Phipps, Doris D. ..	..	FPt4	55 0 0	..
							Bell, Lilian A. ..	..	FPt3	55 0 0	..
							McConaughy, May A.	..	FPt3	55 0 0	..
							Moore, Isabella ..	..	FPt2	35 0 0	..
							Cooper, Blanche I.	..	FPt2	50 0 0	..
							Game, Horace ..	..	MPt2	50 0 0	..
Waihi D.H.S. ..	569	2,132 10 0	..	143 17 4	..	..	Benge, Alfred ..	D1	HM	*375 0 0	..
							Wooller, Harold J.	C1	AM	275 0 0	..
							Moor, William J. ..	D2	AM	215 0 0	..
							Roberts, Laura A...	E1	AF	190 0 0	..
							Hume, Jane H. ..	E1	AF	170 0 0	..
							Gibson, Elizabeth M.	E2	AF	155 0 0	..
							Brain, Eleanor E...	E3	AF	155 0 0	..
							Robertson, May B., B.A.	..	Sec.	..	..
							de Montalk, Jane C.A.	..	AF	112 10 0	..
							Gain, Annie ..	E2	AF	90 0 0	..
							Johnson, May O. ..	..	FPt4	55 0 0	..
							Nicholson, Margaret M.	..	FPt4	55 0 0	..
							Boswell, Mary M. ..	..	FPt3	45 0 0	..
							Vickery, Kate E. ..	..	FPt2	50 0 0	..
							Mitchell, Alexandrina B.	..	FPt2	50 0 0	..
GRADE 10B.											
Richmond Road (Auckland)	668	2,253 2 2	50 0 0	203 13 10	..	..	Wells, Tom U., M.A.	B1	HM	375 0 0	50
							Law, Norman H. S.	C1	AM	270 0 0	..
							Green, Bertram M.	C2	AM	215 0 0	..
							McGibbon, Helen M. S.	D1	AF	190 0 0	..
							Skinner, Percy F. ..	C3	AM	165 0 0	..
							Eastgate, Mildred M.	D1	AF	155 0 0	..
							Holloway, Eveline M.	E1	AF	155 0 0	..
							Crosby, Edward ..	C2	AM	120 0 0	..
							Morley, Sylvia W. ..	D2	AF	125 0 0	..
							Tatton, Joseph A. ..	..	AM	90 0 0	..
							Crellin, Muriel L. ..	..	AF	90 0 0	..
							Rope, Charles M. ..	..	MPt4	60 0 0	..
							Jeffs, Maud C. A. ..	..	FPt3	55 0 0	..
							Stephenson, Geo. F.	..	MPt3	55 0 0	..
							Worthington, Minna L.	..	FPt3	45 0 0	..
							Beamish, Mabel ..	..	FPt1	45 0 0	..
							Howard, Winifred E.	..	FPt2	35 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

AUCKLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 10c.											
Newton West ..	738	2,335 19 9	50 0 0	178 5 10	..	..	Webber, Alfred S. ..	C1	HM	375 0 0	50
							Andrew, Henry P. ..	C1	AM	270 0 0	..
							Hill, John H. ..	C2	AM	215 0 0	..
							Cato, Eva P. ..	D1	AF	190 0 0	..
							Blakey, Frank E. ..	C1	AM	170 0 0	..
							Bayly, Jessie J. ..	D1	AF	155 0 0	..
							Shroff, Maud A. ..	C2	AF	150 0 0	..
							Ponsford, Mary E...	D2	AF	125 0 0	..
							Young, Lilian ..	E2	AF	125 0 0	..
							Speight, Mary V. ..	D4	AF	95 0 0	..
							Worrall, Edith I. ..	C4	AF	90 0 0	..
							Brigham, Leonora..	..	AF	90 0 0	..
							Batkin, Mildred ..	..	FPt4	55 0 0	..
							Daines, Susan R. ..	..	FPt3	55 0 0	..
							Wood, Amy E. ..	..	FPt3	55 0 0	..
							Goodyear, Lucy E.	..	FPt2	50 0 0	..
							Grant, Jessie M. ..	..	FPt1	25 0 0	..
							Turner, Josephine C.	..	FPt1	45 0 0	..
Ponsonby	707	2,364 6 8	50 0 0	199 0 9	..	..	Dickinson, James C.	D1	HM	375 0 0	50
							Trayes, Alfred E. ..	D1	AM	275 0 0	..
							Vuglar, James ..	C1	AM	215 0 0	..
							Ingall, Eva K. M. ..	D1	AF	190 0 0	..
							Birss, William ..	C1	AM	170 0 0	..
							Caldwell, Mrs. M. ..	E1	AF	155 0 0	..
							Ramson, May ..	Lic.	AF	147 5 0	..
							Holder, Marion C...	E3	AF	125 0 0	..
							Bryant, Catherine A.	E2	AF	125 0 0	..
							Worsnop, Emily C.	D3	AF	95 0 0	..
							Earle, Mabel J. ..	..	AF	90 0 0	..
							Algie, Ronald M. ..	..	AM	90 0 0	..
							McLean, Eliz. M. R.	..	FPt4	55 0 0	..
							Rohan, Martin D. ..	..	FPt4	55 0 0	..
							Christie, Jane B. ..	..	FPt3	55 0 0	..
							Turner, Margaret W.	..	FPt3	55 0 0	..
							Stewart, Daisy C. ..	..	FPt2	50 0 0	..
Grade 10e.											
							Darroch, Bertha H.	..	FPt1	45 0 0	..
Devonport and Side School	870	2,700 11 8	50 0 0	242 13 8	..	522 8 0	Armstrong, James..	D1	HM	385 0 0	50
							Macgregor, Alexander	D1	AM	275 0 0	..
							Jones, Griffith R. ..	C1	AM	215 0 0	..
							Stewart, Agnes G. ..	D1	AF	180 0 0	..
							Campbell, Mary I.	C3	AF	165 0 0	..
							Wildman, Mrs. E. J.	E1	AF	155 0 0	..
							Robertson, Evelyn M.	E3	AF	155 0 0	..
							Moodie, Agatha G.	D1	AF	130 0 0	..
							Bongard, Emily ..	D2	AF	125 0 0	..
							Barr, Muriel L. ..	E2	AF	105 0 0	..
							Caldwell, Florence A.	D4	AF	95 0 0	..
							Tanner, Eliz. H. L.	..	AF	90 0 0	..
							Kelly, John A. ..	..	AM	90 0 0	..
							Ince, Eleanor W. ..	D3	AF	90 0 0	..
							De Renzy, Elizabeth	..	AF	90 0 0	..
							Andrew, Richard E.	..	MPt4	60 0 0	..
							Griffiths, G. I. K. ..	..	FPt4	55 0 0	..
							Menzies, Alexander	..	MPt4	55 0 0	..
							Anderson, Marg. F.L.	..	FPt3	55 0 0	..
							Quinn, Annie ..	..	PPt	50 0 0	..
							Coltman, Archbd. R.	..	MPt4	55 0 0	..
							Rogerson, Fanny M.	..	FPr1	20 0 0	..
							Hames, Gilbert M.	M	MPr2	25 0 0	..
Mount Eden ..	829	2,572 16 5	..	192 0 10	..	403 4 1	Gatenby, W. J., B.A.	B1	HM	370 0 0	..
							Murdoch, Albert ..	C1	AM	270 0 0	..
							Duffin, Mrs. Annie	E3	AF	210 0 0	..
							Hawkins, Elizab. F.	E1	AF	200 0 0	..
							Moore, Rupert C. ..	C3	AM	165 0 0	..
							Russell, Magdalen L.	D1	AF	155 0 0	..
							Daniels, Caroline G.	E1	AF	155 0 0	..
							Brett, Evelyn L. ..	E2	AF	130 0 0	..
							Allen, Harriette M.	E3	AF	125 0 0	..
							Walker, Hilda M. ..	D3	AF	105 0 0	..
							Scott, Margaret R.	C3	AF	95 0 0	..
							Gallery, Ethel U. ..	..	AF	90 0 0	..
							Herrich, Daisy W.	..	AF	90 0 0	..
							Hogwood, Edw. J. L.	..	AM	90 0 0	..
							Johns, William H.	..	MPt4	60 0 0	..
							Schofield, Ethel C.	..	FPt4	55 0 0	..
							Clark, Ethel M. ..	..	FPt3	45 0 0	..
							Funkë, Ruth E. F.	..	FPt3	45 0 0	..
							French, Mildred M.	..	FPt3	45 0 0	..
							Hayter, Ernest ..	..	MPt3	55 0 0	..
							Sullivan, Phyl. W.A.	..	FPr1	20 0 0	..

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 1909.	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 10F.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Newton East ..	867	2,697 10 0	50 0 0	207 11 2	..	..	Metge, Daniel D. ..	D1	HM	390 0 0	50
							Brown, Francis H.	C1	AM	275 0 0	..
							Sheppard, Albert L.	C1	AM	215 0 0	..
							Wright, Lydia ..	E1	AF	200 0 0	..
							Simpson, Euphemia	E1	AF	180 0 0	..
							Wilson, Janet ..	D1	AF	160 0 0	..
							Wilson, Frank R. ..	C3	AM	155 0 0	..
							Nolan, Bessie M. ..	C1	AF	130 0 0	..
							Waddingham, F. M.	C2	AF	125 0 0	..
							Mahon, Rose M. ..	D2	AF	110 0 0	..
							Mahon, Eileen A. ..	D3	AF	95 0 0	..
							Strong, Lavinia J...	..	AF	90 0 0	..
							Longdill, Kate W...	..	AF	90 0 0	..
							Anderson, M. C. M.	..	AF	90 0 0	..
							McLennan, Effie W.	..	AF	90 0 0	..
							Carson, William ..	..	MPt4	55 0 0	..
							Oliver, Mabel L. ..	..	FPt4	55 0 0	..
							Armstrong, Wm. T.	..	MPt3	55 0 0	..
							Heywood, Edith M.	..	FPt2	50 0 0	..
							McCowan, Henry ..	..	MPt1	25 0 0	..
							Thomson, Isabel ..	..	FPt1	45 0 0	..
Expenditure on schools not open in December, 1909—											
Great Barrier		12 0 0	..	..	..	..	..	..	..	..	..
Babylon		8 12 6	0 16 8	3 7 2	..	..	..	..	..	..	..
Mangaroa and Tu-roto Road ..		48 6 0	5 0 0	13 3 11	..	..	..	..	..	..	..
Pakoka		17 10 0	..	0 11 3	..	..	..	..	..	..	..
Pepepe		29 10 0	..	..	..	..	..	..	..	..	..
Purua		54 11 8	..	8 1 6	..	..	..	..	..	..	..
Purua No. 2		60 7 6	5 16 8	15 11 9	..	..	..	..	..	..	..
Te Raumauku		30 0 0	3 6 8	8 14 1	..	..	..	..	..	..	..
Glen Gregg		6 0 0	..	..	..	..	..	..	..	..	..
Hinuera		5 10 0	..	..	..	..	..	..	..	..	..
Hastings		8 12 6	..	5 10 6	..	..	..	..	..	..	..
Weymouth		67 10 0	7 10 0	4 4 9	..	..	..	..	..	..	..
Tiroa		55 0 3	6 15 10	3 18 3	..	..	..	..	..	..	..
Waiomio and Otakeo ..		15 8 4	1 13 4	2 3 6	..	..	..	..	..	..	..
Te Hana		..	..	..	..	139 9 8	..	..	..	..	..
Expenditure not classified—											
Unclassified furniture ..		..	..	164 17 11	..	..	..	..	..	..	..
Tarring and sanding ..		..	..	370 0 5	..	..	..	..	..	..	..
Painting buildings ..		..	..	1,332 17 2	..	..	..	..	..	..	..
Plans and supervision ..		..	..	951 3 9	..	..	..	..	..	..	..
Totals		135,240 4 8	4,798 0 1	23,582 10 2	885 10 6	18601 15 11	..	..	..	137,768 15 0	4,830

TARANAKI.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Hurimoana and Tahora	13	106 1 8	13 6 8	18 1 2	..	..	Catton, Harold ..	..	M	108 0 0	10
Musker's	8	48 0 0	..	3 18 0	..	..	Wells, Alice ..	..	F	48 0 0	..
Opua	8	55 17 1	..	2 19 6	11 1 0	..	Wagstaff, Wilfred ..	..	M	48 0 0	..
Puniwhakau ..	10	77 10 0	5 0 0	3 8 0	..	..	McMillan, Annie G.	E3	F	66 0 0	..
GRADE 1.											
Albert	17	95 0 0	10 0 0	69 14 1	..	..	Henderson, Annie H.	E2	F	95 0 0	10
Kohuratahi ..	9	90 0 0	10 0 0	6 1 0	6 10 0	..	McCartie, Frances ..	..	F	90 0 0	10
Mangahume ..	11	115 0 0	..	15 10 6	..	..	Birkett, Emma ..	E2	F	115 0 0	..
Mangorei, Lower ..	20	127 18 4	12 1 8	5 10 6	..	..	Mead, Beatrix ..	E3	F	130 0 0	10
Mangorei, Upper ..	14	115 0 0	10 0 0	5 19 0	..	..	Morgan, Richard ..	E1	M	115 0 0	10
Mangaehu	14	90 0 0	10 0 0	7 7 0	..	..	Nally, Delia ..	..	F	90 0 0	10
Mohakau	14	90 0 0	10 0 0	22 18 6	..	..	Watkin, Myra ..	..	F	90 0 0	10
Newall	14	90 0 0	10 0 0	6 9 6	..	..	Cassie, Jane ..	..	F	90 0 0	10
Okoke and Piko ..	18	112 10 0	10 0 0	12 7 9	..	115 11 0	Fenton, Henry C. ..	..	M	112 10 0	10
Pohokura	15	73 13 4	1 13 4	9 18 1	..	..	Clark, Olive M. ..	..	F	90 0 0	10
Pukearuhe	14	90 0 0	..	6 12 4	5 0 0	..	Cartwright, Grace ..	..	F	90 0 0	..
Whangamomona ..	12	90 0 0	10 0 0	12 19 0	16 0 0	..	Breen, Mary ..	..	F	90 0 0	10

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

TARANAKI—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 2.											
Carrington ..	24	135 0 0	15 0 0	8 18 6	..	..	Ullmer, Frederica ..	D4	F	135 0 0	15
Denbigh	21	113 7 6	15 0 0	32 2 6	..	..	Olausen, Bertha ..	Lic.	F	114 0 0	15
Douglas	23	113 7 8	14 16 0	8 18 6	13 0 0	..	Smith, Coralie F. ..	D4	F	120 0 0	15
Hurford	16	121 10 0	15 0 0	8 17 3	..	..	Adamson, Jane ..	..	F	121 10 0	15
Kahui	20	140 0 0	15 0 0	15 4 4	..	..	Penwarden, Matilda	E4	F	135 0 0	15
Kent	21	135 0 0	15 0 0	73 17 8	..	..	Smith, Kate E. ..	E2	F	135 0 0	15
Kina	17	90 0 0	12 10 0	7 11 8	..	..	Turner, Edgar ..	..	M	108 0 0	15
Makahu	17	125 0 0	2 10 0	20 16 11	..	346 15 0	Cameron, Sarah ..	E3	F	125 0 0	..
Marco	31	108 5 10	..	29 17 6	..	..	Wilson, Mabel ..	..	F	108 0 0	..
Pukeho	23	99 18 5	12 9 1	42 5 3	..	215 16 6	Finnerty, Lilla ..	..	F	108 0 0	15
Rowan	21	113 8 8	15 10 0	16 17 1	..	..	Jamieson, Mary E. I.	..	F	108 0 0	15
Tututawa	19	111 11 3	..	8 2 0	..	..	Templer, Reginald C.	E4	M	120 0 0	..
Waitui	27	128 5 0	15 0 0	26 4 3	..	..	Black, Hilda ..	Lic.	F	128 5 0	15
GRADE 3.											
Bell Block	42	173 15 0	..	30 10 10	..	..	Potts, Mary I. ..	E3	HF	150 0 0	..
							Rice, Hilda ..	..	AF	90 0 0	..
Dudley	32	165 0 0	20 0 0	14 0 3	..	..	Lewis, Adelaide ..	D5	F	165 0 0	20
Durham	28	149 11 8	..	32 1 11	..	..	Foster, Ivy A. ..	D4	F	150 0 0	..
Huirangi	35	155 0 0	..	12 12 6	..	..	Riley, Laura F. ..	D3	F	155 0 0	..
Huiroa	42	198 0 0	..	15 2 5	..	153 15 2	Worm, Louisa F. ..	..	HF	148 10 0	..
							Bollinger, Mary ..	..	AF	90 0 0	..
Korito	30	165 0 0	20 0 0	46 0 2	..	..	Stewart, Lily ..	D3	F	165 0 0	20
Koru	32	145 6 3	..	53 7 11	..	..	Reid, Mary E. ..	Lic.	F	147 5 0	..
Matau and Purangi ..	36	197 0 0	..	31 5 4	..	126 16 0	Long, Victor H. L.	E3	M	197 0 0	..
Oakura	27	155 0 0	..	23 0 9	..	..	Montgomery, Kath. M.	E3	F	155 0 0	..
Okau and Tongaporutu	29	159 7 11	3 6 8	27 13 0	13 13 0	..	Armitage, Leonard J.	..	M	162 0 0	20
Pembroke	32	139 10 0	20 0 0	15 0 8	..	..	Boyle, Thomas ..	..	M	139 10 0	20
Pungarehu	32	165 0 0	20 0 0	18 4 6	..	..	Harrison, Jessie I. ..	D3	F	165 0 0	20
Punihe	32	139 10 0	..	43 5 8	..	..	Thomas, Arthur ..	..	M	139 10 0	..
Raupuha	33	165 0 0	20 0 0	12 17 0	..	..	Warner, Margaret ..	D3	F	165 0 0	20
Ratapiko	32	155 0 0	..	32 12 6	..	..	Wilson, Oney E. ..	D2	F	155 0 0	..
Tataraimaka ..	19	147 5 0	..	47 13 10	..	..	Amoore, Albert H. ..	Lic.	M	147 5 0	..
Tarurutangi ..	34	155 0 0	..	38 16 5	..	..	Moss, Elizabeth M.	E3	F	155 0 0	..
Uruti	32	155 0 0	..	20 12 9	..	..	Bicheno, Eva ..	E3	F	155 0 0	..
Waihi	32	155 0 0	20 0 0	23 16 5	2 0 0	..	Cowles, Sarah A. ..	D2	F	155 0 0	20
Waiongona	22	152 1 8	..	40 12 3	..	..	Hughes, Wilfred L.	D3	M	150 0 0	..
York	27	148 5 0	20 0 0	21 18 5	24 0 0	..	Strachan, Mary A.	D1	F	150 0 0	20
GRADE 4.											
Awatuna	49	275 0 0	..	15 8 6	..	..	Powell, Ada M. ..	D3	HF	185 0 0	..
							Cooper, Ethel ..	..	AF	90 0 0	..
Bird	33	256 10 0	25 0 0	60 19 3	..	..	Berry, Amy M. ..	..	HF	166 10 0	25
							Rogers, Minnie A. ..	..	AF	90 0 0	..
Cardiff	49	275 0 0	..	39 1 10	..	..	McCarty, Catherine	D2	HF	185 0 0	..
							Smith, Daisy ..	..	AF	90 0 0	..
Egmont Village ..	44	275 0 0	..	36 18 9	..	..	Dewhirst, Eliza E. ..	E1	HF	185 0 0	..
							Brereton, Maud A. ..	..	AF	90 0 0	..
Frankley	75	335 16 8	..	27 2 0	..	..	Winfield, Thomas B.	C2	HM	200 0 0	..
							McDermid, Graham	..	AF	90 0 0	..
							Bollinger, Alice ..	..	FPr2	55 0 0	..
Hillsborough ..	47	275 0 0	..	42 9 8	..	..	Stephen, Mary W.	D2	HF	185 0 0	..
							Mills, Stanley ..	..	AM	90 0 0	..
Huiakama	44	262 17 3	12 10 0	80 17 6	..	334 19 6	Williams, Alice L. ..	Lic.	HF	175 15 0	..
							Bennett, Jean ..	..	AF	90 0 0	..
Kaimiro	47	275 0 0	..	15 10 0	..	..	Smith, Fanny L. ..	B3	HF	185 0 0	..
							Gibson, Elsie E. ..	..	AF	90 0 0	..
Kaimata	56	275 0 0	..	43 14 7	..	..	Livingstone, Hugh A.	C2	HM	185 0 0	..
							Andrews, Elsie E. ..	..	AF	90 0 0	..
Lincoln	27	270 4 4	..	23 3 2	..	..	Cumberworth, Fred J.	D1	HM	180 0 0	..
							Hoby, Dora ..	..	AF	90 0 0	..
Lepperton	58	277 18 4	..	69 17 2	0 2 6	..	Brown, William A.	C3	HM	185 0 0	..
							Nisbet, Cora ..	..	AF	90 0 0	..
Mahoe	38	277 1 8	..	19 7 10	..	..	Turkington, Samuel	C2	HM	185 0 0	..
							Winthrop, Alice E.	D4	AF	90 0 0	..
Norfolk	62	320 17 1	..	40 19 11	..	..	Thomas, Richard E.	C1	HM	185 0 0	..
							Knox, Ellie ..	..	AF	90 0 0	..
							Franklyn, Violet ..	..	FPr1	50 0 0	..
Omata	60	271 13 4	..	47 1 5	..	248 3 0	Meyenberg, Arth. M.	D3	HM	180 0 0	..
							O'Brien, Florence ..	..	AF	90 0 0	..
Okato	64	275 0 0	..	29 17 2	..	..	Evans, Daffyd P. ..	E2	HM	185 0 0	..
							Bartlett, Ivy ..	..	AF	90 0 0	..
Oaonui	63	281 13 4	..	21 0 9	..	..	McArthur, Grace C.	C1	HF	180 0 0	..
							Hickey, Stella ..	..	AF	90 0 0	..
Pihama	40	275 0 0	..	27 17 9	..	..	Mason, Frederick W.	E2	HM	185 0 0	..
							Cameron, Jessie ..	..	AF	90 0 0	..
Rahotu	76	290 0 0	..	118 15 10	4 10 0	..	Campbell, John T. ..	D1	HM	200 0 0	..
							Lewis, Edith H. ..	..	AF	90 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

TARANAKI—*continued.*

1 Name of School.	2 Average for the Year 1909.	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—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Stanley	52	290 0 0	25 0 0	22 10 1	..	..	Lilley, Helen ..	E2	HF	200 0 0	25
							Richmond, Bertha..	..	AF	90 0 0	..
Tuna	44	275 16 8	..	44 9 3	..	..	Auld, James A. ..	C2	HM	185 0 0	..
							Auld, Jean ..	..	AF	90 0 0	..
Tarata	34	267 0 0	12 10 0	237 0 8	..	..	Rice, John H. ..	C1	HM	180 0 0	25
							Carmichael, Jessie	..	AF	90 0 0	..
Te Kiri	40	275 0 0	..	16 3 6	..	..	Buchler, Arthur ..	C2	HM	185 0 0	..
							Buchler, Sarah ..	..	AF	90 0 0	..
Tikorangi	52	280 0 0	..	39 18 1	..	..	West, Isaac M. ..	C2	HM	185 0 0	..
							Cowles, Mildred J...	D4	AF	95 0 0	..
Warea	38	275 0 0	..	32 19 2	..	..	Evans, Alice ..	D2	HF	185 0 0	..
							Andrews, Ivy ..	..	AF	90 0 0	..
Grade 5.											
Fitzroy	118	408 5 10	..	56 16 8	..	..	Johnson, Oscar ..	D1	HM	230 0 0	..
							Riordan, Margaret A.	E3	AF	105 0 0	..
							Fowler, Ruby M. ..	..	FPt3	55 0 0	..
							Mace, Dorothy ..	..	FPr1	20 0 0	..
Midhirst	110	426 5 0	..	29 6 1	..	..	Mail, James W. ..	C2	HM	230 0 0	..
							Hutcheson, Margaret	D4	AF	110 0 0	..
							Hall, Helen ..	..	FPt2	35 0 0	..
							Prideaux, Lucy H...	..	FPr2	55 0 0	..
Ngaere	86	380 0 0	..	27 10 3	..	..	Sims, Arthur V. ..	D2	HM	210 0 0	..
							Mills, Sarah A. ..	E1	AF	110 0 0	..
							Syme, William S. ..	..	MPt2	50 0 0	..
Tariki	87	380 0 0	..	122 7 4	..	174 6 0	Eason, Harry A. ..	D2	HM	230 0 0	..
							Hamerton, Annis E.	E3	AF	105 0 0	..
							Jemison, Winifred J.	..	FPt3	45 0 0	..
Toko	109	418 18 6	..	44 15 5	..	..	Allan, Orlanno L. ..	D1	HM	240 0 0	..
							Coleman, Grace L.	..	AF	94 10 0	..
Urenui	100	373 17 1	..	32 2 10	..	..	Pope, George H. ..	D2	HM	220 0 0	..
							Henderson, Beattie M.	D3	AF	105 0 0	..
							Julian, Gladys ..	..	FPt1	25 0 0	..
							Bertrand, George F.	..	MPr2	25 0 0	..
Opunake	102	375 0 0	..	33 1 0	..	..	Gray, Alfred ..	C2	HM	220 0 0	..
							Bent, Ethel W. ..	D4	AF	110 0 0	..
Grade 7a.							Stitt, Isabella A. ..	..	FPt3	45 0 0	..
Inglewood	255	791 1 9	..	95 19 0	..	..	Stratford, Herbert A.	C1	HM	270 0 0	..
							Gow, Alexander ..	C3	AM	185 0 0	..
							Papps, Mary M. ..	C3	AF	135 0 0	..
							Martin, Minnie ..	..	AF	99 0 0	..
							Vickers, Mabel ..	..	FPt4	60 0 0	..
							Bunyan, Isabella A.	..	FPt3	45 0 0	..
Waitara	240	781 10 3	..	74 0 9	..	..	Wilkins, Thomas J.C.	D4	HM	270 0 0	..
							Black, Bertha ..	B2	AF	180 0 0	..
							Pearce, Elsie M. ..	D3	AF	135 0 0	..
							Berntsen, Mary E...	D5	AF	110 0 0	..
							Brabant, Amy L. ..	..	FPt3	45 0 0	..
							Berntsen, Alberta M.	..	FPt2	35 0 0	..
Grade 8a.							Mackie, Jane ..	..	FPt1	20 0 0	..
West End	341	1,104 15 0	45 0 0	97 12 4	..	..	Dowling, Mary ..	C1	HF	315 0 0	45
							Bary, Edward ..	C3	AM	215 0 0	..
							Mynott, Laura E...	E2	AF	150 0 0	..
							Evetts, Carvell E...	..	AM	121 10 0	..
							Westrup, Agnes C. I.	C5	AF	120 0 0	..
							McIsaac, Catharine	..	FPt3	45 0 0	..
							McGregor, Eva ..	..	FPt1	45 0 0	..
							Fleming, Elizabeth	..	FPt1	45 0 0	..
Grade 9a.							Bullard, Margaret..	..	FPr1	50 0 0	..
Stratford D.H.S. ..	547	1,509 3 4	..	321 19 5	..	..	Tyrer, Florence A. R.	D1	HM	*355 0 0	..
							Thomas, Joseph W.	C3	AM	240 0 0	..
							Dyson, Stanley W.	..	AM	166 10 0	..
							Hogg, Susan ..	E1	AF	155 0 0	..
							Beedie, Jeanie A. J.	E2	AF	140 0 0	..
							King, Eleanor M. ..	D4	AF	125 0 0	..
							Hart, Lilian A. ..	Lic.	AF	114 0 0	..
							Blake, Margaret M.	..	FPt3	45 0 0	..
							Cuthbert, John ..	..	MPt3	55 0 0	..
							Lawrence, Agnes L.	..	FPt1	45 0 0	..
							Parli, Elsie N. ..	..	FPt1	45 0 0	..
							Brown, Elsie ..	..	FPr2	25 0 0	..
							Heatley, Frederick J.	A2	Sec.	..	..
							Bollinger, Elsie M.	..	Sec.	..	..
							Bowler, Frederick ..	..	Sec.	..	..

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 9B.		£ s. d	£ s. d.	£ s d.	£ s. d.	£ s. d.				£ s. d.	£
Central	533	1,621 8 9	..	156 4 11	..	..	Dempsey, Hector ..	C1	HM	345 0 0	..
							McIlroy, Robert L.	B2	AM	245 0 0	..
							Bocock, James H. ..	E3	AM	185 0 0	..
							Martin, Gertrude E.	E1	AF	155 0 0	..
							Dempsey, HectorineE.	D4	AF	135 0 0	..
							Rowntree, Ethel ..	D4	AF	120 0 0	..
							Sullivan, Joseph ..	..	AM	108 0 0	..
							Crawford, Amy F. ..	D4	AF	95 0 0	..
							Day, Norman ..	..	MPt4	55 0 0	..
							Stott, Mary ..	..	FPt2	50 0 0	..
							Gleeson, Alice ..	..	FPt2	35 0 0	..
							Hoby, Bertha ..	..	FPt1	45 0 0	..
							Ford, Isabella ..	..	FPt3	45 0 0	..
Expenditure not classified—											
Architect	..	..	..	125 0 0	..	..	..	..	..	..	..
Overseer	..	..	..	140 6 5	..	..	..	..	..	..	..
Advertising ..	..	..	..	20 0 3	..	..	..	..	..	..	..
Apparatus	..	..	..	18 15 7	..	..	..	..	..	..	..
Carriage	..	..	..	1 9 3	..	..	..	..	..	..	..
Furniture	..	..	..	36 19 3	..	..	..	..	..	..	..
Totals.. ..	..	21,618 11 5	523 3 5	3,698 3 5	95 16 6	1,716 2 2	..			21,690 0 0	540

WANGANUI.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Aberfeldie	4	23 12 0	..	..	..	..	Lamberg, Elsie ..	..	F	24 0 0	..
Komako	9	67 10 0	..	2 19 3	..	..	McKenzie, Mild. M.	..	F	90 0 0	..
Mangara	8	35 15 0	..	0 2 3	..	..	Simpson, Joan ..	..	F	42 0 0	..
Maungahoe(1) ..	..	35 0 0	..	2 19 3	..	..	..	..	..	..	..
Middle Road(1) ..	2	12 0 0	..	..	..	..	Munro, Beatrice M.	..	F	12 0 0	..
Ngaturi	7	14 2 8	..	..	..	..	McLean, Olive C. ..	..	F	42 0 0	..
Omoana	3	16 10 0	..	..	..	..	Honeyfield, Irene ..	..	F	18 0 0	..
Orangimea ..	4	24 0 0	..	..	..	..	Blennerhassett, Annie	..	F	24 0 0	..
Pine Creek.. ..	6	36 0 0	..	0 11 8	..	..	Langlands, Margaret	..	F	36 0 0	..
Pueroa	3	18 0 0	..	..	..	..	Aitken, Euphemia G.	..	F	18 0 0	..
Pukekaha	6	27 10 0	..	..	..	..	Cox, Eunice ..	..	F	30 0 0	..
Rata-iti	8	55 10 0	..	3 12 7	..	..	Campbell, Helen M.	..	F	90 0 0	..
Te Awa	5	23 11 11	..	..	..	..	Rowles, Nellie ..	..	F	30 0 0	..
The Lakes(1) ..	..	6 0 0	..	..	..	..	..	..	..	..	..
Whakamara ..	8	62 18 5	..	19 19 0	..	..	Anthony, Mrs. Annie M.	..	F	48 0 0	..
Watershed Road ..	7	48 0 0	..	5 1 6	..	..	Hansen, Beryl M. ..	..	F	48 0 0	..
GRADE 1.											
Ararata	16	103 10 0	..	5 10 9	..	..	Murphy, Nellie ..	..	F	103 10 0	..
Aratika	12	90 0 0	10 0 0	10 3 4	..	..	Clapham, Fanny ..	..	F	90 0 0	10
Brownlee	17	105 0 0	10 0 0	6 7 11	..	..	Rashleigh, Clara J. ..	..	F	103 10 0	10
Coal Creek	10	88 1 3	9 15 8	5 7 2	..	..	Buchler, John W. ..	..	M	90 0 0	10
Kaukatea	12	90 18 0	9 19 5	5 3 7	..	..	Anthony, Annie M.	..	F	90 0 0	10
Karewarewa ..	9	90 0 0	10 0 0	6 16 9	..	..	Morton, Louisa ..	..	F	90 0 0	10
Long Acre Valley ..	12	90 0 0	10 0 0	5 0 3	..	..	McCarthy, Ada ..	..	F	90 0 0	10
Livingstone ..	16	105 0 0	10 0 0	6 6 0	..	..	Booth, Atwood W. ..	..	M	103 10 0	10
Makaka	14	57 16 5	6 8 6	2 5 7	10 0 0	317 9 5	Davie, F. W. ..	..	M	90 0 0	10
Mangawhio ..	11	90 0 0	10 0 0	3 9 9	..	204 9 8	Perry, Florence E.	..	F	90 0 0	10
Makohau	13	90 0 0	10 0 0	5 8 10	..	..	Dowling, Nina A. ..	..	F	90 0 0	10
Moawhango ..	13	90 0 0	10 0 0	5 14 4	..	..	Meyer, Frank S. ..	..	M	90 0 0	10
Mount Curl ..	10	90 0 0	10 0 0	5 3 7	..	..	O'Donnell, Ada R.	..	F	90 0 0	10
Moturimu	12	89 0 8	9 17 10	5 7 2	..	..	O'Donnell, Edwd. P.	..	M	90 0 0	10
Marohema	12	90 0 0	10 0 0	0 2 0	..	..	Annabell, Violet ..	..	F	90 0 0	10
Ohutu	16	103 10 0	10 0 0	30 5 8	..	..	Macfadzean, John. .	..	M	103 10 0	10
Otairi	10	90 0 0	10 0 0	5 14 4	..	..	D'Arcy, Florence M.	..	F	90 0 0	10
Opaku	16	116 13 4	..	7 3 9	..	400 16 4	Gilbert, Eliz. A. J.	E3	F	115 0 0	..
Orangipongo(1) ..	..	..	..	1 14 5	12 0 0	..	..	..	..	..	..
Orautoha	17	100 2 6	10 0 0	6 6 3	..	4 9 0	Day, Eleanor M. ..	..	F	99 0 0	10
Pakihikura.. ..	14	89 15 2	9 19 6	17 9 1	..	..	Carmody, James ..	..	M	90 0 0	10
Porewa	11	90 0 0	..	10 15 0	..	..	O'Leary, Cornelius N.	..	M	90 0 0	..
Pukeroa	16	90 0 0	10 0 0	3 15 0	..	..	Maclean, Annie H.	..	F	90 0 0	10

(1) Closed.

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 1—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
• Pohonui	15	103 10 0	10 0 0	6 7 11	..	..	Kennedy, Aileen	..	F	103 10 0	10
Rotokare	16	101 5 0	10 0 0	5 19 4	..	..	Aitken, James D.	..	M	90 0 0	10
Tararua	15	114 11 10	10 3 9	18 13 11	..	..	Rockel, Felix E. S.	..	M	90 0 0	10
Spur Road	15	90 0 0	..	10 10 2	..	..	Harper Arthur S.	..	M	90 0 0	..
Tiriraukawa	17	103 10 0	10 0 0	6 12 0	..	..	Henry, Clarence	..	M	103 10 0	10
Toi Toi(1)	..	87 15 0	8 6 8	4 19 4	..	..	..	..	..	..	..
Taumatatahi	11	90 0 0	10 0 0	7 8 11	..	..	Smith, Ida D. T.	..	F	90 0 0	10
Umutoi	17	100 2 6	10 0 0	9 5 7	..	..	Lock, Henry W.	..	M	99 0 0	10
Upper Kawhatau	13	103 10 0	10 0 0	5 17 11	..	..	Deighton, Emily S.	..	F	103 10 0	10
Grade 2.											
Awahou	25	135 0 0	..	9 3 0	..	2 1 6	Ewart, Edmund O.	D3	M	135 0 0	..
Clydesdale	20	109 2 6	15 0 0	7 16 10	15 0 0	..	Russell, John W.	..	M	108 0 0	15
Denlair	18	125 0 0	..	11 19 9	..	..	Christie, Elizabeth	E3	F	125 0 0	..
Dunolly	20	135 0 0	15 0 0	8 2 3	..	235 9 2	McMeckin, Emma	E2	F	135 0 0	15
Greatford	23	135 0 0	..	33 17 6	..	..	Laird, Emma P.	E2	F	135 0 0	..
Hautapu	22	121 10 0	..	33 10 10	..	12 16 2	Harris, William H.	..	M	121 10 0	..
Hinau	16	125 0 0	15 0 0	9 8 2	..	..	Scott, Ellen I. S.	D4	F	125 0 0	15
Horopito	15	99 0 0	13 15 0	27 18 4	..	..	Porteous, Charles V.	..	M	108 0 0	15
Kaheke	21	135 0 0	15 0 0	8 3 11	..	..	Powle, Una W.	E3	F	135 0 0	15
Kohi	15	114 7 11	..	18 8 8	..	..	Murray, Norman H.	..	M	108 0 0	..
Kakariki	25	125 0 0	15 0 0	23 5 0	..	..	Shepherd, Ellen M. J.	D4	F	120 0 0	15
Kawhatau	21	149 0 0	..	12 0 9	..	..	Kendall, Gertrude	E2	F	149 0 0	..
Makotuku	19	112 10 0	..	24 13 8	..	..	Lock, Albert D.	..	M	112 10 0	..
Mangaeturoa	10	112 10 0	15 0 0	7 3 5	..	..	Brewer, Louisa F.	..	F	112 10 0	15
Mangamahu	15	109 10 0	..	8 18 6	..	..	Gascoigne, Sydney C.	..	M	108 0 0	..
Mangarimu	19	116 3 4	..	7 5 1	..	..	Seater, Hilda M.	D4	F	120 0 0	..
Manutahi	26	112 5 0	..	225 17 8	..	..	McCormick, Daniel	..	M	108 0 0	..
Matarawa	18	128 5 0	..	7 17 3	..	..	Menzies, Edward M.	Lic.	M	128 5 0	..
Mangamingi	20	121 10 0	15 0 0	12 8 4	..	..	Broad, Rowland P.	..	M	108 0 0	15
Mars Hill	22	130 5 0	15 0 0	11 12 9	..	..	Lassen, Mary	C3	F	120 0 0	15
Meremere	21	130 10 0	15 0 0	8 9 2	..	..	Williams, William P.	..	M	108 0 0	15
Mount View	28	112 10 0	..	27 6 4	..	..	Howell, Frank J.	..	M	108 0 0	..
Owhakura	23	124 6 3	..	29 4 10	..	15 5 9	Jarratt, Herbert	Lic.	M	128 5 0	..
Pukeokahu	17	125 0 0	1 14 10	54 5 4	..	298 12 3	Sunaway, Edith H.	E3	F	125 0 0	..
Poukiore	21	135 0 0	..	9 6 7	..	197 0 6	Hansen, Mary	D3	F	135 0 0	..
Rewa	23	135 0 0	15 0 0	14 1 7	..	..	Dorset, Olive M.	E3	F	135 0 0	15
Raukura	17	149 0 0	15 0 0	8 12 6	..	..	McColl, Anne C.	E3	F	149 0 0	15
Riverlea	21	135 0 0	..	49 13 9	..	..	Armstrong, Rich. E.	E3	M	135 0 0	..
Raumai	26	121 10 0	15 0 0	9 6 7	..	19 8 1	Smith, Gerald D.	..	M	121 10 0	15
Rongoiti	16	99 0 0	13 15 0	3 16 8	..	238 6 7	Braik, Peter	..	M	108 0 0	15
Ruahine	20	122 4 2	..	9 6 6	..	..	McCann, Thomas J.	..	M	112 10 0	..
Tapuae	23	128 17 3	15 0 0	10 14 2	..	..	Hanron, Clara	D3	F	120 0 0	15
Tokaora	16	112 10 0	7 14 10	7 6 9	..	302 6 9	Bretherton, Joseph E.	..	M	112 10 0	..
Table Flat	24	121 10 0	..	46 10 9	..	..	Bousfield, Arthur M.	..	M	121 10 0	..
Tiritea	27	135 0 0	15 0 0	37 9 11	..	..	Grant, Mary A.	C3	F	135 0 0	15
Utuwai	24	108 7 6	15 0 0	15 15 1	..	..	Browning, Claude	..	M	108 0 0	15
Valley Road	20	109 10 0	15 0 0	5 10 0	..	..	Crandle, Henry E.	..	M	108 0 0	15
Waiata	15	123 15 5	15 0 0	9 3 11	..	..	Patterson, Edw. J. D.	D4	M	125 0 0	15
Waitohi	17	135 0 0	15 0 0	7 17 0	..	..	Baron, Alice M. M.	B2	F	135 0 0	15
Grade 3.											
Awahou South	22	137 10 0	18 6 8	11 9 0	..	..	Lewis, Percy G.	D3	M	150 0 0	20
Beaconsfield	30	157 10 0	..	13 3 8	..	..	Stables, Mary	E3	F	150 0 0	..
Brunswick	30	147 18 4	..	136 19 4	..	..	Ritchie Thomas R.	D4	M	150 0 0	..
Fraser Road	34	165 0 0	..	11 10 9	..	..	Henn, Elvira I.	D3	F	165 0 0	..
Jackeytown	27	150 16 8	..	29 2 11	..	..	Best, Thornton R.	E3	M	150 0 0	..
Kiwitea	32	151 13 4	..	46 5 4	..	..	Ritchie, Annie M.	D3	F	150 0 0	..
Mata	29	155 0 0	20 0 0	11 0 1	..	..	Belton, Joseph	D4	M	155 0 0	20
Newbury	33	150 16 8	..	24 2 9	..	..	Evans, Albert H.	E2	M	150 0 0	..
Ohangai	37	155 0 0	20 0 0	11 16 2	..	..	Sparrow, Agatha	D3	F	155 0 0	20
Parawanui	28	155 0 0	..	41 7 3	..	..	Howie, Florence A.	D2	F	155 0 0	..
Rangataua	47	168 14 2	20 0 0	13 8 11	1 10 0	307 13 6	Browning, Joseph	D4	HM	155 0 0	20
							Mackay, Gladys D.	..	AF	90 0 0	..
Rawhitiroa	30	165 0 0	..	48 7 9	..	..	Vereker-Bindon, William H.	B1	M	165 0 0	..
Riverton	29	91 9 6	13 8 10	24 16 5	..	..	Gibbons, John M.	..	M	135 0 0	20
Stanway	30	165 0 0	..	23 10 6	..	..	Goldsbury, Montague	D3	M	165 0 0	..
Taikorea and Side School	43	177 10 0	..	13 9 6	..	..	Howie, Elizabeth A.	E2	HF	170 0 0	..
							Lynch, Elizabeth	..	AF	90 0 0	..
Te Roti	32	155 0 0	..	19 5 5	..	..	Rockel, Max E. C.	C4	M	155 0 0	..
Tokorangi	32	154 3 4	20 0 0	11 9 6	..	39 2 10	Overton, George E.	C4*	M	150 0 0	20
Torere	35	153 18 7	20 0 0	14 16 3	..	..	Watts, Walter J.	D3	M	155 0 0	20
Turangarere	35	155 0 0	20 0 0	11 18 8	2 0 0	..	Kelly, Elizabeth J.	E3	F	155 0 0	20
Upokongaro	27	165 0 0	..	11 9 6	..	..	McCosh, Samuel D.	E2	M	165 0 0	..
Waipuru	29	138 5 0	20 0 0	15 15 6	..	..	Honore, Abraham T.	D4	M	150 0 0	20

(1) Closed.

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WANGANUI—*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 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.	£
Alton	41	275 0 0	..	15 4 0	..	..	Swinbourne, Wm. A.	C2	HM	185 0 0	..
							Crawford, Evelyn H.	..	AF	90 0 0	..
Auroa	49	272 1 2	..	51 10 9	..	89 10 0	Barrowclough, Alf. E.	A2	HM	180 0 0	..
							Malcolm, Iramutu..	..	AF	90 0 0	..
Cheltenham ..	54	273 15 10	..	95 13 7	..	178 6 6	Harre, John ..	D1	HM	185 0 0	..
							Campion, M. E. ..	..	AF	90 0 0	..
Crofton	48	273 15 10	..	15 2 9	..	..	McCreedy, William	E2	HM	185 0 0	..
							Bailey, Wenonah ..	..	AF	90 0 0	..
Carnarvon	32	255 0 7	25 0 0	20 10 6	..	..	McEwen, Malcolm R	C3	M	180 0 0	25
Colyton	42	279 9 0	..	25 18 9	..	..	Shortall, Mary R. ..	E1	HF	185 0 0	..
							Smith, Eliza. C. L.	D4	AF	95 0 0	..
Fitzherbert East ..	39	275 0 0	25 0 0	15 3 0	..	5 18 5	Relling, Thorsten F.	D2	HM	185 0 0	25
							McKenzie, Helen F.	..	AF	90 0 0	..
Glen Oroua.. ..	54	275 0 0	25 0 0	19 17 6	..	..	Gibbs, George Walter	D3	HM	185 0 0	25
							Brooke, Una M. ..	..	AF	90 0 0	..
Hurleyville ..	43	272 11 0	..	27 16 8	..	..	Bailie, James ..	E1	HM	180 0 0	..
							Kerrisk, Ellen ..	..	AF	90 0 0	..
Himatangi	56	275 0 0	25 0 0	23 5 7	..	20 6 0	Raikes, Francis C.	D2	HM	185 0 0	25
							Greenaway, Gertrude	..	AF	90 0 0	..
Hiwinui	32	275 0 0	..	58 12 6	..	..	Thurston, Daniel P.	C2	HM	185 0 0	..
							Bauckham, Fannie ..	..	AF	90 0 0	..
Kairanga	56	277 11 1	..	45 19 3	..	..	Martin, Donald ..	E1	HM	185 0 0	..
							Brown, Alice M. ..	..	AF	90 0 0	..
Kaitoke	39	273 1 3	..	18 3 9	..	..	Lyall, George A. ..	D1	HM	185 0 0	..
							Grant, Florence S. ..	..	AF	90 0 0	..
Kakaramea ..	48	272 2 0	..	33 17 5	..	..	Curteis, William A.	C2	HM	185 0 0	..
							McClure, Bertha C. ..	..	AF	90 0 0	..
Kelvin Grove ..	48	273 10 10	..	35 16 6	..	..	Fox, Norman S. ..	D3	HM	185 0 0	..
							Billens, Kathleen ..	..	AF	90 0 0	..
Kai Iwi	39	275 0 0	25 0 0	14 5 3	..	..	Mackay, Duncan H.	D2	HM	185 0 0	25
							Siddells, Ethel M. ..	..	AF	90 0 0	..
Kapuni	70	290 0 0	..	154 0 4	..	..	Liggins, Charles W.	C2	HM	200 0 0	..
							Tolme, Mary F. ..	..	AF	90 0 0	..
Linton	60	275 0 0	..	120 15 2	..	..	Goldsbury, Alfred ..	E2	HM	185 0 0	..
							Molloy, Ellen C. ..	..	AF	90 0 0	..
Makino Road ..	48	275 0 0	..	16 4 0	..	..	Whalley, George E.	C2	HM	185 0 0	..
							Squire, Annie V. ..	..	AF	90 0 0	..
Makowhai	38	243 0 0	25 0 0	11 1 6	..	..	Lynch, Margaret K.	E3	HF	180 0 0	25
							Arthur, May ..	..	AF	90 0 0	..
Mangaonoho ..	38	272 10 0	25 0 0	17 1 3	..	..	McConnachie, Chas.	B2	HM	180 0 0	25
							Pitcher, Susan M. E.	..	AF	90 0 0	..
Matapu	56	290 0 0	..	138 7 3	..	..	Crabbe, Norman J.	D2	HM	200 0 0	..
							Huston, Grace L. ..	..	AF	90 0 0	..
Mataroa	44	290 0 0	..	23 5 3	..	10 13 2	Lightbourne, R. C. D.	D2	HM	200 0 0	..
							Barnard, Daisy ..	..	AF	90 0 0	..
Maxwell	63	271 0 0	..	38 15 6	..	..	Hills, Charles C. ..	C2	HM	180 0 0	..
							Ray, Lydia Maud ..	Lic.	AF	90 5 0	..
Mokoia	44	275 0 0	..	40 13 0	..	..	Williams, Henty M.	D2	HF	185 0 0	..
							Walsh, Mary ..	..	AF	90 0 0	..
Momohaki	43	275 0 0	..	53 10 0	..	..	Bartlett, Alice G. ..	C1	HF	185 0 0	..
							Hamerton, Isabel L. D.	..	AF	90 0 0	..
Mosston	73	320 16 8	25 0 0	27 4 3	..	..	Slipper, Thomas B.	D2	HM	215 0 0	25
							Horneman, Flora M.	D3	AF	105 0 0	..
Moutoa	41	270 0 0	..	187 4 6	..	..	Galland, James ..	C2	HM	180 0 0	..
							Lynch, Mary ..	..	AF	90 0 0	..
Ohakea	46	280 0 0	..	29 10 11	..	..	Gabites, Frederick G.	C2	HM	185 0 0	..
							Bailey, Mary M. ..	D3	AF	95 0 0	..
Ohakune and Side School	149	342 8 9	25 0 0	26 17 0	..	507 18 7	Blyth, Thomas A. ..	E2	HM	185 0 0	25
							Flyger, Juanita E.	D3	AF	100 0 0	..
							Carmody, William..	..	MPt1	45 0 0	..
							Carmody, Margaret	..	AF	90 0 0	..
Ohingaiti	67	300 0 0	..	29 5 3	..	..	Stansell, William F.	D1	HM	200 0 0	..
							Sarten, Lilias G. ..	C3	AF	100 0 0	..
Okoia	45	275 0 0	..	77 9 7	..	..	Clayton, John C. ..	D3	HM	185 0 0	..
							Johnston, Annie ..	..	AF	90 0 0	..
Oroua Bridge ..	59	300 0 0	..	38 5 9	..	..	Lyall, Henry ..	D1	HM	200 0 0	..
							Lyall, Esther ..	E1	AF	100 0 0	..
Otakeho	59	275 0 0	..	43 7 6	..	..	Honore, Jacob ..	E1	HM	185 0 0	..
							Wordsworth, Zoe ..	..	AF	90 0 0	..
Pohangina	61	300 0 0	..	38 7 6	..	..	Murdoch, James M.	C2	HM	200 0 0	..
							Piercy, Florence M. S.	E3	AF	100 0 0	..
Rangiwahia ..	48	260 17 10	..	38 6 0	..	..	Campbell, Fernby C.	C2	HM	180 0 0	..
							Mahony, Ella M. ..	..	AF	90 0 0	..
Rata	57	276 17 8	..	125 1 1	2 0 0	..	Roache, Patrick H.	C1	HM	185 0 0	..
							Findlay, Ida ..	..	AF	90 0 0	..
Raurimu	30	288 0 0	25 0 0	17 7 6	..	..	McKay Farquhar J.	..	HM	193 10 0	25
							Young, Isabella ..	..	AF	94 10 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1909.	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—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Sanson	59	300 0 0	..	44 0 8	27 10 0	..	Walters, Edward H.	C2	HM	200 0 0	..
							Watts, Amy E. ..	C3*	AF	100 0 0	..
Silverhope	38	275 0 0	..	14 5 6	..	..	Lanyon, Harriet B.	D1	HF	185 0 0	..
							Palmer, Catherine D.	..	AF	90 0 0	..
South Makirikiri ..	37	275 0 0	..	26 8 6	..	..	McDonnell, Joha. M.	D2	HF	185 0 0	..
							McDonnell, Lena J.	..	AF	90 0 0	..
Stoney Creek ..	44	280 0 0	25 0 0	29 16 11	..	..	Stagpoole, Thomas	D2	HM	185 0 0	25
							Gebbie, Margaret E.	D3	AF	95 0 0	..
Taonui	65	286 17 1	..	64 7 1	..	..	Bowater, Harold R.	C2	HM	200 0 0	..
							Goldsbury, Eulalie	..	AF	90 0 0	..
Taoroa	38	270 0 0	3 15 11	15 3 3	..	227 6 2	Jackson, Herbert W.	D4	HM	180 0 0	..
							Tylee, Olive ..	..	AF	90 0 0	..
Turakina	76	325 16 8	..	70 18 7	..	..	Hewlett, Henry C. ..	A2	HM	215 0 0	..
							McDonnell, Bedilia M.	E1	AF	110 0 0	..
Upper Tutaenui ..	44	267 10 0	..	21 7 7	..	..	Parkinson, Johan J.	E1	HF	185 0 0	..
							West, Martha C. ..	..	AF	90 0 0	..
Waitotara	67	277 11 1	..	37 6 6	..	..	Matthews, Howard	D2	HM	185 0 0	..
							Mahony, Mabel ..	..	AF	90 0 0	..
Waituna West ..	38	275 0 0	25 0 0	25 5 9	..	..	Haydon, Thomas B.	D3	HM	185 0 0	25
							Sinclair, Jessie ..	..	AF	90 0 0	..
Wangaehu	40	275 0 0	..	25 14 5	..	102 13 0	Walker, Louis J. ..	D2	HM	185 0 0	..
							MacLachlan, Alice A.	..	AF	90 0 0	..
Warrengate ..	49	275 0 0	..	250 0 9	..	..	Anderson, Roy ..	D2	HM	185 0 0	..
							Coomber, Olive M. ..	..	AF	90 0 0	..
Westmere	65	290 16 8	25 0 0	35 1 5	..	..	O'Reilly, John J. ..	D1	HM	200 0 0	25
							McCulloch, Margt. M.	D4	AF	90 0 0	..
Whenuakura ..	43	275 0 0	..	43 1 6	..	..	Cheyne, Jemima ..	E1	HF	185 0 0	..
							Cleary, Ethel M. ..	..	AF	90 0 0	..
GRADE 5.											
Apiti	93	364 10 0	..	40 0 5	..	..	Matthews, James ..	D1	HM	220 0 0	..
							Jamieson, Laura ..	D4	AF	105 0 0	..
							Duncan, Emily L.	..	FPt3	45 0 0	..
Awaburi	81	372 1 8	..	60 0 10	..	..	Rogers, Edward H.	E1	HM	220 0 0	..
							Robertson, Annie G.	E2	AF	110 0 0	..
							Broughton, Sydney	..	FPt2	45 0 0	..
Bunnythorpe ..	101	441 15 5	..	28 10 3	..	..	Espiner, George H.	D1	HM	230 0 0	..
							Scheidt, Elizabetha	D3	AF	115 0 0	..
							McBean, Ernest S.	..	MPt4	60 0 0	..
							Argyle, Doris W. ..	..	FPr2	55 0 0	..
Castlecliff	97	373 18 0	30 0 0	38 11 0	..	..	Smith, William ..	D1	HM	220 0 0	30
							Clemance, Winif. M.	C3	AF	110 0 0	..
							Jones, Ivy A. ..	..	FPt1	45 0 0	..
Halcombe	92	399 2 3	..	35 10 2	..	..	Robson, John T. ..	C2	HM	230 0 0	..
							Thompson, Phœbe C.	E3	AF	110 0 0	..
							Henderson, Hubert	..	MPt4	60 0 0	..
Kaponga	104	374 14 6	..	56 5 7	..	16 15 0	Matheson, Peter ..	D1	HM	230 0 0	..
							Murtagh, Emma J.	..	AF	94 10 0	..
							Barleyman, Edythe	..	FPt1	45 0 0	..
Kimbolton	83	375 6 8	..	67 8 10	..	..	Astbury, Henry E.	D2	HM	230 0 0	..
							Brown, Alexandra M.	Lic.	AF	99 15 0	..
							Gould, Sidney H. ..	..	MPt1	45 0 0	..
Longburn	82	375 18 1	..	25 17 8	..	..	Hankin, Fredk. S. M.	D1	HM	220 0 0	..
							Jamieson, Margaret	D2	AF	110 0 0	..
							Crawford, Coralie ..	..	FPt1	45 0 0	..
Manaia	105	434 18 5	..	30 3 9	4 2 0	..	Law, James K. ..	C1	HM	230 0 0	..
							Loudon, Mary ..	E1	AF	110 0 0	..
							Smith, Flora ..	..	FPt1	45 0 0	..
							Hall, Amy ..	..	FPr1	50 0 0	..
Mangatoki	91	387 11 1	..	75 1 4	..	..	Nairn, James ..	C1	HM	230 0 0	..
							McLaughlin, Alice	D4	AF	105 0 0	..
							Beamish, Olive M. ..	..	FPt2	50 0 0	..
Normanby	110	372 16 8	..	91 14 7	..	..	Mitchell, George W.	C1	HM	230 0 0	..
							Gillanders, Anne ..	Lic.	AF	104 10 0	..
							Roche, Honorah M.	..	FPt2	35 0 0	..
Okaiawa	90	378 6 8	..	63 7 9	0 14 5	..	Innes, Thomas ..	C1	HM	210 0 0	..
							Hunger, Mary A. ..	D2	AF	110 0 0	..
							Harris, Margaret ..	..	FPt4	55 0 0	..
Raetihi	97	372 10 7	..	24 10 0	..	108 10 7	Hird, William E. ..	D1	HM	230 0 0	..
							Robson, Mary C. ..	C4	AF	110 0 0	..
							Shaw, Lilian ..	..	FPt1	25 0 0	..
Rongotea	117	457 6 5	..	56 16 4	..	..	Bowater, Chas. H. T.	D1	HM	240 0 0	..
							Cartwright, Eliz. J.	C4	AF	105 0 0	..
							Woodman, Alice E.	..	FPt3	55 0 0	..
							Burbush, Nellie ..	..	FPr2	55 0 0	..
Utiku	94	383 3 4	..	45 10 0	..	279 11 8	Anderson, Bonifacius	D2	HM	230 0 0	..
							O'Brian, Unst M. E.	..	AF	99 0 0	..
							Berry, Laxton ..	..	MPt3	55 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 6A.											
Ashhurst	144	625 5 0	..	68 19 5	..	..	Buchler, Arthur O.	C1	HM	240 0 0	..
							Kuhtze, Miriam ..	E2	AF	135 0 0	..
							Piercy, Mabel H. ..	..	FPt4	55 0 0	..
							Morgan, Alexander H.	..	MPt1	45 0 0	..
							Peart, Catherine ..	..	FPr2	55 0 0	..
Bull's D.H.S. ..	127	417 10 0	..	52 10 9	..	..	Gray, Joseph H. ..	D1	HM	*245 0 0	..
							McEwen, A. H. A...	E2	AF	125 0 0	..
							King, Gwen ..	..	FPt1	25 0 0	..
							Carter, Rosa ..	..	FPr1	20 0 0	..
							Rockel, Cecil F. ..	Lic.	Sec.	..	..
Gonville	137	435 1 2	35 0 0	27 13 6	19 0 0	341 13 5	Kime, Percy ..	A1	HM	240 0 0	35
							Tuffin, Margaret S.	D3	AF	120 0 0	..
							Tremewan, Maur. A	..	MPt3	45 0 0	..
							Ballard, Miriam I.	..	FPt1	45 0 0	.
Hunterville ..	147	461 19 0	..	39 19 3	..	..	Ironmonger, Ed. L.	D1	HM	245 0 0	..
							Yortt, Caroline E. ..	D3	AF	125 0 0	..
							May, Hilda ..	..	FPt1	45 0 0	..
							Knight, Ellen E. G.	..	FPt1	45 0 0	..
Patea D.H.S. ..	138	447 9 8	..	79 16 3	..	..	Robbie, George A. ..	B1	HM	*240 0 0	..
							Lavery, Catherine..	D2	AF	125 0 0	..
							Rule, William B. ..	..	MPt4	60 0 0	..
							Larcombe, Alfred F.	..	MPr2	25 0 0	..
							Martin, Frederick W.	B3	Sec.	..	..
							Clayton, Ruth L. G.	B4	Sec.	..	..
Sedgebrook.. ..	177	531 12 9	35 0 0	137 11 0	10 19 3	..	Andrew, William J.	B1	HM	255 0 0	35
							Carson, Annie M. ..	D2	AF	120 0 0	..
							Wilton, Isabel A. ..	C4	AF	90 0 0	..
							Manson, Alice F. ..	..	FPt3	55 0 0	..
							Andrew, Hazel J. ..	..	FPt2	35 0 0	..
							Morecraft, Mabel ..	..	FPr1	50 0 0	..
GRADE 6B.											
Mangaweka ..	156	594 12 10	..	42 1 6	..	..	Adams, William ..	D1	HM	240 0 0	..
							Edwards, Ernest ..	E3	AM	135 0 0	..
							Yortt, Hilda M. ..	E2	AF	120 0 0	..
							Bowler, Daniel C. V.	..	MPt3	55 0 0	..
							Tansey, Olla ..	..	FPt1	25 0 0	..
Waverley	181	594 12 9	..	61 10 0	..	..	Banks, James ..	D1	HM	255 0 0	..
							Thompson, Lydia C.	C3	AF	120 0 0	..
							Elmslie, Barbara ..	D3	AF	125 0 0	..
							Hogan, Gertrude M.	..	FPt4	60 0 0	..
							Cleary, Winifred ..	..	FPt1	25 0 0	..
GRADE 7A.											
Foxton	263	794 14 6	..	82 3 4	..	..	Jackson, Percy G. ..	C1	HM	270 0 0	..
							Gabites, Herbert F.	D2	AM	180 0 0	..
							Wanklyn, Grace ..	E2	AF	140 0 0	..
							Slattery, Julia C. ..	E3	AF	125 0 0	..
							Davey, George H. ..	..	MPt2	50 0 0	..
							Henderson, Aileen M.	..	FPt1	45 0 0	..
Feilding (Lytton Street)	231	824 2 6	40 0 0	42 5 9	..	405 18 7	Stewart, Harry C. ..	D1	HM	275 0 0	40
							Trevena, Albert J. ..	D2	AM	185 0 0	..
							Walton, Margaret C.	D2	AF	135 0 0	..
							Carthew, Evelyn M.	D4	AF	105 0 0	..
							Burgess, William H.	..	MPt4	60 0 0	..
							Gray, Laura ..	..	FPt2	50 0 0	..
Wanganui (St. John's Infants)	243	690 3 3	40 0 0	4 17 4	..	87 15 11	O'Brien, Lucy M. ..	E1	HF	215 0 0	40
							Blennerhassett, Em.	E2	AF	135 0 0	..
							Young, Helen A. ..	D3	AF	135 0 0	..
							Gage, Bessie ..	D3	AF	110 0 0	..
							McHardie, Win. E.	..	FPt3	55 0 0	..
							Miles, May ..	..	FPt1	45 0 0	..
GRADE 7B.											
Aramoho	202	884 5 5	..	47 2 9	..	..	Lock, Charles H. W.	E1	HM	295 0 0	..
							Marshall, James E.	C2	AM	195 0 0	..
							Barkley, Ethel I.M.M.	E2	AF	140 0 0	..
							Lock, Gertrude J. ..	E3	AF	130 0 0	..
							Taylor, Basil M. ..	..	MPt3	45 0 0	..
							Calman, Gordon J.	..	MPt2	35 0 0	..
							Ker, Grace ..	..	FPt1	45 0 0	..
Eltham D.H.S. ..	297	890 18 5	..	72 18 6	..	..	Thomas, Taliesen ..	D1	HM	*295 0 0	..
							Poole, Samuel J. ..	C3	AM	195 0 0	..
							Jenkinson, Margt. B.	E2	AF	140 0 0	..
							Rockell, Dulcia M.	D3	AF	120 0 0	..
							Wells, John F. ..	..	MPt4	60 0 0	..
							Smith, Jemima ..	..	FPt1	45 0 0	..
							Bootten, J. L. ..	..	FPt1	45 0 0	..
							Gordon, Wm. P. P.	B4	Sec.	..	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 7B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Marton D.H.S. ..	259	837 10 0	..	56 17 3	..	..	Mossman, Edwin ..	C1	HM	*280 0 0	..
							Train, Arthur D. N.	E3	AM	185 0 0	..
							McDonald, Alison ..	E1	AF	140 0 0	..
							Gordon, Jane Y. ..	D2	AF	120 0 0	..
							Pitts, Gertrude ..	..	FPt4	60 0 0	..
							Baskin, Martha G.	..	FPt1	45 0 0	..
							Johnson, John ..	B4	Sec.	..	..
Taihape D.H.S. and Winiata Side School	280	886 6 5	..	142 11 9	15 12 0	..	Thurston, James F.	D1	HM	*275 0 0	..
							Thompson, Alfred W.	D3	AM	185 0 0	..
							Wilson, Violet M. ..	D3	AF	140 0 0	..
							Voysey, Alice ..	E3	AF	110 0 0	..
							Harre, Horace R. ..	..	MPt3	55 0 0	..
							Anderson, Caroline G.	..	FPt1	45 0 0	..
							Gray, James H. ..	C2	Sec.	..	..
							Bruce, Isabella D. ..	Lic.	Sec.	..	..
							Edwards, Bernice E.	..	AF	90 0 0	..
GRADE 8A.											
Palmerston North (Terrace End)	347	1,190 2 2	45 0 0	80 19 1	..	..	Fairbrother, Thos. F.	D1	HM	315 0 0	45
							Powell, Albert H. ..	D1	AM	215 0 0	..
							Hastings, Elizab. M.	E2	AF	150 0 0	..
							O'Donnell, Mary E.	E2	AF	140 0 0	..
							Bryce, Margaret J.	..	AF	112 10 0	..
							Chapman, Jessie M.	D4	AF	90 0 0	..
							Harris, Margaret ..	..	FPt3	55 0 0	..
							Gilligan, William F.	..	MPt2	50 0 0	..
							Wilson, Kathleen C.	..	FPt3	55 0 0	..
GRADE 8B.											
Feilding D.H.S. ..	360	1,083 9 4	..	109 9 1	..	..	Hill, John D. C. ..	C1	HM	*315 0 0	..
							McLean, William H.	D2	AM	215 0 0	..
							Brennand, Basil ..	D4	AM	155 0 0	..
							Watts, Gertrude E.	E2	AF	140 0 0	..
							Coombe, Jessie W. ..	D3	AF	125 0 0	..
							Crabb, Janet L. ..	..	FPt1	25 0 0	..
							Shepherd, Mildred	..	FPt4	60 0 0	..
							Mountfort, Janie M.	..	FPt3	45 0 0	..
							Long, Arthur T. D.	..	MPr1	20 0 0	..
							Ritchie, James ..	A2	Sec.	..	..
							Wyatt, Gladys M. ..	C3	Sec.	..	..
Palmerston North (College Street)	416	1,219 2 9	45 0 0	146 14 0	..	..	Low, David W. ..	C1	HM	315 0 0	45
							Lyon, William A. ..	B2	AM	215 0 0	..
							McKenzie, T. D. O.	D3	AM	150 0 0	..
							Mowbray, Lucy O. ..	D2	AF	135 0 0	..
							Govan, Frances ..	D2	AF	125 0 0	..
							Staite, Florence M.	E3	AF	110 0 0	..
							Howie, Richard A. ..	..	MPt4	60 0 0	..
							Burgess, Conway ..	..	MPt3	55 0 0	..
							Gills, Evelyn H. ..	..	FPt1	45 0 0	..
							Flavell, Lucy ..	..	FPr1	50 0 0	..
GRADE 8C.											
Hawera D.H.S. ..	443	1,389 17 10	..	186 13 2	..	..	Strack, Conrad A. ..	D1	HM	*335 0 0	..
							Nairn, John R. ..	D1	AM	230 0 0	..
							Mowbray, Edith ..	E1	AF	150 0 0	..
							Bates, Frederick A.	B2	AM	150 0 0	..
							Black, Elsie V. ..	D2	AF	130 0 0	..
							Bourke, Mary ..	D3	AF	115 0 0	..
							Wilson, Arthur L. C.	..	AM	90 0 0	..
							Woodruffe, Ida ..	..	FPt4	60 0 0	..
							Mills, Alice ..	..	FPt3	45 0 0	..
							Aris, May F. ..	..	FPt2	50 0 0	..
							Bates, Winifred R.	..	FPt2	35 0 0	..
							Tait, Robina M. ..	..	FPt1	25 0 0	..
							Stewart, Alexander A.	..	Sec.	..	..
							Strack, Constance T.	B4	Sec.	..	..
Wanganui D.H.S. ..	388	1,250 16 8	45 0 0	4,100 14 0	123 0 0	..	Aitken, James ..	B1	HM	*330 0 0	45
							Furrie, Leonard J.	C1	AM	220 0 0	..
							Gordon, Maria M. ..	D1	AF	155 0 0	..
							McNeill, Eliz. A. ..	E1	AF	145 0 0	..
							Miller, Margaret ..	D1	AF	125 0 0	..
							Jannings, Fredk. C.	C3	AM	150 0 0	..
							Gaze, Frederick J. ..	..	MPt4	55 0 0	..
							Bruce, Jane D. ..	..	FPt1	25 0 0	..
							Neilson, Leslie ..	..	MPt3	45 0 0	..
							Rutherford, John R.	A1	Sec.	..	..
							Gordon, Jessie ..	Lic.	Sec.	..	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WANGANUI—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 9c.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Palmerston North (Campbell Street)	601	1,761 0 0	50 0 0	149 1 5	..	..	Watson, Francis E.	D1	HM	345 0 0	50
							Warden, Charles H.	D1	AM	245 0 0	..
							Hanna, Mrs. Sarah F.	E1	AF	185 0 0	..
							Reed, Amelia D. ..	E2	AF	155 0 0	..
							Mellish, Marion ..	E1	AF	150 0 0	..
							Holland, Francis G.L.	D5	AM	142 10 0	..
							McDonogh, Aimée M.	E2	AF	125 0 0	..
							Bradley, Julia M.	D3	AF	95 0 0	..
							Grant, Christina F.	..	FPt3	45 0 0	..
							West, Anita M. ..	..	FPt3	45 0 0	..
							Gascoigne, Laurel L.	..	FPt4	60 0 0	..
							Baker, Edward S. ..	..	MPt4	60 0 0	..
							Hart, Bessie ..	..	FPt1	45 0 0	..
							Tonks, Myrtle ..	..	FPt1	25 0 0	..
GRADE 10A.											
Wanganui (Queen's Park)	538	2,111 9 6	50 0 0	132 7 0	..	..	Payne, Henry M. ..	C1	HM	375 0 0	50
							Richardson, Henry H.	C1	AM	275 0 0	..
							Marshall, George H.	C2	AM	210 0 0	..
							McDonald, Isabella	E1	AF	185 0 0	..
							Alexander, Mary D.	D2	AF	175 0 0	..
							Thomson, Ellen ..	E1	AF	160 0 0	..
							Rose, Jane W. M. ..	C2	AF	150 0 0	..
							Meads, Zenobia ..	D2	AF	120 0 0	..
							Olson, Walter H. ..	Lic.	AF	118 15 0	..
							Griffiths, Williamina	D4	AF	90 0 0	..
							Chatwin, Georgina B.	..	FPt3	45 0 0	..
							Pinches, Rhoda A. G.	..	FPt3	45 0 0	..
							Stevenson, Wm. H.	..	MPt1	45 0 0	..
							Curham, Frances M.	..	FPt1	25 0 0	..
							Andrews, Austin A.	..	MPt3	45 0 0	..
							McGonagle, Maud V.	..	FPt1	45 0 0	..
Expenditure on schools not open in December, 1909—											
Main South Road ..	..	..	..	..	..	65 6 4	..	..	..	..	..
Kaitieke	..	..	..	..	..	145 19 9	..	..	..	..	..
Expenditure not classified—											
Architect.. ..	..	..	..	176 17 7	..	..	..	..	..	..	..
School requisites ..	..	..	..	507 4 4	..	..	..	..	..	..	..
Accident insurance	..	..	..	16 10 0	..	..	..	..	..	..	..
Fire insurance ..	..	..	..	61 3 8	..	..	..	..	..	..	..
Expenses of sites ..	..	..	..	2 2 1	..	..	..	..	..	..	..
Repairs	..	..	..	19 4 1	..	..	..	..	..	..	..
Totals	..	51,822 9 3	1,487 2 5	11,590 2 6	243 7 8	5,189 10 7	..	..	..	51,986 5 0	1,480

WELLINGTON.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Homeburn	4	20 0 0	..	..	..	..	McIntyre, Mary ..	..	F	24 0 0	..
Kaikuri	5	23 0 0	..	0 3 0	..	..	Murray, Ruth B. ..	..	F	30 0 0	..
Kohiku	5	30 0 0	..	0 4 6	..	..	Hamilton, Irene ..	..	F	30 0 0	..
Mangaorongа(1) ..	..	3 0 0	..	..	..	..	..	..	..	..	..
Pakaraka	5	36 0 0	..	0 4 6	..	..	Robinson, Jessie K.	..	F	36 0 0	..
Pakowai(1)	..	10 10 0	..	0 1 6	..	..	..	..	..	..	..
Rangi Tamaiti ..	8	48 0 0	..	0 5 3	..	..	Williams, Annie ..	..	F	48 0 0	..
Stronvar(1)	..	16 10 0	..	..	..	..	..	..	..	..	..
Taratahi West ..	10	51 0 0	..	19 2 5	..	..	Burbush, Margaret	..	F	66 0 0	..
Te Whiti	7	43 10 0	..	18 4 5	..	..	Mason, Jane ..	..	F	42 0 0	..
Toro(1)	..	11 10 0	..	0 3 0	..	..	..	..	..	..	..
Waimanu	3	16 10 0	..	0 2 3	..	..	Rankin, Eileen M.	..	F	18 0 0	..
GRADE 1.											
Admiral Run ..	13	90 0 0	10 0 0	9 4 1	..	..	Hill, Reginald B. ..	..	M	90 0 0	10
Akatarawa	16	115 0 0	10 0 0	10 4 9	..	..	Johnson, Edith M.	D3	F	115 0 0	10
Coonoor	9	97 17 6	..	8 15 8	..	..	Kirby, James H. ..	E1	M	90 0 0	..
Dreyer's Rock ..	13	90 0 0	10 0 0	8 9 9	..	..	Matthews, Elizabeth	..	F	90 0 0	10
Hinemoa	7	88 2 6	9 3 4	6 6 9	..	..	Aston, Aubrey E. ..	..	M	103 10 0	10
Horokiwi	11	86 15 0	9 12 9	8 7 6	..	..	Tosswill, Ethne ..	..	F	90 0 0	10
Huia Road	10	90 0 0	5 16 8	13 0 6	..	..	Caverhill, Kathl. M.	..	F	90 0 0	10
Kaitoke	18	99 9 0	10 0 0	8 9 9	..	..	McGregor, Grace E.	D2	F	90 0 0	10

(1) Closed.

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Korokoro South ..	9	90 0 0	10 0 0	8 9 0	..	..	Gower, Nanette ..	..	F	90 0 0	10
Korora	14	103 10 0	..	10 7 2	..	..	Davies, John C. ..	..	M	103 10 0	..
Makairo	16	115 0 0	10 0 0	8 9 9	20 16 0	..	Warwick, Robert S.	D5	M	115 0 0	10
Maku	13	90 0 0	10 0 0	4 0 0	..	..	McKay, Mary A. ..	..	F	90 0 0	10
Mangahao	16	112 2 6	10 0 0	8 11 9	..	..	Chapman, Floren. M.	C4	F	115 0 0	10
Mangaone	13	90 0 0	..	8 8 3	..	..	Jenkins, Charles G.	Lic.	M	90 0 0	..
Mangapakeha ..	13	90 0 0	10 0 0	9 12 3	..	..	Freeman, Jessie A.	..	F	90 0 0	10
Ngapopotu	9	90 0 0	10 0 0	8 9 6	..	..	Sutton, Edith M. ..	..	F	90 0 0	10
Nikau	15	92 1 8	10 0 0	8 19 9	..	..	Trainer, James J. ..	..	M	90 0 0	10
Pirinoa	16	109 5 0	..	22 8 6	..	..	Murphy, Arthur P.	Lic.	M	109 5 0	..
Ponatahi	12	115 0 0	..	41 1 0	..	..	Merlet, Isabella A.	E2	F	115 0 0	..
Saunders' Road ..	12	90 0 0	10 0 0	24 12 8	..	..	Ralph, George H. ..	..	M	90 0 0	10
Stoke's Valley ..	16	115 0 0	10 0 0	9 11 0	..	..	Prendeville, Phœ. M.	D3	F	115 0 0	10
Tablelands	9	95 0 0	10 0 0	8 6 9	..	..	Milne, Roberti. M. M.	Lic.	F	95 0 0	10
Takapu	10	90 0 0	10 0 0	8 8 3	18 4 0	..	McLaughlin, Jennie ..	..	F	90 0 0	10
Tane	12	90 0 0	10 0 0	8 6 9	..	..	Wiesner, Rose B. ..	..	F	90 0 0	10
Waingawa	12	90 0 0	..	54 4 6	..	..	Harvey, Charlotte ..	..	F	90 0 0	..
Wangaehu	13	90 0 0	10 0 0	8 9 0	..	..	Lock, Frances L. ..	..	F	90 0 0	10
Waterfalls	13	90 0 0	10 0 0	8 12 5	..	..	Robbie, Annie ..	..	F	90 0 0	10
Wharau	17	97 3 0	10 0 0	69 2 6	..	..	McIntosh, Gordon	..	M	90 0 0	10
Whareama	14	90 0 0	10 0 0	8 15 6	..	..	Chapman, Blanche	..	F	90 0 0	10
Whiteman's Valley ..	15	113 18 1	..	110 10 9	..	..	Pattle, Kate Alice ..	D4	F	115 0 0	..
Grade 2.											
Alfredton	26	131 15 5	15 0 0	14 11 6	..	..	Feist, Lois M. ..	E1	F	120 0 0	15
Bideford	20	128 2 10	..	9 16 11	..	..	McAuliffe, Thomas F.	D3	M	120 0 0	..
Dyer	32	135 0 0	15 0 0	10 18 0	..	42 5 11	Iorns, Olive Evelyn	D3	F	135 0 0	15
Horoeka	21	117 0 0	12 10 0	51 16 7	..	322 18 5	Bowie, William S. ..	..	M	108 0 0	..
Judgeford	19	125 0 0	15 0 0	13 18 1	..	..	Hurren, Mary P. ..	D3	F	125 0 0	15
Kahautara	23	135 0 0	15 0 0	9 2 2	..	..	Fellingham, Marj. U	E2	F	135 0 0	15
Kaituna	20	135 0 0	15 0 0	27 13 5	..	..	Kelleher, Caroline H.	D2	F	135 0 0	15
Kakariki	14	126 0 0	15 0 0	9 19 0	..	..	Manson, Nedby M.	D3	M	135 0 0	15
Kohinui	19	130 10 0	..	11 15 10	..	..	Gayne, Violet E. ..	C3	F	135 0 0	..
Longbush	22	121 10 0	..	8 17 3	..	19 13 6	Tattle, Philip G. ..	..	M	121 10 0	..
Mangamahoe ..	23	135 0 0	15 0 0	13 10 0	..	..	Harrison, Jane M.	E2	F	135 0 0	15
Mangarama ..	26	135 0 0	15 0 0	24 4 9	..	..	McAdam, Charles C.	C4	M	135 0 0	15
Mangatiti	28	135 0 0	..	51 1 3	..	..	Leighton, Mary J. ..	E2	F	135 0 0	..
Mangamaire ..	28	120 0 0	15 0 0	15 15 0	..	..	Mackellar, Jean L.	D3	F	120 0 0	15
Marima	24	135 0 0	15 0 0	12 6 6	10 8 0	..	Haggett, Gladys E. E.	D2	F	135 0 0	15
Matahiwi	10	118 5 0	15 0 0	8 14 3	..	..	Messenger, Ern. R. G.	Lic.	F	114 0 0	15
Mungaroa	22	149 0 0	..	31 9 9	..	..	Evans, Mrs. Eliza H.	E1	F	149 0 0	..
Ngaturi	18	112 10 0	15 0 0	12 4 3	..	..	Wallis, William A.	..	M	112 10 0	15
Opaki	24	135 0 0	..	40 16 3	..	..	Marryatt, Floren. M.	D1	F	135 0 0	..
Pukehinau	21	119 4 6	12 10 0	20 18 2	13 5 0	485 15 0	Rose, Arthur W. ..	D3	M	120 0 0	..
Plimmerton ..	22	132 7 6	15 0 0	11 14 10	13 0 0	..	Cooper, Emily M. ..	D2	F	135 0 0	15
Rakaunui	15	149 0 0	15 0 0	9 3 3	..	..	Larsen, Christian R.	D3	M	149 0 0	15
Tauherenikau ..	20	125 0 0	..	8 15 0	..	..	Barak, Mrs. Mary C.	C2	F	125 0 0	..
Wallaceville ..	17	125 0 0	..	103 11 11	..	..	Bright, Aimée D. ..	E1	F	125 0 0	..
Whakataki ..	17	125 0 0	..	10 9 5	..	..	Williams, Mary A. ..	E2	F	125 0 0	..
Grade 3.											
Belvedere	44	192 10 0	..	88 7 7	..	..	McFarlane, Henry	E1	HM	170 0 0	..
							Bodell, Florence A.	D3	AF	90 0 0	..
Cross Creek ..	35	141 13 4	..	122 19 7	..	..	Fieldhouse, Joseph H.	..	M	135 0 0	..
Featherston South ..	28	155 0 0	20 0 0	11 19 0	..	..	Oswin, Mabel E. ..	B2	F	155 0 0	20
Ihuraua	29	150 16 8	20 0 0	11 8 6	..	..	Pattle, Olive Emma	C4	F	150 0 0	20
Kaitara	35	170 0 0	..	53 1 3	..	..	Dowdeswell, Ade. A	D1	F	170 0 0	..
Kaitawa	36	165 0 0	..	44 18 10	..	..	Bland, Elizabeth J.	D2	F	165 0 0	..
Kaiwaiwai	37	165 0 0	..	30 14 6	..	..	King, Edmund A. ..	D2	M	165 0 0	..
Kopuaranga ..	31	170 0 0	..	19 15 2	..	..	Nightingale, Henry J.	C1	M	170 0 0	..
Makara	29	155 0 0	..	17 0 8	..	..	Smith, John A. ..	D1	M	155 0 0	..
Matarawa	21	155 0 0	..	65 10 9	..	..	Ussher, Martha J. ..	E1	F	155 0 0	..
Mauriceville ..	27	139 10 0	20 0 0	14 14 1	..	..	Barnett, John ..	..	M	139 10 0	20
Mikimiki	31	165 0 0	20 0 0	11 18 8	..	..	Chamberlain, M. M. S.	D4	F	165 0 0	20
Ngaio	34	155 0 0	20 0 0	17 10 0	23 10 0	175 0 0	Page, Margaret ..	D1	F	155 0 0	20
Paekakariki ..	31	155 0 0	..	74 4 6	..	..	Cooper, Henry T. ..	D1	M	155 0 0	..
Pahautanui ..	31	155 0 0	..	11 5 9	..	..	Lea, Sarah E. B. ..	D3	F	155 0 0	..
Rangitumau ..	31	165 0 0	..	11 3 0	..	..	Dallaston, Chas. W.	D2	M	165 0 0	..
Rongokokako ..	38	156 15 0	..	36 15 2	..	..	Bradstock, Leonard B.	Lic.	M	156 15 0	..
Rongomai	24	165 0 0	20 0 0	41 11 10	..	..	McLauchlan, Mary	E1	F	165 0 0	20
Taueru	33	152 1 8	..	11 4 0	..	..	Brockett, Fred. C. ..	D3	M	150 0 0	..
Tawa Flat	26	155 0 0	..	10 11 3	..	..	Coneys, Jessie T. ..	E2	F	155 0 0	..
Te Nui	22	155 0 0	.	11 11 5	..	..	Sutton, Henry ..	D2	M	155 0 0	..
Waihakeke	27	156 15 8	..	22 10 8	..	..	Matthews, Laura ..	D1	F	150 0 0	..
Waione	33	148 10 0	..	11 4 0	..	..	Campbell, Egbert Y.	..	M	148 10 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 4.											
Ballance	52	300 0 0	25 0 0	40 2 6	..	..	Thompson, Fred. G.	D2	HM	200 0 0	25
							Tuely, Catherine B.	D2	AF	100 0 0	..
Dalefield	58	297 10 0	..	38 14 7	..	..	Brewer, Lottie ..	C1	HF	180 0 0	..
							Kilmartin, Kate ..	..	AF	90 0 0	..
							Gordon, Charles S.	..	MPr1	20 0 0	..
Fernridge	78	300 0 0	..	197 16 2	..	..	Foss, Reginald J. ..	C1	HM	200 0 0	..
							Clarke, Mary A. C.	D5	AF	100 0 0	..
Gladstone	48	275 8 4	8 12 0	85 14 4	..	..	Piggford, Mary H. ..	E1	HF	185 0 0	25
							Oliver, Selina R. ..	D5	AF	90 0 0	..
Hamua	61	276 0 9	25 0 0	19 11 10	..	..	Ashley, John ..	D3	HM	180 0 0	25
							Dougherty, Alice ..	..	AF	90 0 0	..
Hastwell	41	277 13 8	12 10 0	13 10 3	..	404 4 6	Gregory, Fredk. W.	D2	HM	185 0 0	..
							Bannister, Edna M.	..	AF	90 0 0	..
Hukanui	60	275 0 0	25 0 0	20 1 6	..	..	Anderson, Wigo ..	E1	HM	185 0 0	25
							Simmons, Olive ..	..	AF	90 0 0	..
Kaiparoro	43	275 0 0	25 0 0	49 0 3	..	..	Campbell, Kathleen	D2	HF	185 0 0	25
							Bradford, Laura M.	..	AF	90 0 0	..
Koputaroa	56	275 8 4	..	40 2 0	..	..	Clark, William H. ..	D1	HM	185 0 0	..
							Stuckey, Dorothy E.	D3	AF	90 0 0	..
Konini	57	280 0 0	..	17 11 3	..	..	Britland, Walter ..	D1	HM	185 0 0	..
							Warren, Minnow F. I.	E2	AF	95 0 0	..
Korokoro	49	275 0 0	25 0 0	67 11 7	..	..	Johnston, Tris. E. N	D1	HF	185 0 0	25
							Gaudin, Grace B. ..	..	AF	90 0 0	..
Makomako	39	274 5 10	25 0 0	16 10 9	..	..	Atkinson, Mary E.	D4	HF	180 0 0	25
							McBeth, Margaret..	..	AF	90 0 0	..
Makuri	31	271 17 6	..	40 3 1	..	..	Wilson, Mary H. ..	D1	HF	185 0 0	..
							Mallabar, Sophia ..	..	AF	90 0 0	..
Mauriceville West ..	44	277 11 1	..	43 16 6	..	..	Combs, Frank L ..	C2	HM	185 0 0	..
							Glanville, Ellen ..	..	AF	90 0 0	..
Muhunoa East ..	34	274 5 11	10 8 4	19 18 3	..	413 10 6	Blake, Bertie N. T.	C2	HM	185 0 0	..
							Bell, Ruth A. ..	D4	AF	90 0 0	..
Muritai	76	280 0 0	25 0 0	33 3 4	18 0 0	..	Sanson, Herbert ..	D1	HM	185 0 0	25
							Haslem, Emma J.	D4	AF	95 0 0	..
Newman	54	275 0 0	25 0 0	20 16 0	..	..	Anderson, Andrew..	D1	HM	185 0 0	25
							Hughes, Maggie ..	..	AF	90 0 0	..
Nireaha	67	293 6 8	..	69 18 1	..	..	Hutchens, Emmeline E. R.	E1	HF	200 0 0	..
							Ainsworth, Lil. A. J.	E3	AF	90 0 0	..
Ohariu	39	277 5 3	..	31 2 8	..	..	Bringans, John ..	D2	HM	185 0 0	..
							Spence, Bessie P. ..	..	AF	90 0 0	..
Ohau	65	330 9 2	25 0 0	34 8 0	..	..	Henderson, George M.	B2	HM	190 0	25
							Tew, Winifred E. H.	D2	AF	110 0 0	..
Paraparaumu ..	51	275 0 0	..	31 16 1	..	..	Vaughan, Fredk. T	D2	HM	185 0 0	..
							Hurley, Margaret M.	..	AF	90 0 0	..
Parkvale	57	283 6 8	..	15 19 0	..	..	Davidson, James ..	D1	HM	185 0 0	..
							Armstrong, Mary C.	C4	AF	100 0 0	..
Pongaroa	54	273 18 7	25 0 0	18 6 11	..	..	Murray, William T.	D2	HM	180 0 0	25
							Magill, Maggie E. ..	..	AF	90 0 0	..
Porirua	64	300 0 0	..	19 0 0	..	..	Pilkington, John J.	C1	HM	200 0 0	..
							Whitcombe, Min. A.	D2	AF	100 0 0	..
Reikiorangi ..	36	274 5 0	10 8 4	12 16 0	..	392 8 1	Bennett, William D.	D2	HM	185 0 0	..
							Jamieson, Catherine	..	AF	90 0 0	..
Scarborough ..	66	290 0 0	..	21 16 0	..	..	Malcolm, John H.	D1	HM	200 0 0	..
							Burge, Agnes Hilda	..	AF	90 0 0	..
Taita	56	277 18 4	25 0 0	42 16 5	7 10 0	..	Plunkett-Cole, Wm.	D1	HM	185 0 0	25
							Sullivan, Maggie ..	D3	AF	95 0 0	..
Te Horo	67	275 0 0	..	17 3 0	..	..	Kirk, George W. ..	D1	HM	185 0 0	..
							Platts, Lilian N. C.	D4	AF	90 0 0	..
Te Oreore	32	278 6 8	25 0 0	14 12 5	..	..	Jones, George A. ..	D1	HM	185 0 0	25
							Smith, Louise ..	D3	AF	95 0 0	..
Tokomaru	91	315 5 5	10 8 4	66 8 8	..	416 17 3	Webb, James S. ..	D1	HM	200 0 0	..
							Connell, Elizabeth..	..	AF	90 0 0	..
							Clifford, Olive I. ..	..	FPt1	45 0 0	..
Waikanae	59	300 0 0	10 8 4	345 14 6	..	690 9 6	Duncan, Stuart ..	D2	HM	200 0 0	..
							Bird, Myra ..	D4	AF	100 0 0	..
Wainuiomata ..	37	275 0 0	..	22 14 6	..	..	Letham, Sara ..	E1	HF	185 0 0	..
							Newton, Mary ..	E3	AF	90 0 0	..
GRADE 5.											
Clareville	82	386 13 4	..	88 7 3	..	..	Beechey, James M.	D1	HM	210 0 0	..
							Moncrieff, Janet ..	E2	AF	110 0 0	..
							White, Minnie J. ..	..	FPt5	60 0 0	..
Eketahuna.. ..	114	399 1 8	..	54 16 4	..	..	Dempsey, Walter N.	D1	HM	230 0 0	..
							Toohill, Maria H. ..	Lic.	AF	104 10 0	..
							Grey, Muriel P. ..	..	FPt1	25 0 0	..
							Hughes, Elsie ..	..	FPr1	50 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 5—*continued.*											
Epuni	126	400 0 0	30 0 0	73 15 0	..	..	Williamson, Alex. W	B1	HM	230 0 0	30
							Meager, Ellen A. ..	D2	AF	110 0 0	..
							Priest, Esther E. ..	..	FPt4	60 0 0	..
Kaiwarra and side school	101	449 7 0	30 0 0	41 13 0	16 0 0	..	Pope, Robert J. ..	D1	HM	230 0 0	30
							Cook, Amelia A. ..	E2	AF	110 0 0	..
							Strong, Florence M.	..	AF	90 0 0	..
							Coulter, Edith M. ..	..	FPr2	20 0 0	..
Khandallah ..	100	385 0 0	30 0 0	30 8 9	..	..	Jenkins, David H.	D2	HM	230 0 0	30
							Mackay, Elspeth M.	E3	AF	110 0 0	..
							Mills, John E.	..	MPt3	45 0 0	..
Manakau	85	395 0 0	..	105 3 1	..	7 0 0	McBain, Alexander	D1	HM	230 0 0	..
							Fellingham, Rebecca	E2	AF	110 0 0	..
							Lee, Mary E. ..	..	FPt3	55 0 0	..
Northland	107	393 10 10	30 0 0	34 5 6	..	..	Polson, Donald ..	D1	HM	230 0 0	30
							Benzoni, Frances E. S.	D3	AF	110 0 0	..
							Parker, Hildred A.	..	FPt2	35 0 0	..
							Tonks, Ida M. ..	..	FPr2	20 0 0	..
Wadestown ..	138	448 12 2	30 0 0	108 16 3	5 0 0	..	Joplin, Charles R...	D1	HM	230 0 0	30
							Battersby, Margaret N.	D4	AF	105 0 0	..
							Power, Mary E. ..	..	FPt4	60 0 0	..
							McManus, Mary E.	..	FPt1	45 0 0	..
							Lea, Norah ..	..	FPr1	20 0 0	..
Lansdowne ..	111	344 18 4	27 10 0	30 6 9	..	319 17 4	Drummond, Robert	D1	HM	230 0 0	30
							Iorns, Ivy P. ..	D3	AF	105 0 0	..
							Thompson, Andrew	..	MPt1	45 0 0	..
Grade 6a.											
Featherston ..	134	479 9 7	..	30 7 3	..	..	Everton, Frederick C.	C1	HM	245 0 0	..
							Stanton, Cath. M. ..	D2	AF	125 0 0	..
							Aitcheson, Evelyn R.	..	FPt4	55 0 0	..
							Russell, Janet I. ..	..	FPt3	55 0 0	..
Mangatainoka ..	144	497 0 2	..	48 18 3	..	..	Chatwin, George W.	C1	HM	255 0 0	..
							Jackson, Patrick M.	..	AM	108 0 0	..
							Cade, Katherine ..	..	AF	90 0 0	..
Martinborough ..	136	462 1 8	..	390 8 4	21 0 0	445 9 2	Lee, Clement W. ..	E1	HM	245 0 0	..
							Gray, Catherine ..	D2	AF	120 0 0	..
							Jacobsen, Alice G.	D3	AF	95 0 0	..
Mitchelltown ..	166	518 6 8	35 0 0	83 12 1	..	..	Darroch, Robert ..	D1	HM	245 0 0	35
							Woodward, Elizabeth	D2	AF	125 0 0	..
							Taylor, Helen Anne	D4	AF	90 0 0	..
							Coady, Eilleen ..	..	AF	90 0 0	..
							D'Emden, Amy I...	..	FPr2	25 0 0	..
Otaki	165	558 14 5	..	50 7 11	..	..	Smith, William B.	D1	HM	255 0 0	..
							Bannister, Matilda E.	E2	AF	135 0 0	..
							Jacob, Margaret H.	E2	AF	95 0 0	..
							Bright, Nina H. ..	..	AF	90 0 0	..
							Kerriyan, Margaret	..	FPr1	50 0 0	..
Shannon	145	460 16 8	..	56 19 11	..	..	Voysey, William ..	D1	HM	245 0 0	..
							Silvester, Evelyn ..	D8	AF	125 0 0	..
							Mason, Henrietta R.	..	AF	90 0 0	..
Worser Bay ..	166	554 8 3	35 0 0	46 7 5	..	..	Rountree, Wm. W.	D1	HM	245 0 0	35
							Smith, Sarah E. ..	D2	AF	120 0 0	..
							McFarlane, Olive V.	Lic.	AF	90 5 0	..
							Higgins, Florence J.	D3	AF	95 0 0	..
							Jenkinson, Dorothy	..	FPr2	25 0 0	..
Grade 6b.											
Karori	202	619 4 6	..	47 1 9	..	..	Bennett, Francis ..	D1	HM	255 0 0	..
							Brockett, Arthur E.	D4	AM	135 0 0	..
							Edwards, Dorothy L.	D3	AF	125 0 0	..
							Cooper, Ethel R. ..	D2	AF	95 0 0	..
							Paine, Ivy ..	..	FPr1	20 0 0	..
Roseneath	157	626 15 0	35 0 0	88 10 3	10 0 0	..	Bary, Charles ..	D1	HM	255 0 0	35
							Davidson, Jessie L.	D2	AF	135 0 0	..
							Bird, Florence R. ..	E2	AF	125 0 0	..
							Kay, Florence E. ..	..	AF	90 0 0	..
							Beetham, Naomi ..	..	FPr2	25 0 0	..
Upper Hutt ..	206	653 9 2	..	414 14 10	6 16 0	663 0 0	Connell, Fredk. W.	D1	HM	255 0 0	..
							Paul, Ellen ..	E2	AF	125 0 0	..
							Sicely, Mabel H. ..	E2	AF	120 0 0	..
							Brown, Winifred E.	..	AF	90 0 0	..
							Speedy, Hortense ..	..	FPr2	55 0 0	..

WELLINGTON—*continued.*

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GRADE 7A.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Greytown D.H.S and Side School	237	875 16 8	..	97 14 10	..	..	Charters, Alex. B. ..	B1	HM	*275 0 0	..
							Meikle, Paul A. D.	C3	AM	185 0 0	..
							Davis, Amy G. ..	E1	AF	140 0 0	..
							Butler, Phœbe ..	D4	AF	110 0 0	..
							Freeman, Emily A. ..		AF	90 0 0	..
							Bright, Kathleen ..	..	FPt5	55 0 0	..
							Stevens, Mary E. ..	..	FPr2	25 0 0	..
							Kidson, George R. ..	C3	Sec.	..	..
Island Bay	274	878 7 1	40 0 0	296 14 0	..	..	Stuckey, Fredk. G. A.	B1	HM	275 0 0	40
							Finlayson, Janet A.	C2	AM	185 0 0	..
							McCaul, Enid I. ..	C2	AF	140 0 0	..
							Gilmour, Richard S.	C5	AM	110 0 0	..
							Brown, William B.	..	MPt4	55 0 0	..
							Reynell, Lilian G.	..	FPt4	55 0 0	..
							Oliver, Eunice R. ..	..	FPt3	55 0 0	..
							Greville, Alice J. ..	..	FPr1	20 0 0	..
Johnsonville and Side School	226	923 5 1	40 0 0	148 7 9	26 0 0	..	Bethune, Finlay ..	D1	HM	275 0 0	40
							Eagar, Edward F. ..	E3	AM	185 0 0	..
							Evans, Ada H. ..	E2	AF	140 0 0	..
							Baker, Sybil E. ..	D2	AF	110 0 0	..
							Graves, Clara ..	D3	AF	95 0 0	..
							Renner, Charlotte F.	C4	AF	90 0 0	..
							Earp, Alice L. ..	..	FPt1	45 0 0	..
Maranui	236	709 9 2	36 13 4	110 3 7	8 0 0	873 2 3	Blake, Alexander C.	C1	HM	275 0 0	40
							Arcus, Lawrence H.	D2	AM	180 0 0	..
							Roberts, Florence G.	B2	AF	140 0 0	..
							Scott, Mary ..	D2	AF	105 0 0	..
							Mackellar, Lena M.	Lic.	AF	90 0 0	..
Pahiatua D.H.S. ..	241	851 13 4	..	846 7 11	..	..	Thomas, Joseph ..	C1	HM	*280 0 0	..
							Scott, William W.	E2	AM	185 0 0	..
							Stormont, Floren. M.	E2	AF	140 0 0	..
							Marten, Margaret L.	D5	AF	120 0 0	..
							Burgess, Emily M.	..	FPt5	55 0 0	..
							Miller, Edith P. ..	..	FPt4	55 0 0	..
							Crow, Gladys ..	..	FPr1	20 0 0	..
							Baker-Gabb, Mrs. M. B.A.	B1	Sec.	..	..
GRADE 7B.											
Carterton D.H.S. ..	265	901 13 4	..	99 6 3	..	..	Burns, Andrew N. ..	B1	HM	*305 0 0	..
							Higgins, Vivian ..	C2	AM	195 0 0	..
							Broadbent, Mary A.	E1	AF	140 0 0	..
							Braithwaite, Lil. B.	E2	AF	130 0 0	..
							Armstrong, Doris ..	..	FPt3	45 0 0	..
							Herdman, Eleanor	..	FPt3	45 0 0	..
							Johnston, Mary G.	..	FPr1	50 0 0	..
							Morton, Lucy S. ..	B5	Sec.	..	..
							Scott, Florence, B.A.	..	Sec.	..	..
GRADE 8A.											
Kilbirnie	268	1,104 10 10	..	67 7 9	65 0 0	..	Worboys, Joseph H.	D1	HM	315 0 0	..
							Feltham, Edgar C. ..	D2	AM	210 0 0	..
							Marchbanks, Dav. V.	D1	AF	155 0 0	..
							Williams, Enid ..	D2	AF	135 0 0	..
							Taylor, Cuthbert H.	B4	AM	120 0 0	..
							Longhurst, Gertrude E. F. A.	..	FPt3	45 0 0	..
							Watt, Christina ..	..	FPt4	60 0 0	..
							Duff, Minnie ..	..	FPt3	45 0 0	..
							Montgomery, Emily	..	FPr2	25 0 0	..
Mount Cook Boys ..	303	1,260 16 8	45 0 0	341 16 9	..	..	Foster, Wm. H. L.	B1	HM	315 0 0	45
							Hempleman, Fred. A.	D2	AM	225 0 0	..
							Wilson, Frank A. ..	D2	AM	185 0 0	..
							Cook, Eleanor N. ..	D2	AF	155 0 0	..
							Rothenberg, Annie ..	E1	AF	125 0 0	..
							Cray, Agnes E. D. ..	D4	AF	90 0 0	..
							Menzies, James L.	..	MPt3	55 0 0	..
							Pallant, Donald ..	..	MPt3	55 0 0	..
							Henderson, Cath. M.	..	FPt3	45 0 0	..
Mount Cook Girls ..	304	1,007 8 4	45 0 0	112 13 8	..	..	Helyer, Elizabeth ..	D1	HF	255 0 0	45
							Banks, Annie L. ..	D2	AF	185 0 0	..
							Holm, Annie A. ..	D2	AF	155 0 0	..
							Halley, Isabella M.	E2	AF	125 0 0	..
							Stevens, Winifred L.	D2	AF	110 0 0	..
							Kean, Euphemia R.	D3	AF	95 0 0	..
							Brown, Maxwell S.	..	FPt4	55 0 0	..
							Edmonds, Florrie ..	..	FPr1	20 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 8A—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Normal D.H.S. and Model	415	1,641 16 3	50 0 0	77 3 0	57 0 0	..	Webb, James C., B.A.	B1	HM	375 0 0	50
							Cowles, Jabez A., B.A.	B1	AM	275 0 0	..
							Fitch, Dorothy ..	..	AF	255 0 0	..
							Hitchcock, Maria ..	D2	AF	125 0 0	..
							Thornton, Marion G.	C4	AF	120 0 0	..
							Caughley, John, M.A.	B1	Sec.	..	..
							Hind, Edith M. ..	..	AF	120 0 0	..
							Edie, John Kerr ..	D1	AM	215 0 0	..
							Sinclair, Mary A. ..	..	AF	185 0 0	..
							Hall, Alice Louise..	D1	..	155 0 0	..
							Fallows, Mary R. E.	D2	..	105 0 0	..
							Zimon, Rae L. ..	..	..	90 0 0	..
							Tamblyn, Joseph, M.A.	B1	AM	300 0 0	..
Grade 8B.											
Mount Cook Infants	352	987 10 0	45 0 0	571 2 8	..	..	Craig, Margaret H.	D1	HF	245 0 0	45
							Watson, Phœbe ..	E1	AF	155 0 0	..
							Wallace, Ellen ..	D1	AF	125 0 0	..
							Howden, Jessie E.	D3	AF	125 0 0	..
							Lambert, Alice G. A.	D3	AF	110 0 0	..
							Feist, Hannah E. ..	D3	AF	95 0 0	..
							Ashworth, Nina E.	..	FPt2	35 0 0	..
							O'Sullivan, Kate ..	..	FPt3	45 0 0	..
Petone West ..	368	339 10 8	13 10 0	13 10 0	..	2,803 14 3	Hurrell, Elsie ..	..	FPt3	45 0 0	..
							Bedingfield, Douglas S.	B1	HM	310 0 0	45
							Robertson, David ..	C1	AM	215 0 0	..
							Carter, Elsie ..	C2	AF	155 0 0	..
							Ogg, James ..	..	AM	121 10 0	..
							Cook, Ada M. ..	D2	AF	120 0 0	..
							Skelley, Mary E. C.	..	AF	90 0 0	..
							Wright, Margaret A.	..	AF	90 0 0	..
							Braddock, Catherine	..	FPt1	25 0 0	..
Grade 8C.											
Brooklyn ..	509	1,469 13 8	45 0 0	167 15 1	50 5 0	..	Hopkirk, John B. ..	D1	HM	325 0 0	45
							Look, Edward J. ..	D1	AM	230 0 0	..
							Fitchett, Jessie H.	D1	AF	160 0 0	..
							Thompson, Annie L.	D2	AF	150 0 0	..
							Proctor, Francis J.	E3	AM	130 0 0	..
							Holm, Eva M. ..	D3	AF	115 0 0	..
							Carter, Lena P. S.	D3	AF	95 0 0	..
							Steedman, Mary M. J.	D5	AF	90 0 0	..
							Grant, Colin C. ..	..	MPt4	60 0 0	..
							Rountree, Ernest H.	..	MPt3	45 0 0	..
							Sievwright, Mary E.	..	FPt3	45 0 0	..
							Elliott, Evelyn M...	..	FPr2	55 0 0	..
Levin D.H.S. ..	446	1,247 7 4	..	116 17 2	..	155 9 9	McIntyre, James ..	D1	HM	*325 0 0	..
							Burns, John C. ..	C1	AM	220 0 0	..
							Scott, Elizabeth A.	E1	AF	155 0 0	..
							Williams, John F...	E3	AM	135 0 0	..
							McKinnon, Jessie H.	D3	AF	125 0 0	..
							Grant, John M. ..	..	AM	110 0 0	..
							Stansell, Florence E.	..	FPt4	60 0 0	..
							Wood, Horace ..	..	MPt4	55 0 0	..
							Weitzel, Maria H...	..	FPt3	55 0 0	..
							Morrison, Margaret	..	FPt1	45 0 0	..
							Harding, Albert J.	C2	Sec.	..	..
							Livingstone, F. R., B.A.	..	Sec.	..	..
Grade 9A.											
Hutt D.H.S. ..	466	1,537 3 4	50 0 0	118 8 8	105 0 0	..	Yeats, Duncan M...	D1	HM	*345 0 0	50
							Ballachey, Ernest H.	B1	AM	245 0 0	..
							Stuart-Forbes, Emma L.	E1	AF	185 0 0	..
							Meager, Clara ..	E2	AF	155 0 0	..
							Rodgers, John ..	D3	AM	140 0 0	..
							Macey, Nellie M. S.	E3	AF	125 0 0	..
							Caigou, Charles ..	..	AM	108 0 0	..
							Caverhill, Kathleen	..	FPt4	55 0 0	..
							Thomson, Florence M.	..	FPt5	55 0 0	..
							Speedy, Margaret ..	..	FPt4	55 0 0	..
							Castle, Arthur P. ..	..	MPt3	45 0 0	..
							Stevens, Flora ..	..	FPr2	25 0 0	..
							Myers, Phœbe, B.A.	B2	Sec.	..	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

WELLINGTON—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 10A.											
Te Aro and Side School	582	2,198 10 9	50 0 0	194 6 8	60 0 0	..	Watson, Clement ..	B1	HM	375 0 0	50
							Gould, William H.	C1	AM	270 0 0	..
							Chatwin, Georgina E.	D1	AF	215 0 0	..
							Bright, Alice M. ..	D1	AF	180 0 0	..
							Leighton, Lucy J. ..	D1	AF	165 0 0	..
							Dempsey, Kate ..	E2	AF	150 0 0	..
							Ranwell, Annie P. ..	D2	AF	155 0 0	..
							Mitchell, Janet ..	E2	AF	125 0 0	..
							Riddick, Bessie ..	D2	AF	125 0 0	..
							Martin, Edith ..	D3	AF	95 0 0	..
							Melody, William J.	..	AM	90 0 0	..
							Wilkinson, Isabella	..	AF	90 0 0	..
							Nannestad, Gertrude	..	FPt5	55 0 0	..
							Foster, Kate ..	..	FPt4	55 0 0	..
							Maisey, Eveline ..	..	FPr1	50 0 0	..
Terrace	617	2,010 11 8	50 0 0	380 14 3	..	..	Macmorran, George	D1	HM	415 0 0	50
							Erskine, Albert ..	C1	AM	275 0 0	..
							Hutton, James ..	C3	AM	215 0 0	..
							Fraser, Sara ..	E1	AF	185 0 0	..
							Williams, Mary ..	E1	AF	170 0 0	..
							Baskiville, Walter C. L.	D4	AM	155 0 0	..
							Van Staveren, Lena	C3	AF	155 0 0	..
							Gibson, Fanny ..	D2	AF	125 0 0	..
							Player, Winifred G.	..	FPt5	60 0 0	..
							Moxham, Ruth M...	..	FPt5	60 0 0	..
							Watt, Ella ..	..	FPt5	55 0 0	..
							Earle, Margaret ..	..	FPt2	50 0 0	..
							Moore, Kathleen M	..	FPt1	25 0 0	..
							Gooder, Hazel N. ..	..	FPt1	25 0 0	..
							Jackson, Lucy ..	..	FPr2	55 0 0	..
GRADE 10B.											
Clyde Quay.. ..	642	2,279 13 1	50 0 0	144 15 3	150 0 0	..	Grundy, William T.	D1	HM	375 0 0	50
							Thwaites, John E. ..	C1	AM	275 0 0	..
							Evans, Fanny ..	D1	AF	215 0 0	..
							Fanning, James F.	D2	AM	185 0 0	..
							Dempsey, Sidney W.	D2	AM	170 0 0	..
							Robinson, Alice ..	E2	AF	155 0 0	..
							Howden, Ada L. ..	D2	AF	150 0 0	..
							Caddick, Alfred E.	Lic.	AM	118 15 0	..
							Bissett, Elizabeth A.	D3	AF	125 0 0	..
							Stanton, Alice J. ..	D3	AF	100 0 0	..
							Webb, Hilda M. ..	D4	AF	90 0 0	..
							Garnham, Grace ..	D4	AF	90 0 0	..
							Reyling, Kathleen R.	..	FPt3	45 0 0	..
							Campbell, Jessie ..	..	FPt3	55 0 0	..
							Thornton, Agnes ..	..	FPt2	35 0 0	..
							Watson, Gordon ..	..	MPt3	45 0 0	..
							Jackson, Dorothy L.	..	FPr2	55 0 0	..
GRADE 10D.											
South Wellington ..	773	2,499 1 8	50 0 0	184 18 8	90 0 0	..	Flux, George ..	D1	HM	380 0 0	50
							McKenzie, Alexander	D1	AM	275 0 0	..
							Petrie, Flora ..	D1	AF	215 0 0	..
							Stout, Robert ..	D3	AM	180 0 0	..
							Baird, Laura E. ..	D2	AF	175 0 0	..
							Haigh, Edith ..	D2	AF	155 0 0	..
							Davies, Annie ..	..	AF	139 10 0	..
							Watson, Florence ..	E2	AF	125 0 0	..
							Scott, Margaret C.	D3	AF	125 0 0	..
							Callum, Mabel A. ..	D3	AF	100 0 0	..
							Bairstow, Jane ..	D3	AF	95 0 0	..
							Hitchcock, Mary L.	C4	AF	90 0 0	..
							Williamson, Grace A.	..	AF	90 0 0	..
							McColl, Rita ..	..	FPt3	45 0 0	..
							Hayes, Ellen V. ..	..	FPt4	55 0 0	..
							Chatwin, Cicely M.	..	FPt4	60 0 0	..
							Kibblewhite, Forest	..	MPt4	60 0 0	..
							Haggett, Doris E...	..	FPt5	55 0 0	..
							Lauchlan, Winifred F.	..	Pt3	45 0 0	..
							Webb, Alice H. ..	..	FPr2	25 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

WELLINGTON—*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 1909.	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 10B.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Masterton D.H.S. and Side School	785	2,503 12 3	50 0 0	213 1 10	..	1 0 0	Jackson, William H.	D1	HM	*400 0 0	50
							Haslam, Charles N.	C1	AM	275 0 0	..
							Wolff, Rosabel ..	E1	AF	215 0 0	..
							Bunting, Nelson D.	D2	AM	200 0 0	..
							Sutton, Howard H.	D3	AM	180 0 0	..
							Munro, Isabella ..	E1	AF	155 0 0	..
							McGregor, Lois ..	D2	AF	155 0 0	..
							York, Mary ..	..	AF	117 0 0	..
							Bunting, Elizabeth	E2	AF	125 0 0	..
							Hogg, Ellen C. ..	E2	AF	105 0 0	..
							Bradbury, Annie E.	D2	AF	95 0 0	..
							Pinbey, Ellen G. ..	..	AF	90 0 0	..
							von Keisenberg, Ern.	..	AF	90 0 0	..
							Compton, Winifred	..	FPt3	55 0 0	..
							McKenzie, Ivy V. ..	..	FPt3	45 0 0	..
							Campbell, Alice ..	..	FPt3	45 0 0	..
							Wilton, Rubina ..	..	FPt3	55 0 0	..
							Hare, Minnie K. ..	..	FPt3	55 0 0	..
							Turner, Ethel ..	..	FPt1	45 0 0	..
							Bee, John G., M.A...	A1	Sec.	..	..
							Williams, Ethel, B.A.	B2	Sec.	..	..
GRADE 10E.							McLandress, I., M.A.	B2	Sec.	..	..
Newtown D.H.S. ..	837	2,551 18 5	50 0 0	241 9 2	..	..	Parkinson, Henry A.	B1	HM	*400 0 0	50
							Low, Benjamin H.	B1	AM	270 0 0	..
							Jordan, Mary E. ..	E1	AF	215 0 0	..
							Ward, Edward H...	D1	AM	205 0 0	..
							Ryder, Maud H. ..	D1	AF	180 0 0	..
							Griffiths, John H. ..	D2	AM	160 0 0	..
							Hutchen, Jessie K.	E2	AF	155 0 0	..
							McKenzie, Christina	D1	AF	130 0 0	..
							Hayes, Lucy ..	D2	AF	125 0 0	..
							McGowan, Mary ..	C2	AF	110 0 0	..
							Finlayson, Cath. H.	C4	AF	90 0 0	..
							Coad, Nellie E. ..	C5	AF	90 0 0	..
							O'Shea, Mary ..	D5	AF	90 0 0	..
							Cederholm, Myra R.	..	FPt3	45 0 0	..
							Eagar, Olive F. ..	..	FPt4	55 0 0	..
							Hind, Florence M.	..	FPt5	55 0 0	..
							Woodward, Elsie M.	..	FPt2	35 0 0	..
							Martin, A. Muriel ..	..	FPt2	35 0 0	..
							Dudson, Walter F.	..	MPt3	55 0 0	..
							McDonnell, Mary ..	..	FPr1	50 0 0	..
							Rowley, Eliz. M., M.A.	A1	Sec.	..	..
GRADE 10F.							Wilson, Mar. K., M.A.	A1	Sec.	..	..
Petone D.H.S. ..	842	2,599 8 8	50 0 0	410 15 2	135 0 0	..	Horne, James ..	D1	HM	*410 0 0	50
							King, Eustace ..	B1	AM	270 0 0	..
							Slater, Jemima ..	D1	AF	215 0 0	..
							Kean, Balfour ..	C2	AM	205 0 0	..
							Mason, Francis A. ..	D2	AM	180 0 0	..
							Stanton, Elizabeth A.	D2	AF	165 0 0	..
							Mothes, Frederick W.	..	AM	121 10 0	..
							Armit, Katherine N.	D3	AF	125 0 0	..
							Thomson, Isabel S.M.	D3	AF	100 0 0	..
							Ross, Fanny L. ..	C4*	AF	90 0 0	..
							Young, Mabel F. ..	D3	AF	90 0 0	..
							Hunt, Margaret L.	C4	AF	90 0 0	..
							Thompson, Laura E.	..	FPt4	60 0 0	..
							Gaynor, Alacoque E.	..	FPt5	55 0 0	..
							Parkinson, A. E. H.	..	MPt5	55 0 0	..
							Marsden, Joseph S.	..	MPt4	55 0 0	..
							Hall, Lily E. ..	..	FPt4	55 0 0	..
							Kydd, Maud ..	..	FPt2	35 0 0	..
							Curtis, Vera ..	..	FPr2	25 0 0	..
Expenditure in schools not open in December, 1909—							Lyn-key, James H.	C1	Sec.	..	..
							Ross, Christ. M., B.A.	..	Sec.	..	..
Putara (new school)	..	..	..	8 9 6	..	258 14 8	..	..	..	..	..
Expenditure not classified—											
Miscellaneous (maps, globes, &c.)	..	..	..	177 4 10	..	..	..	..	..	..	..
Clerk of works and draughtsman	..	..	..	348 16 0	..	..	..	..	..	..	..
Totals ..	..	60,584 2 8	1,985 1 5	10,708 6 10	929 14 0	8,890 10 1	..	..	..	62,168 0 0	1,965

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

HAWKE'S BAY.

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 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Eskmount	5	30 8 8	..	0 5 6	..	..	Tennent, Edith P.	..	F	30 0 0	..
Hatuma South ..	9	52 10 0	..	3 16 9	..	..	Eccles, Ellen M. ..	..	F	(1)48 0 0	..
Hokoroa	2	6 0 0	..	..	..	..	Hyndman, Jessie O.	..	F	12 0 0	..
Mangakuri	2	10 0 0	..	0 1 6	..	..	Hay, Mary C. ..	..	F	12 0 0	..
Motere	6	27 10 0	..	..	..	..	Price, Alice ..	..	F	30 0 0	..
Omakere	6	36 0 0	..	0 3 0	..	..	Pitt, E. Leila ..	..	F	36 0 0	..
Pakarae	5	36 0 0	..	0 4 6	..	..	White, Dorothy ..	..	F	36 0 0	..
Patoka	4	42 7 0	..	2 18 6	..	..	Woodward, Evelyn	..	F	(2)42 0 0	..
Poututu	2	7 10 0	..	..	..	..	Harris, Elsie ..	..	F	12 0 0	..
Tahunga	2	3 0 0	..	..	..	..	Morice, Elizabeth A.	..	F	12 0 0	..
Tanguru	3	16 13 10	..	0 2 3	..	..	Thorp, Mary J. ..	..	F	18 0 0	..
Titree Point ..	12	59 0 0	..	6 11 0	..	..	Douglas, John E. ..	..	M	72 0 0	..
Waerengaokuri ..	5	42 0 0	..	4 15 6	..	..	Dobson, Nora ..	..	F	42 0 0	..
Waikereru	5	20 0 0	..	0 3 9	..	..	Ward, Mabel F. ..	..	F	30 0 0	..
Wairoaiti	3	12 0 0	..	..	..	..	Hourigan, Mary ..	..	F	18 0 0	..
Waitahora	7	30 10 0	..	29 18 9	..	..	Keys, Violet ..	..	F	(3)42 0 0	..
Wigan	7	39 5 0	..	4 2 9	..	..	Wilson, Ruby H. ..	..	F	36 0 0	..
Grade 1.											
Makaretu South ..	12	90 0 0	10 0 0	6 2 6	..	..	Woodward, Guy F.	..	M	90 0 0	10
Mangaone and Morere	16	108 0 0	10 0 0	8 10 6	8 0 0	129 17 8	Fyers, Christina ..	..	F	108 0 0	10
Mangatuna ..	11	90 0 0	10 0 0	7 4 0	..	..	Burgoyne, Mary E.	..	F	90 0 0	10
Motu	12	90 0 0	..	6 16 0	..	..	Greene, Agnes E. ..	..	F	90 0 0	..
Pohui	19	110 0 0	10 0 0	32 4 9	..	..	Tucker, Edith C. M.	D3	F	(4)90 0 0	10
Port Awanui ..	14	82 10 0	9 3 4	9 3 2	..	..	Hawkes, Emily C...	..	F	90 0 0	10
Rakauroa and Matawai	10	90 0 0	14 6 0	41 10 4	..	..	Redpath, Eliza. M.	..	F	90 0 0	10
Rissington	17	90 0 0	..	39 8 9	..	..	Symes, Adelaide L.	..	F	90 0 0	..
Ruaroa	11	90 0 0	11 13 4	13 11 0	7 0 0	7 2 6	Bennett, Jane E. ..	..	F	90 0 0	10
Tamumu	14	96 5 0	10 0 0	8 6 0	10 0 0	..	Taylor, Frederick H.	..	M	90 0 0	10
Tiniroto	15	103 10 0	..	23 9 9	..	..	U'Ren, Winifred ..	..	F	103 10 0	..
Viewfield	9	82 10 0	9 3 4	..	..	..	Tuohy, Mary ..	..	F	90 0 0	10
Wallingford ..	14	103 10 0	..	10 0 6	..	..	Williams, Ethel F. E.	..	F	102 10 0	..
Whakarau ..	11	7 10 0	..	..	..	..	Price, Clara ..	..	F	90 0 0	..
Grade 2.											
Anaroa	17	125 0 0	15 0 0	11 8 9	13 0 0	..	Clapham, James W.	D3	M	125 0 0	15
Argyll East ..	24	121 10 0	7 10 0	13 9 6	..	366 3 6	Morrison, Annie B. S.	..	F	121 10 0	..
Blackburn	19	125 0 0	..	11 15 3	..	..	McNaughton, Daisy E.	D4	F	120 0 0	..
Herbertville ..	13	121 10 0	..	48 4 1	..	..	Aitken, Arthur W...	..	M	121 10 0	..
Heretaunga ..	15	135 0 0	..	21 2 0	..	..	Brownlee, Marian K.	D3	F	135 0 0	..
Hopelands	16	135 0 0	15 0 0	10 7 0	..	..	Willis, Henry ..	D2	M	135 0 0	15
Lindsay	26	130 16 8	15 0 0	12 19 0	..	..	McLellan, Grace Y.	D2	F	135 0 0	15
Maharahara West ..	22	135 0 0	15 0 0	31 2 2	..	..	Smith, Isabel ..	E2	F	135 0 0	15
Mangahe	15	112 10 0	..	28 5 0	..	..	Patrick, James E...	..	M	112 10 0	..
Mangatahi	23	107 0 0	13 15 0	10 6 9	..	229 9 6	Harris, Rose E. ..	E3	F	120 0 0	15
Mangatoro	21	135 0 0	11 5 0	12 10 6	..	415 5 9	Humphrey, Ernest J.	D3	M	135 0 0	..
Nuhaka	15	135 0 0	15 0 0	8 9 0	8 6 8	..	Kay, John ..	D1	M	120 0 0	15
Opoutama	16	32 2 0	4 9 2	36 10 8	..	..	O'Donnell, Wm. F.	..	M	108 0 0	15
Puketitiri	17	109 2 6	..	10 0 10	..	..	King, Minnie H. ..	..	F	108 0 0	..
Ruahine	25	120 11 4	16 5 0	17 16 11	..	107 13 0	Eggleton, Ada L. ..	D4	F	150 0 0	20
Te Puia	13	99 17 3	13 2 1	15 9 9	..	218 7 6	Halls, Winifred E.	D4	F	108 0 0	15
Tokomaru Bay ..	32	121 10 0	15 0 0	31 11 5	5 17 6	..	Burness, Jane M. ..	..	F	121 10 0	15
Waipatiki	16	104 17 0	14 5 0	34 5 0	..	..	Martelli, Irene ..	..	F	(5)108 0 0	15
Whakarara	26	121 10 0	..	38 17 6	..	..	Barnby, Fred. G. ..	..	M	121 10 0	..
Wanstead	19	118 9 0	15 0 0	9 13 6	6 0 0	..	Bedingfield, M. E. A.	Lic.	F	114 0 0	15
Whatatutu	20	149 0 0	15 0 0	11 1 3	..	..	Baker, Harriet E. ..	D2	F	149 0 0	15
Wimbledon ..	14	135 0 0	..	45 5 6	..	..	Longley, Arthur W.S.	D4	F	135 0 0	..
Grade 3.											
Ashley-Clinton ..	23	155 0 0	..	28 5 6	..	..	Parkinson, Minnie M.	D1	F	155 0 0	..
Elsthorpe	30	155 0 0	..	16 5 3	..	..	Burns, Evelyn H. M.	D3	F	155 0 0	..
Kaitaratahi ..	18	155 0 0	20 0 0	11 17 9	..	..	Bolton, Edwin C. ..	E2	M	155 0 0	20
Makaretu	26	155 0 0	..	64 4 5	..	..	Andersen, Ellen A.	D1	F	155 0 0	..
Maraekakaho ..	24	165 0 0	..	18 12 6	..	..	Dugleby, Enid A. ..	D2	F	165 0 0	..
Ngamoko	31	155 0 0	10 0 0	27 19 0	..	651 11 0	Woodham, Herbert	E1	M	155 0 0	..
Omahu	34	165 0 0	20 0 0	26 6 3	..	..	Dugleby, Ethel G.	E1	F	165 0 0	20
Otoko	27	37 10 0	5 0 0	12 19 7	..	..	Shaw, Norman H. ..	E2	M	150 0 0	20
Papatawa	31	150 10 10	..	42 16 10	..	..	Mayo, Ernest ..	D3	M	150 0 0	..
Porangahau ..	43	185 6 10	12 1 8	34 3 3	..	..	McClure, Wm. D. ..	D1	M	150 0 0	20
							Gregory, Nellie ..	..	AF	90 0 0	..
Raumati	29	37 10 0	5 0 0	3 10 3	..	263 5 0	Kennedy, Mary ..	D3	F	150 0 0	20
Whetukura	28	165 0 0	..	137 17 2	..	..	King, Walter J. ..	D1	M	165 0 0	..

(1) Exclusive of £22 per annum subscribed by School Committee. (2) Exclusive of £8 per annum subscribed by School Committee. (3) Exclusive of £48 per annum subscribed by School Committee. (4) Exclusive of £20 per annum subscribed by School Committee. (5) Exclusive of £15 per annum subscribed by School Committee.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 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 4.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Frasertown ..	56	273 6 8	25 0 0	32 10 6	..	..	Menzies, W. G., B.A.	B3	HM	180 0 0	25
							Davis, Beatrice M.	Lic.	AF	95 0 0	..
Hatuma	47	275 0 0	..	30 16 6	..	..	Cole, Lilian S. ..	E1	HF	185 0 0	..
							Murphy, Elizabeth M.	..	AF	90 0 0	..
Kiritaki	50	280 0 0	..	42 3 9	..	..	Davidson, William	D2	HM	185 0 0	..
							Whibley, Agnes E...	D2	AF	95 0 0	..
Kumeroa	40	290 0 0	..	23 16 9	..	..	Plank, Louis J. ..	D2	HM	200 0 0	..
							Waters, Margaret S.	..	AF	90 0 0	..
Maungateretere ..	47	280 0 0	25 0 0	40 1 3	..	..	Balfour, Margaret A.	D1	HF	185 0 0	25
							Ross, Margaret E.	D4	AF	95 0 0	..
Matahiwi	44	275 0 0	25 0 0	50 2 6	..	..	McClure, Jane E. ..	E3	HF	185 0 0	25
							Gregory, Emily F.	..	AF	90 0 0	..
Matamau	79	300 0 0	..	49 17 9	..	..	Brown, James F. ..	C1	HM	200 0 0	..
							Brewer, Ella M. ..	D3	AF	100 0 0	..
Meeanee	48	275 0 0	..	27 12 0	..	..	Benson, Herbert N.	C2	HM	185 0 0	..
							Ellingham, Ida M.	..	AF	90 0 0	..
Mohaka	53	290 0 0	25 0 0	33 5 9	..	321 1 0	Nelson, John M. ..	E2	HM	200 0 0	25
							Ferguson, Alice R.	..	AF	90 0 0	..
Murewai	34	275 0 0	..	24 11 9	..	..	Parlane, Andrew ..	D2	HM	185 0 0	..
							Burgess, Christina M.	..	AF	90 0 0	..
Ongaonga	82	345 8 4	..	43 1 9	..	..	Bissell, Edward ..	D1	HM	215 0 0	..
							Torr, Grace M. ..	D4	AF	90 0 0	..
							Engebretson, Arth. J.	..	MPr2	55 0 0	..
Pakipaki	71	300 0 0	16 13 4	32 4 6	..	394 3 10	Smith, William, B.A.	B1	HM	200 0 0	..
							Wellwood, Susan K.	E3	AF	100 0 0	..
Pakowhai	42	275 0 0	12 10 0	29 10 11	..	351 3 11	Wilson, Henry L. ..	D2	HM	185 0 0	..
							Westmoreland, G. ..	..	AF	90 0 0	..
Petane	55	275 0 0	..	28 13 6	..	..	Speight, Hubert ..	C1	HM	185 0 0	..
							Shugar, Matilda ..	..	AF	90 0 0	..
Puba	51	102 0 0	10 8 4	9 7 11	..	425 7 2	Morgan, Louisa ..	C1	HF	180 0 0	25
							Meyer, Frances I. ..	..	AF	90 0 0	..
Pukahu	46	275 0 0	..	26 11 3	..	..	McCutcheon, Ecc. A.	D1	HM	185 0 0	..
							Anderson, Ethel G.	..	AF	90 0 0	..
Puketapu	41	276 5 0	..	41 1 3	..	..	Andrews, Helen B.	D1	HF	185 0 0	..
							Earl, Charlotte M.	Lic.	AF	90 0 0	..
Rangitane	46	164 11 6	18 15 0	38 11 1	..	730 0 0	Robson, Harry ..	Lic.	HM	171 0 0	25
							Manton, Cath. K. ..	..	AF	90 0 0	..
Te Arai	104	312 10 0	..	614 19 2	..	..	Faram, Frederick T.	E1	HM	200 0 0	..
							Smale, Lily A. ..	..	AF	90 0 0	..
							Sadlers, Dorothea ..	..	FPt1	45 0 0	..
Te Aute	37	279 3 4	..	51 19 5	..	..	Caughley, Christ. J.	E1	HF	185 0 0	..
							Humphreys, G. F.	..	AF	90 0 0	..
Tologa Bay	97	288 15 9	..	140 16 7	..	..	Miller, James ..	E1	HM	185 0 0	..
							McKeown, Emily M.	D2	AF	105 0 0	..
							Holder, Robert P. ..	..	MPt1	25 0 0	..
Umutaoroa	43	267 18 4	..	24 7 6	..	..	Ferguson, Richd. H.	D1	HM	200 0 0	..
							Walshe, Elizabeth A.	..	FPt3	45 0 0	..
							Larsen, Albert J. ..	..	MPt1	25 0 0	..
Waipiro Bay ..	68	300 0 0	..	72 3 5	..	..	Pole, Leonard E. ..	D2	HM	200 0 0	..
							McBratney, Min. M.	E4	AF	100 0 0	..
Weber	52	273 18 10	..	94 17 5	..	..	Stephens, Thos. J. O.	..	HM	184 10 0	..
							Mowe, Miriam ..	..	AF	90 0 0	..
Woodlands ..	46	277 18 4	25 0 0	24 4 6	..	..	Eves, Charles A. ..	C2	HM	185 0 0	25
							Russell, Lilly ..	..	AF	90 0 0	..
GRADE 5.											
Clive	113	392 1 8	..	53 9 5	..	..	Sinclair, George K.	C1	HM	230 0 0	..
							Higgins, Jessie ..	D2	AF	105 0 0	..
							Lee, Alice F. ..	..	FPt4	55 0 0	..
Kaikora North ..	85	356 10 0	..	49 12 9	..	..	Garry, Francis A. ..	C2	HM	230 0 0	..
							Woodhouse, Maude E.	D5	AF	110 0 0	..
							Burgess, Dorothy ..	..	FPt1	25 0 0	..
Makaraka	121	421 5 0	30 0 0	66 18 3	..	..	Marshall, John ..	D1	HM	230 0 0	30
							Stephenson, Louisa J.	D2	AF	110 0 0	..
							Lange, Olive B. ..	..	AF	90 0 0	..
Makauri	86	383 0 0	..	56 8 11	..	..	Wauchop, John S. ..	D1	HM	230 0 0	..
							Thompson, Bertha H.	D5	AF	105 0 0	..
							Brooking, Lily ..	..	FPt4	55 0 0	..
Makotuku	95	385 0 0	..	100 13 9	..	..	Kain, John ..	D2	HM	230 0 0	..
							Soundy, Carrie A. ..	E3	AF	110 0 0	..
							Hull, Eva ..	..	FPt3	45 0 0	..
Ormond	113	395 0 0	..	124 16 10	..	..	McLeod, John ..	D1	HM	230 0 0	..
							Craighead, Helen ..	D2	AF	110 0 0	..
							Roe, William B. ..	..	MPt4	55 0 0	..
Ormondville ..	92	385 0 0	..	56 5 1	..	..	Curd, Frank B. ..	D1	HM	230 0 0	..
							Brabazon, Mary ..	E2	AF	110 0 0	..
							Wilson, Jessie ..	..	FPt3	45 0 0	..

HAWKE'S BAY—*continued.*

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GRADE 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Patutahi ..	111	359 10 0	..	88 1 3	..	..	Woodward, John C.	E1	HM	230 0 0	..
							Wilkinson, Mary ..	E2	AF	105 0 0	..
							Tuohy, Catherine ..	..	FPt2	35 0 0	..
Takapau	94	386 5 6	..	63 0 2	..	..	Caughley, James ..	C1	HM	220 0 0	..
							Dagg, Lucinda R. ..	D4	AF	110 0 0	..
							Taylor, Benjamin W.	..	MPt1	45 0 0	..
							Dagg, Olive ..	..	FPr2	55 0 0	..
Tikokino	90	396 5 0	..	76 10 2	..	..	Faram, Frank C. ..	C1	HM	230 0 0	..
							Stewart, Bessy ..	E3	AF	110 0 0	..
							Rose, Ethel ..	..	FPt1	45 0 0	..
Tipapakuku ..	113	399 4 11	30 0 0	106 12 4	..	19 5 3	Quigley, H. S. M. ..	E2	HM	230 0 0	30
							McClure, Vida E. A.	D5	AF	94 10 0	..
							Benton, Cora C. ..	..	FPt2	35 0 0	..
							Palmer, Frederick C.	..	MPr2	55 0 0	..
Waerengaahika ..	93	351 18 4	..	104 15 11	4 0 0	..	Ellis, Harold L. ..	D1	HM	230 0 0	..
							Larkin, Mary C. ..	..	AM	99 0 0	..
							Hyland, Dorothy ..	..	FPt1	25 0 0	..
GRADE 6A.											
Havelook North ..	134	448 15 0	..	62 12 3	..	..	Holmes, Robert B. ..	D1	HM	245 0 0	..
							Martin, Ethel E. ..	D2	AF	125 0 0	..
							Rich, Florence V. ..	..	FPt3	45 0 0	..
							McEwan, Edith C.	..	FPt3	45 0 0	..
Kaiti	153	470 0 0	35 0 0	120 1 6	..	..	Bull, John H. ..	D1	HM	245 0 0	35
							Fawbert, Emma L.	E1	AF	125 0 0	..
							Hogg, John B. ..	..	MPt4	55 0 0	..
							Fyson, Dorothy ..	..	FPt3	45 0 0	..
Mangapapa ..	194	592 10 0	35 0 0	127 6 7	..	..	Cole, Robert ..	D1	HM	255 0 0	35
							Ambridge, Ethel E.	D4	AF	120 0 0	..
							Cussen, Kathleen ..	D3	AF	135 0 0	..
							Brodie, Joanna ..	E3	AF	90 0 0	..
Norsewood	159	563 18 4	..	236 13 8	..	..	Bagley, Benjamin ..	D1	HM	255 0 0	..
							Kidd, Henry L., B.SC.	B4	AM	135 0 0	..
							Woodham, Ailé, B.A.	B4	AF	115 0 0	..
							Parsons, Vivian ..	..	MPt2	35 0 0	..
							Ericksen, Julia E. ..	..	FPt1	25 0 0	..
Taradale	152	459 15 0	..	64 19 0	..	..	Williamson, Jno. B.A.	B1	HM	245 0 0	..
							Black, Alice R. ..	E2	AF	125 0 0	..
							Monaghan, Lucy M.	..	FPt2	35 0 0	..
							Rundle, Mary A. ..	..	FPt2	35 0 0	..
							Pinder, Fanny ..	..	FPr1	50 0 0	..
Te Karaka	124	437 18 4	..	155 8 7	..	..	Sefton, Percy J. ..	D2	HM	245 0 0	..
							Pickering, Esther E.	E2	AF	125 0 0	..
							Price, Mary ..	..	FPt3	45 0 0	..
							Seamons, Violet ..	..	FPt1	25 0 0	..
GRADE 6B.											
Mahora	209	660 8 4	35 0 0	67 16 5	..	138 17 11	Chaplin, Wilfred T.	C1	HM	255 0 0	35
							Avery, Rose E. ..	B3	AF	120 0 0	..
							Gray, Maggie I. ..	E2	AF	135 0 0	..
							Brown, Isabel ..	..	FPt4	60 0 0	..
							Ramsay, Jane G. ..	..	FPt3	45 0 0	..
							Brogan, Agnes P. ..	..	FPr2	55 0 0	..
Waipawa D.H.S. ..	208	651 5 0	..	228 17 11	..	282 2 6	Watson, Jno. D., M.A.	B1	HM	*255 0 0	..
							Marsh, Louisa M. ..	E1	AF	135 0 0	..
							Cooke, Alice B. ..	D3	AF	125 0 0	..
							Baker, Frances M. ..	..	AF	90 0 0	..
							Wiseman, Mabel D.	..	FPr2	55 0 0	..
							Keane, Jeremiah ..	D3	Sec.	..	..
Waipukurau ..	178	641 5 0	..	186 15 4	..	..	Cooke, Chas. J., B.A.	B1	HM	255 0 0	..
							Florance, Robert H.	D5	AM	135 0 0	..
							Murray, Eliza. H. ..	E1	AF	125 0 0	..
							McNutt, Amelia M.	..	FPt3	55 0 0	..
							Enting, Zelma A. ..	..	FPt3	45 0 0	..
							Cook, Fred ..	..	MPr2	35 0 0	..
Wairoa	180	617 10 0	..	247 4 9	42 10 0	..	Bowie, John, B.A. ..	B1	HM	255 0 0	..
							Kemp, Stanley M.	C3	AM	135 0 0	..
							Sargisson, Eliz. L.	E2	AF	125 0 0	..
							Mackenzie, Jennie R.	..	FPt1	25 0 0	..
							Rigby, Norman F. ..	..	MPt4	60 0 0	..
GRADE 7B.											
Dannevirke South ..	302	1,004 11 8	40 0 0	151 11 2	..	..	Harvey, George ..	D1	HM	305 0 0	40
							Soundy, Arthur W.	D1	AM	200 0 0	..
							Barnett, Annie H.	D1	AF	135 0 0	..
							Robertson, Isabella M.	D2	AF	135 0 0	..
							Keys, May ..	D3	AF	90 0 0	..
							Brewer, Elsie H. T.	..	FPt3	45 0 0	..
							Smith, Mabel E. ..	..	FPt3	55 0 0	..
							Whibley, John C. ..	..	MPt2	50 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

HAWKE'S BAY—*continued.*

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GRADE 7B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Napier South ..	309	986 5 0	40 0 0	133 4 0	..	..	Dodds, James N., M.A.	B1	HM	295 0 0	40
							Driller, William J.	D2	AM	195 0 0	..
							Riley, Emma J. ..	D1	AF	140 0 0	..
							Mitchell, Georgina M.	D2	AF	130 0 0	..
							Anderson, Helen M.	D3	AF	90 0 0	..
							Christy, Agnes C. M.	E3	AF	95 0 0	..
							Sorrell, Harriet M.	..	FPt2	35 0 0	..
Woodville D.H.S. ..	289	923 16 3	..	103 14 9	..	..	Stevenson, Andrew	C1	HM	*295 0 0	..
							Cartwright, James..	C1	AM	195 0 0	..
							Glanville, Emily H.	D1	AF	140 0 0	..
							Cook, Jessie ..	D3	AF	105 0 0	..
							Lowman, Eliza. E.	..	FPt4	55 0 0	..
							Milne, Christina ..	..	FPt4	55 0 0	..
							Lindauer, Victor W.	D4	MPt5	55 0 0	..
							O'Brien, Nellie ..	..	FPr2	25 0 0	..
							Hoult, William H., M.A.	A4	Sec.	..	..
GRADE 8A.											
Dannevirke North ..	322	1,137 1 8	..	121 13 3	..	..	Soundy, Richard P.	E1	HM	315 0 0	..
							McLennan, Duncan	D1	AM	215 0 0	..
							Moore, Marion ..	D1	AF	155 0 0	..
							Nielson, Albert ..	D3	AM	140 0 0	..
							Cross, Alice M. ..	D2	AF	125 0 0	..
							Lyall, Ethel A. ..	..	FPt5	55 0 0	..
							McKenzie, Christina	..	FPt3	45 0 0	..
							McPherson, Jane C.	..	FPt3	45 0 0	..
							Baldwin, Ilma M...	..	FPr2	55 0 0	..
Port Ahuriri and West Shore	323	1,203 16 2	..	125 4 6	20 0 0	..	Martin, William G.	C1	HM	315 0 0	..
							Cockroft, George W.	C2	AM	215 0 0	..
							Anderson, Helen ..	E1	AF	155 0 0	..
							Puflett, Annie L. ..	D3	AF	95 0 0	..
							Magill, Annie ..	D1	AF	140 0 0	..
							Magill, Elizabeth ..	D3	AF	125 0 0	..
							McAllister, Ruby E.	..	FPt4	55 0 0	..
							McCartney, Elizabeth J. M.	..	FPt4	55 0 0	..
GRADE 10B.							Tuohy, Norah ..	..	FPt4	60 0 0	..
Hastings D.H.S. ..	685	2,164 11 8	..	171 14 0	..	14 11 10	Pegler, Leonard F., B.A.	B1	HM	*380 0 0	..
							Hudson, Edward V.	B1	AM	275 0 0	..
							Cullen, Arthur R...	D2	AM	185 0 0	..
							Rosie, Wilhelmina J.	E1	AF	215 0 0	..
							Daly, John T. ..	C3	AM	170 0 0	..
							McCarthy, Ellen ..	D2	AF	155 0 0	..
							Gray, Georgina ..	D2	AF	155 0 0	..
							Joll, Ethel S. ..	D4	AF	105 0 0	..
							Harper, Amy R. ..	D2	AF	125 0 0	..
							Turnbull, Elizabeth	E1	AF	125 0 0	..
							Hutton, Janet C. ..	..	FPt4	55 0 0	..
							Barnard, Stanley ..	..	MPt1	25 0 0	..
							Epps, Fanny A. ..	..	FPt3	45 0 0	..
							Chambers, Clara J.	..	FPt2	35 0 0	..
							Noble, Annie C. ..	..	FPt3	55 0 0	..
							Taylor, Florence T.	..	FPt3	45 0 0	..
							Atkinson, Thomas S.	C5	Sec.	..	..
							Hodgson, Ruth J....	C3	Sec.	..	..
Napier	694	2,214 7 7	50 0 0	172 17 3	..	..	Hislop, James ..	C1	HM	375 0 0	50
							Grant, Milton R. ..	D1	AM	275 0 0	..
							Jones, William H...	C3	AM	185 0 0	..
							Brown, Jessie C. ..	D1	AF	215 0 0	..
							McClure, Cecil B. T.	D3	AM	170 0 0	..
							Palmer, Mary .	E1	AF	155 0 0	..
							McVay, Ella M. ..	E1	AF	155 0 0	..
							McDonald, Isabella C.	D5	AF	90 0 0	..
							Magill, Mary ..	D1	AF	125 0 0	..
							Hannay, Amelia W.	..	AF	90 0 0	..
							Davis, Lucy A. ..	D4	AF	125 0 0	..
							Campbell, Mary J.	..	FPt3	45 0 0	..
							Gibb, Annie H. ..	..	FPt3	55 0 0	..
							Crawford, Ruby M.	..	FPt3	55 0 0	..
							Murphy, Fanny ..	..	FPt2	35 0 0	..
							Anderson, Lillie R.	..	FPt2	35 0 0	..
							Reid, Kathleen I. ..	..	FPt2	35 0 0	..

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HAWKE'S BAY—*continued.*

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GRADE 10E.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Gisborne	772	2,480 0 0	50 0 0	245 3 9	..	..	Rowley, Francis J., B.A.	B1	HM	430 0 0	50
							Leslie, David E. ..	C1	AM	275 0 0	..
							Cowan, David ..	D2	AM	200 0 0	..
							Matheson, Fan. C. R.	E1	AF	215 0 0	..
							Olsen, Othenius R.	D2	AM	180 0 0	..
							Cumming, Margaret	D1	AF	155 0 0	..
							Faram, Edith H. ..	E2	AF	155 0 0	..
							Blackie, Helen W.	C3	AF	95 0 0	..
							Adams, Florence K.	E1	AF	130 0 0	..
							King, Catherine ..	D3	AF	125 0 0	..
							Brown, Jessie S. ..	D3	AF	105 0 0	..
							Black, Grace ..	D3	AF	90 0 0	..
							Burden, Mary W. ..	..	AF	90 0 0	..
							Hogg, Hilda M. ..	..	AF	90 0 0	..
							Morgan, Kathleen ..	..	FPt4	55 0 0	..
							Oxenham, Siddie ..	..	FPt4	55 0 0	..
							Hawkins, Benj. G.	..	FPt3	45 0 0	..
							Moore, Irene B. ..	..	FPt1	25 0 0	..
Expenditure on schools not open in December, 1909—											
Pourere	..	12 0 0	..	0 1 6	..	..	..	..	..	..	..
Waikopero ..	..	2 10 0	..	..	..	..	..	..	..	..	..
Expenditure not classified—											
Architect's expenses ..		..	..	13 15 2	..	..	..	..	..	..	..
Foreman's expenses ..		..	..	12 15 0	..	..	..	..	..	..	..
Furniture and apparatus ..		..	..	53 9 8	..	..	..	..	..	..	..
Stock of paint on hand ..		..	..	17 16 0	..	..	..	..	..	..	..
Totals		35,125 14 5	895 5 7	6,550 9 7	124 14 2	5,065 8 10				36,150 10 0	910

MARLBOROUGH.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Altimarlock ..	6	39 0 0	..	0 4 6	..	..	Bigg-Wither, George	B4	M	36 0 0	..
Anikiwa	6	33 0 0	..	0 4 6	..	..	Stratford, Nea ..	..	F	36 0 0	..
Apple Bay	7	38 8 0	..	0 3 0	..	..	Shaw, Sydney ..	..	F	48 0 0	..
Benhopai	2	8 0 0	..	..	..	..	Haines, Annie ..	..	F	12 0 0	..
Blind River ..	10	76 10 0	..	8 6 0	..	..	Waters, Janet F. ..	..	F	66 0 0	..
Brooklyn Bay ..	6	34 10 0	..	0 3 0	..	..	Wells, Violet ..	..	F	42 0 0	..
Bulwer	6	16 18 9	..	..	..	..	Reardon, Kate ..	..	F	36 0 0	..
Cape Campbell ..	5	36 0 0	..	0 4 6	..	..	Leonard, Jeanette A.	..	F	36 0 0	..
Clova Bay	3	15 16 2	..	0 3 9	..	..	Ford, Emma ..	..	F	30 0 0	..
Cowslip Valley ..	2	3 0 0	..	..	..	..	Watson, Mrs. Sara	..	F	12 0 0	..
Deep Creek ..	8	34 9 4	..	5 3 9	..	..	Morrison, Austin E.	..	M	54 0 0	..
Elaine Bay ..	4	24 0 0	..	0 3 0	..	..	Young, Grace ..	..	F	24 0 0	..
Endeavour Inlet ..	6	35 0 0	..	..	..	21 19 6	Wilson, Harold ..	..	M	36 0 0	..
Ferndale	5	30 0 0	..	0 3 0	..	..	Payne, Alice ..	..	F	30 0 0	..
Garne's Bay(1) ..	..	12 10 0	..	..	..	..	..	..	..	..	..
Hitaua (1)	..	1 0 0	..	..	..	..	..	..	..	..	..
Kakapou Bay ..	5	31 10 0	..	0 3 9	..	..	Guard, Daisy ..	..	F	30 0 0	..
Kaiuma	5	17 15 4	..	..	..	..	Passau, Mrs. Hilda	..	F	30 0 0	..
Laverique Bay (1) ..	..	16 12 3	..	0 3 9	..	..	..	..	..	..	..
Leefield	2	6 6 8	..	..	..	..	Catley, Mary ..	..	F	12 0 0	..
Mahau	5	36 0 0	..	4 4 6	..	..	Schenkel, Ella ..	..	F	36 0 0	..
Manaroa (1) ..	..	2 10 0	..	..	..	..	..	..	..	..	..
Maori Bay	2	12 0 0	..	0 1 6	..	..	Baigent, Ida R. ..	..	F	12 0 0	..
Ohana	3	24 10 0	..	1 3 0	..	..	Downes, Muriel ..	..	F	24 0 0	..
Onahau	9	48 0 0	..	0 7 7	..	..	Hebberd, Ruth ..	..	F	54 0 0	..
Onapua	3	15 0 0	..	..	..	..	Johnson, Maude M.	..	F	18 0 0	..
Peach Bay	5	36 0 0	..	0 4 6	..	..	Bragg, Ethel ..	..	F	36 0 0	..
Scarborough Run (1) ..	..	7 11 3	..	0 3 9	..	..	..	..	..	..	..
Separation Inlet ..	3	3 0 0	..	..	..	..	Burgess, Ida ..	..	F	18 0 0	..
Stephen Island (1) ..	..	2 10 0	..	0 3 9	..	..	..	..	..	..	..
St. Lawrence (1) ..	..	12 4 0	..	0 19 9	..	..	..	..	..	..	..
Taranui (1)	..	10 10 0	..	0 5 3	..	..	..	..	..	..	..
Te Puru	9	57 0 0	..	0 5 3	..	..	Morrison, Mary ..	..	F	48 0 0	..

(1) Closed.

MARLBOROUGH—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Tetley Brook ..	6	36 0 0	..	0 4 6	..	..	Bell, Susie C. ..	..	F	36 0 0	..
Tira Ora	5	16 18 5	..	0 3 0	..	..	Browne, Ivy M. ..	..	F	30 0 0	..
Ugbrooke	9	48 9 0	..	0 5 3	..	..	Robinson, Alice ..	..	F	54 0 0	..
Vernon	5	23 10 0	..	..	..	..	McRae, Rhoda ..	..	F	30 0 0	..
Waikakaho	6	42 0 0	..	0 5 3	..	..	Wilson, Elizabeth R.	..	F	42 0 0	..
Waikawa Bay ..	4	16 16 5	..	0 2 3	..	..	Tait, Josephine ..	..	F	24 0 0	..
Waireka	5	27 10 0	..	..	..	..	Cheek, Eva ..	..	F	30 0 0	..
Waitata (1)	..	9 0 0	..	0 2 3	..	..	..	..	..	..	..
Waterfalls	6	33 0 0	..	0 3 9	..	..	O'Leary, Kathleen ..	..	F	36 0 0	..
Weld's Hill ..	5	11 17 1	..	..	..	..	Gillick, Maud ..	..	F	30 0 0	..
GRADE 1.											
Fabian's Valley ..	9	52 10 0	..	19 2 6	..	..	Bonser, Mrs. Ellen M.	D4	F	90 0 0	..
Grassmere	21	97 8 1	..	18 11 0	..	..	Cameron, Lilly I. ..	C4	F	90 0 0	..
Head	11	90 0 0	10 0 0	0 7 6	..	..	Nock, Clara ..	..	F	90 0 0	10
Homebush	10	79 2 3	8 15 10	0 6 9	..	..	Higgie, Gordon ..	..	M	90 0 0	10
Kaituna	15	90 0 0	..	11 4 0	..	..	Brydon, Edith M. ..	..	F	90 0 0	..
Kekerangu	9	50 17 5	5 0 0	2 5 0	..	..	Hutchinson, Sara ..	..	F	90 0 0	10
Nopera Bay ..	12	52 10 0	5 16 8	0 2 6	..	..	Murphy, Christine ..	..	F	90 0 0	10
Nydia Bay	17	90 0 0	10 0 0	10 3 0	..	152 5 1	Campbell, Sarah ..	..	F	90 0 0	10
Ocean Bay	10	65 0 0	5 0 0	..	..	..	Skelley, Claude H. T.	..	M	90 0 0	10
Okoha	11	67 10 0	7 10 0	0 17 3	..	..	Opie, Louie Winifred	B4	F	90 0 0	10
Onahuku	12	26 10 0	2 18 11	1 10 0	..	..	Binley, Jessie ..	..	F	90 0 0	10
Riverlands	20	103 10 0	10 0 0	8 1 3	..	..	Black, Margaret E.	..	F	103 10 0	10
Sea View	11	90 0 0	10 0 0	8 3 3	..	..	Jeffries, Emily V. ..	E4	F	90 0 0	10
Tahuahua	12	103 10 0	10 0 0	2 18 3	..	60 0 0	Budge, S. B. R. ..	..	M	103 10 0	10
Te Awaite	9	82 10 0	..	6 9 0	..	..	Kelleher, Marguerite	..	F	90 0 0	..
Waikawa Pah ..	13	90 0 0	10 0 0	5 7 6	..	..	Storey, Mabel ..	..	F	90 0 0	10
Wairau Pah ..	11	86 15 0	..	6 19 9	..	..	Weaver, Helena ..	..	F	90 0 0	..
GRADE 2.											
Fairhall	29	149 0 0	..	19 14 3	..	..	Packard, Fran. M. B.	E1	F	149 0 0	..
Linkwater	21	135 0 0	15 0 0	21 13 6	..	15 0 0	Allen, Constance M.	C4	F	135 0 0	15
Marshlands ..	23	149 0 0	15 0 0	18 2 0	..	..	Jones, Mrs. Sarah J.	D2	F	149 0 0	15
North Bank ..	16	112 10 0	15 0 0	9 2 9	..	14 15 3	Robinson, Frank ..	..	M	112 10 0	15
Omaka	19	112 10 0	5 0 0	15 2 9	..	139 0 0	O'Sullivan, Frances	..	F	112 10 0	..
Onamalutu ..	23	121 10 0	..	10 15 9	..	..	Healy, Annie ..	..	F	121 10 0	..
Rai Valley	24	128 5 0	..	22 17 7	..	..	Thorpe, Mrs. Car. E.	Lic.	F	128 5 0	..
Richmond Brook ..	25	121 10 0	..	10 16 6	..	..	O'Brian, A. C. S. R.	..	F	121 10 0	..
Robin Hood Bay ..	7	108 7 6	15 0 0	0 12 0	..	..	Fawcett, Joseph ..	..	M	108 0 0	15
Wairau Valley ..	15	117 6 4	..	9 2 9	..	..	Orr, Charlotte E. ..	E4	F	120 0 0	..
Waitaria	15	118 15 0	15 0 0	8 12 0	..	..	Simpson, Lily P. ..	Lic.	F	118 15 0	15
GRADE 3.											
Carluke	45	204 0 0	20 0 0	27 2 6	..	31 6 0	Foley, Hugh ..	B4	HM	155 0 0	20
							Scott, Mary ..	..	AF	90 0 0	..
Havelock Suburban ..	24	151 6 10	..	13 13 0	..	..	Stone, Blanche P. ..	D4	F	155 0 0	..
Okaramio	28	170 0 0	..	26 19 3	..	..	Best, Frank D. ..	D3	M	170 0 0	..
Ward	33	155 0 0	..	15 17 6	..	15 0 0	Wallace, Elizab. A.	E2	F	155 0 0	..
GRADE 4.											
Canvastown ..	49	290 0 0	..	60 1 7	..	12 15 11	Hill, Hollis J. ..	C2	HM	200 0 0	..
							Wadsworth, B. E. ..	Lic.	AF	90 0 0	..
Havelock	62	313 0 6	..	69 12 4	..	..	Smith, William C.	C2	HM	200 0 0	..
							Hanron, Alice ..	..	AF	90 0 0	..
							Reader, Guy H. ..	..	MPr1	25 0 0	..
Marlborough Town ..	50	275 0 0	..	30 13 9	15 3 4	235 15 3	Nicoll, Mabel G. ..	D1	HF	185 0 0	..
							Macalister, Itta ..	D4	AF	100 0 0	..
Seddon	51	275 0 0	..	59 13 0	11 0 0	197 0 5	Humphreys, Jos. W.	E2	HM	185 0 0	..
							Young, Esther ..	..	AF	90 0 0	..
Spring Creek ..	35	267 10 0	..	24 1 9	..	..	Oldham, Hedley ..	D2	HM	185 0 0	..
							Neumann, Monica ..	..	AF	90 0 0	..
Waitohi	44	280 0 0	..	26 13 3	..	15 0 0	Haughey, James ..	D1	HM	185 0 0	..
							Macalister, Ria ..	D4	AF	95 0 0	..
GRADE 5.											
Grovetown	96	410 14 2	..	41 14 10	..	..	Thomson, A. H. W.	D2	HM	210 0 0	..
							Ladley, Ada B. E. ..	E2	AF	110 0 0	..
							Campbell, F. C. S. ..	..	FPt3	45 0 0	..
							Payne, Amy S. ..	..	FPr2	55 0 0	..
Renwick	92	395 0 0	..	63 7 10	..	15 0 0	Cook, William R. ..	D2	HM	230 0 0	..
							Williams, Agnes M. T.	D3	AF	110 0 0	..
							Fraser, Ernest M. ..	..	MPt4	55 0 0	..
Springlands ..	129	427 10 0	..	59 14 6	..	..	Howard, Harry J. ..	D1	HM	240 0 0	..
							Millington, Emily H.	D2	AF	115 0 0	..
							Fraser, Christina A.	D4	AF	90 0 0	..

(1) Closed.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

MARLBOROUGH—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Tuamarina	81	365 8 10	10 9 8	32 18 11	..	426 4 0	Fisher, Horace R...	D2	HM	220 0 0	..
							Lucas, Ella G. ..	C4	AF	110 0 0	..
							Duggan, Evelyn ..	..	FPt3	45 0 0	..
GRADE 6A.											
Picton	164	587 10 0	..	107 10 6	..	..	Robinson, Herbert J.	D1	HM	255 0 0	..
							Macalister, May ..	C2	AF	135 0 0	..
							Fuller, Violet E. ..	E2	AF	115 0 0	..
							Storey, Elsie E. ..	..	AF	90 0 0	..
GRADE 8B.											
Blenheim	392	1,210 2 10	..	134 2 3	..	..	Sturrock, David A.	D1	HM	315 0 0	..
							Wedde, Albert A. ..	D2	AM	210 0 0	..
							Brown, Mary M. ..	D1	AF	150 0 0	..
							Mortimore, Archer E.	..	AM	121 10 0	..
							Wanden, Elizab. W.	E2	AF	125 0 0	..
							Hilliard, Evelyn E.	D4	AF	95 0 0	..
							Hilliard, Josephine	..	FPt4	55 0 0	..
							Brewer, Faith ..	..	FPt3	45 0 0	..
							McCallum, Margt. R.	..	FPt3	45 0 0	..
							Gallop, Liley ..	..	FPr1	20 0 0	..
							McCallum, Martha	..	FPr1	20 0 0	..
Expenditure not classified— Miscellaneous expenditure (furniture, fittings, apparatus, freight, &c.)	..	..	..	165 6 4	..	..	..	..	..	..	..
Totals ..	..	9,510 12 5	205 11 1	1,232 15 0	26 3 4	1,351 1 5	..	..	..	9,937 10 0	215

NELSON.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Addison's Flat ..	11	75 0 0	..	3 0 0	..	..	McMillan, Mrs. M.	..	F	60 0 0	..
Anatimo	4	24 0 0	..	..	..	..	Robertson, May ..	..	F	24 0 0	..
Aniseed Valley ..	7	48 0 0	..	3 0 0	..	..	Bastin, Ina E. ..	..	F	48 0 0	..
Awa-iti	7	34 0 0	..	..	..	..	Jeffries, Alice ..	..	F	42 0 0	..
Baton(1)	..	3 10 0	..	..	..	..	..	..	..	..	..
Berlin's(1)	..	17 10 0	..	..	..	..	..	..	..	..	..
Drummond's ..	4	30 0 0	..	..	..	..	Forsyth, Malcolm..	..	M	30 0 0	..
Eighty-eight Valley ..	8	42 0 0	..	2 0 0	..	..	Neumann, Alice ..	..	F	54 0 0	..
Kahurangi Point(1) ..	..	..	..	..	..	..	..	..	..	..	..
Kongahu	7	39 0 0	..	..	..	..	Allan, Janet B. ..	..	F	48 0 0	..
Lester's	5	30 0 0	..	..	..	..	Watson, Catherine A.	..	F	30 0 0	..
Maitai	5	27 0 0	..	..	..	..	Brewerton, Annie ..	..	F	30 0 0	..
Newton Flat(1) ..	..	19 10 0	..	2 0 0	..	..	..	..	..	..	..
Stanley Brook, Upper	6	29 0 0	..	..	..	..	Robson, Florence G.	..	F	36 0 0	..
Three-channel Flat ..	9	72 0 0	..	3 0 0	..	..	Ash, Frederick E. ..	..	M	54 0 0	..
Torrent Bay(1) ..	..	30 0 0	..	..	..	..	..	..	..	..	..
Waiharakeke ..	3	18 0 0	..	..	..	..	Thompson, Ivy ..	..	F	18 0 0	..
Wairoa Gorge(1) ..	..	25 0 0	..	3 0 0	..	..	..	..	..	..	..
Waitahu	7	48 0 0	..	4 5 0	..	..	McBeth, Helen A...	..	F	48 0 0	..
Wai-uta	12	69 0 0	..	9 16 0	..	..	Parkinson, Sarah J.	..	F	72 0 0	..
Woodstock(1) ..	..	..	..	..	..	..	..	..	..	..	..
Mangarakau ..	8	58 10 0	4 3 4	..	..	..	Flowers, Clara ..	..	F	48 0 0	..
Pakawau	8	32 0 0	..	..	..	..	Lewis, Dorothy ..	..	F	48 0 0	..
Wangapeka, Upper ..	4	22 0 0	..	..	..	..	Kelling, Cora ..	..	F	24 0 0	..
Inangahua Landing..	10	52 10 0	5 16 8	30 10 6	..	..	Nalder, Amy G. ..	..	F	90 0 0	10
Matakitaki	5	17 10 0	..	..	..	..	Anderson, May ..	..	F	30 0 0	..
Warwick Junction ..	4	11 0 0	..	..	..	..	Small, Leila ..	..	F	24 0 0	..
O'Brien's Maruia ..	5	13 10 0	..	..	..	..	Potter, Edilene ..	..	F	30 0 0	..
Six Mile	6	6 10 6	..	..	..	..	Palmer, Ella ..	..	F	42 0 0	..
GRADE 1.											
Blackwater, Upper ..	10	95 0 0	10 0 0	6 0 0	..	..	Williams, Sophia B.	D4	F	95 0 0	10
Brighton	8	90 0 0	10 0 0	4 5 0	..	..	McCarthy, Annie W.	..	F	90 0 0	10
Church Hill ..	10	95 0 0	..	3 16 6	..	..	Coleman, Mrs. A. E.	E2	F	95 0 0	..
Cronadun	18	103 10 0	10 0 0	17 6 4	..	90 5 0	Gannon, Julia A. ..	..	F	103 10 0	10
Fairdown	12	112 18 4	10 0 0	1 17 10	..	..	Baigent, Beatrice L. M.	..	F	90 0 0	10

(1) Closed.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NELSON—*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 1—*continued.*											
Fern Flat	11	93 6 8	..	10 18 4	..	..	Dempsey, Mary J.	..	F	90 0 0	..
Gordon	9	103 10 0	10 0 0	8 12 0	..	..	McCarthy, Florence	..	F	103 10 0	10
Korere	11	90 4 2	..	6 12 0	..	..	Woollett, Ethel J.	Lic.	F	90 5 0	..
Land of Promise	13	95 0 0	10 0 0	18 11 11	..	..	Snook, Ada J.	E3	F	95 0 0	10
Longford	10	90 0 0	10 0 0	7 10 0	..	..	Goodyer, John	..	M	90 0 0	10
Pariwhakaho	11	90 0 0	10 0 0	1 0 0	..	..	Scott, Iris O.	..	F	90 0 0	10
Pokororo	17	90 0 0	10 0 0	4 10 0	..	..	Win, Gertrude	..	F	90 0 0	10
Puponga	14	84 3 1	9 7 1	4 15 7	..	..	Lavery, Brendon M.	..	M	90 0 0	10
Redwood's Valley	13	95 0 0	10 0 0	5 11 4	..	..	Hewlett, Edith M.	D4	F	95 0 0	10
Rocky River	9	90 0 0	10 0 0	14 15 6	..	..	Condell, Kate Z.	..	F	90 0 0	10
Sandy Bay	14	90 0 0	10 0 0	5 19 11	..	..	Hewlett, Theoph. N.	..	M	90 0 0	10
Takaka, Upper	12	90 0 0	10 0 0	4 10 3	..	..	Emms, Hilda	..	F	90 0 0	10
Uruwhenua	15	95 0 11	10 0 0	5 0 5	..	..	Shain, Mildred	..	F	90 0 0	10
Waingaro	11	90 0 0	10 0 0	6 1 6	..	..	Dennehy, Ellen A.	..	F	90 0 0	10
Wangapeka	17	95 0 0	..	20 16 4	..	305 11 10	McPherson, Mrs. R.	E2	F	95 0 0	..
Whangarae	13	91 9 0	10 0 0	3 19 3	..	..	Williams, Lily C	B5	F	90 0 0	10
GRADE 2.											
Capleston	14	149 0 0	..	8 1 3	..	..	Greig, Arthur G.	D4	M	149 0 0	..
Clifton Terrace	23	135 0 0	..	13 9 9	..	..	Bolton, Pamela E.	E1	F	135 0 0	..
Ferntown	19	112 10 0	15 0 0	34 7 11	..	..	Condell, Mary E.	..	F	112 10 0	15
Glenroy	16	135 0 0	15 0 0	5 11 6	..	..	O'Shea, Jeremiah	E3	M	135 0 0	15
Globe Hill	17	112 10 0	15 0 0	15 15 0	..	147 9 6	Dwyer, Evelyn G.	..	F	112 10 0	15
Happy Valley	22	129 7 6	..	11 14 4	..	..	Baird, Agnes R.	C4	F	135 0 0	..
Hillside	20	135 0 0	15 0 0	6 12 3	..	..	Christie, Mrs. F. B.	D2	F	135 0 0	..
Inangahua Junction	15	112 10 0	15 0 0	7 7 5	..	..	Rasmussen, Mary C.	D5	F	125 0 0	15
Kaituna	21	112 10 0	15 0 0	30 16 9	..	..	McCarthy, Madge	..	F	112 10 0	15
Kiwi	22	149 0 0	..	7 9 11	..	..	Laird, Annie	D2	F	149 0 0	15
Little Grey	18	146 11 8	..	15 4 2	..	..	Lewis, Annie M. L.	C3	F	120 0 0	..
Little Wanganui	16	112 10 0	15 0 0	20 0 6	..	..	Ogg, Annie	..	F	112 10 0	15
Long Plain	19	149 0 0	..	15 16 11	..	..	Molloy, Jane A.	E2	F	149 0 0	..
Ngatimoti	22	130 5 0	..	51 11 0	..	..	Hewetson, Kath. M.	B4	F	120 0 0	..
Orinoco	15	125 0 0	15 0 0	28 2 7	..	..	Griffin, Ethel C.	C4	F	125 0 0	15
Pigeon Valley	23	134 2 0	15 0 0	14 16 11	..	..	Martin, Cora	..	F	134 2 0	15
Progress	19	135 0 0	..	16 18 9	..	..	Walsh, Elizabeth M.	D3	F	135 0 0	..
Promised Land	26	149 0 0	..	7 16 2	..	..	Pettit, Mrs. Barbara M.	E2	F	149 0 0	..
Ranzau	20	131 5 0	..	10 10 7	..	..	Davies, Constance E.	C4	F	120 0 0	..
Rockville	27	149 0 0	..	31 14 3	..	..	Manson, Janette C.	D1	F	149 0 0	..
Sergeant's Hill	13	112 10 0	15 0 0	4 18 1	..	..	Radford, Mary E.	..	F	112 10 0	15
Tadmor	26	135 0 0	..	7 15 7	..	..	Quinton, Ellen H.	E2	F	135 0 0	..
Takaka East	18	108 0 0	..	6 3 6	..	..	Jordan, James G.	..	M	108 0 0	..
Tapawera	20	135 0 0	15 0 0	22 4 7	..	..	Hodgkinson, Jessie L.	E4	F	135 0 0	15
Wills's Road	19	135 0 0	15 0 0	21 10 1	..	..	Holdaway, Helen F.	C3	F	135 0 0	15
GRADE 3.											
Appleby	30	165 0 0	..	23 3 3	..	..	Forsyth, Donald E.	C2	M	165 0 0	..
Bainham	32	155 0 0	20 0 0	39 13 6	..	..	Gibbs, Betsey A. H.	D4	F	155 0 0	20
Hope	42	188 6 8	20 0 0	34 12 8	..	..	Hall, William A.	C1	HM	165 0 0	20
							Shirtliff, Kate V.	D4	AF	95 0 0	..
Lyell	21	155 0 0	..	7 12 8	..	..	Slowey, Theresa M.	C3	F	155 0 0	..
Motupiko	37	165 0 0	..	58 19 3	..	..	Rogers, Marmaduke	C3	M	165 0 0	..
Stanley Brook	27	155 0 0	..	8 6 3	..	..	Horner, Francesa M.	D3	F	155 0 0	..
Summerlea	46	202 10 0	..	134 16 0	..	306 0 3	Leighton, Hannah M.	D3	HF	150 0 0	..
							Bryan, Elizabeth E.	D4	AF	95 0 0	..
Takaka Central	37	155 0 0	..	31 5 6	..	..	Page, May	E1	F	155 0 0	..
Waimea West	33	165 0 0	..	40 17 5	..	..	Coleman, Ber. F. P.	D1	M	165 0 0	..
GRADE 4.											
Birchfield	41	263 5 0	25 0 0	40 5 6	..	145 8 9	Harrison, Robert	D3	HM	180 0 0	25
							Bettjemann, Adeleine	D4	AF	90 0 0	..
Black's Point	59	309 3 4	25 0 0	16 3 11	..	..	Green, Richard E.	E1	HM	185 0 0	25
							Moore, Euphemia J.	E2	AF	95 0 0	..
							Malloy, Carita	..	FPr2	25 0 0	..
Brightwater and side school	52	335 0 0	..	19 16 5	..	..	Bryant, William H.	B1	HM	185 0 0	..
							Morrison, Cath. A.	E2	AF	95 0 0	..
							Wadsworth, Mary I.	..	FPt4	55 0 0	..
Brooklyn	53	283 15 0	25 0 0	47 4 10	..	102 17 4	Trevella, Arthur	D1	HM	200 0 0	25
							Turner, Fanny M.	D3	AF	95 0 0	..
Burnett's Face	53	272 0 0	25 0 0	23 14 8	..	..	Gifford, James R. A.	D3	HM	180 0 0	25
							Spillane, Marie C.	..	FPt2	50 0 0	..
							Kearns, Olive	..	FPt1	45 0 0	..
Cape Foulwind	57	280 0 0	..	34 6 0	..	145 10 6	Kelpe, Caroline	C3	HF	185 0 0	..
							McPadden, Winifred	D4	AF	95 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c. *continued.*

NELSON—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Charleston and side school	32	280 0 0	..	20 11 5	..	233 5 1	Kane, Thomas ..	C4	HM	185 0 0	..
							Eden, Grace Hilda	..	AF	90 0 0	..
Collingwood ..	46	275 0 0	..	21 11 7	..	..	Sanders, Herbert B. S.	D2	HM	185 0 0	..
							Lewis, Phylis ..	..	AF	90 0 0	..
Dovedale	32	272 1 8	..	21 17 9	.	..	Gapper, Bernard R.	E2	HM	185 0 0	..
Foxhill	46	280 0 0	..	23 2 6	..	..	Mayo, Egbert J. ..	E2	HM	185 0 0	..
							O'Brien, Maud M. ..	C4	AF	95 0 0	..
Karamea	44	275 0 0	..	61 8 3	..	179 18 6	Scott, Samuel M. ..	D1	HM	185 0 0	..
							Jones, Constance E.	..	AF	90 0 0	..
Motupipi	53	280 0 0	..	18 13 6	..	..	Manson, Mrs. Lydia M.	E1	HF	185 0 0	..
							Ladley, Olive M. ..	D3	AF	95 0 0	..
Moutere, Lower ..	45	280 0 0	..	24 8 11	1 0 0	..	Boyce, Charles G. M.	C1	HM	185 0 0	..
							Demment, Minnie C., B.A.	B4	AF	95 0 0	..
Murchison	52	273 6 8	..	33 16 9	..	..	Horner, Hugh H. ..	D3	HM	180 0 0	..
							Taylor, Blanche I. ..	..	AF	90 0 0	..
Neudorf	37	280 0 0	..	30 17 7	..	..	Gilmor, Edward J.	D3	HM	185 0 0	..
							Jordan, Fanny S. ..	D2	AF	95 0 0	..
Sarau	39	267 10 0	..	29 15 0	..	..	Fair, George O. ..	C2	HM	185 0 0	..
							Hill, Charlotte H. ..	D4	AF	90 0 0	..
Spring Grove ..	59	280 0 0	..	33 3 1	..	..	White, Alfred T. ..	C1	HM	185 0 0	..
							Lewis, Ruth ..	D3	AF	95 0 0	..
Wai-iti	42	280 0 0	..	41 2 8	..	..	Edridge, Edward ..	E1	HM	185 0 0	..
							Lammas, Louisa ..	D2	AF	95 0 0	..
Waimangaroa ..	61	270 0 0	..	47 6 5	..	..	Stanton, Harold E.	D3	HM	180 0 0	..
							Tavendale, Lilian J.	..	AF	90 0 0	..
Whakarewa and side school	54	358 6 8	25 0 0	19 9 5	..	..	Poole, William E. ..	C2	HM	185 0 0	25
							Alexander, Eliza. M.	E2	AF	95 0 0	..
							Flintoff, Esther I. G.	..	AF	90 0 0	..
GRADE 5.											
Granity Creek and side school	117	436 7 9	30 0 0	108 19 8	..	11 0 0	Rumbold, William A.	C1	HM	225 0 0	30
							Hill, Jessie A. ..	D4	AF	135 0 0	..
							Barker, Alice M. M.	..	AF	90 0 0	..
							Mouat, Marion ..	..	FPt2	50 0 0	..
Millerton	79	349 3 4	..	27 0 6	..	..	Lawn, George ..	D2	HM	210 0 0	..
							Doyle, Theresa ..	D4	AF	110 0 0	..
							Gibson, Joseph F. ..	..	MPt2	35 0 0	..
Riwaka	82	370 8 4	..	33 5 8	4 0 0	..	Irwin, Robert ..	D1	HM	220 0 0	..
							Salmond, Jessie ..	E1	AF	110 0 0	..
							Jordan, Gladys N. ..	..	FPt3	45 0 0	..
Seddonville ..	89	353 3 4	12 10 0	119 1 8	..	500 16 9	Street, Samuel W. ..	D2	HM	220 0 0	..
							Carroll, Emily ..	..	AF	94 10 0	..
							Corby, Alice C. ..	..	FPt2	35 0 0	..
Stoke and side school	91	443 6 8	..	105 14 5	22 16 0	55 0 0	Wilmot, David H. ..	C1	HM	230 0 0	..
							Hill, Ethel I. ..	D4	AF	110 0 0	..
							Huffam, Dorothy A. J.	..	FPt4	55 0 0	..
							Richards, Gert. A.	..	FPt2	50 0 0	..
Takaka Lower D.H.S.	109	372 1 8	..	111 6 0	..	..	Boyes, William H.	D1	HM	*230 0 0	..
							Easdale, Mildred J. N.	C4	AF	110 0 0	..
							Hunter, Isabel ..	..	FPt2	35 0 0	..
							Ainsworth, Emma F.	B2	Sec.	..	..
Wakefield, Lower ..	95	383 6 8	..	261 11 4	..	..	Peart, Frederick B.	E1	HM	230 0 0	..
							Bird, Kate B. ..	E2	AF	110 0 0	..
							Hewlett, Mary E. ..	..	FPt3	45 0 0	..
GRADE 6A.											
Denniston	141	463 6 8	..	191 0 0	..	..	Douglas, Arthur ..	D1	HM	245 0 0	..
							Rasmussen, Theresa	Lic.	AF	114 0 0	..
							Power, Catherine ..	..	FPt2	35 0 0	..
							Smith, Ellen ..	..	FPt4	60 0 0	..
Motueka D.H.S. ..	123	415 8 4	..	48 5 9	..	2 14 0	Griffen, Thomas J. ..	C1	HM	*245 0 0	..
							Hughes, Frances ..	D1	AF	125 0 0	..
							Boundy, Constance ..	..	FPt1	25 0 0	..
							Fowler, Gwendoline ..	..	FPr1	20 0 0	..
							Stoddart, Frances ..	B1	Sec.	..	..
Richmond	141	509 3 4	..	94 3 9	..	..	Cowles, Edward ..	D1	HM	245 0 0	..
							Thompson, Katie E.	E2	AF	125 0 0	..
							Davies, Hilda V. ..	..	FPt3	55 0 0	..
							Smith, Frances N. O'H.	..	FPt4	55 0 0	..
							Wills, Elsie		FPr1	50 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

NELSON—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 6B.											
Reefton D.H.S. ..	193	619 9 2	..	195 15 4	..	..	Austin, William S.	C1	HM	*245 0 0	..
							McLeod, Janet ..	..	AF	108 0 0	..
							Galloway, Helen ..	E2*	AF	125 0 0	..
							Garth, Isabelle O. ..	E3	AF	95 0 0	..
							Noble, Ethel ..	..	FPr1	20 0 0	..
							Scarlett, Margaret L.	..	FPr2	25 0 0	..
							Ironside, Annie F. ..	..	Sec.	..	..
GRADE 9A.											
Nelson Boys' and two side schools	488	1,808 6 8	50 0 0	385 3 8	..	..	Gibbs, Frederick G.	A1	HM	345 0 0	50
							Worley, William F.	D1	AM	245 0 0	..
							Veysey, John T. ..	E1	AM	215 0 0	..
							Hughes, Margaret ..	C1	AF	170 0 0	..
							Kitching, Lucy H. ..	E1	AF	140 0 0	..
							Scott, Thomas C. C.	D2	AM	140 0 0	..
							Hood, Marion C. ..	E1	AF	140 0 0	..
							Wright, Julia C. ..	D2	AF	95 0 0	..
							Kidson, Mrs. Kitty E.	C2	AF	90 0 0	..
							Small, Hilda E. A.	..	FPt4	55 0 0	..
							Ingram, Annie M. ..	..	FPt5	60 0 0	..
							Carrick, May ..	..	FPt5	60 0 0	..
							Mackenzie, Elsie ..	..	FPt3	45 0 0	..
							Shain, Gertrude ..	..	FPr2	25 0 0	..
Westport D.H.S. ..	590	1,591 5 0	33 6 8	358 2 10	1 1 0	58 3 6	Harkness, James H.	B1	HM	*340 0 0	50
							Boswell, Edward B.B.	C1	AM	245 0 0	..
							Kirby, Alban M. ..	D4	AM	180 0 0	..
							Martin, Annie ..	E2	AF	155 0 0	..
							Marris, Amelia ..	D2	AF	140 0 0	..
							Webb, Mrs. Fran. E.	E2	AF	125 0 0	..
							Taylor, Rose A. ..	D4	AF	125 0 0	..
							Suisted, Floren. M A.	..	AF	90 0 0	..
							Bayfield, Mary E. ..	..	FPt5	55 0 0	..
							Findlay, Elspeth A.	..	FPt3	45 0 0	..
							McKay, Constance M.	..	FPt3	45 0 0	..
							Hargreaves, Alice ..	..	FPt3	45 0 0	..
							Risk, Clara ..	..	FPt2	50 0 0	..
							Mills, Eva B. ..	..	FPr1	20 0 0	..
							Harney, Cons. M. L.	..	FPr2	25 0 0	..
							Gifford, Arthur J. ..	A1	Sec.	..	..
							McElwee, May ..	..	Sec.	..	..
GRADE 9C.											
Nelson Girls' and two side schools	567	1,752 18 4	50 0 0	712 6 10	..	..	Knapp, Frederick V.	B1	HM	305 0 0	50
							Sunley, Georgiana F.	E1	AF	215 0 0	..
							Bond, Jane A. ..	D1	AF	170 0 0	..
							Johnson, Amy F. ..	C2	AF	140 0 0	..
							Kitching, Mary E. ..	E1	AF	125 0 0	..
							Gilbert, Esther E. ..	D2	AF	105 0 0	..
							Wright, Gwend. F.	E2	AF	95 0 0	..
							Mackenzie, J. C. M.	C3	AF	95 0 0	..
							Shone, Eva E. ..	D3	AF	95 0 0	..
							Johnston, Janet ..	D4	AF	90 0 0	..
							Palmer, Constance M.	..	FPt5	55 0 0	..
							Horner, Lilian ..	..	FPt4	60 0 0	..
							Hill, Mabel H. ..	..	FPt4	55 0 0	..
							Raikes, Olive ..	..	FPt3	55 0 0	..
							Cooke, Gertrude M.	..	FPt3	45 0 0	..
							Hewlett, Ellen R. ..	..	FPt3	45 0 0	..
							Shone, Florence ..	..	FPr1	20 0 0	..
Expenditure not classified—											
Insurances		..	..	78 8 8	..	..	..	..	..	..	..
Freights		..	..	24 19 6	..	..	..	.	..	..	..
Board's office		..	..	54 6 9	..	..	..	..	..	..	..
Blackboards, maps, &c. ..		..	..	200 11 7	..	..	..	..	..	..	..
Suter Art Gallery (rent) ..		..	..	..	12 10 0	..	..	..	..	..	..
Expenditure on unopened schools ..		..	..	12 0 0	..	..	..	..	..	..	..
Bank charges and exchanges ..		..	..	48 5 11	..	..	..	..	..	..	..
Totals		23,200 13 7	700 3 9	4,798 3 9	41 7 0	2,284 1 0	..	..	..	23,448 7 0	705

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

GREY.

1 Name of School.	2 Average for the Year 1909.	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.	£
Granville	6	62 0 0	..	4 14 6	..	..	O'Donnell, Norah ..	..	F	42 0 0	..
Inchbonnie ..	5	27 7 9	..	3 7 11	..	..	Larkin, Ellen ..	..	F	42 0 0	..
Johnston's ..	3	20 6 9	..	3 4 9	..	..	Moriarty, John ..	..	M	18 0 0	..
Mitchell's	5	30 5 0	..	3 7 11	..	3 10 0	Fahey, Mary ..	..	F	30 0 0	..
Moonlight	5	28 10 0	..	3 7 2	..	..	Turner, Dorothy ..	..	F	30 0 0	..
No Town(1).. ..	..	8 0 0	..	3 3 0	..	..	..	..	..	..	..
Poerua	3	20 10 0	..	4 16 3	..	0 2 6	Mullins, Timothy ..	..	M	18 0 0	..
Slatey Creek ..	6	38 14 6	..	3 9 6	..	2 18 3	King, Margaret ..	..	F	36 0 0	..
Teremakau(1)	..	3 10	..	3 3 0	..	..	..	..	..	..	..
Twelve-mile ..	6	36 0 0	..	3 9 6	..	..	Mullins, Margaret..	..	F	36 0 0	..
Upper Moonlight ..	3	18 0 0	..	3 4 9	..	1 11 2	Anderson, Annie ..	..	F	18 0 0	..
GRADE 1.											
Barrytown	10	90 0 0	10 0 0	10 15 1	..	1 11 0	Ryall, Jane ..	..	F	90 0 0	10
Dunganville ..	14	90 0 0	..	12 5 3	..	..	Doms, Clara F. ..	..	F	90 0 0	..
Greenstone ..	11	103 10 0	..	21 19 8	..	..	Corbett, Margaret ..	..	F	103 10 0	..
Jack's Mill	14	54 8 7	6 1 0	2 1 8	..	17 4 6	Harris, Lily ..	..	F	90 0 0	10
Kaimata	10	13 5 0	1 9 5	0 8 4	..	128 0 11	Blair, Norah ..	..	F	90 0 0	10
Marsden	7	90 0 0	..	5 15 7	..	..	Cornwall, Ivy L. L.	..	F	90 0 0	..
Westbrook	9	90 0 0	..	8 9 3	..	..	O'Donnell, Catherine	..	F	90 0 0	..
GRADE 2.											
Kotuku	13	112 10 0	15 0 0	5 14 4	..	1 8 6	Barnett, Isabel ..	..	F	112 10 0	15
Moana	20	132 15 0	15 0 0	30 13 11	..	5 1 2	Dunn, Olive ..	..	F	108 0 0	15
Poerua Estate ..	15	112 10 0	15 0 0	63 2 5	..	0 7 0	Garland, Rachel M.	..	F	112 10 0	15
Te Kinga	16	107 18 4	13 8 9	2 13 4	..	34 9 0	Dixon, Dorothy S...	D3	F	120 0 0	15
GRADE 3.											
Ahaura	30	165 0 0	..	17 16 6	..	6 15 0	Maloney, John W...	D1	M	165 0 0	..
Stillwater	24	165 0 0	20 0 0	13 4 7	..	..	Crowley, Johanna ..	D2	F	165 0 0	20
Totara Flat ..	18	155 0 0	..	6 4 6	..	3 19 11	O'Connell, Catherine	D2	F	155 0 0	..
GRADE 4.											
Dobson	40	275 0 0	25 0 0	22 9 10	..	0 11 0	Crowley, Annie M. J.	D1	HF	185 0 0	25
							Duncan, Margaret..	..	AF	90 0 0	..
Hatter's	62	290 0 0	25 0 0	116 0 11	..	2 18 0	Malone, Michael ..	E1	HM	200 0 0	25
							Malone, Theresa B.	..	AF	90 0 0	..
Kokiri	30	275 10 5	25 0 0	28 17 5	..	1 5 0	Griffiths, Elizabeth	D1	HF	185 0 0	25
							Armstrong, Alexander	..	AM	90 0 0	..
Ngahere	57	275 0 0	25 0 0	22 6 3	..	9 12 6	Owens, Edith ..	E1	HF	185 0 0	25
							Kelly, Norah ..	..	AF	90 0 0	..
Paroa	46	267 10 0	..	98 3 3	..	17 12 10	Kemple, Frances M.	E1	HF	185 0 0	..
							Dowling, Johanna..	..	AF	90 0 0	..
Swede's Mill ..	30	245 5 0	25 0 0	12 15 0	..	4 8 5	Moriarty, Mary ..	..	HF	166 10 0	25
							Woods, Elsie ..	..	AF	90 0 0	..
GRADE 5.											
Taylorville	94	416 10 10	30 0 0	43 4 4	..	7 17 0	Noble, John ..	D2	HM	240 0 0	30
							Hargreaves, Alice M.	..	AF	103 10 0	..
							Newlands, Susan ..	..	FPt1	25 0 0	..
							Montagu, Grace M.	..	FPr2	55 0 0	..
GRADE 6A.											
Blackball	169	619 15 0	35 0 0	178 0 11	9 7 6	..	Wickes, Arthur J. ..	C1	HM	255 0 0	35
							Wilson, Maud E. ..	D3	AF	135 0 0	..
							Rogers, Rosanna ..	..	AF	103 10 0	..
							Dempsey, Mabel ..	..	AF	90 0 0	..
							O'Leary, Ellen ..	..	FPr1	50 0 0	..
Seddon and Runanga	166	471 3 6	35 0 0	50 2 4	..	89 15 0	O'Flynn, Francis E.	D1	HM	245 0 0	35
							Crowley, Elizabeth L.	D2	AF	125 0 0	..
							Millar, Winifred ..	..	FPt2	35 0 0	..
							Ward, Rose ..	..	FPt1	25 0 0	..
							Russell, Helen G...	..	FPr2	55 0 0	..
GRADE 6B.											
Cobden	183	627 14 9	35 0 0	122 6 4	..	153 17 0	de Berry, Leonard F.	B1	HM	255 0 0	35
							Sotheran, Jane ..	E1	AF	135 0 0	..
							Moore, Isabel ..	D2	AF	125 0 0	..
							Barnhill, Margaret L.	E2	AF	95 0 0	..
							Williams, Louisa ..	..	FPr1	20 0 0	..

(1) Closed.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

GREY—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 9C.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					
Greymouth D.H.S. and side school	543	1,692 1 8	50 0 0	471 1 8	12 13 6	541 6 10	Adams, Alan A. ..	D1	HM	*355 0 0	50
							Wilson, James F. ..	C1	AM	240 0 0	..
							Batchelor, Bessie ..	E1	AF	185 0 0	..
							Blair, Christina ..	D1	AF	160 0 0	..
							Skoglund, Wilhelm.C.	D1	AF	150 0 0	..
							Warren, Nelly ..	D3	AF	125 0 0	..
							Hargreaves, Hilda E.	..	AF	112 10 0	..
							Dempsey, Ethel ..	..	FPt5	60 0 0	..
							Moore, Ellen ..	..	FPt4	60 0 0	..
							Jones, John W. ..	..	MPt2	50 0 0	..
							Foord, Frederick J.	..	MPt2	35 0 0	..
							Moriarty, Michael H.	..	AM	90 0 0	..
							Robinson, Barbara	..	AF	90 0 0	..
							Talbot, Arthur E. ..	D2	Sec.	..	..
							Thompson, Marion	D1	Sec.	..	..
Expenditure on school not open in December, 1909—											
Roa	..	..	..	..	..	286 3 7	..	..	..	..	..
Expenditure not classified—											
Office	..	..	..	6 17 3	..	12 1 0	..	..	..	..	..
Totals ..	..	7,230 12 1	405 19 2	1,412 18 2	22 1 0	1,334 7 1	..	..	..	7,382 10 0	420

WESTLAND.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.							
Cook's River ..	7	42 0 0	..	4 5 3	..	..	Walsh, Kate M. ..	..	F	42 0 0	..						
Donoghue's(1) ..	..	24 3 0	..	..	..	..	..	..	..	..	..						
Haast(1)	..	6 0 0	..	0 1 6	..	..	..	..	..	..	..						
Karangarua ..	2	30 0 0	..	0 3 9	..	..	Scott, Jane ..	..	F	30 0 0	..						
Kawhaka	5	36 0 0	..	0 4 6	..	..	Newton, Margaret..	..	F	36 0 0	..						
Mahitahi	8	43 10 0	..	1 7 9	..	..	Condon, Ellen J. ..	..	F	48 0 0	..						
Mount Doughboy ..	5	30 0 0	..	..	..	..	Boucher, Alice G. ..	..	F	30 0 0	..						
Okarito	9	51 0 0	..	10 19 6	..	..	McBride, Kate ..	..	F	60 0 0	..						
Otira, Lower ..	4	24 0 0	..	12 13 0	..	..	Aicken, Jessie ..	..	F	24 0 0	..						
Rangiriri	6	48 0 0	..	0 6 0	..	..	Askenbeck, Lucrezia J.	..	F	48 0 0	..						
Waiho	4	24 0 0	..	0 3 0	..	16 15 6	Patrick, Mary ..	..	F	24 0 0	..						
Waitangi	4	33 17 6	..	0 18 0	..	..	Simpson, Sophia J.	..	F	24 0 0	..						
GRADE 1.																	
Awatuna	19	96 15 0	..	9 4 0	..	..	Turner, Georgina M.	..	F	99 0 0	..						
Blue Spur	9	90 0 0	..	16 18 6	..	..	Hogan, Catherine B.	..	F	90 0 0	..						
Bruce Bay	9	90 0 0	7 10 0	8 0 3	..	..	Bannister, John W.	..	M	90 0 0	10						
Callaghan's ..	11	90 0 0	..	7 9 0	..	..	Campbell, Irene ..	..	F	90 0 0	..						
Goldsborough ..	16	103 10 0	..	9 7 6	..	..	Mitchell, Rose A. ..	..	F	103 10 0	..						
Humphrey's ..	15	102 7 6	..	9 4 3	..	..	Irwin, Minnie ..	..	F	90 0 0	..						
Inter-Wanganui ..	17	90 0 0	10 0 0	223 4 6	..	..	Nancekivell, Alice..	..	F	90 0 0	10						
Jackson	10	90 0 0	10 0 0	205 10 9	0 16 0	..	Leamy, Mary M. ..	..	F	90 0 0	10						
Kokatahi, Lower ..	14	130 0 0	10 0 0	4 10 9	..	..	McKinnon, Maud ..	E2	F	130 0 0	10						
Kokatahi, Upper ..	13	90 0 0	10 0 0	4 4 9	..	..	Baird, Jessie ..	..	F	90 0 0	10						
Okuru	13	90 0 0	..	8 4 9	..	..	Saville, Alfred J. ..	..	M	90 0 0	..						
South Beach ..	19	108 15 5	.	19 11 6	..	..	Dixon, Ellenor ..	Lic.	F	109 5 0	..						
GRADE 2.																	
Koiterangi	25	149 0 0	..	15 18 9	..	..	Martin, Laura ..	D3	F	149 0 0	..						
Kumara Junction ..	15	133 0 6	15 0 0	14 16 3	..	..	Wallace, Eliz. M. ..	..	F	108 0 0	15						
Ruatapu	15	111 5 0	15 0 0	4 7 0	..	..	Hogan, Theresa M.	..	F	112 10 0	15						
Stafford	24	135 0 0	..	61 17 10	..	..	Stark, Elizabeth M.	D2	F	135 0 0	..						
GRADE 4.																	
Arahura Road ..	47	275 0 0	..	39 16 9	..	..	Henderson, John J.	D1	HM	185 0 0	..						
							Henderson, Mrs. M.	..	AF	90 0 0	..						
Kanieri	39	275 0 0	..	74 12 6	..	..	Potts, Mary J. ..	D1	HF	185 0 0	..						
							Thomson, Alice M.	..	AF	90 0 0	..						
Otira, Upper ..	46	275 0 0	25 0 0	18 9 0	..	..	Thomson, Mrs. Mary M.	D2	HF	185 0 0	25						
							Murphy, Theresa M.	..	AF	90 0 0	..						

(1) Closed.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

WESTLAND—*continued*.

1 Name of School.	2 Average for the Year 1909.	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—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ross	69	317 1 0	..	133 0 4	..	..	Winchester, William	C1	HM	185 0 0	..
							Patrick, Anna ..	..	AF	90 0 0	..
							Campbell, Vera ..	..	FPr2	55 0 0	..
Woodstock	51	284 7 11	..	63 13 0	..	..	Mackay, William D.	D1	HM	185 0 0	..
							Goudie, Elizabeth M.	D3	AF	95 0 0	..
GRADE 5.											
Kumara and Dillman's side school	114	481 4 6	..	79 14 11	..	..	Seebeck, Albert H...	D1	HM	240 0 0	..
							Bell, Mary J. ..	D3	AF	115 0 0	..
							Gates, Maria de B.	..	AF	90 0 0	..
							Rudkin, Alfred R. ..	..	MPt2	35 0 0	..
GRADE 7B.											
Hokitika D.H.S. ..	323	970 0 0	14 3 4	722 5 8	..	..	Wake, Hugh G., B.A.	B1	HM	*305 0 0	..
							Barrett, Henry R. ..	D2	AM	195 0 0	..
							Ward, Esther ..	D1	AF	(1)150 0 0	..
							Moore, Marguerite D.	E2	AF	130 0 0	..
							Park, Jean G. ..	..	FPt4	55 0 0	..
							Henderson, M. E. A.	..	FPt4	55 0 0	..
							Williams, Margt. W.	..	FPt4	55 0 0	..
							Ellis, Dorothy du P.	..	FPr1	50 0 0	..
							Williams, Henry ..	C1	Sec.	..	..
							Olliver, Margt. F. L., M.A., M.SC.	..	Sec.	..	..
							Wilson, Mary E. ..	..	Sec.	..	..
Expenditure not classified—											
Board's office		..	..	63 7 11	..	..	..	..	..	..	..
Unclassified		..	..	260 18 5	..	..	..	..	..	..	..
School requisites		..	..	48 14 4	..	..	..	..	..	..	..
Totals ..	..	4,969 17 4	116 13 4	2,158 5 5	0 16 0	16 15 6	..	..	..	4,942 5 0	105

(1) Includes £10 paid by Board.

NORTH CANTERBURY.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Bealey	3	6 0 0	..	..	..	..	Paine, Edith ..	D4	F	18 0 0	..
Kaiapoi Island ..	11	19 0 0	..	2 11 0	..	..	Moir, Margaret W.	..	F	90 0 0	..
Seafield	8	48 0 0	..	67 1 10	..	..	Mulligan, Thomas..	E1	M	48 0 0	..
GRADE 1.											
Ashburton Forks ..	6	90 0 0	10 0 0	9 2 6	..	..	Wake, Mary F. ..	..	F	90 0 0	10
Ataahua	12	109 5 0	..	11 13 10	..	..	Aitken, Allison L. ..	Lic.	F	109 5 0	..
Camla	14	90 4 2	12 5 10	25 0 0	..	..	Arthurson, Henri. B.	..	F	90 0 0	10
Carew	17	103 10 0	10 0 0	13 12 11	..	..	Minnis, Emily ..	..	F	103 10 0	10
Charing Cross ..	12	90 0 0	..	55 16 4	..	..	Scott, Mary ..	C5	F	90 0 0	..
Clarence Bridge ..	9	75 0 0	8 6 8	13 15 2	..	..	Hunter, Susannah	..	F	90 0 0	10
Conway Flat ..	9	61 5 0	6 16 1	16 12 3	..	..	McAllister, Margaret	..	F	90 0 0	10
Courtenay	12	89 11 8	..	13 1 2	..	..	Philpott, Sarah ..	..	F	90 0 0	..
Ealing	11	90 0 0	..	10 14 0	..	..	White, Kate R. ..	..	F	90 0 0	..
Elgin	15	100 8 4	..	18 10 9	..	..	Donald, Eliza N. ..	D2	F	90 0 0	..
Flemington ..	12	90 0 0	..	22 5 4	..	..	Falconer, Eliza. A.	..	F	90 0 0	..
Glenroy	16	115 0 0	..	25 8 2	..	..	McIlwraith, Fanny A.	D3	F	115 0 0	..
Greta Valley ..	18	115 0 0	12 10 0	13 8 8	..	..	Cross, Ada M. ..	D2	F	115 0 0	10
Hundalee	10	90 0 0	..	23 10 10	..	..	Lancaster, Thos. A.	..	M	90 0 0	..
Hurunui	10	90 0 0	..	14 1 0	..	..	Jackman, Sarah E.G.	..	F	90 0 0	..
Kaituna	13	90 0 0	10 0 0	11 15 2	..	..	Dalby, Margaret G.	..	F	90 0 0	10
Kukupa	15	104 11 8	..	12 1 3	..	..	Broadhurst, Christine S.	..	F	90 0 0	..
Kyle	9	90 0 0	10 0 0	41 3 7	..	..	Campbell, Martha..	..	F	90 0 0	10
Newland	8	90 0 0	..	10 4 8	..	..	Whiteside, Edith J.	..	F	90 0 0	..
Pendarves	9	115 0 0	..	147 12 2	..	..	McMillan, Margaret	D3	F	115 0 0	..
Pigeon Bay ..	14	108 15 0	12 10 0	13 12 10	..	..	Jeffries, Laura ..	E2	F	95 0 0	10
Port Levy	17	103 10 0	..	13 7 7	..	..	Handley, Agnes E.	..	F	103 10 0	..
Port Robinson ..	10	115 0 0	..	11 11 6	..	..	Dingwall, Elizabeth	D3	F	115 0 0	..
Robinson's Bay ..	10	90 0 0	..	11 0 4	..	..	Holmes, Maude E.	..	F	90 0 0	..
Scargill	17	90 0 0	10 0 0	13 2 9	..	..	Cameron, Duncan..	..	M	90 0 0	10
Seaview	11	90 0 0	12 10 0	9 15 0	..	..	Cassidy, Mary C. ..	..	F	90 0 0	10
Spencerville ..	12	82 10 0	9 3 4	9 14 3	..	..	Smith, Annabella P.	..	F	90 0 0	10
Summerhill ..	18	99 0 0	..	14 17 7	..	..	Lees, Elizabeth A.	..	F	108 0 0	..
Teddington ..	11	83 10 0	..	11 8 9	..	..	Cossgrove, Wm. W.C.	..	M	90 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Alford Forest ..	20	150 19 2	..	59 6 6	..	..	Kircher, Marcelly ..	E3	F	135 0 0	..
Anama	16	125 0 0	17 10 0	18 4 11	..	..	Cameron, Mary ..	D3	F	125 0 0	15
Ashley Gorge ..	19	135 0 0	20 0 0	16 16 6	..	..	McMeekan, Cath. A.	D2	F	135 0 0	15
Awaroa	15	121 12 5	17 10 0	25 19 10	..	..	Hewitt, Lily M. ..	D3	F	120 0 0	15
Aylesbury	17	135 0 0	..	14 15 3	..	..	Thompson, Emma E.	E3	F	135 0 0	..
Barry's Bay ..	16	125 0 0	..	13 6 0	..	..	Duxbury, Caroline..	D2	F	125 0 0	..
Broadfield	22	149 0 0	..	15 19 7	..	..	Eagan, Victoria H.W.	D3	F	149 0 0	..
Broomfield	20	138 17 11	..	15 14 5	..	..	Townsend, Ethel M.	E2	F	135 0 0	..
Burnham	14	135 0 0	17 10 0	40 14 7	..	..	Wright, Emily H. A.	D4	F	135 0 0	15
Carleton	30	159 10 7	..	19 4 10	..	..	Cowens, Janet ..	E2	F	149 0 0	..
Chorlton	18	135 0 0	20 0 0	20 13 6	15 0 0	..	Duncan, Agnes ..	D2	F	135 0 0	15
Culverden	22	139 16 2	17 10 0	105 19 10	..	..	Chapman, Lucy ..	D2	F	125 0 0	15
Dorie	18	120 16 8	17 10 0	35 5 3	..	..	Bünz, Ruby F. ..	D4	F	120 0 0	15
Eiffelton	24	135 0 0	..	29 9 6	..	..	Meyenberg, Doretta J.	E3	F	135 0 0	..
French Farm ..	20	121 10 0	..	15 10 6	..	..	Stanley, Mary E. ..	..	F	121 10 0	..
Governor's Bay ..	21	128 5 0	..	56 7 8	..	..	Calvert, Sarah S. ..	Lic.	F	128 5 0	..
Greenstreet ..	12	125 0 0	..	11 15 3	..	..	Barton, Mary E. ..	D3	F	125 0 0	..
Halkett	22	135 0 0	..	16 3 0	..	..	Cooper, Edith M. ..	D3	F	135 0 0	..
Hapuku	23	106 2 10	18 12 4	15 11 0	..	..	Pitt, Alfred W. ..	Lic.	M	114 0 0	15
Homebush	16	115 17 0	17 10 0	14 0 7	..	..	Sloan, Emily ..	E3	F	120 0 0	15
Horsley Down ..	23	148 6 6	17 10 0	20 7 9	..	..	Hampton, Elizab. A.	D5	F	135 0 0	15
Kimberley	20	149 0 0	..	82 6 9	..	..	Stewart, James ..	E2	M	149 0 0	..
Kowai Bush ..	21	135 0 0	..	16 16 3	..	..	Savill, Harriet ..	D1	F	135 0 0	..
Lismore	23	125 0 0	..	15 13 10	..	..	Smith, Edward ..	E4	M	125 0 0	..
Little Akaloa ..	20	125 0 0	..	16 2 0	..	..	Wills, Kathleen P.	B4	F	125 0 0	..
Little River ..	22	149 0 0	..	23 9 0	..	..	Everiss, Andrew ..	E1	M	149 0 0	..
Loburn North ..	28	121 10 0	..	18 14 3	..	..	McKeown, Blaikley A.	..	M	121 10 0	..
Lowcliffe	22	121 10 0	..	18 19 11	..	..	McIver, Sarah ..	..	F	121 10 0	..
Mead	24	135 0 0	17 10 0	30 0 5	..	..	Cooper, Arthur ..	D2	M	135 0 0	15
Medbury	25	121 5 0	..	19 14 5	..	..	Gillespie, Hilda W.	D3	F	120 0 0	..
Mount Grey Downs..	19	135 0 0	..	15 10 6	..	..	Armstrong, Chris. M.	E3	F	135 0 0	..
Overdale	15	125 0 0	..	41 6 7	..	..	Halliburton, Mar. P.	D3	F	125 0 0	..
Rapaki	17	121 10 0	..	4 19 6	..	..	Hastings, Evelyn A.	..	M	121 10 0	..
Riverside	17	143 15 5	..	65 8 6	..	..	Anderson, Isabella..	D2	F	125 0 0	..
Rokeby	18	125 0 0	17 10 0	40 14 7	..	..	Doherty, Kate ..	E3	F	125 0 0	15
Russell's Flat ..	15	103 2 6	..	23 3 4	..	..	Cruden, Hettie ..	..	F	112 10 0	..
Saltwater Creek ..	24	135 0 0	..	17 18 0	..	..	Osborne, Fanny M.	C3	F	135 0 0	..
Sedgemere	21	128 5 0	..	16 8 7	..	..	Metherell, Rosa M.	Lic.	F	128 5 0	..
Selwyn	19	125 0 0	..	53 12 5	..	..	Christian, Amy J. ..	D2	F	125 0 0	..
Stoke	19	125 0 0	..	15 10 9	..	..	Baker, Minnie F. ..	D3	F	125 0 0	..
The Peaks	21	125 0 0	17 10 0	21 1 11	..	..	Andrews, Ada H. ..	E3	F	125 0 0	15
Wainui	23	128 5 0	..	22 3 3	..	..	Peele, Mildred E. ..	Lic.	F	128 5 0	..
Wakanui	18	125 0 0	..	13 2 0	..	..	Davidson, May ..	D2	F	125 0 0	..
Westerfield ..	24	122 10 0	..	17 10 10	..	..	Murdoch, Sarah ..	D4	F	120 0 0	..
Woodstock	19	108 7 6	17 10 0	44 12 4	..	..	Chambers, Edwin S.	..	M	108 0 0	15
GRADE 3.											
Ashton	30	131 15 9	..	35 2 7	..	..	Le Fleming, Jeanette	D2	F	150 0 0	..
Barrhill	27	165 0 0	..	64 6 1	..	..	Sayers, May ..	D3	F	165 0 0	..
Bushside	21	155 0 0	..	24 7 8	..	..	Wilkinson, Kate ..	C2	F	155 0 0	..
Cashmere	31	155 0 0	25 0 0	19 15 0	..	..	Hodgson, Adele ..	D2	F	155 0 0	20
Cooper's Creek ..	30	170 0 0	..	70 18 5	..	..	Rundle, Frederick T.	D2	M	170 0 0	..
Domett	28	155 8 4	..	18 7 2	..	..	Keys-Wells, Arthur P.	D4	M	150 0 0	..
Dromore	30	165 0 0	..	22 1 4	..	..	Craig, Sarah M. ..	D1	F	165 0 0	..
Duvauchelle's Bay ..	31	165 0 0	..	19 4 1	..	..	Tosswill, Ellen M...	C1	F	165 0 0	..
Eyreton	29	155 0 0	..	24 6 10	..	..	Ladbrooke, Char. J.	D2	F	155 0 0	..
Fairton	27	160 3 4	25 0 0	18 12 5	..	..	Charles, Robert ..	D3	M	150 0 0	20
Hanmer Plains ..	30	155 0 0	25 0 0	19 10 7	..	..	Killner, Elizabeth D.	D3	F	155 0 0	20
Kirikiri	26	155 0 0	25 0 0	40 11 8	..	..	Callaghan, Margt. M.	D2	F	155 0 0	20
Kirwee	31	155 0 0	..	20 9 11	..	..	Sloane, William J...	D2	M	155 0 0	..
Lauriston	29	155 0 0	..	67 14 5	..	..	Comer, Edith R. ..	D3	F	155 0 0	..
Leithfield	31	151 13 4	..	46 2 9	..	..	Wild, Cyril T. ..	B4	M	150 0 0	..
Loburn	34	165 0 0	..	59 1 3	..	..	Pavitt, Norman W.	D2	M	165 0 0	..
Lyndhurst	34	155 0 0	25 0 0	20 3 6	..	..	Hight, Maud L. ..	D2	F	155 0 0	20
Mason's Flat ..	25	156 11 8	..	18 8 3	..	..	Charles, Mary J. ..	D3	F	150 0 0	..
Mount Somers ..	38	165 0 0	..	24 4 4	..	..	Sheldon, James C. ..	E2	M	165 0 0	..
Omihi	39	155 0 0	25 0 0	22 6 2	..	..	Sherriff, Margaret R.	D1	F	155 0 0	20
Puaha	34	155 0 0	25 0 0	288 17 1	3 11 6	..	Bell, Matilda ..	E2	F	155 0 0	20
Rotherham.. ..	31	155 0 0	..	18 13 3	..	..	Dickie, William ..	D2	M	155 0 0	..
Ruapuna	24	155 0 0	..	19 8 8	..	..	Müller, Nicolaus L.F.	E2	M	155 0 0	..
South Malvern ..	29	165 0 0	..	49 5 2	..	..	Riordan, Annie W.	D2	F	165 0 0	..
Swannanoa ..	33	155 0 0	..	35 8 3	..	..	Horrell, Helen A. ..	D3	F	155 0 0	..
View Hill	23	155 5 4	..	83 8 9	..	..	Hewitt, Emma E...	E3	F	155 0 0	..
Waikuku	28	133 17 11	..	42 2 4	..	..	Adamson, David ..	..	M	135 0 0	..
West Melton ..	29	155 0 0	..	18 10 2	..	..	Ormandy Elsie M...	D3	F	155 0 0	..
Winchmore ..	27	172 8 4	25 0 0	18 14 0	..	..	Smith, Rose M. ..	C1	F	155 0 0	20
Winslow	38	165 0 0	..	22 15 5	..	..	Aldridge, George W.	D2	M	165 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

NORTH CANTERBURY—*continued*.

1 Name of School.	2 Average for the Year 1909.	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.	£
Annat	48	280 0 0	..	92 12 0	..	..	Dawe, James ..	B1	HM	185 0 0	..
							Hughes, Edith J. ..	D3	AF	95 0 0	..
Ashley	44	278 6 8	..	25 11 1	..	..	Grant, Henry A. ..	D2	HM	185 0 0	..
							Kearon, Anna M. ..	D3	AF	90 0 0	..
Balcairn	45	281 0 2	..	28 0 3	..	..	Osborn, Frank E.	C4	HM	185 0 0	..
							Rogers, Lily A. C. ..	C4	AF	90 0 0	..
Brookside	43	275 0 0	..	24 16 10	..	..	Brown, John B. ..	B3	HM	185 0 0	..
							Hempleman, D. J. C.	..	AF	90 0 0	..
Chertsey	37	267 10 0	..	25 5 9	..	..	Campbell, John ..	D3	HM	185 0 0	..
							Wood, Lily M. ..	..	AF	90 0 0	..
Clarkville	48	287 14 2	..	31 1 3	..	..	Watson, Lancelot ..	C1	HM	185 0 0	..
							Slocombe, Nellie ..	A5	AF	90 0 0	..
Cust	69	312 10 0	..	35 4 9	..	..	Arnott, David ..	D2	HM	215 0 0	..
							Menzies, Ellen J. B.	..	AF	90 0 0	..
Darfield	24	184 3 4	..	26 7 7	..	..	Wilson, James R. ..	D2	M	185 0 0	..
Doyleston	81	345 16 0	..	36 4 2	..	..	Walker, Joseph W. A.	D1	HM	215 0 0	..
							Metherell, Flo. R. S.	D3	AF	105 0 0	..
							Greenwood, Fred W.	..	MPt1	50 0 0	..
Dunsandel	53	296 5 0	..	121 14 8	..	..	Irvine, Thomas ..	B2	HM	200 0 0	..
							Thornton, Edith M.	D5	AF	90 0 0	..
Ellesmere	38	256 10 0	..	24 13 8	..	..	Hawke, Ernest ..	..	HM	166 10 0	..
							Smith, Ethelwyn M.	..	AF	90 0 0	..
Eyreton West ..	48	280 0 0	..	81 18 6	..	..	Silcock, Frederick A.	D3	HM	185 0 0	..
							Dalziel, Catherine A.	C4	AF	95 0 0	..
Fernside	54	278 13 4	..	63 9 9	..	..	Pearson, Robert S.	D2	HM	185 0 0	..
							Horrell, Elsie M. ..	D4	AF	90 0 0	..
German Bay ..	40	271 5 10	..	24 17 6	..	..	Barrell, Arthur F. ..	C4	HM	180 0 0	..
							Tobin, Freda M. ..	..	AF	90 0 0	..
Glentunnel ..	75	290 0 0	..	89 19 4	..	..	Benjamin, Frank ..	C1	HM	200 0 0	..
							Barlow, Janet B. ..	..	AF	90 0 0	..
Greendale	38	266 3 3	29 2 10	72 8 5	..	..	North, Robert H. ..	D4	HM	185 0 0	25
							Ingley, Mary ..	E4	AF	90 0 0	..
Greenpark	47	275 0 0	..	47 9 0	..	..	Whitelaw, George ..	D2	HM	185 0 0	..
							Rattray, Joan ..	..	AF	90 0 0	..
Halswell	67	300 0 0	..	62 11 5	..	..	Guiney, Samuel P.	D2	HM	200 0 0	..
							Guiney, Margaret A.	E3	AF	100 0 0	..
Highbank	47	280 0 0	..	63 1 7	..	..	Graham, Chas. H. E.	C2	HM	185 0 0	..
							Graham, Julia A. ..	D3	AF	95 0 0	..
Hind's	65	279 11 2	..	94 16 6	..	..	Cook, John ..	D2	HM	185 0 0	..
							Kent, Florence E. ..	C3	AF	95 0 0	..
Hororata	38	260 0 0	..	87 1 3	..	..	Quartermain, George	D2	HM	185 0 0	..
							McLean, Annie J. ..	..	AF	90 0 0	..
Irwell	42	271 5 0	..	27 15 6	..	..	Morland, Thomas A.	B2	HM	180 0 0	..
							Watson, Mary H. C.	D4	AF	90 0 0	..
Kaikoura Suburban ..	60	289 9 9	..	30 0 8	..	..	Irwin, Major G. ..	C2	HM	200 0 0	..
							Waterston, Janie S. M.	..	AF	90 0 0	..
Killinchy	33	273 0 9	..	41 17 0	..	..	Warnock, Selina M.	C2	HF	185 0 0	..
							Seymour, Ada ..	..	AF	90 0 0	..
Ladbrook's ..	43	280 0 0	..	24 16 0	..	..	Morland, Charles J.	C2	HM	185 0 0	..
							Keir, Jessie A. ..	D3	AF	95 0 0	..
Lakeside	47	273 17 11	..	120 1 11	..	..	Anderson, George ..	D2	HM	180 0 0	..
							Hoggins, Mary F. ..	C4	AF	95 0 0	..
Le Bon's Bay ..	48	252 15 0	..	51 11 6	..	..	Bruce, Robert ..	E2	HM	180 0 0	..
							Symes, Vida ..	..	AF	90 0 0	..
Lincoln D.H.S. ..	71	323 5 7	..	32 7 10	..	..	Cookson, Arthur ..	D1	HM	*200 0 0	..
							Anderson, Rosaline	D3	AF	105 0 0	..
							Osborn, Mabel E. ..	B3	Sec.	..	..
Little River ..	49	307 3 11	..	35 0 7	..	..	Gillman, Herb. A. W.	C3	HM	200 0 0	..
							Webster, Elizabeth	D3	AF	100 0 0	..
Longbeach ..	38	262 8 11	..	34 5 6	..	..	Watson, John ..	D2	HM	185 0 0	..
							Gruar, Alice L. W.	D5	AF	90 0 0	..
Mayfield	38	280 0 0	..	51 17 5	..	..	Withell, Charles W.	D2	HM	185 0 0	..
							Patrick, Han. M. M.	E2	AF	95 0 0	..
Midland Railway ..	64	290 0 0	30 0 0	31 11 9	..	..	Thompson, James ..	D1	HM	200 0 0	25
							Thompson, Annie E.	..	AF	90 0 0	..
Motukarara ..	36	267 10 0	..	22 6 4	..	..	Arnold, William H.	D1	HM	185 0 0	..
							Joll, Alice F. M. ..	..	AF	90 0 0	..
Ohoka	87	309 10 0	..	136 18 7	..	..	Gilling, George ..	D2	HM	215 0 0	..
							Parkin, Alice M. ..	..	AF	94 10 0	..
Okain's Bay ..	43	278 15 0	..	62 6 2	..	..	Thomas, Walter ..	D3	HM	185 0 0	..
							Hinch, Alice E. ..	D4	AF	95 0 0	..
Oxford West ..	61	300 0 0	..	35 14 6	..	..	Harbidge, James ..	D2	HM	200 0 0	..
							Eyes, Itta L. ..	E3	AF	100 0 0	..
Redcliffs	54	280 0 0	30 0 0	34 0 0	..	..	Kirkpatrick, Wm. D	C2	HM	185 0 0	25
							Kirkpatrick, Louisa J	D3	AF	95 0 0	..
Rolleston	46	275 18 6	..	110 7 6	..	..	Brunton, John ..	B2	HM	180 0 0	..
							Roberts, Georgina ..	E2	AF	95 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued*.

NORTH CANTERBURY—*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 4—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Sefton	65	320 0 0	..	90 13 5	..	..	Thomson, Hugh F.	D2	HM	215 0 0	..
							Brown, Grace ..	D2	AF	105 0 0	..
Spotswood	36	275 0 0	..	24 13 2	..	..	Blain, Thomas ..	C3	HM	185 0 0	..
							Morland, Mildred G.	..	AF	90 0 0	..
Springburn ..	35	278 1 8	..	38 18 6	..	..	Moses, William H...	D2	HM	185 0 0	..
							Dalby, Louisa ..	..	AF	90 0 0	..
Springfield	40	280 0 0	..	117 8 6	..	..	Matier, John ..	D3	HM	185 0 0	..
							Ewart, Jane ..	D4	AF	95 0 0	..
Springston	65	300 0 0	..	34 16 10	..	..	Jackson, Joseph ..	C2	HM	200 0 0	..
							Kime, Henrietta ..	D2	AF	100 0 0	..
Springston South ..	40	267 10 0	..	26 12 4	..	..	Smith, Frederick ..	C2	HM	185 0 0	..
							Early, Edith ..	C4	AF	90 0 0	..
Tai Tapu	81	317 5 10	..	56 15 7	..	..	Penlington, Benjamin	C1	HM	215 0 0	..
							Picken, Jessie M. D.	D2	AF	105 0 0	..
Tuahiwi	42	275 0 0	..	88 18 3	..	..	Cossgrove, David ..	D1	HM	185 0 0	..
							Cossgrove, Cath. E.	..	AF	90 0 0	..
Waddington ..	60	300 0 0	..	59 2 3	..	..	Pole, Thomas L. P.	D2	HM	200 0 0	..
							Milne, Euphemia ..	D2	AF	100 0 0	..
Waiau	60	296 7 9	..	36 15 2	..	..	Judkins, William E.	C3	HM	180 0 0	..
							Wallace, Emilie ..	E3	AF	100 0 0	..
Waikari	50	276 1 5	..	27 18 6	..	..	Stout, Thomas ..	D1	HM	185 0 0	..
							Hughey, Annie ..	..	AF	90 0 0	..
Weedon's	35	267 10 0	..	33 10 1	..	..	Ellis, Leonard R. ..	E3	HM	185 0 0	..
							Down, Alice ..	..	AF	90 0 0	..
Willowby	36	260 0 0	..	37 7 9	..	..	Watson, Joseph ..	E2	HM	185 0 0	..
							Mackay, Annie E. ..	..	AF	90 0 0	..
Yaldhurst	43	277 4 2	..	28 19 1	..	..	Bowler, Frederick H.	D2	HM	185 0 0	..
							Lace, Bessie ..	C4	AF	90 0 0	..
Grade 5.											
Akaroa D.H.S. ..	108	383 11 3	..	58 17 6	..	..	Hall, Charles ..	C2	HM	*230 0 0	..
							Martin, Mary J. ..	C3	AF	105 0 0	..
							Bruce, Edith ..	..	FPt3	45 0 0	..
							Gray, Alexander ..	A1	Sec.	..	..
Amberley	90	355 10 0	..	49 16 2	..	..	Anderson, John ..	C1	HM	240 0 0	..
							Stanton, Edith E. F.	E2	AF	110 0 0	..
							Dalziel, Ida M. ..	..	FPt3	45 0 0	..
Bromley	84	365 18 7	..	110 12 6	..	..	Wilkinson, Henry R.	D2	HM	220 0 0	..
							Gilmour, Lily ..	D2	AF	110 0 0	..
							White, Dorothy H.	..	FPt3	45 0 0	..
Burwood	101	395 0 0	..	59 16 1	..	..	Davidson, George ..	D1	HM	230 0 0	..
							Spence, Mary L. ..	E2	AF	110 0 0	..
							Horrell, Eliza. D. H.	..	FPt3	55 0 0	..
Harewood	103	390 0 0	..	62 8 2	..	..	Twose, Richard J. H.	D1	HM	230 0 0	..
							Lockwood, Mabel F.	D3	AF	110 0 0	..
							Maindonald, Hen. L.	C3	AF	(1)50 0 0	..
Heathcote Valley ..	107	395 0 0	..	44 15 4	..	..	Stout, William ..	C1	HM	230 0 0	..
							Pavitt, Marie A. ..	D2	AF	110 0 0	..
							Scott, Jeannie ..	..	FPt5	55 0 0	..
Leeston	90	377 10 0	..	102 14 3	..	..	Penlington, Henry F.	C1	HM	230 0 0	..
							Cook, Alice J. ..	E2	AF	110 0 0	..
							Henderson, Eliz. N.	..	FPt3	45 0 0	..
Mackenzie	87	320 11 2	..	45 11 6	..	..	Cutler, Thomas E.	D2	HM	210 0 0	..
							Steeds, Elizabeth B.	..	AF	99 0 0	..
							Bosomworth, Vida	..	FPt1	25 0 0	..
Marshland	89	362 14 11	..	64 16 1	..	..	Polson, John G. ..	D1	HM	210 0 0	..
							Rogers, Emma M. W.	D4	AF	105 0 0	..
							O'Connor, Cath. M.	..	FPt2	50 0 0	..
Methven	95	377 16 0	..	157 5 11	..	..	Gillanders, James ..	D1	HM	230 0 0	..
							Willis, Eliza M. ..	E1	AF	110 0 0	..
							Doak, Annie ..	..	FPt1	45 0 0	..
Prebbleton	104	404 12 0	..	45 11 6	..	..	Kippenberger, Karl	C2	HM	230 0 0	..
							Lowe, Constance M.	D3	AF	110 0 0	..
							Eaglesome, Mary E.	..	FPt5	55 0 0	..
Rakaia South ..	115	434 12 4	..	81 3 10	..	..	Burns, Trevethan ..	D1	HM	240 0 0	..
							Farnie, Violet C. ..	B3	AF	105 0 0	..
							Liddy, Ann M. ..	..	FPt3	45 0 0	..
							Smith, Frances H.	..	FPr1	50 0 0	..
Sumner	91	386 13 9	..	83 8 4	..	..	Allen, George F. ..	C1	HM	230 0 0	..
							Budden, Amy H. ..	D2	AF	115 0 0	..
							Gainsford, Mabel M.	..	FPt3	55 0 0	..
Templeton	89	400 0 0	..	49 18 1	..	..	Sinclair, David ..	E2	HM	230 0 0	..
							Woodford, Kate S...	E2	AF	110 0 0	..
							Abernethy, Rex C.	..	MPt4	60 0 0	..
Tinwald	94	412 19 4	..	87 15 3	..	..	Culverhouse, George	C1	HM	230 0 0	..
							Bonnington, Rosa.	D2	AF	110 0 0	..
							Miller, Audrey M. ..	..	FPt4	60 0 0	..

(1) Also receives £40 from the headmaster by special arrangement.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

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		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 5—*continued.*											
Woodend	105	386 13 4	..	42 3 6	..	..	Glanville, James E.	D1	HM	230 0 0	..
							Glanville, Theresa..	D3	AF	110 0 0	..
							Nimmo, Mary ..	..	FPt2	50 0 0	..
GRADE 6A.											
Fendalton	163	642 4 11	..	87 0 10	..	..	West, William M. ..	C1	HM	255 0 0	..
							Tulley, Catherine M.	E2	AF	135 0 0	..
							Rankin, Elizabeth F.	D2	AF	115 0 0	..
							Best, Winifred T. ..	..	FPt5	55 0 0	..
							Hay, Ruth ..	..	FPt3	45 0 0	..
							Mason, Alice M. ..	..	FPr1	50 0 0	..
Hornby	139	481 15 8	..	204 12 2	..	266 16 6	Bowbyes, Alfred C.	D1	HM	240 0 0	..
							Menzies, Catherine	D2	AF	125 0 0	..
							Berg, Frederick R.	..	MPt3	55 0 0	..
							Prebble, Jane W. ..	..	FPt3	45 0 0	..
Kaikoura Town D.H.S.	130	425 0 0	..	51 18 5	..	..	Allison, Herbert H.	D1	HM	*245 0 0	..
							McLauchlin, M.J.R.	D3	AF	125 0 0	..
							Prince, Grace ..	..	FPt4	55 0 0	..
							Herriott, Maud, M.A.	..	Sec.	..	..
Oxford East ..	131	459 18 1	..	49 9 6	..	..	Bourke, Charles ..	C1	HM	245 0 0	..
							Buchanan, Margaret	D2	AF	125 0 0	..
							McLean, Jessie M.	..	FPt4	60 0 0	..
							Burrows, William M.	..	MPt1	25 0 0	..
							Leahy, Gertrude M.	..	FPr1	20 0 0	..
Southbridge D.H.S...	145	496 13 11	..	56 4 2	..	..	Gates, Thomas A. ..	D1	HM	*255 0 0	..
							Taylor, Elizabeth ..	D1	AF	135 0 0	..
							Tulloch, Elizabeth	D3	AF	95 0 0	..
							Costello, Mary K. A.	..	FPr1	20 0 0	..
							Glanville, Gert. M.	C1	Sec.	..	..
Southbrook ..	135	467 10 0	..	57 18 4	..	..	Borthwick, James B.	C1	HM	245 0 0	..
							Wilson, Grace E. ..	D3	AF	125 0 0	..
							Sullivan, Samuel H.	..	MPt5	60 0 0	..
GRADE 6B.							Buckley, Maud A. A.	..	FPt3	45 0 0	..
Lyttelton West ..	163	582 4 8	..	162 13 2	..	..	Ryder, Robert B. ..	B1	HM	255 0 0	..
							Meddins, Olive M. ..	B1	AF	125 0 0	..
							Wilson, Ruth ..	D3	AF	120 0 0	..
							Parkin, Emily M. ..	D2	AF	90 0 0	..
Riccarton	193	612 13 6	..	83 5 6	..	..	English, Henry ..	E1	HM	255 0 0	..
							Joyce, Blanche ..	D2	AF	135 0 0	..
							Dynes, Arabella ..	D2	AF	125 0 0	..
							Pulley, Letitia F. ..	..	FPt3	55 0 0	..
							Grieve, William ..	..	MPt3	55 0 0	..
Spreydon	174	620 16 8	..	114 4 11	..	..	Hunnibell, Fred. W.	D1	HM	255 0 0	..
							Stephens, Mary M.	E2	AF	135 0 0	..
							Dash, Lucie ..	C3	AF	125 0 0	..
							Brown, Lillian A. ..	..	FPt4	60 0 0	..
							Sargent, Edward ..	..	MPt3	55 0 0	..
Wharenui	203	630 0 0	42 10 0	107 4 7	..	..	Alley, Frederic J. ..	B1	HM	255 0 0	35
							Harvey, Matilda E.	D2	AF	135 0 0	..
							Lyons, Esther D. E.	C3	AF	125 0 0	..
							Smith, Constance T.	..	FPt4	55 0 0	..
GRADE 7.							Aylmer, Mercy F. ..	..	FPt4	60 0 0	..
Belfast	203	825 16 5	..	85 2 10	..	..	Balch, William ..	C1	HM	275 0 0	..
							Ritchie, Eliza J. ..	D1	AF	185 0 0	..
							Alley, Amy J. ..	E1	AF	140 0 0	..
							Saunders, Ann ..	D2	AF	110 0 0	..
							Ferguson, Lily ..	..	FPt4	55 0 0	..
							White, Clara G. ..	..	FPt2	50 0 0	..
							Collins, Johanna ..	..	FPr1	50 0 0	..
Linwood North ..	303	822 5 0	50 16 8	161 17 5	..	..	Evans, Francis T. ..	B1	HM	275 0 0	40
							Shirlaw, David M.	B2	AM	185 0 0	..
							Wills, Mabel S. M. J.	D2	AF	135 0 0	..
							Inkpen, Agnes F. R.	D3	AF	105 0 0	..
							Foster, William A.	..	MPt3	45 0 0	..
							Fitch, Gladys ..	..	FPt3	45 0 0	..
GRADE 7B.							Pointon, Monica C.	..	FPt3	45 0 0	..
Hampstead ..	294	990 16 8	..	117 3 2	..	..	McLeod, John ..	B1	HM	295 0 0	..
							Chapman, Henry J.	D2	AM	195 0 0	..
							Fawcett, Lucy ..	D1	AF	140 0 0	..
							Porter, Catherine ..	D2	AF	130 0 0	..
							Kenna, Mona R. ..	E4	AF	90 0 0	..
							Smith, Florence E.	..	FPt5	55 0 0	..
							Hayes, Mary C. ..	..	FPt4	55 0 0	..
							White, Edith E. ..	..	FPt3	45 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

North Canterbury—*continued.*

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Grade 7B—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
New Brighton ..	284	989 4 8	..	99 4 2	..	..	Bishop, George W.	D2	HM	295 0 0	..
							Boyce, William J...	D2	AM	195 0 0	..
							Ormandy, Dora B...	E1	AF	140 0 0	..
							Pattrick, Cherrie L.	D2	AF	130 0 0	..
							Jamieson, Isabella M.	D3	AF	90 0 0	..
							McKinney, Charles	..	MPt3	45 0 0	..
							Hanham, Dorothy L.	..	FPt5	55 0 0	..
							Curtis, Olive I. ..	..	FPt2	35 0 0	..
Opawa	263	853 0 8	..	238 15 11	..	..	Petrie, George ..	C1	HM	280 0 0	..
							Morgan, Richard W.	D3	AM	180 0 0	..
							Banks, Charlotte M.	D2	AF	140 0 0	..
							Cradock, Mary A. ..	D2	AF	120 0 0	..
							Osborn, Ernest G. H.	..	MPt5	55 0 0	..
							Felton, Eva M. ..	..	FPt3	55 0 0	..
							Napier, William G.	..	MPt2	35 0 0	..
Papanui	256	870 0 11	..	141 9 5	..	..	Adams, John J. ..	B1	HM	280 0 0	..
							Ormandy, Guy N. ..	D2	AM	185 0 0	..
							Duncan, Mary ..	D2	AF	140 0 0	..
							Tayler, Mabel V. ..	D2	AF	120 0 0	..
							Williamson, Ern. A.	..	MPt4	60 0 0	..
							Pearce, Elsie M. ..	..	FPt3	45 0 0	..
							Merton, Sybil M. ..	..	FPt3	45 0 0	..
Phillipstown ..	222	802 18 4	50 0 0	115 18 1	..	..	Robinson, Sarah L.	D1	HF	215 0 0	40
							Menzies, Agnes ..	B2	AF	145 0 0	..
							Gilling, Julia ..	E3	AF	125 0 0	..
							Rowley, Elizabeth M.	E1	AF	110 0 0	..
							Lloyd, Ada C. ..	..	FPt5	55 0 0	..
							Lynskey, Sara ..	..	FPt4	60 0 0	..
							Keith, Lilac G. ..	..	FPt3	45 0 0	..
Rangiora	255	1,022 13 4	..	144 16 9	..	..	Ambrose, Thos. W.	B1	HM	295 0 0	..
							Thompson, Robert J.	C2	AM	195 0 0	..
							Menzies, Jeannie B.	D1	AF	140 0 0	..
							Webster, Isabella ..	D2	AF	130 0 0	..
							Steele, Elizabeth ..	D3	AF	105 0 0	..
							Arnott, Lilian F. ..	..	FPt5	55 0 0	..
							Walker, Annie ..	..	FPt4	55 0 0	..
							Withers, Arthur J. T.	..	MPt3	45 0 0	..
Grade 8A.							Tutton, Fanny R...	..	FPr1	20 0 0	..
Christchurch East Infants'	323	835 2 8	45 0 0	94 3 9	..	..	Menzies, Annie J...	D1	HF	240 0 0	45
							Wauchop, Eliz. L.	D2	AF	150 0 0	..
							Hannam, Lillian C.	D2	AF	120 0 0	..
							Kent, Helen M. ..	D3	AF	120 0 0	..
							Williams, Nellie G.	D3	AF	105 0 0	..
							Livingstone, Ethel M.	..	FPt5	55 0 0	..
							Ryland, Florence H.	..	FPt4	55 0 0	..
							Miles, Melvina ..	..	FPt3	45 0 0	..
Elmwood	405	1,179 0 9	53 15 0	212 10 7	40 0 0	1,700 0 0	Sinclair, John R. ..	C1	HM	315 0 0	45
							Garton, Wilfred W.	B2	AM	210 0 0	..
							Smith, Sarah E. ..	E1	AF	150 0 0	..
							Hodgson, Mabel E.	D2	AF	140 0 0	..
							Durose, Florence ..	D2	AF	125 0 0	..
							Vallance, Nellie M.	C4	AF	90 0 0	..
							Colthart, James ..	..	MPt4	60 0 0	..
							Whitcombe, Edna M.	..	FPt4	55 0 0	..
							Rout, Blanche E. ..	..	FPt5	55 0 0	..
Normal and Model D.H.S.	372	1,954 16 8	60 0 0	492 9 6	..	..	Aschman, Christo. T.	C1	HM	375 0 0	50
							White, George H. ..	C1	AM	280 0 0	..
							Starkiss, Harriet E.	D1	AF	245 0 0	..
							Wagstaff, Jessie W.	D1	AF	215 0 0	..
							Peacock, John ..	B2	AM	180 0 0	..
							Grand, Ellen ..	D1	AF	155 0 0	..
							Ansley, Annie ..	D1	AF	125 0 0	..
							Bevin, Elizabeth E.	D2	AF	125 0 0	..
							McIlrath, James W.	A2	Sec.	..	..
Grade 8B.							Lynskey, Michael ..	C1	M	245 0 0	..
Kaiapoi D.H.S. ..	371	1,206 0 6	..	325 5 10	..	..	Bean, William D. ..	C1	HM	*315 0 0	..
							Gates, Thomas A., jun.	D2	AM	215 0 0	..
							Blackwell, Charlot. E.	D1	AF	155 0 0	..
							Oram, Harry ..	C3	AM	140 0 0	..
							Luxton, Lucy B. ..	D3	AF	120 0 0	..
							Miles, Iris H. L. ..	C4	AF	90 0 0	..
							Fairweather, Daisy	..	FPt5	60 0 0	..
							Dalzell, Flora ..	..	FPt4	60 0 0	..
							Hickman, Nora M.	..	FPt3	55 0 0	..
							Mayne, Arthur J. ..	B2	Sec.	..	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

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		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
GRADE 8C.											
Ashburton main and side school	447	1,419 9 6	..	285 6 3	..	..	Schneider, George..	B1	HM	325 0 0	..
							Baird, Samuel ..	D1	AM	230 0 0	..
							Willis, Effie ..	E1	AF	160 0 0	..
							Trezise, Mabel ..	D1	AF	150 0 0	..
							Macfarlane, Samuel G.	Lic.	AM	123 10 0	..
							Thwaites, Alice G.	..	AF	90 0 0	..
							Foster, Margaret G.	C3	AF	95 0 0	..
							Squire, Maud H. ..	..	FPt5	60 0 0	..
							Knox, Eliza ..	..	FPt4	55 0 0	..
							Turner, Marion J...	..	FPt3	45 0 0	..
							Hayes, Edith M. ..	..	FPt3	45 0 0	..
							Saunders, Lilian K.	..	FPr1	50 0 0	..
GRADE 9A.											
Addington	505	1,618 4 1	62 10 0	259 3 11	198 9 8	2,601 11 0	Seay, William N. ..	D1	HM	345 0 0	50
							Kennedy, Hans ..	C1	AM	245 0 0	..
							Shirtcliffe, Mary S.	E1	AF	185 0 0	..
							Blank, Albert R. ..	D4	AM	150 0 0	..
							Beck, Elizabeth ..	D1	AF	140 0 0	..
							Leversedge, Edith M.	D2	AF	125 0 0	..
							Bowden, Bessie E...	D2	AF	125 0 0	..
							Slocombe, Mary A.	B3	AF	90 0 0	..
							Suckling, Gertrude A.	..	FPt5	55 0 0	..
							Austin, Leslie G. ..	..	MPt4	55 0 0	..
							Hulston, Clara A. M.	..	FPt3	55 0 0	..
							Seay, Alexandrina..	..	FPt5	55 0 0	..
Lyttelton D.H.S. ..	473	1,493 13 4	..	767 2 5	..	..	Just, Emile U. ..	D1	HM	*345 0 0	..
							Voss, Johann ..	C1	AM	215 0 0	..
							Olliver, Mary E. ..	D2	AF	185 0 0	..
							Warner, Frederick S. H.	C3	AM	155 0 0	..
							Hunter, Margaret ..	D2	AF	140 0 0	..
							Just, Leonie C. B. ..	D3	AF	125 0 0	..
							Manifold, Dorothy..	D3	AF	125 0 0	..
							Willcox, Dorothy M.	..	FPt4	55 0 0	..
							Strong, Marion E.	..	FPt4	60 0 0	..
							Nightingale, Emily	..	FPt3	45 0 0	..
							Traynor, Jean W...	..	FPt2	35 0 0	..
							Burley, William E.	B2	Sec.	..	..
GRADE 9B.											
Woolston	508	1,694 6 10	..	227 4 5	..	..	Binnie, Archibald ..	C1	HM	345 0 0	..
							Kennedy, William A.	C1	AM	245 0 0	..
							Barker, Annie E. ..	E1	AF	185 0 0	..
							Goldstone, Chas. J.	C1	AM	150 0 0	..
							Mills, Mahala C. ..	B2	AF	150 0 0	..
							Wardle, Charlotte E.	D2	AF	125 0 0	..
							Wood, Elizabeth A.	C3	AF	125 0 0	..
							Cullen, Gladys ..	C4	AF	95 0 0	..
							Bradley, Ida U. H.	..	FPt5	55 0 0	..
							Borthwick, Phœbe F.	..	FPt4	60 0 0	..
							Clark, Mildred ..	..	FPt4	55 0 0	..
							Yates, Edith F. ..	..	FPt3	45 0 0	..
							Pratt, William S. ..	..	MPt3	45 0 0	..
GRADE 9C.											
St. Albans	571	1,739 12 0	..	212 13 10	..	..	Sutherland, James	B1	HM	355 0 0	..
							Colee, Walter C. ..	A1	AM	245 0 0	..
							Douds, Martha ..	D2	AF	200 0 0	..
							Wilkinson, Henry F.	B4	AM	150 0 0	..
							Lawrence, Grace ..	D2	AF	155 0 0	..
							Newman, Mabel M.	D2	AF	130 0 0	..
							Partridge, Alice L...	D2	AF	125 0 0	..
							Rugstead, Lavrine D.	D3	AF	90 0 0	..
							Fletcher, Thomas A.	..	MPt5	55 0 0	..
							Sage, Constance M.	..	FPt4	55 0 0	..
							Gamble, Victor J. ..	..	MPt4	55 0 0	..
							Loughlin, Gertrude	..	FPt3	45 0 0	..
							Stevenson, Elsie ..	..	FPt3	45 0 0	..
							Lucas, Herbert N.	..	MPt2	35 0 0	..
							Satchell, Ruth H...	..	FPr1	20 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 10A.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					
Richmond	607	2,150 19 6	..	293 10 11	..	..	McGregor, John W.	B1	HM	375 0 0	..
							Purchase, John E.	C1	AM	270 0 0	..
							Spence, Annie W. ..	D1	AF	215 0 0	..
							Watson, Harold C. N.	B2	AM	185 0 0	..
							McGregor, Eliza. J.	E1	AF	170 0 0	..
							Smith, Mabel ..	D1	AF	155 0 0	..
							Hunnibell, Arthur	D2	AM	150 0 0	..
							Sorensen, Marian J.	D2	AF	125 0 0	..
							Newton, Kate E. ..	D2	AF	125 0 0	..
							Nicholls, Dora ..	E3	AF	95 0 0	..
							Feron, Joseph F. ..	..	MPt3	45 0 0	..
							Bain, Audley C. ..	..	FPt4	55 0 0	..
							Blank, Myrtle J. ..	..	FPt4	55 0 0	..
							Bowden, John ..	..	MPt5	55 0 0	..
							King, Lillian E. ..	..	FPt3	45 0 0	..
							Wright, Madge H. ..	..	FPt3	45 0 0	..
							Hunt, Olive E. ..	..	FPr1	20 0 0	..
Waltham	605	2,128 18 4	..	317 1 1	..	..	Hughes, Thomas ..	B1	HM	375 0 0	..
							Douds, Thomas ..	C1	AM	275 0 0	..
							King, Annie D. ..	E1	AF	215 0 0	..
							Pratt, Colonel F. ..	D2	AM	185 0 0	..
							Morrison, Margaret P.	C1	AF	165 0 0	..
							Armstrong, Ella ..	D2	AF	155 0 0	..
							Goldsman, George J.	B4	AM	155 0 0	..
							Pilliett, Franscesca A.	D2	AF	120 0 0	..
							Hardey, Mary I. ..	C4	AF	120 0 0	..
							Allen, Ada M. ..	C3	AF	95 0 0	..
							Hoare, George H. ..	..	MPt4	55 0 0	..
							Mills, Elsie E. ..	..	FPt1	55 0 0	..
							Harvey, Frederick D.	..	MPt4	55 0 0	..
							Ditfort, Mabel L. ..	..	FPt3	45 0 0	..
							Watkins, B. J. B. ..	..	FPt3	45 0 0	..
							Ensor, Edna J. ..	..	FPt3	45 0 0	..
GRADE 10C.							Hitchings, Clarice ..	..	FPr1	20 0 0	..
Christchurch East and South Belt	759	2,513 1 10	62 10 0	295 16 10	..	..	Owen, Sydney C. ..	B1	HM	400 0 0	50
							Maxwell, Alfred C. ..	C1	AM	270 0 0	..
							Chaplin, Emily A. ..	B1	AF	215 0 0	..
							Kennedy, John S. ..	C1	AM	205 0 0	..
							Cookson, Walter G.	D2	AM	170 0 0	..
							Gilmour, Ruth ..	D1	AF	155 0 0	..
							Thompson, Ethel ..	D1	AF	155 0 0	..
							McCarthy, Claudie	C5	AM	120 0 0	..
							Aiken, Janet M. ..	C3	AF	125 0 0	..
							Snowball, Laura E.	D3	AF	95 0 0	..
							McKeown, Mary J.	D3	AF	90 0 0	..
							Lynskey, Agnes A.	D4	AF	90 0 0	..
							Andrews, Agnes C.	D4	AF	90 0 0	..
							Compton, Gladys ..	..	FPt4	55 0 0	..
							McCullough, Dor. L.	..	FPt4	55 0 0	..
							Marsden; Grace E.	..	FPt1	25 0 0	..
							Opie, Ronald ..	..	MPt4	60 0 0	..
							Gordon, James A. ..	..	MPt3	45 0 0	..
GRADE 10D.							Brown, Elsie ..	..	FPt3	45 0 0	..
Christchurch West D.H.S.	810	2,282 14 8	..	257 13 0	..	..	Hardie, Charles D.	B1	HM	*420 0 0	..
							Menzies, Peter ..	B1	AM	275 0 0	..
							Grant, Mary A. ..	E1	AF	215 0 0	..
							Smith, James E. R.	C1	AM	205 0 0	..
							Menzies, Margaret	C1	AF	180 0 0	..
							Allard, Charles W. ..	C3	AM	150 0 0	..
							Stanley, Alice ..	C1	AF	150 0 0	..
							Cross, Alexander J.	C4	AM	120 0 0	..
							Rutledge, Mary W.	D2	AF	125 0 0	..
							Rogers, Bertha F. ..	C3	AF	95 0 0	..
							Archey, Gilbert E. ..	..	MPt5	60 0 0	..
							Dobson, Myra ..	..	FPt5	55 0 0	..
							Jones, Lina M. ..	..	FPt4	55 0 0	..
							Wenmoth, Ellen E.	..	FPt3	45 0 0	..
							Miles, Lilian N. ..	..	FPt3	45 0 0	..
							Foster, Rhoda L. ..	..	FPt3	45 0 0	..
							Lowe, Bertha E. ..	..	FPr1	50 0 0	..
							Waller, Francis D.	B1	Sec.	..	..
							Hansard, George A.	C3	Sec.	..	..
							Finlayson, Annie C.	A3	Sec.	..	..
							Malcolm, Thornt. G.	B1	Sec.	..	..
							Hassall, Edith G. ..	B3	Sec.	..	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

NORTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 10H.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Sydenham ..	976	2,953 10 4	..	337 6 0	..	..	Mayne, James B. ..	B1	HM	400 0 0	..
							McGallan, Thos. G.	C1	AM	275 0 0	..
							Hall, Mary ..	E1	AF	215 0 0	..
							Malcolm, Robert A.	C2	AM	205 0 0	..
							Harrison, Nellie ..	D1	AF	180 0 0	..
							Irwin, Samuel J. ..	D2	AM	165 0 0	..
							Morrison, Mary J. ..	D1	AF	155 0 0	..
							Whitehead, Louis G.	C3	AM	135 0 0	..
							Duncan, Robena ..	D2	AF	125 0 0	..
							Watson, Margaret R.	D2	AF	115 0 0	..
							Adams, Mary A. ..	D2	AF	105 0 0	..
							Pearson, Florence ..	D2	AF	95 0 0	..
							Ormandy, Florence E.	C3	AF	95 0 0	..
							Warner, Helen A. ..	D4	AF	90 0 0	..
							Reese, Marion ..	B4	AF	90 0 0	..
							Paterson, Lily ..	C4	AF	90 0 0	..
							Morrison, Isabella ..	D4	AF	90 0 0	..
							Jull, Gladys ..	..	FPt4	55 0 0	..
							Maxwell, Robert W.	..	MPt4	55 0 0	..
							Blackmore, Wini. M.	..	FPt4	55 0 0	..
							Kininmonth, Flo. E.	..	FPt4	55 0 0	..
							Parsonson, Dor. G.	..	FPt4	55 0 0	..
							Large, Elsie A. ..	..	FPt5	55 0 0	..
							Burley, Renee M. A.	..	FPr1	20 0 0	..
Expenditure on schools not open in December, 1909—											
Huntingdon		24 0 0	2 0 6	4 11 0	..	..	..	..	..	..	..
Somerfield		..	..	3 0 10	..	..	..	..	..	..	..
Island Bay		45 0 0	7 10 0	0 7 0	..	..	..	..	..	..	..
Long Bay		16 0 0	2 10 0	0 4 0	..	..	..	..	..	..	..
Expenditure not classified—											
Auditing School Committee's accounts ..		..	..	30 0 0	..	..	..	..	..	..	..
Architect		..	..	553 1 9	..	..	..	..	..	..	..
Foreman carpenter ..		..	..	225 8 1	..	..	..	..	..	..	..
Insurance of casual labour ..		..	..	6 0 6	..	..	..	..	..	..	..
School apparatus		..	..	75 9 0	..	..	..	..	..	..	..
Interest on overdraft ..		..	..	3 4 5	..	..	..	..	..	..	..
Totals		72,029 16 8	1,103 9 3	14,425 12 6	257 1 2	4,568 7 6	..	..	..	72,370 0 0	920

SOUTH CANTERBURY.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Riverlands	5	15 18 4	..	..	..	..	Keys, Blanche ..	..	F	30 0 0	..
Middle Valley(1) ..	3	13 16 9	..	..	..	..	..	..	..	..	..
GRADE 1.											
Allandale	11	6 5 9	0 14 0	1 15 0	..	..	Fraser, George ..	..	M	90 0 0	10
Arundel	12	102 10 0	10 0 0	8 12 6	..	..	Edmonston, Eliz. ..	..	F	90 0 0	10
Gapes Valley ..	16	103 10 0	10 0 0	12 14 0	..	..	Copland, Helen S. ..	..	F	103 10 0	10
Gray's Corner ..	13	90 0 0	10 0 0	7 9 6	..	..	Waldie, Annie ..	..	F	90 0 0	10
Kakahu Bush ..	14	91 2 6	..	9 17 2	..	..	O'Connor, Daniel ..	..	M	90 0 0	..
Kapua	17	95 16 3	..	18 7 9	..	..	Treacy, Kathleen ..	..	F	90 0 0	..
Kohika	9	95 0 0	10 0 0	9 0 0	..	..	Yates, William M. ..	D2	M	95 0 0	10
Orari Bridge ..	19	111 8 9	..	11 18 3	..	..	Hill, Charlotte J. ..	D3	F	115 0 0	..
Orari Gorge ..	16	90 0 0	10 0 0	16 8 6	..	..	Burnard, Florence ..	..	F	90 0 0	10
Orton	10	103 10 0	..	8 19 9	..	..	Tod, Winifred Jane ..	..	F	103 10 0	..
Pleasant Valley ..	11	115 0 0	..	6 18 0	..	..	Ritchie, Eliz. M. ..	D5	F	115 0 0	..
Rangatira Valley ..	13	90 0 0	10 0 0	5 15 0	..	..	McGill, Robina L.	D3	F	90 0 0	10
Rangitata Island ..	13	85 13 0	9 10 4	15 16 7	..	..	Gavey, Francis ..	E4	M	90 0 0	10
Salisbury	15	115 0 0	10 0 0	8 12 6	..	..	Ray, Mabel A. ..	D3	F	115 0 0	10
Scotsburn	15	94 6 3	..	9 1 0	..	..	Dick, David ..	..	M	90 0 0	..
Skipton	10	89 15 5	9 13 0	16 14 2	..	..	Farnie, Thomas C.	B1	M	90 0 0	10
Te Moana	12	92 10 0	10 0 0	5 13 6	..	..	Brunton, Jane M. ..	E3	F	90 0 0	10
Totara Valley ..	10	90 0 0	10 0 0	5 3 6	..	..	Balfour, Isabel ..	..	F	90 0 0	10
Waitohi Upper ..	12	85 17 9	..	33 10 6	..	..	Ferguson, Catherine A. W.	E5	F	90 0 0	..

) Closed.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

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GRADE 2.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Ashwick Flat ..	20	135 0 0	..	17 9 0	..	..	Matheson, Mrs. D. E.	D3	F	135 0 0	..
Belfield	23	135 0 0	..	96 14 1	..	..	McIlroy, Annie L.	D1	F	135 0 0	..
Burke's Pass ..	16	125 0 0	..	12 18 0	..	..	Byers, Evaline H. F.	C4	F	125 0 0	..
Cannington ..	19	107 10 0	13 8 9	28 3 7	..	46 4 0	Crombie, Jane M. ..	D4	F	120 0 0	15
Chamberlain ..	15	125 0 0	..	15 3 3	..	..	Stevenson, Eliz. M.	E4	F	125 0 0	..
Clandeboye ..	19	121 15 0	..	23 11 10	..	..	Malling, Francesca E.	D5	F	125 0 0	..
Esk Valley ..	23	135 0 0	..	10 14 0	..	..	Renton, William ..	D2	M	135 0 0	..
Hakataramea ..	27	135 0 0	..	12 12 3	..	..	Leary, Bridget ..	C4	F	135 0 0	..
Hakataramea Valley	19	118 13 5	..	10 6 6	..	..	Tomlinson, Thos. E.	C2	M	120 0 0	..
Hazelburn	25	149 0 0	..	42 10 8	..	..	Waugh, Mrs. Agnes P.	D3	F	149 0 0	..
Lyalldale	24	149 0 0	15 0 0	12 12 3	..	..	Oxby, Annie E. ..	D2	F	149 0 0	15
Opihi	27	135 0 0	..	39 16 2	..	..	McKenzie, Ida B. ..	D3	F	135 0 0	..
Otaio	18	135 0 0	..	10 14 0	..	..	Mackay, Mrs. C. F.	E2	F	135 0 0	..
Rangitata Station ..	15	135 0 0	..	12 12 3	..	..	Kelcher, Mrs. Annie	D2	F	135 0 0	..
Rosewill	20	125 0 0	15 0 0	11 4 0	..	..	Thompson, Agnes ..	D3	F	125 0 0	15
Sutherland's ..	16	149 0 0	..	42 14 5	..	..	Munro, Donald ..	B2	M	149 0 0	..
Te Ngawai	26	135 0 0	..	42 4 4	..	..	Sheard, Fanny ..	C2	F	135 0 0	..
Tycho	21	135 0 0	15 0 0	12 12 3	..	..	Dewar, Janet ..	D1	F	135 0 0	15
Waihaorunga ..	17	135 0 0	..	17 9 0	..	..	Bannerman, William	D2	M	135 0 0	..
Waitohi Flat ..	15	135 0 0	..	28 6 6	..	..	Moriarty, Mennie ..	D3	F	135 0 0	..
GRADE 3.											
Adair	35	165 0 0	20 0 0	19 19 11	..	..	McLennan, H. T. W.	D3	M	165 0 0	20
Cave	22	154 3 4	..	43 9 9	..	..	Foster, Mrs. Frances	E2	F	150 0 0	..
Cricklewood ..	30	165 0 0	..	47 16 11	..	..	Todd, David T. ..	D2	M	165 0 0	..
Fairview	33	155 0 0	..	18 6 10	..	..	Johnson, Helen C. W.	D2	F	155 0 0	..
Hilton	27	170 0 0	..	14 6 6	..	..	Morris, Gerald ..	D2	M	170 0 0	..
Hook	31	165 0 0	..	39 14 9	..	..	Ford, Margaret ..	D2	F	165 0 0	..
Hunters	27	170 0 0	..	14 15 6	..	..	McIntyre, Isabella	D2	F	170 0 0	..
Pareora	26	149 10 8	..	17 9 0	..	..	Glanville, William J.	E2	M	150 0 0	..
Redcliff	28	155 0 0	..	14 6 6	..	..	Goodeve, Henry E.	C1	M	155 0 0	..
Southburn	31	155 0 0	..	48 6 8	..	..	Cumming, Eliza ..	E2	F	155 0 0	..
Waihao Downs ..	41	210 0 0	..	32 10 6	..	..	McCarthy, Mary A. R.	C2	HF	165 0 0	..
							Turner, Grace ..	..	AF	90 0 0	..
Waikakahi	27	139 10 0	..	15 18 6	..	..	Bannerman, Edward	..	M	139 10 0	..
Willowbridge ..	29	148 15 0	20 0 0	21 14 7	..	..	Ure, Rose ..	C3	F	150 0 0	20
GRADE 4.											
Albury	83	855 0 0	..	96 0 9	..	..	Lindsay, Alexander	D1	HM	200 0 0	..
							Lindsay, Mrs. Jean G.	E1	AF	100 0 0	..
							Brown, Donella ..	..	FPr1	55 0 0	..
Claremont	48	272 15 0	..	18 9 8	..	..	Black, Mrs. Flora L.	D1	HF	185 0 0	..
							Boyd, Annie S. ..	E3	AF	90 0 0	..
Glenavy	37	280 0 0	..	44 17 1	..	..	McIntyre, Hugh ..	D1	HM	185 0 0	..
							Alexander, Anne E.	D3	AF	95 0 0	..
Gleniti	68	357 1 5	..	98 0 9	..	..	Bannerman, Herb. D	B3	HM	200 0 0	..
							Ziesler, Freja L. ..	D4	AF	105 0 0	..
							Hodges, Muriel E. ..	..	FPr1	50 0 0	..
Hannaton	47	277 12 10	..	44 0 11	..	..	Ferguson, Daniel ..	B1	HM	185 0 0	..
							Evans, Daisy ..	..	AF	90 0 0	..
Kingsdown	46	280 0 0	..	30 3 2	..	..	Stewart, Robert ..	B2	HM	185 0 0	..
							Stewart, Mrs. Helen T.	D3	AF	95 0 0	..
Makikihi	50	280 0 0	..	88 10 3	..	..	Goodall, Alexander	D1	HM	185 0 0	..
							Freeman, Martha F.	E3	AF	95 0 0	..
Milford	34	275 13 1	..	81 15 8	..	..	Webber, John O. ..	D4	HM	180 0 0	..
							Lawlor, Mary K. ..	E3	AF	95 0 0	..
Orari South ..	74	360 0 0	..	23 10 2	..	..	Corbet, William ..	D2	HM	215 0 0	..
							Shiers, Mary ..	D4	AF	90 0 0	..
							Thatcher, Violet ..	..	FPr1	55 0 0	..
Seadown	44	280 0 0	..	17 15 0	..	..	Schmedes, Cornel. F.	D1	HM	185 0 0	..
							Stewart, Jeanie D.	D4	AF	95 0 0	..
Silverstream ..	34	257 11 9	..	35 13 6	..	..	Jones, Mrs. M. F. ..	D2	HF	185 0 0	..
							McIntyre, Christina	..	AF	90 0 0	..
Springbrook and Pareora East (side)	73	375 0 0	..	120 18 3	25 0 0	..	Browne, William ..	D2	HM	200 0 0	..
							Hunt, Lorna Alice ..	..	AF	90 0 0	..
							Harris, Rosana ..	..	AF	90 0 0	..
Tawai	37	262 6 7	..	17 4 0	..	..	Bringans, Robert ..	D3	HM	185 0 0	..
							Farquharson, Marion G.	..	AF	90 0 0	..
Waituna Creek ..	44	280 0 0	..	18 18 0	..	..	Menzies, John ..	E2	HM	185 0 0	..
							Bruce, Anne ..	D2	AF	95 0 0	..
Washdyke	63	273 9 2	..	44 10 0	..	242 0 6	Cooke, Montague P.	C1	HM	185 0 0	..
							Cormack, Isabella ..	C4	AF	95 0 0	..
Woodbury	56	280 0 0	..	21 1 4	..	..	Pilkington, Geo. M.	D2	HM	185 0 0	..
							Fifield, Amy E. ..	C3	AF	95 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1902.	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 5.											
Fairlie	97	400 0 0	..	58 4 3	..	..	McCaskill, Donald..	B1	HM	230 0 0	..
							Lindsay, Jane ..	C4	AF	110 0 0	..
							Hart, Nathalie ..	..	FPt4	60 0 0	..
Morven	88	385 0 0	..	95 18 7	..	..	Clarke, Robert B. ..	B1	HM	220 0 0	..
							Smart, Alice R. ..	C2	AF	110 0 0	..
							Connell, Richard P.	..	MPt3	55 0 0	..
St. Andrew's ..	90	390 0 0	..	115 1 4	..	..	Hawkes, Richard N. N.	D1	HM	220 0 0	..
							Ker, Marion M. A.	D4	AF	110 0 0	..
							Squire, Ethel F. ..	..	FPt4	60 0 0	..
Winchester ..	76	385 0 0	..	31 8 0	..	..	Kalaugher, James P.	C1	HM	220 0 0	..
							Aimers, Amelia ..	D1	AF	110 0 0	..
							Geaney, Anna ..	..	FPt3	55 0 0	..
Grade 6b.											
Geraldine D.H.S. ..	170	646 1 0	..	242 17 3	6 0 0	..	Montgomery, Jno. R.	B1	HM	*285 0 0	..
							Hughes, Alice M. ..	C2	AF	135 0 0	..
							Pearson, Mia O. ..	E2	AF	125 0 0	..
							Hammond, Eva ..	..	FPt4	60 0 0	..
							Farnie, Dorothy C.	..	FPt4	60 0 0	..
Pleasant Point D.H.S.	187	635 0 0	..	430 7 10	..	..	Thomas, William ..	A1	HM	*265 0 0	..
							Tait, George Allan	C3	Sec.	..	..
							McKibbin, Harriet, B A.	..	Sec.	..	..
							Oliver, Amy E. ..	D2	AF	135 0 0	..
							Haskell, Amy E. ..	E2	AF	115 0 0	..
							Pelvin, Jessie ..	..	FPt4	60 0 0	..
							Scannell, Margaret A.	..	FPt4	60 0 0	..
Grade 8a.											
Timaru South ..	333	1,158 10 11	..	146 2 1	..	..	Valentine, James A.	B1	HM	315 0 0	..
							Marriott, William G.	D2	AM	215 0 0	..
							Fyfe, Jessie ..	D1	AF	155 0 0	..
							Campbell, Alice E.	D2	AF	140 0 0	..
							Lindsay, Catherine	D3	AF	125 0 0	..
							Blue, Jessie ..	..	FPt4	60 0 0	..
							Bennett, William J.	..	MPt4	60 0 0	..
							McSweeney, Honora	..	FPt4	55 0 0	..
							Aylmer, Dorothy ..	..	FPr1	50 0 0	..
Waimataitai ..	356	1,122 10 0	..	312 6 6	..	..	Wood, John ..	D1	HM	315 0 0	..
							Werry, Alfred E. ..	C1	AM	215 0 0	..
							Fyfe, Evelyn ..	D1	AF	155 0 0	..
							Byers, Mary H. ..	D2	AF	140 0 0	..
							Pearson, Agnes A. ..	D2	AF	125 0 0	..
							Sutherland, Vida ..	..	FPt3	45 0 0	..
							Cameron, Eric G. ..	..	MPt3	55 0 0	..
							Lawry, Bertha M. ..	..	FPt3	45 0 0	..
							Sunaway, Flora P. M.	..	FPr1	25 0 0	..
Grade 8b.											
Temuka D.H.S. ..	388	1,292 1 0	..	278 4 8	..	..	McLeod, Murdoch	B1	HM	*357 1 0	..
							Gilmour, William O.	C2	Sec.	..	..
							Reid, Jessie B. ..	B3	Sec.	..	..
							Smart, John T. ..	D1	AM	215 0 0	..
							Phillipps, Leonora M.	E1	AF	155 0 0	..
							Scott, Annie ..	D2	AF	140 0 0	..
							Gorman, Annie ..	D2	AF	125 0 0	..
							McLean, Elizabeth	D2	AF	95 0 0	..
							Simpson, Annie ..	..	FPt3	45 0 0	..
							Hancox, George G.	..	MPt4	55 0 0	..
							Proudlock, Margt. A.	..	FPt4	55 0 0	..
							Jessep, Violet E. ..	..	FPr1	50 0 0	..
Grade 8c.											
Waimate D.H.S. ..	445	1,422 1 6	..	352 9 8	..	..	Pitcaithly, George..	B1	HM	*470 18 8	..
							Laing, Thos. M. M.	B1	Sec.	..	..
							McKenzie, George S.	D4	Sec.	..	..
							Foweraker, Charles E.	C4	AM	210 0 0	..
							Crawford, Mary H.	D1	AF	160 0 0	..
							Henderson, Alex. ..	C3	AM	150 0 0	..
							Smart, Margt. A. L.	D2	AF	130 0 0	..
							Bruce, Sarah C. ..	E2	AF	115 0 0	..
							Beckett, Shirley ..	..	PPt3	45 0 0	..
							Bird, John ..	..	MPt3	45 0 0	..
							Turnbull, Margt. M.	..	FPt4	60 0 0	..
							Hunter, Annie ..	..	FPr1	20 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

SOUTH CANTERBURY—*continued.*

1 Name of School.	2 Average for the Year 1900.	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 10c.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Timaru Main.. ..	674	2,392 8 9	..	285 1 8	..	..	Dalglish, Gilbert ..	B1	HM	375 0 0	..
							Collins, Charles F...	D1	AM	275 0 0	..
							Avison, Martha ..	E1	AF	215 0 0	..
							Fleming, James J. W.	D2	AM	190 0 0	..
							Shirtcliffe, Clara I.	E2	AF	155 0 0	..
							O'Donoghoe, Edwd.	D3	AM	170 0 0	..
							Sibly, Clara A. C. ..	E2	AF	155 0 0	..
							Smith, Ellen C. ..	D3	AF	125 0 0	..
							Allan, Isabella C. ..	D2	AF	120 0 0	..
							Seyb, Elizabeth ..	..	AF	90 0 0	..
							Baird, Mary L. ..	D4	AF	95 0 0	..
							Williamson, Agnes S.	D4	AF	90 0 0	..
							Hunt, Winifred ..	..	FPt3	45 0 0	..
							Moyle, Mary A. ..	..	FPt3	55 0 0	..
							Dunn, Minnie A. ..	..	FPt3	55 0 0	..
							Chapple, Dora V. B.	..	FPt3	45 0 0	..
							Black, Mary ..	..	FPt3	55 0 0	...
							Iverach, Isabel ..	..	FPt4	60 0 0	..
							Beck, Constance A.	..	FPr1	55 0 0	..
Expenditure not classified—											
Architect	..	..	..	132 16 6	..	..	..	..	..	..	..
Unclassified	..	..	..	515 10 11	..	..	..	..	..	..	..
Totals	..	21,509 1 2	208 6 1	4,859 9 2	31 0 0	288 4 6	..	..	..	21,726 9 8	220

OTAGO.

Grade 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d	£ s. d.				£ s. d.	£
Akatore Coast ..	6	48 0 0	..	0 6 0	..	..	Green, Joanna ..	..	F	48 0 0	..
Bendigo	8	57 0 0	..	105 10 9	..	..	Ewart, Emma ..	..	F	48 0 0	..
Kuriwao	4	33 15 6	..	4 9 1	..	..	Kean, Mary ..	..	F	36 0 0	..
Nugget Point ..	5	20 9 8	..	..	..	..	Bonnin, Winifred ..	..	F	30 0 0	..
Springfield.. ..	3	12 12 0	..	..	..	..	Cowie, Ida ..	..	F	18 0 0	..
Tahora	9	67 10 0	..	7 3 9	..	..	Harrison, Annie ..	..	F	90 0 0	..
Tarras	7	35 10 0	..	6 13 9	..	..	Traynor, Margaret..	..	F	42 0 0	..
Timaru Station ..	4	17 11 3	..	..	..	..	Love, Jeanette ..	..	F	24 0 0	..
Waihemo	5	30 0 0	..	0 3 9	..	..	Smith, Grace M. ..	..	F	30 0 0	..
Wanaka Road ..	4	22 13 0	..	0 3 0	..	..	Foster, Helen ..	..	F	24 0 0	..
Whare Flat ..	11	76 10 0	..	11 19 6	..	..	Garnett, Rosie ..	..	F	90 0 0	..
Wharekuri	9	67 10 0	..	6 5 3	..	..	Smart, Ethel E. M.	..	F	90 0 0	..
Big Hill	..	..	..	..	..	68 10 8	..	..	..	..	..
Grade 1.											
Ahuriri Flat ..	11	90 0 0	10 0 0	20 0 0	..	..	McKenzie, Mary ..	..	F	90 0 0	10
Ardgowan	16	110 0 0	10 0 0	10 11 3	..	..	Maule, Mrs. A. B. C.	E3	F	130 0 0	10
Arthurton	11	90 0 0	..	8 9 9	..	..	Taylor, Annie ..	..	F	90 0 0	..
Barewood	12	90 0 0	10 0 0	11 13 1	..	..	Burnside, Elizabeth	..	F	90 0 0	10
Chasland's	12	101 11 9	..	23 8 6	..	..	Barnett, David ..	..	M	90 0 0	..
Chatto Creek ..	18	94 10 0	10 0 0	10 8 3	..	..	Burke, Richard J. J.	..	M	90 0 0	10
Circle Hill	9	90 0 0	..	8 6 9	..	..	Wilson, Fred Hardy	..	M	90 0 0	..
Goodwood	11	130 0 0	..	8 10 6	..	..	Steel, Marion Dent	B1	F	130 0 0	..
Greenfield	18	91 0 0	10 0 0	10 0 6	..	..	Gibson, Grace S. ..	..	F	90 0 0	10
Hillend	19	103 10 0	..	67 10 5	..	..	Arnold, Margaret P.	..	F	103 10 0	..
Hindon	15	82 10 0	9 3 4	10 8 8	..	..	Garrey, Phœbe ..	D4	F	90 0 0	10
Ida Valley	11	90 0 0	10 0 0	22 2 2	..	258 2 0	Scully, Rachel B. ..	D5	F	90 0 0	10
Inch Valley ..	10	90 0 0	10 0 0	8 10 6	..	..	Gibson, Ellen ..	..	F	90 0 0	10
Kakapuaka ..	19	88 1 3	..	29 16 2	..	..	Colquhoun, Mary H.	C4	F	90 0 0	..
Kuri Bush	10	90 0 0	..	13 2 7	..	..	Ross, Sophia G. ..	..	F	90 0 0	..
Kyeburn	15	92 1 8	..	29 8 8	..	..	Rishworth, J. G. S.	..	F	90 0 0	..
Kyeburn Diggings ..	9	95 0 0	..	37 9 8	..	..	Dillon, Mrs. F. L. ..	E3	F	95 0 0	..
Kokoamo	8	92 1 8	..	19 4 9	..	..	Hayes, Mahala Lily	C4	F	90 0 0	..
Kokonga	11	90 0 0	..	8 9 9	..	..	Swan, George ..	..	M	90 0 0	..
Lauder	12	98 6 8	..	47 2 5	..	..	Townsend, Edith M.	E2	F	90 0 0	..
Luggate	19	103 10 0	..	10 11 3	..	..	Tizard, Florence L. J.	..	F	103 10 0	..
Macrae's	12	103 10 0	..	18 18 7	..	..	Bremner, Andrew H.	..	M	103 10 0	..
Makarora	10	90 0 0	..	8 7 6	..	..	Beattie, Helen M. ..	..	F	90 0 0	..
Merino Downs ..	7	92 12 6	..	8 9 4	..	..	Brock, Hilda ..	..	F	90 0 0	..
Moa Flat	14	90 0 0	..	8 8 9	..	..	Ellis, Frances E. ..	..	F	90 0 0	..
Mount Cargill ..	14	90 0 0	..	10 13 7	..	..	Gillespie, Margaret	..	F	90 0 0	..
Mount Stuart ..	13	90 0 0	..	41 0 7	..	..	Crozier, Violet ..	..	F	90 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Nevis	12	90 0 0	..	8 19 9	..	..	Hawkes, Mrs. Helen	..	F	90 0 0	..
Popotunoa	18	130 0 0	..	9 18 3	..	136 9 4	Cairney, Thomas ..	..	M	(1)90 0 0	..
Purakauiti	15	90 0 0	..	40 3 11	..	..	Gray, Margaret ..	..	F	90 0 0	..
Saddle Hill ..	20	108 15 0	..	11 6 3	..	..	Macintosh, Janet M.	D2	F	90 0 0	..
Springvale	7	103 10 0	10 0 0	2 10 6	..	..	Hetherington, Sarah	..	F	103 10 0	10
Stoneburn	8	90 0 0	..	8 19 3	..	..	Smith, Betsy Harley	..	F	90 0 0	..
Stony Creek ..	12	115 0 0	..	28 0 1	..	..	Bowie, Jane Milne	D2	F	115 0 0	..
Table Hill	8	90 0 0	..	8 9 0	..	..	Monfries, Abigail ..	..	F	90 0 0	..
Tahakopa ..	15	115 0 0	10 0 0	307 17 3	..	..	Williamson, John ..	D2	M	115 0 0	..
Taieri Beach ..	13	108 5 10	..	8 10 6	..	..	Allan, Margaret G.	Lic.	F	109 5 0	..
Taiaroa Head .	7	93 19 2	..	45 3 10	.	..	McIvor, Georgina ..	D4	F	95 0 0	..
Tarara	15	92 10 0	..	38 12 9	..	..	Kerr, Arthur ..	..	M	90 0 0	..
Tawanui	40	103 10 0	10 0 0	89 4 1	..	..	O'Connell, Thos. F.	..	M	103 10 0	10
Tuapeka Flat ..	11	90 0 0	..	10 5 7	..	..	Williams, Ethel D.	..	F	90 0 0	..
Waipori	15	112 3 3	..	30 6 6	..	..	Heward, Edwin H.	..	M	103 10 0	..
Waitahuna West ..	10	90 0 0	..	16 12 10	..	..	Smith, Elizabeth ..	..	F	90 0 0	..
Wangaloa	9	95 6 8	..	8 7 6	..	..	Mitchell, Janet L. ..	D4	F	95 0 0	..
Waronui	17	115 0 0	10 0 0	15 11 3	..	..	Main, Agnes ..	Lic.	F	115 0 0	10
Grade 2.											
Akatore	16	112 10 0	..	28 2 10	..	..	McLean, Agnes ..	..	F	112 10 0	..
Benhar	21	83 5 5	10 14 2	28 5 6	..	..	Gow, Harriet ..	A3	F	120 0 0	15
Blackstone	22	122 18 5	..	46 17 4	..	..	Shaw, Margaret J. ..	C4	F	120 0 0	..
Broad Bay	18	132 10 0	..	10 14 3	..	..	Fegans, Frances M.	D2	F	135 0 0	..
Clark's Flat ..	17	125 0 0	..	21 14 1	..	..	Craik, Mabel R. K.	D3	F	125 0 0	..
Clydevale	15	125 0 0	15 0 0	17 2 8	..	..	Manson, Jessie ..	B4	F	125 0 0	15
Dunrobin	20	135 0 0	..	15 15 0	..	..	Pretsch, Annie Mary	D3	F	135 0 0	..
Ettrick	23	112 10 0	..	15 18 6	..	..	Eggleton, Thomas ..	..	M	112 10 0	..
Gimmerburn ..	17	135 0 0	..	27 10 1	..	..	Gow, Beatrice ..	B4	F	135 0 0	..
Glenkenich ..	19	135 0 0	..	12 15 9	..	..	White, Eliza ..	D1	F	135 0 0	..
Glenore	16	112 10 0	..	18 15 5	..	..	Bremner, Fan. M. J.	..	F	112 10 0	..
Hamilton	17	125 0 0	..	43 16 0	..	..	Symes, Grace M. ..	D3	F	125 0 0	..
Hooper's Inlet ..	25	149 0 0	..	33 17 9	..	315 9 6	Graham, Amy S. F. de L.	D1	F	149 0 0	..
Incholme	19	135 0 0	..	10 17 0	..	..	Broome, Annabella	E1	F	135 0 0	..
Island Cliff ..	22	122 10 0	..	43 1 11	..	..	Allan, Flora MacD.	C3	F	120 0 0	..
Kahuika	21	121 10 0	..	27 1 6	..	..	Burn, Andrew H. ..	..	M	121 10 0	..
Kaihiku	17	128 10 0	..	43 12 4	..	..	Hammond, Dinah L.	Lic.	F	120 0 0	..
Kartigi	15	119 10 0	..	9 12 0	..	..	Fyfe, Mrs. Harriet	E1	F	120 0 0	..
Katea	26	135 0 0	..	13 18 0	..	..	Anderson, Peter J. ..	D4	M	135 0 0	..
Kia Ora	23	110 5 0	15 0 0	13 17 3	..	..	Slater, William T. ..	..	M	108 0 0	15
Lauder Railway-stat'n	18	126 0 0	15 0 0	14 0 2	..	..	Powell, William H.	..	M	108 0 0	15
Maerewhenua ..	23	149 0 0	..	69 6 11	..	379 2 7	McKenzie, Georgina	D3	F	149 0 0	..
Manuka Creek ..	13	117 14 2	..	9 12 0	..	..	Sutherland, M. A. ..	Lic.	F	118 15 0	..
Maruimato	19	123 3 4	..	20 2 3	..	..	Griffen, Mrs. Isabella	E3	F	120 0 0	..
Matau	19	121 5 0	..	58 6 4	..	..	Wilson, Janet C. .	C4	F	120 0 0	..
Merton	19	124 11 8	..	10 14 3	..	..	Campbell, Christina	D3	F	125 0 0	..
Moa Creek	25	134 2 0	15 0 0	35 18 1	..	..	Mackenzie, John ..	..	M	134 2 0	15
Moonlight	22	134 2 0	..	98 4 4	..	..	Waddell, Joseph A.	..	M	134 2 0	..
North Taieri ..	23	135 0 0	..	13 15 0	..	..	Pretsch, Maria S. ..	D2	F	135 0 0	..
Otekaike	27	113 15 4	15 0 0	21 2 3	2 5 0	264 5 10	Eason, Minnie F. ..	..	F	112 10 0	15
Otiake	20	149 0 0	..	12 7 3	..	..	French, Henrietta A.	D3	F	149 0 0	..
Port Molyneux ..	21	112 10 0	..	11 7 0	..	..	Grono, Violet A. R.	..	F	112 10 0	..
Pukepito	16	135 0 0	..	24 17 3	..	..	Rooney, Mrs. Christ.	E2	F	135 0 0	..
Purekireki	20	116 0 0	..	59 7 1	..	..	Green, Alice Mary ..	D4	F	120 0 0	..
Reomoana	16	149 0 0	..	18 16 0	..	..	Graham, Cath. A. C. de Grammont	C4	F	149 0 0	..
Rongahere	20	135 0 0	..	14 11 1	..	..	Woodhouse, M. A. ..	D3	F	135 0 0	..
Rough Ridge ..	23	125 3 8	..	18 17 2	..	..	Bradfield, Rosetta A.	C4	F	120 0 0	..
Sandymount ..	26	135 0 0	..	14 10 6	..	..	Landreth, Mrs. Eliz.	D2	F	135 0 0	..
Tahatika	16	120 15 0	15 0 0	21 1 7	..	..	Marshall, Caroline S.	..	F	108 0 0	15
Taieri Ferry ..	24	127 0 0	..	23 0 6	..	..	Smith, Janet McG.	C4	F	120 0 0	..
Taumata	21	125 0 0	..	22 3 6	..	..	Hastings, Margt. E.	C4	F	125 0 0	..
Te Houka	23	135 0 0	15 0 0	118 1 3	..	..	Clapperton, Cath. ..	B3	F	135 0 0	15
Tokarahi	23	125 12 5	..	54 11 6	..	..	Burnside, Margaret	C4	F	120 0 0	..
Tuapeka West ..	11	135 0 0	..	8 17 6	..	..	Knight, Mary ..	D4	F	135 0 0	..
Upper Junction ..	18	149 0 0	..	10 6 6	..	..	Dippie, Margaret ..	E1	F	149 0 0	..
Waianakarua ..	24	122 8 4	..	15 10 9	..	..	Marshall, Mrs. Eliza	D2	F	120 0 0	..
Waipiata	19	120 11 6	..	32 15 0	..	..	Hale, Lily Gertrude	..	F	108 0 0	..
Waipori Lake ..	26	133 18 4	..	14 2 9	..	..	Hawke, John Peter	..	M	108 0 0	..
Waitaki Bridge ..	20	85 18 8	11 18 8	51 2 8	..	258 16 10	Marwick, Ethel ..	..	F	108 0 0	15
Waitapeka	25	125 0 0	..	16 14 0	..	..	Long, Mary Ann ..	C4	F	120 0 0	..
Wanaka	18	112 10 0	..	10 12 9	13 0 0	..	Cowen, Martin ..	..	M	112 10 0	..
Wetherstone's ..	17	135 0 0	..	16 16 8	..	..	Pope, Josephine M. J.	E2	F	135 0 0	..
Wylie's Crossing ..	26	135 0 0	..	15 15 1	..	..	Blair, Robert ..	E1	M	135 0 0	..

(1) £40 additional provided out of other grants.

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.											
Awamangu	27	155 0 0	20 0 0	21 0 0	..	..	Murray, Mrs. Ellen J.	D2	F	155 0 0	20
Bald Hill	34	155 9 2	..	77 11 11	..	..	Williamson, Geo. W.	D1	M	155 0 0	..
Black's	19	130 18 0	..	88 0 4	..	..	Dallas, Thomas W.	D5	M	150 0 0	..
Brighton	27	153 6 8	..	74 0 3	..	..	Bonnin, Fannie	D3	F	150 0 0	..
Cambrians	21	151 8 4	..	40 0 5	..	..	Menzies, James Kerr	D1	M	150 0 0	..
Coal Creek	32	165 0 0	..	18 2 0	..	..	Taylor, Lillias O.	D2	F	165 0 0	..
Crookston	34	165 0 0	..	18 16 0	..	..	Fraser, Johanna	E2	F	165 0 0	..
Earnscleugh	29	160 8 4	..	54 2 4	..	..	Woods, Llewellyn	..	M	135 0 0	..
Evansdale	40	165 0 0	..	66 14 4	..	..	Percy, David M.	D2	M	165 0 0	..
Eweburn	37	165 0 0	..	30 4 7	..	..	Drummey, Agnes J.	D2	F	165 0 0	..
Glenomaru	32	155 0 0	..	19 3 6	..	..	Carrick, Mrs. Marie	E2	F	155 0 0	..
Henley	32	167 10 0	..	17 18 9	..	..	Barton, James	E1	M	150 0 0	..
Kelso	28	148 19 2	..	19 15 7	..	..	Purves, Thomas B.	Lic.	M	142 10 0	..
Maungatua	31	165 0 0	..	16 9 9	..	..	Harrison, Thomas	C3	M	165 0 0	..
Otakou	33	165 0 0	..	17 4 3	..	..	Firth, Elizabeth H.	D1	F	165 0 0	..
Otokia	33	155 0 0	..	17 0 6	..	..	McLeod, Margaret	D1	F	155 0 0	..
Owaka Valley	24	155 0 0	..	72 2 9	..	..	Sinclair, Violet B.	D3	F	155 0 0	..
Pine Hill	25	155 0 0	..	70 10 5	..	..	Healey, Ernest J.	D3	M	155 0 0	..
Poolburn	29	155 0 0	..	55 4 10	..	..	Young, Margaret C.	E3	F	155 0 0	..
Rae's Junction	31	156 15 0	..	15 14 9	..	..	Thomson, Archibald	Lic.	M	156 15 0	..
Southbridge	30	155 0 0	..	29 4 4	..	..	Sims, Mary Eleanor	C3	F	155 0 0	..
Waihola	43	165 0 0	..	52 8 7	..	..	Paterson, William A.	D2	M	165 0 0	..
Waitahuna Gully	26	165 0 0	..	25 14 4	..	..	Blair, Robert L. D.	D4	M	165 0 0	..
Grade 4.											
Allanton	60	280 0 0	..	40 0 2	..	..	Clark, George B.	E1	HM	185 0 0	..
							Cowie, Elizabeth C.	D3	AF	95 0 0	..
Awamoko	54	277 9 11	..	46 19 2	..	..	Burnard, John Dufty	D2	HM	185 0 0	..
							Pryde, Alice	D5	AF	95 0 0	..
Bannockburn	45	280 8 7	..	25 14 3	..	..	Reilly, William A.	B1	HM	180 0 0	..
							Lynn, Ruth	..	AF	90 0 0	..
Beaumont	39	238 12 9	..	165 0 0	..	288 6 1	Kaye, William T. O.	C4	HM	185 0 0	..
							Fisher, Mary S.	..	AF	90 0 0	..
Bluespur	46	275 0 0	..	22 5 3	..	..	Tindall, Arthur W.	C1	HM	185 0 0	..
							Brown, Mary	D4	AF	90 0 0	..
Dunback	53	276 8 4	..	28 6 10	..	..	Gray, John Anderson	E2	HM	185 0 0	..
							Mitchell, Jessie McF.	C4	AF	95 0 0	..
Duntroon	71	300 0 0	..	85 9 0	..	..	Rodger, William	C2	HM	200 0 0	..
							Weir, Christina	C3	AF	100 0 0	..
Evans Flat	28	185 0 0	..	16 7 0	..	..	Woodhill, Ellen	D3	F	185 0 0	..
Fairfax	79	296 5 0	..	993 17 1	..	..	Grant, John B.	D1	HM	200 0 0	..
							Elder, Violet	B4	AF	90 0 0	..
Flag Swamp	42	278 15 0	..	23 14 1	..	..	Bremner, Philip	D2	HM	185 0 0	..
							Newlands, Maggie	D4	AF	90 0 0	..
Hawea	54	275 0 0	..	28 8 1	..	..	Alexander, William	C3	HM	185 0 0	..
							Bradfield, Esther M.	..	AF	90 0 0	..
Heriot	70	295 0 0	..	37 9 2	..	..	Williamson, Alex. H.	C2	HM	200 0 0	..
							Sinclair, Constance	D4	AF	100 0 0	..
Highcliff	39	275 0 0	..	27 14 4	..	..	Whyte, John	D1	HM	185 0 0	..
							Skinner, Marion Y.	..	AF	90 0 0	..
Houipapa	32	180 2 1	..	26 11 8	..	..	Reid, Margaret A.	..	F	180 0 0	..
Hyde	31	266 0 0	..	20 18 3	..	..	Nesbit, James W.	Lic.	HM	175 15 0	..
							Beattie, Nellie M.	Lic.	AF	90 5 0	..
Kakanui	58	300 0 0	..	34 9 11	..	..	Barnett, Abraham M.	D1	HM	200 0 0	..
							Lyders, Marie J.	C4*	AF	100 0 0	..
Kurow	76	286 2 10	..	84 19 5	..	..	Allan, John Morrison	C1	HM	180 0 0	..
							McLellan, Ellen	D4	AF	105 0 0	..
Leith Valley	43	280 0 0	..	23 11 1	..	..	Marryatt, Ernest	C2	HM	185 0 0	..
							Henderson, Jessie	D2	AF	95 0 0	..
Livingstone	46	280 0 0	..	41 10 8	..	..	McLay, James	B3	HM	185 0 0	..
							Marwick, Jane	C4	AF	95 0 0	..
Lovell's Flat	41	270 16 8	..	100 2 7	..	..	Hunter, Robert R.	C4	HM	180 0 0	..
							Masters, Jemima E.	D2	AF	90 0 0	..
Lowburn	39	267 10 0	..	50 14 1	..	..	Miller, James McK.	D4	HM	185 0 0	..
							Ewart, Hannah	..	AF	90 0 0	..
Lower Harbour	45	280 0 0	..	20 10 0	..	..	Kerr, Charles	D1	HM	185 0 0	..
							Morris, Thirza Sarah	D3	AF	95 0 0	..
Matakanui	45	276 5 0	..	73 17 6	..	..	Lockart, John W.	E3	HM	180 0 0	..
							Watt, Elsie	..	AF	90 0 0	..
Milburn	48	293 6 8	..	112 15 2	..	..	Smith, James	C2	HM	200 0 0	..
							Anderson, Ann C.	D3	AF	90 0 0	..
Miller's Flat	76	308 7 6	..	71 8 10	..	..	Pilling, Ewen	E1	HM	215 0 0	..
							Cornish, Lily Maude	D4	AF	90 0 0	..
Moeraki	53	275 16 8	..	23 13 5	..	..	Rogers, Walter John	C1	HM	185 0 0	..
							Davie, Victoria R.	C4	AF	90 0 0	..
Momona	43	275 0 0	..	23 13 3	..	..	Chesney, Andrew	D1	HM	185 0 0	..
							Cuttle, Ivy	..	AF	90 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1902.	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 4—*continued.*											
Ngapara	69	320 0 0	..	41 13 0	..	..	Stenhouse, Robert A.	C1	HM	215 0 0	..
							Nicol, Vera	C4	AF	105 0 0	..
North-east Harbour	40	298 6 8	..	21 7 4	..	..	Moodie, John	D2	HM	185 0 0	..
							Mathieson, Wilh. B.	D4	AF	115 0 0	..
Papakaio	65	274 11 8	..	28 6 6	..	..	Lawless, Cyril N.	C4	HM	180 0 0	..
							Hunter, Helen Mary	D3	AF	90 0 0	..
Patearoa	39	219 4 2	..	41 5 7	..	..	Fawcett, Horace	Lic.	HM	175 15 0	..
							McIvor, Margaret J.	..	AF	90 0 0	..
Portobello	55	300 0 0	..	54 11 2	..	..	Fergus, Robert	D1	HM	200 0 0	..
							Blair, Gertrude Lois	D3	AF	100 0 0	..
Pukeiwitahi	45	282 0 0	..	24 4 10	..	..	Botting, John F.	D1	HM	180 0 0	..
							Fleming, Janet	E1	AF	100 0 0	..
Pukeuri	48	300 0 0	..	124 12 2	..	..	Nelson, James	C2	HM	200 0 0	..
							Paterson, Jessie	C2	AF	100 0 0	..
Purakanui	46	280 0 0	..	38 17 5	..	..	Burns, William G.	D2	HM	185 0 0	..
							Milne, Annie Jane	D4	AF	95 0 0	..
Ratanui	44	255 5 0	..	37 12 3	..	..	Davis, Edward	D2	HM	185 0 0	..
							Gillespie, Sarah	..	AF	90 0 0	..
Romahapa	54	275 0 0	..	23 15 3	..	..	Harrison, Samuel J.	D2	HM	185 0 0	..
							McNeill, Mary	..	AF	90 0 0	..
Seacliff	71	346 13 4	..	28 1 9	..	..	Marshall, Hugh	D2	HM	200 0 0	..
							Botting, Helena F. J.	C4	AF	105 0 0	..
							Bremner, Ruby H.	..	FPr1	50 0 0	..
St. Bathan's	47	275 0 0	..	55 16 2	..	..	Cowan, Robert	D1	HM	185 0 0	..
							Wade, Ann Catherine	..	AF	90 0 0	..
St. Leonards	47	280 0 0	..	59 9 9	..	..	Carrington, Geo. W.	D1	HM	185 0 0	..
							Lothian, Jeanie M.	D2	AF	95 0 0	..
Sutton	24	185 0 0	..	15 2 9	..	..	McCulloch, Christina	D2	F	185 0 0	..
Teaneraki	62	289 11 8	..	25 17 3	..	..	Calder, George A.	D2	HM	185 0 0	..
							Guffie, Selina	D3	AF	100 0 0	..
Totara	82	301 13 4	..	58 0 9	..	..	Reid, John	C1	HM	200 0 0	..
							Noone, Isabella	..	AF	103 10 0	..
Tuapeka Mouth	42	267 1 8	..	22 16 10	..	..	Methven, James	B1	HM	180 0 0	..
							Corbett, Margaret L.	..	AF	90 0 0	..
Waikoikoi	45	263 6 8	..	53 8 10	..	..	Closs, William O.	C4	HM	180 0 0	..
							Smith, Annie Fisher	C5	AF	90 0 0	..
Waipahi	40	267 10 0	..	21 6 1	..	..	Burn, Edgar Huie	C3	HM	185 0 0	..
							Rennie, Jessie G.	D4	AF	90 0 0	..
Wairuna	33	239 12 9	..	27 1 1	..	279 14 2	Labes, Albert A.	D4	HM	185 0 0	..
							Labes, Mrs. Mat. C.	D3	AF	90 0 0	..
Waitati	60	300 0 0	2 0 0	41 14 7	..	..	Hilgendorf, Francis	C1	HM	200 0 0	..
							Smith, Lucy E. D.	D2	AF	100 0 0	..
Waiwera	52	267 10 0	..	63 15 2	..	..	Appleby, William B.	D2	HM	185 0 0	..
							Borrie, Jessie May	C4	AF	90 0 0	..
Walton	67	300 0 0	..	25 16 6	..	..	Ellisson, Lionel E.	C1	HM	200 0 0	..
							Mills, Jessie Gibson	E1	AF	100 0 0	..
Warepa	55	291 13 4	..	73 8 3	..	..	Wilson, John	D1	HM	200 0 0	..
							Frazer, Ellen F.	C4	AF	90 0 0	..
Weston	57	290 0 0	..	54 3 9	..	..	Kelly, John	D1	HM	200 0 0	..
							de Lambert, Ethel G.	C4	AF	90 0 0	..
West Taieri	37	280 0 0	..	20 9 6	..	..	Finlay, Thomas A.	D1	HM	185 0 0	..
							MacKellar, Ethel E.	D4	AF	95 0 0	..
Windsor	56	300 0 0	..	26 16 9	..	..	Duggan, Patrick J.	D2	HM	200 0 0	..
							Paul, Eliza F. M. H.	D2	AF	100 0 0	..
Grade 5.											
Clinton	100	383 6 8	..	56 19 10	..	..	Beattie, John	D1	HM	210 0 0	..
							King, Rosetta R.	D2	AF	105 0 0	..
							Macdonald, Eliz. M.	..	FPt4	60 0 0	..
Clyde	101	385 8 4	..	41 10 4	..	..	Stevens, Joseph E.	D1	HM	230 0 0	..
							Matheson, Dora G.	D4	AF	105 0 0	..
							Botting, Amy I.	..	FPt3	55 0 0	..
Cromwell	102	378 1 8	..	91 0 8	..	..	Abel, William F.	D1	HM	230 0 0	..
							White, Dora	C4	AF	105 0 0	..
							McMillan, Jessie G.	..	FPt3	50 0 0	..
East Taieri	111	405 18 3	..	66 18 7	..	..	Waddell, Jas. N., B.A.	B1	HM	230 0 0	..
							Little, Mrs. Donella	D1	AF	110 0 0	..
							Keys, Marion Ivy M.	..	FPt4	55 0 0	..
							Allan, Reginald	..	MPt4	20 0 0	..
Hampden	89	372 10 0	..	57 16 9	..	..	Robertson, Alex. G.	D1	HM	230 0 0	..
							Watt, Mrs. Margaret	E1	AF	110 0 0	..
							Duncan, Jessie Agnes	..	FPt2	35 0 0	..
Maheno	117	395 0 0	..	45 18 8	..	..	Nicolson, John McN.	D1	HM	230 0 0	..
							Christie, Elizabeth G.	D2	AF	110 0 0	..
							Henderson, Eliz. O.	..	FPt3	55 0 0	..
Otepopo	84	375 16 8	..	35 0 1	..	..	Fleming, James	C1	HM	220 0 0	..
							Campbell, Jane	D2	AF	110 0 0	..
							Doak, Mary Frame	..	FPt3	55 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Owaka	91	370 1 1	..	38 17 10	..	..	Bryant, James T. ..	E2	HM	220 0 0	..
							McDiarmid, Norah G.	D4	AF	110 0 0	..
							White, David. ..	..	MPt2	50 0 0	..
Sawyer's Bay ..	106	377 10 0	..	50 12 8	8 6 0	..	Flamank, Oscar D.	C1	HM	230 0 0	..
							Johnstone, Cecilia ..	E1	AF	110 0 0	..
							Kilgour, Jean ..	..	FP.3	45 0 0	..
Strath-Taieri ..	130	440 16 8	..	189 8 5	..	173 17 11	Matheson, John ..	D1	HM	230 0 0	..
							Sim, Jane Cathcart	C3	AF	110 0 0	..
							Fisher, Janet Chas.	..	FPt5	55 0 0	..
							Edmondston, Margt.	..	FPr2	55 0 0	..
Waitahuna	88	359 3 4	..	39 0 6	..	..	Patrick, John H. ..	E1	HM	220 0 0	..
							Harrison, Eliz. M.	D2	AF	110 0 0	..
							Lake, Alexander ..	..	MPt2	35 0 0	..
Wakari	109	399 3 4	..	68 1 7	..	..	Moir, James ..	D1	HM	230 0 0	..
							Christie, Jessie C. ..	D1	AF	110 0 0	..
							Rutherford, D. A. J.	..	MPt5	60 0 0	..
GRADE 6.											
Anderson's Bay ..	150	506 13 4	..	475 18 11	..	..	Jeffery, James ..	D1	HM	245 0 0	..
							Gunn, Elizabeth J.	D1	AF	125 0 0	..
							O'Shea, Eliza A. ..	D3	AF	95 0 0	..
							Weir, Mary Olive ..	..	FPr1	50 0 0	..
Naseby D.H.S. ..	131	480 16 8	..	184 11 8	..	..	Jack, James A. ..	B1	HM	*240 0 0	..
							Thomson, Jane H.	D1	AF	125 0 0	..
							Geddes, Emilie S. ..	E2	AF	90 0 0	..
							Inder, Winifred B.	..	FPr2	25 0 0	..
							Jennings, M. A., B.A.	B5	Sec.	..	..
Outram	128	506 13 4	..	45 5 4	..	..	Strong, William J.	D2	HM	245 0 0	..
							Paterson, Jessie R. A.	D2	AF	125 0 0	..
							Hurley, Irene Norma	C3	AF	95 0 0	..
							Edgar, Mary Etta ..	..	FPr1	50 0 0	..
Ravensbourne ..	168	620 16 8	35 0 0	71 8 0	..	..	Grant, John Black	D1	HM	255 0 0	35
							Martin, William ..	B3	AM	135 0 0	..
							MacKenzie, Margaret	D1	AF	115 0 0	..
							Macdonald, Isab. M.	D2	AF	95 0 0	..
							Hicks, Cedric S. ..	..	MPr2	25 0 0	..
Roxburgh	155	492 6 8	..	98 4 1	..	..	Coutts, T. R. W., B.A.	B1	HM	245 0 0	..
							Newlands, Marion S. S., B.A.	B2	AF	120 0 0	..
							Harrison, C. G., B.A.	B5	AF	90 0 0	..
							Wix, Alice Mary ..	..	FPr1	50 0 0	..
Stirling	112	474 18 0	..	112 9 8	..	..	Jones, Herbert C. ..	B1	HM	245 0 0	..
							Tregoning, Mary ..	E1	AF	125 0 0	..
							Hutton, Ella B. ..	C4	AF	95 0 0	..
							Smith, Ethel Bayne	..	FPr2	25 0 0	..
St. Clair	135	489 0 0	..	123 19 8	..	..	Pope, Langley ..	C1	HM	245 0 0	..
							Cooper, Isabella Orr	D1	AF	125 0 0	..
							Thomas, Minnie A.	C3	AF	100 0 0	..
							Shaw, Ethel ..	..	FPr2	25 0 0	..
Waikouaiti ..	138	506 13 4	..	192 5 8	..	..	Bastings, William E.	C1	HM	245 0 0	..
							Kirby, Christiana E.	D1	AF	125 0 0	..
							Cairns, Jessie ..	E1	AF	95 0 0	..
							Gow, Lizzie ..	..	FPr1	50 0 0	..
GRADE 6B.											
Tapanui D.H.S. ..	179	592 16 2	..	198 12 5	..	..	Mackie, William W.	C1	HM	*240 0 0	..
							Todd, Beatrice E. O.	C3	AF	135 0 0	..
							Grigor, Janet Panton	B2	AF	115 0 0	..
							Mackisack, Elea. W.	C3	AF	95 0 0	..
							Campbell, Eliza, M.A.	A2	Sec.	..	..
GRADE 7A.											
Alexandra	227	794 5 8	..	275 11 8	..	..	McLean, Alexander	C1	HM	270 0 0	..
							Reilly, Louis G. ..	D4	AM	185 0 0	..
							Kyle, Eleanor ..	C3	AF	140 0 0	..
							Anderson, Agnes ..	D3	AF	105 0 0	..
							McIntosh, Margt. E.	D4	AF	95 0 0	..
Kensington ..	201	821 13 4	40 0 0	411 5 5	4 0 0	..	Moore, William John	D1	HM	275 0 0	40
							Burn, David W. M.	B2	AM	185 0 0	..
							Farquharson, Eliz.	E1	AF	140 0 0	..
							Aitchison, Louisa M.	E2	AF	110 0 0	..
							Graham, Jane S. B.	D2	AF	95 0 0	..
							Aitchison, Eliz. D.	..	FPr1	20 0 0	..
Lawrence D.H.S. ..	231	925 6 0	..	199 5 10	..	..	Stenhouse, John ..	C1	HM	*397 2 0	..
							Darton, Henry L. ..	D1	AM	256 6 6	..
							Fowler, Jane B. ..	E1	AF	163 3 6	..
							Dallaston, Louisa N.	..	AF	90 0 0	..
							Nichols, Margt. E.	..	FPr1	20 0 0	..
							Strachan, Jas. E., B.A.	B2	Sec.	..	..
							Paterson, Janet, B.A.	B1	Sec.	..	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

OTAGO—*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 7A—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Maori Hill	269	825 8 4	40 0 0	92 0 1	..	177 15 2	Fitzgerald, John A.	D1	HM	275 0 0	40
							Borrie, John Arthur	D3	AM	185 0 0	..
							Andrew, Kate ..	D1	AF	140 0 0	..
							Brown, Jane Kath.	D2	AF	110 0 0	..
							Liddle, Christina W.	D2	AF	95 0 0	..
							Adam, Arthur E. ..	..	MPr2	25 0 0	..
Oamaru Middle ..	215	838 15 0	..	99 5 8	..	..	Earl, Edwin T., B.A.	B1	HM	280 0 0	..
							Sargison, James H.	C5	AM	185 0 0	..
							King, Mary ..	D1	AF	140 0 0	..
							Wilding, Mary Jane	E1	AF	120 0 0	..
							Kay, Margaret ..	D3	AF	95 0 0	..
							Duncan, Gwendoline	..	FPr2	25 0 0	..
Palmerston D.H.S. ..	233	817 5 0	..	70 13 11	..	..	Patterson, T. A., B.A.	B1	HM	*275 0 0	..
							Newland, Edwin J.	D3	AM	185 0 0	..
							Heckler, Louisa A.	D2	AF	140 0 0	..
							Beckingsale, L., B.A.	B3	AF	105 0 0	..
							Bagley, Leith V. ..	C4	AF	90 0 0	..
							Bastings, Alma I. ..	..	FPr1	20 0 0	..
GRADE 7B.							Cox, Annie, M.A. ..	A3	Sec.	..	..
Mosgiel D.H.S. ..	296	828 14 9	..	285 12 1	..	..	Moir, John H., B.A.	B1	HM	*270 0 0	..
							Graham, Geo. P., B.A.	B1	AM	185 0 0	..
							Scott, Mary ..	D1	AF	140 0 0	..
							Hogg, Sarah Jane ..	D2	AF	105 0 0	..
							McKenzie, Alex. J.	..	MPt4	60 0 0	..
							McLeod, Glad. M. S.	..	FPt4	55 0 0	..
							Bressey, Flo. F., M.A.	A2	Sec.	..	..
Musselburgh ..	300	882 10 0	40 0 0	92 7 6	..	..	White, John ..	D1	HM	280 0 0	40
							Paterson, Thomas ..	D2	AM	185 0 0	..
							Chalmer, Clara E. ..	D2	AF	140 0 0	..
							Cameron, Louisa F.	D1	AF	120 0 0	..
							Faulks, Kate ..	D2	AF	95 0 0	..
							Tough, Mary G. C.	..	FPt4	55 0 0	..
							Mercer, Ruby Rachel	..	FPr1	20 0 0	..
Oamaru South ..	284	906 15 3	..	250 15 1	..	..	Aldred, Frederick S.	D1	HM	295 0 0	..
							Cron, William ..	C2	AM	195 0 0	..
							Cooke, Jean Laird..	D1	AF	140 0 0	..
							McNaught, G. C. S.	D2	AF	130 0 0	..
							Garrey, Margaret ..	D3	AF	105 0 0	..
							Martyn, Frances R.	..	FPt3	45 0 0	..
							Sinclair, Bertha M.	..	FPr2	25 0 0	..
Tokomairiro D.H.S...	250	817 18 4	..	314 8 2	..	..	Graham, Walter B.	C1	HM	*290 0 0	..
							Mackay, Leslie D.	C3	AM	185 0 0	..
							McLaren, Mary ..	E1	AF	140 0 0	..
							Nelson, Jessie R. ..	D1	AF	120 0 0	..
							Grey, Eva Ellen ..	..	FPt3	45 0 0	..
							Currie, Isabella T.	..	FPt3	55 0 0	..
GRADE 8A.							Ferguson, Albt. J., M.A.	B2	Sec.	..	..
Balclutha D.H.S. ..	315	1,034 1 10	..	222 0 5	..	..	McElrea, Wm. B. E.	B1	HM	*328 5 6	..
							Harrison, W. L., M.A.	A3	AM	215 0 0	..
							Allan, Mary Kinloch	E1	AF	155 0 0	..
							Murray, Florence ..	D2	AF	140 0 0	..
							Gawn, Elizabeth C.	D3	AF	95 0 0	..
							Mosley, Alexander M.	..	MPt4	55 0 0	..
							Brown, Walter A. ..	..	MPr2	55 0 0	..
							Robertson, Thos. G.	C4	Sec.	..	..
							Dare, Olive J. M. ..	B2	Sec.	..	..
Green Island ..	327	1,105 0 0	..	158 13 10	..	..	McDonald, William	D1	HM	315 0 0	..
							Turner, George A. ..	C2	AM	215 0 0	..
							Horne, Ellen Jane	D1	AF	155 0 0	..
							Mills, Mary Wilson	E2	AF	140 0 0	..
							Shearer, Florence ..	D2	AF	125 0 0	..
							Valentine, Winifd. A.	D3	AF	95 0 0	..
							Drain, Thomas M.	..	MPt5	60 0 0	..
Moray Place (Dunedin)	243	930 8 4	41 5 0	596 18 10	..	..	Stewart, John Neil	C1	HM	310 0 0	45
							Stewart, Peter G. ..	D1	AM	210 0 0	..
							McLean, Alexander	C2	AM	150 0 0	..
							Rodger, Agnes W. ..	D1	AF	135 0 0	..
							Hartstonge, Anne F.	C4	AF	120 0 0	..
							Hodges, Bithia L. C.	D2	AF	90 0 0	..
Kaitangata ..	333	1,150 1 7	..	163 0 4	..	..	Malcolm, James P.	D1	HM	310 0 0	..
							Mechaelis, Wm. R.	B2	AM	215 0 0	..
							McMurtrie, Alex. F.	C4	AM	150 0 0	..
							Murray, Ethel May	D1	AF	135 0 0	..
							Robertson, Jane ..	D2	AF	125 0 0	..
							McDougall, Isabella	..	AF	90 0 0	..
							Graham, John ..	..	MPt4	60 0 0	..
							Houston, Sarah F.	..	FPt2	35 0 0	..
							Espie, R. R. G. M.	..	FPt2	35 0 0	..

List of the Public Schools, the Expenditure, Staff, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 8A—*continued.*											
Oamaru North ..	354	1,112 10 0	..	297 15 4	..	..	Barrett, Richard J.	C1	HM	310 0 0	..
							Service, William A.	D2	AM	215 0 0	..
							Thompson, Alicia M.	D1	AF	155 0 0	..
							Davis, Thomas B...	C4	AM	135 0 0	..
							Lindsay, Janet ..	C3	AF	125 0 0	..
							Kibblewhite, Kate E.	C4	AF	95 0 0	..
							Marwick, John ..	..	MPt4	55 0 0	..
							Jones, Eliza Jane ..	..	FPr2	25 0 0	..
Grade 8B.											
Macandrew Road (Dunedin)	387	1,228 18 3	45 0 0	649 15 8	..	..	Macdonald, G. W. C.	B1	HM	315 0 0	45
							Smeaton, Charles G.	C1	AM	220 0 0	..
							Cushen, John Alfred	D5	AM	155 0 0	..
							Forsyth, Agnes ..	E1	AF	145 0 0	..
							Faulks, Flora ..	D1	AF	125 0 0	..
							Walker, Mary Maria	E1	AF	110 0 0	..
							Farquharson, J. H.	D2	AF	90 0 0	..
							Menzies, George G.	..	MPt3	45 0 0	..
							Watters, Elsie ..	..	FPr2	25 0 0	..
Mornington ..	413	1,288 6 8	..	172 3 5	..	..	Davidson, William	D1	HM	315 0 0	..
							Mathews, Alfred ..	C1	AM	220 0 0	..
							Urquhart, Henry R., B.A.	B2	AM	155 0 0	..
							McIntosh, Janet ..	E1	AF	145 0 0	..
							Whinam, Lois A. P.	D1	AF	125 0 0	..
							Calder, Elizabeth M.	D2	AF	110 0 0	..
							Wilson, Jessie Banks	C3	AF	95 0 0	..
							Allan, Janet ..	D3	AF	90 0 0	..
							Haslett, Aileen I. ..	..	FPt4	55 0 0	..
							Knight, Elfrida Mary	..	FPr2	55 0 0	..
							Hall, Harold Chelsea	..	MPr1	20 0 0	..
Port Chalmers D.H.S.	389	1,236 16 2	..	234 3 9	..	..	Booth, George F., B.A.	B1	HM	*315 0 0	..
							Gray, James H., B.A.	B1	AM	240 0 0	..
							Taylor, Robert M. ..	..	AM	139 10 0	..
							Orkney, Eva Marion	C1	AF	151 0 0	..
							Murray, Hannah B.	E1	AF	125 0 0	..
							McCallum, Maria M.	D2	AF	110 0 0	..
							Bott, Amelia ..	E2	AF	95 0 0	..
							Crawford, Elsie Jane	..	FPt2	50 0 0	..
							Hubbard, Ivan B. ..	..	MPr1	20 0 0	..
							Ward, Emily Rosina	A4	Sec.	..	..
Grade 8C.											
Arthur Street (Dunedin)	444	1,413 6 8	..	337 0 0	..	..	Chapman, John H.	D1	HM	335 0 0	..
							Begg, Thomas ..	D2	AM	210 0 0	..
							Davidson, Andrew..	D2	AM	170 0 0	..
							Sherriff, Eliza Grant	C1	AF	150 0 0	..
							Ritchie, Thomas R.	D4	AM	135 0 0	..
							Pilkington, Jane ..	D2	AF	90 0 0	..
							Orkney, Daisy M. ..	D2	AF	100 0 0	..
							Hopcraft, Flora L.	D2	AF	100 0 0	..
							Beresford, Gert. E.	..	FPt4	60 0 0	..
Grade 9A.											
North-east Valley ..	488	1,545 6 4	..	113 0 0	..	..	Murray, David ..	D1	HM	345 0 0	..
							Rawlinson, Chas. C.	D1	AM	245 0 0	..
							Moore, John Alex...	B2	AM	185 0 0	..
							Andrew, Alice Mary	D1	AF	150 0 0	..
							Uttley, William M.	..	AM	121 10 0	..
							Paterson, Eliz. S. ..	D2	AF	125 0 0	..
							Waugh, Margt. A. P.	D2	AF	125 0 0	..
							Jones, Florence Alice	D2	AF	95 0 0	..
							McCallum, L. M. ..	C3	AF	90 0 0	..
							Spears, William H.	..	MPt4	55 0 0	..
							Green, Jessie Agnes	..	FPr1	20 0 0	..
George Street (Dunedin)	481	1,509 19 3	50 0 0	221 14 0	..	..	McNicoll, David A.	D1	HM	345 0 0	50
							Bell, Cecil F. J. ..	C1	AM	240 0 0	..
							McPhee, John H. A.	B1	AM	185 0 0	..
							Turnbull, Isabella ..	D1	AF	160 0 0	..
							Thomson, Magnus..	D2	AM	150 0 0	..
							Campbell, V. H. D.	E1	AF	125 0 0	..
							Luscombe, Blanche	D1	AF	125 0 0	..
							Ford, Margaret O. T.	C4	AF	90 0 0	..
							Rishworth, Margt. R.	..	FPt2	35 0 0	..
							Fraser, Olga ..	..	FPt1	45 0 0	..
							Carey, Vera Blanche	..	FPr1	20 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

OTAGO—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 9B.											
High Street (Dunedin)	498	1,612 10 0	..	324 3 5	..	..	Smith, James W. ..	C1	HM	345 0 0	..
							Robertson, John A.	D1	AM	245 0 0	..
							Brownlie, William, M.A.	A3	AM	185 0 0	..
							Anderson, Annie C.	E1	AF	160 0 0	..
							Hoggans, Alexander	D3	AM	150 0 0	..
							Tayler, Mabel A. ..	D2	AF	125 0 0	..
							Sullivan, Lily, M.A.	B2	AF	120 0 0	..
							Farnie, Grace M. ..	D2	AF	95 0 0	..
							Sinclair, Vere C. ..	..	FPt4	55 0 0	..
							Allan, Doris Napier	..	FP 3	45 0 0	..
							Bayley, Stella ..	..	FPt3	45 0 0	..
							McMullian, John J. M.	..	MPt2	35 0 0	..
Normal School and Model School	543	1,581 5 4	..	173 7 7	..	..	Pinder, Edward ..	A1	HM	370 0 0	..
							McMillan, Hugh ..	D1	AM	275 0 0	..
							Maxwell, Jessie ..	D1	AF	240 0 0	..
							Ironside, John ..	C2	AM	210 0 0	..
							McMillan, Mary S.	E1	AF	185 0 0	..
							Stevens, Emma ..	D1	AF	155 0 0	..
							Scott, Marjory T. ..	D2	AF	120 0 0	..
							Kenyon, Helen McG.	B3	Sec.	..	..
							Alexander, Ann C...	D2	AF	120 0 0	..
							Campbell, Jessie ..	D2	AF	90 0 0	..
							Greaves, Alice ..	D2	AF	120 0 0	..
							Hardy, James Wm.	B1	Sec.	..	..
							Stewart, David ..	C1	M	245 0 0	..
Kaikorai	510	1,740 8 4	..	239 9 9	..	..	Allnutt, William C.	D1	HM	370 0 0	..
							Robertson, Jno., B.A.	B1	AM	245 0 0	..
							Kelk, Henry P. ..	D1	AM	195 0 0	..
							McEwan, Mary ..	E1	AF	180 0 0	..
							Murphy, Frank G...	D3	AM	165 0 0	..
							Dow, Annie Cecilia	D2	AF	120 0 0	..
							Callender, Mary ..	E1	AF	125 0 0	..
							Reid, Wilhelmina R.	D2	AF	95 0 0	..
							Darling, Rose ..	D3	AF	100 0 0	..
							Colquhoun, John A.	..	MPt4	60 0 0	..
							Littlejohn, Elsie S.	..	FPt3	55 0 0	..
							Sawell, Robert G. A.	..	MPt3	45 0 0	..
GRADE 9C.											
Caversham	576	1,724 17 1	50 0 0	456 14 0	..	..	Young, Charles ..	C1	HM	355 0 0	50
							Wilson, Robert ..	D1	AM	245 0 0	..
							Melville, John ..	D2	AM	185 0 0	..
							Donald, Elizabeth L.	E1	AF	165 0 0	..
							Kennedy, Alex. S...	C3	AM	155 0 0	..
							Ross, Annie Murray	D1	AF	130 0 0	..
							McPherson, Gertrude C.	D2	AF	125 0 0	..
							Low, Jessie ..	D1	AF	100 0 0	..
							McGregor, Isabella	D2	AF	95 0 0	..
							Walton, Margaret A. S.	D3	AF	90 0 0	..
							McNeill, William ..	..	MPt3	45 0 0	..
							Taylor, Helen ..	..	FPt3	45 0 0	..
							Macdonald, Linda..	..	FPr1	20 0 0	..
GRADE 10A.											
Albany Street (Dunedin)	692	2,245 8 10	50 0 0	630 17 3	..	..	Rennie, James, B.A., B.SC.	B1	HM	375 0 0	50
							McLaren, William	D1	AM	275 0 0	..
							Phillipps, William..	B1	AM	215 0 0	..
							Little, Caroline Eliza	D1	AF	180 0 0	..
							Renton, William ..	B2	AM	170 0 0	..
							Fowler, Lillias A. ..	E1	AF	155 0 0	..
							Given, Jessie Isabel	D1	AF	155 0 0	..
							Livingston, Catherine	D1	AF	125 0 0	..
							Crawley, Janet Lucy	D2	AF	125 0 0	..
							Meston, Jane M. ..	C3	AF	95 0 0	..
							Nicolson, Mrs. Ada	D3	AF	90 0 0	..
							Broom, Lavinia E.	..	FPt4	55 0 0	..
							Barth, Irene ..	..	FPt4	55 0 0	..
							Calder, John K. ..	..	MPt4	55 0 0	..
							Ryan, Ruby Louise	..	FPt4	55 0 0	..
							Cowan, James Geo.	..	MPt4	55 0 0	..
							Davidson, Margt. E.	..	FPt3	45 0 0	..
							Walker, Leonie A. N.	..	FPr2	55 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued*.

OTAGO—*continued*.

1 Name of School.	2 Average for the Year 1909.	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 10A—*continued*.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Forbury	656	2,135 11 2	50 0 0	168 19 6	..	..	Eudey Walter ..	C1	HM	375 0 0	50
							Turner, William W.	B1	AM	275 0 0	..
							Borthwick, James ..	E2	AM	215 0 0	..
							Hooper, Jane D. ..	D1	AF	185 0 0	..
							Forrester, Fran. E.L.	C3	AM	170 0 0	..
							Lawrence, Dora S.	E1	AF	155 0 0	..
							Ralston, Mary ..	D2	AF	155 0 0	..
							Budd, Elizabeth ..	D2	AF	125 0 0	..
							Hopcraft, Victoria K.	D2	AF	125 0 0	..
							Brown, Isabel E. ..	D3	AF	90 0 0	..
							Lear, Constance M.	C3	AF	90 0 0	..
							Hare, Emma Jessie	..	FPt4	55 0 0	..
							Nelson, John Smith	..	MPt5	60 0 0	..
							Luke, Gabriel Mason	..	MPt3	45 0 0	..
							Stevens, Herbert M.	..	MPt3	45 0 0	..
Union Street (Dunedin)	..	120 8 4	..	11 5 0	..	..	..	..	..	..	..
Expenditure not classified—											
Unclassified ..	..	..	..	355 19 2	..	..	..	..	..	..	..
Training College ..	..	..	..	331 8 1	..	5,299 19 7	..	..	..	..	..
School appliances ..	..	..	..	183 3 6	..	..	..	..	..	..	..
Architect ..	..	..	..	589 11 11	..	..	..	..	..	..	..
Totals	..	72,619 5 1	710 1 2	18,066 17 5	27 11 0	7,900 9 8	..	..	..	73,608 1 6	710

SOUTHLAND.

GRADE 0.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Arthur's Point ..	6	42 0 0	..	20 13 10	..	..	Griffith, Georgina ..	..	F	42 0 0	..
Clifden	10	47 10 0	..	3 10 6	..	..	Swap, Josephine ..	..	F	72 0 0	..
Crown Terrace ..	6	42 0 0	..	3 5 6	..	..	Preston, Lucille ..	..	F	42 0 0	..
Glencoe	7	37 10 11	..	4 18 2	10 0 0	..	Simon, Leonie ..	..	F	48 0 0	..
Minaret	6	51 6 6	..	..	..	..	Leddy, Teresa ..	..	F	42 0 0	..
Mount Aspiring ..	4	19 10 0	..	..	..	..	McPherson, Jessie ..	..	F	24 0 0	..
Waikaka, Little ..	8	48 0 0	..	..	..	..	Ray, Annie R. ..	D2	F	48 0 0	..
Waikawa Valley II[1]	..	25 0 0	..	..	..	..	..	..	..	..	..
Waituna	11	64 0 0	..	5 3 0	..	..	Chisholm, Annabelle	..	F	72 0 0	..
GRADE 1.											
Avondale	9	87 15 0	9 15 0	5 3 6	..	..	O'Donnell, Aileen ..	..	F	90 0 0	10
Beaumont	10	90 0 0	10 0 0	6 4 0	5 0 0	..	O'Brien, Rosie ..	..	F	90 0 0	10
Benmore	16	89 0 7	9 17 10	8 18 0	..	..	Murray, Yolande ..	..	F	90 0 0	10
Croydon Siding ..	13	100 8 4	10 0 0	7 7 0	..	..	Congreve, Olive A. ..	..	F	90 0 0	10
Feldwick	11	86 5 0	9 11 8	29 19 6	..	..	Crow, Emily ..	..	F	90 0 0	10
Forest Hill, South ..	16	91 16 0	..	13 14 10	..	..	Orr, Marion J. N. ..	..	F	90 0 0	..
Gibbston	13	90 0 0	..	7 5 6	..	..	Kinross, Andrew ..	..	M	90 0 0	..
Greenvale	12	91 2 6	..	6 10 0	..	..	Lloyd, Alice ..	..	F	90 0 0	..
Hamilton Burn ..	13	90 0 0	10 0 0	17 6 8	..	..	Ashley, Frederick J.	..	M	90 0 0	10
Holmesdale ..	10	90 0 0	10 0 0	9 15 0	..	..	McDonald, Flossy ..	..	F	90 0 0	10
Longridge	20	90 0 0	..	9 17 6	..	..	McEwan, Flora ..	..	F	90 0 0	..
Manapouri	7	79 7 3	8 16 3	1 12 6	..	..	Mason, Louisa C. ..	..	F	90 0 0	10
Mokoreta	13	91 10 6	..	72 17 0	..	..	Potts, Jane S. ..	..	F	90 0 0	..
Neck, The	10	75 0 0	..	5 0 0	..	..	Spencer, Rebecca ..	..	F	90 0 0	..
New River Ferry ..	13	103 10 0	10 0 0	6 7 0	..	..	Boyce, May B. ..	..	F	103 10 0	10
Opio	21	103 10 0	..	10 0 0	..	..	Clapp, Lewis J. ..	..	M	103 10 0	..
Pine Bush	12	84 13 6	..	8 2 6	..	..	McGlashan, Peter ..	..	M	90 0 0	..
Pyramid Siding ..	11	96 14 8	..	13 19 0	..	..	Orr, Margaret F. M.	..	F	90 0 0	..
Quarry Hills and Waikawa Valley	15	114 9 0	9 8 4	8 8 6	..	..	Alexander, Matthew	..	M	108 0 0	10
Sandstone	15	103 10 0	10 0 0	8 12 6	..	139 0 0	Wraytt, Sarah Alice	..	F	103 10 0	10
Shotover, Upper ..	17	86 10 0	..	9 5 0	..	..	Jackson, Samuel ..	..	M	90 0 0	..
Springbank	15	94 18 11	..	11 17 6	..	..	Reichel, Carl O. ..	..	M	90 0 0	..
Titipua	13	87 1 10	9 13 5	6 5 0	..	237 0 0	Schlaadt, Hilda ..	..	F	90 0 0	10
Waimumu	15	103 10 0	..	11 6 6	..	..	Mehaffey, William G.	..	M	103 10 0	..
Wairaki	11	90 0 0	10 0 0	7 0 6	10 0 0	..	McLeod, John W. ..	..	M	90 0 0	10
Wendon Valley ..	12	90 0 0	..	5 0 0	..	..	Ross, Grace ..	..	F	90 0 0	..
Wairekiki	15	84 5 0	..	8 12 6	..	..	Peters, Ann S. ..	..	F	90 0 0	..
Ruapuke	11	11 5 0	..	..	..	..	McKenzie, Gordon	..	M	90 0 0	..

(1) Closed.

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 2.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					£ s. d.	£
Ardlussa	18	109 5 3	..	52 15 10	..	..		Rowe, Alfred C, ..	..	M	108 0 0	..
Awarua Plains ..	11	117 5 1	..	52 18 10	..	..		McArthur, Grace ..	Lic.	F	114 0 0	..
Benio	21	120 15 7	15 0 0	11 10 0	..	..		Johnson, George A.	..	M	108 0 0	15
Cardrona	14	121 10 0	..	8 12 1	..	..		Barker, Caroline ..	..	F	121 10 0	..
Chatton	18	125 0 0	..	9 12 1	..	..		Smith, Frances H.	D4	F	125 0 0	..
Dacre	17	108 4 6	14 18 5	9 0 0	..	..		Maider, Sophia J.J.M.	..	F	108 0 0	15
Eastern Bush ..	20	112 10 0	..	10 5 0	..	..		Fahey, Ellen ..	..	F	112 10 0	..
Ferndale	16	112 15 5	15 0 0	9 7 1	..	..		Bilby, George H. ..	..	M	108 0 0	15
Flint's Bush ..	18	114 15 7	..	10 15 10	..	..		Griffiths, George F.	..	M	108 0 0	..
Forest Vale ..	16	121 10 0	15 0 0	10 7 11	..	..		Dallas, Isabel ..	..	F	121 10 0	15
Glenorchy	19	113 10 10	15 0 0	14 13 4	..	..		Golden, Agnes ..	..	F	112 10 0	15
Grove Bush ..	20	121 10 0	..	47 9 5	..	..		McKenzie, Alexander	..	M	121 10 0	..
Haldane	16	115 1 8	..	10 5 4	..	..		Lopdell, James ..	..	M	108 0 0	..
Hedgehope, Lower ..	21	149 0 0	15 0 0	22 2 2	..	..		Gunn, Elizabeth M.	E2	F	149 0 0	15
Hokonui	24	124 16 7	..	15 8 9	..	..		Wilson, Mary R. ..	E2	F	125 0 0	..
Kaiwera	17	102 17 0	..	12 7 1	..	..		Munro, Flora J. ..	..	F	112 10 0	..
Kapuka	21	109 0 8	..	11 0 10	..	..		Watt, Lilian F. ..	..	F	108 0 0	..
Longridge Village ..	20	123 10 2	..	12 3 9	..	..		Snodgrass, Margt. T.	E3	F	120 0 0	..
Macetown	20	121 10 0	..	22 10 3	..	..		Blathwayt, Mur. W.P.	..	M	121 10 0	..
Mandeville	24	149 0 0	..	11 10 5	..	..		Overton, William R.	E2	M	149 0 0	..
Morton Mains ..	18	121 10 0	15 0 0	10 18 4	..	..		Hanning, Elizabeth	..	F	121 10 0	15
Otara	28	121 10 0	..	11 13 5	..	..		Stevens, Amy ..	..	F	121 10 0	..
Oteramika	27	134 2 0	..	11 16 6	..	..		Golden, Mary C. ..	..	F	134 2 0	..
Papatotara ..	20	112 10 0	..	23 19 11	..	..		Hamilton, Hilda ..	..	F	112 10 0	..
Riverside	17	118 15 0	..	41 13 9	..	..		Melton, Jane B. ..	Lic.	F	118 15 0	..
Roslyn Bush ..	27	135 0 0	..	17 9 7	..	..		MacKay, Annie ..	D3	F	135 0 0	..
Scott's Gap ..	20	112 10 0	..	45 13 6	..	..		Egan, Thomas ..	..	M	112 10 0	..
Spar Bush	18	135 0 0	..	42 1 6	..	..		Wild, Herbert A. ..	D2	M	135 0 0	..
Springhills	14	132 11 8	..	12 17 5	..	..		McLauchlan, M. F.	E3	F	125 0 0	..
Waikaka Siding ..	22	121 10 0	15 0 0	20 2 9	..	..		Cameron, Annie R.	..	F	121 10 0	15
Waikawa	24	121 10 0	15 0 0	20 15 9	15 0 0	..		Irwin, Sarah ..	..	F	121 10 0	15
Waikouro	27	109 15 10	8 10 11	19 5 5	..	280 10 0		Orr, Mary ..	D3	F	120 0 0	..
Waipounamu ..	25	121 10 0	..	16 8 9	..	..		Anderson, Thomas R.	..	M	121 10 0	..
Wendonside ..	23	149 0 0	..	11 10 10	..	..		Shepard, Henry ..	E2	M	149 0 0	..
Wyndham South ..	32	137 3 4	..	16 2 11	..	..		White, James ..	..	M	123 6 0	..
GRADE 3.												
Athol	38	170 0 0	..	17 9 7	..	..		Gilfedder, Thomas J.	D3	M	170 0 0	..
Charlton	30	151 5 0	..	12 18 2	..	..		Dale, Annabella S.	C4	F	150 0 0	..
Croydon	28	155 0 0	..	14 7 5	..	..		Biggar, Mary M. ..	D3	F	155 0 0	..
Elderslie	34	155 0 0	..	20 6 8	..	..		Watson, Isabella H.	D2	F	155 0 0	..
Fernhills	28	152 19 1	..	13 3 5	..	..		Burt, Sarah McA. R.	D4	F	150 0 0	..
Fortrose	34	165 0 0	..	26 5 1	..	..		Millard, Arthur J. ..	E2	M	165 0 0	..
Gladfield	28	155 0 0	13 6 8	12 3 10	..	281 18 0		Murphy, Kate ..	E3	F	155 0 0	..
Glenham	33	165 0 0	20 0 0	22 2 1	..	..		White, Mary E. ..	D1	F	165 0 0	20
Half-moon Bay ..	40	155 0 0	20 0 0	13 10 0	..	..		Reid, Annie ..	D3	F	155 0 0	20
Hedgehope, Upper ..	30	155 0 0	..	20 2 3	..	..		McQuirk, John ..	..	M	155 0 0	..
Heddon Bush ..	25	155 0 0	..	20 11 0	..	..		Hanning, Minnie L.	E2	F	155 0 0	..
Hillend South ..	27	165 0 0	..	13 1 10	..	..		Milne, James ..	E1	M	165 0 0	..
Koromiko	30	165 0 0	..	28 18 9	..	..		Cochran, Isabella C. J. Ker	B2	F	165 0 0	..
Maitland Village ..	31	139 10 0	..	12 18 2	..	..		Barclay, Lily C. ..	..	F	139 10 0	..
Merrivale	29	133 18 3	..	17 18 4	..	..		Cusack, James ..	E2	M	150 0 0	..
Mimihau	27	155 0 0	..	25 16 3	..	..		Healey, Florence E.	E1	F	155 0 0	..
Mossburn	30	155 0 0	..	15 6 6	..	..		Southberg, Eleanor	E2	F	155 0 0	..
Moturimu	34	141 12 2	6 13 4	12 10 9	..	..		McFeely, Hugh ..	..	M	135 0 0	20
Myross Bush ..	33	161 6 8	10 0 0	22 1 5	..	368 0 0		Ingram, Charlotte C.	D3	F	150 0 0	..
Niagara	26	139 10 0	..	11 19 5	..	..		Wood, Mary ..	..	F	139 10 0	..
Oraki	31	155 0 0	20 0 0	12 10 11	..	..		Purvis, Patience I.	E3	F	155 0 0	20
Otama	25	153 0 0	..	12 7 3	..	..		McKenzie, George..	..	M	153 0 0	..
Otapiri	29	147 5 0	..	26 11 5	..	..		Mackay, Eric V. ..	Lic.	M	147 5 0	..
Otatara Bush ..	33	212 8 8	..	13 3 5	..	..		Merrie, Thomas ..	D2	M	170 0 0	..
Oteramika Gorge ..	27	165 0 0	..	20 5 5	..	..		Monteath, Thomas	E1	M	165 0 0	..
Pembroke	33	148 10 0	..	13 1 3	..	..		Murdoch, Vera J. ..	..	F	148 10 0	..
Round Hill.. ..	25	170 0 0	20 0 0	13 4 2	..	..		McLauchlan, Joseph	C2	M	170 0 0	20
Seaward Downs ..	31	165 0 0	..	13 0 8	..	..		Enright, Mary A. ..	D2	F	165 0 0	..
Shotover, Lower ..	24	155 0 0	..	19 0 7	..	..		Fisher, Esau ..	E2	M	155 0 0	..
Tokonui	27	139 10 0	..	11 12 1	..	..		Mackay, Helen ..	..	F	139 10 0	..
Tuturau	29	165 0 0	..	24 15 11	..	..		Ball, Alice A. ..	D2	F	165 0 0	..
Waimahaka ..	22	148 1 3	10 0 0	15 9 3	..	350 0 0		Schroeder, Peter ..	Lic.	M	142 10 0	..
Waimatuku ..	36	170 0 0	..	13 7 9	..	..		Selby, Bertha G. ..	D2	F	170 0 0	..
Wairio	27	165 0 0	..	59 11 2	..	..		McDonald, Christina	E2	F	165 0 0	..
Wallacetown ..	43	210 0 0	..	439 10 7	..	..		McKenzie, Duncan	E1	HM	165 0 0	..
								Romans, Henrietta	..	AF	90 0 0	..
Wendon	36	148 2 6	..	20 6 6	..	..		Gazzard, Henry W.D.	Lic.	M	142 10 0	..
Wild Bush	31	165 0 0	..	21 7 4	..	..		Lind, Magdaline ..	D3	F	165 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*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 4.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Aparima	36	260 13 4	..	17 4 5	..	..	McInman, Emily M.	D3	HF	185 0 0	..
							Hamilton, Lilla R.	..	AF	90 0 0	..
Arrow D.H.S. ..	88	315 3 11	..	22 10 3	26 0 0	..	Orr, James ..	D1	HM	*210 0 0	..
							Youngman, Violet	..	AF	90 0 0	..
							Copland, Catherine	C4	Sec.	..	..
							Connor, Margaret ..	..	FPr1	20 0 0	..
Balfour	80	331 3 7	..	42 1 0	..	..	Learmonth, Robert	D1	HM	200 0 0	..
							Gordon, Elizabeth ..	C3	AF	100 0 0	..
							Fraser, Mary E. C.	..	FPr1	50 0 0	..
Brydone	45	275 0 0	..	30 7 11	..	..	Kelly, Thomas ..	E2	HM	185 0 0	..
							Daplyn, Clarissa M.	..	AF	90 0 0	..
Clifton	62	280 0 0	..	31 5 9	..	..	Robertson, George E.	C1	HM	185 0 0	..
							Hannan, Cecilia ..	E3	AF	95 0 0	..
Dipton	40	295 0 0	..	33 16 7	..	..	Millar, William ..	E2*	HM	200 0 0	..
							Rae, Elizabeth ..	D4	AF	95 0 0	..
Drummond ..	65	325 16 8	..	28 2 0	..	..	Sproat, William A.	D1	HM	200 0 0	..
							Murray, Jessie E. I.	..	AF	90 0 0	..
							Irwin, Mary A. ..	..	FPr1	50 0 0	..
Fairfax	43	265 1 9	..	18 14 6	..	..	Meek, Ada M. ..	E2	HF	185 0 0	..
							Saunders, Mary I...	..	AF	90 0 0	..
Forest Hill North ..	42	263 15 0	..	28 18 8	..	..	Cameron, Jessie ..	D3	HF	185 0 0	..
							Hayward, M. A. E.	..	AF	90 0 0	..
Garston	43	266 7 4	..	18 4 2	..	..	Lea, William S. ..	E2	HM	185 0 0	..
							Herlihy, Mary ..	..	AF	90 0 0	..
Greenhills	46	275 0 0	..	24 7 10	..	..	Ward, Agnes ..	D3	HF	185 0 0	..
							Mackay, Jessie R. ..	..	AF	90 0 0	..
Gummie's Bush ..	45	275 0 0	..	31 17 3	..	..	Carnahan, Jes. McP.	E1	HF	185 0 0	..
							Cavell, Marion C. ..	..	AF	90 0 0	..
Knapdale	40	263 15 0	..	18 4 0	..	..	Fraser, Robert ..	D2	HM	180 0 0	..
							Peter, Mary ..	..	AF	90 0 0	..
Limehills	70	304 6 8	..	123 13 0	..	..	Murray, Henry E...	D1	HM	200 0 0	..
							Irwin, Margaret A.	..	AF	90 0 0	..
							McClymont, Grace	..	FPr1	20 0 0	..
Limestone Plains ..	38	265 1 9	..	420 17 9	..	..	McKinnon, Charles	E2	HM	185 0 0	..
							Frew, Mary M. ..	..	AF	90 0 0	..
Longbush	37	260 0 0	..	25 8 3	..	..	Stott, Alexander ..	C2	HM	185 0 0	..
							McHutcheson, E. W.	..	AF	90 0 0	..
Mabel	42	256 10 0	..	60 16 5	..	..	Linn, Mary I. ..	E3	HF	185 0 0	..
							McLeod, Margaret I.	..	AF	90 0 0	..
Mataura Island ..	46	275 0 0	..	31 6 9	..	..	Gray, Agnes ..	D2	HF	185 0 0	..
							Cushen, Frances ..	..	AF	90 0 0	..
Menzie's Ferry ..	37	259 6 8	25 0 0	14 15 9	..	..	Campbell, Mary A. E.	E2	HF	185 0 0	25
							Graham, Jeannie ..	..	AF	90 0 0	..
Oreti Plains ..	40	259 18 8	..	19 12 2	..	..	Wilson, Robert N.	D3	HM	180 0 0	..
							Winder, Elizabeth	..	AF	90 0 0	..
Pahia	44	264 2 3	..	31 6 8	..	..	Lea, Albert G. ..	E2	HM	185 0 0	..
							Beer, Ethel C. ..	..	AF	90 0 0	..
Pukerau	41	275 2 3	..	15 12 4	..	..	Macdonald, George C.	D2	HM	185 0 0	..
							Seed, Jessie E. ..	..	AF	90 0 0	..
Rimu	58	288 10 0	..	27 18 8	..	..	Clark, Alexander ..	D2	HM	185 0 0	..
							McKenzie, Agnes ..	..	AF	90 0 0	..
Ryal Bush	43	265 12 6	..	16 2 7	..	..	Officer, John ..	E1	HM	185 0 0	..
							Pryde, Annie ..	..	AF	90 0 0	..
Taramoa	33	263 15 0	..	14 6 4	..	..	Simmonds, Sarah E.	E2	HF	185 0 0	..
							McKenzie, Nellie ..	..	AF	90 0 0	..
Te Tua	61	266 3 2	..	38 18 3	..	..	McCallum, Mary ..	D2	HF	185 0 0	..
							Yardley, Agnes ..	..	AF	90 0 0	..
Thornbury	47	255 0 0	..	27 17 9	..	..	Diack, William A...	D2	HM	180 0 0	..
							Henderson, Alice O.	..	AF	90 0 0	..
Waianiwa	56	276 0 5	..	43 15 10	..	..	Smith, Aaron Y. ..	C1	HM	185 0 0	..
							Southern, Grace ..	..	AF	90 0 0	..
Waikaka	65	275 0 0	..	793 17 5	..	..	Thomson, Alex. G.	E1	HM	185 0 0	..
							Fahey, Nora ..	..	AF	90 0 0	..
Waikaka Valley ..	37	263 15 0	..	13 14 4	..	..	Webber, Jane ..	D3	HF	185 0 0	..
							Wright, Winifred M.	..	AF	90 0 0	..
West Plains ..	28	275 0 0	..	14 9 4	..	..	Mehaffey, John ..	D1	HM	185 0 0	..
							Metcalfe, Elizabeth	..	AF	90 0 0	..
GRADE 5.											
Colac Bay	87	376 13 0	..	36 15 6	..	..	Soar, James ..	C1	HM	220 0 0	..
							Clapp, Bertha ..	..	AF	94 10 0	..
							Tweedie, Helen M. C.	..	FPt4	60 0 0	..
Edendale	100	378 2 10	30 0 0	43 6 8	..	..	Hoddinott, Fred. W.	B2	HM	230 0 0	30
							Greer, Ellen ..	D5	AF	105 0 0	..
							Porteous, Mary ..	..	FPt2	50 0 0	..
Kennington ..	93	378 2 6	..	52 16 4	..	233 0 0	Featherstone, A. E.	D1	HM	220 0 0	..
							Baird, Mary ..	C3	AF	110 0 0	..
							Gedney, Mary J. ..	..	FPt3	55 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 5—*continued.*		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	£
Lumsden D.H.S. ..	112	404 19 11	..	29 17 0	..	..	Clark, William H. ..	B1	HM	*230 0 0	..
							Lenihan, Minnie ..	..	AF	112 10 0	..
							Steel, Ann ..	..	Sec.	..	..
							Milligan, Lilian ..	..	FPt3	45 0 0	..
							Romans, Henry C.	..	MPr1	50 0 0	..
Makarewa... ..	109	419 9 2	..	54 10 2	..	..	Gazzard, Thomas E.	D1	HM	230 0 0	..
							Macdonald, Alexan.	E3	AF	110 0 0	..
							Cockerill, Myrtle M.	..	FPt4	55 0 0	..
							Cavell, Elizabeth B.	..	FPr2	25 0 0	..
Nightcaps	122	432 19 2	..	36 1 0	..	..	Gray, John ..	D1	HM	230 0 0	..
							Wright, Bridget ..	..	AF	94 10 0	..
							Ritchie, Christina ..	..	FPt4	60 0 0	..
							Webb, Beatrice J.H.	..	FPr2	55 0 0	..
Queenstown ..	71	357 2 1	..	114 11 11	..	..	Hiddleston, Archibald H.	E1	HM	220 0 0	..
							Cosgriff, Johanna ..	..	AF	99 0 0	..
							Ryan, Sarah ..	..	FPt1	45 0 0	..
Riversdale	78	366 10 7	..	41 9 9	..	..	Sutherland, Frederick R. H.	D1	HM	230 0 0	..
							Hunter, Elizabeth	..	AF	94 10 0	..
							Barber, Ada ..	..	FPt2	50 0 0	..
Waikaia	107	410 2 7	..	148 10 9	..	..	Steadman, David D.	C1	HM	230 0 0	..
							Duncan, Jane C. ..	..	AF	94 10 0	..
							Sproat, Hugh G. ..	..	MPt2	35 0 0	..
							Cosgriff, Alice J. ..	..	FPr2	55 0 0	..
Waikiwi	112	420 13 2	..	28 10 8	..	..	Greig, David M. ..	C1	HM	230 0 0	..
							Hardie, Margaret ..	E2	AF	110 0 0	..
							Young, Margaret ..	..	FPt5	55 0 0	..
							Edginton, Elizabeth	..	FPr2	25 0 0	..
Woodlands.. ..	95	415 12 1	..	29 0 7	..	..	Donald, James ..	C1	HM	210 0 0	..
							Gunn, Eva H. ..	C4	AF	105 0 0	..
							Wallace, Elizabeth J.	..	FPt4	60 0 0	..
							Simpson, Henry G. E.	..	MPr2	55 0 0	..
GRADE 6A.											
Invercargill North ..	162	496 2 9	..	52 4 9	..	..	Inglis, Alexander ..	A1	HM	245 0 0	..
							Hardie, Mary ..	E1	AF	125 0 0	..
							Fraser, Elizabeth ..	..	FPt3	55 0 0	..
							Gilchrist, Norman D.	..	MPt3	45 0 0	..
							Harper, Mary ..	..	FPr1	20 0 0	..
Orepuki	166	606 11 1	..	52 5 10	..	..	Young, Henry P. ..	D1	HM	255 0 0	..
							Mitchell, Christ. R.	..	AF	108 0 0	..
							Barron, Isabella F.	D4	AF	95 0 0	..
							Brown, Isabella ..	..	AF	90 0 0	..
							Fletcher, George ..	..	MPr1	50 0 0	..
Otautau	159	476 0 0	..	134 1 7	..	..	McNeil, Angus ..	A1	HM	245 0 0	..
							Daplyn, Rosina M.	B4	AF	120 0 0	..
							Donnan, Mary R. ..	C4	AF	95 0 0	..
							King, Emily A. ..	..	FPr1	20 0 0	..
Tisbury	136	459 9 6	35 0 0	35 0 8	..	..	Hamilton, Martha	D1	HF	245 0 0	35
							Macdonald, S. M. M.	E2	AF	125 0 0	..
							Stobo, James ..	..	MPt3	45 0 0	..
							Agnew, George ..	..	MPt3	45 0 0	..
Wyndham	141	482 15 7	..	44 15 5	.	..	Golding, Jabez ..	D2	HM	245 0 0	..
							Dickie, Agnes ..	C3	AF	125 0 0	..
							Cosgriff, Margaret ..	..	FPt4	60 0 0	..
							McLauchlan, Margaret M.	..	FPt3	45 0 0	..
GRADE 6B.											
East Gore	192	599 5 0	..	136 13 0	..	179 0 0	Gilchrist, William..	C1	HM	255 0 0	..
							Salmond, Mary ..	C3	AF	135 0 0	..
							Kennedy, Mary J. ..	C3	AF	125 0 0	..
							Robertson, Harr. M.	C4	AF	95 0 0	..
Waihopai	172	637 0 10	..	69 1 11	..	..	McNeil, Duncan ..	B1	HM	255 0 0	..
							Perrin, Margaret C.	B1	AF	135 0 0	..
							Carswell, Helen ..	D3	AF	125 0 0	..
							Webb, Hannah M...	..	FPt4	60 0 0	..
							Reid, Sidney ..	..	FPt4	55 0 0	..
Winton D.H.S. ..	177	585 0 6	..	40 18 6	..	..	McKillop, David S.	C1	HM	*240 0 0	..
							Lindsay, Colin M. ..	..	AM	108 0 0	..
							McKenzie, Mary S. H.	D2	AF	125 0 0	..
							Dalrymple, Helen K.	B4	Sec.	..	..
							Watson, John ..	..	MPt4	55 0 0	..
							Gallagher, Mary ..	..	FPt2	50 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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 7A.											
Invercargill Park ..	257	835 5 4	..	60 9 5	..	..	Hain, James ..	D1	HM	280 0 0	..
							Mackenzie, John A.	D2	AM	185 0 0	..
							Dryburgh, Isabella	E1	AF	140 0 0	..
							Harkness, Jessie ..	D3	AF	120 0 0	..
							Garmson, Jane E. ..	..	FPt3	45 0 0	..
							Wyeth, Nora E. ..	..	FPt2	50 0 0	..
							Elley, Ethel Maud	..	FPr2	25 0 0	..
Riverton D.H.S. ..	223	804 17 2	..	2,382 7 6	105 0 0	..	Hewat, Ebenezer C.	B1	HM	*275 0 0	..
							Acheson, Catherine E. A.	D2	AF	185 0 0	..
							Ash, Eva M. ..	D2	AF	140 0 0	..
							Lucas, Evelyne M.	D3	AF	110 0 0	..
							Hamilton, Janet A.	D2	Sec.	..	..
GRADE 7B.							Crawford, Robert J.	..	MPt2	50 0 0	..
							Thomson, Marie M.	..	FPt2	35 0 0	..
Bluff	272	872 10 0	..	831 10 1	..	..	Young, Andrew ..	E1	HM	280 0 0	..
							Smith, Edward ..	D2	AM	185 0 0	..
							Todd, Eliza T. ..	D2	AF	140 0 0	..
							McLeod, Cath. E. ..	D3	AF	120 0 0	..
							Andrews, Ernest E.	..	AM	90 0 0	..
							McKenzie, Lionel A.	..	MPt4	55 0 0	..
Mataura	301	899 3 6	40 0 0	119 12 1	..	..	Macandrew, William	D1	HM	280 0 0	40
							Evison, John C. M.	D1	AM	185 0 0	..
							Fowler, Lillian E...	D1	AF	140 0 0	..
							Brown, Caroline F.	..	AF	108 0 0	..
							Anderson, Alex. K.	..	MPt4	55 0 0	..
							Cockroft, Eric A. P.	..	MPt3	55 0 0	..
							Winning, Elsie ..	..	FPt2	35 0 0	..
GRADE 9A.							Morton, Annie ..	..	FPr2	55 0 0	..
Gore	397	1,572 18 10	..	102 7 11	..	..	Golding, Jonathan..	B1	HM	370 0 0	..
							Grenfell, Alfred F...	D1	AM	245 0 0	..
							Howes, Edith A. ..	D1	AF	185 0 0	..
							Wilson, Elizabeth M.	D2	AF	155 0 0	..
							Lyttle, David J. A.	D4	AM	140 0 0	..
							Stenhouse, Christina	D3	AF	125 0 0	..
							Miller, Jessie R. ..	D3	AF	135 0 0	..
							Winning, Annie T. ..	..	FPt5	60 0 0	..
							Hamilton, Violet A.	..	FPt2	50 0 0	..
							Gowdy, Vyvienne ..	..	FPt4	55 0 0	..
GRADE 9B.							Martin, William A. G.	..	MPt4	55 0 0	..
Invercargill Middle ..	524	1,639 12 5	..	848 13 7	..	..	Mehaffey, William G.	D1	HM	345 0 0	..
							Greig, Alexander ..	C2	AM	245 0 0	..
							Birss, Helen L. ..	D1	AF	185 0 0	..
							Nicholl, Jessie J. ..	..	AF	135 0 0	..
							Rae, Duncan McF.	D4	AM	135 0 0	..
							Thomson, Annie ..	E2	AF	125 0 0	..
							Dundas, Jessie A. ..	D2	AF	125 0 0	..
							Harrington, Ethel..	D4	AF	90 0 0	..
							Lopdell, Francis C.	..	MPt3	45 0 0	..
							Hall, Norman G. ..	..	MPt4	60 0 0	..
							McHutcheson, Moni.	..	FPt3	45 0 0	..
							Howie, Helen M. ..	..	FPt2	35 0 0	..
GRADE 10B.							Browne, Mary A. ..	..	FPt1	45 0 0	..
Invercargill South ..	679	2,198 4 6	..	163 19 8	..	..	Webber, Edmund ..	C1	HM	375 0 0	..
							Bain, Andrew ..	D2	AM	275 0 0	..
							McLeod, Caroline ..	B1	AF	215 0 0	..
							Sebo, William H. ..	E1	AM	185 0 0	..
							Park, William F. ..	C1	AM	170 0 0	..
							Joyce, Lucy J. ..	E1	AF	155 0 0	..
							Bellamy, Eliza. W.	D1	AF	155 0 0	..
							Ramsay, Wil. A. ..	D2	AF	125 0 0	..
							Murray, Irene J. ..	C5	AF	90 0 0	..
							Prichard, Herbert D.	..	AM	108 0 0	..
							Hall, Andrew ..	..	MPt5	60 0 0	..
							Rowe, Lilian J. ..	..	FPt4	55 0 0	..
							McKie, Lillie I. ..	..	FPt4	55 0 0	..
							Dobbie, Ira V. A. ..	..	MPt3	45 0 0	..
							Burt, John M. ..	..	MPt3	45 0 0	..
							Sproat, Olive C. ..	..	FPt3	55 0 0	..
							Macdonald, Catheri.	..	FPr2	55 0 0	..

LIST of the PUBLIC SCHOOLS, the EXPENDITURE, STAFF, &c.—*continued.*

SOUTHLAND—*continued.*

1 Name of School.	2 Average for the Year 1909.	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.	£
Expenditure not classified—											
Plans, supervision, and fees	..	..	..	717 2 8	..	..	..	..	..	..	..
Furniture and appliances	..	..	..	756 13 2	..	..	..	..	..	..	..
Sites, purchase, survey, and transfer of	..	..	..	261 13 4	..	..	..	..	..	..	..
Tenders, advertising	..	..	..	41 8 4	..	..	..	..	..	..	..
Freights and railage	..	..	..	96 16 2	..	..	..	..	..	..	..
Insurance of employees	..	..	..	11 0 0	..	..	..	..	..	..	..
Totals ..	..	39,087 10 3	520 11 10	11,798 11 3	171 0 0	2,068 8 0	..	..	..	39,429 18 0	495

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